

**PROCEEDINGS
OF
The 2017 Northeast Asia International
Symposium on Linguistics, Literature
and Teaching**

2017 NALLTS

**Lvliang , China
June23-25 , 2017**

VOLUME A-C



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PREFACE

The Organizing Committee of Northeast Asia International Symposium on Linguistics, Literature and Teaching (NALLTS) holds an international symposium in China every year. The International Symposium is becoming more and more popular with scholars at home and abroad. The International Symposium held in Lvliang University from June 23 to June 25, 2017 was a great success. It won acclaim and praise from the participants of the Symposium.

The proceedings for this symposium have become a very significant platform for scholars to air their views on different subjects in various fields. The present proceedings are a collection of the selected papers submitted for presentation at the symposium mentioned above. The 104 articles are a representative of plenary speeches, papers and workshop presentations presented by scholars in different fields. The publication of the proceedings will help readers build up knowledge and understanding of related subjects on the one hand and contribute to the development of researches on the other hand. It will also help to build up a channel through which Chinese scholars will have opportunities to share their ideas and research findings in linguistics, literature and FLT with scholars in other countries.

It is expected that the proceedings will successfully achieve its purpose for a wider audience in the academic research on the fields that the symposium covers. It is also expected that this proceedings will promote international exchange of academic ideas and mutual understanding between scholars.

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Keynote Speech I

The Works of Art by Mark Twain in Tatar language: the Peculiarities of Translation

Alsu Vafina

Kazan Federal University, Kazan, Russia, 420140

[Abstract] The research is connected with the history of translating in Tatar literature. The aim is to find out the general route and the reasons for accepting the European and American literatures in other culture in its own language. Also the author examines the individual history of translating the works by Mark Twain in Tatar literature. The part of the issue is connected with researching the peculiarities of the translated text in comparison with the original one.

[Keywords] The history of Translation, American Literature, Tatar Literature, Mark Twain

Bionote

Alsu Vafina received Ph.D from Kazan Federal University(KFU) in Russia in 2011 and has been teaching literature and methods of teaching literature at KFU since 2004. She is currently the associate professor of the department of Russian and World Literature of The Institute of the Institute of Philology and cross-cultural communication of Kazan Federal University. Since 2014 she is responsible for the research activities of the students and heads the student scientific society of the institute. She is the co-author of methodical technology based on teaching language to bilingual learners. She has been granted 1 Federal State Project (the Grant of the Federal Target Program "Russian language" for 2016 and 2020), 1 regional project (Russian and Tatar translations of Western literary classics (comparative analysis), 2016-2017); has published over 30 papers in the field of Russian, World literature and Teaching; is the co-author of the program *Colorful Planet*.

Keynote Speech II

‘Teacher, why do we always talk about what touched our hearts?’

Larysa Zolotarevskia

Changchun University of Technology, Changchun, China

***[Abstract]** With China’s rapid economic development and its estimated 400 million learners of English, the country has become the largest job market in the world for teaching English. More than 120 thousand foreign English teachers are employed here every year. However, before they start their Chinese teaching careers they know very little about teaching practices and student expectations in Chinese universities. This research will report on the two-year study of successes and challenges experienced by a foreign teacher teaching Oral English classes to the second year English major students. It will look at the characteristics of a good English teacher as perceived by the students and will report on their experiences of Public speaking and Debating classes. It will also overview students’ general experiences of learning English at a university level and look at their changing expectations.*

***[Keywords]** foreign English teachers; China; teaching Oral English; English major students*

Bionote

Larysa Zolotarevskia is a professionally qualified Teacher of English Language and Foreign Literature with more than 10 years of experience of working with students of different ages. She has an MA degree in Applied Linguistics and TESOL. From June 2014 to August 2014, she is an English language teacher at Anglo-Continental Language School, Bournemouth, UK. From August 2014 to August 2015, she is a private English language teacher at Bournemouth, UK. From August 2015 to present day, she teaches at Changchun University of Technology, China.

Keynote Speech III

**The Internationalization of Higher Education in
China: Benefits, Challenges and Understanding the
Longitudinal Implications of English Taught Degree
Programs**

Laura Hudson

Northeast Normal University

***[Abstract]** As China moves towards becoming the global leader in economic and political activity around the globe, part of its economic development focus has shifted towards advancing its soft power mechanisms and international higher education institutions that can serve and host a variety of international students from around the world, providing higher education degrees taught in the English language. As these programs are newly being developed, a number of challenges have been posed to the process of adapting these English language programs to the Chinese University system. This research explores some of those benefits, challenges and ways forward in creating internationally recognized higher education programs that serve some of the world's most economically disadvantaged nations and help them to develop robust educational systems with the capacity for positively advantaging our international community's global future.*

***[Keywords]** internationalization of higher education programs in China; challenges; benefits*

Bionote

Laura L. Hudson got his PhD in Anthropology and Education in Columbia University in 2007. Accumulating a wealth of experiences during working as an assistant professor in NENU, as an English teacher as well as a marketing consultant. She has also published many articles on different publications. She was once invited to various lectures. She was very proficient in English, Portuguese and Chinese.

Keynote Speech IV

Gnomic Verses about Water and Tree: Translation and Transmission

LI Zhengshuan

School of Foreign Languages, Hebei Normal University, Shijiazhuang 050024, China

[Abstract] *In the 19th century, Konchok Tenpai Dronme wrote Gnomic Verses about Water and Tree. This book is very good in instructing and moralizing people. It provides reference for enhancing humanistic quality and morality. It has a strong ideological content. The author took the habits and characteristics of water and tree as vehicles, linking Buddhist philosophy and individual behavior together. He expressed advice and opinion on things in light of Buddhism and taught people to behave well, to be good at differentiating good and evil, to improve the cultivation continuously and to make contribution to the society actively. In 1986, the Tibet People's Publishing House published Professor Geng Yufang's Chinese translation of Gnomic Verses about Water and Tree, together with Dgelden Gnomic Verses. Li Zhengshuan and Li Shengxuan translated Gnomic Verses about Water and Tree into English. It was published by Changchun Publishing House in 2013. It is recently discovered that a book entitled The Water and Wood Shastras was published in the United States in 2012. We guess it is the English translation of Gnomic Verses about Water and Tree. Nowadays, in the context of globalization, it is of great importance to promote the spread of Chinese minorities' classics in the world and to read excellent classics of other countries. It is conducive to people all over the world to understand each other, to love each other and to contribute to the peace of the world.*

[Keywords] *Gnomic Verses about Water and Tree; translation; transmission*

Bionote

Li Zhengshuan, PhD of Peking University, Doctor of Honorary Degree from University of Stirling in the United Kingdom of Great Britain, born in 1963, is Professor of English literature, Ph.D supervisor at Northeast Normal University and Hebei Normal University, one of the academic leading scholars at Hebei Normal University, one of the Backbone Young Teachers of Hebei Province, one of the provincial top teachers of Hebei Province, one of the outstanding young experts in social science in Hebei, one of the members of the "50 Middle-aged and Young Experts Project" of Hebei Province, a young expert with outstanding contribution to Hebei Province.

He is a member of the English branch of Foreign Language Teaching Steering Committee appointed by China's Ministry of Education, a member of the Coordination Group for Teaching in Translation Major appointed by China's Ministry of Education, member of the academic board in the third national MTI educa-

tion committee appointed by the office of the academic degrees committee of the State Council, council member of China Translators Association, expert member of China Translation Association, standing vice-chair and secretary-general of the Committee of Translating Chinese Classics into English in China Association for Comparative Studies of English and Chinese, standing council member of China Association for Comparative Studies in Chinese and American Culture, standing council member of All-China Association for English Literature, council member of English Literature Branch of China Association for Foreign Literature Studies, Chair of Foreign Language Teaching Steering Committee of Hebei Province, Chair of Hebei Foreign Language Teaching Research Association for Universities and Colleges.

He got provincial awards for excellent social-science research 8 times and provincial awards for excellent teaching 5 times.

His major academic interests are in English and American poetry, poetry translation and translation review. He published five monographs on John Donne, Renaissance poetry and American poetry, 8 textbooks of English and American literature. He also published many articles on John Donne, Robert Burns, some renaissance poets and translation studies. In recent years, he has published several books of translation, mainly translating Chinese classics, including Yuefu poetry, Tibetan Gnostic verses and Tsangyang Gyatso's (Dalai Lama VI) poems into English. He has published a number of articles in these fields. He has translated over 200 of Burns' poems.

Keynote Speech V

Lexical Priming and its Implication for Language Teaching and Learning

Yuchen Yang

Foreign Languages School, Northeast Normal University

[Abstract] *Lexical priming, as proposed by Michael Hoey, is a psychological concept and the way a word may provoke another particular word(s). This paper will firstly dwell on what lexical priming means and then explores into the statistical evidence of some English words in BNC and CLEC, illustrating that the lexical primings of words at the disposal of Chinese learners of English are not identical to those for native speakers of English in terms of semantic collocation, grammatical construction, and pragmatic function. The paper argues that Chinese speakers of English use the same English word but might mean different things. It is suggested, therefore, that both teachers and learners of English should make the best use of the linguistic resources in corpus and be aware of the significance of frequency of use in the interpretation of design features of language.*

[Keywords] *Lexical priming; collocation; colligation; frequency; naturalness*

Bionote

Yuchen Yang, a professor of linguistics at Foreign Languages School, Northeast Normal University (NENU) China. She received her PhD at NENU on English Language and Literature in 2005 and her MA on English Language and Literature in Jilin University in 1988 and her second MA on English Language Teaching at Thames Valley University, London, Britain in 1996. Over her academic career, she has been active in various areas of linguistic research and English language teaching, including theories of language, discourse and text analysis, cognition and writing. Her recent books are *Minimum Discourse Patterns in Chinese and English Text Construction*; *Lexical Priming, Clause Relations and Discourse Patterns*; *Clause Relations and Discourse Patterns: a contrastive study of Chinese and English Texts*; *Constructing English Grammar*, etc.

Keynote Speech VI

Artistic Modulation of Ji and Zheng to the Production of Translation Works

ZHANG Sijie

School of Humanities and Social Sciences, North University of China, Taiyuan

[Abstract] Translation is essentially a process full of antinomies like that between Wen and Zhi, in which translator has to make a decision in whether his/her translation be Wen-oriented or Zhi-oriented. Despite discrepancies exist between translation and pure creative writing, mechanisms for guiding writings are theoretically commensurable with those for translation production. In producing literary writings, writer has to observe the dialectical relation between employing mechanism of Ji and that of Zheng, whether for wording, or for syntactic arrangement; this is, presumably, applicable to translation production for reference. Keeping the relation between Ji and Zheng in mind, translator makes flexible adaptation to its fullest measure, so to make his/her wording, tone, rhythm, and pattern etc. be as they were created and appreciated, and in the whole, make his/her translation adequately interpreted while literary embellishment fully expressed.

Bionote

ZHANG Sijie, Male, born in March of 1967, PhD in literature and professor of English in School of Humanities and Social Sciences of North University of China, currently working as the Dean of the School as well as Vice Chairman of the Board of Shanxi Foreign Languages Research Association, and that of the Board of Shanxi Translators Association. Academic interests include but not limited to translation theories researches, bilingual contrastive studies, and bilingual lexicography researches.

Keynote Speech VII
**Comprehension of Interpreting Discourse : An
Embodied Cognition Perspective**

Gao Wei

English School, Dalian University

[Abstract] This research project aims to explore the question: Does the interpreter's relevant bodily experience help her to understand the spoken discourse?. The findings of this study contribute to the general understanding of how comprehension is achieved in interpreting. The theoretical framework is based on the concept of the Embodied Cognition, which emphasizes the role of bodily experience in organizing and understanding knowledge and languages. Pre-experiment and quasi-experiment were conducted. The tentative analysis shows that the interpreter's bodily experience helped her to understand the interpreting discourse .

[Keywords] Interpreting Discourse ;Comprehension ;Embodied Cognition

Bionote

Professor Wei Gao, Dean of College of English, Dalian University. PhD in Languages and Translation, Heriot-Watt University . External supervisor in Languages and Translation, University of Stirling. Research interest: Translation and Interpreting, Translation and Cognition, Translation technology , Chinese studies.

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Part I: Linguistics

(Volume A)

A Study on the Interpersonal Meaning Construction of English Academic Book Reviews

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[Abstract] *English Academic Book Review is a potentially face-threatening genre. It not only reveals how reviewers express their personal judgments on the reviewed books, but also how they handle the complex interpersonal relationships with the book writers and the potential readers. If we want to understand the communicative properties of the reviews under consideration, we should resort to the Appraisal Theory proposed by Martin to explore how evaluative positions conveyed by a review are constructed as more or less compatible, convergent and in sympathy with the anticipated positions of the review's prospective readerships. Hence, we have adopted the Appraisal Theory to examine 30 English book reviews from five major linguistic journals and found accordingly that appreciation resources are used most frequently in EABRs and implicit expressions are more likely to be drawn on to show the reviewers' negative evaluation.*

[Keywords] *Academic Book Review; APPRAISAL theory; Generic Structure of EABRs; Inter-subjective positioning*

Introduction

English Academic Book Review is a potentially face-threatening genre, for it reveals not only how reviewers express their personal judgments on the reviewed books, but also how they handle the complex interpersonal relationships (Hyland, 2000). In a critical analysis of a book, the reviewer should interact with the author through praising the advantages of the book and criticizing the author's deficiency in knowledge, judgment or the way of by which the book is organized. The reviewer should also evaluate the way in which the author handles the subject and the contribution to the book's potential readers' understanding of the issue discussed. So during the writing process of book reviews, the reviewers should anticipate a range of different audience who are potential rather than actual and can be expected to differ in their responses to the text according to the differences in their own textual positioning. If we want to understand the rhetorical potential and communicative properties of the reviews under consideration, we need to explore how the evaluative positions conveyed by a review are constructed as more or less compatible, convergent and in sympathy with the anticipated positions of the review's prospective readerships. Furthermore, we need to explore what linguistic means is adopted by the reviewer to construct the authorial stance.

Since Martin's establishment of the APPRAISAL system, many scholars have applied it to practical research of various discourses. The representatives are Peter White (2002), Wang Zhenhua (2001; 2003;

2004; 2005) and so on. Many scholars both at home and abroad have adopted the Appraisal system to analyze English Academic Book Reviews (Motta-Roth, 1998; Hyland, 2000; Philip Shaw, 2004; Tang Qingye, 2004; Tang Liping, 2004 & 2005). However, the current research on academic book reviews is far from exhaustive. The writer intended to adopt Martin's Appraisal Theory and De Carvalho's (2001) EABR schema to explore the features of attitudinal resources in different generic moves of EABR. Moreover, the rhetorical strategies involved in to coordinate the complicated interpersonal relationships will be investigated.

The study was carried out to pursue the answers to the following questions: 1) How are attitudinal resources adopted to realize the interpersonal goals? 2) How are attitudinal resources distributed in different moves of EABRs? 3) What functions may appraisal resources perform in the discourse?

30 English academic book reviews were randomly selected from five major linguistic journals—*Language in Society*, *Language*, *Applied Linguistics*, *Cognitive Linguistics* and *Language and Education*. Because book reviews from different disciplines display certain features (Hyland, 2000), we have limited the data to the linguistic field. Both quantitative and qualitative approaches were adopted to analyze the data. After calculating the distribution of each attitudinal resource, we explained the result from the intersubjective perspective.

The Structure of Book Reviews

Book review can be considered as a type of academic genre, just like the scientific article. One method that has proved to be useful in the definition and shaping of genres is move analysis (Motta-Roth, 1998). Motta-Roth examined the organization of book reviews in the fields of linguistics, chemistry, and economics; she found that these disparate book reviews shared a number of what she called "rhetorical moves". Working with 20 book reviews in each of the three disciplines, Motta-Roth outlined four such moves, each composed of one or more "sub-functions." These moves and their functions allow readers and writers to recognize different texts as being examples of the same genre. Motta-Roth suggested that each main move was usually associated with the start of a new paragraph.

In Move 1 (*Introducing the book*) BR writers normally give a short account of the content of the book by means of sub-function 1 (*Defining the general topic of the book*). This is sometimes developed further by other fragments containing more detailed information about the general content of the book. Sub-function 2 (*Informing about potential readership*) states or ventures the audience to which the book is addressed. Sub-function 3 (*Informing about the author*) offers some information about the author's academic background, previous works, interests, and so on. Subfunction 4 (*Making topic generalisations*) is used by reviewers to provide information related to the book, making use of their own background knowledge. Subfunction 5 (*Placing the book in its field*) serves to insert the book in the field by talking about previous books on the same topic or by pointing out a gap in previous, related books that the book being reviewed attempts to cover.

Move 2 (*Outlining the book*) outlines the book under review. Move 2 can be realized through one or more of the following sub-functions. Sub-function 1 (*Providing an overview of the organisation of the book*) describes the overall organisation of the book by stating the number of chapters. Sub-function 2 (*Stating the topic of each chapter*) describes the content of the book's chapters by stating the topic of each chapter. However, sometimes reviewers tend to introduce the main idea of the book under review without reference to

specific chapters. Sub-function 3 (*Citing extra-text material*) reports on the extra-text material appearing in the book being reviewed, such as bibliographies, appendices, tables etc.

In Move 3 (*Highlighting parts of the book*), reviewers usually point out positive and negative remarks on specific aspects of the book in order to give the reader a clear idea of their opinion on the book. Move 3 (*Highlighting parts of the book*) is sometimes joined with Move 2 (*Outlining the book*) when the book reviewer clearly aims at describing the chapters of the book and providing focused evaluation on them at the same time.

Move 4 (*Providing closing evaluation of the book*) has a binary function: closing the BR and giving a clear opinion on the overall value of the book. The evaluation of this last part of the review differs from the evaluation of Move 3 in that it is more general. It is usually a summary of what has previously been said and aims at justifying the final evaluation on the book. Within this move, there are five possible options. Option A (*Definitely recommending/disqualifying the book*) consists of a definite recommendation of the book, sometimes even after having expressed negative evaluation in the previous parts of the review, or implies a total rejection of the book reviewed. Option B (*Recommending the book despite indicated shortcomings*) consists of giving a favorable evaluation on the book being reviewed, and highlighting some negative points at the same time.

The subfunctions in Moves 1 (*Introducing the book*) and 2 (*Outlining the book*) are optional but not mutually exclusive. That is to say, a move can be realized by one or more subfunctions. In Move 4, by contrast, options are mutually exclusive.

Regarding the structure of the reviews, it should be noted that De Carvalho (2001) proposes a slightly different schema, reducing Motta-Roth's (1998) four moves to three. In her corpus, Motta-Roth's Moves 2 (*Outlining the book*) and 3 (*Highlighting parts of the book*) are fused together in the same move (Move 2). In the present study, we will follow De Carvalho's model.

The Appraisal theory

In Systemic-Functional Grammar, Halliday (2000) uses grammar as a means to study the three meta-functions of language—ideational metafunction, interpersonal metafunction and textual metafunction. He has established a complete mood system as well as a strong modality system to study the interpersonal metafunction of language. However, he explores little into evaluation. According to Thompson (2000, p. 65), evaluation can be simply defined as the indication of whether the speaker thinks that something (a person, thing, action, event, situation, idea, etc.) is good or bad. Since the traditional Systemic-Functional Grammar hasn't set up an integrated evaluative system, Martin created the APPRAISAL system in the 1990s to complement the study of SFG.

APPRAISAL is concerned with evaluation: the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned (Martin & Rose, 2007, p. 22). The APPRAISAL system includes Attitude, Engagement and Graduation. Attitude is the core part of the APPRAISAL system, and both Engagement and Graduation serve Attitude. Attitude is concerned with our feelings, including emotional reactions, judgments of people's behavior and evaluation of things. Attitude can be divided into different categories according to different standards. According to the object of the evaluation, Attitude can be subcategorized into Affect, Judgment and Appreciation. It can also

be divided into explicit expression and implicit expression from the perspective of the expressing patterns. According to the evaluative meaning, it can be divided into positive attitude and negative attitude.

Affect concerns the set of resources typically employed to construe the positive and negative emotional responses and dispositions of human beings. According to Martin and White (2005), Judgment is concerned with attitudes towards behavior, which we admire or criticize, praise or condemn according to the criterion of ethics. Appreciation concerns the attitudes towards text/process and phenomena according to the criterion of aesthetics.

In evaluation, the attitude may bear positive or negative meaning if put under certain contexts. Positive evaluation means that the appraiser's attitude towards the appraised is affirmative. For instance:

(1) To sum up, this is a good, though not unflawed, book. It is readable and accessible, its coverage is wide, and it contains many astute insights, not the least important of which is that language policy/planning has limited power of itself to effect change in practices or beliefs.

In the example, the attitudinal words 'good', 'readable', 'accessible', 'wide' and 'astute' are all positive in meaning. What these words convey is the reviewer's praise of the merits of the book reviewed. The evaluative expressions here all belong to positive evaluation.

Negative evaluation means that the appraiser holds a negative attitude towards the appraised. For instance:

(2) The author's justification of this apparent repositioning of the goalposts is not, for me, altogether convincing.

In this example, the reviewer directly points out his disagreement with the author by adopting 'not...altogether convincing'. Martin and White (2005) classify this phenomenon as [negative+ positive reaction]; however, it is a negative expression of attitude in essence.

Affect, Judgment and Appreciation can be expressed explicitly or implicitly. Explicit expression means that the language user's opinion is expressed directly. In detail, it is realized by evaluative lexis, modal verbs, modal adjuncts, etc. For example:

(3) In this intriguing, uncompromising book Adrian Holliday aims to show how a dominant 'native-speakerist' attitude which espouses a culturalist, essentialist philosophy has contaminated Western TESOL.

In example (3), the reviewer adopts the evaluative lexis "intriguing" and "uncompromising" to point out the characteristics of the book under review. The two evaluative adjectives convey the reviewer's positive attitude towards the value of the book directly. In this example, attitudinal words are adopted to indicate the reviewers' attitudes directly, which belongs to explicit expression.

Implicit expression means the evaluation is indirectly presented by means of implied meaning under certain contexts. The implicitly evaluated descriptions of the appraised (the things, human beings, etc.) have the capacity to evoke attitudinal responses (depending on the readers' social/cultural/ideological reading position). The language receiver must make some speculation about the implied meaning under certain contexts. For instance:

(4) And in general, more attention to English teaching in relation to migration to English – dominant countries might have upset the arguments which aim to show how native-speakerism pervades English-speaking Western TESOL.

In this example, the subjunctive mood 'might have upset the arguments' is used to present the review-

er's negative attitude. There is no evaluative lexis in this sentence, so we may misunderstand it as a non-evaluative sentence. But when we think of the essence of the subjunctive mood, we know this grammatical phenomenon is usually adopted to show the speaker's supposition about the current situation and to convey a complete contrary meaning. The reason why the reviewer adopts the subjunctive mood lies in that he intends to save the negative face of the author by mitigating the force of his negative attitude. Such an example belongs to implicit expression.

According to Martin and White (2005), explicit attitude and implicit attitude are referred to as inscribed attitude and invoked attitude respectively. And during the analysis we will follow what Martin and White do and use notation 'T' for ideational tokens/invocations. Token of Attitude (implicit appraisal) is a term that refers to the indirect realization of evaluation. It enables the theory to account for a word or set of words which are used to trigger or 'evoke' a particular judgment on the part of the reader. In other words, it accounts for the way in which ideational meaning is exploited for its interpersonal effect.

Findings

The writer has explored the general features of attitudinal resources in EABR in detail and the distributive features of attitudinal resources with De Carvalho's EABR schema as reference.

Through comparing frequencies of the three attitudinal sub-systems—Affect, Judgment and Appreciation, we know that reviewers seldom employ affect which is high-risk loaded. Besides, reviewers draw on appreciation much frequently than judgment for the target of reviews is the content of the books under review. Moreover, there are more positive evaluative expressions than negative ones, reviewers are prone to adopt implicit expressions to convey their negative evaluation to save the negative faces of authors and maintain harmonious relationships with authors and readers.

The result can be explained from inter-subjective perspective. The target of appreciation is the content of the books instead of the authors, thus reviewers take less risk in expressing their own opinions than making judgments or expressing affect. Besides, positive attitudes bear less threatening interpersonal value and help the reviewers coordinate the complicated interpersonal relationships.

In the move 'Introducing the book', appreciation occurs most frequently which is used to evaluate the status and the outstanding features of the book. The Move 'Outlining the book & highlighting parts of the book' tends to end with a positive closing instead of disqualifying the book under review. 1) There is no distinctive difference between positive affect and negative affect; 2) Appreciation possesses an overwhelming position and the explicit negative expressions are more than implicit negative ones. There is no clear distinction between implicit positive expressions and implicit negative expressions. 3) In regard to Judgment, the expressions of judgment in Move 2 occur more frequently than those in Move 1 and less than those in Move 3; there are more positive judgments in this move, which are expressed mainly in implicit forms. Reviewers are prone to adopt implicit expressions to show their negative judgments to ease conflicts with the authors and the potential readers. The move 'Providing closing evaluation' is much shorter than Move 2, however, the density of distribution of appraisal resources is much higher than that of the other two. 1) There are more positive affects in Move 3. In most cases, reviewers would like to show their inclinations and satisfactions in this move. 2) Most of the reviewers tend to recommend the books under review in spite of indicating the shortcomings of the books. So in most cases there are more positive expressions than nega-

tive ones, and the positive ones usually follow negative ones in this move. However, there are some cases in which reviewers would like to recommend or disqualify the books definitely. It is rather rare that reviewers reject the books definitely.

From the research, we know that book reviews are more likely to present instances of evaluation in Moves 2 (Outlining the book and highlighting parts of the book) and 3 (Providing closing evaluation of the book). The statistics also demonstrate that the frequency of each attitudinal resource changes systematically according to different generic moves. Judgment and Appreciation are used to highlight inter-subjective positioning, and the distributive frequency of judgmental and appreciative resources in different moves shows that the chance of facing challenges from authors and putative readers for reviewers is in a cline ranging from weak to strong-- Move 2, Move 1 and Move 3.

Implications

The present study is significant. Firstly, it proves that APPRAISAL theory is an ideal instrument to interpret the authors' attitudes and stances in a discourse. Secondly, the study is pedagogic-oriented. The pedagogical applications derived from this study will benefit professional book review writers as well as students in general. Thirdly, Appraisal theory may be applied to inform teaching English as a foreign language. On the one hand, it enables us to think about how a writer/speaker expresses attitudes and positions himself dialogically when we come across a text. On the other hand, we should think over why the speaker/writer arranges his speech/text in that way, and try to explore whether it is structure-bounded. These two points are useful for both teachers and students in their understanding of texts in reading.

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Corpus-assisted Framing of Lexical Chunks in Business Academic Writing

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[Abstract] *Language is mainly composed of grammaticalized lexis instead of lexicalized grammar. Lexical chunks, consisting of fixed and semi-fixed idiosyncratic combinations, have been semantically identified as natural units of semes to be comprehended, memorized and retrieved conveniently and efficiently as unanalyzed wholes. Taking such specialized corpora of business English as Poly U Language Bank and HUBEC as retrieving databases, this paper explores the feasibility of corpus-assisted approach in lexical framing in term of the framing of collocates, interpreting of text equivalent probability in dynamic context and quantitative analyzing on characteristics of learners' corpus.*

[Keywords] *lexical chunks; corpus-assisted approach; collocates; text equivalent probability analysis; learners' corpus*

Introduction

Over the past two decades, corpus linguistics, increasingly recognized to be feasible and practical, has been serving as a powerful computer-mediation tool and has become integrated into learning contexts to provide teaching materials and instructions (O' Keeffe et al, 2007). Corpus technology, accordingly, holds considerable promise for writing with its contribution to the acceptability and idiomaticity of interlanguage. Many words and phrases present a tendency to co-occur with certain grammatical principles, furthermore, they are combined into utterance or a text not always depending on "open choice principle", but often abiding by "idiom principle" (Sinclair, 1991, p. 109). That is, the meaning is delivered by the prefabricated lexical chunks retrieved from the mind.

Widdowson argues that, "the structural approach accounts for one aspect of competence by concentrating on analysis but does so at the expense of access, whereas communicative approach concentrates on access to the relative neglect of analysis" (1989, p. 132). The emergence of lexical approach, which provides some sort of middle ground, give researchers new insights into how those two competences interact. Nattinger & DeCarrico pioneer a novel lexical-phrase approach, which, they believe, "... avoids the shortcomings of relying too heavily on either theories of linguistic competence on the one hand, or theories of communicative competence on the other. Though the focus is on appropriate language use, the analysis of regular rules of syntax is not neglected" (1992, p. 91).

First invented in psychology, the term of "chunk" is recognized as a unit to measure the length of short-term memory, it is believed, in the well-known Memory Theory of 7+/-2 Chunks, to be able to alleviate the

effort exerted in short-time information processing by incorporating small units into larger ones and storing them in long-time memory (Miller, 1956). Later, it emerged in the field of psycholinguistics, and was identified as a string of words commonly combined together which frequently shows up together or in close proximity. Becher (1975) and Bolinger (1976) first advanced the concept about lexical chunks. According to Lewis, “Language consists of grammaticalized lexis, not lexicalized grammar” (1993, p. 8). Becker (1975) demonstrates the ubiquitousness of lexical chunks in language, which inspires the researchers with great interest to explore this pervasive language phenomenon.

The present researches on lexical chunks have mainly revolved around academic texts or general texts, such as, texts for second language acquisition, popularized texts, etc. While such lexical chunks as those in technological texts, formal written texts, contract texts and poetry texts are not well explored (Li, 2011). Thus, it is kind of novel to adopt Lexical Approach to the exploration of lexical chunks in business academic writing, which is hoped to provide beneficial implications for writing a native-like and efficient business English articles.

Lexical Chunks Theory

Definition and Features of Lexical Chunks

Speaking of the raw material by which learners perceive the patterns of language (Lewis, 1997a, pp. 255-270), commentators coined diversified terms even though they are overlapping. There are at least 40 ways to label lexical chunks (Wray, 2002). In view of the terminological turmoil, Wray (1999, p. 213) adopted “formulaic sequence” to cover “lexical chunks”. She believed that a large proportion of everyday language is “formulaic”, which is idiomatic and predictable in form, and “seems to be stored in fixed or semi-fixed chunks” (Wray, 2002, p. 15). She gave a more detailed description of the nature, functions and dual mode system of lexical chunks. She put forward the idea that a lexical chunk is “a sequence, continuous or discontinuous, of words or other elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar” (Wray, 2002, p. 10). It can be seen that some multi-words or multi-language units are not always the automatic production of grammatical rules, on the contrary, they have psychological integrity. Recently, Chinese scholars prefer such terms as prefabricated chunks (Lewis, 1997), lexical phrases (Becker, 1975), lexical chunks (Lewis, 1993) and lexical cluster (Scott, 2004). The article adopts the term “lexical chunk” since it is an umbrella term including all the other terms.

Lexical chunks which function as “form/function composites” (Nattinger and DeCarrico, 2000, p. 1) provide some enlightenment for Chinese researchers new insights. The past decade witnessed the emergence of Chinese researches, which can be divided into two categories in term of different purposes. One is theoretic introducing of lexical chunks and the pedagogical implications (Jiang, 2003; Wei, 2004; Nie Long, 2004; Ding, 2005) (etc). The other is empirical investigating of Chinese English learners’ competence and testifying of the acquisition feasibility (Pu Jianzhong, 2003; Sun Zhuang’ ai, 2005; Wang Xiaolei, 2007; etc.). However, there are few substantial studies focusing on the application of lexical chunks in Business academic writing, which beckons for the researches concerned. Duan Shiping (2008) elaborates three distinctive features used as distinguishing criteria of lexical chunks: the co-occurrence frequency, the integrity

retrieved as a whole and the memorizing rhythm. Zhou Zhengzhong (2010) illustrates that lexical chunks enjoy such characteristics as being comparatively stable in structure, having integrity in form as well as conventionality in meaning, and thus they can make natural language recur realistic. Ma Guanghui's (2011) definition takes into account the meaning, form and function of lexical chunks. He proposed that they can perform pragmatic functions as minimum units of form and meaning.

Classification of Lexical Chunks

Lexical chunks have generally been classified in term of form/structure and function. The former is in accordance with structural features, represented by Becker (1975), Hakuta (1976), Kreshen & Scarella (1978), Lewis (1993/1997), Nattinger & DeCarrico (2000) and Peters (2002). While the latter is based on the function of language, advocated by Aijmer (1996), Hudson (1998), Moon (1998) and Zhang Jianqin (2004). The article adopts the classification made by Nattinger and DeCarrico (2000) which is widely accepted.

classification of lexical chunks in term of structure

Nattinger & DeCarrico (2000, pp. 38-43) propose four structural criteria which characterize lexical chunks categorized in term of structure.

- (1) Length and grammatical status
- (2) Whether possess the canonical form or not
- (3) Variable or invariable
- (4) Continuum or discontinuum

Further, they classify lexical chunks into four categories:

(1) Polywords: refer to fixed or semi-fixed, relative short multi-word combinations, functionally analogous to individual lexical items. This kind of lexical chunks are invariant and continuous, and can conform to the grammatical principles or not. The pragmatic functions are summarizing, topic shifting, objective listing, etc.

(2) Institutionalized expressions: refer to such convention phrases as proverbs, mottos, aphorisms, epigrams, etc., which are commonly with the sentence-length and function of independent communications (quotation, allusion, or frequently direct use). Most of them comply with grammatical principles, thus invariable but continuous, and those two latter features are quite similar to polywords.

(3) Phrasal constraints: refer to the fixed phrase frameworks with short- or medium- length, which can be canonical or non-canonical. The slots in this kind of lexical chunks can be filled by the divergent lexicons with paradigmatic relation.

(4) Sentence builders/patterns: refer to the lexical phrases with multi variants which exemplify the framework for whole sentences. They can be both canonical and non-canonical, both continuous and discontinuous. They contain slots which can be filled by considerable variation of phrasal (NP, VP) and clausal (S) elements.

The above classifications of lexical chunks can be illustrated more clearly in the following table1.

Table 1. Classifications of Four Lexical Chunks (Nattinger, J. & DeCarrico, J, 2000, p. 45)



	Grammatical level	Non-/ Canonical	Variable/ Fixed	Dis-/ Continuous	Examples (Business English)
Polywords	word level	both	fixed	continuous	cyber-payment clearance sale
Institutionalized expressions	sentence level	canonical	fixed	continuous	This Side Up. I look forward to your early reply.
Phrasal constraints	word level	both	somewhat variable	mostly continuous	with reference to the sooner the better
Sentence builders	sentence level	canonical	highly variable	often continuous	This is to certify that ...

Table 1 demonstrates the interaction and distinction of four types of lexical chunks clearly, which highlights the following two points.

(1) Institutionalized expressions and sentence builders can be identified as sentence- level counterparts of word-level polywords and phrasal constraints, respectively. In other words, institutionalized expressions and polywords differ mainly at the grammatical dimension, as sentence builders and phrasal constraints do. The slots in canonical ones indicate the position of paradigmatic substitution, thus generating infinite similar components, while the non-canonical ones are always the fixed collocations of lexicons co-occurring with high frequency, which is a matter of convention.

(2) Lexical chunks' possibility of variation and discontinuity ranging from low to high. Nattinger and DeCarrico further state that there is no sharp boundary characterizing these classifications, and that the differences among them are frequently ones of degree rather than kind. The possibility of variation and discontinuity can be illustrated as follows:

Table 2. Lexical Chunks' Possibility of Variation and Discontinuity (Nattinger, J. & DeCarrico, J, 2000, p. 45)

	Possibility of Variation	Possibility of Discontinuity
Polywords		
Institutionalized expressions		
Phrasal constraints		
Sentence builders		
	highest possibility	highest possibility

classification of lexical chunks in term of function

According to Nattinger and DeCarrico (1992, pp. 60-66), lexical chunks can be categorized in the following three fundamental types in term of function, which takes into account the features of discourses and

conversational structures existing in different contexts

(1) Social interactions: Functioning as makers describing social relations, those kind of lexical chunks can be further grouped into (a) Conversational Maintenance describing how the conversations begin, continue and end, and (b) Conversational Purposes.

(2) Necessary topics: those lexical chunks mark topics about which learners are often asked, or ones frequently occurred in daily conversations.

(3) Discourse devices: Serving as guiding signal of discourse, those lexical chunks connect the meaning and structure of the discourse. For instance, whether the following information is an example of, in contrast to, or in addition to, information that has preceded.

Application of Corpus in Business Academic Writing

Academic writing could be conducted with the assistance of large reference corpora, small specialized corpora and more recently, online corpora (Park, 2012). COCA (Corpus of Contemporary American English) is by far the largest free English online corpus, and the largest English balanced corpus. The expectedly booming corpora in China, such as ICLE (International Corpus of Learner English), CLEC (Chinese Learner English Corpus), CCL (Center for Chinese Linguistics PKU), PolyULB (The Hong Kong Polytechnic University Language Bank), HUBEC (Heilongjiang University Business English Corpus) and etc. contributed a lot to exploring the lexical chunks in multi-language, which threw light on the application of lexical chunks.

Two major types of corpora have been frequently introduced into writing: one is the large-scale target language corpora, the other is the small-scale or DIY corpora compiled by language teachers or enthusiasts for their own convenience. The commonly-used types of corpora are listed as follows.

Table 3. Commonly-used Types of Corpora

Types	Function	Corpora
Specialized corpus	providing texts of a particular type (e.g. academic articles)	CANCODE; MICASE; PolyULB; HUBEC
Reference corpus	producing reference materials	LOB; BROWN; BNC
Parallel corpus	comparing differences or equivalences	ICE
Learner corpus	exploring the interlanguage and intralanguage	overseas (ICLE; LOCNESS) domestic (CLEC; COLSEC; SWECCCL; EEWD; NHCE)

Business academic writing deals with specialized issues which presupposes appropriate language for special purposes (LSP). Thus, specialized corpora, compiled based on the texts of certain specific field, offer access available for researchers to attain the information associated with target field. The following exemplifies how a target language specialized corpus' potential is explored to help researchers obtain language information concerned.

obtaining collocates and forming language chunks

The target language specialized corpora presents the overwhelming power in providing numerous exam-

ples of multi-word language chunks which could be followed to achieve native-like proficiency. Regarding collocationability, the collocation of business technical words reflect remarkable business context features, which is divergent from everyday English collocation. Take “run” as an example, HUBEC (Heilongjiang University Business English Corpus) provides a rich menu of semantic collocates in business context to choose from, as illustrated in Table 4. So many collocations of “run” have been presented to help writers perceive its use and frequency in target language.

Table 4. Collocate & Frequency of “run”

run + n.						
Collocates	run business	run risk	run company	run operation	run program	run government
Frequency	47	26	13	5	6	1
n. + run						
Collocates	business run	risk run	company run	operation run	program run	government run
Frequency	2	0	9	4	2	5

With the help of the rich authentic data contained in the corpora, writers will be much more confident in interpreting instances of language production as samples rather than examples. The easy access to native-like performance of target language, including collocates, KWIC (Key Words in Context), instances, as well as synonyms comparisons, makes it feasible for writers to concentrate on reasoning and analyzing of the academic paper, avoiding concerning much about grammaticality and appropriateness. Furthermore, Corpora provide a variety of occurrence contexts of specialized terms, serving as a better complementary resource, which in turn enable writers to observe and detect simultaneously various kinds of linguistic and conceptual patterns which are difficult to perceive in isolated resources. Besides, fully benefitting from the availability of software and computer technology, Information could be updated easily and immediately in corpora, which makes it convenient and time-saving for writers to obtain the up-to-date appropriate terms and naturally occurring language material.

presenting dynamic context and text equivalent probability analysis

Contrast analysis could be conducted on collocates and the language ecology of the keywords, so as to conclude the grammatical and discourse function of them. Text equivalence contrast is always conducted to reveal the distinctive characteristics of different language varieties. Because of the language differences and cultural discrepancy, people enjoy unique ways of expressing their ideas. Under such circumstances, it is not always easy to obtain the equivalents in target language. Fortunately, with appropriate searching tools, it is very convenient for researchers to access more choices of term equivalents from which they can choose the most accurate and native-like equivalents. Furthermore, with the help of text equivalence probability analysis, it could be rewarding to discover the usage of a particular word in a certain literary style and the text equivalent probability of different words in the same literary style, which may, accordingly, arrive at rules generalization and practical guidance and experience for writing. Take “run” and “manage” as an ex-

ample, the occurrence frequency is 3,063.25 and 1,895.46 per million, occupying 61.78% and 38.22% respectively. And the collocation could be shown as in Table 5.

Table 5. Business English Collocation of “run+ object” and “manage+ object”

run+	Collocates	Business English (%)	manage +	Collocates	Business English (%)
	business	22.92		business	10.25
	risk	12.68		company	5.86
	company	6.34		project	5.13
	deficit	3.90		process	3.30
	surplus	3.90		relationship	2.93
	programme	2.93		risk	2.56
	operation	2.44		operation	2.20
	policy	1.95		people	2.20
	seminar	1.95		team	1.83
	1.83	1.46		director	1.46

Table 6. Business English Collocation of “subject + run” and “subject + manage”

+run	Collocates	Business English (%)	+manage	Collocates	Business English (%)
	company	7.69		company	15.97
	government	4.27		entrepreneur	7.98
	client	3.42		business	5.99
	country	3.42		supervisor	5.99
	operation	3.42		organization	3.99
	department	2.56		people	3.99
	meeting	2.56		assignment	2.00
	project	2.56		board	2.00
	rate	2.56		challenge	2.00
	short	2.56		confidence	2.00

With respect to business affairs, both “run” and “manage” could be interpreted as “direct, administer or conduct”. Table 5 and Table 6 indicate the notion of “run” is comparatively abstract and general while that of “manage” is more concrete and specific. However, their slight difference could only be perceived by means of collocation references, which can be conveniently acquired comprehended, stored and retrieved as a whole. For example, the lexical chunk “run risk” (12.68%) is more frequently occurred than “manage risk” (2.56%), while “company manage” (16.00%) is more commonly used than “company run” (7.69%). Therefore, when a search word generates a large number of concordance lines, the collocation display is expectedly beneficial.

quantitative analysis on characteristics of learners' corpus

The researches presuppose scientific ground and data analysis, for instance, the research on word frequency, sentence length, sentence patterns, collocates, and text structures, etc. in learners' language. Compared with the traditional investigation of business English depending on researchers' natural intuition and individual idiosyncrasy, the advantage of corpus-based approach lies in the availability of rich online resources and powerful computer software, which ensures systematic analyzing and reliable reasoning of academic writing. The capacity of corpus to provide large, natural data, and its overwhelming power to re-order the language data with the help of computer softwares, enables researches much more scientific and convincing. Thus, Learners' Corpus is adopted to conduct interlanguage and intralanguage comparison, which is expected to explore the similarities and differences of the native language and provide pedagogical strategies. For instance, "heavily" is used to modify the verb "manage" with the frequency of 5.05 in natural business English, which has never been occurred in Learners' Corpus. Another typical example is concerned with the collocation of "business". The combination of "do business" in Learners' Corpus with the percentage of 22.60 is similar to its natural business English 26.67, by contrast, the phrase of "start business" is sharply high with the percentage of 5.40, comparing with natural business English occurrence 23.30.

Implications and Conclusion

In brief, Lexical chunks play an essential role in facilitating language production and proficiency. Besides, the technological boom of corpus-assisted approach has make it feasible to conduct both qualitative and quantitative analysis, based on large quantity of authentic language data, which provides scientific grounds for business academic writing. Academic writers must take account of business speech formulas and jargons which always occur with greater frequency, whose meaning can't be completely predictable in terms of morphological forms without considering the fixed context pattern. The productivity ability of lexical chunks exerts direct influence upon language accuracy and structural acceptability of writing. Therefore, when expressing academic ideas in writing, data-driven lexical chunks should be given high priority so as to achieve idiomaticity and fluency in language production and improve the lexical diversity in the writings.

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Study on the Working Mechanism of Metaphor in News Headlines

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[Abstract] *The principle of relevance is important for the interpretation of metaphor in communication. Based on it, the processing route of metaphor is presented and the working mechanism of metaphor in news headlines can be interpreted. The mechanism how Relevance Theory governs the processing of metaphor in news headlines is to be presented in this paper.*

[Keywords] *metaphor; working mechanism; news headline*

Introduction

Relevance Theory (RT) proposed by D. Sperber and D. Wilson (1986) is known as a theory of pragmatics, which has developed into the extent of being a sub-branch of pragmatics, cognitive pragmatics. Its potential power in interpreting the natural language lights up interdisciplinary studies among pragmatics, psycholinguistics and cognitive science. Metaphor, viewed as “a matter of thought and action” (Lakoff & Johnson, 1980 p. 153), has actually entered into the study field of cognitive science. It is because of its cognitive nature that metaphor could be investigated with reference to the concept and principle of RT. The principle of relevance helps to position metaphor in communication, and consequently rules the interpretation of metaphor. Among various forms of stimuli, metaphor finds its way to activate the cognitive environment of the addressee, thus leading communication to optimal relevance. The way how metaphor works in English news headlines is to be discussed in this paper.

Processing Metaphor in Communication

By processing, which is production and interpretation, both the communicator and the addressee are involved in the process. So far as stimulus activation is concerned, the processes closely related to the mutual cognitive environment of those involved in the communication. Based on our understanding of the principle of relevance, the processing route of metaphor is presented in the chart below.

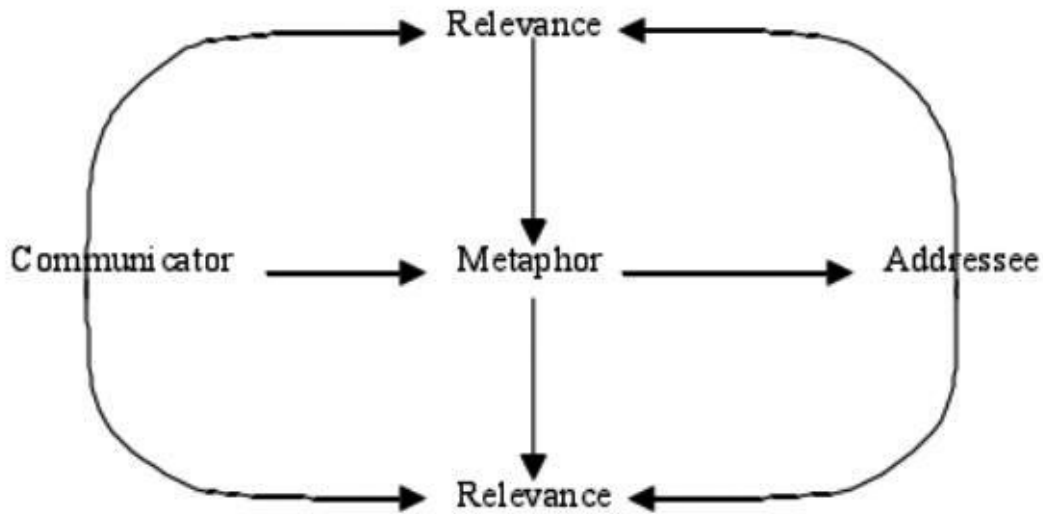


Chart 1. The Working Mechanism of Metaphor within RT

In this chart, what is within the circle represents the general cognitive environment of the people involved. Metaphor is considered as a phenomenon within this environment. The two “relevance” above and below respectively mean the aim and the end of communication. Process 1, from relevance to metaphor, stands for the production of metaphor by the communicator, while process 2, from metaphor to relevance, and refers to the interpretation of metaphor on the addressee’s side. The working mechanism of metaphor can be understood in four steps:

1) In process 1, the communicator first assesses the cognitive environment of the addressee with respect to his informative and communicative intentions, and then chooses the right stimulus based on the result of the assessment.

2) Once the communicator adopts metaphor as the stimulus, metaphor will start activating certain assumptions among the addressee’s cognitive environment by projection of features from the source domain upon the target domain. As the gap between thought and language, metaphor requires the addressee’s efforts to process it. This leads to metaphor cognition or interpretation.

3) In process 2, governed by the principle of relevance, the addressee, aware that the communicator aims to achieve optimal relevance, searches in his/her cognitive environment for any implicature of the metaphor, either strong or weak. Meanwhile, the addressee also bears in mind that the communicator does not want to cause unnecessary efforts, so he/she will finally depend on mutual manifestness to reach the most intended interpretation from the contextual assumptions.

4) Once the addressee recognizes and then interprets the metaphor, he/she may process the new information in an old context, or add new assumptions to his/her cognitive world, or reject the assumptions, or just strengthen or weaken to a certain degree some existing assumptions. In whatever cases, the addressee’s cognitive environment is affected, thus realizing the optimal relevance presumed by the communicator at the very beginning.

In the whole process, both the communicator and the addressee are governed by the principle of relevance. Metaphor plays a vital role as a stimulus in attaining optimal relevance. One may ask: How do the communicator and the addressee follow the principle of optimal relevance? Actually, they don’t. The princi-

ple governs any communication without exception. They cannot violate it even if they want to. Unlike other pragmatic principles, the principle of optimal relevance is not a maxim addressed to the speaker, known by the addressee and obeyed or exploited in communication (Huang, p. 6). Instead, grounded in a general view of human cognition, it is an automatic principle that works without any overt knowledge of it. It does not matter whether people know this principle or not to communicate, just as they do not need to know the principle of genetics in order to reproduce. The essence of RT lies in the statement that every act of ostensive communication communicates a presumption of its own optimal relevance. To put it in another way, the principle of optimal relevance is a governing cognitive principle in human communication. Metaphor, as a cognitive phenomenon, is also no exception. The chart is designed in this section is to demonstrate the way how RT exerts its influence on metaphor processing. It is set in the background of general communication, with no distinction of discrepant cognitive environments of the communicator and the addressee. A specific model will be constructed for processing metaphor in news headlines in the next section.

Schema in News Communication

Schema in news communication:

News facts → communicator → content communicated → medium → receiver

Functions of news headlines (form excluded):

To present the focus; to show attitudes; to attract and sustain readers' attention

A tentative model for processing metaphor within the framework of RT

All of those must be considered in the construction process, since they altogether lay the foundation for the specific model. As the core framework, RT plays an essential role in this process, so some specific issues concerning relevance in news headlines are presented.

Communicators and Addressees in News Headlines: One of the most valuable insights RT has for the model of metaphor is the issue of identities of communicator/addressee. For news headlines, the communicator is usually the journalist or copywriter sometimes, while the addressee refers to all the potential readers of the websites. Communicating the news is not like face-to-face communication, partly because readers cannot respond promptly to journalists, and partly because one journalist actually writes to millions of potential readers. In nature, this is called mass-communication. Thus, to be relevant to an individual for the journalist means to be relevant to a group of readers. This results in some alterations while processing metaphor in this special field.

Ostensive-inferential Communication: The combination of the journalist's informative intention and communicative intention characterizes the ostensive-inferential communication in news headlines. Journalists not only want to communicate a certain news fact or their attitude towards an event, but also want the target readers to be aware of their wish to communicate. In this way, to write a news headline is a typical ostensive communication. Through the headline, the journalist wants to bring up some changes among readers, either concretely by leading them to read on or cognitively by affecting their cognitive environment.

Relevance in News Communication: It means the news or attitude conveyed by the journalist has an impact on the cognitive environment of readers, in which the readers modify their views or thoughts about some aspects of the world by processing, adopting, rejecting, strengthening or weakening certain assumptions. Relevance in this discourse is a result of interactions between the stimulus and the cognitive environ-

ment of the readers.

Presumption of Optimal Relevance in Metaphor in News Headlines: Inconsideration of the function of news headlines, it can be interpreted as: (1) the set of 50 assumptions which the journalist intends to make manifest to readers in the news headline is relevant enough to make it worth the readers' while to process the ostensive stimulus---metaphor in this case; (2) metaphor is the most relevant stimulus the journalist can use to communicate; (3) metaphor in news headlines gives rise to a specific expectation of relevance by playing as an overt demand for attention.

Processing Metaphor in News Headlines

Within the framework of RT, metaphor functions as the stimulus to affect potential readers' cognitive environment in attaining optimal relevance in communication. Drawing on relevance principle, those relations are clarified in chart 2 for processing metaphor in news headlines.

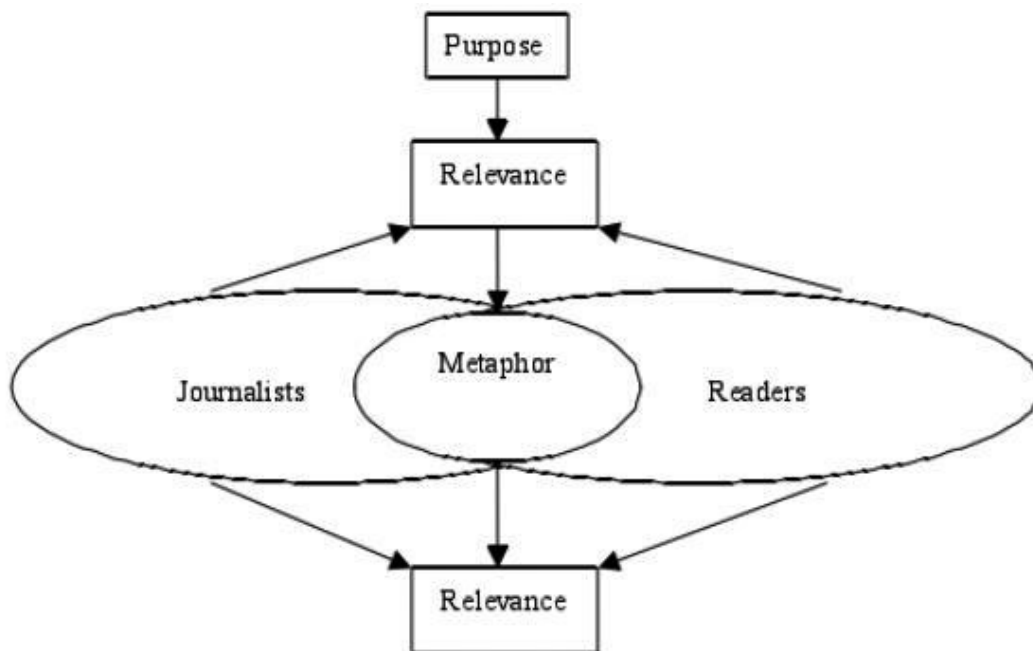


Chart 2. Model of Working Mechanism of Metaphor in News Headlines

The chart 2 is derived from the one in chart 1, with the framework of RT in processing metaphor in news headlines. In this chart, the two big ellipses respectively represent the cognitive environment of the journalist and the reader, while the overlapping part stands for the mutual manifestness raised by metaphor. For a news headline, relevance is the aim and the end of communication. According to this, metaphor in news headlines can be positioned from the four perspectives:

An interaction between the cognitive environment of journalists and readers

A strategy for journalists to perform a preset act, mainly to inform and to attract a stimulus in attaining optimal relevance

A key environment for journalists to build mutual manifestness among readers

Keeping in mind all those abstract findings achieved so far, the working mechanism of metaphor in news headlines can be interpreted in the following way:

1) The journalist, according to the nature of the news fact, sets one or several purposes in writing a news

headline after assessing the cognitive environment of target readers;

2) To achieve the preset goal, the journalist decides on the act to perform through the news headline based on the writing purpose;

3) In performing such an act, the journalist has to make both his/her informative intention and communicative intention clear enough, so he/she decides to rely on a proper stimulus to activate right assumptions from target readers;

4) In the case of choosing metaphor as the stimulus, the journalist actually activates the context in which the metaphor is to be processed, namely the mutual manifest environment of the journalist and the reader. Metaphor does have such contextual effects thanks to its main feature of involving two domains. Projection of features from the source domain upon the target domain contributes to this activation process;

5) At the sight of the metaphor in the news headline, readers, governed by the relevance principle, recognize the communicative intention of the journalist and thus put efforts into processing it. Their interpretation of metaphor depends on the mutually manifest assumptions, which are either conveyed in other parts of the news or embedded in their own cognitive environment. Anyway, they finally settle on the most relevant interpretation, a strong implicative of the metaphor for them. This is the key step which involves interactions between the journalist and the reader, as well as interactions between the stimulus and the cognitive environment of the reader;

6) While comprehending the most relevant assumption, readers modify their views or thoughts about the news and the metaphor itself, by adopting, rejecting, strengthening or weakening certain assumptions involved. In this case, the readers' cognitive environments affected, thus optimal relevance attained;

Conclusion

Governed by the principle of relevance, journalists aim to convey the news in the way that requires readers' least efforts to process it. In the situation where readers achieve the best possible balance of effects against efforts in processing contextual assumptions, the optimal relevance can be said to be attained. To reach such an end, journalists must resort to various stimuli, among which metaphor is frequently chosen in the case of news headlines due to its interaction-involving feature.

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Study on Uygur-Chinese Code-switching among Uygur College Students

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[Abstract] *The present study aims to research how code-switching works among Uygur College students in their usual conversations. The core of the study is the Uygur-Chinese code-switching language features analysis and a detailed analysis of the pragmatic functions that Uygur-Chinese code-switching can fulfill. This study will enable us to attain an understanding of the Uygur-Chinese code-switching phenomenon. There are 160 natural conversations on the topic of modern science and technology product. Each conversation continued 3 minutes. The matrix language is Uygur language, which the embedded language is Chinese. This study integrates the qualitative and quantitative research methods to analyze the types and the Chinese words or phrases choices of Uygur-Chinese codeswitching, the morphological features and syntactic features of Chinese words in Uygur-Chinese code-switching sentences, and some kinds of functions which are realized in the dynamic process of code-switching. Following are 3 main results and findings.*

[Keywords] *Uygur-Chinese ; code-switching ; Uygur College students*

Introduction

Now people are living at a time when national economics are undergoing internationalization, and modern technology is being shared within the global village. As an important communicative linguistic phenomenon, code-switching has been occurring much more frequently than ever before. Code-switching has exerted a great influence on every corner of social life.

The frequent economic exchanges accelerate the occurrence of Code-switching and the second language acquisition. With the proclamation of Chinese government on popularizing standard Chinese all over the country, the local ethnic people notice the importance to master both their native language and Chinese. In reality, many business and serving agencies require their employees to proficiently master both languages.

es. Therefore, it can be anticipated that the probable linguistic prospect in Xinjiang Autonomous Region is the Code-switching frequent usage between Chinese and the Uygur language. From the analysis of Xinjiang Autonomous Region, it can be deduced that the phenomenon of code-switching will continue and last for quite a long time in Xinjiang Autonomous Region.

Xinjiang Autonomous Region is located in the north and south of China. There are mainly 13 nationalities in Xinjiang Autonomous Region. Uygur people and Han people are two biggest groups in Xinjiang Autonomous Region. Their communication and the co-existence of Uygur language and Chinese has a long history. Uygur and Chinese code-switching is a very typical bilingual phenomena in Xinjiang Autonomous Region.

Code-switching is one of the important research topics in sociolinguistics. Because it is not only a very important social phenomenon but also one of the key points to the advancement of theories of co-variation of language and society which is very concerned by many sociolinguists. Western scholars do more researches on code-switching. However, in China there are only a few researches on code-switching. Scholars do more macro-researches on code-switching, but less micro-researches on code-switching. In China, scholars do the researches on code-switching in Chinese- English more than the researches on code-switching in Uygur-Chinese. In fact, up to now, little work has been done on the code-switching in Uygur-Chinese among Uygur college students.

The research on Uygur-Chinese code-switching is still in the basic level. Many researches are on macro-researches. Data-based micro-researches on code-switching are less. Xinjiang Autonomous Region is one of the very important places for us to do the research on Code-switching. So the study on Uygur-Chinese code-switching is needed.

Significance of the Present Study

Theoretically, the study on Uygur-Chinese code-switching will be a very good case study for the research on code-switching home and abroad to rich the theory research. What's more the study contributes to the further improvement of sociolinguistic theories and advancement in bilingual studies and research. It promotes the empirical research in sociolinguistics in China. Social factors play a primary role in language. Uygur's Chinese is a social phenomenon contributes to improvement and advancement of theories of co-variation of language and society. Since ethnic contact results in language contact, through the investigation analysis of Uygur's Chinese arose from interactions of various factors influencing Uygur's Chinese so as to provide a reference resources for the study of bilingual in China.

Practically, at first the dissertation proceeds a theoretical resources for making linguistic policies and programs in minority regions, an academic reference for how to maintain and develop linguistic and cultural characteristics in minority regions, while accelerating promoting Chinese mandarin. Study of Uygur's Chinese not only objectively reflects the real conditions of Uygur's using Chinese so as to actively narrow the gap between Uygur's Chinese and target Chinese but promote the wide use of general language and literacy in western regions of China according to legislation and implementing "eleven-five" plan for national

language and literacy. Now we have entered the bilingual and multilingual time. The people from different nationalities absorb rich nutrition of languages and cultures from each other during their communication. Uygur language is very important for Uygur people to develop their own historical culture, while Chinese is also very important for Uygur people to use, especially when they work and study. It is valuable not only to the frequent communication but also to the development of economics and culture. Secondly, in Xinjiang Autonomous Region, the studies on Code-switching are still very weak. It hoped that this paper can heighten people's awareness of the importance of Uygur-Chinese code-switching and help them achieve better communication with each other. The research on code switching is significant for us to know how to contact well between 2 different nationalities. Better combination help the people from different nationalities understand each other better and better. This will certainly be beneficial to keep the solidarity of different nations in Xinjiang Autonomous Region. The solidarity of different nationalities is very crucial to the stable situation in Xinjiang Autonomous Region. The stable situation is the guarantee of the final success of 4 modernizations.

In addition, this study will provide useful information for the bilingual education. This study may raise language teachers' awareness of the complexities of code-switching and help teachers develop sensitivity towards different conversational styles of Uygur students in verbal patterns and strategies. This will give insight into promoting study efficiency in the language classroom. Meanwhile the study contributes to bilingual teaching, promoting the improvement of teaching approach and methodology in Xinjiang. And it will also be significant to the bilingual education in Xinjiang Autonomous Region. Because the paper will supply good source material for the design of bilingual teaching outline, textbooks and so on.

Research Methodology

The participants were 160 university students of the second year. They are students from several departments in Xinjiang Normal University who are urban residents in Xinjiang Autonomous Region. Half of the students are males, half of the students are females. All of them have passed HSK level 6, and they studied in Uygur primary school and middle school, they have learned Chinese as a subject since primary school. Now they are all studying in large classes with 45 Uygur students on average in each class. These Uygur college students have the shared status as intellectuals of the same age group, and the shared identity as college students, which are quite distinct from subjects of various backgrounds such as status, age, education, occupation, ethnicity and the like. They are more similar than different. Analysis with such fewer social variables might be more challenging but also rewarding.

The gathered talks are spontaneous, unplanned natural bilingual conversations among Uygur college students. This is a descriptive study. There are altogether 160 conversations; each conversation was recorded in 3 minutes of their free conversation during last year. The research uses the methodology of recording. After data are collected and transcribed, the researcher can find out some results. Then, the researcher analyzes the results.

Results

The statistic result indicates that Uygur college students use extrasentential code switching more than intersentential and tag-switching when they speak. Word-level lexical categories are switched much more frequently than phrase level lexical categories. Not only can nouns, adjectives, verbs be switched, but also numerals, adverbs and so on can be switched. Nouns, verbs and adjectives take the overwhelming majority of all the lexical morphemes in Uygur-Chinese code-switching. Among a total of lexical morphemes, nouns take a significantly major part and other lexical categories occupy a much smaller proportion. Nouns and noun phrases are the most frequently switched lexical categories in intra-sentential code-switching in my corpus, which conforms to the general principle of switch ability hierarchy in the code-switching literature. This implies that Chinese nouns and noun phrases are the easiest lexical categories for the Uygur college students to learn and to use.

Nearly all the Chinese lexical morphemes follow clearly the morph syntactic rule of Uygur language and add their grammatical inflections in the Uygur language frame. The morph syntax of all the constituents Matrix Language + Embed Language constituents is definitely determined by Uygur language. Different embedded lexical categories show different syntactic distributions. Nevertheless, however different, they are similar in one respect that they are all embedded in the frame of Uygur language and nearly all of them follow the syntactic rules of Uygur language.

Uygur college students switch codes because code-switching can best meet their communicative intentions. The Uygur-Chinese code-switching has often been described as a conversational strategy with an aim to declaring solidarity, asserting power, expressing identity and so on. The function is to serve discourse purposes, working as contextualization cues, such as emphasizing the message, imparting such meanings as irony or seriousness or displaying the attitudes of participants, making a topic change, mitigating or aggravating, and the like.

Conclusion

Theoretically, the research on Uygur-Chinese code-switching will be a very good case study for the research on code-switching home and abroad to rich the theory research. It also promotes the empirical research in code-switching in China. This research aims to present a detailed and systematic analysis of the switching between Uygur language and Chinese with the purpose of revealing the complexity of this linguistic phenomenon by focusing on both its structural properties and communicative functions. So it encompasses not only the linguistic and structural analysis of codeswitching but also the dynamics of it, and this is in agreement with Verschueren's (1999) understanding of language use.

When a Chinese word/expression is switched frequently enough and by enough speakers to speak, it will possibly turn to a lexical borrowing into the Uygur lexicon and thus enrich Uygur expressions. And when Chinese Han people know the convenient way to talk with Uygur people by speaking Uygur language using EL Chinese words, they may communicate with Uygur people better and better. Better commination

help the people from different nationalities understand each other better. This will certainly be beneficial to keep the national unity. National Unity is very crucial to the stable situation in Xinjiang Autonomous Region. The stable situation is the guarantee of the final success of 4 modernizations of China.

In addition, this research will provide useful information for the bilingual education. This research shows the easy points and difficult points for Uyghur college students to learn Chinese which may raise language teachers' awareness of the complexities of Chinese teaching and help teachers develop sensitivity towards Uyghur students in verbal patterns and strategies. And it will also be significant to the bilingual education in Xinjiang Autonomous Region. Because the paper will supply good source material for the design of bilingual teaching outline, textbooks and so on. This dissertation is just the first step of such a long-term project.

Limitations of This Study

There are some limitations on the present research. The first one is the limited amount and sources of data examined in the analyzing process. The amount of the data used for the statistical analysis could be improved, and that could make our findings more convincing in some sense. The second one is that we only focus on the conversations of the topic on modern science and technology product. In the future, we can change other topics to observe the phenomenon of Uyghur-Chinese code-switching.

Suggestions for Future Research

The present research what we have done is not perfect yet; further improvement is still necessary. Uyghur-Chinese code-switching is a very common phenomenon. To obtain an in-depth multi-level and more scientific picture of or a structural model of Uyghur-Chinese code-switching, the amount of the data used for the research could be improved which could make our findings more convincing in some sense. The numbers of Uyghur college students and the research method should also be improved. We have much further work to do, such as relating code-switching to second language acquisition and so forth. This dissertation is just the first step of such a long-term project.

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On Mood Structures and the Cross-cultural Interpersonal Function of Online English and Chinese Tourist Advertisement

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[Abstract] *The intensified tendency of globalization has resulted in increasingly frequent cross-cultural communication, which can be verified by the boom of international tourism. Therefore, travelling has become one of the most popular means of relaxing for modern people. As a result, online tourist advertisements are concerned more and its function has also been reinforced. With Halliday's Function Grammar as the theoretic framework, and 60 English and Chinese tourist advertisements as the data, this paper is to compare Mood structures in English and Chinese tourist advertisements, in order to find out their differences and how they construct interpersonal function in different cultures. Furthermore, this study is in the hope of giving some implications to tourist advertisement writing and translating.*

[Keywords] *online tourist advertisements; interpersonal function; mood; cross-cultural; translation*

Significance of Online Tourist Advertisement under the Globalization Environment

Global integration trend and the development of science and technology have shortened the distance between people from different countries. Nowadays, people are not contented with domestic tourism, more and more want to go abroad to experience the exotic scenery and cultures. The latest data from Nielsen China Outbound Travel Monitor shows that the number of Chinese outbound tourists is increasing year by year. The benefits of online tourist advertising also show a sharp rise. The Internet has become the most popular medium for travelers to look for travel information, and online tourist advertisements (TA) seem have much more influence on modern travelers. As a kind of text recommending history, customs, cuisine and scenic sights of the destination spots, cities or countries, tourist advertising is an important way for most tourists to get general tour information, thus it is in the purpose of arousing potential visitors' interests and persuading them to make travelling decision. Therefore, to offer well-organized and appealing advertisements is of great importance to tourist advertisers and the tourist advertisement translators. The boom and development of tourism depends heavily on the effective advertising of travel products, so the research on tourism advertising and its interpersonal meaning is of great significance. However, the rapid development of international tourism is challenged by cultural differences. Because the target audience of tourist advertisement is not only domestic consumers, but also tourists from foreign countries around the world. Thus, to build cross-cultural interpersonal function through language forms is critical to the success

of tourist advertising.

This thesis attempts to employ Halliday's mood theory in the analysis of English and Chinese mood systems, with the aim to see whether there are differences between English and Chinese mood realizations. Moreover, it discusses how Chinese and English tourist advertisements conduct the communication between potential customers and advertisers. Based on the study of 60 English and Chinese tourist advertisements, it analyzes the interpersonal meaning of mood and explains how they serve the purpose of persuading the potential tourists. Through a thorough investigation, the author expects to provide an insight into the comprehending, writing and translating of tourist advertisements.

Interpersonal Metafunction and Mood structures

According to Halliday (2008), the ways that human beings use languages and the functions of languages can be generally divided into three broad categories, which are known as the three metafunctions (ideational, interpersonal and textual metafunction). In both spoken and written contexts, the three metafunctions work cooperatively and simultaneously in expressing the meaning of the context. Interpersonal function is an important component in the three metafunctions, which means that the language is used to facilitate human beings in participating in communications in their "communities" and to play roles in expressing and understanding feelings and attitudes. Mood system, as a major realization of Interpersonal metafunction, is an effective mechanism to establish and maintain good relationship between people. Mood type of a clause is determined by the sequence of Subject and the Finite, plus the Modal Adjuncts. Generally speaking, most texts of the languages include three or four speech mood prototypes: declarative, exclamation, interrogative, and imperative.

Systemic Functional Linguistics (SFL), has been proved to be an effective tool in discourse analysis. The analysis of mood can better reveal the interpersonal relationship between the speaker and reader, especially for some short discourses with obvious purposes such as advertisement. Therefore, advertising texts have provided good examples and resources for discourse analysis. Eggins and Slade (1997) studied mood of the clause in casual conversation occurred among mother, father and son; they obtained a conclusion that mood also facilitates the interactions between family members. Huang Guowen (2001) applied SFL to the analysis of advertising discourse, and offered a comprehensive investigation of advertising discourse. He pointed out that the advertiser, who is the information giver, mainly used declarative clauses in the advertisement text. According to Zhu Hongtao (2003), the choice of speech function could not only give us a clue about the writer's attitude to the readers, but also help the writer to establish a good relationship between the advertisers and consumers. In addition, as stated by Zhang Delu (2009), Mood and modality are the theoretical categories, they developed from languages' fundamental interpersonal function. They are universal categories, common to all languages. In conclusion, it is possible and critical to study mood structures in both English and Chinese.

Differences on Mood Structures between English and Chinese TA and Their Cultural Roots

Given that modern travelers are inclined to consult internet for traveling information and many people prefer to buy tourist commodities online, the tourist advertisements employed in this study were collected

from well-known travelling websites at home and abroad such as *World Tourism Organization*; *NYC Tourist*; *Lonely planet*; *Baidu Travel*, etc. By employing the technique of simple random sampling, 30 English and 30 Chinese samples were obtained to be the data of this study. The present research has applied both quantitative and qualitative methods to analyze the mood structures, and it is in the purpose of finding out similarities and differences between English and Chinese TA on mood. Statistic analysis concerned the following steps: Firstly, each sentence was numbered. Secondly, the four different types of mood structures in the sentences were counted and each type's frequency and percentage were calculated and revealed through *table 1*. At last, the statistics of the frequencies of mood realizations were analyzed by the software SPSS, to make independent sample t-test on the frequencies, and to see whether there are significant differences between English and Chinese tourist advertisements. The result is show by *table 2*.

The distribution of mood structures in English and Chinese TA

As two different language systems are involved, tourist advertisements will be analyzed at syntactic level. Different mood structures are realized by different order of Subject and Finite. Different types of mood demonstrate the writer's speech roles and thus provide insights into the relationship between the addresser and addressee. The results would be demonstrated and analyzed in light of declaratives, interrogatives and imperatives used in both English and Chinese advertisements.

Table 1. The distribution of mood structures in English and Chines TA

Frequency Mood		English TA			Chinese TA		
		Frequency	Percentage		Frequency	Percentage	
Declarative	Assertive	167	65.49%	74.50%	177	76.62%	85.28%
	Exclamation	23	9.01%		20	8.66	
Interrogative	Wh-	18	7.06%	11.37%	5	2.16%	8.22%
	Yes-no	11	4.31%		14	6.06%	
Imperative		36	14.11%		15	6.49%	
Total		255	100%		58	100%	

Table 2. Mood types of English and Chinese TA and the differences in percentage

Types of mood structure	English AD (N=30)			Chinese AD (N=30)			Difference t p (df=58)	
	Mean	SD	%	Mean	SD	%		
Declarative	6.00	1.59	74.50	6.43	1.57	85.28	-1.06	.293
Interrogative	.97	.93	11.37	.57	1.25	8.22	1.41	.165
Imperative	1.20	1.58	14.11	.50	1.01	6.49	2.04	.046

The analysis of the differences

From the data above, we found that there are four mood structures in both English and Chinese TA. From the percentages of mood types, we can find that the percentages of interrogative and imperative in English TA (Declaratives: 75%, Interrogatives: 11%, and Imperatives: 14%) are higher than the percentages of Chinese ones (Declarative: 85%, Interrogative: 8%, and Imperative: 6%). Moreover, according to the data, the majority of the clauses are declaratives in both Chinese and English tourist advertisements for the informative function of advertisement text. ZhuHongtao (朱洪涛, 2003), stated that advertisement provided information about the products or service, and the adequate and credible information was essential to the success of an advertisement. For example:

(1) 如果有人说普罗旺斯是彻底的浪漫,大概也不过分,因为这里不仅有很多流传的浪漫爱情传奇,还有因《马赛曲》而闻名的马赛,因《基督山伯爵》而为众人皆知的依夫岛,回味久远的中世纪山庄,街边舒适的小咖啡馆……令人沉醉! (sample 16)

(2) *This is an unforgettable journey to please the eyes and taste buds! (sample 17.)*

According to the result of t-test, there is no dramatic difference between English and Chinese TA in the use of Interrogatives. Interrogative (11.37%; 8.22%) ranked the second in proportion. As mentioned before, apart from giving information function, tourist advertisements also serve demanding function, persuasive function, and trigger action function. So declaratives are not enough to fulfill the job of realizing all these functions.

(3) *What do you think if once you hear the word of Greek or Greece? You must be thinking the legendary myths of Gods just like in the movies, right? That is right; (sample 22)*

Example (3) shows that advertisers employ questions in the purpose of involving the readers into the context, and creating an active interaction with the future customers.

However, there is no significant difference between English and Chinese TA in the use of declaratives and interrogatives. According to table 2, the significant difference lies in the frequencies of imperatives between English and Chinese TA. English TA used more imperative clauses than Chinese advertisements, which can be accounted from cultural perspective. English advertisements try to push readers to take the propositions with imperatives directly. For example:

(4) *Discover the Big Apple's famous landmarks for a full day; wander through Independence Hall in Philadelphia and see the Liberty Bell; tour D.C.'s museums; satisfy your sweet tooth at Hershey's Chocolate World. (sample 28)*

In contrast, when expressing personal thoughts and feelings, Chinese advocates exquisiteness and implicitness. Therefore, there are fewer imperatives in Chinese tourist advertisements.

Implications on the Cross-Cultural Interpersonal Function of Online Tourist Advertisement

The language features of tourist advertisement summarized from the samples could help tourist advertisement readers better understand the interpersonal meaning of tourist advertisements. Having understood the nature and purposes of the tourist advertisement, readers might be able to keep calm and rational when exposed to a large amount of gorgeous and tempting words in tourist advertisements. In addition, the major findings of this study provide implications on tourist English education, especially on the writing and trans-

lating of English and Chinese tourist advertisements. Tourism advertisers need to know how to communicate with their potential clients with mood elements and how to express their attitudes with mood realizations, and thus to achieve their aims. When translating tourist advertisements, translators are required to pay more attention to the language features of tourist advertisements and the differences between English and Chinese languages and cultures. Translation strategies should be applied particularly according to the context and the purpose of the writer. Huang Guowen (2014) studied translation from the perspective of Functional Grammar, and pointed out that linguistic analysis of translation words can help us re-examine some of the translation issues from a new perspective.

In the process of globalization, the target audience of tourist advertisement is likely to be readers from other cultures, which requires us to take language differences and cultural differences into consideration. Only in this way, can we accomplish the construction of cross-cultural interpersonal function precisely and successfully.

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Part II:
Literature & Cultural Studies
(Volume A)

The Adaptation of Shakespeare's Plays in British Children's Literature (1807-1901)

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[Abstract] *The adaptation of Shakespeare's plays in British children's literature has a long history and has scored fruitful achievements; however, it hasn't gained the attention it deserves. Based on the analyses of current research status home and abroad about the field, this paper demonstrates the importance, the necessity and the feasibility of Shakespeare's play adaptation in British children's literature, especially the period from 1807 to 1901, the golden age of British children's literature. Then, with close reading of classical adaptation works under the lens of adaptation theory, ethical literary criticism and New Historicism, it puts forward a systematic research plan for the adaptation of Shakespeare's plays in British children's literature (1807-1901), which includes the adaptation history, the significance of the adaptation, and the interpretation of selected works. Finally, the paper concludes with summarizing the theoretical and practical significance of the research and calls for appropriate attention to this oblivious field.*

[Keywords] *Shakespeare plays; British children's literature; adaptation; civic education*

Introduction

In recent years, the adaptation of Shakespeare's plays has been a hot topic in the academic world of Shakespeare studies, and the film adaptation is of the greatest prevalence; however, the study of Shakespeare adaptation in children's literature has been dwarfed in terms of scale and influence, and the study of the field in China is practically blank. According to the statistics collected from China Knowledge Resource Integrated Database and Wanfang Data, there is few academic essays immediately related to the research of Shakespeare's plays adapted in British children's literature, and therefore the field wants further explorations.

In contrast, the study of Shakespeare's plays adapted in British children's literature has a much longer history in UK, which can be traced back to as early as mid-17th century. However, not until the advent of classical adapted works such as *Tales from Shakespeare* (1897) did it attract the attention of Shakespeare critics and common readers and gradually gain some influence. With British government implementing universal primary education from the end of the 19th century, the adapted works began to be accepted and later widely read in classrooms of primary and secondary schools, and turned out to be familiar to more people and become increasingly influential. When it came to the 20th century, as English is universally accepted as the world's common language, the adapted works became the desirable textbooks for English language learning and literature education, the means of civic education and an important way to transmit British cul-

ture and its dominant ideology; consequently, the study of Shakespeare's plays adapted in British children's literature gradually emerged from the shade of towering trees of Shakespeare studies.

Current Research Status

In contrast with the blank and static research status quo in China, current overseas research is relatively dynamic and plentiful, and it mainly falls into four parts.

Genre Study of Shakespeare's Plays Adapted in British Children's Literature

The adaptation of Shakespeare's plays involves many genres, and scholars and critics are intrigued to be engaged in the genre study of adapted works, categorizing them into different kinds, summarizing the dominant features and forecasting their future developments. The genre study is extensive, comprehensive, and referentially significant; however, it usually fails to explore the meaning of the works and rarely relates the adapted works to the educational role they play in civic education.

Both *Shakespeare and Youth Culture* (2006) and *Shakespeare for Young People* (2013) are examples of genre study of Shakespeare's plays adapted for youth, which center on the adaptation in the form of film, drama, music, cartoon, animation and comic novel and provides important reference for the general study of Shakespeare's plays adapted for adolescent readers. The two-volume *Shakespeares after Shakespeare* (2007) edited by Richard Burt is an encyclopedia of Shakespeare in mass media and popular culture, and an "aggregate of contents" (Burt, 2007, p. viii). It compiles plenty of terms, notes, and synopses concerning the adaptation of Shakespeare's plays in various forms that range from cartoons, comic books, film adaptations, film spin-off and citations, pop music, literature and genre fiction, radio, television to theater. Concise but comprehensive, the book is a helpful guide to relevant materials and the adaptation research Shakespeare's plays for children. *Reimagining Shakespeare for Children and Young Adults* (2003) is a rich collection of informative and inspirational essays on how Shakespeare's plays are "reimagined". In the proceedings, Naomi Miller collects papers written by adapters of Shakespeare's plays, critics and scholars of Shakespeare study, and practitioners of adapted works in primary and secondary schools. *Shakespeare's Echoes* (2015), which is edited by Adam Hansen and Kevin J. Wetmore, Jr., assembles a global cast of scholars to explore contemporary adaptations of Shakespeare's plays and probe into the connection between Shakespeare and modern culture. The book reflects the complexities of adapting Shakespeare's plays, but it is a pity that few essays deal with the topic of adapting Shakespeare for children.

Case Study of Shakespeare's Plays Adapted in British Children's Literature

Besides genre study, case study is most popular among researchers, who apply various literary criticisms and research methods to the interpretation of the form, the strategy and the meaning of adaptation activities. Since the study of this kind is limited to either individual writers of greatest fame or individual books of greatest influence in the field, only a handful of them attract some attention which is still insufficient to make these adapted works influential enough. Since most writers adapting Shakespeare's plays for children in the 19th century are women, and they integrate their concerns over social problems, their attitudes toward social ethics and women rights, and their appeals for certain rights into their writings, critics today are therefore naturally inclined to interpret these works from the viewpoint of feminist criticism,

among whom are Janet Bottom, George C. Gross, Tricia Lootens, Adrian Poole, Linda Rozmovits, Gary Taylor, Susan J. Wolfson, Nina Auerbach, Sarah Annes Brown, Elaine Showalter, Cicely Palser Havelly and so on.

Study of Literary Canons Adapted for Children

The adaptation of classical literary works for children is of ancient origin, and Shakespeare's plays are one of the most frequently adapted. In *From Hinton to Hamlet* (2005), Sarah K. Herz discusses the importance, the necessity and the feasibility of building bridges between young adult literature and the classic literature, and in the book she gives a brief introduction to the adaptation of Shakespeare's plays for children and the classroom teaching of adapted works. Similarly, Anja Müller explores in *Canonical Texts in Children's Literature* (2013) children's books that are adapted from European literary canons, and puts emphasis on the role adaptation plays in cultural exchanges and regional communication, even though Shakespeare adaptation only occupies a small proportion. Different from the previous two, Erica Hateley fully devotes herself to the study of Shakespeare plays adapted in children's literature from the perspective of gender and cultural capital, and emphasizes the role of classical heritage and cultural transmission of adapted Shakespeare plays.

Research of Teaching Adapted Plays in Classrooms

Due to the important role adapted works play in civic education, more and more works have been added to the reading list in primary and secondary schools, family and school libraries, and thus the teaching of these works arouses interest of educators and researchers. Books such as *Shakespeare Valued: Education and Policy and Pedagogy 1989-2009* (2015), *Shakespeare for All: The Primary School* (2015), *Heirs to Shakespeare: Reinventing the Bard in Young Adult Literature* (2000) and *Shakespeare for all Secondary* (1998) all hold affirmative views of adapted works that have been proven to be feasible and effective in literacy, ethics and civic education.

The above analysis of current research status home and abroad reveals the fact that the research of Shakespeare's plays adapted in British children's literature has made some achievements, but they are still far from satisfactory. The domestic research fails to realize the importance of the research and is badly in need of adequate research awareness and investment. The foreign research mainly focuses on few classical adapted works, and they shift attention to the modern and contemporary adaptation which are in such forms as play, young adult fiction and multimedia. Even though some do touch upon the research of 19th-century adapted works and their educational importance, such researches are based on the values of the critics rather than the values of the play adapters, and the researchers rarely carry out pertinent and comprehensive study of adapted texts in a conscious and positive manner. In other words, they make judgements now and here instead of then and there.

Research Plan for the Adaptation of Shakespeare's Plays in British Children's Literature (1807-1901)

In the history of the United Kingdom, the Victorian age (1837-1901) is a relatively peaceful period characterized by increased economic activity, refined sensibility and national confidence (Wolffe, 1997, p. 129-

30). It marks the peak of Industrial Revolution, the economic and cultural heyday of the British Empire, and the golden age of British children's literature. Catering to the purpose of civic education for the youth in entertaining ways, Shakespeare critics, children literature writers, social reformists and essayists in that century make great contribution to adapting Shakespeare's plays for young readers.

Based on the close reading of Shakespeare's plays adapted in British children's literature (1807-1901), the interpretation can be carried out from the perspective of literary ethical criticism, New Historicism, as well as the theories of adaptation, narration and aesthetics to critically analyze the adapting activities which are driven by the objective of civic education. And it is of great significance to theorize and systemize the adapting activities with the categorization of major adapting forms, the summarization of prominent characteristics of the works, and the generalization of governing rules of adaptation. The full research plan consists of the following three parts.

The Tradition of Adapting Shakespeare's Plays for Youth in British Children's Literature

The adaptation of Shakespeare's plays for youth has a noble tradition and a fairly long history, and it is of vital significance to tease out its tradition and history to better understand the background, the motivation, the strategy and the ultimate goal of adaptation activities. Taking into account the characteristics of its development course, we can divide the whole history into different stages and thus outline the major forms, prominent features and general rules of adaptation. And of course it is irrational to leave out the synchronic viewpoint to theorize and systemize the adaptation research. Only with the combination of diachronic and synchronic dimensions could we draw out an overall and clear outline of the adaptation history.

The Influence of Shakespeare's Plays Adapted for Youth (1807-1901) upon Civic Education

Despite the fact that "the history of women reading, interpreting, commenting and adapting Shakespearean dramas is the one that is often ignored and even forgotten today, with the majority of their works being out of print, merely available in specialist libraries and rarely read" (Thompson, 1997, p. 2), the contribution these writers and adapters make for British civic education shouldn't be neglected. Mary and Charles Lamb, Henrietta and Thomas Bowdler, Mary Cowden Clarke, Mary Seymour, and Edith Nesbit are just a few in the name list of master adapters, whose magnum opus have exerted great influence since the 19th century upon British civic education, as well as Shakespeare adaptation and dissemination.

The Propagation and Promotion of Adapted Works (1807-1901)

The adaptation of Shakespeare's plays in British children's literature (1807-1901) has been playing a significant role in the cultivation of cultural pride, national dignity and patriotism, as well as the education of literacy, aesthetics and ethics. In view of its important role and influence, it is advisable to select, (re)translate and (re)publish classical and outstanding adapted works, whose priority can be measured by their promising contribution to ethical, aesthetic, literary and civic education of the youth today. The propagation and promotion of the adapted works among Chinese readers is helpful to broaden their horizon and to learn about foreign culture. Moreover, the ways Shakespeare's plays are adapted and the achievements such adaptation has made enlighten us with the feasible methods to instill in youth the mainstream values and carry out civic education more effectively, and more importantly, inspires us to explore how to adapt traditional

and contemporary classical works for youth readers.

Conclusion

The research of Shakespeare's plays adapted for youth in British children's literature (1897-1901) is of theoretical and practical value.

First of all, it helps scrutinize from the literary lens the social and cultural status quo of the 19th-century Great Britain, the core values of that era, as well as the objectives, strategies and achievements of its civic education. The research reveals from the diachronic perspective the historical trajectory of its rise and development in the 19th century, the characteristics and the changes of civic education of adolescents during that period, as well as the interrelationship and interaction between the two.

At the same time, it uncovers from the synchronic viewpoint how the writers and adapters employ appropriate adaptation strategies and forms in accordance with the specific needs of civic education in different stages. As predecessors and pioneers of Shakespeare's plays adaptation activity, the adaptation of Shakespeare's plays in British children's literature (1807-1901) is inextricably linked with today's adaptations. It not only proves its historical influence upon civic education, but also provides convincing examples of how to integrate civic education into children's literature in the form of adaptation, which are of great benefit for the study of Shakespeare's plays in contemporary literature.

Furthermore, while demonstrating the importance of the adapted works in British civic education during the period of industrial revolution, the adaptation work also plays an exemplary role in promoting and popularizing adapting activities, and give us some enlightenment for our study of foreign children's literature, the civic education of Chinese youth, and the construction of core values and public culture in China.

In short, the study of Shakespeare's plays adapted in British children's literature (1807-1901) is a breakthrough to systemizing and theorizing the activity of adapting Shakespeare's plays for children and a social function study of how the adapted works working upon civic education. It attempts to reinvigorate the oblivious but valuable resources in the new era, and give some clues to Chinese civic education in its transforming period.

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A Study of Anne Tyler's *The Accidental Tourist* in the Light of Existentialism

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[Abstract] In the light of the philosophical ideas of existentialists such as Søren Kierkegaard and Jean-Paul Sartre, this essay analyses the psychological growth or personal development of the male protagonist Macon Leary in Anne Tyler's novel *The Accidental Tourist*. After experiencing the phase of angst, and the phase of regarding "Hell is other people", Macon eventually moves on to the stage of making free choices, which is apt to lead to a healthy character, a sound self-identity, a harmonious interpersonal relationship and a meaningful existence.

[Keywords] Anne Tyler; *The Accidental Tourist*; Existentialism; angst; Hell is other people; free choice

Introduction

Anne Tyler (1941-) is an American Pulitzer-Prize-winning author who is mainly concerned with the theme of family life. *The Accidental Tourist* (1985), Tyler's 10th novel which won the National Book Critics Circle Award for Fiction in 1985, became *New York Times* bestseller and brought her a lot of favorable comments, among which were those from *The Washington Post*, *Time*, *The New York Times Book Review*, *The New York Review of Books*, *Publishers Weekly*, *Library Journal* and so on. For example, *The Washington Post* praised this novel by remarking "Beautiful, incandescent, heartbreaking, exhilarating. [...] Indisputably her best book. [...] There's magic in it. [...] It leaves one aching with pleasure and pain. [...] One cannot reasonably expect fiction to be much better than this." Likewise, *The New York Times Book Review* commended this novel by reviewing "*The Accidental Tourist* is one of her best books. [...] She is steadily raising a body of fiction of major dimensions." Even the famous American novelist John Updike (1976) sang high praise of her by saying "Funny and lyric and true, exquisite in its details and ambitious in its design [...] This writer is not merely good, she is wickedly good" (p. 110).

The story line of *The Accidental Tourist* is rather simple instead of a very complicated plot. Macon Leary is a travel writer whose son Ethan is killed in an accident and whose wife Sarah thus separates herself from him. Macon falls into loneliness and sadness, unwilling to initiate positive communication with others. With his trouble-making dog Edward as a link, he meets with Muriel, a dog trainer who puts an end to his isolation and solitariness, and hence thrusts him into an active engagement with life. The novel has many themes, among which choice in life is a significant one.

The research in Tyler's novels is rather inadequate both home and abroad. Comparatively speaking, *Dinner at the Homesick Restaurant* (1982) draws more critical attention and *The Accidental Tourist* is less stud-

ied. In China, there are no monographs, essays or theses solely devoted to the study of this novel, except an MA thesis entitled “A Feminist Ethical Interpretation of Anne Tyler’s *The Accidental Tourist*” written by Zhang Yapu (2016). In foreign studies, Susan Elizabeth Sweeney’s “Anne Tyler’s Invented Games: *The Accidental Tourist* and *Breathing Lessons*” analyzes the use of games in these two novels. Karen E. Kline’s “*The Accidental Tourist* On Page and On Screen: Interrogating Normative Theories About Film Adaptation” examines four prominent paradigms concerning the film adaptation of the novel. There are also several essays which partially touch upon the novel, including Susan S. Kissel’s “Anne Tyler’s ‘Homeless at Home’” in her monograph *Moving On: The Heroines of Shirley Ann Grau, Anne Tyler, and Gail Godwin*, Elizabeth M. Nollen’s “Fatherhood Lost and Regained in the Novels of Anne Tyler” and Patricia R. Willrich’s “Watching Through Windows: A Perspective on Anne Tyler”. As for the analysis of Tyler’s novels from the angle of existentialism, there is only one MA thesis written by Wang Yumei (2006) entitled “The Creation of Self: On the Existential View of Life in Anne Tyler’s *Breathing Lessons*”, which studies *Breathing Lessons* from the perspectives of the presence of absurdity in life, the ungraspability of life as well as the existential view of death and life. From the brief literature review, we can perceive that there is still a large gap to be filled in with regard to the existential study of *The Accidental Tourist*.

This essay aims at studying the novel from the perspective of Existentialism. Existentialism emerged as a philosophical movement in the nineteenth century with Søren Kierkegaard and Friedrich Nietzsche as its pioneering philosophers. The twentieth century witnessed its development and flourishing in both philosophy and literature in the works by the German philosophers Karl Jaspers, Martin Heidegger, and some French philosophers as well as writers, such as Jean-Paul Sartre, Simone de Beauvoir and Albert Camus. The major concerns of existentialists are as follows, focus on the absurd, alienation, angst, boredom, choice, concrete existence, despair, dread, facticity, freedom, authenticity and inauthenticity, the Other and the Look, reason, and so on. The essay per se will provide an analysis of the male protagonist Macon in the light of existential concepts such as angst, “Hell is other people”, and free choice.

Sense of Angst

Angst is a word of German origin, which means fear or anxiety, sometimes even anguish. According to existentialists, human beings are striving against random, uncaring fate, and sometimes are doomed to undergo some negative feelings and inner turmoil. As Kierkegaard (1980) stated in his *The Concept of Anxiety*:

Deep within every human being there still lives the anxiety over the possibility of being alone in the world, forgotten by God, overlooked among the millions and millions in this enormous household. A person keeps this anxiety at a distance by looking at the many round about who are related to him as kin and friends, but the anxiety is still there, nevertheless, and he hardly dares think of how he would feel if all this were taken away (p. 198).

There is no exception for Macon. When his wife Sarah left him, he had a sense of pressure and being overwhelmed: “The windows shrank. The ceilings lowered. There was something insistent about the furniture, as if it were pressing on him” (Tyler, 2002, p. 6). The influence of the separation and alienation from his wife on him went deeper, as if he were bereaved. Macon lost his appetite and “didn’t eat real meals anymore” (Tyler, 2002, p. 13).

As a result, he seemed to have lost weight and was at the risk of malnutrition. What is more, he could not have a sound sleep and had a lot of dreams; what troubled him more is that “he found himself conscious of his dreams -- not borne along by them but tediously constructing them, quibbling over details” (Tyler, 2002, p. 14). What made things worse, during day time, “his brain buzzed with little worries” (Tyler, 2002, p. 14), such as whether he had locked the back door or not, which might be a symptom of a psychological disease named obsessive-compulsive disorder (OCD). He sometimes even suffered from illusion or hallucination because “he often had the feeling that Sarah was watching” (Tyler, 2002, p. 7).

From the above analysis we can see that Macon had a strong sense of angst or anxiety, the result of which is that he even lost the interest of communication with others because he “didn’t like to consider any other possibility -- a party, for instance, or a heart-to-heart talk with old friends” (Tyler, 2002, p. 17), which is a terrible and miserable condition of human existence.

The Idea of “Hell is Other People”

The concept of “Hell is other people” is from the character Joseph Garcin in Sartre’s play *No Exit* (as cited in Priest, 2001, p. 224), one interpretation of which is that other people tend to be bondage on our way to freedom.

Macon wanted freedom, and he wanted to make a choice by himself. But there were Other people on his way to free choices. According to the warning of his wife Sarah, if Macon and Muriel got married, they would be “one of those mismatched couples no one invites to parties” (Tyler, 2002, p. 327). And people would gossip “My God, what does he see in her? Why choose someone so inappropriate? It’s grotesque, how does he put up with her?” (Tyler, 2002, p. 327). From Sarah’s remark, we can strongly feel the deep-rooted bias people hold towards others. Detrimentally, some people would like to talk gossip, be critical of and show contempt to other people.

Actually Macon used to be a man who was likely to take the attitude of “Hell is other people” to whom-ever disturbed him. For example, when he and Sarah went to the beach, hearing people’s squawking radios, gossip and quarrels, he would think they were so depressing, unlikable and vile. No wonder Sarah complained to him “You’re not holding steady; you are ossified. You’re encased. You’re like something in a capsule. You’re a dried-up kernel of a man that nothing real penetrates” (Tyler, 2002, p. 129). And the situation worsened after the death of his son and the ensuing estrangement with his wife.

What is worse, when he tried to run away from Muriel who was in hot pursuit of him in Paris, it seemed that Muriel also became “the hell”, as if she were pestilence from whom he wanted to escape. For instance, when he saw Muriel taking the same plane with him, his response was that “he actually looked around for some means of escape” (Tyler, 2002, p. 303). And after a brief talk, “he wished he could just vanish” (Tyler, 2002, p. 305). Upon landing, he changed money in a hasty way and left the airport in a haste. Even the woman he once loved and cared now turned into “the hell”, only because he was a man of procrastination who were reluctant to make choices and take responsibilities. He was not really running away from Muriel, but from his pusillanimous self, whom he is supposed to confront courageously and valorously.

Pursuit of Free Choice

As far as free choice is concerned, Sartre argues that “Everyone makes himself signifying by interioriz-

ing, by a free choice, the signification with which material exigencies have produced him as a signified being” (as cited in Flynn, 1992, p. 242).

At a critical moment in his life, confronted with a dilemma, Macon made a serious self-reflection. “He reflected that he had not taken steps very often in his life, come to think of it. Really never. His marriage, his two jobs, his time with Muriel, his return to Sarah -- all seemed to have simply befallen him. He couldn’t think of a single major act that he had managed of his own accord” (Tyler, 2002, pp. 325-326). Therefore, Macon wanted to make a significant choice by himself. The choice was made not in an easy way and Macon suffered from insomnia and struggled a lot, which can be shown from his confession to Sarah, “I just decided, Sarah. I thought about it most of last night. It wasn’t easy. It’s not the easy way out” (Tyler, 2002, p. 326). At that time, he was, so to speak, a hesitating and procrastinating Hamlet. Hard however it was, Macon for the first time in his life made a very crucial decision and regained his self-identity.

As a matter of fact, this choice had already been foreshadowed the other day when Macon told Sarah “after a certain age, it seems to me you can only choose what to loose” and “I mean there’s going to be something you have to give up, whichever way you cut it” (Tyler, 2002, p. 288) as a response to Sarah’s remark “I think after a certain age people just don’t have a choice” (Tyler, 2002, p. 287). Macon just proved by his bold decision that no matter what age you are in, you are still entitled to free choices. Via this crucial choice, he showed us that he was not simply a man who could make his own choices, but also a man of responsibility and integrity so far as he was not that kind of guy who “can just use a person up and then move on” (Tyler, 2002, p. 287). As Sartre puts it, “responsibility for the world derives from my responsibility for my world, and responsibility for my world from the consideration that it is ‘the image of the free choice of myself’” (as cited in Gardner, 2009, p. 166).

An indispensable factor that made Macon make the final decision is the agreeable personality and character of Muriel. Barbara Carson (1992) in her comparison between Tyler’s *The Accidental Tourist* and *Earthly Possessions*, argues that

In Macon’s case [*in The Accidental Tourist*], the better choice seems to be to leave his wife; in Charlotte’s [*in Earthly Possessions*], it is to return to her husband. Each arrives at a sense of moral responsibility far more complex than that associated with the notion that endurance, self-sacrifice, and adherence to commitments are, of themselves, heroic. Charlotte learns to see her relation-tangled home as a place to build rather than give up, a self. Macon reaches his decision to leave Sarah, whom he loves (in a way)... because of the growth Macon experiences [with Muriel Pritchett] (p. 32).

Muriel is such a brave and courageous lady who is unyielding and relentless in her pursuit of love. Macon was so moved by her that he admitted “He had to admire her” and he wondered “Had he ever known such a fighter” (Tyler, 2002, p. 258). In comparison with Muriel who never wavered in making her own choice, “He felt awed by her, and diminished” (Tyler, 2002, p. 258). Apart from that, Muriel was the person who could see through him, unlike Sarah who did not understand him enough. Muriel pointed out his shortcoming directly, “You don’t know what you want. One minute you like me and the next you don’t. One minute you’re ashamed to be seen with me and the next you think I’m the best thing that ever happened to you” (Tyler, 2002, p. 259). She hit the nail on the head by stating “You think you can just drift along like this, day by day, no plans” (Tyler, 2002, p. 259). What she meant is that Macon was living his life in a per-

functory and irresponsible way, which served as a stimulus for Macon's choice making. As Kissel (1996) puts it, "Macon Leary emerges from his state of ossification, both in his marriage with Sarah and in his continued immersion in his childhood past, to reject tradition and loosen the hold of the past on his life. Macon overcomes his fears, embraces change, and takes new and purposeful action in his life" (p. 83).

Muriel's son Alexander might be another factor that was conducive to Macon's choice of her, considering the fact that he was bereaved and he once proposed to Sarah to have another child, even though he told Sarah that it was not Alexander who drew him to Muriel. And it is also another aspect of the responsibility of a man, as what Muriel said haunted Macon, "take care what you promise my son. Don't go making him promises you don't intend to keep" (Tyler, 2002, p. 260).

Given Macon's deteriorated relationship with his wife Sarah, we can see his choice in favor of Muriel presumably is a correct one, because seen from Macon's self-reflection, the previous relationship between him and Sarah was not harmonious and they were not on very good terms even though their marriage had lasted for twenty years. Macon even "didn't feel they had really formed a unit the way couples were supposed to" and "they'd stayed two distinct people, and not always even friends. Sometimes they seemed more like rivals, elbowing each other, competing over who was the better style person" (Tyler, 2002, p. 14). Generally speaking, a marriage filled with rivalry and competition is not supposed to progress or stand the chance of survival. Macon finally experienced an epiphany in life and realized the essence of love or marriage, that is "who you are when you're with somebody may matter more than whether you love her" (Tyler, 2002, p. 294).

Conclusion

In summary, after experiencing the phase of angst, and regarding "Hell is other people", Macon eventually moved on to the stage of making free choices, which might lead to a healthy character, a sound self-identity, a harmonious interpersonal relationship and a meaningful existence, symbolized by the "sudden flash of sunlight" and the "bright and festive [...] spangles" (Tyler, 2002, p. 329) at the very end of the story.

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Interpreting Ellen O' Hara in Accordance with Proverbs 31:10-31

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[Abstract] *Ellen O' Hara from Gone with the Wind, though often ignored by researchers, was a woman of noble character who possessed all the values of a noble wife described in Proverbs (31:10-31) of the Bible. If the wife with noble character from Proverbs 31 is the archetype of wife of noble character, Ellen is the concrete embodiment. This article is to interpret Ellen in line with the standards of a wife of noble character defined in Proverbs 31, whose value was more than rubies and whose value was manifested through the woman's relationship with other persons, her excellent abilities and her noble qualities.*

[Keywords] *Gone with the Wind; Proverbs; a woman of noble character; Ellen O' Hara*

Introduction

Margaret Mitchell's *Gone with the Wind* is both a love novel and a female novel, in which female characters are numerous and varied in character. The most outstanding female character is the heroine Scarlett O' Hara, the studies on whom abound due to her complex personality and her gradually formed character. Her mother Ellen O' Hara, on the other hand, was a person about whom Mitchell did not write much and to whom scholars pay little attention. However, Mitchell's description and Ellen's place in people's heart proved that Ellen was a virtuous woman with both ability and integrity. *Proverbs* (31:10-31) of the *Bible* is famous for defining a wife of noble character whose criteria are generally regarded as very high and this wife is normally perceived as the archetype of wife of noble character. Even in line with the standards defined in *Proverbs*, Ellen was a noble wife and the concrete embodiment of the archetype of noble wife because Ellen possessed great value, which was manifested through her relationship with others, her amazing talents and her extraordinary qualities.

Description of a Wife of Noble Character in Proverbs

The Bible abounds in books and chapters on women, with no exception to one of the wisdom books *Proverbs*. *Proverbs* alone includes a total of 21 references to women, among which the most well-known reference on a wife of noble character is Chapter 31. The author used 22 verses (31:10-31) to discuss the value of such a wife and the concrete aspects of her value.

31:10 *A wife of noble character who can find? She is worth far more than rubies.*
 31:11 *Her husband has full confidence in her and lacks nothing of value.*
 31:12 *She brings him good, not harm, all the days of her life.*
 31:13 *She selects wool and flax and works with eager hands.*
 31:14 *She is like the merchant ships, bringing her food from afar.*
 31:15 *She gets up while it is still dark; she provides food for her family and portions for her servant girls.*
 31:16 *She considers a field and buys it; out of her earnings she plants a vineyard.*
 31:17 *She sets about her work vigorously; her arms are strong for her tasks.*
 31:18 *She sees that her trading is profitable, and her lamp does not go out at night.*
 31:19 *In her hand she holds the distaff and grasps the spindle with her fingers.*
 31:20 *She opens her arms to the poor and extends her hands to the needy.*
 31:21 *When it snows, she has no fear for her household; for all of them are clothed in scarlet.*
 31:22 *She makes coverings for her bed; she is clothed in fine linen and purple.*
 31:23 *Her husband is respected at the city gate, where he takes his seat among the elders of the land.*
 31:24 *She makes linen garments and sells them, and supplies the merchants with sashes.*
 31:25 *She is clothed with strength and dignity; she can laugh at the days to come.*
 31:26 *She speaks with wisdom, and faithful instruction is on her tongue.*
 31:27 *She watches over the affairs of her household and does not eat the bread of idleness.*
 31:28 *Her children arise and call her blessed; her husband also, and he praises her:*
 31:29 *“Many women do noble things, but you surpass them all.”*
 31:30 *Charm is deceptive, and beauty is fleeting; but a woman who fears the LORD is to be praised.*
 31:31 *Give her the reward she has earned, and let her works bring her praise at the city gate.*

(Holy Bible, 2005, p.1081)

In verse 10a of Proverbs 31, the author used a rhetorical question “*A wife of noble character who can find?*” to suggest that such a wife is rare and hard to find! Due to the rarity and hardship in finding, “*She is worth far more than rubies*” (31:10b). The author discussed the detailed value of such a wife in the remaining verses, and her value was manifested in her relationship with other people (her husband 31:11-12, 23, 28b-29, her children 31:21, 28a, and the poor and the needy 31:20), in her remarkable talents (31:13-19, 21-24, 27) and in her extraordinary character (31:20, 25-26, 30). Such a woman was highly evaluated and blessed by the woman’s husband and children (31:30-31).

The Value of a Wife of Noble Character was Manifested in her Relationship with Others

Proverbs 31 described the value of a wife of noble character as more than rubies and this value was demonstrated in her relationship with others—her husband (31:11-12, 23, 28b-29), her children (31:21, 28a) and the poor and the needy (31:20). First, the value of a noble wife existed in her relationship with her husband who had full confidence in her and who lacked nothing of value (31:11) and to whom she brought good all her days of life (31:12). The husband’s confidence in his wife resulted from her ability and character. Due to the wife’s talents and noble character, the husband did not need to worry anything about his household or property since they were run efficiently and productively by his wife. Therefore, he could be clothed in scarlet (31:21) in winter and be “*respected at the city gate*” and “*took his seat among the elders of the land*”

(31:23). A wife of noble character was also her husband's crown (Proverbs, 12:4a)—the good she brought him all her life, so her husband praised her highly as “*Many women do noble things, but you surpass them all*” (31:29).

Second, the value of a noble wife was revealed in her relationship with her children (31:21, 28a). A virtuous wife watched over the whole household's affairs and provided her family members with clothing, food, comfort and security. The wife didn't have to fear anything during harsh weather, “*for all of them are clothed in scarlet*” (31:21). She was also a wise woman, faithfully instructing her children who in turn arose and called her blessed (31:28a).

Furthermore, the value of the noble wife was reflected in her relationship with the poor and needy (31:20). The woman compassionated, cared, and helped the poor and the needy willingly and constantly, just as verse 20 described “*She opens her arms to the poor and extends her hands to the needy*”.

The Value of a Wife of Noble Character was shown in Her Talents

In addition to having amiable relationship with others, the value of a wife of noble character was shown in her talents in watching over all her household, in conducting family affairs, and in making profits out of trade (31:11-19, 21-24, 27). The household the woman looked after incorporated the whole family (31:21), the servant girls (31:15b) and herself (31:22b). The family affairs she watched over (31:27) covered all aspects of life—made clothing (31:21), garments (31:24) and coverings for the bed (31:22a); brought food from afar (31:14b); provided food for her family and portions for the servant girls (31:15b); selected wool and flax (31:13a); held distaff in her hands and grasped the spindle with her fingers (31:19); made linen garments and sashes and sold them (31:24); and bought fields and planted vineyards (31:16).

The wife efficiently directed family affairs and profited out of trade (31:18). She set about all the work and tasks vigorously with strong arms (31:17) and labored from early morning (31:15a) till late night (31:18b). She excelled in trade too—she sold linen garments and sashes to merchants, bought a field after careful consideration and planted a vineyard out of the profits she made (31:16). Therefore, not only was she clothed in fine linen and purple (31:22b) but all of her households were clothed in scarlet (31:21b), which was a symbol of wealth and nobility.

The Value of a Wife of Noble Character was seen in Her Moral Character

The value of a virtuous woman was also seen in the extraordinary moral character she possessed, namely, the excellent quality and fine virtue. The noble wife not only owned the capabilities to manage the housework effectively, but also devoted herself readily to all the work which can be seen from the fact that she “*works with eager hands*” (31:13b). She never made any decision rashly but considered carefully, for instance, before she bought the field (31:16a). Additionally, she was so diligent that she never ate *the bread of idleness* (31:27b). Besides these qualities, her moral character was made clear in her strength and dignity (31:25a), in her optimism in facing the days to come (31:25b), in her generosity towards the poor and the needy (31:20), in her wisdom and kindness (31:26), and in her fear of God (31:30).

A wife with such value, ability and virtue was blessed by her children (31:28) and praised by her husband, “*Many women do noble things, but you surpass them all*” (31:29). Such a woman should also be given the reward she earned and be praised at the city gate for her works (31:31).

Ellen O' Hara—the Embodiment of a Wife of Noble Character

Ellen O' Hara in *Gone with the Wind* was a supporting character about whom Margaret Mitchell wrote little and to whom scholars pay little attention. But this often ignored person possessed great value, wonderful ability and excellent moral character. Ellen's diligence, talent and virtue silently affected every person around her, especially the heroine Scarlett who eventually grew into a hard-working, strong and brave woman. Even interpreting Ellen in line with the three criteria (i.e., relationship with other persons, ability and moral character) defined by *Proverbs* 31 in the Bible, she was still the wife of noble character. Ellen was concrete embodiment of the wife of noble character—a woman whose worth was more than rubies and who had good relationship with others, extraordinary abilities and outstanding moral character.

Ellen's Values was Manifested in Her Relationship with Others

Just like the wife of noble character in *Proverbs* 31, Ellen was the woman in *Gone with the Wind* whose value was also more than rubies. Her value was also embodied in her relationship with her husband Gerald, her children and with the poor and the needy. First, Ellen had her husband's full confidence too and she brought huge benefits and glory to the latter. Starting from the day Ellen arrived in Tara, she had Gerald's full confidence in managing and operating Tara while Gerald turned into the master who needed not do or worry about anything within his household and Tara. Gerald has been relying on Ellen since the day they were married. This dependence was so vital that when Ellen died for taking care of the infected patients during the war, Gerald's spirit was severely damaged. He fell into the trancelike state and could not recognize even his own daughters. Ellen also brought Gerald good and glory. Ellen was a woman with noble birth and a good education, whereas Gerald was an Irish immigrant with nothing of a family or wealth. He could marry Ellen—the daughter of the wealthiest coastal family—was a miracle and a glory. Whenever Gerald looked at Ellen, pride arose in his heart. Moreover, Ellen transformed Tara by bringing “*order, dignity and grace into household, and she gave Tara a beauty it had never had before*” (Mitchell, 1939, p. 46). All these brought Gerald benefits and glory because at that time men owned property, women managed, and men got all the merit when it was well managed.

Second, Ellen's value was shown in her relationship with her daughters. Ellen was her daughters' life model and spiritual strength because she was dignified, docile, selfless, resolute, persistent and wise. Her being reared in the tradition of great ladies became what her second and third daughters emulated from an early age. Although Scarlett did not intend to follow her mother's model when she was young because it meant that she would miss a lot of fun, Scarlett could not deny that she hoped to be a noble woman like Ellen when getting older. Ellen provided spiritual strength for Scarlett who regarded Ellen as a Virgin-Mary-like figure—are presentation of utter security. Scarlett felt secure when Ellen was around her and Ellen's presence always brought Scarlett comfort. To Scarlett, Ellen was always “*a pillar of strength, a fount of wisdom, the one person who knew the answers to everything*” (Mitchell, 1939, p. 32). Scarlett did rid herself of youth unruliness and became a strong and brave woman who shouldered family and plantation responsibility and obligation later in her life.

Ellen's value was also reflected in her relationship with the poor and the needy. She was compassionate with them and was willing to help them. For Ellen, every life was precious and everyone needed love and care, so no matter what time it was (dawn, night, mealtime) and no matter what identity the person pos-

sessed (black and poor whites), Ellen helped and cared them. She has been kind to these people all her life till she died of looking after people who were infected with deadly diseases at wartime. She worked day and night and helped every person in need—the patients, the woman giving birth to babies, the new-born babies to be baptized, and the families with people died and so on.

Ellen's Values was Shown in Her Talents

Like the virtuous wife with superb ability in *Proverbs* 31, Ellen was also a woman with remarkable ability to manage her household. She completely devoted herself to her family and family affairs and her excellent abilities enabled her to manage the plantation efficiently. Ellen took care of everyone in her household—her husband to be waited on, three daughters to be reared, nurtured and educated to become great ladies and a household of male and female servants to distribute work and portions of food. She also had to entertain guests from time to time, to care for the patients from the neighborhood and to help the poor and the needy in the county whenever they were in trouble. Ellen's work covered every aspect of life—presiding three meals a day, distributing food to the laborers coming home from the field, supervising the cooking, the cleaning and the wholesale clothes-making for the plantation (Mitchell, 1939), and sewing with needlework all the time except for mealtime or attending the sick. She also needed to work on the bookkeeping of the plantation every morning and listened to the supervisor's report. She was occupied with all kinds of things from dawn-till-midnight. Because of Ellen's excellent ability, her whole hearted and selfless dedication, she "*became the best loved neighbor in the County. She was a thrifty and kind mistress, a good mother and a devoted wife*" (Mitchell, 1939, p. 45).

Ellen had superb ability in managing family affairs. Although Ellen was only 15 years old when she came to Tara, she was ready to take on the position of the plantation hostess because she was trained at an early age to manage a plantation with a large population. Before Ellen came to Tara, no meal was served on time, the furniture was covered with dust and no clean sheets were ready. Whenever a guest arrived at Tara, the house was filled with yelling and bustling. But after Ellen was married to Gerald, great changes took place at Gerald's home and the plantation Tara. Under Ellen's management, all affairs were well organized and all things were run orderly, Tara had a new look that it never had before and Tara now possessed honor, decency, elegance and beauty.

Ellen's Values was Revealed in Her Excellent Moral Character

Ellen also possessed the remarkable moral character that the wife of noble character in *Proverbs* 31 possessed. Ellen was a well-brought-up lady who owned all the fine qualities that a great lady should possess—seriousness, gentleness, selflessness, perseverance, strength, dignity and wisdom. Ellen knew "*how to carry her burden and still retain her charm*" (Mitchell, 1939, p. 47), her spirit was always calm, and her back was never bowed, not even when her three children died. Her voice was soft and sweet all the time and she never raised her voice even in giving command to a servant or reproving a child. Moreover, "*Ellen ignored all things contrary to her ideas of propriety*" (Mitchell, 1939, p. 54). No matter what time of the day, Ellen appeared in front of people as gentle, quiet, and elegant. Scarlett saw Ellen as "*the embodiment of justice, truth, loving tenderness and profound wisdom*" (Mitchell, 1939, p. 49).

Ellen was also a woman who cared for others. Ellen not only loved her family, cared about them, but al-

so loved her neighbors, especially the poor people. What Scarlett was very familiar with since a young age was that her mother was always whispered of sickness and birth and death before daybreak. On receiving the information, Ellen would always go out with a medicine box under her arm. No matter whom the person was, Ellen would help that person unconditionally and she would not have rest until she helped in person. She always ran here and there at night to take care of the Black and poor whites that she could not sleep well herself.

Ellen was also a woman who feared God, which was embodied in her time of prayer. When praying, Ellen's face under the lamp was so faithful, calm and serene that Scarlett unknowingly fell in love with it. Scarlett loved her mother's face during prayer time so much that she compared this love to the love for the land, "*She loved this land so much, ..., loved it as she loved her mother's face under the lamp at prayer time*" (Mitchell, 1939, p. 21).

Conclusion

Proverbs 31 defined the standards for a wife of noble character, whose worth was more than rubies in that she had good relationship with other people; she possessed excellent talents, and she owned great moral character. But even if in line with these strict criteria, Ellen O'Hara was the wife of noble character in *Gone with the Wind* and she was the concrete embodiment of the wife of noble character portrayed in *Proverbs*. Ellen's worth was more than rubies and this value was manifested in her relationship with her husband Gerald (Ellen brought him) life-long good and glory, her three children (Ellen was their life model and spiritual strength) and the people in her County (Ellen helped them all the time). Ellen was also the wife with superb abilities in caring the entire household, in managing all the affairs of the plantation, and in bringing great changes to Tara. Moreover, Ellen had unparalleled moral character such as justice, bravery, gentleness, selflessness, perseverance, wisdom and fear of God. Ellen sets up an example for all the women who want to be wives of noble character.

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Wilkie Collins' s Sensation Fiction and British Empire

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[Abstract] *One of distinguished traits of Wilkie Collins' s sensation fictions falls on his particular introspective pondering over British Empire. Instead of praising, eulogizing and boasting previous glorious history and eventful past of Great Britain, Collins maintains a self-reflective and even self-criticizing attitude towards the disasters and catastrophes exerted on the colonized countries and territories by British imperialism, the potential revengeful threats on the future of Empire construction, the tension between Great Britain and other European countries, the destructive impacts on Englishness and the deterioration and even loss of once bragged virtues and moralities triggered by domestic capitalistic commercialization development. Apart from merely exposing and revealing such shocking facts, Wilkie fundamentally expresses his lamenting and pitiful attitude towards the declining British empire and ultimately through apologizing to the victimized and warning the victimizer, he pins high hope on the newly rising upright middle class to take on the responsibility of reviving Great Britain in a new track.*

[Keywords] *Wilkie Collins, sensation fiction, British Empire, imperialism, class segregation*

Introduction

Acclaimed as the father of sensation fiction and “a master of suspense” (Taylor, 2006, p. 1), Wilkie Collins has won the popularity with readers due to his exquisite design of plots, well woven structures, vivid portraits and typical characterization, overwhelming courage in exploration and penetration into epoch spirit of Victorian age as well as his sober introspection on intense issues like gender inequality, class segregation, morality management, social crime and legislation, self identity and identification, imperialism, capitalism, commercialism, etc. Among those themes mentioned above, the issues of the empire or certain closely related topics like colonialism, imperialism and slavery have been drastically and sensationally explored by Collins in his remarkable sensation works. He penetrates into diverse and various perspectives to approach them and by adopting a handful of approaches in dealing with such knotty issues, he reflects on the spirit of the epoch and the corresponding influence the society and circumstance exerts on people's inner, mental movements as well as the mutual interaction between fiction and society as a whole.

A peculiar number of imperialistic topics have been expounded by Collins, either through his directly and pointedly line drawing or indirectly implying and indicating, mostly in an ironic tone. He depicts British people's complacency in self-help spirit that is indispensable for capitalism and commercialization, typically represented by the English steward being fond of *Robinson Crusoe* in *The Moonstone*; the pursuit for fortune guided by financial desire, delegated in the case of Maggie in *No Name*, who is determined to marry herself off in exchange for regaining the financial inheritance which is initially supposed to belong to her; Percival colluding with Fosco in pursuit for his wife, Laura's financial inheritance; with the adoption of deeply wrapped and well woven metaphorical depiction of the muteness and silence of Jennings and his interpretation of the confusion and puzzlement of a raving doctor in *The Moonstone*, targeting at criticizing imperialistic misdeeds; the stark and stunning direct presentation of looting and usurping led by the powerful and civilized British General in the *Moonstone*; the inheritance of colonial territory from former generation to the latter in *Armada* and the anxiety brought by such spoils represented by the diamond casting the curse of bringing the revenge and the consequent domestic panic and chaos and thus eventual fundamental devastation of British Empire as a whole, which are typically depicted in *Moonstone* and *Armada*. Also, the tension and confrontation between foreign characteristics and Englishness is widely indicated in *The Woman in White*, *Moonstone* and *Armada* respectively.

Therefore, such a series of serious topics including the empire construction, the suppression and oppression of slaves, the maintenance of slavery system, the colonialism, the tension and the confrontation one of popular topic that dominate Wilkie Collins's sensation fiction have aroused the concern of critics who tentatively finalize the conclusion on his ambivalent attitudes towards the Great Britain as a whole, which thus stimulates the author's interest in exploring this issue further.

Exposing and Criticizing the Imperialistic Misdeeds

Collins holds quite an obvious non-positive attitude towards British invasion and colonization of other victimized countries, especially in case of India, which is illustrated in *The Moonstone* and *Armada*.

In *The Moonstone*, the general in chief robbed the precious moonstone from the forehead of India Goddess and took it back to Britain, which was just the cause for three Indian priests setting out to trace down the diamond, retrieving it and putting it back onto the forehead of original goddess. Furthermore, Jennings is portrayed as quite a mystery character, though he appeared as a colonial figure, whose physical deformity, nevertheless, indicates the complex emotional reflection left by British invasion. Also, in *Armada*, Midwinter is depicted as an inhabitant growing up in West Indies, the place that is owned by Armada's father as the colonizer. One fact deserving our attention is that the main plot of the novel is set in 1851, the year witnessing the Great Exhibition of the Works of Industry of All Nations, representing "...another version of imperial plunder, (which) was held in London" (Pykett, 2005, p. 157).

Such a resolute and absolute criticism on colonialism also reflects Collins's distinguishing standpoint from his peer and close friend, Dickens, who once expressed his aspiring to become a Commander in Chief in India in order that he might "strike that Oriental race with amazement" (Pykett, 2005, p. 157). Contrary to Dickens, Collins holds a reflective pose towards the imperialism, which is displayed by his sympathy for the victimized, which is expounded in detail in the next section.

Inevitable Orientalism in Depiction of the Colored Race

Collins' s ambiguous attitude towards the once victimized race reveals his emotional complex, that is, the mixture of inevitable degraded portraying stereotype of typical colored race, apologizing for the impact due to English imperialistic misdeeds, expressing sympathy for the victimized and suppressed and being anxious about the potential danger of their revenge as well as the pride of their purified blood.

Actually, it has been universally accepted in the academia there exist some partial ideas and bias that Collins cannot escape from while he depicts the characters originating from the obsolete and primitive territories and countries. Thus such conclusion is convincing to some extent, if we scrutinize his works carefully, since we can evidence it with his stereotypical representations of race (Pykett, 2005, p. 155). Indeed, under Collins' s pen, those oriental people present certain negative characteristics like wildness, indifference, bloody thirst, sexuality, uncontrollable strength and lack of intelligence and wisdom, for which *Armadale*, *The Woman in White* and *The Moonstone* can give good examples.

In *Armadale*, Mrs Armadale is depicted as a woman of mixed blood "of the European and the African race... a woman in the prime of her beauty, ... For the first time in his life, the Scotchman was taken by surprise" (Collins, 1975, p. 12). Here the emphasis on the sexual attractiveness of Mrs Armadale is explicitly expressed, which echoes Said' s emphasis on the wildness and sexuality of oriental female based on the western writers' illusion. (Said, 2003)

The barbarity and warrior-like profile is vividly depicted in *The Woman in White* through portraying Hartright. When trapped into the emergent circumstance, in which her sister Laura was being forced by Percival to sign the abdication document, Marian felt so helpless and desperate that she visioned Hartright in an immense ruined temple, "tropical trees,...hideous stone idols.... He was still in the forest....The temple was gone, and the idols were gone- and in their place the figures of dark, dwarfish men lurked murderously among the trees, with bows in their hands and arrows fitted to the string" (Collins, 1985, pp. 295-296) According to the description of the primitive, ruined, bloody setting and barbarous, dwarfish figures, readers are dragged back to the colonial history when the civilized was entrapped by the wild while taming and disciplining them. Apart from those description, the depiction of the Indians appearing in the dark and their killing of Ablewhite exposed their bloodthirsty nature.

Emotional Complex to the Colored Race

However, such an oriental approach to Collins is incapable of demonstrating his overall picture. As what some critics have commented, Collins is sympathetic to the colonized people by presenting them positively in view of good personalities and high intelligence as well as showing his due respect to them. In view of three Indian palmers in *The Moonstone*, he expresses inner admiration for their persistence in regaining the diamond and their sacrifice spirit in forthcoming exile. Also, Collins depicts Jennings as a smart doctor, quite silent but very smart and intelligent, who eventually helped Franklin clear the accusation of stealing the moonstone on him by an exquisitely designed experiment. Besides, he emphasizes good qualities of Midwinter in his relationship with young Armadale. While acknowledging the former was informed of potential danger by his father on the deathbed will, Midwinter was resolute to leave secretly without informing the latter, though, the death will could be only considered as one-sided ambiguous gossip.

Collins frankly admitted the faults that the Great Britain made through indication and metaphor, repre-

sented in the cases of place where the moonstone was put and Jennings' unprecedented experimental design of clarity in *The Moonstone*. If the readers read between lines, it is not hard to seek out Collins' s atonement for the empire's previous savage acts. He wrote that Rachel should "put the Indian Diamond into Indian Cabinet" (Collins, 1992, p. 91), implying the diamond should return to the owner. Also, the puzzlement caused by the raving doctor who barely lost his ability to express his opinion was solved by Jennings, who comprehended the doctor's admitting of his secretly misleading Franklin through putting opium into his wine. Such a metaphor revealed the essential truth of the plausibility embedded in the imperialistic propaganda that the civilized will bathe the wild and primitive for promotion and improvement.

However, no matter how much positive portraying of the colonized victims exist or sympathy shown to the suppressed, one inevitable factor is that Collins bears in his mind the anxiety about those once suppressed colored race. Therefore, while depicting them, Collins conveyed an inevitable tone, which echoes the overall national anxiety about the liberated colonizers. If the curse on the danger of Midwinter's existence implies the forefather's worry about the descendants, then either mysterious or hardly told identity of the colored race signifies the uncertainty of British nation. Those colored are generally mixed blooded, like Midwinter or Jennings, whose existence cast a mysterious shadow or potential danger towards surrounding people, which echoes English people's fear for the potential subversive and revengeful quality that is embedded at the bottom of the colored race's heart, which, undoubtedly, causes uneasiness and disturbance and will eventually results in devastation once aroused. The butler in *The Moonstone* once explicitly claimed his similar anxiety in the metaphor of the moonstone by claiming "the cursed moonstone had turned us all upside down" (Collins, 1992, p. 98).

Finally, it turned out that those colored race possess the innocence and kindness that necessarily play a vital role in solving tricky problem. This can be understood either as Collins' s appealing for reestablishment of mutual trust or the long lasting English pride in enhancing the race character due to hybridization of English noble, royal blood. However, the worry of devastation on the empire is not totally attribute to the colored race, but falls also on anxiety of the influence from other European countries in light of indirect influence or even direct manipulation that needs further detailed expatiation set in next part.

Anxiety of the Deterioration of the Englishness

Collins depicts the tension between the Englishness and European countries, which conveys his worry on the erosion and even the erasure of such an essential quality that propels the nation. Englishness generally refers to the national spirit, represented by highly praised and long-term maintained qualities, like nobility, royalty, cavalier spirit, honesty, good manners, etc. However, such a vital spirit has been declining due to either the outbound education or the inflow influence, which will inevitably spell an end to the elite backbone, and thus eventually ruins the British Empire as whole.

The tension between the Englishness and Foreignness is remarkably unfolded through the contrary portraits of Italian professor Pesca and Count Fosco. As for Pesca, he wanted to assimilate himself with English culture, for he acquired English manners like the way of holding the umbrella and wearing style. He also wanted to become an Englishman in both habits and amusements and he devoted himself to English sports, the swimming, which was so hard to master that even cost his life, for which Hartright commented that "If we had been engaged in any exercise peculiar to my own nation I should, of course, have looked af-

ter Pesca carefully” (Collins, 1975, p. 36). Also, Pesca knew the worldly affairs quite well, especially in the case of social transition by a good marital bond. That is the reason why he recommended Hartright to be the painting tutor for Mr. Fairlie, which he believed the latter could grasp this opportunity to win the heart of one Miss Fairlie and accumulate a big fortune by marriage, thus buying the member of parliament position and thoroughly realizing social class transition.

If Pesca stands for the eagerness for assimilation, then Fosco represents the distinguishing national identity. He burst out furiously that English and German people always mocked Italian music, and Sir Percival assured him to behave like an Englishman. Besides, he was hated by Mr. Fairlie for no other reason but his Italian nationality since he married Mr. Fairlie’s sister Eleanor. Just as what Collins wrote directly, “He hated a foreigner simply and solely because he was a foreigner” (Collins, 1975, p. 172). While presenting such two opposite foreign characters, Collins also showed such confrontation due to nothing but Englishman’s complacency. On the other side, such extreme stands also demonstrate the identification of foreigners in view of clash between native culture and culture of Britain

On the other hand, their embedded attitudes also weaken the Englishness from different aspects. As for Pesca, he incited Hartright’s desire for shortcut to realize the social uplifting rather than the promotion through self trying, which will eventually devastate Englishness if latter really had followed his advice. Contrarily, Sir Percival gave up his inherited noble qualities and conducted the confinement, murdering, counterfeiting and eventually ended up killing himself by colluding with Fosco.

In view of outbound education, Franklin in *The Moonstone* manifested a certain kind of hybrid manners that diluted his original English manners, thus causing the criticism from the Rachel’s butler, who lamented the loss of genuine Englishness that used to exist in Franklin before his departure to the exotic European territories.

Conclusion

As a writer of conscience and responsibility, Collins endeavors to penetrate British glorious past with much concern about rather than indifferent observing and ridiculing both the victimized and victimizer, which refers to both sides from mutual aspects. His sympathy to the colored race stretches to humanity as a whole rather than the sole local once suppressed people and his anxiety of the suppressed race and European countries, if inevitably mixed with certain English bias, aims to arouse Britain instead of simply warning her of the potential dangers exerted by the exterior. Actually, he laments the detrimental impact brought by fast developed commercialization on British morality, which he thinks will necessarily etch the social mechanism in light of personal morality and social values.

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Revolt against Despair—Reflections on Decadence in Lu Xun's *Wild Grass*

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[Abstract] As Lu Xun's poems *Wild Grass* began to appear in magazine from late 1924, readers sensed their aesthetic appeal but were also troubled by the unfamiliarity and strange imagery. The 23-poem collection instantly drew criticism for its negativity, pessimism, darkness, despair and nihilism as well as comments on the beauty of its language and ambiguity of meaning. This paper intends to explore the spirit of revolt underneath the decadence through the detailed analysis of "Tremors of Degradation", a lesser known but interesting piece in *Wild Grass*, offering a differentiated analysis of the complexity of the collection.

[Keywords] Lu Xun; *Wild Grass*; decadence; revolt

Lu Xun (1881-1936) has generated a vast body of academic research that continues unabated in China and internationally. *Wild Grass* is a collection of 23 prose poems that Lu Xun wrote between 1924 and 1926 and published serially in the literary journal *Yusi*. Selected poems of *Wild Grass* were examined by critics from the point of view of style (symbolism, suggestion, lyricism, irony, innovation), discussed in terms of influence (from classical Chinese literature to Baudelaire and Kuriyagawa Hakuson and also as the onset of Lu Xun's romantic attachment with Xu Guangping, but without providing significant outcomes for a satisfactory understanding of the poems. Tsi-an Hsia's *The Gate of Darkness: Studies on the Leftist Literary Movement in China* (1968) was for many years a standard college textbook on modern Chinese literature in the English-speaking world. Hsia is highly dismissive of *Wild Grass*, rejecting the notion that it has any literary merit. Qian Xingcun even launched a sarcastic attack on Lu Xun in "The Dead and Gone Ah Q Era". "He is forever crying out, forever hesitating, and forever being like a clump of wild grass and not being able to become a great tree! In fact, what can be found in Lu Xun's writings is only the past, or at most they stop at the present, but there is never a future. What does he see? In *Wild Grass* he clearly says what is known as the future is the grave! He believes that on the road ahead there is only the grave, and that "all forms of youth have flashed past the eyes, and beyond the body there is only the surrounding dusk." So he throws hope into the grave. He has not the slightest hope, what he means is that hope is also emptiness that it is better not to have hope." ("始终的在呐喊, 始终的在彷徨, 始终的如一束丛生的野草不能变成一棵乔木! 实在的, 我们从鲁迅的创作里所能够找到的, 只有过去, 充其量亦不过说到现在为止, 是没有将来的。他所看到的何如呢? 在《野草》里也就很明白的说过, 所谓将来就是坟墓! 因为他感到的前途只有坟墓, 所以他觉得"各样的青春在眼前一一驰去了, 身外但有黄昏环绕。")(Qian, 1928, p. 17)

"Decadence is a relative concept", yet many critics note "the usual associations of decadence with such

notions as decline, twilight, autumn, senescence, and exhaustion” (Matei, 1987, p. 154). *Wild Grass* does prevail with such decadent images as a corpse “disemboweled, its heart and liver gone” in “The Epitaph”, a forlorn graveyard in “The Passerby”, death beneath a stone cart in “Dead Fire”, and hell with boiling oil in “The Good Hell that was Lost”. Accordingly, many scholars interpreted the decadence in *Wild Grass* as despair, the product of Lu Xun’s personal crisis (his argument with and estrangement from his brother Zhou Zuoren) and the worsening national political situation. It is true that contrasting degrees of terror and ecstasy, darkness and light occur both within poems and between poems, generating a seemingly depressed tension throughout the collection. However, the author of the paper would argue that the style of decadence achieved in his *Wild Grass* poems indicates otherwise.

When writing to the younger writer Xiao Jun in response to a letter that hasn’t survived, Lu Xun writes, “That book of mine *Wild Grass*: the technique certainly can’t be considered bad, but its mood is too depressed (颓唐) because I wrote it after encountering many reversals. I hope you can distance yourself from the influence of this kind of depressive mood.” (Lu, 2005, p. 178) 颓废 means not only decadent, but dejected and depressed as well—the shared root 颓, whose additional meanings have to do with falling and collapsing, dominates both compounds and their interpretation in baihua is far from fixed. My interpretation of the decadence is that decadence, justified or not, is not something Lu Xun sees as a defeat, a toppling; but the spirit of fighting for survival or constructing the future. In the 1930 essay “Those Who Speak of Hastening the Revolution But Do Not Revolt,” Lu Xun describes Baudelaire in this way: “Everybody knows that Baudelaire of France was a decadent poet, but he welcomed revolution right up until the moment that revolution was about to harm his decadent lifestyle, and only then did he start to loathe revolution. So paper revolutionaries on the eve of the revolution, moreover the most thorough, most intense revolutionaries, during the brief period of the revolution can lose their previous false fronts – unconscious false faces.” (Lu, 2005, p. 231) To Lu Xun, decadence means revolution.

For my analytical purposes, the central piece of *Wild Grass* that I will discuss is “Tremors of Degradation” (《颓败线的颤动》). In this prose poem, the narrator dreams up a story about a woman who sells her body to feed her daughter and eventually faces the dire consequences of her sacrifice. The tragedy of a woman degraded through prostitution, raising a daughter in abject poverty, and then became the target of the immense scorn of her daughter, son-in-law, and innocent grandson years later, is certainly an image of social degradation that would make a likely candidate for the kind of social representation that realism of the May 4th movement sought to create. Nevertheless, the desired erotic image of a naked young woman is not acceptable, if not in a dream within a dream. Especially disturbing is her ability to physically enjoy the sex intercourse. The tragedy of a poor Chinese woman, while pitiable, is nevertheless at a distinct remove from a conventional narrator – she is an object of curiosity, amusement, and perhaps even contempt for a narrator who is free to walk away.

The piece features a decadent woman, “stark-naked, like a stone statue”, “wasting and degraded”, and decadent dreamscape, “the boundless wasteland” “with only the sky high above and neither bird nor insect flying past”. (Lu, 1985, p. 106) “As for decadence, the most important thing is to recognize it, to become conscious of it, and to resist being misled by its various tricks and disguises. They can have positive or negative value only in relation to life and to whether they promote or hinder life.” (Matei, 1987, p. 182) In regards to this poem, both the woman and the dreamscape are disguises of the spirit of revolt advocated by Lu

Xun.

The spirit of revolution embedded in the decadence of the poem is presented in the tremors of the woman and the narrator. In the poem, the woman altogether experiences three tremors. Decadent as she seems to be, the mother revolts for the first time for both food and the satisfaction of her sexual need. The first tremor occurs when body of the woman frails and trembles under the weight of a similarly unknown stranger": "the globe of the paraffin lamp on the wooden table had been newly polished, making the room very bright. In this light, on the rickety couch, under the hairy, muscular flesh of a stranger, a slight frail body trembled with hunger, pain, shock, humiliation and pleasure. (Lu, 1985, p. 151) The scene embodies something degraded, bereft of subjectivity or personality. It seems like an act of sexual intercourse. "The narrator acts as voyeur, looking upon the violent coupling of two beings as non-descript as mating animals. However, to merely acknowledge the sexual nature of the representation would be one-sided. The woman's "hunger" and "humiliation" suggest a socially tragic dimension to her experience that is equal to, if not overshadows, whatever "pleasure" she may be feeling.

The second tremor comes when the woman "raised both hands then with all her might towards the sky and from her lips escaped a cry half-human, half-animal, a cry not of the world of men and therefore wordless." (Lu, 1985, p. 154) She revolts for the second time, releasing a cry of half human and half animal, with trouble in speech just as Lu Xun mentions in the Forward of *Wild Grass*: "When I am silent, I feel replete; as I open my mouth to speak, I am conscious of emptiness." (Lu, 1985, p. 153)

The third revolt is represented by restless tremors in the vast universe with eternity. The three revolts witness her increased despair, and also the spirit of revolt against despair. It happens when "she raised her eyes to the sky, and her wordless cry was swallowed up in silence. Only her tremors, radiating like sunbeams, set the waves in the air whirling round as if in a cyclone to sweep headlong across the illimitable wasteland." (Lu, 1985, p. 154) When she uttered this wordless cry, her whole body, great as a statue but already wasting and degraded, was shaken by tremors. These tremors, small and distinct at first as fish-scales, started seething like water over a blazing fire; and at once the air too was convulsed like waves in the wild, storm-racked ocean.

The three tremors features the process of the woman who gradually realizes her suffering and fights from within to purge the impact of emotional wounding at the hands of nameless strangers, family members, and the whole society. Her spirit of revolt is suddenly awakened in the form of a preternatural scream, in a "wordless language" "not of the world of people". (Lu, 1985, p. 155) It causes her whole "wasted and degraded" body to convulse with tremors that fill the surrounding air and flood across the wasteland.

Along with the three tremors goes the cry "kill" (sha). The word "kill" (sha), though it is not openly uttered by her, stands separated from the other parts of the sentence by a semicolon and a comma. It stands between her convulsion and her sudden moment of "calm silence". It can be said to represent a part of her interior monologue. It also stands as an imperative to destroy all the forces that cause her suffering. The cry that the woman lets out transcends the normal bounds of human expression; it is absorbed into "the silence". The accompanying tremors, however, remain. They continue like "sunbeams", "waves," in the air, like a "cyclone" across the "endless wasteland". (Lu, 1985, p. 152) Much like Edvard Munch's famous painting "The Scream", the "wordless cry" and its tremors represent a spirit of revolt against despair in the howl of desire for renewal—for the artist's imagination hopes that the scream will release a new voice that

the conscience of the world will hear.

The three tremors of the women and the cry uttered by the women are the protest within the dream, a major part of the dreamer's unconscious actually revolting against the cruel repression of the society. These tremors of the woman, "radiating like sunbeams," break through the confines of her own body and overrun the universe, even causing the narrator to feel the same tremors. When "I" am narrating the dream, the narrator "I" wakes up twice with tremors. The first time the narrator is roused from sleep is "All of a sudden from the middle of the atmosphere arose yet another great wave, and it collided with the wave from before, spinning until it had become a great whirlpool, submerging everything, including me, and neither my mouth or nose were able to breathe. I woke up groaning. Outside the window all was silver moonlight. Dawn still seemed far away." (Lu, 1985, p. 150) Then second time is where the piece ends: "It was a night mare, yet I knew this was because I had pressed my hands on my chest. And in my dream I strained every nerve to remove these overpowering, heavy hands." The waking up of the narrator indicate his resonance with the woman in the dream, hence "I strained every nerve to remove these overpowering, heavy hands" although "I was unable to breathe." Same as the mother in the dream, the narrator also undergoes changes, with him finally revolting against the cruel reality and despair with great determination. (Lu, 1985, p. 151)

Lu Xun's short story "Diary of a Madman" (1918) instantly transformed him into a celebrity and the hero of Chinese youth, credentials that were consolidated by a series of stories written in rapid succession, and later published as his collections *Outcry* (1922) and *Hesitation* (1926). Both collections were bestsellers in the burgeoning world of commercial publishing in China, as were his collected essays of social criticism. Lu Xun's powerful indictments of traditional culture coincided with a Nietzsche fever raging in the Chinese intellectual world during the May Fourth era (1915-1921). Nietzsche's notion of the Superman extolled heroic action by the individual, and called for the revaluation of all traditional values. When the Paris Peace Conference of 1919 left Chinese citizens feeling betrayed by the Western democracies, Nietzsche's ideology fused with passionate, widespread Chinese nationalism. The older generations' clear failure to deal with international issues empowered Chinese youth to seize the mantle of authority and to take center stage in pontificating about how to bring China into the modern world. For Nietzsche, "the paradoxical conclusion that progress is decadence and, conversely, decadence is progress." (Matei, 1987, p. 164) The criteria laid out by Lu Xun required the new poets first and foremost to be "warriors of the spirit" who are proactive and ready to revolt. They should be men of defiance, launching strong attacks on convention so as to disturb people's minds and transform the social mentality. To become new poets is to become new men devoted to individualism and humanism. Besides revolting against corrupt Chinese morality, the spirited warriors whom Lu Xun extolled are ready to defy anything obstructive to humanity's spiritual freedom. Hence, based on the previous analysis of the poem, it is justified to argue that the decadent women in *Wild Grass*, in many ways, bears resemblance to the Mara warriors.

Critics have gone as far to argue that *Wild Grass* constitutes a rejection of realism and an embrace of modernism, romanticism, symbolism, or a mixture of all three. In his literary biography of Lu Xun, Leo Lee insists that *Wild Grass* displays "certain configurations of (Lu Xun's) inner tensions which certainly go beyond the realistic confines of politics and political ideology" (Lee, 1980, p. 256). "The poet's inner self," he writes, "entrapped in an impasse constructed of a series of insoluble paradoxes, embarks on an absurd quest for meaning" (Lee, 1980, p. 220). For Lee, then, *Wild Grass* is an intimate portrait of an artist's inner

turmoil, an invitation to peer inside the private thoughts of a despairing and frustrated poet. Yet unlike traditional realism, where the relationship between the narrator and his hero is that of observer and observed (thus implying a moral hierarchy between the two) the dreamscape more freely allows for the observer to become the observed.

Like other nine of the twenty-three *Wild Grass* poems, including “The Shadow’s Farewell”, “The Good Story”, “Dead Fire”, “The Dog’s Retort”, “The Good Hell That Was Lost”, “The Epitaph”, “On Expressing an Opinion”, and “After Death.”, “Tremors of Degradation” explicitly take the form of a dream. Here I want to make a clarification that only nine of the twenty-three prose poems explicitly mention the narrator actually dreaming. It is perfectly possible, as many critics have done, to interpret the other pieces as simply prose poems and not as dream visions. The brilliance of the dream sequence is that it connects, through the logic of dreaming, the “conventional” representation of “social decadence” with the body of the woman and the narrator himself. Certainly the representation of the woman is made surreal by the fantastic elements of the dream, are not realistic in any conventional way. While the dream is certainly not “real,” it is symptomatic of realism’s aim to depict and expose some kind of social dilemma, in this case the abject status of poor women. The woman’s tragedy, nevertheless, has direct physical effects upon the narrator. When he awakes he realizes that his hands are pressing against his chest, but while dreaming his hands had become a crushing weight that he could not remove. One cannot but notice the parallel between the woman lying on the couch, pinned down by the man, and that of the narrator, pinned down by his own hands while lying on his bed. The rickety bed of shame upon which both mother and daughter lie in the dream is metonymically linked to the very bed on which the narrator sleeps. The narrator and the object of his representation occupy the same position of being oppressed by a larger weight from above. The crushing weight becomes a signifier for social oppression that the narrator himself feels by proxy. Through this parallel the narrator and the woman relate to each other not hierarchically, but contiguously. The narrator is not separate from that woman, untouched by her suffering; he suffers with her in an analogous way. The text thus embodies the logic of contiguity, both literally (in the way the woman “touches” the narrator via his hands) and figurally (in the use of symbolic metonymy), a form of adjacency that obviates a top-down hierarchy. This bodily contiguity takes the place of the narrative contiguity that is absent in this piece, interrupted by the dreamer’s moments of awakening.

The adoption of dream makes a story of a decadent woman acceptable at that particular time, functioning as the disguise of the realistic depictions. In *Wild Grass*, the way in which dream and memory are figured as present reality provokes a powerful sense of surreality, ambiguity, and multiplicity. When dream experiences are narrated in Chinese, there is no indication of past tense, as required in languages like English and French. It is as if events are unfolding before one’s eyes at this very moment. Furthermore, in actual fact dream events only ever occur in the present of the dreamer or the narrating dreamer: tenses never occur in dreams. The poems retain the immediacy of the present.

Wild Grass is not the only work where dreams are employed. It’s known to all that Lu Xun relentlessly sought formal innovation in his writings. In his essay “On the Adoption of Old Forms” composed in 1934, Lu Xun agreed that “form and content cannot be mechanically separated,” just as “writing cannot be mechanically separated from the people.” (Lu, 2005, p. 145) In approaching oppositional traditional literary forms, he suggested that, to accommodate new concepts (content), there would be no harm in utilizing tradi-

tional forms, thus constituting “the beginning of a new, a transformation of the old.” He continued to assert that “when old forms are adopted, certain things must be removed while others must be added, resulting in a new form, a change.” (Lu, 2005, p. 167) Hence he maintained that it is possible not only to put new wine in old bottles, but also to put old wine in new bottles. Out of these deep dialectical concerns, Lu Xun was disinclined to plain formalist poetic writings, which included some poems by Xu Zhimo and Wang Duqing. Significantly, Lu Xun disapproved of the so-called “art for art’s sake.” What Lu Xun valorized was actually “art for life’s sake.”

While *Wild Grass* cannot be categorized as a “realist” work per se, my contention is that much of *Wild Grass* nevertheless engages with realist representation in an original and multifaceted manner, advocating the spirit of revolt through decadence in dreams. Maybe that is one of the reasons why Lu Xun is characteristically cold and clinical in his writings, yet he states in his Preface to *Wild Grass*: “I love my *Wild grass*....” (Lu, 2005, p. 37)

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Civilization and Savagery on Isolated Islands: Comparison of *Robinson Crusoe* and *Lord of the Flies*

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[Abstract] This paper aims at comparing two classics written by Daniel Defoe and William Golding from the perspectives of civilization and savagery. Both works set their plots on isolated islands, however, the result is totally different, one is civilization conquers savagery, the other is quite the opposite. This paper takes a thorough comparison of the two works from three aspects correspondingly, hoping it could contribute to the comprehensive understanding of the two works from a brand-new angle.

[Keywords] Civilization; Savagery; Robinson Crusoe; Lord of the Flies; Comparison

Introduction

Daniel Defoe and William Golding both set their plots on isolated islands. So the backgrounds of these two stories resemble each other: fantastic, fertile, wild and primitive. In fact, wild and primitive include two levels of meanings: beautiful or dreadful. Making it a paradise or a hell depends on man since it is primitive. The behaviors on isolated islands reflected the truth in the bottom of the hearts because they were suddenly freed from the binding force of civilization.

Yet the reasons they were brought to the islands were different. Though “born of a good family”, Robinson’s “head began to be filled very early with rambling thoughts”. (Daniel, 2004, p.11) He disliked leading an easy life with everything provided. He went to sea at 19 without his father’s consent, dreaming of getting rich quickly. He became the sole survivor on his fourth voyage. The key point was: the ship he took was for slave trade. It showed the supreme goal of the newly rising capitalists: profit. The story in *Lord of the Flies* happened in an atomic war, that is WWII, by imagination. The boys were forced to shift to a “safe” place. Unfortunately, they landed on an isolated island after the plane was shot down. So the beginning of both novels predicted the experience and final fate of the heroes.

Background of Robinson Crusoe and Lord of the Flies

Of course, both Defoe and Golding didn’t plan their plots out of arbitrariness. Their reasons and intentions were closely related to their own backgrounds respectively.

Capitalism grew rapidly when Defoe was born in 1600. As a representative of the rising bourgeoisie, he “defended the new political order and attacked the adherents of the Stuarts”. (Daniel, 2004, p. 23) The development of capitalism required badly foreign expansion. Britain contended for more colonies with other capitalist countries, such as Spain and France. After defeating Armada, Britain became maritime overlord. Un-

der this background, realism appeared. Its theme was about social life of common people. Robinson was just an outcome of the new productive force and productive relation. He embodied the emotion and characteristics of the capitalists. Defoe also added his own ideal on Robinson. He experienced sink and rise in his career as a merchant and politician. So he deeply understood the spiritual needs of his contemporaries. All in all, Robinson Crusoe was a mirror of the society of that time. It truly reflected the social development, highly praised the adventurous spirit and earnestly encouraged the commercial activities. So Defoe was honored father of English novel.

William Golding was born in 1911. Having gone through the test of the world war, he was given the title the most pessimistic man in the world owing to his pessimism. After seeing the cruelty of war with his own eyes, how can he be optimistic? War can destroy man's body as well as soul. With the development of the society, human beings are powerful enough to eliminate themselves easily. Two world wars displayed it vividly and incisively. They destroyed material wealth accumulated for generations; they engulfed millions of lives; they shattered the belief of God. If God was omnipotent, how could He bear the fratricidal war among His "chosen citizens" who advocated "brotherly-love"? In Golding's opinion, human beings were evil in nature. Consequently, the collapse of belief resulted in the loss of harbor for the soul. Nowadays, civilization is highly advanced while belief sinks into crisis.

Prototype of the Stories

Prototype of Robinson Crusoe

It originated in a true story: a Scottish sailor Alexander was abandoned on an isolated island in 1704 because he offended the captain. He had nothing at hand but a gun, a Bible and some powders. At first, fear and despair were haunted in his mind, but he gradually "adapted" to the isolated environment. He almost became a savage: hunting animals with stones and sticks, being dressed in rags, no longer knowing how to speak.

It was different from Robinson's experience. Defoe claimed that Robinson Crusoe was a true story in order to attract the attention of the readers. His processed story catered for the tastes of the early capitalists and he became the spokesman of his time accordingly. Robinson Crusoe reflected the spirit of that age: enterprising, courageous and unflashy. Some critics commented it was telling a monstrous lie and cheating the world, but it was forgivable though some parts of the story seemed unrealistic. For instance, man could hardly remember his language after 28 years' isolated life. This also reflected the immaturity of realistic novelists as a newly rising force.

Prototype of Lord of the Flies

Many people held that *Lord of the Flies* originated in *Robinson Crusoe*. Golding intended to set up a striking contrast with it. First, Robinson himself overcame all the difficulties by his own efforts, but a group of boys couldn't keep fire going. Second, positive or negative spirit ran through the stories from the beginning to the end. Different spirit led to different experience and fate of the heroes. It revealed different intentions of the authors—praised the positive spirit or devalued the negative spirit. More importantly, Golding gave a warning of the negative effect of the negative spirit. Third, the fear of the monster led to the exposure of the

evil nature of the boys. Gradually, they turned into savages. It ignited the evil nature from the bottom of the hearts. Even Robinson realized that “fear of danger is ten thousand times more terrifying than danger itself, when apparent to the eyes”. (Daniel, 2004, p. 37) Defoe didn’t explain the relation between fear itself and the effect of fear: exposure of evil nature, while Golding explained it in great detail. These aspects are enough to prove that *Lord of the Flies* originated in *Robinson Crusoe*.

Practical Significance of the Stories

Practical significance of Robinson Crusoe

The reasons of Defoe’s success were as follows: Robinson’s adventurous and optimistic spirit inspired the capitalists: he set up his own colonies by means of guns and Christianity; he legalized slave trade; he allowed free worship; his journal and ink were common to all capitalists. It was a match for the Bible at that time because it provided people with unlimited motivation like the Bible which was indispensable pabulum. A critic said that everyone would buy this book as treasure as long as they could afford. Once upon a time, it was mistaken as the Bible and was read to comfort the soul on a stormy night. It still has practical significance today. Robinson Subsistence Club aims at training people’s ability to live in tough environment and enhance people’s will. Think about Robinson when we face difficulties. Then we can find our strength and be strong. So we can know the brilliant significance of *Robinson Crusoe*.

Practical significance of Lord of the Flies

From WWI to WWII, the destructive force increased along with the development of civilization. It was beyond our imagination if WWII breaks out. It was sorrowful that Jack and his followers would rather believe in the monster. In fact, Jack and his followers are all around us. The loss of direction and the collapse of belief are popular among modern people. *Lord of the Flies*, an unrealistic novel, reflected modern man’s confusion and hesitation. Nowadays, “24% of Japanese high school students feel hopeful, 46% in America and 34% in China”. (Green, 2006, p. 37) Why? Who is responsible? This problem should arouse our attention. Civilization develops swiftly while people find it hard to anchor their hearts. Just as Thoreau (1989) claimed: “Modern civilized life has dehumanized man and placed him in a spiritual quandary: by trying to amass material possessions, man is not living, he is digging his own grave”. (p. 4) The reason of WWII is to conquer more colonies; the reason of conquering more colonies is to make them become markets and places of raw materials; the reason of making them markets is to earn money. The sentence “money is the source of all evil” serves as an excuse for the evil nature of man. It is not the fault of money. Instead, man is responsible for that. The boys became victims of man’s evil nature.

Civilized elements and barbaric elements exist simultaneously in man’s heart. On the one hand, man can behave properly and the society can develop rapidly if civilization conquers savagery. On the other hand, man becomes bloodlust and the society will be ruined if savagery conquers civilization. Which side will win? Defoe and Golding gave us different answers.

Forcefulness of Civilization and Savagery

Civilization conquering savagery in Robinson Crusoe

A ship for slave trade foundered in a storm in Sept. 1, 1659. All the people died except Robinson Crusoe. Facing the unbounded wilderness, his primary comfort of fortune abated. He “ran about like a mad man”. (Daniel, 2004, p. 1) Nevertheless, he saw the light of life when he caught sight of the ship. His unswerving determination defeated his fear. After 13 days, he almost saved all the necessities which were the basis of his later life. He began to explore the island in order to make it a paradise. He didn’t degrade into a savage but proved the mighty power of man by using his head and two hands. For Robinson, “It is in vain to sit still and wish for what was not to be had”. (Daniel, 2004, p. 46) This was also the belief of the early capitalists who started their wealth from scratch. He brought the provisions of the ship on shore. At the same time, he brought civilization ashore with him too.

After having fixed his habitation with tedious efforts, he set up a great cross on the shore and kept his calendar in his own way in order not to forget the time. It showed his intention of leading a civilized life. Primitive mode of getting food gradually gave way to more advanced style. Milk, cheese, bread, biscuits and raisins were roughly produced. He raised some goats for fear of hunger when in want of powder. Unlike savages or animals, Robinson was unwilling to go outside naked though nobody could see him. Cap, coat, shorts and shoes served as tools to cover savagery. Marx defined man as tool maker. It distinguishes man from animal. Robinson proved himself to be a man through practice. Baskets, umbrellas, tables, chairs, earthen wares and even a canoe were all made by him.

He experienced two great disasters during the first two years: earthquake and illness. He rebuilt his castle and cured the disease with cigarette leaves by himself. After that, he was no longer painful as before. Instead, he felt easy at the thought of his life at that time. He believed that God provided the comfortable life for him. So he read the Bible everyday and prayed sincerely. One day, he found that corn and rice grew out of the field by accident. He took great care of them. Several years later, he got in a wealth of food. Bread and biscuits were available. He developed fishing and hunting into breeding industry, agriculture and handicraft. This followed the very process of man’s history. What was more important, he imparted civilization to Friday who was a typical savage: a naked cannibal. At last, Friday became a man from head to feet. He set up a paradise in terms of material. When at table, he sat there like a king. The dog, cats and parrot were all servants. The first word Friday learned was “master” after being rescued by Robinson by means of advanced technology: gun. Later, he was Christianized. Two commonly used ways by the colonialists. Robinson was enormously proud of his success when he saved Friday’s father and a Spanish man simply because that there were two more subjects of him. “First of all, the whole country was my own mere property, so that I had an undoubted right of dominion. Secondly, my people were perfectly subjected. I was absolute lord and lawgiver”. (Daniel, 2004, p. 38) Thus he lived on the island for 28 years and became a pure colonialist. Civilization can conquer savagery and man can conquer nature no matter how hard it is, because we human beings are powerful, intelligent, creative, energetic and industrious. The mental relief was the Bible though he first went to sea regardless of the predict “God would not bless you”. (Daniel, 2004, p. 73) He began to think about God seriously after his illness. It was his spiritual prop. Human beings nourish their nature by means of belief. Once belief collapses, human beings will become walking corpses. Progressive be-

lief is a lighthouse directing people no matter what age it is.

Savagery conquering civilization in Lord of the Flies

During a fierce atomic war, a plane was shot down on an isolated island. Finding themselves in an isolated position, they elected Ralph as chief because he summoned them with a conch. Jack was ordered to hunt by Ralph. Ralph decided to light fire in order to attract the attention of the ships passing by after exploring the island with Jack and Simon.

At first, the boys enjoyed the easy life freed from adults' control. Though Ralph warned them about the fire and shelter, the littluns indulged in playing in the pool. Shelters were very important, but only Simon helped Ralph. The hunters neglected the fire and it went out when a ship passed by. So Ralph intended to restore order and criticized other boys in a meeting when a littlun posed the problem of nightmare and monster. The opinion that the monster was from the sea shattered the belief of the boys. It accelerated the splitting between Ralph and Jack. They mistook the parachuter's corpse as the monster, and it was "proved" by them. Jack seized the chance and called for the hunters to join his tribe. In fact, most of the boys followed Jack. He declared himself as chief and killed a pig to offer sacrifice to Lord of the Flies with its head. Through the conversation with Lord of the Flies, Simon realized that monster originated in people's minds and subconsciousness. He found the so-called monster: the corpse of the parachuter. Simon was mistaken as the monster and was killed before speaking out the truth. Ralph and Piggy even participated in the murder. Later Jack stole Piggy's specs in order to light the fire and cook the pigs. Next day, Roger killed Piggy and broke the conch with a rolling stone. Jack lit the whole forest on fire to pursue and attack Ralph. Seeing the great fire, an officer came to this island. All the confused boys cried. Ralph "wept for the end of innocence, the darkness of man's heart, and the fall through the air of the truth, wise friend called Piggy". (William, 1983, p. 83)

Golding adopted symbolism in *Lord of the Flies*, for example, Conch stands for civilization and order; Specs of Piggy, for science and reason; Signal fire, for link between the boys and civilization; Monster, for savagery; Lord of the Flies, for evil nature of man, and so on.

At first, only the hunters headed by Jack enjoyed the excitement from hunting. Later, some other boys joined his tribe. Even Ralph who stood for civilization carried away after hunting once upon a time. Civilization was engulfed by savagery step by step. Civilization seemed so weak and vulnerable. The ending of Ralph, Piggy and Simon who had positive belief were so sorrowful. The boys who believed in Lord of the Flies degraded into a group of savages.

In terms of man's nature, Engels' opinion was: the fact that man stem from the animal has already decided that man can not totally get rid of the brutish nature forever. So the key to the question can only be lain in getting rid of a bit larger or a bit less and lain in the different degree of the brutish nature or human nature.

Conclusion

Besides the story itself, every literary works intends to teach some morals. Man can create as well as destroy civilization. The solution to this problem directly decides man's destiny. So it is of vital importance. Among the three reasons mentioned before, belief is the most important one. Robinson was left alone when

he was already an experienced adult, and he had access to various necessities. Man can never free from barbarity. These are all irrevocable facts. On the contrary, if the boys believed in God, things would not be so terrible. Evil nature is something that we can't change. Belief is something that can purify our soul. It is obvious that belief was the cardinal reason why civilization conquered savagery in *Robinson Crusoe*. It was also the reason why savagery conquered civilization in *Lord of the Flies*. However, Defoe and Golding stressed on different aspects. The former emphasized purifying function of belief which accounted for Robinson's success. The latter insisted on irrevocable barbarity. Thus the solution arises: to cover up barbarity via belief.

At present, civilization is highly advanced, while the ability to live declines. High buildings in the cities make man breathless. The city dwellers are facing more and more pressure owing to the quick tempo of the city life. The emergence of more and more villas explains the pressure of the cities. So the city dwellers are more prone to lose faith. To relief the soul with belief becomes more and more important. Therefore, people should pursue positive philosophy, world outlook and value outlook because it is easy to lose direction in this colorful world. Let the tragedy of *Lord of the Flies* be stories in imagination forever; let civilization hand down from generation to generation forever; and let the hearts of people be filled with sunshine forever.

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Understanding Diaspora

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[Abstract] *Along the tremendous development of history, the term “diaspora” has experienced radical changes in connotation, especially in the current era of globalization with frequent cultural exchanges between different countries. More and more people are also crossing borders due to different reasons. The term “diaspora” has become a buzz word in the academic community. For the sake of clarification, a brief discussion of the term in question would be highly necessary. According to my research, the connotation of diaspora mainly lies in three dimensions, namely the religious dimension, the racial and ethnic dimension, and the dimension in transnational cultural studies.*

[Keywords] *diaspora; religion; cultural studies*

The Dimension of Religion

“Diaspora” has a Greek etymology; derived from the Greek composite “dia-” and “speirein” bearing the meaning of “to scatter” “to spread” or “to disperse”. According to the account of Martin Baumann, the term diaspora formed during the Alexandrian times (the 3rd century BC—the 2nd century BC) when the Bible was translated from Hebrew to Greek. In the Bible of Greek version, diaspora as a noun has shown up twelve times while the word diaperirein (the verb) has appeared over forty times. They were translated from twelve different Hebrew verbs (Baumann, 2000). In Hebrew, the word diaspora adopted the meaning of “a scattering or sowing of seeds” and was originally used to explain the spread of seed in botany. Here is the example of the word diaspora in the Bible “The LORD shall cause thee to be smitten before thine enemies: thou shalt go out one way against them, and flee seven ways before them: and shalt be diapora into all the kingdoms of the earth” (Holy Bible. Deuteronomy xxviii: 25). It is obvious that from the day “diaspora” was coined it has taken the color of religion. It was used to refer to post-Babylonian Jews out of Jerusalem.

Following its Jewish adoption, Christians also began to use this term. We could easily find traces in the New Testament. The study of Pan Chunlin indicates that diaspora (the noun) and diapeirein (the verb) occur three times respectively. One of the examples goes: “Peter, an apostle of Jesus Christ, to the diaspora throughout Pontus, Galatia, Cappadacia, Asia, and Bithynia” (1Peter: i: 1) (Pan, 2007).

In the first century AD, Christians began to use this term, but changed its soteriological connotations and added the meaning of eschatology. For Judaism believers, diaspora bears the meaning of redemption and return. However, the Christians removed these explanations; in the eyes of Christians, “the dispersion of Jews after the destruction of the Second Temple was a punishment exercised by the Christian God for Jews’ adopting non-pure way of life and their non-recognition of Jesus as Messiah” (Baumann, 2000) and they interpreted the Christian church as “a pilgrim, sojourning and dispersed community in the understand-

ing that it is the eschological people of God” (Arowele, 1977, p. 476). “The Christians are the seed to disseminate the message of Jesus. The Christian’s real home, however, was the heavenly city Jerusalem”. Baumann also puts, at the end of 4th century AD; diaspora was adopted again by Christians in the process of Religious reform and Anti-religious Reform as a geographic-sociological signifier. It “denoted Protestant minorities having emerged in Roman Catholic environments, and Roman Catholic having emerged in Roman Catholic environments and Roman Catholic being faced with, living in Protestant dominated countries” (Baumann, 2000).

In the first few years of the nineteenth century, with the uprising of the Napoleonic wars, “confession” became one of the connotations of diaspora. Although the usage of diaspora had undergone changes in the history of Jewish and Christian history and they adopted different meanings and connotations during different period of times, the geographical and sociological connotation are the basic usages and the common points.

The Dimension of Race and Ethnicity

It was not until 1960s that diaspora began to be adopted in African studies, and then it was not only confined to the field of religious history and religious studies or studies about Jews and Christians. In 1966, George Shepperson used the concept of “African diaspora” (Shepperson, 1966). Since Mid-1970s, African diaspora studies had gradually become one of the main fields of African studies. After that, lots of diaspora studies cropped up increasingly, such as “American diaspora”, “Lebanese diaspora”, “Caribbean diaspora”, “Irish diaspora”, “Britons diaspora”, “Indian diaspora”, and “Chinese diaspora”, etc.. From 1960s to 1970s, diaspora was always used both as a common noun and a specialized term for the dispersion, dispersing place and the people who were dispersed in Jewish studies and racial studies. According to the explanation of Webster Dictionary of the English language, diaspora refers to: ① a, the settling of scattered colonies of Jews outside Palestine after Babylonian exile. b, the area outside Palestine settled by Jews in Israel or in the Diaspora. c, the Jews living outside Palestine or modern Israel. d, the state of Jews living scattered in the Gentile world. ②a dispersion/ as of people of a common national origin or of common beliefs: spread / as a national culture: exile, scattering, migration. ③the people of one country dispersed into other countries (certain sections of the American diaspora scattered over the world could be attracted ...) ④the dispersion isolated from their own communion (Gove, 1962, p. 368). In this period of time, the meaning of diaspora had been expanded to refer to any people who live outside their former homeland. Just as John Armstrong stated, the term could be used “to any ethic collectivity which lacks a territorial base within a given polity” (Armstrong, 1976). Armstrong applied the term diaspora to the field of politics and stressed the border of a country. Generally speaking from 1960s-1970s, the term diaspora was used frequently to denote ethic or national collectivity.

Diaspora and Cultural Studies

From 1980s on, the connotation of diaspora changed again.

According to the account of Grolier International Dictionary diaspora’s meanings are: ① the aggregation of Jews or Jewish communities outside Palestine. ②the body of Jews living dispersed among the Gentiles after the Babylonian captivity. ③in the New Testament, the body of Christians living outside of Pales-

tine.④dispersion of any originally homogeneous people (*Grolier International Dictionary*, 1981, p. 365). Diaspora was still concerned with the concept of collectivity and community.

Since 1990s, the term diaspora or diasporic has appeared frequently in the works of post-colonial critiques and cultural critiques, such as Stuart Hall, Homi Bhabha, and James Clifford, etc.. The word was adopted to explain a kind of experience and thinking--“diaspora consciousness”, as Martin Baumann holds “Aspiring to more beyond essentializing notions such as ‘ethnicity’ and ‘race’ in often jargon laden papers, the idea of ‘diaspora’ has been celebrated as expressing notions of hybridity, heterogeneity, identity fragmentation and (re)construction, double consciousness, fractures of memory, ambivalence, roots and routes, discrepant cosmopolitanism, multi-locationality and so forth” (Baumann, 2000).

Cultural critics accepted the three-folded connotation of diaspora which refers to people who are dispersed, the places where people are scattered and the state of dispersion, but they emphasized the state of dispersion and what is caused by this state of living. This state of living is called diaspora experience, as Stuart Hall stated “the diaspora experience as I intend is defined, not by essence or purity, but by recognition of a necessary heterogeneity and diversity: by a conception of identity which lives with and through not despite, difference; by hybridity” (Stuart, 1990). Diaspora had vividly described the condition of the dispersing and people who live in a foreign land. This kind of experience is also full of dialogues and collisions between different cultures, which is the reason for the upcoming of double consciousness and hybridity.

In this period of time, diaspora is closely related to cultural identity, which can also be called “diaspora identities”. “Diaspora identities are those which are constantly producing and reproducing themselves anew, through transformation and difference” (Stuart, 1990). In his article “Cultural Identity and Diaspora”, Stuart Hall points out, “cultural identities are points of identification, the unstable points of identification or suture, which are made, within the discontinues of history and culture. Not an essence but a positioning” (Stuart, 1990). Diaspora is a kind of positioning of cultural identity and an ever-changing positioning due to the diaspora experience. Diaspora identity can be considered as a kind of cultural identity which is always in fluid and fluctuating.

So far, diaspora is always used to refer to a group of people and some scholar has questioned whether there is a single diaspora. In his article “A single Chinese Diaspora?”, Wang Gengwu claims, through his detailed explanation of the history of Chinese overseas, that there is no certain answer whether there is the concept of single diaspora or not, but he consents that there are lots of types of diasporas and there is a need for more words and expressions for diaspora studies (Wang & Zhao, 1999).

Homi Bhabha has introduced the concepts of ambivalence, hybridity and mimicry in his book *The Location of Culture* which bring significance to cultural studies and diaspora studies in a transnational and cross-cultural environment. Being Similar with Stuart Hall’s understanding, those concepts are raised in contrast with the concept of essentialism and purity. According to Bhabha’s explanation, language itself has the characteristic of Ambivalence and this concept exist in the colonial discourse obviously. It is the ambivalence that deconstructs the fixity of colonial discursivity and constructs hybridity identities. This concept tears down the dominant kingdom of colonial discourse from the inside, which is also called “self-othering”. The ambivalence of colonial discourse provides a third space beyond the binary opposition between colonial and the colonized “which constitutes the discursive conditions of enunciation that ensure the mean-

ing and symbols of culture have no primordial unity or fixity” (Bhabha, 1994, p. 37). By quoting from Lacan, Bhabha suggests the way of dismantling of the colonial system for the colonized: “The effect of Mimicry is a camouflage ... it is not a question of harmonizing with the background but against a mottled background, of becoming mottled – exactly like the technique of camouflage practiced in human warfare” (Bhabha, 1994, p. 96). Bhabha points out that mimicry constructs around ambivalence of colonial discourse “does not merely destroy narcissistic authority through the repetitious slippage of difference and desire” (Bhabha, 1994, p. 96) but also functions as a strategy of counter-colonial discourse. In the light, self and other cannot be clearly divided. Ambivalence is core concept for the theory of hybridity. Diaspora identity is just a hybridized identity which resulted from the third space opened by the diaspora experience in different countries and cultures.

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Part III:
Teaching & Learning
(Volume A)

Lexical Priming and its Implication to Language Teaching and Learning

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[Abstract] *Lexical priming, as proposed by Michael Hoey, is a psychological concept and the way a word may provoke another particular word(s). This paper will firstly dwell on what lexical priming means and then explores into the statistical evidence of some English words in BNC and CLEC, illustrating that the lexical primings of words at the disposal of Chinese learners of English are not identical to those for native speakers of English in terms of semantic collocation, grammatical construction, and pragmatic function. The paper argues that Chinese speakers of English use the same English word but might mean different things. It is suggested, therefore, that both teachers and learners of English should make the best use of the linguistic resources in corpus and be aware of the significance of frequency of use in the interpretation of design features of language.*

[Keywords] *Lexical priming; collocation; colligation; frequency; naturalness*

Lexical Priming: Definition and Arguments

The term lexical priming is proposed by Michael Hoey (2005) as a psychological concept, the way a word may provoke another particular word(s). For example, a listener previously given the word *body* will recognize the word *heart* more quickly than if they had previously been given an unrelated word such as *trick*. The basic arguments behind this are of twofold. Firstly, lexis is believed to be complexly and systematically structured and that grammar is the outcome of this lexical structure. Secondly, collocation and colligation are understood as the bases for lexical priming and the starting point for the exploration of grammatical, semantic, sociolinguistic or text-linguistic phenomenon.

As early as in 1993, Michael Lewis mentions the view that the grammar and vocabulary dichotomy is invalid: much language consists of multi-word chunk. In 2008 Michael Halliday wrote a book called *Complementarities in Language*, in which he proposes that lexis and grammar could be viewed as a single set of phenomena, but one that could be approached from either end, or interpreted in terms of either lexis or grammar. No justification for a disjunction between the two, as has been familiar in what was called the “brick & mortar” view. Therefore, we have every reason to believe that words have grammars on their own and lexes and grammar are inseparable.

Lexical collocation is generally understood as the property of language whereby two or more words seem to appear frequently in each other’s company, or the recurrent combination of words, or the relationship a lexical item has with other items that appear with greater than random probability in its (textual) con-

text (Hoey, 1991). Sinclair (1991) believes that lexical collocation is so pervasive that probably all lexical items have collocations. Halliday and Hasan (1976) also mention that the co-occurrence of lexical items is in some way or other typically associated with one another, because they tend to occur in similar environments. Leech (1974) emphasizes that associations a word acquires are on account of the meanings of words which tend to occur in its environment. Based on statistical evidences, Hoey (2005) interprets further the meaning of collocation as the psychological association between words up to four words apart and is evidenced by their occurrence together in corpora more often than is explicable in terms of random distribution. Collocation is a psychological phenomenon, the evidence for which can be found statistically in computer corpora. (Hoey, 2005)

In terms of colligation, it refers to the grammatical company a word or word sequence keeps (or avoids keeping) either within its own group or at a higher rank. To use Hoey's example, *in winter*, *in the winter*, *during the winter* are all possible colligations for the word *winter*. However, some forms of colligation are more frequently primed than others. Actually, *in winter* is often associated with timeless truth realized by present tense and *in the winter* with specific time reference realized by past tense. And *winter* is primed to avoid processes other than material and relational and *in winter* prefers to be used as sentential adverbial, etc.

Hoey (2005) gives two contrastive examples to illustrate how language displays clumsiness from naturalness.

1A *In winter* Hammerfest is a thirty-hour ride by bus from Oslo, though why anyone would want to *go there* in winter is a question *worth considering*.

1B Through winter, rides between Oslo and Hammerfest use thirty hours up in a bus, though why travelers would select to ride there then might be pondered.

The two versions of the same information compared, we found that 1A sounds more natural, as the italicized parts in 1A are more frequently used than the underlined equivalent parts in 1B. This illustrates Hoey's idea that every word is mentally primed for collocational use. As a word is acquired through encounters with it in speech and writing, it becomes accumulatively loaded with the contexts and co-texts in which it is encountered and our knowledge of it includes the fact that it co-occurs with certain other words in certain kinds of context.

Some Properties of Lexical Priming and Priming Hypotheses

According to Hoey (2005), the notion of priming assumes that the mind has a mental concordance of every word it has encountered, a concordance that has been richly glossed for social, physical, discoursal, generic and interpersonal context. This mental concordance is accessible and can be processed in much the same way that a computer concordance is, so that all kinds of patterns, including collocational patterns are available for us. It simultaneously serves as a part at least, of our knowledge base.

- 1) Every word is primed to occur with particular other words; these are its collocates.
- 2) Every word is primed to occur with particular semantic sets; these are its semantic associations.
- 3) Every word is primed to occur in association with particular pragmatic functions; these are its pragmatic associations.
- 4) Every word is primed to occur in certain grammatical positions, and to occur in certain grammatical functions; these are its colligations.

5) Co-hyponyms and synonyms differ with respect to their collocations, semantic associations, and colligations.

6) When a word is polysemous, the collocations, semantic associations and colligations of one sense of the word differ from those of its other senses.

7) Every word is primed for use in one or more grammatical roles; these are its grammatical categories.

8) Every word is primed to participate in particular types of cohesive relation in a discourse; these are its textual collocations.

9) Every word is primed to occur in particular semantic relations in the discourse; these are its textual semantic associations.

10) Every word is primed to occur in certain positions within the discourse these are its textual colligations. (Hoey, 2005)

For example, round numbers, such as *twenty*, *thirty*, *sixty* in English are typically primed for semantic association with units of time, distance and age, but often associated with expressions of vagueness: *about / over / around / more than / some / almost / nearly / SIXTY or so / or more*. The same applies to *reason*, e.g. *for some / no obvious / some unknown / some REASON or other / whatever the REASON*.

Words may be primed positively or negatively to participate in cohesive chains of different and distinctive types, to occur in specific types of semantic relations, or at the beginning or end of independently recognized discourse units, e.g. *the sentence*, *the paragraph*, or *the speech turn*.

Of 100 cases of *sixty*, Hoey (2005) found that 41 are in contrast relation and 16 in non-contrast comparative relation, while *ago* when as part of theme, 55 are in contrast and 16 in comparison relation. *Consequence* and *reason* are synonyms, but *consequence* tends to occur as theme, while *result* has a positive priming for end of sentence position.

Synonyms are often primed collocationally different, such as in the case of *start* and *begin*. Corpus data suggest that in the following examples 2A, 3A and 4A are appropriate collocations while 2B, 3B and 4B are not.

2A Sorry I'm late. I couldn't *start* the car.

2B Sorry I'm later. I couldn't *begin* the car*

3A *Before the world began*, only God existed.

3B *Before the world started**, only God existed.

4A Let me *start at the beginning*.

4B Let me *begin at the starting**.

Furthermore, *begin* in some cases anticipates the word *end* to co-occur in some environment, while *start* might not. Look at the following examples.

(5) Although Jeff making me laugh at myself was the *beginning* of the *end* of my depression, it wasn't enough to persuade me to stay.

(6) How does the causal chain linking object and perception have a *beginning* and an *end*?

n(7) It is nothing but a middle, without *beginning* or *end*.

n(8) Firstly, all ballets need a *beginning*, a climax and an *end*.

Despite of this, priming is not a permanent feature of the word or word sequence. Every time we use a word and every time we encounter it anew, the experience either reinforces the priming or weakens the priming. The priming of a word is liable to shift in the course of an individual's lifetime. This is referred to as a drift in the priming. Discourses are constantly changing, interacting, merging, reproducing and splitting off from each other. Therefore a corpus-based analysis of any discourse must be aware that it can only provide static snap-shots that give the appearance of stability but are bound to the content of the data set.

First Language Primings Differ from Those in Second Language

When a second language is learned, the primings are necessarily superimposed on the primings of the first language (Hoey, 2005). However, for beginners or language learners, mother tongue transfer might happen in priming situations. Corpus data from CLEC and BNC suggest that second language primings differ from those in first language in many ways. For example, the lexical phrase *more and more* in CLEC modifies abstract nouns such as *attention* (e.g. *more and more attention*) and material nouns *water* (e.g. *more and more water*), but these collocations are seldom found in BNC. While in the case of *more and more* preceding adjectives, BNC corpus provides more varieties than CLEC and presents more positive meanings than CLEC, as in the former we can find such collocations as *more and more interested*, *more and more convinced*, *and more and more popular*, while in CLEC more negative meaning collocations, such as *more and more serious*, *difficult*, *aware*, etc. (Yang, 2010)

In terms of the grammatical colligation of *more and more*, BNC reveals at least five or six ways of constructing sentences with the word, while CLEC has mainly two ways, *more and more* as adjective modifying nouns (e.g. *more and more people*) and *more and more* as adverb modifying adjectives (e.g. *more and more serious*). We cannot find such sentences as can be found with BNC taking *more and more* as the sentence head or as the sentence adverbial following the verb (see Example 9 and 10).

(9) *More and more*, I see young boys with no prospects turning to crimes or drugs.

(10) I had been feeling *more and more* that I was in the wrong job.

Aside from these differences, it is found that BNC Corpus shows that *more and more* is primed to occur in present tense (about 30%) and past tense (29.9%), as well as in continuous aspect (28.4%), while CLEC shows that 61% is in present tense and 22.6% in continuous, only 6.6% in past tense. This suggests that even though Chinese and English have the seemingly equivalent words to express the same meaning, but translations might not mean exactly the same thing. Second language learners may use the same word but might mean different things or the word they use might be primed to occur in different ways, either in collocation or colligation, or in different contexts or situations.

Implications for Language Teaching and Learning

The lexical priming is an important concept in understanding the relation between lexis and grammar and also provides inspirations on how words should be learned and taught. Firstly we should understand

that words do not stand alone, but are always anticipated to occur in company with other words in particular contexts. Possibility does not mean naturalness. Second language primings often differ from those by native speakers of English. Therefore it is suggested that both teachers and learners of English should make the best use of the linguistic resources in corpus and be aware of the significance of frequency of use in the interpretation of design features of language. Second language learners should be encouraged to ensure language naturalness, in addition to language possibilities, when primed to use English words or expressions, particularly those which can find equivalence in their first language.

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Study on Cultivating English Intercultural Consciousness of Military Academy Cadets in New Times

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[Abstract] *With more and more frequent intercultural communications, intercultural communication skills are particularly important at present times. The main target for military academy English teaching is to improve cadets' the intercultural communication ability. The questionnaire is used to test their understanding of Chinese and western cultures. Through the analysis of the data results, the author presents the problems in cultivating intercultural consciousness of military academy cadets during English teaching, and some feasible suggestions will be helpful to cultivate cadets' intercultural communication ability.*

[Keywords] *intercultural consciousness; culture teaching; English teaching in military academy*

Introduction

In the new period, with the increasing international affairs in our army, it is urgent to train new officers with cross-cultural consciousness. As one of the important tools of international communication and cooperation, language is becoming more and more important in the international environment. The military academy is the main place to train the growing army officers. In the foreign language teaching, it is necessary to closely combine the training objectives of military personnel in the new era, stress and increase the cultivation of cadets' cross-cultural awareness. In this paper, take the Armed Police Academy as an example, by issuing culture questionnaires, the author explores effective ways for cadets to cultivate cross-cultural awareness in learning English, which can also improve the level of military academy English teaching in new times. It will make contributions to the English teaching truly become the bridge of the cross-cultural communication.

The Present Situation and Cause of Lacking the Intercultural Consciousness

This questionnaire is random sampling. The questionnaire survey was conducted for the cadets of the Armed Police Academy, with 120 questionnaires and 120 valid questionnaires. The effective recovery rate was 100%. The test includes festival cultures, social cultures, culture contents in textbooks and cultural teaching methods, etc. Covering border commanding, border management, and fire commanding three majors. The recycling samples are representative and can be used for reference.

Table 1. Basic information of the questionnaires

Investigation object	the cadets of the Armed Police Academy
number	120
content	festival cultures, social cultures (greetings, introduction, gift giving, etiquette, time, praise, farewell, taboo, etc.), culture contents and cultural teaching methods
major	border commanding, border management, fire commanding
The effective recovery rate	100%

The lack of cultural awareness of cadets

Figure 1 is the test score of the cadets in social cultures (greetings, introduction, gift giving, etiquette, time, praise, farewell, taboo, etc.). The results of the survey showed that the average score of the 120 participants was below the line, with a maximum score of 76. Thus, cadets generally lack the cross-cultural awareness.

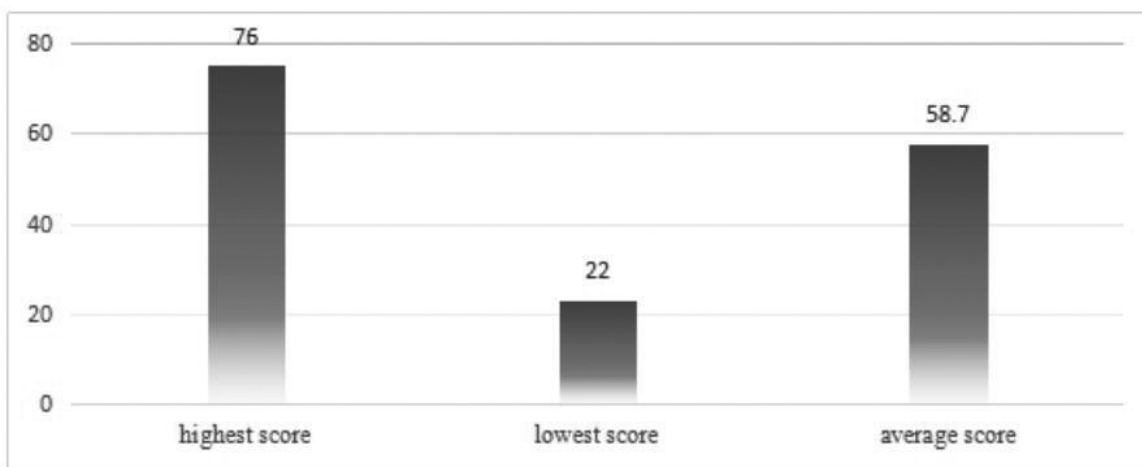


Figure 1. Test scores of cadets' social and culture knowledge

There are two main reasons for this phenomenon: firstly, weak awareness of cadets' active learning. Strict managements and higher demands for cadets' ideological and political qualities. More time for military training, tolerance service and political study, while relatively less time for their autonomous learning, so there is little spare time for reading books on British and American culture; Secondly, lacking of learning motivation. Cadets have no employment pressure and less chances to use English in their future job, thus passing the exam is the biggest motivation for most cadets for learning English. This is especially to find among the soldiers.

The lack of culture contents in the textbook

The survey results show that there is a lack of cultural awareness in college English textbooks.

Table 2. Problems existing in college English textbooks by cadets

question \ answer		Strongly agree	agree	disagree	Strongly against	uncertain	Un chosen
Culture input is important in successful language learning	number	40	63	14	0	3	0
	Pro portion	33.3%	52.5%	11.7%	0	2.5%	0
Textbooks is the main channel to learn western cultures	number	4	53	44	9	10	0
	Pro portion	3.3%	44.2%	36.7%	7.5%	8.3%	0
The college English textbook can satisfy cadets' demand for western culture knowledge	number	3	15	86	10	5	1
	Pro portion	2.5%	12.5%	71.7%	8.3%	4.2%	0.8
There is sufficient knowledge of Chinese culture in college English teaching	number	0	0	110	10	0	0
	Pro portion	0	0	91.7%	8.3%	0	0

As shown in table 2, more than 85% of cadets believe culture input is important in language learning, and more than 47% of cadets believe the content of English textbooks is the main channel for them to understand western cultures. However, 80% of the cadets believe the college English textbooks do not meet their demands for western culture knowledge, and 100% of cadets believe there is not enough knowledge of Chinese culture in English textbooks. Therefore, college English teaching materials are very important to the cultivation of college students' cultural consciousness. However, at present, Chinese college English textbooks still focus on the cultivation of skills and language knowledge, and concentrate little on the cultivation of cultural consciousness. In addition, slow updating for the textbook contents easily leads to lag behind the actual social and cultural lives in British and American countries, and finally becomes “Chinglish”.

The Lack of teachers' ability and cultural teaching methods

College English teachers not only undertake the teaching of English language knowledge, but also spread culture knowledge of the western countries, which requires college English teachers to have strong cultural awareness and higher literacy. The survey showed the English teachers of military academies lacked the guidance of cultural awareness. As shown in (table 3), more than 90% of the cadets don't think military academy English teachers guide in Chinese cultures, and more than 50% of the cadets think military academy English teachers' teaching can't make them understand western culture knowledge. On the other hand, due to the uneven level of teachers' teaching ability, the guidance of the education method deviates. Coupled with the orientation of band 4 under the exam-oriented system, the teaching method is very difficult to innovation. Teachers mainly teach knowledge and exam skills, and ignore the introduction of cross-cultural knowledge, which lead students to consider grammar and vocabulary learning as the whole of

English learning.

Table 3. Survey of college English teachers and cultural teaching methods

question \ answer		Strongly agree	agree	disagree	Strongly against	uncertain	Un chosen
Teachers have introduced lots knowledge of Chinese cultures in English class	number	0	9	99	12	0	0
	Pro portion	0	7.5%	82.5%	10%	0	0
Teachers can meet our needs for western cultures in English teaching	number	4	44	56	7	9	0
	Pro portion	3.3%	36.7%	46.7%	5.8%	7.5	0

The lack of cultural consciousness in teaching evaluation

Teaching evaluation is an important part of college English teaching, and a good evaluation system is crucial to the achievement of curriculum objectives. Through the survey we found that more than 60% of the cadets thought it did not reflect the cultivation of Chinese and western cultural differences in the current college English teaching evaluation; More than 50% of the cadets hope to reflect the culture knowledge in the examination evaluation system.

Table 4. Survey of problems existing in college English teaching assessment

question \ answer		Strongly agree	agree	disagree	Strongly against	uncertain	Un chosen
The current assessment of college English teaching embodies the assessment of cultural differences between China and the west	number	0	39	71	10	0	0
	Pro portion	0	32.5%	59.2%	8.3%	0	0
The assessment of western culture knowledge should be reflected in the English exam	number	15	56	31	9	9	0
	Pro portion	12.5%	46.7%	25.8%	7.5%	7.5%	0

The current college English teaching is still scores exam-oriented education system, and the cultivation of language communication ability is insufficient. English tests or less tests the mastering of the language background cultural knowledge, which makes the military academy teachers often feel overwhelmed in culture teaching practice. Less concern about the differences between Chinese and western cultures also leads to the weak sensitivity to the cultural differences of cadets.

Suggestions for Training English Intercultural Consciousness of Cadets

Teachers, textbooks and students are the important parts in teaching activities. Military academy is the main place to cultivate new type of military officers, so the cultivation of cadets' intercultural communica-

tion awareness must be in the military academy this particular environment. Combining with the status of lacking of the cross-cultural consciousness, the following four aspects are enhancing to cultivate the English cross-cultural awareness for cadets.

As the leader of the class, the teacher needs to be a culture learner himself. This is a higher requirement for teachers to cultivate compound talents in new times. It requires teachers to have a deep understanding of English language skills, strong cross-cultural awareness and cross-cultural communication skills. Only when teachers become learners of culture can they act consciously. For example, English teachers should begin with the cultivating of cadets' interests in English learning, attach great importance to the cross-cultural knowledge, actively guide cadets to understand the differences between Chinese and western cultures, and make the cadets gradually open international visions; In order to improve cadets' intercultural communicative competence, communicative teaching method is adopted to enhance cadets' learning motivation and cultivate cadets' interest in learning; Even without the appropriate teaching material, teachers can also select and process the corresponding contents from the existing teaching materials, to run the communicative English teaching, to adapt to the communicative ability training of the talent training mode; The teacher can give full attention to the cadets' enthusiasm and use proper language forms in class to make the teaching process communicative and entertaining.

The foreign language teaching material for military academies should be different from the local universities'. It should focus on the military talent cultivation and the professional language application. Take the Armed Police Academy for example, the author thinks foreign language teaching materials should add military English teaching contents, which will really feature the foreign language teaching in military academies.

The cadets themselves should attach great importance to their thoughts. In response to the college English test band 4, band 6 and postgraduate English exam, cadets should have certain basic English language knowledge, but they must not take these as their ultimate goal of learning English. Cross-cultural communicative competence is not the target only for English majors. In the rapid progress in science and technology, English major students in the international exchange are limited by their professional knowledge and show their "non-professional" side, which makes the non-English major students well welcomed in their related professional communication fields. Therefore, it is recommended that cadets should take such courses, *the English National Culture and the Introduction to British and American Culture*, to enrich their knowledge of English language and culture. These will do good to their future sustainable development in English learning and challenge to the needs of international exchanges.

The military academy should increase its own adjustment. Armed Police Academy, for example, it is recommended setting up English culture courses to increase the input of English culture, emphasizing humanism quality education and quality of military theory, combining these two aspects to cultivate the cadets interests of learning English; Academy should be active to carry out foreign cultural exchange activities in a variety of channels, providing opportunities to test and training abroad for foreign language teachers, only the teacher's eyes open does it make possible to the cross-cultural training; Cadets are encouraged to go abroad to learn advanced concepts of foreign army, so that cadets can make clear of their own professional development prospects and enhance their learning motivation.

Conclusion

With the increasing frequency of international communications, English is becoming more and more important as an important communicative tool. Language and culture are inseparable, and not knowing the target culture cannot really master the language; Without understanding its related cultural background, it is inevitable to encounter cultural obstacles and even cultural conflicts in the process of language communication. The culture education of cadets is a basic and persistent work. Therefore, in the practice of English teaching in military academies, cultural teaching has special practical significance for military construction. More efforts to culture teaching, cultivating students' consciousness and ability to cross-cultural communication, enhance cadets' cultural sensitivity and flexibility and ability to use various communication means, has become the new training target for new period's military training officer talents. No matter what kind of job will they do in the future, this will undoubtedly enable cadets to have the ability to successfully carry out cross-cultural communication in the future communication.

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Review on FC in EFL Education

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[Abstract] *The paper intends to give review on the practice of Flipped Classroom teaching approach (FC) since 2010, to analyze its advantages and to sum up the limitations in application and suggest corresponding counter-measures for teachers who are going to further explore this new teaching approach in the future.*

[Keywords] *FC; teaching approach; EFL education*

Introduction

In today's information explosion era, higher learning efficiency is needed to catch up with the rapid development of the world, while traditional teaching approach can hardly keep up with modern learners' needs and EFL (English as Foreign Language) classes are still mostly given in teacher-centered style. "FC" (Flipped Classroom) is a new teaching approach by which students preview contents of class by watching video clips (micro-lectures) presented by teachers online. In doing so, students can spend more time in class doing related practice, finding out answers to what puzzled them in the video clips before class so as to achieve better efficiency in learning experience. As a new teaching approach, "FC" blended modern information technology with concept of learning autonomy has become an hot issue in educational world and aroused universal concern in education realm. Recently, it has been practiced in various courses and subjects, especially in EFL education in different grades of school, colleges and universities across the world. Different practitioners' experiences indicate that this teaching approach has both advantages and limitations. This paper is to analyze the advantages and limitations and to suggest related countermeasures in FC approach for teachers who are going to further implement it in EFL education in the future.

Literature Review

The "Flipped Classroom" can date back to the year 2000, when three American scholars Maureen Lage, Michael Treglia and Glenn Platt tried this new teaching model in their classes. But the attempts were not noticed as a new concept (Chen et al., 2014). In 2007, Jonathan Bergmann and Aaron Sams, two American high school chemistry teachers, recorded their class lectures and presented them on line so that the students who missed the classes could keep up with their classmates by watching those video materials. Later, they unexpectedly found out that not only the students who missed the class but the rest of the class could also use the recorded videos to grasp the content of the classes better (Abeysekera, 2015). However, this new teaching approach was still not noticed by the public until 2011, when Salman Khan presented educational videos on many topics through the Khan Academy website (Sohrabi, 2016). Soon, the Khan Academy became one of the main resources for instructors implementing the Flipped Classroom approach (Chen et al., 2014).

FC, as a new teaching mode has been widely practiced ever since after “Khan Academy”. More than 60% of American universities have tried it so far. Various schools, colleges and universities across the world have been implementing it on different subjects and courses, esp in EFL classes, and conducting related studies.

In China, FC quickly aroused the attention and interests of educators. In 2015, Foreign Language Teaching and Research Press (FLTRP), a well known publishing house, sponsored a “Competition of Teaching Star” based on application of Micro-lecture and FC Pedagogy. Hundreds of college English teachers participated in it, which helped to popularize the FC concept in teaching realm of China. In the same year, FLTRP established an influential web-based teaching, learning and research online platform--“Unipus” (universal campus), which integrate the information technology with scholars’ study achievements. It developed greater space for research in higher education domain of EFL, and helped to diversify and personalize the ways of learning and teaching activities (Ma & Zhao, 2017). Moreover, the Conference of Distance-learning and Further Education held in Beijing in 2016 set a favorable context for innovation and exploration in education in China, which undoubtedly encourages experiments like FC to be actively attempted in China.

Meanwhile, numerous educators abroad have been practicing and doing research to examine the feasibility of FC. Yungwei Hao and Lee (2016) surveyed more than 470 pre-service teachers’ concerns on FC instruction. Their significant findings drew implications for educators in future curriculum and instruction so as to equip pre-service teachers with the essential knowledge and skills for teaching effectively in the future classrooms (Hao et al., 2016). In 2016, Nagwa A. Soliman investigated the efficiency of the FC pedagogy based on his own teaching experience in an EFL (for Academic Purposes) class. He examined the benefits of this strategy, and suggest ways to implement the FC approach in an EAP class and listed the challenges that may be faced and ways to overcome them (Soliman, 2016). Jun Scott Chen Hsieh, Huang and Wu (2017) in Taiwan published the results of surveying the technological acceptance of English-majors taking English Oral Training classes, which revealed positive effects of the mobile-based FC instruction over the traditional lecture-based approach (Hsieh et al., 2017). Still in 2017, Thai, Wever and Valcke (2017) published findings of study examining the effects of different teaching approaches by making comparison between Flipped Classroom, Blended Learning, Traditional Learning, and Electronic Learning: the FC setting was superior to other learning settings and had a positive effect on self-efficacy beliefs and intrinsic motivation.

So far, hundreds of theses and research reports on FC have been published. Almost all of them got the conclusion that FC is a promising teaching approach, with only a few exceptions.

Advantages of FC Teaching Approach

FC has rapidly won the attention and interests of educators and has been attempted and adopted as new teaching mode in a few years because it has the following obvious advantages:

Firstly, it is convenient for learners to get the content of class in form of micro-class/lecture videos on line anywhere and at anytime. The students who registered late or missed the class can follow up with the rest of the class by watching the videos so that they will not be left behind for missing one or two classes, or at least it is easier for teachers to help them make it up with the assist of the video materials.

Secondly, it helps to enhance teaching effect. In FC class, teachers’ role is changed. Instead of being a “sage on the stage”, teacher becomes a helper and guide on the side while students are the center in class.

By FC, teachers can avoid explaining simple content knowledge repeatedly and set aside more time to monitor students' performance through the e-learning dashboard on line to find out what puzzles students most and what knowledge points needs more clarification, hence they can spend more time helping students with these puzzling problems and misconceptions in class. (Soliman, 2016)

Thirdly, it helps to improve both students' learning efficiency and their comprehensive abilities. In FC teaching style, shy students can slow down the learning pace by pausing and watching the pre-class videos repeatedly until they master the content, which helps to boost their confidence and intrinsic motivation in self-directed learning mode. The students with comparatively lower academic performance can get help by asking questions in on-line forum to peers or teacher anonymously, which helps them to grasp knowledge better and gives them more opportunities to improve communicative skills. While top students can save sufficient time to prepare for high-order cognitive activities in class, like conversational applications, critical thinking, collaborative learning and problem solving skills. (Hsieh, 2017) Learning with their own tempo can thus improve students' self-efficacy in more personalized learning mode. The results of questionnaire survey done in Chifeng College (China) with 154 participants of two grades indicate that 70% of the subjects admit FC approach is efficient in enhancing their comprehensive abilities (Fan, 2015). And similar survey done via SPSS in Nanjing Aeronautics and Astronautics University with 203 valid questionnaires indicate 72% of the participants think FC is effective in improving their comprehensive ability in applying English (Wang & Zhang, 2014).

Limitations of FC and Related Countermeasures

FC is a promising teaching approach but it is not an almighty pedagogy. It also has some limitations or drawbacks:

1. Some students do not have facilities like computer or laptop or available real-time-on-line access to get the pre-class videos timely. In this case teachers should make copies of the videos in other forms like USB flash disk or light disk for students so as to avoid shaping the gap between students with and without access to the pre-class videos. If the unstability of local campus network is the main cause for the failure for the preview activity, teachers can upload the materials to other optional channels like QQ, Wechat, or other websites. Additionally, teachers can encourage students to use some apps in smartphone to assist the FC to be applied effectively in an EFL learning context. Furthermore, educational institutions should invest more fund to improve the learning facilities like laboratories equipped with computers and employ more powerful servers on campus.

2. Some less active students do not watch the pre-class videos or fulfill other pre-class tasks attentively. As a result it will be more difficult for them to catch up with the teacher and other classmates than in traditional lecture-based class, which will consequently create wider divide between the active and passive students and even disorder the pace of class and teaching plan. To solve this problem, teacher should strengthen supervision over students. Firstly, in the pre-class material, teachers can assign some tasks and quizzes with aim to test the quality of learning activities before or in class. Secondly, students can be divided into small groups, so that group members can get mutual help in peer-assisted learning mode, and thus to guarantee each member has fully grasp the content of the videos. Thirdly, teachers must set up scientific mechanism to record quality of pre-class tasks as part of the ultimate scores, and all team members get the average points for the whole team's performance if necessary.

3. Some of the pre-class videos' contents are not scientifically organized. Teaching purpose of the video is not clear. Some teachers attempt to solve many problems and convey knowledge as much as possible in one video clip of mini-lecture, which is beyond students' ability to absorb and makes the preview task a confusing heavy burden. As a result, students fail to get the points; the related class activities can not be done; teacher has to reexplain the points again in class; and the teaching efficiency is even lower. Therefore, when designing a mini-lecture, teachers should delicately choose a proper point of view to introduce suitable knowledge point and give a clear framework with focus on one clear goal so as to improve the efficiency of solving a targeted problem; meanwhile, teachers need to conceive not only the content but also related class activities to make sure all the students are effectively involved and engaged in. Additionally, given humans' audio concentration span is comparatively short and tend to get tired quickly, the clip should last no more than ten minutes. Zhai Xuesong and Lin Lilan's empirical factor analysis on College English learners' satisfaction of FC teaching mode shows 87.98% of the 145 randomly chosen participants prefer videos less than 12 minutes (Zhai & Lin, 2014).

4. Technically, some videos of pre-class mini-lectures are not skillfully edited. Some are edited in monotonous form with few pictures, no video, flash, or cartoon. Sometimes the quality of picture and sound are too blur to be recognized. Some teachers just video part of traditional class and ask students to watch them before class so as to follow the fashion of pedagogy innovation or to finish the task assigned by leaders to prove that they are innovative and active in teaching reform. In this case the process of watching videos is boring and unpleasant. By nature it is only a traditional class in form of video clip to be watched before class. The class can hardly be flipped effectively (Zhao & Jiang, 2017). According to Zhai and Lin's empirical study (2014), quality of the micro-lecture is the most influential factor in learners' satisfaction with the effect of FC approach. Therefore, to achieve the efficiency of teaching in FC mode, teachers need to invest more energy to acquire proficiency in using modern technology to make the content more fantastic and attractive. They are supposed to have patience and sense of responsibility apart from professional and pedagogical knowledge. Obviously to elaborate on mini-lecture video is not only energy consuming but tech-demanding labor. Therefore, to guarantee the quality, the work should be fulfilled by team work and collaborative cooperation. Teachers of the same courses can group in one team, and each teacher is responsible to finish one part of the knowledge video tasks. IT professionals can also be invited to give technological assistance, instruction or even training to improve the quality of the videos and teachers' proficiency in computer techniques. Furthermore, teachers need to develop abilities to organize and supervise learning activities and the skills to coordinate procedures of class.

5. Some students think it costs them too much time to do the preparatory work before class, but sometimes they are not obviously or necessarily superior to other students in the academic report (Pan, 2015). Eleven percent of the participants in both the questionnaire survey in Chifeng College and Nanjing Aeronautics and Astronautics University think FC is not effective in their English learning. Although They are majority, it is still worth educators' consideration on the applicableness of this new teaching approach: FC model is not necessarily suitable to every course. Some easy part can be taught in this way, while complex and difficult knowledge points need to be further explained in class so that teachers can know more clearly about how well students obtain them by face-to-face reaction and feedback.

Conclusion and Recommendation

There is no denying that FC has many advantages and it is part of an inevitable pedagogy tendency in today's big data and technicalization of education context. However, like everything else, with some limitations and drawbacks, it is not a one-size-fits all teaching method. Traditional teaching approach tested by long history has its undeniable value and vitality. Therefore, to improve teaching efficiency in EFL education, instructors should consider the applicableness and characteristics of FC teaching mode and integrate it with traditional and other teaching approaches appropriately. More exploration and efforts need to be done to make this promising teaching approach more mature and efficient.

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The Internationalization of Higher Education in China: Benefits, Challenges and Understanding the Longitudinal Implications of English Taught Degree Programs

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[Abstract] *As China moves towards becoming the global leader in economic and political activity around the globe, part of its economic development focus has shifted towards advancing its soft power mechanisms and international higher education institutions that can serve and host a variety of international students from around the world, providing higher education degrees taught in the English language. As these programs are newly being developed, a number of challenges have been posed to the process of adapting these English language programs to the Chinese University system. This research explores some of those benefits, challenges and ways forward in creating internationally recognized higher education programs that serve some of the world's most economically disadvantaged nations and help them to develop robust educational systems with the capacity for positively advantaging our international community's global future.*

[Keywords] *internationalization of higher education programs in China; challenges; benefits*

Introduction

China is quickly becoming one of the world's leading providers of international higher education services in English taught programs. Currently, China hosts over 400,000 international students every year, with a goal of serving half a million by the year 2020 (Ministry of Education, PRC, 2016). This puts the Chinese higher education market in direct competition with the United States and the United Kingdom, the leading providers of English taught higher education programs (WENC, 2016). While Chinese Universities have only had about a decade to develop some of these programs, with many of them starting sometime after 2007, the programs play an important role in the overall goal of realizing increased peace and prosperity all over the globe. Therefore, taking a closer look at some of the benefits that are reported by students receiving this higher education, challenges, and possible solutions or benefits to the programs becomes important for enhancing their status and facilitating their growth. Thinking about the ways in which the internationalization of higher education in China is being carried out and perceived, through the development of English taught programs is important to spreading awareness about this incredibly dynamic service sector development program, and is important to us all.

In a political and economic context, China is becoming the world's new hegemon. As it pursues its' in-

ternationalization efforts, one way the nation has chosen to step out onto the world stage is by developing its ' soft power mechanisms, that work with international aid, development, education and realizing its mass communication potentials. In line with these program goals, the Ministry of Education has created the Chinese Scholarship Council (CSC) which works with many nations from all over what Mao Tse-Teng would have termed Ya-Fei-La 亚非拉, or what some may see as the developing world. The CSC awards tens of thousands of scholarships every year to countries that participate in Chinese development initiatives, globally (China's Ministry of Education, 2016).

In taking a closer look at some of the programs that have been developed to service international higher education initiatives to English speakers from Ya-Fei-La, my research partner and I, Ricky Jeffrey have been working with the international students enrolled in various programs particularly in the Northeastern Region of China, as well as in a limited fashion with universities in the Southeastern coastline to better understand the benefits students receive, the challenges they face within the program and to better understand the linguistic dynamics of inter-exchange that happen as non-Native English speakers begin to study in English, in China. The results have been very insightful and can inform particular ways in which these programs may want to consider making continued enhancements.

Research Questions:

1. What sort of benefits do international students face studying in English taught programs in China?
2. What challenges do the students encounter with the program?
3. What sort of linguistic exchanges take place within this program and how is that beneficial to the stakeholders involved?

Methods

While the research of this project is currently ongoing, the design mechanism includes purposeful sampling among students that are enrolled in this specific type of higher education degree program, whereby we gather ethnographic field notes, conduct interviews and survey populations that match out protocols. The research design used to answer the research questions, first included collecting ethnographic field notes from classroom experiences, workshops and meeting with the students as they prepared portions of their PhD or Master's degree proposals and thesis of research. Ricky Jeffrey and I also conducted several focus group interviews, and individual interviews of staff and students involved in these particular programs throughout several institutions in the Northeastern Provinces of China and have done some preliminary survey data in other areas, as well.

Data analysis has included analyzing field notes, interviews and collecting content data from student writing samples. This assessment has included manually coding the qualitative field notes for common themes, similarities and striking differences in the evaluation of student experiences while studying. It has also focused on analyzing the English language writing of the students, which has helped our research investigation uncover some very important findings.

Results

Benefits

In answering the first research question from our participants many of the students commended the Chinese Scholarship Council. The students were grateful for their opportunities to study in China, enjoyed the rigorous academic atmosphere, exposure to other experts in their field of study and the introduction they were receiving to learning more about China. These findings suggest that many students specifically sought to achieve their advanced degrees in China because the students wanted more interaction with China, as a nation of growing global prominence, specifically and its brand of education. In our investigation of more than 50 international students from the Northeastern Provinces and some random participants from around China, many of the students cited the gratitude that the students felt for the Chinese Scholarship Council for awarding them the opportunity to receive higher educational advanced degrees. Many of the respondents were overwhelmingly positive about their opportunities to study in China, were grateful to be exposed to more Chinese culture and learning as well as excitement about the chance they had to earn an advanced educational degree. The programs that they are in offered them a variety of experts in methodology and research design mechanisms to advance research about their home countries. The respondents of our research indicated that the students themselves felt indebted to the great nation of China for giving them the opportunity to develop research that would enable them to further their education and to help their home country's populations resolve confounding social issues that those populations deal with on a local level. This dimension of the international higher education program that are offered to students from the developing world, is a form of international aid and development that other nations might do well to pattern themselves after because of the enormous impacts that this has on generating goodwill and serving the function of finding indigenous solutions to local difficulties within Ya-fei-la.

Many of our respondents also discussed their gratitude to their higher education programs taught in English for giving them the opportunity to work with staff that were experts in their respected fields. The students were specifically impressed with the rigorous attention that their professors paid to the methodological design of their research projects and the critical feedback on the analysis and outcomes that the students reported. Students believed that the training that they received in regards to these areas of research were incredibly satisfying and challenging.

The students were also grateful for receiving more opportunity to learn about China and the Chinese language. The students in international higher education degree programs are given 1 year of Chinese courses when they arrive, to facilitate basic fundamental exposure to Chinese language and culture. However, many students continue studying the Chinese language throughout their degree program, to continue acquiring more fluency.

Challenges

Other challenges that the Chinese students face, include difficulty with language issues. For example, the students said the choice of their courses were largely limited by their ability to understand Chinese, and argued that the course offerings in English were scarce. They recommended that there be more course offerings in English (Lwin et. al., 2016) and they additionally added that they would also like access to higher levels of Chinese courses so that they could participate in Chinese taught classes, as well.

The students also suggested that they have more language learning opportunities in English. Some students come into their programs not only trying to learn Chinese but also need help bringing their level of English up to academic standards. The students suggested early arrival programs that focused on academic English services might help with this. Another method for improving English learning might be to have research groups or more close collaboration with Professors on conducting research topics. The students participants suggested developing more robust mechanisms of on-going collaboration to facilitate language learning opportunities. They also suggested that the recent hiring of native English speakers with whom they had opportunities to utilize as language resources, also improved their ability to write and feel more comfortable with using the English language.

Additionally, many of the international students in higher education programs thought that the course offerings were they had the opportunity to learn theory was lacking. They suggested that more faculty could provide a wider array of theoretical concepts that they could apply to their various research projects. While the methodological and data analysis courses they had were extremely efficient in helping them learn solid foundations of conducting research, the cohorts often believed that their ability to theorize about current philosophical arguments or even to frame field research was hindered by their lack of exposure to new theories, in their respective fields. The respondents in our survey also believed this impaired their ability to publish research.

Interexchange

Cultural interexchange and the feelings of belonging are essential to facilitate higher education degree learning (Glass et. al., 2015). Many international students initially complained that they were, at times, frustrated with the segregation between Chinese students and international students. The students often do not live in the same dorms, or attend the same classes, whereby making it more difficult for international students to make friends with native Chinese students. However, through the course of our research, our university and others across China have begun to integrate the English taught courses by encouraging international and English-speaking Chinese students to take similar courses. This is leading to exciting new developments as international students and Chinese students are having more of an opportunity to interact intellectually.

Discussion

With continuing improvements to service, the Chinese higher education system is rapidly becoming the global leader in providing English taught higher education programs to international students. The longitudinal output of supplying this enormously valuable human capital will enable communities across Ya-fei-la to reach their own development goals with regards to the provision of infrastructure, as Chinese universities train engineers, Education specialists, health care workers, social scientists, physicists, doctors and so many more professional people that our globe needs to ensure that every country has its human resources educated in their respective, diverse fields.

The building of such human capital across these vast global communities also helps to propagate Chinese soft power. Many of our students are learning about China and are becoming fluent in the language. This enables Chinese businesses and economic development efforts through programs like One-belt, One-

road to be more successful, as young professionals who have possibly lived or worked in China, now cooperate with its development projects abroad. Some of the students in our survey cited development projects in the Ukraine and in African nation's that were sponsored by Chinese companies or development initiatives, that they would return to work for as they completed their studies. For China, the international education programs mean an extension of its soft power across the globe, which facilitates the ease of working inter-culturally and economically, as more Chinese ventures expand. This is a necessary component of the internationalization of the Chinese economy and political structure, which will lead to a better global future for the nations involved by providing economic and educational opportunities to people in other places. As students have cultural inter-exchanges with Chinese language and cultural dynamics, as they return to their home nations, their gratitude and understanding of Chinese culture will facilitate greater international partnerships and is an important aspect of Chinese multi-lateral relationship building.

Conclusion

As Chinese universities continue to improve its English taught degree programs for international higher education recipients, it has overcome many obstacles in helping to provide advanced degrees to students in parts of the world where these degrees can be incredibly impactful. The Chinese government through their Ministry of Education and through the Chinese Scholarship Council are doing a great service to these students which has spillover effects in human capital that are immeasurable. As the students gain access to the ability to study in English, have exposure to the Chinese language and work with other students from around the globe, the ways in which our students are able to collaborate, inspires creativity and the synergies of many creative ideas. This allows our international students to publish and to become accomplished young academics.

While the students encounter some challenges with program quality, namely they want more multi-lingual learning opportunities, these are actively issues that the university administration is working towards remedying. The overall benefits to these higher education and internationalization efforts manifest themselves ten-fold, by helping to build human capital across the globe, facilitating international cooperation, relationship building, and advance the soft power goals of the Chinese nation. The internationalization of English taught programs in higher education universities is an incredibly productive and worthwhile initiative. While some of my colleagues have criticized the program, I would urge everyone to better try to understand to cumulative impacts of such diverse and integrative international programs operating within China to better understand the multi-dimensional advantages degree offerings such as this have for international students, Chinese students, the university, for the prosperity of China and for the global community in which we hope to build for our future generations.

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Chunking of Mental Lexicon: Lexical Construction and Semantic Tendencies of EFL Learners

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[Abstract] *Chunking or formulaic sequence is the lexical and grammatical unit of semantic composition in the output of sentences. Based on the basic research on lexical chunks and its multidimensional dynamic features, this study is to explore the chunking mechanism of mental lexicon for EFL learners. The researchers designed two EFL vocabulary development experiments and concluded the following conclusion: (1) the type of semantic representation of bilingual mental lexicon is determined by the intensity of the concept, and depends on the level of the EFL learners; (2) the bilingual lexical representation tends to be the development of the “continuum”: EFL learners with low language level is near the beginning of the “continuum”, while EFL learners with high levels is closing on the terminal position.*

[Keywords] *Chunk/formulaic sequence; Semantic extension unit; Semantic preference*

Introduction

Chunks, as multiword expressions, are often the semantic units of high-frequency phrases or combinations of words (collocations). Since Beker put forward “formulaic sequence” or “chunk” in the late 1970s, as an important phase of the development of second language acquisition research, its related in-depth research is increasingly drawing people’s attention. After the further studies in corpus linguistics and constructivist/construction theory, many scholars begin to explore the relationship between vocabulary and grammar in language learning from different dimensions and perspectives.

Linguistic Views on Chunking as Semantic Extension Unit

At present, the study on chunks presents a multi-perspective trend, including in the perspective of corpus linguistics, psycho-linguistics, constructive grammar or cognitive linguistics. This paper will discuss chunking as semantic extension units of mental lexicon for EFL learners in China from the following three levels.

Vocabulary acquisition and teaching methodology

For vocabulary acquisition levels from microcosmic perspective in linguistics, Jack (1976) and Paul have illustrated and defined the levels of vocabulary acquisition from the microcosmic perspective; Nation

(2001) provided a comprehensive definition, viewing that vocabulary should be mastered at the following eight levels while having a good command of new words, including meaning, written forms, spoken forms, grammatical characteristics, collocation, register constraints, frequency, and associations. The semantic transparency of lexical acquisition is ranging from low to high. The first four levels which are closely related to the literal meaning of words can be independently memorized and learned, while the later four levels acquisition involves the overall formation meaning based on the words and other words that combine with. Vocabulary acquisition includes acquiring both concrete and abstract references of words. The concrete reference of words is accumulated and learned to express target meanings.

For the word selection and sentence formation during language processing, Sinclair thinks that there are two tendencies in word selection, namely phraseological preference or terminological preference. Language is not disorganized, but governed by law. Phrases tendency is lexical chunks, and it is the most expanded semantic units, achieving the co-election relationship between words and words, grammar. For the example *hold water* from New Horizon English for freshman, it is formed on the basis of co-election relationship, carrying the semantic meaning of the separated words *hold* and *water*, whereas the extended semantic meaning of this chunk is greater than that of the single part. The unit that drives the extended semantic meaning is composed of the following five elements: node word, collocation, colligation, semantic preference and semantic prosody. The five elements coordinate semantic, syntactic, and pragmatic selection, as shown in Table 1:

Table 1. Levels of vocabulary acquisition

Levels	Factors	Function	Process
Concrete semantic meaning	node	key factor	node recognition
	collocation	Co-occurred words with node	Co-selection in words
	colligation	Co-occurred words with the syntax of node	Co-selection in grammar
Abstract semantic meaning	semantic preference	Co-occurred lexical items in special semantic field	Co-selection in semantic field
	semantic prosody	Co-occurred sequence of syntax, semantics and pragmatics	realization of semantic function

In this description of framework structure, node word, collocation and colligation embody the concrete relationship between semantic and grammar with node words as the core; Semantic preference and semantic prosody reflect the abstract relationship between the semantic field and the semantic function of the co-selected words around the node words. Through the 5 elements, the node word achieves the maximizing expansion of meaning. For the existence of the multi-word structure, Wray (2002) once cited the heteromorphic model to explain the theoretical basis and argued that the chunk is a string of prefabricated coherent or incoherent words or some other meaning components, which can be stored as a complete semantic meaning in memory and can be selected without the need for grammar generation analysis, thus it can be extracted

directly. Nattinger & DeCarrico(1992) defines multi-word phrase in language expression as a multi-word vocabulary phenomenon, and it is a synthesis with high frequency use and functional form, which is established or fixed by the people through long social practice. It could be concluded that the proper use of a language is the process of selecting the chunks and then connecting them together. Lewis (1993) points out that language is the grammatical vocabulary through the relationship between vocabulary, grammar and language. Many linguists have named their names in terms of the form and meaning, mainly formulaic sequence, lexical chunking, prefabricated words/chunks, the extended unit of meaning, lexical bundle, multi-word expressions, multi-word strings, lexical phrase...It can be seen that these descriptions show that chunking as an extension of lexical and grammatical linguistic phenomena has important research significance and its own complexity.

Construction of Syntax

Modernization, There are two main points of view on the relationship between vocabulary and grammar teaching. First, Chomsky's linguistic theory holds that there is only the smallest language unit in the atomic lexicon called morpheme. And some words have diversified meanings, which is like that the chemical reaction of high-priced metal elements attract a lot of other molecules together into a new thing, so it can be seen that chunks are derived from their morphemes. Secondly, the linguists represented by Wray, Sinclair and more linguists put forward that there are both morphemes and lexical phrases in the mental lexicon of EFL learners and they are extracted as a whole when they are used. Therefore, chunks are the embodiment of words in linguistic forms. In traditional grammar, an important component of English sentence structure is expressions of phrases. On function, English phrases can be divided into three types: noun phrases, adjective phrases and adverb phrases. But phrase is a collocation form around the core word as the center, and the concept of chunk includes and is usually larger than phrase.

From the point of view of sentence processing, the ultimate goal of vocabulary teaching is language processing and semantic expression. Skehan (1998) defines the EFL language processing as a two mode system, namely: rule-based system and exemplar-based system. The rules here refer to grammar learning. Grammar is a finite closed system with limited rules and makes it possible for language to develop further, while exemplar-based system refers to the process of vocabulary learning and chunk construction in language learning and is an endless process. In this dual-mode system, vocabulary is the ultimate component of language. Even though language learners need grammatical rules for semantic transformation or transfer in the process of language understanding, language learners will quickly turn back the construction and use of chunks in order to achieve semantic expression.

The research focus of language description extends from microcosmic vocabulary expansion to macroscopic use of language. According to the construction theory, sentence formation is the combination of form and meaning (form-meaning pairing), which is the basic unit of language. In terms of sentence form, it involves phonetics, vocabulary and syntax, and in terms of content involving semantics, pragmatics. The process of chunking is matching the linguistic unit with its corresponding form. Croft (2007) defines the combination of words and structures as combinations of pronunciations, forms, meanings, and pragmatic functions, which cannot be split. Especially in English vocabulary learning, the mastery of the verbs meaning is relatively complicated. Verbs often have more than one meaning, much richer than what is expressed in the

dictionary, and the semantic content of verbs is often combined with grammatical structures or other common collocations to form a linguistic unit with a specific semantic field.

Lexical chunks as the structural features of extended semantic units

From the structure and semantics of words, word as a higher grammar unit than the morpheme consists of one or more morphemes according to function linguistics. In terms of meaning and grammatical function, words can be divided into two broad categories, namely, open-word and closed-word. The open-word class refers to various content words with a strong generative nature, including nouns, verbs, adjectives and adverbs. The long-acquired words are gradually eliminated and new acquired words are produced constantly; Closed-word class refers to all functional words or structural words, including pronouns, qualifiers, prepositions, conjunctions, exclamations and auxiliaries. These words are limited in number and seldom change, so they are called closed-word classes. It can be seen that open-word tends to be core words and produce new chunks.

Construction Models of Chunking as Semantic Units

The study of chunks in China has begun to take a deep state since 2000, mainly from the perspectives of psycholinguistics, phrasal and language teaching and etc., analyzing the psychological reality, automatic extraction and word difference effect of chunking in EFL learning (Zhan, 2012; Shi, 2012; Wei, 2009). In this paper, the analysis on the structure formation and semantic meaning of chunks is discussed on the basis of corpus data, as shown in Table 2:

Table 2. Levels of extension of semantic entry

Levels of vocabulary acquisition	Extension of semantic entry
Meaning, form and pronunciation	Node word
Collocation	Collocation
Grammatical features	Colligation
Register restriction, Frequency Associative meaning	Semantic tendency Prosody

First of all, chunks are composed of a core word or a node, and the word center is composed of several words from closed to open, from static to dynamic, and has integrity. Secondly, chunks have their own semantic and grammatical structures, forming a continuum. Occurrence frequency of core words is focused more attention among corpus linguistic researches to demonstrate reproducibility, structural features and semantic expression in collocations, integrity and idiomatic expression. In this paper, sight, improve, fast and almost are selected as the core word example retrieved in the BNC written corpus respectively as the open-

word in nouns, verbs, adjectives and adverbs in students' translation task. The index is shown in Table 3:

Table 3. Distribution of chunking

L1	L2	COLLOCS (Freq>=2)left	ALL POTENTIAL COLLOCS (freq>4)
视野 n.	sight	of=7 in=5 the=5 first=4 a=3 caught=3 i=2	first=4
提高 v.	improve	to=34 and=6 not=4 will=4 can=3	efficiency=4 transport=4
快的 a.	fast	very=10 a=5 as=5 are=4 is=3 too=3 but=2 in=2 on=2 so=2 the=2	very=12 ground=7 ran=5 too=5 becoming=4 going=4
几乎 adv.	almost	is=15 was=13 and=12 were=12 are=9 that=6 the=6 be=5 for=5 in=5 an=4 but=4 by=4 has=4 it=4 its=4 will=4 because=3 could=3 had=3 now=3 they=3	all=27 certainly=15 every=12 time=7 years=7 can=5 exclusively=5 found=5 immediately=5 like=5 Mr=5 British=4 education=4 end=4 entirely=4 half=4 identical=4

Based on the above analysis, it shows that semantic expression is co-selected between the word and its collocated word. When a language expression is used right on semantic level, its related word selection should be in accordance with the limitation of registers, deciding semantic preference and prosody. This matching process presents vocabulary acquisition in the frequency of specific semantic field and the complexity of associative meaning. Comparatively speaking, especially for open-word classes, verbs are more obvious in structure features of chunking. In this example, improve in College English teaching within the scope of the synonyms according to relevance, complexity and length level from high to low in turn can be replaced by: advance, boost, enhance, lift, promote, raise and so on. It will be indexed as Table 4:

Table 4. Distribution of chunking

L1	L2	COLLOCS (Freq>=2)left	ALL POTENTIAL COLLOCS (freq>4)
视野 n.	sight	of=7 in=5 the=5 first=4 a=3 caught=3 i=2	first=4
提高 v.	improve	to=34 and=6 not=4 will=4 can=3	efficiency=4 transport=4
快的 a.	fast	very=10 a=5 as=5 are=4 is=3 too=3 but=2 in=2 on=2 so=2 the=2	very=12 ground=7 ran=5 too=5 becoming=4 going=4
几乎 adv.	almost	is=15 was=13 and=12 were=12 are=9 that=6 the=6 be=5 for=5 in=5 an=4 but=4 by=4 has=4 it=4 its=4 will=4 because=3 could=3 had=3 now=3 they=3	all=27 certainly=15 every=12 time=7 years=7 can=5 exclusively=5 found=5 immediately=5 like=5 Mr=5 British=4 education=4 end=4 entirely=4 half=4 identical=4

From the above data distribution, the frequency of lexical use and the meaning of association are the concrete expressions of lexical diversity in the semantic prosody. The unbalanced relationship of semantic occurrence involves the continuous interaction of cognitive resources, psychological resources, social and cultural resources and other resources; Compared with the native speakers, the cohesion in semantic mean-

ing can be reduced by chunks, because the units of language expressing storage are not in single words, but in the larger language form, which is based on the integrity of semantics. In this way, the decoding and coding process for EFL learners reduces the time of information processing and is beneficial to express the standard language output. Chunking maintains the accuracy and idiomatic co-occurrence of lexical choice and semantic expression. The mastery and application of chunks is the key to rapid, fluent and idiomatic both in language input and language output.

Conclusion

In summary, this paper discusses the formation and research methods of chunks as an extended language unit in language output from the perspective of corpus linguistics, psycholinguistics and cognitive linguistics. Taking the typical words like sight, improve, fast and almost as examples, this paper concludes the phenomenon of vocabulary co-occurrence to verify the semantic meaning of chunks in language output. The meaning of the chunk is not the accumulation of the meaning of the word but the combination of functions from semantics, pragmatics and discourse functions. In English teaching, the meaning and connotation of verbs are relatively rich in the practical application. The lexical chunks resulting from the high-frequency collocation of verbs should be paid more attention to and avoid the misunderstanding or deviation of reading comprehension and original meaning.

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Design of A Coding Scheme for Peer Review Research in L2 Writing Context

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[Abstract] *Dealing effectively with L2 peer review issues requires a well-designed coding scheme which clearly defines and categorizes different types and features of feedback. The paper starts from understanding the nature of writing, and draws on the linguistic and psychological theories in writing. The paper proposes a synthesized coding scheme that contains two broad categories: feedback on written text features and psychological features of feedback. There are subcategories under each category. The purpose of the paper is to share our coding scheme with other researchers who might use it as a resource for future studies of similar inquiries.*

[Keywords] *coding scheme; peer review; L2 writing*

Introduction

Nowadays Peer feedback is extensively used in EFL and ESL writing context, and many studies have been conducted on the effectiveness of peer feedback (Caulk, 1994) and effects of peer feedback on draft revision (Berg, 1999). However, there still remains a need for further examinations on those research topics because the coding scheme of feedback are rather simple, general or even vague. In empirical research, some form of coding of study subject is inevitably involved. A feedback coding scheme is defined as a framework designed to categorize features of feedback for processing collected data. In a coding process, researchers identify and divide salient features, patterns or themes of feedback into categories, look for connections among these categories in certain context, and then apply the coding scheme to collected data (Brice, 2005). Analyzing data is undoubtedly one of the most important part of empirical research. A well designed coding scheme makes good preparation for data analysis and subsequent research results. A coding scheme of feedback is the starting point for any research addressing peer feedback issues. Therefore, the purpose of the present paper is to provide a design of synthesized coding scheme for future peer feedback researchers who might use it in their feedback-related inquiries in L2 writing context. All the examples included in the paper are from an study conducted on the impact of L2 proficiency on peer feedback providing. The participants are Chinese EFL learners from an affiliated college of a public university in China.

Understanding The Nature of Writing

Researchers have to build a coding framework in which the types and features of peer feedback can be clearly and appropriately identified and classified before they study how feedback is given and received. The design of the coding scheme in the present study is primarily based on our understanding of writing, and revision process in particular. In the present paper, writing is understood a set of recursive thinking or mental processes which involve planning, transcribing and revising during the act of composing , and in which writers try to find the appropriate rhetorical and linguistic means to express or convey their ideas (Flower & Hayes, 1981). Therefore, writing can be understood from two perspectives at the same time: the written text features and the inner cognitive process behind the written product. These two perspectives illustrate the two simultaneous and interactive sides of the nature of writing. This understanding can also be applied to feedback providing. When students provide feedbacks to peers, they may attempt to deliberately revise writing drafts by both making comments on what has been written and exhibiting certain cognitive features of revision process since there are many overlapping between cognitive processes of revision and providing feedback to peers (Nelson & Schunn, 2015). In other words, to examine the types and features of peer feedback, we can resort to the theoretical knowledge of writing and revision in particular to investigate both what types of changes have been provided by the reviewer and what cognitive features the reviewer may display. Thus, the present study proposes the two layers of taxonomy of peer feedback: feedback on written text features and psychological features of feedback. The feedbacks on written text features contain linguistic focus of feedback and content focus of feedback, while the psychological features of feedback layer contains cognitive features of feedback and affective features of feedback. Each subcategory will be illustrated in the following sections.

Linguistic Focus of Feedback

Writing can be thought as a process of making linguistic choices from lexical items and syntactic structures at one's disposal (Britton, 1975). Linguistic focus of the feedback addresses what Faigley and Witte (1981) titled as surface changes and text-base changes. Some adjustments are made by maintaining what is in common between revision and peer review process. Surface changes address language accuracy issues of written texts, which includes convention and rule-governed operations. When revising peers' writing, L2 students are more likely to focus on the linguistic features of written texts. One of the major reasons is that L2 writers usually make more linguistic errors (Silva, 1993) that are easily detectable for L2 learners. Text-base changes addresses language fluency and sophistication issues of written texts, which may cause a small impact on the meaning by changing cohesive devices, choosing better words or reworking sentence structures. Linguistic focus of feedback is described with examples in the following part. The given examples are selected from peer feedbacks given by Chinese EFL students in an authentic writing course context.

Under linguistic focus of feedback are two categories: surface changes and text-based changes. Peer feedback of surface changes comments on conventional operations at surface level and comments on spelling, capitalization, punctuation, grammar and expression errors. Spelling is about correct writing of words (*There are some spelling errors, such as para 2 sprit. It should be changed to spirit*). Capitalization is about conventions for the use of capitalized and uncapitalized words in running text (*The first letter in the sentence is not capitalized*). Punctuation focuses on whether punctuation is used as aids to correct understanding of the

meaning of written sentences (*In punctuation, in paragraph 4 at the line 18, he should use period after illness*). Grammar is about the set of rules governing the composition of words, phrases and sentences such as tense, number, morality, lexical and syntactical usage (*Lexical usage: In paragraph 5 at the line 1, he should say want to rather than want; Syntactical usage: There are run-on sentences in the passage. For example, "Life is short I don't want to let myself have any regret."*). Expression error refers to the way to build a phrase or sentence different from and unacceptable for native speakers (*There are some Chinglish expressions in the passages such as "Every minute in the life is the note that be composed of the movement of life."*). Peer feedback of text-base changes comments on cohesion, word choice and sentence fluency of texts. Cohesion refers to textual indications that coherent texts are built on (*Transitional words: Change "He refused to go to the town to lead a relaxed life, however, he took root in village" to "He refused to go to the town to lead a relax life. On the contrary, he took root in village"; Reference: "Some people are alive physically, but he is dead mentally." should be corrected to "Some people are alive physically, but they are dead mentally"*). Word choice and sentence fluency comment on whether precise words and proper sentence structures are chosen in order to convey meaning effectively (*Word choice: In paragraph 4, sentence 2, Problem of word choice: "serious" should be changed to "strict"; Sentence fluency: The syntax is good, but the article as a whole uses many slightly shorter sentences. It may be appropriate to increase the use of clauses to make the passage more fluent*).

Content Focus of Feedback

Content focus of feedback addresses high-level prose issues that are meaning-based or topic-based. Content focus of feedback is genre-specific because the content focus of an essay varies with different types of writing (expository, descriptive, argumentative and narrative writing). Let's take argumentative writing as an example. Because the thesis-support and conclusion pattern is a valid, stable, important and widely applicable construct for writing an argumentative essay (Yeh, 1998), peer comments on presence of thesis (claim), evidence (support) and conclusion (Kuhn, 1991) constitutes the first category in our taxonomy of content focus. While the presence of thesis, evidence and conclusion decides the soundness of the segmental structure of an argumentative writing, another category deals with the effectiveness of argumentation. Although L2 students can present the components of argument structure, they are generally weak in proposing strong claims, providing adequate supporting examples and making effective conclusions. Therefore, the effectiveness of argumentation is a vital dimension for content focus investigation.

Under content focus of feedback are two categories: components of argumentation and effectiveness of argumentation. Components of argumentation address the basic elements of argument structure, and comment on the presence or absence of thesis, evidence, conclusion. Thesis comments on the presence of the point a writer wants to make and other topic sentences in an essay (*I can find the author's point of view. In paragraph 6 "The meaning of life is hard-working." is the topic sentence of this writing*). Evidence comments on specific reasons or details provided to support the arguments (*There are five reasons. The author uses the examples of Hawking and Helen to support the author's opinions*). Conclusion detects the presence of a conclusive ending part of an essay (*The author made a conclusion on the meaning of life*). Effectiveness of argumentation makes judgment on quality of argument components in terms of clarity (whether argument components are understandable and unambiguous: *The gist of each paragraph is not clear. I cannot find a clear topic sentence in each body paragraph*), correctness (whether argument components are factually correct or infalli-

ble: *I think that the view of author is correct and persuasive*), sufficiency (whether the claim is adequately supported: *The author said the important meaning of life is happiness, but the evidence is few and not specific*), depth (whether arguments are original, non-obvious, and/or sophisticated: *The author should state his idea more strongly and more convincing*), and consistency (whether arguments are logically consistent with each other and with presented evidence: *To be honest, these reasons can not logically support the writer's opinion. They cannot connect each other together closely, thus, they do not support the opinion strongly*).

Cognitive Features of Feedback

Comments on how to fix language errors and alter substance of a draft build a picture of what a reviewer may response. However, we can not see the pattern for how a reviewer may response (Flower et al., 1986). Like revision process, providing feedback is a highly intellectual, strategic and adaptive process. Nelson and Schunn's (2009) proposed a theoretical model of feedback. In their nature of feedback model, two categories of psychologically different feedback features are examined. The division of cognitive and affective features are maintained, while some adaptations are added into the design. Cognitive features of feedback include feedback features of localization, identifying the problem, giving a suggestion, offering a solution, summarization, explanation and showing confidence. Localization, identification of the problem, giving a suggestion and offering a solution constitute the core cognitive features of feedback, because these features refer to the details included in the feedback. Like practicing revision, giving feedback involves perceiving and pinpointing errors in writing, thus choosing corresponding strategies to solve the detected problems. When giving feedbacks to peers, reviewers are provided better opportunities to identify the problems as they are more likely to notice and overcome the problem of inaccurate representations of the text than when they are evaluating their own writing. In order to solve the identified problem, reviewers might choose to decide which strategy to apply. These cognitive processes are of great importance because they inform the writer where and what is the problem and how to fix the problem, and will be represented or expressed in the forms of identification of the problem, offering a solution and localization in providing peer feedbacks. Although these peer feedback features may work together to help students to solve the problem and improve the writing draft, the specificity of peer feedback varies from the most general response (i.e., commenting certain aspect as right or wrong/good or bad) to highly specific comment (i.e., containing the problem, solution and localization). Many studies have shown that the more specific a feedback is, the more positive the effect of feedback is on students writing performance. We include summarization, explanation and showing confidence as other cognitive processes to the coding scheme. It is common for L2 reviewers to summarize what has been written for their limited writing ability and disciplinary knowledge. Moreover, although summary feedback may not directly benefit revision, it does help the writer better understand the content conveyed to the reader, and provide an opportunity to detect an overlooked mistake. Sometimes as the complexity of the feedback increases, a reviewer may include explanation to reveal the motives of the feedback purpose. Providing explanation is to increase the credibility of feedback, thus persuade a writer into revising the draft in accordance with the feedback. However, the impact of explanation on revision is highly disputed. Showing confidence is a kind of cognitive response which shows whether a reviewer is certain about the comment.

In the present coding scheme, localization detects the existence of a problem with its exact location in

the text (*In paragraph 2, the first sentence, the preposition in this sentence is “in” instead of “to”*). Identifying the problem represents the problem by giving diagnosis of what the problem is (*The author uses wrong tense, personal pronoun, the form of direct speech, and the attributive Clause*). Giving a suggestion makes general accommodation for improving writing (*I hope that the author can write some examples that close to our daily life. And I hope that the author can write more of her own thoughts*). Offering a solution provides specific ways to solve the problem (*In paragraph one, the third sentence, “other” should be changed to “others”*). Summarization condenses and reorganizes information of the text perceived by the reviewer (*The author describes his own pursue of life. His opinions consist of five aspects. He also gives a good summary in the end*). Explanation provides motives or clarification of the feedback’s purpose (*Generally speaking , I can not understand the essay very well, because it has many Chinglish sentences*). Showing confidence refers to commenting with certainty or hesitancy (*Certainty: In the last sentence, “my” should be replaced by “our”; Uncertainty: The conclusion is nice, but maybe it does not echo the beginning of the article*).

Affective Features of Feedback

Providing feedback involves more than cognitive processes of revision. Unlike self-assessment, peer assessment involves much interpersonal interaction between reviewer and writer, which naturally lead to other psychological features, particularly affective features in providing feedback. Affective responses such as praise and criticism are added into the coding scheme. Praise is a positive comment that attributes credit to the writing performance whereas criticism is a negative comment that expresses disagreement or dissatisfaction on the written texts. Praise and criticism have studied within politeness models to explain how these affective features are used to show care and maintain rapport or mitigate criticism in giving peer reviews. Some studies suggest that different response groups exhibit different styles when giving praise and criticism in feedback. Other studies report different effects of receiving positive or negative feedback on writer confidence or writing quality (Hyland & Hyland, 2001). However, compared with cognitive features of feedback, our knowledge of affective features of feedback is very limited.

In the present coding scheme, praise is an explicitly positive comment about some aspect of the writing or writer (*I think it is a perfect article. And I like the beginning of the essay. It tells us the main idea of the essay*). Criticism is an explicitly negative comment about some aspect of the writing or writer (*Actually, I doubt that this article is translated into English by Baidu. The grammar is too bad and hard for me to read*).

Conclusion

The coding scheme proposed in the present paper can be used in most L2 peer review studies, but it can be very flexible when applied to specific studies in different contexts. The linguistic focus could either be restricted to a few formal features or go beyond to the global stylistic variation. The content focus will change in accordance with the writing genre. In addition, data source in the present study are not from advanced EFL learners, so we do not expect a large number of high level or complex cognitive features of feedback. In short, the design of code scheme should be decided on the basis of the response group’s characteristics and a preview of their peer feedbacks to meet the needs of specific studies.

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On Genres and Characters of Teacher-Illustrating Discourse

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[Abstract] *Teacher-illustrating discourse as a sub-discourse genre of classroom discourse can be classified into different sub-genres. It will be helpful for deeply recognizing this language phenomenon and developing teacher's teaching by analyzing the sub-genres with the exchange structure.*

[Keywords] *TCFL; Teacher Classroom Discourse; Teacher Illustrating; Discourse Genre Analysis*

Foreword

Nowadays, there are few researches on the key word of Teacher-illustrating Discourse Genre, some of which is the analysis on the examples existing in textbooks and vocabularies and grammar teaching, some of which are inspecting the relation between context and examples, and some of which are the vocabulary examples used for building corpus. Most of the available achievements are the studies made from the angle of supposed-to-how, while paying little attention to what the reality is in real context. In general, the cases of designing language example are more than the ones observing the real situation. Researches on individual teaching procedure or practice are widely existed, but not all-round observation. The proportion of studies about teaching analysis is larger than that of language body nature analysis.

What we discussed about teacher-illustrating discourse is a part of the discourse in classes of teaching Chinese as a foreign language. Li Meixia (2007) has defined the discourse genre as social process habit used by some discourse community for achieving certain purpose to do things applying language and non-language resources (discrete resources). Seeing above, Classroom discourse genre is the habit shaping in the teaching and learning process in which teachers and students use language and non-language resources for study Chinese in class. First of all, classroom discourse genre depends on the class discourse community for achieving teaching objectives and the discourse develops centering on teaching contents and what type of discourse applied is in accordance with the objectives. Secondly, the function of discourse genre lies in communication, then the characteristics both the teachers and students need to be considered. The classroom discourse genre study is different from the past researches on teacher classroom language in aspect of starting point. Thirdly, classroom discourse genres are not isolated but in a system which shows the characteristics not only in language but also beyond language. Lastly, classroom discourse genre as a type of habit is regarded nearly as a semantic structure potentiality, and the teacher's expression is operated under the guidance of this potentiality (Ding, 2009). In view of the above, we are going to study the genres, characteristics and the influencing factors of teacher-illustrating discourse based on discourse genre theory.

Definition on Teacher-Illustrating Discourse

We could recognize the teacher-illustrating discourse from different angles under the subject background of teaching Chinese as a foreign language. For instance, starting from a lesson perspective, we should consider which Transaction the discourse appears, in which Exchange of the Transaction and which Move it belongs to the exchange and what the Act is. The different teaching methods applied in classroom teaching by teachers will influence the position and effect of illustrating discourse in classroom discourse. If starting from the teaching content to study the discourse, the illustration form and content will be definitely influenced, no matter it is a teaching of analyzing language skills (listening, speaking, reading, writing) or a teaching of analyzing linguistic factors (pronunciation, vocabulary, grammar, Chinese character, culture). Besides, the examples offered by the teachers will be chosen and displayed differently according to teachers' personality characteristic, culture background, knowledge level, life experience, teaching experience, language competence and students' language level and their different needs for examples.

Base on the analysis above, and the characters of teacher-illustrating discourse provided by Wang Jia (2016), we consider that the teacher-illustrating discourse in TCFL teaching is closely related to teacher's condition, teaching object condition, teaching content, and teaching method, etc. It is mainly composed by provided examples for teacher to achieve the teaching objectives. Its content is realistic or authentic to some extent, expressing through certain linguistic forms. All the illustrating examples are possibly prepared in advance or given impromptu. It could also be put forward actively or passively presented to meet the students' needs, and could be the examples given in textbooks, or obtained from other materials. The discourse genre formed based on teacher's illustrating contains nonverbal factors. In theory, there should be some typical models for teacher-illustrating discourse genre and more other marginal models while being practiced in reality will arise.

Genres of Teacher-illustrating Discourse according to Language Levels in Elementary Chinese

We do an individual case study from language levels by applying exchange structure model.

The chosen language material 1 is Chinese teaching for beginners, data 2 is elementary Chinese teaching for non-beginners. Ask-and-answer discourse is not included in teacher-illustrating discourse in all the analysis materials.

Teacher-Illustrating Discourse of Chinese Beginners

In dialogue exchange analysis, the Transaction is usually proceeded in form of "PM¹(M².....Mⁿ)(T)" (Du, 2013). In language material 1, there is no boundary exchange as the beginning and ending of every transaction in classroom discourse, most of which are the consecutive transactions composed by teaching exchanges. Example 3, the basic form IR (F) of teaching exchange, is used for instructing and practicing. The first transaction's basic form is IR, like example 1, the main function is greeting and transferring into teaching content, meanwhile the "hello" itself could be the teaching content. It is what we called teacher-illustrating discourse (underlined in every example). The basic form of central transaction is IR (F), as in example 2, the initiation can be elicited by teacher or students for the reason that the form of mutual clues among students is IR IF, as the discourse S3 in example 3. The emphasis adhesion exchange occurs in exam-

ple 3 is used for suggesting. The last transaction as the ending of the course includes teaching exchange and boundary exchange, which is in form of IR+FrFo(IR). It is not necessary that teacher and students thank each other at last. The teacher-illustrating discourse is initiation discourse in language material 1, which is worked with nonverbal assisted instruction like gestures, pictures and other means.

Example 1

T: S1 Hello! (I)

S1: Hello! (R)

T: S2 Hello! (I)

S2: Hello! (R)

T: S3 Hello! (I)

S3: Hello! (R)

Example 2

T: You.(I)(Teacher pointing to S1)

S3: You.(R)

T: Very good. (F)

T: You(I)

S2: You.(R)

T: You.(I)

S1: You. (R)

T: Excellent. (F)

You.(teacher showing word card)(I)

S: You.(R)

T: Very good.(teacher writing down “n 你” on the blackboard)(F)

Example 3

S2, S3: Her ears.(R)

T: Excellent,(F)

Her ears,his ears,whose.(teacher showing figure card)(I)

S: whose.(R)

T: whose.(I)

S: whose.(R)

T: whose hair?(I)

S2, S3: Her hair.(R)

T: Who nose?(Teacher pointing at her own nose)(I)

S2: His nose.(R)

S3: Your nose.(I)

T: My nose,not his nose, mine. (F)

T: Who ears?(teacher show to S2 by pointing her own ears)(I)

S2: Your ears. (R)
 T: Good .(F)
 Whose?(I)
 S: Whose?(R)
 T: Whose?(I)
 S: Whose? (R)
 T: de. (teacher writing down “谁的 shuíde” on blackboard) (Ib)
 S: de.(R)
 T: de.(I)
 S: de.(R)

Example 4

T: Excellent! (F)
 What we learned today is “who”.(I)
 S: Who. (R)
 T: You.(I)
 S: You.(R)
 ...
 T: Excellent! (F)
 Today (Fr)
 We learn it all here, class is over. (Fo)
 Thanks(I)
 S: Thanks, teacher!(R)

Teacher-Illustrating Discourse of Chinese Non-beginners

Language material 2 is a case of vocabulary teaching, which can be regarded as a transaction, with boundary exchange starting but no boundary exchange ending. The basic form of teaching exchange where teacher-illustration discourse locates is IR(F). There are a few locations for teacher-illustrating discourse, as in Example 5 and 7, it is located initiative Move with different Acts. The former one is a clue, the latter one is informative, both of which accompanied by non-verbal assisted instruction. Example 6 and 7, it worked as follow-up Move, with comment Act, which is further teacher's explanation.

Example 5

T: so my hair is like this. (Teacher is touching her own hair.) (I)
 S2: Perm hair.(R)
 T: Perm hair, uh, supposed to...? (F)
 (teacher gesticulating the curls at the end of hair with both hands.)
 Curly, what is supposed to be? Curly. (teacher's blackboard-writing “ju n” “卷发”, gesticulating her hair with two hands)
 S1: Curly.(R)

T: Curly, Curly, yes, curly.(F)

Example 6

T: but, some people, some people's hair is.... (gesticulating her hair with right hand) (I)

S2: Strait hair.(R)

T: Straight hair, straight hair. (the teacher's blackboard-writing is "zhí"&"直发") (F)

We learned that go straight along this road, the "straight" is "直", so "直发" we use straight to describe it.

Example 7

T: Uh, Teacher Song's brows are a little bit narrow, yes, a little bit narrow, it is pretty, right? What else? (I)

S3: Her nose is kind of flat.(R)

T: Kind of flat, well, we do not say "a little bit", we say kind of flat, like "her nose is kind of flat", but we Chinese, generally we do not say flat, ugly, short, which means we don't say things bad, so we how should we say it?, her nose is...? (F)

S4: ...perfect.(R) (laughing)

T: Her nose is not very high. (teacher's blackboard writing "not very") (I)

Base on the analysis above the basic form of Teacher-Illustration Discourse will be: I(Non-verbal Assisted Instruction)R(F) and IRF (underlined represents where illustration discourse locates).

Effect and Teaching Enlightenment of Using Teacher-Illustration Discourse Genre

Language material 1 shows that a better teaching effect has been achieved with limited language and words. The teaching pace was set properly with outstanding teaching points and timely teaching feedback in a brief form of I(Non-verbal Assisted Instruction)R(F). Language material 2 tells us that the teacher applied the form both I(Non-verbal Assisted Instruction)R(F) and IRF. Much information was contained in the teacher-illustration discourse. From the perspective of teaching objectives, there are explanation to new words, Chinese culture probing, but the teacher's words and expressions are not very succinct, for instance, it seems unnecessary that the teacher explained in student's native language after offering examples in the example 5.

Discourse in TCFL class is different from other teaching discourses, which few cohesive words and boundary exchanges were used. As the level develops, much more boundary exchanges will be applied, and new teachers usually use more boundaries exchange than the experienced ones do. The frequency of boundary exchange differs according to different didactics. For example, the IR(F) in illustration discourse hardly been seen in most of practicing steps in audio-lingual method teaching for the reason that the discourse chain proceeded by questioning in this teaching method. Otherwise, the direct methods like picture displaying and gesture showing are the most efficient teaching methods in primary stage.

Conclusion

Teacher- Illustrating discourse is an important part of teacher classroom discourse. We analyzed the genres and characters of teacher- illustration discourse in elementary Chinese class according to the exchange structure with the perspective of language levels. We also analyzed special forms of discourse in elementary Chinese class. It is a starting attempt in research of Teacher-Illustrating Discourse genre. Since the language materials used for this paper are limited, the overall genre of all levels may not be well-reflected. Limited by the length of the article, the genre is not deeply and extensively researched. Actually, we could also analyze the language materials from the perspectives of class type, didactics, teaching content, teaching objective, teaching process and others, and then classify them. Only with further research on Teacher-Illustrating discourse genre, we will know it better overall.

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A Study on Short-term Cross-cultural Adaptation of Overseas Students in China: The Case Study of Overseas Students in Northeast Normal University

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[Abstract] Preparatory overseas students are part of the overseas students. They are different from others and have their own characteristics, so the research findings on adaptation of cross-culture communication are not applicable to these preparatory overseas students. Based on the preparatory overseas students of Northeast Normal University, this paper summarizes the case of cross-culture adaptation of relevant overseas students, investigates and analyzes the cross-culture adaptation of life, study, psychology and teaching Chinese for foreigners to help them improve the adaptive ability and reduce the obstacles of cross-culture adaptation.

[Keywords] Cross-culture adaptation; Short-term; study-abroad; Preparatory overseas students

Introduction

In the recent years, with the constantly increasing of national strength, the exchanging activities between China and other countries are more frequent than before. Therefore, more and more foreign students come to China to study Chinese. As for this paper, it will mainly focus on preparatory overseas students majoring in Teaching Chinese as An International Language who did internships in Preparatory Department of Northeast Normal University based on 150 internship cases.

Most of students recorded in cases came from the third world countries, with 90% of them from Africa, and the rest from Central Asia area. The main purpose of their visit is to complete the undergraduate studies in China. If they could successfully pass the HSK 4 examination they are admitted into the universities in China.

Due to the impact of many factors, such as study and life, in the early stages, there have been varying degrees of block in cross-cultural adaptation among the Preparatory overseas students. By investigating and analyzing the cross-cultural adaptation of the students in the preparatory department, the paper will provide

some pedagogical suggestions on cross-cultural adaptation, and then, help students have a better life in China.

An Analysis of Cross – cultural Adaptation of Preparatory Students

“In the intercultural communication, the non-native environment, or during the process of learning the culture of the target language, cultural differences will cause people’s psychological reactions, resulting in certain cultural conflicts. Language learners will experience some stages from cultural un-adaptation to cultural adaptation” (Liu, 2000, p. 124).

This paper analyzes the internship cases about intercultural adaptation problems of preparatory overseas students who study in the Northeast Normal University. The basic information is described as follows:

content	gender		
	male	female	total
The number of people	190	25	215

content	age		
	18-22	>22(not included)	total
The number of people	197	18	215

content	nationality		
	African	Not African	total
The number of people	174	41	215

content	Whether to adapt to study abroad		
	Yes	No	total
The number of people	20	195	215

According to the data, it could be seen that:

(a)The number of boys is greater than the number of girls. The boys account for about 88% of the total students, while girls account for 12%.

(b)International students are young. Students between 18 and 20 years old account for about 91.6% of the total students. While only about 8.4% of the students are over 22 years old.

(c)Most international students come from Africa. In the preparatory department, about 80% of overseas students are African students, and only about 20% of them some from non-African countries.

(d)The vast majority of students cannot adapt to the local life. Only 9% of students say that they feel accustomed to living in China.

We classified the cases and found that 60% of the cases reflect differences in values, 40% of the cases reflect differences in the way of communication, 55% of cases reflect the different views in collectivism and individualism, and 45% of them show the different opinions in universalism and particularism.

In 1960, Oberg inherited and developed Leeds Gede's U-curve theory of cross-cultural adaptation, which was divided into four stages: "honeymoon stage, frustration stage, adjustment stage and adaptation stage" (Oberg, 1960). Since most of the preparatory overseas students cannot speak English fluently on the one hand, on the other hand, most Chinese just have learnt English as their second language, overseas students almost unable to communicate with the outside world from the moment they deplaned. In this case, the Honeymoon stage of overseas students is very short, and even disappeared.

In addition, the frustration stage of the preparatory students is relatively long. As students' learning purposes are clear, that is, passing the Level 4 of HSK during their study, the teachers are very strict with them, which results in heavy pressure on overseas students. In order to complete learning tasks, most students have to stay up all night, many of them even go to bed around 1 am. In addition to learning Chinese day and night, overseas students sometimes feel depressed because of cultural shock (Oberg, 1960). They cannot adapt to the customs and living habits in China.

However, the university often put little emphasis on student mental health, so overseas students would stay in frustration stage in a long period. Some students even had to give up their studies and return home after 2 months because of long-term cultural shock.

The reasons of cross-cultural adaptation issues

Today, as more and more students come to study in China, cross-cultural adaptation issues attract more and more attention recently: What causes the cross-cultural adaptation problems? Combined with the cases, it could be explained with subjective reasons and objective reasons.

There are subjective reasons:

(a) Different views of marriage

Different from Chinese marriage culture, the legal age for marriage in many countries is small, "polygamy" is allowable in some country. Many students already get married and need to leave their husbands or wives alone to study abroad. Such students are prone to emotional instability, and are not easy to adapt to local life because of homesickness.

(b) Individual personalities

Personality is also one of the barriers in cross-cultural adaptation. Because there are few cultural differences such as language, traditions and living habits among students from the same country, the withdrawn students would like to live in their own country's small circle, relying on mother tongue. They are not willing to communicate with strangers. In addition to one-on-one Chinese volunteers arranged by school, they almost do not communicate with other Chinese people. These students generally make slow progress in Chinese, and then are unwilling to communicate with others because of low-level Chinese. Students will gradually lose Chinese learning interest and even give up the subject, as a vicious circle.

(c) Cross-cultural experience

A cross-cultural experience has a great influence on overseas students' adaptation in China. For students who have had cross-cultural experience, the experience would guide them to adapt themselves as

soon as possible, adjust their emotions and deal with the difficulties in life. For example, there is a Cambodian student from Class 8 whose father is an embassy officer. This student had gone to Beijing with his father and learnt some Chinese culture. Though it is his first time to be Changchun, he could adapt to the study and life in Changchun easily.

The objective reasons are listed in the follows:

(a) Environmental changes

The change of environment is one of the most important factors that affects the cross-cultural adaptation of overseas students. There are a series of environmental changes in the cross-cultural adaptation, such as the physical environment, learning environment and cultural environment changes, which will bring a lot of pressure on students. According to Furnham and Bochner (1986), some scholars have pointed out that the change of environment has a certain relationship with the body and mental health, "in other words, the change of environment would have impact on people's psychological adaptation process." Ward (1996, pp. 89-95) found that "in the initial stage of adaptation, students would stay in the worst level of adaptation because there are the greatest degree of environmental change and the least adaptation resources". (Ward, 1996, pp. 89-95)

The research object in this paper is the preparatory students in the Northeast Normal University, nearly 90% of them from the tropics. Tropical countries are in a high temperature environment all the year round, and are hot and dry. By contract, Changchun's climate belongs to temperate monsoon climate. It is cool in autumn and cold in winter. Temperature varies widely from day to night. The surrounding unfamiliar environment will make the students have a huge adaptation barrier, especially for those who have never been to China. There is record: "Hakata is come from Barbados, with full of muscles, and looks very strong. But after one week in Changchun, he began to catch a cold. He told me 'I never get sick in Barbados. But Changchun is too cold, I do not like this place.' " In addition, according to the majority of intern cases, many students from tropical countries only bring the summer clothes, and prefer to drink cold water. When the temperature slightly gets lower, they begin to get sick. The transformation of the physical environment brings many adverse effects to overseas students' cross-cultural adaptation.

Besides the climate, students are also very unsatisfied with the learning environment. Since their learning purpose is to pass the Level 4 of HSK, the teachers have to set the test-oriented curriculum and timetable based on examination. Every morning, students are arranged to have a lead-in class and a Chinese character lesson. In the afternoon, there are training lesson and tutorials. After class, there also are a lot of written assignments. In addition, students should participate in monthly, midterm and final examinations. The exam results could determine students' class arrangement. This kind of exam-oriented education makes many students feel depressed. Compared with what in China, the courses and the exams in their own country are relatively easy. They almost never have such high-intensity learning task before coming to China. This distinctive educational difference has virtually created enormous mental stress on students, and directly affect their cross-cultural adaptation process.

In addition to the physical environment, learning environment mentioned above, the cultural environment of different countries is also very different. China is an ancient civilization; the living habits and traditions must be affected by its history. Chinese people are generally more modest and euphemistic. However, most overseas students often cannot understand it. They are more inclined to directly express. Moreover,

China is still a socialist country with a large population. So sometimes it's difficult for the students from the capitalist countries to understand some laws, regulations and rules in China.

(b)Economic pressure

With the rapid development of economic, the standard of Chinese life is also increasing. For students from relatively backward countries and families, the consumption level in China brings them certain economic pressure. There is a recorded case: In my internship class, I found that a Sudanese boy never went to the canteen in the dinner time. I was very curious, and asked him the reason. He told me that he has run out of his money reluctantly. Many other cases also showed that there were a lot of students who had the same or similar situation as this boy. Worrying about losing their faces, these students were not willing to make friends. Gradually, they will obviously feel that they are not comfortable in China.

Cultural Adaptation Approach

Overseas students are relatively closed in live in China, rarely do they deal with Chinese people in except language partners. In order to help students to adapt to live in China and improve their Chinese, university can organize some activities. For example, every year, Northeast Normal University will hold Chinese singing contest for overseas students. The teacher of preparatory department first lists the name of songs, then will ask the students to choose one of them. It should be noticed that except the case of chorus, a song could only be select once. While in fact, there are several students choose the same song. For example, there is a case records: "When the overseas students chose their songs, a boy called Aitong come from Angola in my class selected the same one as a student in class 5. So his teacher told Aitong 'Your need to choose another song'. At that time, I saw the child was very angry and shouted at his teacher directly in English: 'Why should I?I do not want to change my song, you ask him to change!' This case reflects the strong individualism of the student. Later, more and more students were reluctant to change the song, the teacher became very angry and told others: 'If all of you are unwilling to change songs, then our Chinese song contest may cannot be held. Can't you guys be more tolerance.' Then many students took teacher's advice and showed that they're willing to change to another song." This case shows that students gradually begin to adapt to China's collectivist culture. It can be seen that activity is an effective way to help to gradually accept cultural differences to eliminate exclusion of foreign cultures.

In addition, the reason overseas students will suffer the setbacks in cultural adaptation partly is students are not familiar with "Chinese education" and lack the test skills. From the case, we can find that many students study very hard before the exam, but do poorly on the test. This kind of teaching mode requires teachers to teach some test skills for student. For example, before the listening, students are supposed to read the options first and guess the answer according to the options. It will be very effective for students if they could master certain amount of examination skills based on enough language knowledge in the exam, because it can increase their learning confidence and enthusiasm, and then help them have a better life in China.

Reflection

Cross-cultural adaptation issues relate to all aspects of overseas students' life. The research above has discussed some reflections on cross-cultural adaptation issues. In the next, some suggestions on Teaching

Chinese as an International Language will be listed.

(a) Strengthen cross-cultural training for overseas students

One of the endings is the unfinished story about Sarah that makes the core of the story deviated. Sarah as the leading character is changed into a episode of Charel's life, then we treat this ending as a fake one and also one that shows the author's understanding to the 19th century which is the love affair finally ends into nothing for the reason of limited social restricts. The second ending is the one like Victorian fiction endings that offering some facts to explain Sarah's actions and making all the motivations reasonable. The world is unified and standard in the Victorian novel processing mode. The third ending extends the mysteriousness of Sarah until the last. What Charles faces is a throughout mysterious woman that is hard for him to understand. He misunderstood her in the past and will never understand in future. Therefore Charles left Sarah desperately and face the unpredictable life alone. 'The flood of life tides forward to unpredictable, bitter and profound sea.' This an existentialism ending that keeping silent to all the non-understandable things, also conveying there is no other choice. Moreover, all the three endings completed the whole narration. At the end, the helpless Charles just as Sarah who standing by the sea and overlooking it at the beginning of the novel. Not only the scenes are corresponding to each other (the Thames and the sea), but the inner state of mind.

Of course, every individual is different from each other in its cross-cultural adaptation. In this case, teachers, as "the right medicine", are required to have enough patience to understand every student and to help them adapt to Chinese culture successfully.

(b) Dual counseling by trainees and volunteers

In order to helping the overseas students to keep in tune with China as soon as possible in the preparatory department, special arrangements have been conducted, that is, the tutoring by Teaching Chinese as Foreigner Language (TCFL) trainees or volunteers from other majors. All trainees and volunteers will come to instruct overseas students regularly, usually at 3:00p.m.-4:50 p.m. Tutoring will be held at least three times a week. However, since volunteers may not be professionally trained, they will sometimes bring some negative influence to overseas students.

First of all, volunteers are not professional in modern Chinese Pinyin and Mandarin, so there are always some problems in dealing with questions related to pronunciation. Miss Li, the teacher of Class 5 in Preparatory Department, has publicly raised criticism: "some volunteers taught foreign students dialect in their tutoring, so foreign students even wrote dialect words down during the examination. This kind of cases should be avoided." Secondly, due to the lack of cross-cultural communication awareness, volunteers would ignore students' psychological changes in their instructions. For example, there was a case that two volunteers talked about the South Korean drama they had watched together last night during the class break, they made some comments on South Korea, which aroused attention and dissatisfaction from North Korean students. These all the negative side of counseling by volunteers from other majors.

As a matter of fact, it would be better if the university could arrange the professional trainees for instruction. On the one hand, students majoring in TCFL have the sufficient knowledge of modern Chinese and intercultural communication, as well as teaching methods. They will be more professional in tutoring international students. On the other hand, Northeast Normal University can also provide a practice platform for TCFL students, so students could apply the lessons learned in the classroom to the real world, enriching their

teaching experience. This is a win-win model.

Conclusion

Short term students in China often need to go through a series of adaptation process. Taking Northeast Normal University as an example, the paper makes a study on the cross-cultural adaptation from three perspectives: its manifestation, causes and solutions. Then, It clearly show the adaptation process of short-term overseas students. And, finally, based on the analysis, the paper gives some suggestions for short-term foreign students studying in China with special purposes.

Since, it is only a preliminary study, and it is not perfect enough. Through this study, the writer not only have a better understanding on the short-term students' cross-cultural adaptation process, but also realize the cultural differences between China and other countries. It is also one of the purpose of this study.

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Flipped-classroom Implementation Requires Training of Learners' Online Reading Strategies

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[Abstract] *Flipped classroom has been introduced into China and achieved progress in EFL teaching. Powerful internet connections and ubiquitous using of mobile devices make online reading the main source of input for EFL learners. Online reading is also indispensable for the implementation of flipped classroom. This paper surveyed the EFL readers' employment of online reading strategies, analyzed the positive correlation between online reading strategy employment and effective reading, and proposed that online reading strategy training is highly required in EFL teaching.*

[Keywords] *Flipped classroom, EFL, online reading strategies*

Introduction

According to *College English Teaching Curriculum Requirements 2007*, college English teaching should enhance learners to achieve comprehensive abilities of listening, speaking, reading and writing in English. Among these four skills, reading is an essential skill and probably the most important skill for EFL (English as a foreign language) learners to master in academic contexts (Grabe, 1991). It should be the emphasis of EFL teaching and always needs learners' intensive effort.

According to Anderson (2003, p. 8), reading is the interaction of four things including the reader, the text, the fluent reading or the ability to read at an appropriate rate with adequate comprehension, and strategic reading, or the ability of the reader to use a variety of reading strategies to accomplish a purpose for reading.

Since reading comprehension has been distinctively important both in first language and EFL learning, reading strategies are of great interest in the field of reading research. Reading research has also shed light on metacognitive awareness of reading strategies, perception of strategies, and strategy training and use in reading comprehension.

Grabe (2009, p. 449) stresses the importance of reading comprehension strategies clearly: "Acquisition of better reading strategies is apparently needed to crack the illusion of comprehension in readers who are settling for low standards of comprehension; They need to acquire and implement strategies to facilitate deeper levels of comprehension". Thus, support students' reading comprehension through training on appropriate reading strategies has been a main focus for language instructors. Yet due to the complex and com-

plicated factors involved in EFL reading comprehension, designing an effective reading instructional strategy is not an easy task (Hudson, 2007).

Flipped Classroom Requires Effective Online Reading Ability

Nowadays, web-based learning plays an increasingly important role in the lives of EFL learners in China. Online reading serves as one of the main sources of input for EFL learners with the increasing ubiquitous use of computer and other mobile devices. More and more EFL classrooms are engaging learners in online learning tasks. With these developments of digital educational technologies, college English teaching reform in China has achieved great improvement. Flipped classroom, which is proved to be one of the effective EFL teaching forms, is introduced to EFL teaching in China recent years.

Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor (Wikipedia).

To implement a successful flipped classroom, digital research, and online readings for learners are frequently required. English teachers try to expose learners to authentic language on the topics they are learning about via online reading assignments. In this process, to foster positive EFL online reading habits and to train effective online reading ability is highly needed.

In China, most of the universities has provide the students with modern, advanced, and functional computer facilities with appropriate sustained technical support, as well as reliable high-speed broadband Internet connections and administrative support at all levels, some introduced advanced web-educational platforms and various software programs for teachers and students. In flipped classroom, despite videos and micro-classes, teachers link websites, and related reading materials and resources on web-based learning system. However, few students finish the assignments satisfactorily. A question maybe asked: to what extend are they really involved in online reading tasks? Do they employ reading strategies effectively when they read online?

A Survey of EFL Learners' Employment of Online Reading Strategy

In order to know about learners' employment of online reading strategies, a survey has been done among 6 classes in NENU with the help of six college English teachers, in which 223 students were involved in online reading tasks and answering questionnaires, in which 181 valid results were collected.

The first part of this survey is to include an English online reading test to measure EFL learners' comprehension of the online reading materials. Participants were required to complete a test related to five topics which researchers have assigned them to read online in flipped classroom. Researchers provided some reading materials with hyperlinks on online learning platform. And participants were allowed to read more reading materials on line by themselves in order to learn more about the topics. In convenience of collecting data, 5 questions which value 5 scores were arranged for each topic in the test.

The second part of this survey is to complete a questionnaire (table 1) to determine to what extend online reading strategies were employed by students, with the following three research questions:

Question 1: Do you prefer to read in print or online? And why?

Question 2: Do you think reading online have helped you finish tasks in flipped classroom? If yes, explain how.

Question 3: Do you use strategies when you read online with hyperlinks? If yes, what strategies?

The survey was named the Online Survey Of Reading Strategies (OSORS), which is revised from The Survey Of Reading Strategies (Sheorey and Mokhtari 2001). It is scored on a five-point scale in which scores of 2.4 or below demonstrate low strategy use, 2.5 to 3.4 shows moderate strategy use, and 3.5 or above signifies high strategy use. The adapted OSORS consists of 34 items that measure metacognitive reading strategies. The items are subdivided into three categories: global reading strategies (17 items), problem solving strategies (8 items), and support strategies (9 items) (Aly Amer, Thuwayba Al Barwani and Mahmoud Ibrahim, 2010).

Table 1. Mean scores for students perceived use of online reading strategies

Global Strategies (17)		Mean
1	I have a purpose in mind when I read on line	3.2
3	I think about what I know to help me understand what I read on-line	3.4
4	I take an overall view of the on-line text to see what it is about before reading it	3.0
6	I think about whether the content of the on-line text fits my reading purpose	3.1
8	I review the on-line text first by noting its characteristics like length and organization	2.5
12	When reading on-line, I decide what to read thoroughly and what to ignore	2.9
14	When on-line text becomes difficult, I pay closer attention to what I am reading	3.8
15	I use tables, figures, and pictures in the on-line text to increase my understanding	2.2
17	I use context clues to help me better understand what I am reading on- line	2.8
20	I use typographical features like bold face and italics to identify key information.	3.7
21	I critically analyze and evaluate the information presented in the on-line text	2.3
23	When reading on-line, I check my understanding when I come across new information	3.4
24	I try to guess what the content of the on-line text is about when I read	3.9
27	I check to see if my guesses about the on-line text are right or wrong	3.1
29	I scan the on-line text to get a basic idea of whether it will serve my purposes before deciding to read it	3.6
30	I critically evaluate the on-line text before choosing to use its information	3.1
32	When reading on-line, I look for sites that cover both sides of an issue	2.8
	Total of Global Strategies	3.1
Problem-solving strategies(8)		
7	I read slowly and carefully to make sure I understand what I am reading on-line	3.5
9	I try to get back on track when I lose concentration	3.1

11	I adjust my reading speed according to what I am reading on-line	3.2
16	I stop from time to time and think about what I am reading on-line	3.0
19	I try to picture or visualize information to help remember what I read on-line	2.6
25	When on-line text becomes difficult, I re-read it to increase my understanding	3.4
28	When I read on-line, I guess the meaning of unknown words or phrases	3.8
31	I can distinguish between fact and opinion in on-line texts	3.9
	Total of Problem-solving strategies	3.3
Support Strategies(9)		
2	I take notes while reading on-line to help me understand what I read	1.5
5	When on-line text becomes difficult, I read aloud to help me understand what I read	2.3
10	I print out a hard copy of the on-line text then underline or circle information to help me remember it.	2.4
13	I use reference materials (e.g. an on-line dictionary) to help me understand what read on-line.	2.7
18	I paraphrase (restate ideas in my own words) to better understand what I read on-line.	2.6
22	I go back and forth in the on-line text to find relationships among ideas in it	3.4
26	I ask myself questions I like to have answered in the on-line text	2.9
33	When reading on-line, I translate from English into my native language	3.8
34	When reading on-line, I think about information in both English and my mother tongue	3.2
	Total of Support Strategies	2.4
Overall mean of all strategies		2.9

The online reading strategies, as revealed through the OSORS (table 1), indicate a variety of strategies that the EFL learners reported using while reading online. The data shows that the top strategies employed by the EFL learners are Problem Solving Strategies, then Global Reading Strategies. The mean scores are 3.3 and 3.1 respectively, which shows moderate strategy use. While Support Reading Strategies use are the least. The mean score is 2.4, which shows low strategy use. An interesting finding is that students who have the experience living or studying in English-speaking countries employ strategies less frequently compare with other good readers, especially in the using of the Problem Solving Strategies, which include adjusting reading rate, rereading difficult text, and pausing to think about what one is reading, etc. This may need further research in the next step.

Table 2. Correlation between strategy employment and test scores related to online reading

Test Score	21~25	16~20	11~15	6~10	0~5
Mean of strategies	3.8	3.7	3.1	2.3	1.8

The data (table 2) suggested that there is positive correlation between strategy using and score of test related to online reading. Effective readers reported higher use of strategy than did the ineffective readers in

this EFL online reading tasks. They are more aware of strategy use during their online reading process. One of the strategies the ineffective readers employ most is translating English into Chinese and reading aloud when online reading becomes difficult.

Data analysis for the fixed choice questions shows that 65% of the students prefer to read online with hyperlinks rather than in print. 87% of the students perceived that reading online with hyperlinks had helped them to better finish assignments and complete tasks in flipped classroom. It shows learners' favorable attitude toward online reading in an EFL reading context.

The advantage of reading online were summarized as following: Online reading creates a more conducive, self-paced, and motivating learning environment, and provides instant access to a variety of unlimited support resources; it fosters critical reading, and equips learners better to read independently, and makes them more enthusiastic about reading in English.

However, the disadvantages of reading online were also mentioned in their questionnaires: Despite the reason of hurting eyesight, shallow reading is the biggest problem of online reading. Online reading materials are usually different from printed materials in forms, sequence, or even contents. Many participants in the survey indicated that they are easy to be disturbed by other hyperlinks and finally lose direction. Compare with reading in print, inconvenience to mark is another disadvantage of reading online. Taking notes and underlining on a printed document is easier and handier than highlighting on an online text.

Concerning about online reading strategies, most of the students are not familiar with the strategies until they see the questionnaire (table 1). Strategies were employed occasionally without regularity. The mean score 2.9 shows moderate strategy use. Hence, online reading strategies should be trained and enhanced since effective online reading is indispensable in EFL learning today.

Conclusion

Given the increasingly important role of online reading in EFL learning, online reading strategy should be trained among EFL learners. The implementation of flipped classroom requires strategic online readers, who can surf on the massive amount of information online and absorb what they really need.

If students are capable of comprehending what they are reading online through the employment of a variety of reading strategies, they will create a positive attitude toward the online reading tasks assigned by their teachers in EFL flipped classroom. Therefore, if English teachers engaged in training students online reading strategies systematically, it may not take a long time to see students' improvement in flipped classroom in China.

With the reported advantages and disadvantages that the nature of online reading offers, much could be gained by analyzing the EFL learners' mental processes while reading online in order to better train learners in online reading tasks, which may need further research in the future study.

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The Application of Flipped Classroom Teaching Model Based on Micro Class in College English Teaching

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[Abstract] *Flipped Classroom has become a highly concerned teaching model in the global education circle. It remains a question worth considering what is the practical value of flipped classroom in college English teaching and how to apply it into college English teaching. This paper will briefly discuss the research status of flipped classroom at home and abroad, and discuss how to build this brand-new teaching model based on the existing micro class resources and classroom activities.*

[Keywords] *Flipped classroom; College English Teaching; Teaching Model; Micro Class*

Introduction

The in-depth application of information technology in the field of education makes the traditional classroom teaching face a tough test. In this era when teaching model is required to change urgently, we must reform the traditional teaching model to meet the challenges, while flipped classroom is just an effective way to change the traditional teaching model.

Flipped classroom, also known as flipped instruction, VOD (video-on-demand) education, or educational VOD, is generally called the “flipped classroom teaching mode”. It originates from two chemistry teachers Jonathan Bergmann and Aaron Sams from Woodland Park High School in the Rocky Mountains, Colorado. However, the reason why flipped classroom truly draws the attention of education researchers is that in 2011, Salman Khan, the founder of Khan Academy, launched a speech on TED called “Reshaping Education with Videos”. In his speech, he mentions that many free educational videos he has uploaded to YouTube are popular with students and parents, and the videos have received good feedbacks from several pilot schools. In China, Zhang Jinlei, Wang Ying and Zhang Baohui (2012) also mention that by utilizing existing information technology and constructing information teaching environment, flipped classroom re-plans the pre-class, during-class and after-class teaching goals as well as re-arranges the processes of knowledge transfer, knowledge internalization, and knowledge consolidation. This will then realize the flip between the roles of teachers and students in traditional teaching model and innovate the teaching methods.

Flipped Classroom Teaching Model and Its Research Status

As a teaching model, flipped classroom has become a hot issue in the research and practice of scholars and educators at home and abroad. Its positive influence on classroom teaching has been unanimously endorsed by scholars and education practitioners. Harvard professor Eric Mazur plays a significant role in the

development of concepts influencing flipped teaching through the development of an instructional strategy called peer instruction. He published a book in 1997 outlining this strategy, entitled *Peer Instruction: A User's Manual*. He states that the approach of moving information transfer out of the classroom and information assimilation into the classroom allows him to coach students in their learning instead of lecture. In 1993, Alison King published an article *From Sage on the Stage to Guide on the Side*. In this article, he centers on the importance of using class time for the construction of meaning rather than information transmission. Lage, Platt and Treglia (2000) published a paper entitled *Inverting the Classroom: A Gateway to Creating an Inclusive Learning Environment*. This article mainly discusses their research on flipped classrooms at the college level. Eric Mazur (2001) maintains that teachers should change the teaching mode, which means the teaching priority and the amount of time spent on teaching should be given to after-class learning instead of in-class teaching. In terms of the application in colleges and universities, MS Excel set by Marriott School of Management at Brigham Young University and system control course set by Department of Mechanical Engineering at Seattle University have already achieved remarkable success after the practice of flipped classroom. Scholars in China also have started some experimental studies on certain courses by means of questionnaires, interviews, and comparison of students' academic performance to verify the effectiveness of the specific application of flipped classroom. Gao Junhong (2013) demonstrates that the application of flipped classroom helps to reduce the English-writing anxiety of distance-learning students. Lu Qiang (2013) writes a paper entitled *Calm Thinking on the Flipped Classroom: Empirical Research and Reflection*. And Wu Hua and Sun Limei (2014) analyzes the application of flipped classroom teaching mode in math teaching.

The Practical Value of Flipped Classroom in College English Teaching

As a college English teacher, we should find out the intersection between the needs of the society and individual learners. The problem we face presently is to explore a new and effective model of college English teaching to help learners in large-sized classes meet their learning needs and avoid the common defect of being time-consuming while low efficient. Therefore, the teaching model of flipped classroom in college English teaching is of great research significance and practical value, and its practical value can be reflected in the following aspects:

Firstly, flipped classroom teaching model can provide a new teaching philosophy for the reform of college English teaching. College English reform is imperative. However, college English has not experienced a fundamental change and is still in a stagnant state even after a variety of attempts such as ESP English, EAP English and Graded Teaching. Therefore, flipped classroom teaching model will provide a brand-new perspective for the reform of college English teaching and may lead college English teaching out of trouble.

Secondly, flipped classroom teaching model can help establish efficient classroom teaching even for large-sized classes. Because of the contradiction between group teaching and individual differences, passing knowledge in classroom time is doomed to be a flawed method. Flipped classroom, however, will place the stage of knowledge transfer outside the classroom, while the process of internalizing the knowledge in classroom. This, to some extent, will avoid the inconvenience caused by large-sized classes and then help establish highly-effective classroom teaching.

Thirdly, flipped classroom teaching model can encourage the interaction between teachers and students as well as between students and students, which will cultivate students' self-learning ability. Flipped class-

room teaching model can effectively stimulate the enthusiasm and initiative of students with different abilities, so that students can change from passive learning to active learning. Meanwhile, it can effectively enhance students' self-learning ability. In this teaching process, teachers act only as guiders, rather than the authority of knowledge, and this will promote the communication between teachers and students.

Last but not the least, flipped classroom teaching model can share teaching resource as well as create fair and high-quality English Teaching. Graded Teaching has made some achievements. However, to carry out Graded Teaching, college English teachers always use different teaching methods and teaching materials and divides students into different levels on purpose to make them accept different learning contents. At the same time, because of the lack of high-quality resources and high-level teachers, teaching resources are much possessed and utilized by high-level learners, causing low-level learners to experience the vicious spiral in learning. These facts are contrary to the principle of educational fairness. In this respect, flipped classroom teaching model will make sure all the learners share resources, which can help to create fair and high-quality English teaching.

Micro Class and Its Design in Flipped Classroom Teaching Model

In view of the practical value of flipped classroom teaching model in college English teaching, we need to think about how to construct flipped classroom teaching model based on micro class, and how to improve the design and cohesion of pre-class, in-class and after-class activities, in order to achieve the integration of these activities.

Accompanied by micro-blog, WeChat, micro-film and so on, the emergence of micro class is inseparable from the popularity of smart phones and the Internet as well as the needs for micro-content when people do mobile learning. The word "micro" in micro class refers to the content and the length of the class, and the word "class" refers to one class or one course, depending on the purpose of teaching.

As an important part of flipped classroom, micro class directly determines the effect of pre-classroom knowledge transmission and affects the design of teaching activities in the classroom. It will also affect the final teaching effect. Micro class used in flipped classroom teaching model is not a complete class, but serves as a part of the classroom or a collection of several teaching activities. Meanwhile, it can be shown through the network teaching platform. Micro class gives first place to micro-videos, including the teacher's explanation and demonstration, supplemented by course ware, cases, materials and other learning resources. It also gives first place to micro homework, supplemented by online Q & A, online testing, online survey and other learning feedbacks of independent learning activities. The selection of micro-class teaching contents must be based on specific teaching objectives, teaching objects and teaching contents, and the production of teaching videos and collection of network teaching resources should be based on the actual needs of teaching. In addition, feedbacks such as homework and online Q & A need to be set up, information learning environment needs to be provided, and students' progress and problems they encounter in this process need to be known in time. Only in this way can the more targeted counseling be given. Moreover, the length and the degree of difficulty of micro classes should be based on the specific classroom teaching contents. And the length of micro-videos should not exceed 15 minutes. The micro class study time should also be controlled within 30 minutes.

The following two principles should be taken into consideration when we design flipped classroom

teaching model:

To begin with, the teaching model should be constructive to the construction and internalization of the knowledge. Constructionism advocates student-centered, discovery learning where students use information they already know to acquire more knowledge (Alesandrini & Larson, 2002). Thus, students can learn through participation in certain learning activities where they make connections between different ideas and areas of knowledge helped by their teachers who act as facilitators rather than instructors. In this respect, flipped classroom teaching model does the traditional knowledge transmission before class while increase the interactions between teachers and students or between students and students in class. In other words, this teaching design mobilize the students' initiative of learning and stimulate their motivation of learning.

Meanwhile, the teaching model should be constructive to the realization of Graded Teaching. Traditional classroom teaching utilizes the same teaching contents and takes the unified teaching organization. This means a waste of time for top students but makes low-level students worry a lot about their performance. Therefore, enough micro-videos and related learning resources need to be provided to students in flipped classroom, then students can flexibly choose learning resources and arrange learning time according to their own levels and needs, without worrying about hindering other students' learning.

Conclusion

Compared with traditional teaching models, flipped classroom provides a new teaching philosophy for the reform of college English teaching, which can help to create fair and high-quality English teaching, encourage the interactions between teachers and students and cultivates students' self-learning ability. At the same time, we must also know that this teaching model in China is still in exploration stage and there are still many problems and challenges. Therefore, teachers, students and schools should communicate with each other and strive to bring students maximum benefits when using this teaching model.

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An Analysis on the Peer Review Comments in Writing for ESL Students in the Flipping Classroom Context

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[Abstract] *This paper investigates ESL students' peer review comments in college English writing course in the flipping classroom context, specially focusing on the types and features of feedback reviewer produce as well as the back review writers generate to respond to their peers' feedback. This study shows that most of students consider peer assessment beneficial for them in the flipping classroom-aided English writing course. Findings from this study indicate that students' feedback and back review comments have many characteristics in common. Their feedback can be divided into 3 categories: linguistic, cognitive and affective dimension. And back review comments can be classified into 10 types, featuring in 3 categories of positive, negative and neutral response. At the same time, students' implementation rate of revision is rather low due to students' low writing proficiency, a lack of serious attitude and the absence of effective monitoring from instructors in the flipping classroom setting. This research fills a gap in literature regarding the types and features of students' feedback and back review, as well as how the perceived helpfulness affects their revision performance in the flipping classroom context.*

[Keywords] *peer assessment; ESL students; back review; English writing; flipping classroom*

Introduction

English writing ability plays a very critical role for students' professional success in the future. Nevertheless, many undergraduate students are not capable of using English to communicate fluently and properly in writing. This result is partially due to the fact that English writing teaching has always been facing up with the large size of class and time consuming grading process. Therefore, the dearth of highly efficient writing instruction from teachers in company with a lack of self-regulation and self-directed learning ability from students both bring about this difficult situation in college English writing teaching across China. In order to deal with this problem, researchers and teachers tried out many ways to improve teaching efficiency and foster students' automatic learning ability. Among all these methods and teaching models, peer review together with the flipping classroom model arouse great interest among scholars, which can not only achieve both greater time saving efficiency, but also writing instruction effect.

Literature Review

Flipping classroom has ever been considered as a buzzword in the last several years; however, this teaching mode is no longer new in the field of education right now. "Flipping the classroom" means that

students gain first exposure prior to class and use the class time to discuss and make summative evaluation with peers. Much of the feedback students need is provided in class, reducing the need for instructors to provide extensive commentary outside of class (Walvoord and Anderson, 1998). In this case, students can make use of the classroom time to further discuss with peers about their feedback and back review evaluation.

As for the peer assessment in writing, studies have showed that peer evaluation has the benefits of reducing instructors' workload (Rada et al. 1994) and help students correct their mistakes in text and consider audience's response in writing (Cho, Schunn, & Lesgold, 2002). Even though some researchers demonstrate students' resistance and reservations about peer assessment (Liu and Carless 2006; Smith et al. 2002), the application of peer review in writing is still applauded by many teachers and scholars (Cho et al. 2006; Rushton et al. 1993), who prove that online peer assessment is reliable and valid. Additionally, researchers claim that peers can also provide ratings (Falchikov and Goldfinch 2000) and peer feedback is often as effective as instructors' (Topping 2005). However, little work specifically addresses what kind of feedback and back review are provided from reviewers and writers as well as the impact this cycle will have on revision work.

Research Design

Research Questions

The current paper investigates the types and features of feedback and back review comments produced by ESL students, focusing specifically on the following 3 research questions:

1. What types of feedbacks reviewers will provide in peer-review-aided English writing in the flipping classroom?
2. What are the types of ESL students' back review to peer feedback? classroom setting?

Participants

The participants are sophomore undergraduate students majoring in English in one of the private institutions in the northeast part of China. The students taking the same compulsory course called "English Writing" for 2 periods every week. The peer review system participants used is called SWoRD, by which student submit 2 drafts of four assignments in one semester. The total participants were 50 and all of them are reviewers for their peers' paper, but the total number of writer is 42 due to the removal of plagiarism and of those without the second draft. All these students received a systematical training about how to comment writing assignment and write comments following the rubrics provided by the teacher. The rubrics mainly focused on the following specific parts from low prose to high prose: grammar and mechanics, precise language, main idea and topic sentence, evidence, development, clarity, conclusion.

Data Collection and Analysis

In order to collect data and make the analysis, the current paper applied two important computer-aided tools, one is called SWoRD and another is called Beyond Compare 4. Besides, coding scheme is designed and coding process is carried out by two writing experts.

SWoRD (Scaffolded Writing and Reviewing in the Discipline) is a technological innovation focusing on promoting writing across the curriculum. This online peer assessment is developed by the research team of Learning Research and Development Center, University of Pittsburgh. This web-based reciprocal peer review system supports the whole cycle of writing practice of writing, from reviewing, back-reviewing and back-scoring. This system has been used extensively in many different courses and disciplines within universities by a great number of countries throughout the world, including China, the United States, South Korean, Estonian, etc. SWoRD has been proven to be helpful to both writers and reviewers (Cho & Schunn, 2007). All the class used this internet-aided peer review system to upload their paper and provide feedback comments for at least 5 of their classmates, as well as grade and assess others' feedback comments.

Beyond Compare 4 is a data comparison utility that allows people to quickly and easily compare two versions of files at high speed, meanwhile check sizes and modified time. In order to determine students' implementation rate, the current study employs this comparison tool to compare the differences of students' first and second draft of writing assignment and detect the revision part, which will be marked in an obvious color of red.

To fully understand the types and features of the feedback, back review as well as the implementation rate, two writing experts were responsible for the coding process and their coding results are analyzed to test the reliability and correlation. The current paper refers to the coding scheme originally designed by Nelson and Schunn (2009) with minor revisions about the types of feedback and back review comments. First, the feedback and back review comments were further segmented. Each piece of feedback was coded for the presence (coded as "1") or absence (coded as "0") of a list of independent features, namely, linguistic dimension for spelling, punctuation, grammar, expression error, transitional words, reference, sentence fluency; cognitive dimension for thesis, evidence, clarity, sufficiency, depth, consistency, summarization, localization, identifying the problem, giving a suggestion, offering a solution, explanation, comment with certainty; affective dimension for praise and criticism. It is the same with those back review comment, that is, agreement, praise, helpfulness, appreciation, resolution, disagreement, criticism for reviewer, justification, requirement for suggestion and summary (the Kappa values range from .85-.96). Then, the study focused on the students' implementation rate after they received the peer feedback; that is how many mistakes are repaired in the second draft of writing assignment. Each of the segments was coded on whether or not implemented in the revision word. By using the data comparison tool, Beyond Compare 4, two writing experts compare the two drafts submitted and detect the revision made by students. If the writer did the revision correctly, the corresponding segment was coded as "successful"; otherwise, the segment was coded as "unsuccessful". However, if the writer did not make any revision, the segment was coded "no change".

Result and Discussion

Types and Features of Feedback Comment

Peers review is a very significant way for students to evaluate their classmates' writing, detect and diagnose the mistakes. The current paper coded all the segments of feedback based on idea unit and summarized 3 dimensions for different types of feedback including linguistic dimension for spelling, punctuation, grammar, expression error, transitional words, reference, sentence fluency; cognitive dimension for thesis, evi-

dence, clarity, sufficiency, depth, consistency, summarization, localization, identifying the problem, giving a suggestion, offering a solution, explanation, comment with certainty; affective dimension for praise and criticism.

Generally speaking, students mainly focus on linguistic dimension, especially on low prose like spelling, punctuation and grammar in language level and in terms content level, few qualitative comments are generated which can lead to significant revision success for writers. Here are some examples for students' feedback comments:

1. There are some spelling errors, such as para 2 "sprit". It should change into "spirit". (language level)
2. The author uses wrong tense, personal pronoun, the form of direct speech, the Attributive Clause. (language level)
3. The thesis statement: Each person's life only once, how should we spend it? We should be careful to choose. Let us spend a meaningful life through struggle and diligence. In paragraph 8: The meaning of life is a constant struggle. In paragraph 9: The meaning of life is hard-working. (content level)
4. There are five reasons. The author shows the example of Hawking who finally succeed through his constant struggle. And the example of Helen who was blind and deaf, but never gave up. These two specific examples well prove the author's opinions. (content level)
5. Overall, this article is fluent; I can understand the author's point of view from the text. But I also think that this article's argument is not strong enough. (content level)

Types of Back Review Comment

In essence, the function and final goal of peer review is to trigger writer to make improvement in their writing. Even though peer review is regarded to be a win-win strategy for both writers and reviewers, writers' response actually determine whether this whole cycle succeeds or not. In this case, the analysis for writers' back review feedback and their implementation rate are very necessary.

The function of back review comment is to offer students an opportunity to remark on how helpful they found the feedback peers provided. They make comments in both dimensions of language and contents as well as rate peers' feedback quality using a 5-point scale (1- 'very poor' to 5 'very good') One of the major goals of the current research is to find out the type distributions of the back review comments of writers produced to their peer assessment feedbacks.

The current paper found there were 10 different categories in terms of the back review comment, including agreement, praise, helpfulness, appreciation, resolution, disagreement, criticism for reviewer, justification, requirement for suggestion and summary. All these are various responses to peers' feedbacks writers had. Here are some examples for their back review comments:

1. The reviewer suggests me to use some vivid examples to make my document better and I agree with her opinion. (Agreement)
2. I think the reviewer has responsibility. She pointed out my limitations about my passage. (Praise)
3. This review is helpful to me. (Helpfulness)
4. I should pay attention to the diction from now on. (Resolution)
5. I am afraid of disagreeing with these corrections. (Disagreement)
6. I do not think the sentences that you point at are wrong. Meanwhile, the summary which is in the last paragraph does not need to be written very long. I want to have a brief summary, so I wrote one sentence. I

think it is enough. (Justification)

7.I will be appreciating if he/she can give me some advice. (requirement for suggestion)

8.The article should have a clear topic, and the using of language should be fluently. This article should be persuasive.(summary)

In order to interpret the features of back review comments, the current paper attempted to further analyze these types of back review comments. These types can be divided into 3 categories from writers' response. Among all the types of back review comments, agreement, praise, helpfulness, appreciation and resolution belong to positive response; disagreement, confusion, criticism for the reviewer, justification, requirement for suggestion, requirement for explanation and suggestion for the reviewer can be classified into the category of negative response; explanation and summary belong to neutral reactions. In addition, the back review comments produced by writers are not as long as feedback generated by reviewers. The length of idea unit for back review comments is from 1 to 61, and the average length is 12 based on word count, while the length of idea unit for peer feedback comments is from 1 to 180, and the average length is 30.

Implementation

The two writing experts compared the two drafts by the data comparison utility, Beyond Compare 4 and found out the exact location of revision done by the students and coded with "successful", "unsuccessful" and "no change". 75% of writers show agreement and resolution towards reviewers' feedback, indicating they perceive the helpfulness of peer review. However, few students actually take actions in revision. As for the implementation rate of revision, this study found the percentage is not very high, only reaching 27% of the total peer feedback.

Conclusion and Implications

The current paper discussed ESL students' peer review comments in college English writing course in the flipping classroom context. The findings proved the statement in literature that students can provide grades and feedback comments objectively. However, most of the feedback focused on low prose level instead of high prose level, which shows that students have difficulty in both writing and comments in terms of contents level. Second, writers had a rather low implementation rate due to students' low writing proficiency, a lack of serious attitude and the absence of effective monitoring from instructors in the flipping classroom setting. Therefore, teachers should provide further rubrics and trainings as scaffolded instruction to help students understand how to write back review and how to revise their writing assignment based on peers' feedback in the flipping classroom setting. At the same time, since content improvement is a barricade for most of students, instructions should be provided to improve their ability and proficiency. At last, attitude is also a decisive factor to determine the efficiency and effect of peer review in English writing. Great emphasis should be put on by both instructors and students.

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A Brief Study on the Research of Peer Review of EFL Writing at Home and Abroad

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[Abstract] *Writing has always been the most difficult task for the EFL learners. Teachers and researchers make great efforts to find effective strategy to enhance the learners' writing ability. Teachers using peer review as a method to facilitate EFL teaching started several decades ago. In recent years, with the development of technology and the combination of diversified disciplines such as computer science and psychology, peer review is playing a more important and practical role in EFL teaching and researching. This study reviews 25 articles published in the past eight years in the authoritative journals in China and U.S. By reviewing the articles, the author tries to find the trend of the development of peer review study and the feasibility of applying the strategy in Chinese college EFL writing classroom.*

[Keywords] *peer review; EFL writing; computer-assisted*

Introduction

Writing is the most difficult task in EFL teaching and learning. It involves not only the language proficiency, but also the cultural resources, cognitive factor and affective impact. Researchers make great efforts to find effective ways to help enhance the EFL students' writing ability. One of the widely recognized strategies is peer review. Peer review, also termed as peer feedback, refers to a process in which the students as reviewers give comments to the other students' compositions, and the students as writers make back-evaluation or implementation. The peer review may focus on various dimensions. The peer review studies may focus on the rules and conventions (grammar, punctuation, spellings, etc.), content (thesis, evidence) or the overflow (arrangement of paragraphs). The participants of the peer review studies may be different, from the middle school students to the undergraduate or the graduate students. The methods of peer review data collecting may be various. Written drafts, interviews, questionnaires and stimulated recalls are most frequently adopted. Early peer reviews were written on papers and then handed, while nowadays peer reviews are more submitted via computer-based platform or system. The research aspects are different as well. Some researches focus on the quality of the peer review, some on the process. Some researchers pay attention to the impact of peer review strategy on EFL students' writing and some are likely to explore the causes of the quality of the students' reviews from cognitive, social or cultural roots.

The purpose of this paper is to review the peer review studies published in Chinese core journals and corresponding American journals in the past eight years. By comparing and analyzing the published articles, the author tries to summarize the category and characteristics of the past researches and find the value of peer review and the practical methods to be used in the following research work.

The Category of the Articles Published in the Past Ten Years

The CNKI E-resource database and the Elsevier ScienceDirect database are used to collect the studies published in the past eight years. In the 5 Chinese core journals (*Foreign Language Teaching and Research*, *Foreign Language World*, *Foreign Language Education*, *Technology Enhanced Foreign Language Education* and *Journal of PLA University of Foreign Languages*) and 2 other journals (*Journal of Hunan agricultural university* and *Journal of Changzhou vocational college of information technology*), the author find 8 articles about peer review published between 2010 and 2017. In the 5 foreign core journals (*Computer and compositions*, *Assessing writing*, *Journal of pragmatics*, *Journal of Second Language Writing*, *Linguistics and Education*) and 3 other journals (*Journal of writing research*, *System* and *Journal of educational psychology*), 17 articles on peer review study are found. These journals are the most authoritative ones in China and U.S., and the articles selected are precisely on the study of peer review applied in EFL writing.

One of these articles is the review of literature - *Two Decades of Research in L2 Peer Review* by Carrie Yea-huey Chang. Another two article introduce the SWoRD System (rebranded as Peerceptive System) which is a computer-based peer review system explored and developed by the University of Pittsburgh. All the other articles are research-based. The distribution of the articles is shown in Figure 1.

There are 25 articles selected in this study. Articles about computer assisted peer review account for 28% of the total. A relatively large amount of studies focus on the effectiveness of peer review in EFL writing, which also occupies 28%. Another type of peer review articles is comparative study, which accounts for 20% of the total. Many researchers try to compare the features and characteristics of the feedback made by the teachers and by the peer students. Two studies explore the teachers' role in the process of peer feedback, from assigning the writing tasks and providing the reviewing rubrics to training the students' the peer review skills. Two articles focus on the factors that affect the quality of peer review. One study is rather unique, which examines the differences when students give comments in L1 and in L2. All these studies are based on classroom teaching activities. The phenomena and problems truly exist and occur quite often.

Studies on computer-assisted peer review

Computer-assisted language learning (CALL) has featured as the theme of many studies in various fields over the past decades. It has been applied in more practical domains of language teaching and learning. Glenn Stockwell in his book *Computer-Assisted Language Learning* says that studies investing the factors which contributes to learner autonomy in CALL have identified both feedback and interactivity as key elements (Stockwell, 2012, p. 9). It is also a necessary technological tool used in research work and studies. Through data processing, researchers can describe the features and characteristics of a specific subject; keep records of the changes and development; make comparison between target objects; identify and analyze the problem and finally provide suggestions, etc. (Stockwell, 2012, p. 151).

In the collected articles in this study, two peer review systems are introduced. One is Criterion, an auto-

mated writing evaluation tool, which is expected to detect the participants' grammatical performance (Liao, 2016). Liao designs a study to follow the students' grammatical performance in three succeeding essays submitted on the Criterion system. Each draft and the revised essays are closely examined and analyzed. The author finds that students' feedback does play a role in improving the students' grammatical performance, especially when the problems are identified and located for more than one time. The other one is SWORD system, which is explored by the University of Pittsburgh and is rebranded as Peerceptive (Leijen, 2017). Leijen systematically traces back the development of Web-based peer review systems and affirms the positive meaning of the new media. Among many peer review systems, SWORD has certain technological advances of applying peer feedback in ELF writing. In the study, Leijen adopts a case study as well. His study aims at, by applying peer review strategy in SWORD, introducing Estonian college students to academic writing. In his study, he explains the whole process of peer review step by step from providing the students the writing task, setting the feedback prompts to data collection and processing. The result of statistical analysis reveals the features of the peer review and the relationship between the features and the students' revision performance. Zhang Fuhui, in her article, explains in great detail how the Peerceptiv works in form of a case study (Zhang, 2016). Through Peerceptiv system, the teachers set the writing rubrics and the review dimensions, and the students submit their compositions and review each other's writing. The teachers may deal with the content of the review, the reviewing dimensions, the grading prompts and identify the consistency of the review through the system. Data collection and processing is also underway synchronously, which paves the way for further statistical analysis. Another study examines peer review conducted via the SNS (social networking service) (Chen, 2017). The study reveals that SNS-based peer review activity stimulates students' study motivation. The virtual community and anonymous review functions of SNS are likely to solve the face problem and social loafing problem occur in the traditional anonymous review system.

Other articles explore the role of computer-assisted peer review activities from various perspectives. Carrie Yea-huey Chang examines the use of emoticons in students' reviews. The findings reveal the types of the frequently used emoticons and the linguistic, pragmatic and cognitive functions of the symbols (Chang, 2016). Linda Bradley conducts a case study. Non-native English speaking students and native English speaking students collaborate with each other to do the peer review task. The intercultural context gives peer review strategy a brand new world to explore. Linda's study highlights a point that the cultures affect the skills employed by students when they manage the expressions in their reviews to the students of other cultures (Bradley, 2014). Oksana Vorobel in her article explores adolescent ELL students' collaborative work in writing activities both in face-to-face and online contexts (Vorobel, 2017).

Studies on effectiveness of peer review

Studies aiming at the effectiveness of peer review account for a great percentage of the total amount of the articles. All these are empirical studies. The data are collected from many sources: data from students' writing drafts (Yu and Lee, 2016; Lee, 2015; Patchan, 2016; Bai, 2013); questionnaires (Lee, 2015; Bai, 2013; Deng, 2010); interview (Yu and Lee, 2016; Deng, 2010); video recordings of peer feedback sessions (Yu and Lee, 2016). The findings of the researches reveal the main strategies adopted by the students in their peer review task (Yu and Lee, 2016) or the features of the students' peer review (Patchan, 2016). The

students' response to the questionnaire or in the interview shows their perceptions of the peer review. The studies highlight the students' overall preference for having peer feedback (Lee, 2015). Students believe that peer review will provide suggestions for content and structure (Deng, 2010). Peer review strategy may trigger task interest and students' motivation, thus enhance the students' writing ability (Lee, 2015). In Patchan's study, not only the features of peer feedback are coded and identified accurately, the second drafts (the implemented drafts) are also closely examined, too. Therefore, the relationship between the features of peer feedback and the implementation rate is established. The study suggests that the overall praise and localization tend to increase the students' likelihood of implementation, while some other features may even decrease the implementation rate (Patchan, 2016). In another study, the participants are divided into Givers group and Receivers. The students of the former group only give comments to the other students' compositions, while the students of latter group only receive the peer feedback and never give revision to the other students. The result of the study reveals that giving peer feedback tends to benefit students' writing ability more than passively accepting peer revision, especially to the students at the intermediate proficiency level (Hu, 2011). Although the studies overall suggest the feasibility of peer review, there are still some different voices. Bai Liru, in her paper, suggests that peer revision is effective theoretically, but not so practically. The students are more likely adopt teachers' feedback than the peer revision. This may be caused by the students' relatively low language proficiency (Bai, 2013).

Comparative studies on teacher and peer feedback

Among the previously published articles, there are a certain amount of comparative studies on teacher and the feedback. Feedback from the teachers tends to have more validity in many teachers and students' eyes. They believe that teachers have higher language proficiency and have more experience in instructing EFL students' writing. The teachers also have more comprehensive skills at detecting problems and giving proper suggestion to the problems. Many researchers try to find proofs to ascertain the teacher-feedback's validity.

Ruegg (Ruegg, 2014) conducts an experiment. Students are divided into two groups. Students of one group only receive teacher's feedback and students of the other group only receive peer feedback. The scores of the pre-test and the post-test of the two groups suggest that teachers' feedback and students' feedback have different influence on students' writing ability. Teachers' feedback has significant effect on the grammar and content of students' writing, while peer feedback has more significant influence on the organization and academic style of students' writing. Anson (Anson & Anson, 2017) examines corpora of approximately 100,000 teacher and student reviews and finds that both teachers and students meet the standards of "principled response", although teachers perform better than the students.

Chinese researchers also conduct the comparative study on teacher and student feedback. Ji Xiaoling's research suggests that the students have a positive attitude toward feedback from the peer students. However, the higher implementation rate of the drafts reviewed by the peer students does not have a positive correlation with the students' writing proficiency (Ji, 2010). Cai Jigang (Cai, 2011) compares the teacher feedback and the student feedback and finds many positive effects of online peer review, such as enhancing the students' awareness of writing for readers and improving their language proficiency and writing techniques. Kong Wen compares the effects of peer-mediated intervention and teacher-mediated intervention

(Kong, 2013). Both of the two interventions have a positive effect on the language accuracy. The teachers' intervention focuses more on the content and substance problems in students' writing, while peer feedback focuses more on the language.

Studies on training and other factors affecting peer review quality

Many researches (Min, 2016; Vista, 2014) show the importance of training students how to make efficient peer review. Clarifying the review rubrics and teaching students certain skills in making high quality peer review indeed help avoid the vague or even wrong reviews. Jegerski (Jegerski, 2014) studies how L1 affects the students giving feedback. Wu Hongyun's article concentrates on how the changes of language environments affect students' perceptions of English writing and the writing proficiency (Wu, 2017). Language proficiency itself has a significant influence on students' peer review (Allen, 2015).

Conclusion

This paper is a brief literature review. The author examines the articles on peer feedback research published in the recent years. The purpose of this article is to present the current study on peer review. On the one hand, it is necessary to explore the practical application and the pedagogical implications of peer review for the teaching and learning of EFL writing. On the other hand, this work is essential for the author to conduct further research and study because it collects the latest research theories and strategies from various perspectives.

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Peer Review and Its Theoretical Support

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[Abstract] *Peer review is frequently used in the first and second language writing classrooms as a supplement to or substitute for teacher's assessment. The validity and reliability of peer review have long been proved and various benefits of peer review have been reported. More has been said on the practical use of peer review, that is, how peer review influences the text revision or how the implementation of peer review promotes writing while less is discussed systematically about the theories that support peer review. Therefore in this paper, we will elaborate the theories that peer review is supposed to build on and fully discuss how active learning, collaborative learning, Vygotsky's sociocultural theory support peer review.*

[Keywords] *Writing; Peer review; Active learning; Collaborative Learning; ZPD; Scaffolding*

INTRODUCTION

Peer review is frequently used and has been gaining popularity in the first and second language writing classrooms as a response to a shift of writing pedagogy from traditional product approach to a learner-centered, process-oriented approach (Graham and Sandmel, 2011; Lee, 2006). Peer review activities enable students to work together to provide feedback on one another's writing through active engagement with each other's progress over multiple drafts. It is viewed as a supplement to or substitute for teacher's assessment (Hyland & Hyland, 2006; Topping, 2003). A substantial amount of research has shown that peer review can have a positive effect on second language writing as writing is no longer regarded as an individual task but rather may be supported by feedback from peers to improve the text (Lundstrom & Baker, 2009; Min, 2005). As such, there is a need to discuss peer review in L2 writing in greater depth within a unified theoretical framework.

LITERATURE REVIEW ON PEER REVIEW

Peer review, also called peer assessment, peer editing, peer evaluation or peer response is the quantitative and qualitative evaluation of a learner's performance by another learner of the same status (Patchan & Schunn, 2015). It has been advocated for more than four decades as a summative and formative way to evaluate students' writing. Peer assessment is originally defined by Topping (1998), as "an arrangement in which individuals consider the amount, level, value, worth, quality or success of the products or outcomes of learning of peers of similar status". The main goal of peer assessment is not to offer a final mark or eval-

uation, but to enhance the quality of the learning process itself (Dochy, Segers, & Sluijsmans, 1999).

The effectiveness of peer review has been proved through a body of empirical studies. Research testing the validity and reliability of scaffolded peer assessment turns out that peers are capable of providing valid ratings (Cho, Schunn and Wilson, 2006; Falchikov & Goldfinch, 2000) and peer-generated feedback is as effective as or sometimes more effective than teacher's comments. (Cho & Schunn, 2007; Topping 2005). As a result, the use of peer review to evaluate student's writing is fully recommended.

There is burgeoning evidence showing the benefits of peer review in the practice of writing. Contrary to teacher review, peer review can articulate more understandable feedback in terms to peers (Cho & Schunn, 2007; Patchan, Schunn, & Clark, 2010), enhance audience awareness of their own strengths and weaknesses (Tsui & Ng, 2000), generate more positive attitude toward writing (Min, 2005), facilitate learning (Ferris, 2010; Mory, 1996) and so on. Besides, reviewing itself can be a strong learning opportunity and providing constructive feedback is to learners a case of maximizing the learning opportunity.

Given the increasing attention to peer review and the benefits it apparently brings to students, we intend to provide the theoretical interpretations in this paper to deepen the understanding of why peer review promotes learning in the writing. There are several learning approaches and theories coming into our sight. As peer review can be interpreted from different perspectives such as linguistic, cognitive, social, we conceive of the following learning theories or concepts as the fundamental theoretical framework for peer review.

PEER REVIEW AND ACTIVE LEARNING

Active learning is certainly not a new concept in education. The Socratic Method proposed by Socrates is considered one of the earliest documented forms of active learning. Later other educational philosophers such as Dewey (1933), Piaget (1951), and Kolb (1984) have developed the idea and advocated for learning through play, practical and sensory experiences to promote complex intellectual constructs and abstract reasoning. Bonwell and Eison (1991) define active learning as "anything that involves students in doing things and thinking about the things they are doing". Simply put, active learning means students engage with the material, participate in the class, and collaborate with each other.

In passive (objectivist) learning, students "learn" by receiving and assimilating knowledge individually, independent from others (Bouton and Garth, 1983). In contrast, active (constructivist) approaches present learning as a social process that takes place through communication with others (Mead, 1934). The learner actively constructs knowledge by formulating ideas into words, and these ideas are built upon through reactions and responses of others (Bouton and Garth, 1983; Alavi, 1994). Active learning benefits students in way of helping students to be actively involved in their own learning, attain complex objectives, think critically, and solve problems (Bonner, 1999; Bonwell & Eison, 1991; Vos & Graaff de, 2004)

The practice of peer review in writing classroom is a good example of active learning though active learning is not limited to peer review (Bonwell & Eison, 1991). Traditionally, writing evaluation is often regarded as an instructor workload issue and students always sit at recipient side because teacher is commonly viewed as the only authority in the evaluation process. There is no doubt that this student-deprived way of doing is no good to students since failure to learn is a result of exclusion from participation. In contrast, peer review involves active participation of a student in the formative evaluation of another student's work (Pond & Ul-Haq, 1997).

In the process of assessing other's writing, students have to make judgment on their peers' papers, identify the strengths and weaknesses of other's writing, learn to detect the problems and offer a plausible solution. They are likely to be aware of the potential mistakes they may make in their own writings when providing comments on other's writing. What students experience in the peer review process is definitely in alignment with the philosophy of active learning in which active thought, via 'activities' for learning or via re-framing the note-taking process learning is seen.

Moreover, peer review switches the role of students from just writers to both writers and readers. The change, in a sense, turns over the one-way relationship between the teacher and the students and shapes the students from passive recipients of knowledge to active participants in their own learning. As a reader, a reviewer participating in the assessment process, students are allowed to see what happens behind the curtains of an assessment and know more precisely about rating criteria and standards, which, in turn, helps them to reconsider and reevaluate their own writing. Sadler (1998) points out that it is important for students to become progressively independent of their teacher for lifelong learning and thus they have to acquire self-assessment skills in the long term.

In sum, peer review is perfectly in concordance with active learning strategies which include (a) thinking critically or creatively, (b) speaking with a partner, in a small group, or with the entire class, (c) expressing ideas through writing, (d) exploring personal attitudes and values, (e) giving and receiving feedback, and (f) reflecting upon the learning process.

PEER REVIEW AND COLLABORATIVE LEARNING

For the past three decades, educators have advocated collaborative learning as they realize that students do not learn well when they are isolated "receivers" of knowledge. A central tenet in collaborative learning theories is that learning, as well as knowledge itself, is socially constructed. Collaborative learning involves the use of small groups so that students work together to maximize their own and each other's learning (Johnson, Johnson, & Smith, 1991). Collaborative learning is accordingly different from the traditional "direct-transfer" or "one-way knowledge transmission" model in which the instructor is the only source of knowledge or skills (Harasim, 1990). Collaborative learning is believed to encourage active learning through working together and engaging with one another. In other words, learning is not only active but also interactive.

Generally speaking, peer review is consistent with collaborative learning in that peer review process is an interactive and collaborative process among peers. It involves students providing feedback to and receiving feedback from multiple peers who find many different problems and offer different solutions. This multiplicity, the peer-to-peer interaction is found to benefit students in their writing and the feedback from multiple peers works as effective as that from a single instructor (Topping and Ehly, 1998). In some cases, students improve more from this multiple peer feedback (Cho & Schunn, 2007). In peer review process, students negotiate meaning as they help each other revise their papers by pointing out the problems, providing some explanations to clarify misunderstandings and misconceptions, offering plausible solutions, leaving an encouraging praise or disappointing criticism.

Collaboration in peer review also awakes students' awareness that writing is a public, communal act rather than as a private, isolated one. Many students write papers that make sense to them but that aren't

clear or persuasive for others. Peer reviewers help them to realize that they aren't writing for themselves, but for readers. Knowing that their peers will read their papers gives students a concrete sense of to whom they are writing, and why. This awareness also promotes students to do their best for an assignment, as this time peers become the important audience and they are generally quite concerned with looking bad in front of others. The potential pressure and embarrassment from peers may result in a better writing effort. In a word, collaboration helps student writers to develop a sense of audience. Tsui and Ng (2000) identifies that students enhance audience awareness of their own strengths and weaknesses through peer review.

In traditional writing assessment, teacher is the dominant tester, while student remain passive testee. Teachers often produce a more summative evaluation mainly for administrative and reporting purposes, which holds little value for teaching and learning. By contrast, peer review turns the learner or student to be the primary focus of instruction. Through giving feedback and receiving feedback, students exchange ideas, negotiate meanings and help each other in improving a written text. Bruffee (1984, p.6) argue for the benefits of peer's working together to foster a kind of peer-based learning that takes power away from the teacher and puts it in the hands of students. In a sense, peer review help bind learners together into a learning community in which they extend their learning on their own.

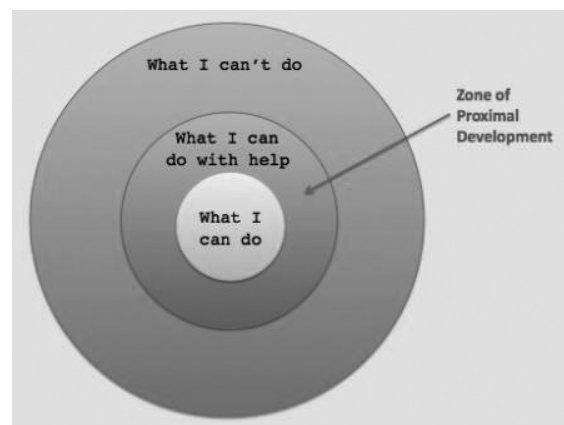
PEER REVIEW AND VYGOTSKY' S SOCIOCULTURAL THEORY—THE CONCEPT OF “ZPD” AND “SCAFFOLDING”

Currently, the most popular and well-accepted learning theory is Vygotsky's sociocultural theory in which “Zone of Proximal Development” (ZPD) and “Scaffolding” are two essential concepts and these two related concepts serve as the most important theoretical basis for the study of peer review. Since the early 1970s, the ZPD has appeared with varying frequency and importance in the study of tutoring, writing, and education.

Vygotsky (1962) suggested that learning takes place through the interactions students have with their peers, teachers, and other experts within their zone of proximal development (ZPD). Vygotsky stated that a child follows an adult's example and gradually develops the ability to do certain tasks without help or assistance. The ZPD is defined as “the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers” (Vygotsky, 1978, p.

86). In other words, the ZPD is the gap between what learners are able to do independently, and what they may need help in accomplishing (Daniels, 2001) or the collaborative construction of opportunities for individuals to develop their mental abilities (Lantolf, 2000, p. 17) In this sense individuals learn best when working together with others during joint collaboration, and it is through such collaborative endeavors with more skilled persons that learners learn and internalize new concepts, psychological tools, and skills.

The concept of ZPD has been used in conjunction with the notion of scaffolding, which refers to the



support mechanism that helps a learner successfully perform a task within his or her ZPD. Typically, this process is completed when a more competent individual—a parent, a caretakers, a teacher, or a more expert partner—helps someone a less competent individual solve a problem. Harris and Hodges (1996) define scaffolding in learning as the gradual withdrawal of adult (e.g., teacher) support via instruction, modelling, questioning, feedback, etc. Once the student, with the benefit of scaffolding, masters the task, the scaffolding can then be removed and the student will then be able to complete the task again on his own.

Vygotsky's concept of ZPD and scaffolding is conceived of as the supportive theory of peer review for it provides a perfect explanation for what happens among peers in the review process. It is common to see students in the peer review are of mixed-ability. The distance between group members plays a vital role in the peer-to-peer interaction. As there is no obvious expert in the peer review process, what peers bring with them is the different knowledge and skills, reflecting their language and learning histories. Though Vygotsky specified that a "more capable peer" is the one who may offer suitable supports to the less competent one through ZPD, it is also conceivable that the relatively weaker student may offer support or advice to the more able ones when they are grouped together. In fact, peers with different abilities working together provide them opportunities to hear from multiple perspectives, stimulate discussion and learn from abundant source of interaction. Research has found feedback made by peer student is more understandable and more useful, because fellow students 'are on the same wavelength' (Topping, 2003). Experts though teachers are in the domain, they may not often be the student helpers who bridge the current developmental progress to a higher cognitive level of thinking which improves their revisions and enhances their writing skills. In the peer review process each learner helps the others by providing extra support. Cazden (2003) points out peers both receive and give advice, both ask and answer questions, assume the role of both novice and expert. It is the collaboration and mutual peer scaffolding that finally lead to learning because peer scaffolding benefits students through enriching their experience in the teaching and learning of writing. Past studies cite joint scaffolding to explain the effectiveness of peer review (De Guerrero & Villamil, 2000; Teo, 2006; Warwick & Maloch, 2003). Furthermore, long-term language development was found as a result of the collective scaffolding (Donato, 1994).

CONCLUSIONS

Active learning, collaborative learning and the ZPD and scaffolding concept in Vygotsky's sociocultural theory constitute the cognitive support for peer review. These theoretical stances, in fact, complement and to some extent overlap each other to support the use of peer review in the second language writing class. Besides, it is obvious that process writing theory and second language acquisition also serve as the theoretical basis for peer review as our setting is second language writing though they are not the focus of this paper. All in all, understanding these supportive theories paves the way to a better understanding of the practice of peer review.

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The Relationship between Vocabulary Knowledge and Reading Comprehension in Second Language Acquisition

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[Abstract] *The relationship between vocabulary knowledge and reading comprehension is one of the most important topics in the field of second language acquisition. This paper mainly reviews their relationship from three perspectives: first, the components of vocabulary knowledge; second, the nature of reading comprehension and the effect of individual differences in L2 reading comprehension; third, the relationship between L2 reading comprehension and several important variables in vocabulary knowledge (e.g. vocabulary breadth, depth and coverage, etc). Finally, it explores the gaps in the current literature and points out the future research orientation of this topic.*

[Keywords] *Vocabulary knowledge; reading comprehension; second language acquisition*

Introduction

Students need to gain a large amount of vocabulary in L2 in order to decode the texts. A large number of studies in second language (L2) have indicated that vocabulary knowledge is one of the best predictors of learners' reading ability and the capability to obtain new details from texts, for the amount of familiar and unfamiliar vocabulary is one of the most significant elements in discerning the complication of a text. On the other hand, reading comprehension could be seen as a process versus a product; as a sum of parts versus a whole or having varying degrees. Research in reading has often tended to investigate the effect of different variables on reading comprehension at varying degrees, from different perspectives, within different frameworks or models, at different levels of proficiency and different cultures or with subjects of different languages. It is widely discussed that reading comprehension requires many supporting skills and vocabulary knowledge is one of the most basic variables. Therefore, the relationship between vocabulary knowledge and reading comprehension is an important topic. In the light of the previous studies, this study attempts to investigate the relationship between vocabulary knowledge and reading comprehension.

Vocabulary Knowledge

What is involved in vocabulary knowledge has been discussed for many years in the field of second language acquisition. Although a sound consensus has not been reached, it is widely acknowledged that vocabulary knowledge is a multidimensional concept and should cover various kinds of linguistic knowledge: lexical knowledge (e.g. pronunciation, spelling, morphology), syntactic knowledge (e.g. part of speech, syntac-

tic function) and semantic knowledge (i.e. relationships between words or senses, such as hyponym, synonymy, antonym, collocation, and pragmatic properties) (Moghadam, Zainal, & Ghaderpour, 2012).

Taking these features into consideration, researchers have proposed several components vocabulary knowledge should take in. For example, Nation (2001) puts forward that word knowledge should at least includes three aspects: word form (oral and written), meaning, and use (p. 23). Qian (2002) concludes that the conceptual framework of vocabulary knowledge comprises four components: (1) vocabulary breadth (the quantity of words learners know); (2) vocabulary depth (the quality of word knowledge learners have); (3) lexical organization; (4) “automaticity of receptive-productive knowledge” (p. 516). However, compared with the third and fourth dimensions, the first two components (vocabulary size and depth) are widely known and discussed in the studies of second language acquisition (SLA). As vocabulary size is about “the knowledge of form – meaning connection”, it is relatively easy to conceptualize and researchers usually operationalize it by counting the known lexical items learners know (Schmitt, 2014, p. 915). On the contrary, vocabulary depth can be defined and conceptualized in many different ways as it is not a strict concept (Schmitt, 2014, p. 920), for example, knowledge of individual lexical items, greater lexical organization (lexical syntagmatic and paradigmatic relations with each other), receptive and productive knowledge, fluency, etc. are all the variables discussed in the study of vocabulary depth. To conclude, vocabulary size mainly focuses on the explicit aspects of lexical knowledge, while vocabulary depth usually takes the implicit vocabulary knowledge (e.g. polysemy, associations and collocations) into consideration (Schmitt, 2014, p. 918).

Although there is a wealth of discussion on the distinction between vocabulary size and vocabulary depth, the exact relationship between the two constructs is still far from clear, as the possibility of overlapping between them depends much on how each concept is conceptualized and measured (Schmitt, 2014).

Reading Comprehension in Second Language Acquisition

As an important skill for the development of the target language, reading comprehension becomes a crucial skill for both ESL and EFL learners. Reading is not only a dynamic process in which “features of the text and characteristics of the reader interact during the process of interpretation” (Pasquarella, Gottardo, & Grant, 2012, p. 477), but a complex interrelationship among oral and written language skills during the construction of meaning as well (Pasquarella, Gottardo, & Grant, 2012). Therefore, the nature of reading comprehension, i.e. an issue of reading or an issue of language, has been one of the main concerns in studies on L2 reading.

Component-skills approach has got a growing popularity in L2 reading research at the beginning of 21st century. This approach views reading as a multiple cognitive processes in which different variables (e.g. word decoding, syntactic processing, metacognition ability and vocabulary knowledge) interact with one other and its measurement should involve different subskills in reading comprehension (Jeon & Yamashita, 2014, p. 161). With this approach, researchers can not only observe the interaction between different processes, but also examine what contribution each process can make to reading comprehension (Jeon & Yamashita, 2014, p. 161). Furthermore, based on different theoretical frameworks or models, researchers also investigated the effects of individual differences on reading comprehension from two perspectives: (1) L2 knowledge variables (e.g. vocabulary, grammar); (2) cognitive and/or metacognitive variables (e.g., cog-

nitive strategies, metacognitive strategies, working memory, etc) (Nergis, 2013). Although substantial correlations between these variables and reading comprehension have been found, L2 vocabulary knowledge has been examined to have a closer link with L2 reading and has been tested as one of the high-evident correlates (Jeon & Yamashita, 2014).

The Relationship between Vocabulary Knowledge and Reading Comprehension in Second Language Acquisition

As is discussed above, word knowledge is multidimensional concept consisting of various types of knowledge (e.g. size and depth, receptive and productive, etc), therefore, the correlation between vocabulary and reading is quite sophisticated, which makes it possible for researchers to explore their complicated association from different perspectives and with various methodologies. Additionally, the wide range of word knowledge is acquired by L2 learners gradually, which makes it possible for researchers to examine effect of vocabulary variables respectively on the development of L2 reading comprehension.

First, the relationship between the breadth and depth of vocabulary knowledge and reading comprehension has been discussed for more than three decades and is one of hottest issues in the research of second language acquisition. Probably because of the difficulty in the measurement of vocabulary depth, early research focus more on the role of vocabulary size. A lot of studies have found a relatively high correlation between the size of vocabulary knowledge and reading comprehension. For example, Laufer (1992) has found that their correlations ranging around 0.50-0.75. However, the effect of vocabulary depth on reading comprehension wasn't recognized until the end of the 20th century when researchers came to realize the equal importance of the two dimensions. For example, Qian (1998) found that vocabulary depth knowledge had an significant effect on adults' L2 reading comprehension, and Qian (1999) furthered his study by comparing the roles of the two dimensions (depth and breadth) in reading comprehension and found that although the three variables were highly, positively correlated, vocabulary depth contributes more in the prediction of reading comprehension level. Qian (2002) validates the positively correlated relationship among the three variables (size, breadth and reading) in academic settings in which the vocabulary depth is conceptualized as learners' knowledge of synonymy, polysemy and collocation. These three successive studies by Qian not only have revealed important roles vocabulary knowledge (both size and depth) plays in reading comprehension, but have laid a solid foundation for future relevant researches. For example, Proctor, Uccelli, Dalton, and Snow (2009) associate the vocabulary depth with learners' ability in connecting the word meanings across contexts and investigate the effect of semantic depth on reading comprehension. Li and Kirby (2015) explore the respective roles breadth and depth of vocabulary have on word reading and reading comprehension, and find that vocabulary breadth plays a more significantly role in the tasks of general understanding of text (e.g. multiple-choice reading comprehension), while vocabulary depth contributes more to deeper text processing (e.g. summary writing).

The relationship between vocabulary coverage (i.e. the number of words in a text the reader knows) and reading comprehension has also been well examined. For example, N. Schmitt, Jiang, and Grabe (2011) explore the correlation between the percentage of vocabulary and the degree of understanding in reading a text with participants from eight countries. Their findings suggest that although a relatively linear relationship can be detected between the two aspects, a vocabulary "threshold" cannot be identified for sufficient

reading comprehension, and propose that 98% word coverage is more reasonable target for readers of academic text. However, Martinez and Murphy (2011) point out that multiword expression which are often composed of highly frequent words are not covered in the 98% figure and that learners' comprehension tends to decrease significantly in the presence of the meaningful formulaic language, and students, therefore, shouldn't ignore the meaning and function of these expressions.

Some researchers explore the links between vocabulary and reading by comparing contribution that vocabulary knowledge and other variables make to reading comprehension. Zhang (2012) compares the contribution of vocabulary and grammatical knowledge to reading comprehension respectively on the basis of structural equation modeling analysis, and reveals that vocabulary knowledge has a more significant influence on reading than grammatical knowledge. Jeon and Yamashita (2014) conduct a meta-analysis on the average correlation between ten key reading component variables (four high-evidence correlates and six low-evidence correlates) and reading comprehension and find that vocabulary knowledge ranks second among three strongest correlates of L2 reading comprehension (i.e. vocabulary knowledge, grammar knowledge and L2 decoding), with L2 grammar knowledge and L2 decoding ranking first and third respectively.

Implications and Conclusion

Although the relationship between vocabulary and reading have been explored from different perspectives in the field of SLA, the precise nature of their relationship is still not very clear. The measurement of vocabulary depth needs much improving since most of them "have not always been well designed" (Li & Kirby, 2015, p. 619). Therefore, it is quite necessary to narrow down vocabulary depth to some specific aspects in order to have a clearer picture of the role of vocabulary knowledge on reading. To my knowledge, however, studies on the effect of learners' polysemy knowledge on L2 reading are still quite few. The multiple senses of polysemous words are the important part of vocabulary depth knowledge, but pose greater challenge to L2 learners. Furthermore, L1 lexical concept and network definitely have some positive or negative transfer effects on its L2 counterparts. However, the differences between L1 and L2 in polysemy representation and the influence of the differences on vocabulary acquisition and reading comprehension have not been sufficiently explored yet. Therefore, future research can be conducted from the following perspectives:

First, although a universally accepted, general measure of lexical proficiency does not yet exist, so, it is important and necessary to find the individual indicators that contribute to an understanding of overall L2 lexical proficiency and the growth of lexical networks, for example, L2 learners' lexical diversity, frequency values, semantic overlap, differences in mental lexicon, L2 decoding, lexical inference strategies, idiomaticity (multiword expressions) and polysemous words, etc. However, these factors have been proven significant predictors of reading comprehension, so relations among these variables in L2 learners can be further explored.

Second, the Word Associates Test was a good design to cover polysemy and collocation, but it didn't take automaticity and lexical organisation into consideration. On the other hand, L1 lexical concept and network definitely have some positive or negative transfer effects on its L2 counterparts. In other words, the differences of polysemy representation between L1 and L2 in learners' mental lexicon and their influences on L2 vocabulary acquisition and L2 reading comprehension have not been sufficiently explored yet. There-

fore, future research should take the conceptual and semantic differences into consideration in examining L2 learners' vocabulary depth. Some psycholinguistic experiments can be made to explore the influence of L1 lexical network on the L2 metaphorical extension by comparing the English and Chinese lexical networks in the Chinese EFL learners' mental lexicon.

Third, lexical acquisition is a complex process and the exploration of vocabulary knowledge benefits from both computational and quantitative approaches and qualitative approaches as well (Crossley, Salsbury, & McNamara, 2010). Consequently, a mixed method that uses a computational approach supported by a qualitative analysis is quite necessary and beneficial for the evaluation of L2 vocabulary knowledge. Since it is impossible to examine all the factors affecting reading comprehension all at once, it is more reasonable to compare and contrast the predictive effects of specific variables against each other and elicit the role of each of them in determining reading performance.

Finally, although it is difficult to arrive at a comprehensive model of L2 reading comprehension processes and vocabulary knowledge out of the accumulated evidence, in the future it will be important to pursue a structural equation modeling (SEM) of reading and lexical components. Such research would help us take a step closer to the intricacies of interrelationships among all lexical predictors (i.e. a comprehensive picture of L2 lexical proficiency and the nature of lexical networks) and L2 reading comprehension while managing the methodological imperfections through the benefits of SEM.

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Designing EFL Flipped Classroom Teaching Model (FCTM) to Promote the Higher-Order Thinking Skills (HOTS)

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[Abstract] *Higher-order thinking skills (HOTS) is regarded as an important ability to promote social development. With its unique superiority, the flipped classroom provides desirable conditions for the development of HOTS. This paper analyses the necessity and feasibility of using FCTM in Chinese college English instruction to cultivate students' HOTS. Moreover, it constructs the college English FCTM for enhancing HOTS. Finally, it adopts the specific teaching case to provide references for improving the students' HOTS, and optimize and enrich the theory of flipped classroom teaching.*

[Keywords] *Flipped classroom, Higher-order thinking skills, College English instruction*

Instruction

The Chinese Ten Years' Development Plan of Education Informatization (2011-2020) clearly pointed out that the new educational informatization environment should be established based on the integration of information technology and education. It's necessary to optimize education mode and promote education reform. Twenty-first Century is the era of information science and the information is updated rapidly, which poses the new challenges for people extracting and receiving information. What kind of thinking ability learners should have in order to adapt to the development of the information society is the problem that the Chinese and foreign educators are considering. In early 1960, the National Education Association in America considered the thinking skills as the basic idea and attached importance to the enhancement of students' HOTS in mathematics and science. In the conference of International Education Information Technology (2015) in Qingdao, China, President Xi Jinping pointed out that the construction of learning society (everyone can learn everywhere anytime) and the cultivation of a large number of innovative talents are the major issues facing humanity. Thus, higher demand for the cultivation of students' ability to solve problems and students' decision-making, critical thinking and creative thinking are put forward. The cultivation of high order thinking has become the mainstream of education research in recent years.

Since the 70s of last century, College English Teaching in China has gone through fifty years. Teachers are still playing the role of the former English teacher dedicating to the "grammar, words and test". The

aim of teaching is to help students pass the National English Test Four and Six. College students still study English in conservative way based on lower-order thinking skills (memorizing and imitating) even with higher English level and rich teaching resources in the network environment. Consequently, college students lose their interest in English and barely promote their HOTS. As Cai Jigang (2017) indicated that college English teaching should cultivate students' ability of questioning and scientific capability. College English should not be homogeneous with primary and middle school. In College English reading class, students should be required to analyze the reliability of author's views, arguments and conclusions, and put forward their own views in order to cultivate students' questioning spirit and critical thinking ability. He Xiaolan (2014) stated that college English education can improve students' thinking quality and learning efficiency through the integration of thinking training and knowledge acquisition.

China's Key Points of Education Informatization in 2017 clearly indicated that to explore the application mode of information technology such as flipped classroom and e-learning. As a unique teaching model, flipped classroom has aroused universal attention and shown its superiority. Ogden et al. (2014, p. 49) stated that the flipped classroom approach is "a pedagogical design that replaces what typically takes place during a face-to-face lecture (passive transfer of knowledge) with engaging activities and assign the lecture as homework for students to complete autonomously outside of class." In America, Millard (2012) suggested that the flipped classroom can contribute to student engagement, team-based skills, classroom discussion. In addition, students prefer flipped classrooms to traditional lectures (Lage et al., 2000). Zhang Jinlei (2012) summarized three characteristics of flipped classroom: firstly, the role of the teacher changed from the knowledge provider to facilitator and director; secondly, the lecturing during class is reduced and the collaborative learning is enhanced; lastly, students control the pace of learning process.

Literature Review

Definition of HOTS

In 1956, the educational psychologist Dr. Bloom created Bloom's Taxonomy in order to promote higher forms of thinking in education. The first three domains are in the lower level of thinking considered to be "lower-order thinking skills", the latter three domains are in the higher level of thinking considered "higher order thinking skills". In 2001, the taxonomy has been revised by Anderson et al. (2001) as Figure 1 shows:

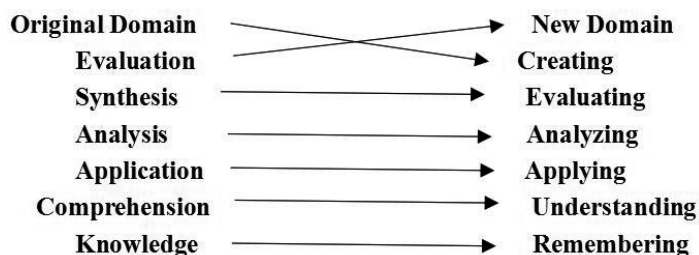


Figure 1 Comparing the original domain with revised one

This new taxonomy reflects a more active form of thinking and is perhaps more accurate.

Researches about HOTS in flipped classroom both in China and abroad

In the past two decades, educators discovered that higher-order thinking skills did not appear automati-

cally in most students, so that specific higher-order thinking skills should be taught explicitly and directly at various points in a unit or during a semester. (Williams, 2015) Chinese scholar Zhong Zhixian (2004) also pointed out that HOTS can be cultivated and trained through the appropriate teaching conditions. Dr. Abdulrahman (2015) explored the impact of the flipped classroom on higher education students' creative thinking. The results indicated that the flipped classroom may play an important role in the promotion of higher education students' creativity and it may have a positive impact on students' creative thinking. Dr. Alsowat (2016) aimed at the effect of a suggested EFL Flipped Classroom Teaching Model on graduate students' English higher-order thinking skills, engagement and satisfaction. The result also showed that the flipped lessons were more effective in improving students' oral proficiency and the students' overall English skills. Han Fangfang et al. (2015) designed a flipped classroom teaching mode aiming at enhancement of HOTS for mathematics in primary school; Zhu Maolin (2015) designed the flipped classroom teaching mode for the intermediate accounting majors in the perspective of critical thinking training. So far, there is no research on the College English FCTM for the improvement of HOTS.

The feasibility of integrating HOTS into flipped classroom

Flipped classroom is more conducive to the cultivation of HOTS under the guidance of constructivism theory. Firstly, the characteristic of "learning before teaching" in flipped classroom is the premise of higher-order learning. Students watch the abundant learning resources before class not only knowing more about the content beforehand but also practicing autonomous learning, therefore students can devote more time to the classroom activities for the cultivation of HOTS in class. Secondly, students construct knowledge framework collaboratively which is the key to the cultivation of HOTS. Interaction between students and teacher is the important part in flipped classroom which can promote students' HOTS. Thirdly, the personalized guidance in the flipped classroom is more conducive to the improvement of HOTS. In this model, the student is the main body of the class and the teacher plays the role of guidance. Since most of the class time is the independent or cooperative learning, teachers have a lot of time to guide students' study. Teacher can give timely guidance if necessary, which is helpful to the cultivation of higher order thinking. Alsowat (2016) explained how HOTS and LOTS are treated in the flipped classroom approach in Figure 2.

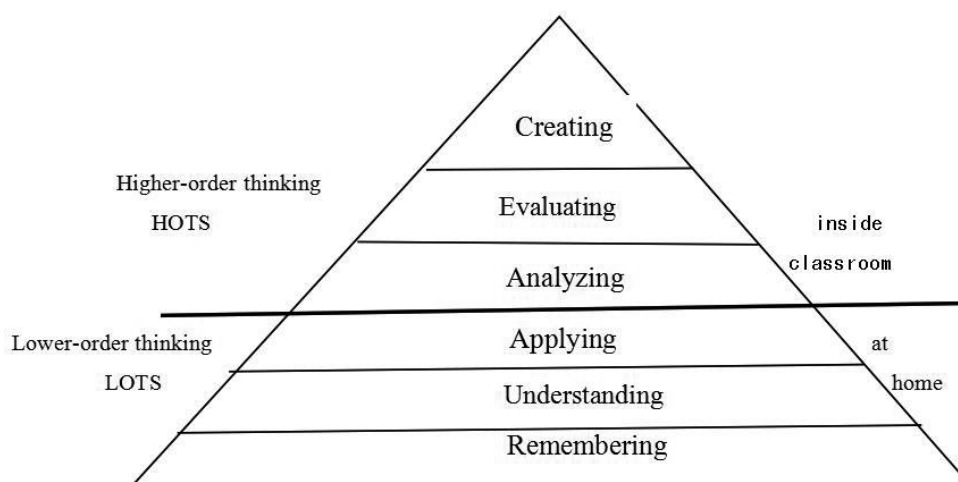


Figure 2. HOTS and LOTS in the flipped classroom

The learning stage before class in flipped classroom is also the process of cultivating students' lower-order thinking (remembering, understanding and applying) under the condition of students' autonomous Learning. The learning stage in class in flipped classroom is the process of cultivating students' higher-order thinking (analyzing, evaluating and creating) under the condition of problem-solving.

Teaching Model Design

The mode design adheres to the following two principles:

- Using of inquiry, discovery and research-based learning model is the foundation of mode design. Class activities such as cooperative learning, discussion, role playing, project research, simulation of decision making contribute to the development of learners' HOTS. Facing with the problems, the learners may solve them and make decisions through "inquiry" and "independent analysis" method,
- Replacing the closed-ended problems with open-ended problems can reconstruct teaching content. The courses are reorganized through the form of question to create a real, complex, challenging and attractive learning task. (Zhong, 2004) Hollingworth & Mcloughlin (2002) provided the principles of problem design: narrative questions describing the real environment; reflecting the diversity of plot and point of view; task-based problem that achieved collaboratively.

This model (Figure 2) was constructed by reference to Han Fangfang et al. (2015) who designed a model for students of mathematics major. Some appropriate adjustment was made in terms of characteristic of English major.

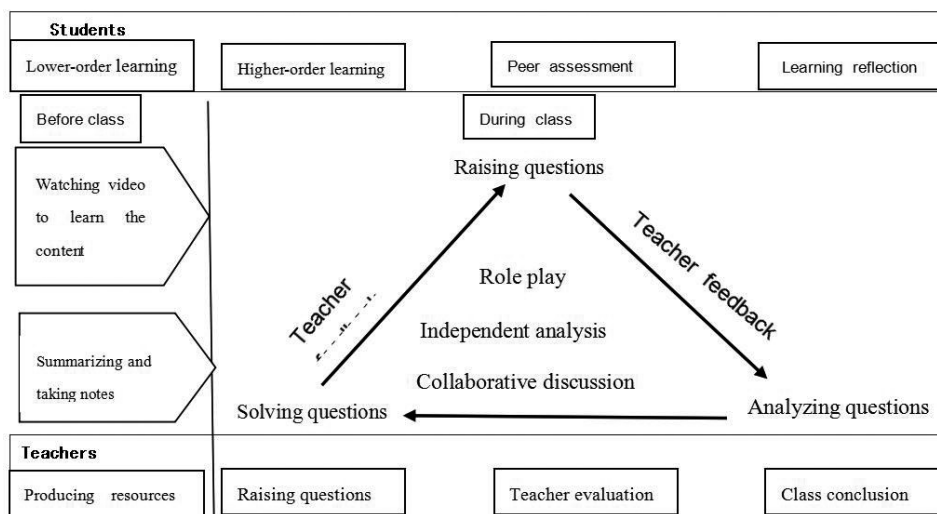


Figure 3. The design of College English FCTM for promoting HOTS

This model is constructed based on the analysis of the flipped classroom teaching model aiming to improving students HOTS. The model is divided into two stages (before class and in class). At the stage before class, the students learn the video by themselves. The problems asked at this stage are simply about the basic understanding of the words and the content. It belongs to the stage of lower-order learning which emphasizes the ability of remembering, understanding and applying. The purpose is to cultivate students' ability of autonomous learning and lay a foundation for higher-order learning. During the class, the knowledge is internalized through the oriented-problems and the cooperative inquiry. It belongs to higher-order learning stage that emphasizes ability of analyzing, evaluating and creating.

This model will be used for specific classroom design--the English reading text “Icy Defender” .

Table 1. Flipped classroom teaching design of college English reading text “Icy Defender”

Learning objectives	
Knowledge and skills	Mastering the basic vocabulary and phrases; Analyzing the structure of the article; Summarizing the general meaning of the passage
Process and method	Analyzing and solving problems through collaborative exploration
Emotion and attitude	Students develop the habit of independent thinking and collaborative inquiry, and cultivate HOTS in the process of solving problems.
Learner analysis	Second year college students have the ability to think independently, but they lack the spirit of innovation.
Learning content	The text expresses the idea that the natural environment has the decisive impact on war through describing two wars between Napoleon and Hitler to the former Soviet Union.
Teaching time distribution	Two lessons (one and half an hour each lesson)
Flipped classroom activity design	
Before class: Lower-order learning in autonomous learning environment	
Activity 1	Watching the movie "the battle of Stalingrad" for five minutes and thinking about the question: How did the Soviet people face the enemy invasion? What is the main reason for the victory of the Soviet people?
Activity 2	Watching the PPT for ten minutes and answer each question.
In class: Higher-order learning in problem-solving environment	
Activity 1 Basic knowledge cooperative learning	Discussing in groups about the new vocabulary and difficult sentences in the text, and asking the teacher if necessary. Discussing the questions in the teaching materials before class
Activity 2 Analyzing Problem solving Cooperative learning	Question 1: Napoleon faced with a dilemma, and if you were him, what would you choose? Why? Question 2, If Hitler occupied the former Soviet Union in World War II, How will the world change? Question 3: what did you learn from the victory of the Soviet people? Question 4 comparing the similarities and differences between the two wars, Depicting the common features of Napoleon and Hitler
Activity 3 evaluating	Question 5 what is the author's purpose of writing this article? Question 6 Evaluating two characters in the text: Napoleon and Hitler.

Creating Collaborative exploring	<p>Question 7 Do you totally agree with the author's argument? Do you have any other valid arguments?</p> <p>Question 8 The group debating about whether war could bring peace".</p>
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Conclusion

In general, with the new challenges of the information age, the development of HOTS has been paid more attention in the world. How to cultivate and train the HOTS consciously and how to integrate the development of higher order thinking into the specific teaching activities have become the focus of the scholars domestically and abroad. Based on the theory of constructivism, flipped classroom provides favorable conditions for the development of HOTS. College English teaching aiming at the improvement of HOTS is not only in line with the needs of the development of College Students' thinking but also in line with the needs of the times. However, it is necessary to conduct further research on how to evaluate the HOTS and how to enhance HOTS under the info environment.

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Vocabulary Teaching Or Reading Training? : A Quantitative Study on the Methods in Improving Chinese ESL Learners' Reading Performance

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[Abstract] *Vocabulary teaching and reading strategy training have been proposed by researchers to improve Chinese learners' English reading performance. But which is more effective? Comparing the two methods, this quantitative study made an experimental research, randomly dividing 48 sophomores majoring in English into 3 groups, two experimental groups and one control group. The treatment factors were vocabulary teaching and reading strategy training. The analysis of the data shows that both vocabulary teaching and reading strategy training have statistical significance in improving ESL learners' reading performance, while vocabulary teaching has more obvious effect. This study is hoped to inspire teaching application in ESL reading courses.*

[Keywords] *Vocabulary teaching; Reading training; Reading performance; Chinese ESL Learners*

Introduction

Most Chinese learners of English as their second language (ESL) are puzzled by the problem of improving their reading performance. It is confessed that without a considerable amount of vocabulary, Chinese learners cannot further their English study at more advanced levels. Thus some strategies of vocabulary memorizing are introduced to and studied by Chinese learners to improve their reading performance in English. Some researchers approve of vocabulary teaching, but some teachers of English think reading strategy training is more important to help ESL learners to read efficiently.

There have been some researches focusing either on the role of vocabulary teaching or the role of reading strategy training in reading performance. But few researches tried to compare the two methods in their effect on ESL learners' reading performance.

By way of experimental research, this study makes a quantitative analysis and tries to compare the two methods in their effect on reading performance and aims to answer the following questions:

- 1) Can vocabulary teaching obviously improve ESL learners' reading performance?
- 2) Can reading training obviously improve ESL learners' reading performance?
- 3) Which method is more effective in improving ESL learners' reading performance, vocabulary teaching or reading strategy training?

Previous Studies

Studies on Vocabulary and Reading Performance

Some researchers have focused on the relationship between vocabulary teaching and the improvement of ESL learners' reading performance. In 1996, Hei Yuqin reviewed the study on ESL reading and vocabulary teaching. Yang Zhiqing and Deng Wei (1996) used statistical method studying the influence of vocabulary teaching on ESL learners' reading performance, proving that vocabulary teaching facilitates ESL reading performance. Ji Chunmei (2008) and Zhang Yuxia (2015) got the same conclusion with Yang Zhiqing and Deng Wei's. Some studies have proposed vocabulary teaching strategies in English reading courses such as Chen Zhou (2013) and Zhao Juxiang (2016). It is proved that vocabulary teaching plays a positive role in ESL learners' reading performance.

Studies on Reading Strategy Training and Reading Performance

Studies on reading strategy training and reading performance among ESL learners have found that to train learners' reading skills would improve their ESL reading performance. Meng Yue (2004), Xue Fuping (2006) and Lin Suqin (2010) analyzed the positive influence of reading strategies on ESL learners' reading ability. Wen Yaofeng and Guo Ruiqing (2007) studied ESL reading strategy training aiming to improve learners' reading ability. Zhang Ligai (2009) proved that reading strategy training could change ESL learners' reading attitudes and methods and can facilitate learner autonomy.

Researching gap

The above researches are helpful in studying the role of vocabulary teaching and reading strategy training in improving ESL learners' reading performance, but they focused either on the role of vocabulary teaching or the role of reading strategy training in reading performance, and few researches tried to compare the two methods in their effect on ESL learners' reading performance, and there were few quantitative researches in this field. Thus to make up the above research gap, this study tries to compare the two methods by a quantitative study, hoping to find out an effective way of improving ESL learners' reading performance.

Research Design and Methodology

Hypothesis

The purpose of this study is to compare and testify the effect of vocabulary teaching and reading strategy training on ESL learners' reading performance, and solve the problems 1), 2) and 3) mentioned in the introduction part. Accordingly, the hypotheses are:

- 1) Vocabulary teaching obviously improves ESL learners' reading performance;
- 2) Reading strategy training obviously improves ESL learners' reading performance; and
- 3) Vocabulary teaching is more effective than reading strategy training in improving ESL learners' reading performance.

Hypotheses 1) and 2) are based on the previous studies that have been reviewed, and hypothesis 3) is

based on our teaching experience and the fact that the subjects are Chinese ESL learners and new words are a great barrier in their reading comprehension. Different ESL learners have their own different reading strategies which have been formed in their long-term learning process, and their own reading strategies could be changed and improved by training but the effect may not be so obvious as that of vocabulary enlargement.

Subjects

The subjects were forty-eight sophomores majoring in English at Shandong University of Finance and Economics in Shandong Province. They were averagely aged 20.4 years old, and all of them were Chinese ESL learners. There were 42 female students and 6 male students, but gender factor was not taken into account in this study.

Experimental Procedures

The experimental procedures are:

1) Pre-test: The forty-eight subjects were asked to read four passages randomly chosen from proficiency test TEM4 with the total scores of 40, and they did the reading comprehension exercises in fifty minutes. Then the data of their scores in pre-test were collected. The participants were told to do so without knowing the real purpose of the test.

2) Group-division: The participants were randomly divided into three groups by choosing numbers of 1, 2, and 3. There were 16 in the control group, 16 subjects in the experimental group exposed to vocabulary teaching, 16 in the experimental group exposed to reading strategy training. They were not told about the purpose of the division.

3) Experiment-reception:

The “reading-training” experimental group got two months’ training in reading strategies with the direction of the teacher who teaches the skillful ways of reading using different strategy patterns, and at the same time they were exposed to practice in doing exercises of reading comprehension.

The “vocabulary” experimental group got two months’ vocabulary training with the direction of the teacher who was trained to teach vocabulary in various ways of vocabulary memorizing strategies, and at the same time they were exposed to practice in doing exercises of reading comprehension.

The control group normally went on with their usual English courses.

4) Post-test: Two months later, the three groups were asked to read another four passages chosen from proficiency test TEM4 with the total scores of 40, and they did the reading comprehension exercises in fifty minutes. Then the data of their scores in post-test were collected. The participants were told to do so without knowing the real purpose of the test.

Research Instruments

The instruments used in this research were: 1) two sets of test-papers each with four passages randomly chosen from proficiency test TEM4 papers with the total scores of 40, each passage followed by five questions requiring the participants to choose the best answer from the four answers listed below; 2) two ESL teachers who are skillful in teaching vocabulary and reading strategies; 3) statistical software SPSS13.0 (Statistical Product and Service Solutions) used to analyze the data collected from the research and present

the result data.

Data Collection

The data of the reading scores of the three-group participants in pre-test and post test were collected, namely, “pre score” and “post score”. For the convenience of statistical analysis, we define vocabulary teaching method (VOCABULARY) as 1, reading strategy teaching method (READING TRAINING) as 2, and the common way of teaching of the control group (COMMONWAY) as 3. Here, 1, 2 and 3 have no quantitative meaning, and they have no quantitative difference; they are just the coded number of the three different groups.

Test of Homogeneity of Variances was used to prove the effectiveness of the data collected. Data within groups and between groups were analyzed. One-Way ANOVA was used to test whether the treatment factor (vocabulary teaching and reading strategy teaching) has statistical significance to the variable (post score of the subjects’ reading performance), and the aim is to test hypotheses 1) and 2). Multiple Comparison was used to compare the result of the three groups in pairs, aiming to test hypothesis 3).

Results and Analysis

Table 1: Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.052	2	45	.358

Table 1 presents the Levene test result of the Homogeneity of Variances. The significant level is 0.385 which is obviously bigger than 0.05, and this shows that the variance of the three groups is equal, satisfying the Homogeneity condition of One-Way ANOVA test. It means that the following results of our One-Way ANOVA test is effective.

Table 2: Report of the “Pre Scores”

TEACHINGMETHOD	Mean	N	Std. Deviation
VOCABULARY	26.3750	16	3.11716
READINGTRAINING	26.0000	16	4.25833
COMMONWAY	26.8750	16	2.62996

Table 2 is the report of the “pre scores” of each group, which shows that the mean scores of the three groups in the pre-test do not differ much (26.375, 26.000, and 26.875 respectively), and the reading performance of the three groups remains at the approximating level before the treatment factors were applied.

Table 3: Report of the “Post Scores”

TEACHINGMETHOD	Mean	N	Std. Deviation
VOCABULARY	30.3750	16	2.65518
READINGTRAINING	28.6250	16	3.55668
COMMONWAY	27.1250	16	1.92787

Table 3 is the report of the “post score” of each group, which shows that the mean score of the three

groups in the post test differ much (30.375, 28.625, and 27.125 respectively), and there were changes in the reading performance of the three groups after the treatment factors were applied.

Table 4: One-Way ANOVA Test of the Postscore

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	84.667	2	42.333	5.423	.008
Within Groups	351.250	45	7.806		
Total	435.917	47			

Table 4 shows the result of One-Way ANOVA. From Table 4, We can see $F=5.423$, and the significant level is 0.008 much smaller than 0.05, which shows that the treatment factors of the experiment (vocabulary teaching and reading strategy teaching) have statistical significance to the variable (post scores of the subjects' reading performance).

Table 5 lists the result of the multiple comparisons. From the significance column we can see 1) the probability between vocabulary group and reading group is $0.219 > 0.05$, which does not reach the significant level, and it means there is no significant difference between the two experimental groups in their post scores; 2) the probability between vocabulary group and the control group is $0.008 < 0.05$, reaching the significant level, which shows there is significant difference between vocabulary group and control group in their post scores; but 3) the probability between reading group and control group is $0.325 > 0.05$, which does not reach significant level, meaning there is no significant statistical difference between reading group and control group in their post scores.

Table 5: Multiple Comparisons Between Groups

Scheffe		Dependent Variable: POSTSCORE		
(I) TEACHINGMETHOD	(J) TEACHINGMETHOD	Mean Difference (I-J)	Std. Error	Sig.
VOCABULARY	READINGTRAINING	1.75000	.98777	.219
	COMMONWAY	3.25000(*)	.98777	.008
READINGTRAINING	VOCABULARY	-1.75000	.98777	.219
	COMMONWAY	1.50000	.98777	.325
COMMONWAY	VOCABULARY	-3.25000(*)	.98777	.008
	READINGTRAINING	-1.50000	.98777	.325
The mean difference is significant at the .05 level.				

Discussion and Finding

The first question of this study is whether vocabulary teaching can obviously improve ESL learners' reading performance. Table 2 and Table 3 show the ESL learners' improvement of their reading performance after they were trained in vocabulary teaching. Table 5 also shows the improvement in reading performance has statistical significance, compared with the control group who did not get the treatment of vocabulary teaching. This means vocabulary teaching can obviously improve ESL learners' reading performance, verifying hypothesis 1) and the findings of previous studies, such as Yang Zhiqing and Deng Wei

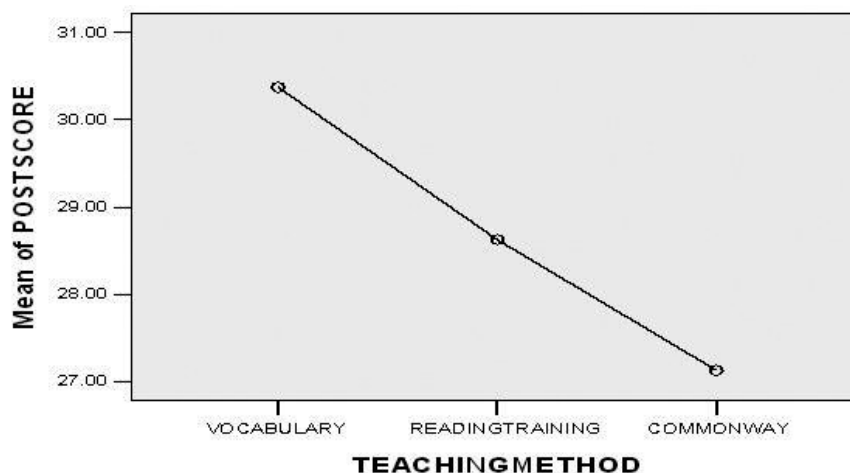
(1996), Ji Chunmei (2008) and Zhang Yuxia (2015).

The second question is whether reading strategy training can obviously improve ESL learners' reading performance. Table 2 and Table 3 show the ESL learners' progress in reading performance after they were trained in reading strategies, which verifies the findings of the previous researches such as Xue Fuping (2006), Zhang Ligai (2009) and Lin Suqin (2010). But Table 5 shows there is no significant statistical difference between reading group and control group in their post scores, which means the effect of reading strategy training on reading performance is not so obvious.

The third question is which method is more effective in improving ESL learners' reading performance. From Table 2 and Table 3, we can see vocabulary group improved 4 points in their mean scores of reading performance (from 26.3750 to 30.3750), but reading strategy group improved 2.625 points in their mean scores of reading performance (from 26.0000 to 28.6250). Table 5 also shows the effect of reading strategy training on reading performance is not so obvious as vocabulary teaching.

This finding can be clearly shown in Table 6, the distribution of post scores of the groups. The abscissa shows the three groups, and the y-axis is their mean post scores. We can see the mean post score of the vocabulary group (30.3750) is higher than the mean post score of the reading strategy training group (28.6250). This testifies hypothesis 3) that vocabulary teaching is more effective than reading training in improving ESL learners' reading performance. See Table 6:

Table 6: The Distribution of the Postscore of Each Group



The reason would be that the subjects are Chinese ESL learners, and new words are a great barrier in their reading comprehension. Though the subjects in the reading group were taught to use reading strategies, those new strategies may interfere with their own habitual reading methods formed in their daily learning and in their post test, they had to make adjustments in their reading strategies, and what's more, they would meet obstacles—strange words in their reading process, which would interfere with their understanding of the passage. The subjects of the vocabulary teaching group were trained to analyze word structures and guess word meanings in contexts and they have their own habitual reading strategies formed in their daily learning which would be helpful in their post test.

Conclusion and Suggestions

By way of experimental study, this essay shows that both vocabulary and reading training can improve

ESL learners' reading performance, but more obvious improvement was achieved by vocabulary teaching.

This study is hoped to inspire teaching application in combining the two methods in ESL reading courses to cultivate learners' reading skills and improve their reading performance. Teachers can use different methods to help learners to internalize words taught and form the habit of ESL thinking. In reading classes, teachers should explore useful reading strategy patterns to enlighten learners' reading skills. The two teaching methods could be combined and applied to reading classes to improve learners' reading ability.

In this experiment, the participants were randomly divided into three groups. This reduces the amount of systematic error that might result from biases in the assignments of subjects to groups. The treatment consisted of two months' vocabulary teaching and reading strategy training. In the process of experiment, the three groups were not told about the purpose of the operation or hinted that they were participants in an experiment, which can avoid the biases of individual motivation. This study did not consider the gender factor, which is hoped to be taken into account in future study in this field.

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I ensure that the contents of this papers are cleared for publication, and the experiment was carried out by this author Shao Changhong, and the data were collected and analyzed by this author using SPSS 13.0. This paper is original.

The Application of TED-Ed in the Flipped Academic English Class for Graduates

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[Abstract] Graduate students are in need of academic English training for their professional performance in their fields. This research attempts to integrate the advanced teaching technology -TED-Ed and the widely-recognized teaching model-flipped classroom into the academic English teaching for graduates, aiming to conduct professional content-based English teaching to improve graduates' overall ability in academic English reading, and writing, listening, speaking and critical thinking. Empirical teaching results prove the feasibility and efficacy of the mode, but there is no denial that the mode also brings great challenges for teachers.

[Keywords] TED-Ed; flipped classroom; teaching mode; academic English

Introduction

According to China's "English Teaching Syllabus for Graduates of Non-English Majors", graduate English teaching is to "enable students to master English for professional learning, research and international communication". Nowadays, the mainstream scientific literature and international academic exchanges are presented in English, so graduate students, as professional practitioners in their own fields, have a natural demand for academic English learning in order to read classical professional literature, inform themselves of cutting-edge scientific research achievements and present their research results (either in written or oral form) in international academic conferences. However, many graduates in reality show poor performance in academic English and they are in urgent need for professional guidance in their learning. Currently, the bottleneck of academic English teaching lies in the availability and choice of teaching resources and the professional training of English teachers. Therefore, every graduate English teacher has the responsibility to find effective academic English teaching mode. This research attempts to integrate the advanced teaching technology - TED-Ed and the widely-recognized teaching model-flipped classroom into the academic English teaching for graduates, aiming to conduct professional content-based English teaching to improve graduates' overall ability in academic English reading, and writing, listening, speaking and critical thinking.

Literature Review

Previous Research on Academic English Teaching for Graduates

Currently, there is great controversy over the English teaching content and approach for undergraduates in China, but most researches have reached a consensus about the teaching reform and tendency of English teaching for graduates, that is, to develop ESP (English for Special Purposes) teaching mode centered on Academic English teaching. At the macro level, the previous overseas and domestic study on Academic English teaching for graduates mainly focused on the following aspects: 1) the social need and personal desire for Academic English; 2) teachers' pre-service and in-service training and support for the realization of the mode (Willis & Willis, 2001); 3) teachers' belief and confidence to integrate teaching technology and discipline; 4) the challenges of ESP and possible solutions (Benesch, 2001). At the micro level, many empirical studies on Academic English teaching were made including task-based teaching, content-based approach and case study methodology. However, the academic English ability of graduates manifest in many aspects not only in academic reading, listening, speaking and writing, but also in critical and creative thinking. Moreover, the training of the abilities should not be separated because they are integrated as a whole and should be improved simultaneously and comprehensively. Therefore, the paper aims to find out how to improve academic English teaching efficiency in the era of information and technology, in other words, how to integrate the diverse online resources and the well-recognized teaching mode-flipped classroom to enhance the teaching effect of academic English for graduates. The study is of practical significance for academic English curriculum design.

Flipped Classroom

The flipped classroom is a reversed pedagogical model in which students obtain first exposure to learning content before class, usually via online videos, and then in-class time is devoted to collaborated exercises, problem-solving, projects, or discussions with the help of teacher and peers. It is a kind of blended learning and has gained great popularity in higher education to encourage students' engagement, to leverage technology and create interactive learning opportunities in class. Different from traditional mode, much work needs to be done by teachers and students before flipped class, and teacher's interaction in class with students can be less didactic and diverse; students can also actively engage in group learning and acquire language and disciplinary knowledge through their participation and evaluation in class. The flipped classroom pedagogy has distinctive advantages. It is foremost student-centred and more efficient. It can help students build confidence and facilitate teachers identify the possible problems students may have in class.

TED-Ed

Nowadays, the increasing accessibility and sophistication of educational technologies brings growing possibilities for teachers to explore, share and create teaching materials, and TED Talks and TED-Ed are

beneficial supportive resources. TED (Technology, Entertainment, and Design) was founded in 1984. It is a non-profit organization which posts a wide range of talks online for free distribution featured with “ideas worth spreading”. Experts from every field are given a maximum of 18 minutes to deliver a speech on many scientific, cultural, and academic topics. TED talks are available online for free. In order to inspire the curiosity of learners and support teachers, TED-Ed was launched in 2012. It is an open platform where teachers can create customized lessons from any video, either from TED Talks or from YouTube. Teachers can add and edit a video, set related assignment like open-ended questions and quiz etc., and save it as a private link and then share with students before class. Teachers can also track individual learning progress on the website. In a word, TED-Ed is a simple and effective tool for flipped classroom.

The Integration of TED-Ed and the Flipped Classroom in Academic English Teaching for Graduates

The Integrated Model

Since the birth of flipped classroom mode, many practitioners have applied the pedagogy into practice. Robert Talbert (2014) achieved good teaching effect and summarized his structure model of flipped classroom in this way: Before class, students watch video lecture and finish guided practice; during class, there is a fast and light assessment first, followed by assimilation-oriented problems solving and feedback.

In reference to his model, a flipped academic English classroom based on TED-Ed was constructed for graduates in this paper. It involves two parties and incorporates three stages as shown in the following figure:

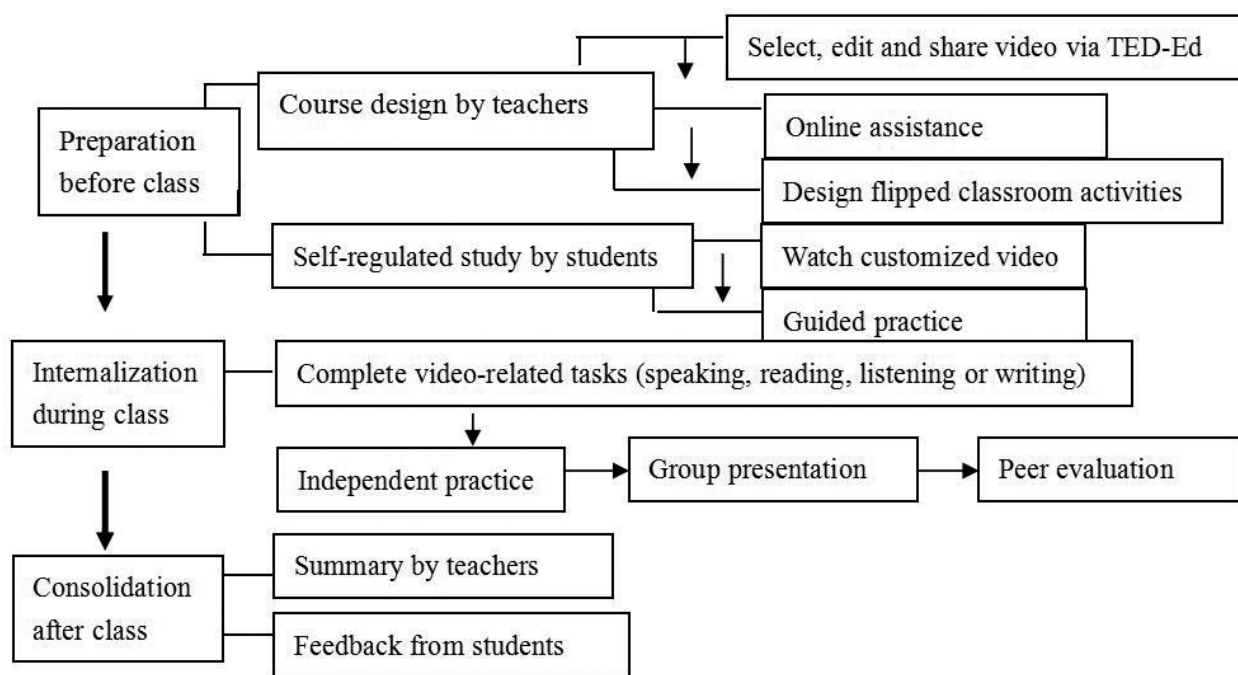


Figure 1. A structure model of flipped academic English classroom based on TED-Ed

A good course should be systemic and well-planned in each stage. In this flipped mode, teaching content is delivered via customized videos and assimilation-oriented practice is reversed into the classroom. Teachers play different roles in different stages: an English teacher, a course designer, extensive material provider and a collaborator in class.

The Implementation of the Teaching Model in the Academic English Class

Taking graduates majoring in Agricultural Economics in Jilin Agricultural University as research subjects, the integrated teaching model as shown above was implemented in the first semester of 2016-2017. It covered the three stages and proved more effective than traditional teaching mode.

Preparation before Class.

Before class, teachers as course designer should have a clear teaching objective. It is critical for the self-regulating students to have a clear understanding of the criteria against which to judge their learning progress. For graduates majoring Agricultural Economics, the main teaching objective in the stage of pre-class learning is to inform students of the economic case and help them memorize the key terms lexically and semantically as well as finish the attached exercises. For instance: In the platform of TED-Ed, based on the teaching theme and objective for graduates majoring in Agricultural Economics, a TED video entitled *Crop insurance, an idea worth seeding* was first selected from TED Talk and then edited in the proceeding steps: Get started! Add your content here—Let's begin!—Think—Dig deeper—Discuss—Finally....



Figure 2. Customized TED-Ed video before class

In the first step "Let's begin", warm-up questions were given "What do you think farmers need most for a good harvest—seed, planting skill, rain, insurance, or credit?" and key terms like "micro insurance, micro credit, marketing cost etc. were listed for students to understand and memorize so as to make preparation for extensive academic reading in the flipped classroom; in the second step "Think", multiple choice questions and open answer questions were given to test how much the students had learned by watching the video. A considerable design here is that students who answered the question incorrectly were able to go directly to a set time code for a video hint, which is a good exercise for improving listening and note-taking. In the step of "Discuss", one question was given for open discussion "which is better for farmers in the

northeast of China, micro insurance or micro credit?” While in the step “Go deeper”, another video concerning agricultural insurance was linked for further understanding and make preparation for summary writing in the flipped classroom. Finally, the video was saved, published and shared with students. Students were required to use TED-Ed accounts to access the lesson and start self-regulated study before class. Teachers offered online assistance for students and checked their progress to verify how much work students have done before class.

Internalization during Class.

The knowledge internalization was mainly achieved through formative quiz, extensive reading, summary writing and individual or group oral presentation. The teaching was student-cantered collaborated by teachers. Quizzes about the content and vocabulary called pre-test took place at the beginning of each class to test students’ knowledge retention of the material that they acquired before class. Then extensive reading materials concerning the topic “micro-credit” and “micro-insurance” was handed out for students to read in which students did skim and scan reading and underlined the main idea of each paragraph. Journal article review focusing on the course content was read in terms of academic writing structure was analyzed to reach the intended teaching objectives of the mode. Next, students discuss about the possibility of promoting micro credit for Chinese farmers in group. They were allowed and encouraged to cite evidence from the videos and reading materials. Then each group selected a leading speaker and took turns to present their argument in 2 minutes. The rest students in each group were responsible for free questions from teachers and students. Finally, peer evaluation was made to judge their oral presentation and teacher gave comment and tips on academic presentation.

Consolidation after Class.

This part consists of feedback from students and self-reflection of teachers. It helps teachers determine students’ cognition, motivation and learning behavior, which opened up more possibilities for improvement. There are many options for communication between teachers and students: discussion board on TED-Ed video, WeChat, QQ are all good places where students post questions and advice to teachers or their peers.

Results and findings

According to the questionnaires with the graduates majoring in Agricultural Economics, over 3/4 students have a positive attitude and high recognition towards the overall efficacy of the integrated TED-Ed-based flipped classroom model. The reasons are as follows:

- 1) The flipped mode allows students to access customized video at their convenience and at their own pace. More than 92% students hold that the mode reduced their anxiety in learning.
- 2) The customized video usually covers updated information or real case in life, so students show much interest in watching and learning.

3) The autonomous listening of the video can help improve their academic listening and reading ability. The vast majority (84.6%) agreed that the frequent listening and video script reading had improved their reading speed and code switching speed.

4) Immediate feedback in the quizzes helped students identify their weak and strength in finishing the tasks before and in class. Students tended to adopt different learning strategies in the whole process, such as meta-cognitive strategy and affective strategy.

5) As for the knowledge internalization in class, almost 89% students thought classroom oral activities were necessary, and more than half (56.4%) thought that the integrated mode gave them more opportunities to think and talk, more importantly, the content-based oral tasks inspired and facilitated their performance in academic presentation.

6) Nearly 79% students preferred cooperative inquiry learning and 2/3 (66.7%) students hold that group discussion in class helped to develop critical reading and writing in academic English learning.

Conclusion

Graduate students, as intermediate or advanced English learners, show better performance in cognitive capacity and self-learning ability, which determines the necessity of academic English teaching. This study constructs an integrated academic English teaching mode: TED-Ed based flipped classroom. Empirical teaching results proved its feasibility and efficacy. However, teachers in this mode are faced with more challenges. On the one hand, they have to devote more efforts and time in teaching design before class compared with that in the traditional teaching mode. On the other hand, for students of post 90s even 00s, teaching content should be delivered in diverse forms, so how to integrate information technology and English teaching is the biggest obstacle for teachers and it is inevitable for teachers to feel frustrated in the new era, but self-training will be the most practical and immediate approach at present. All in all, this teaching model is worthy of our exploration and practice.

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Part IV: Translation

(Volume A)

Research on English Translation of Peking Opera Masterpiece: Wenji' s Returning Home, Han Dynasty

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[Abstract] *Wenji' s Returning Home, Han Dynasty is one of the famous works by Cheng Yanqiu, and it has high values in text, theme and artistic innovation. This thesis will focus on the research of translation in three scenes, "Walking on the desert", "Post" and "Holding a memorial ceremony for Wang Zhaojun" in order to excavate and survive the traditional culture and national art.*

[Keywords] *Wenji' s Returning Home, Han Dynasty; the values of translating it; the analysis of translation version*

Introduction

Peking Opera *Wenji' s Returning Home, Han Dynasty*, composed by Jin Zhongsun, was one of famous works of Cheng Yanqiu, and it was first put on in Huale Theatre in Beijing on Dec. 25th, 1925. It was told that Lijue, Guosi and Yangfeng rebelled in Han Dynasty and at the same time the Southern Attila sent King Zuoxian and Bai Boshuai to invade the inner lands. Just then Cai Wenji, who was the daughter of Cai Yong, fled from the calamity in a hurry. Unfortunately she was captured and obliged to be a 2nd wife of King Zuoxian. She lived there for 12 years and had 2 children. After Cao Cao knew it, he intended to redeem her for precious paintings of Jinbi. So he sent Zhouqian to welcome her. Cai Wenji had to say goodbye to her 2 children, with the accompany of Mr Zhouqian. She came to the Zhaojun' s Tomb, holding a memorial ceremony for Zhaojun by the way.

The Values of Translating the Masterpiece

Text

It was very priceless in text, and the words and phrases are neat and accurate. Some scenes could be borrowed from the tales or literary quotations, and on the other hand, the play whose conflicts extruded and whose characters were widely different was complete and coherent in plot and structure.

Theme

It was clear that it was full of nationalist incidents with enthusiasm, especially criticizing the weak diplomatic policies by marriage. This play, together with *Qingshuo Sword and Douer's Wrong*, was of the same high price, too, in Cheng School of Peking Opera. They were just like good medicine which could cure the diseases of people and troubles of the society in the 1930s (Cheng, 2003, p. 9). Of course, its theme was typically patriotic, which was popular to the audience due to its advanced political thoughts and beautiful melodies.

Art

Its innovation was prominent in singing. Cheng Yanqiu composed the 14th poem *Hujia by Wenji* for the first time, and it was rare that Cai Wenji would sing the 3 pieces of the songs continuously which were *Xipi slow style 4/4 meter*, *Er huang slow style 4/4 meter* and *Anti- er huang slow style 4/4 meter*. It was clear that they were long and onerous, but it gave the audience a warm welcome at that time for their reform and performance. Up to now, the 3 pieces of the songs are still popular to people. For instance, the last Chinese character “Yi” of “*wu xian yi yi*” was rhythmic repetition and filled with the strength flexibility to express Cai Wenji's loving her 2 children in the course of the long journey. Mr. Cheng could make full use of these artistic techniques because they were completely based on the heroine's mind and heart. The singing was penetrating and lasting, and feelings were authentic. On the contrary they were not forced interpretations at all. Only in this way could the audience be moved and touched (Xiao, 1991, p. 424).

The Analysis of Translation Version

Xing Lu, “Walking on the desert”

【Xi Pi Dao Ban】

Zheng gui bian xing bu jin tian shan wan li,

【Xi Pi Man Ban】

Jian huang sha he bian cao yi yang di mi.

You ting de ma xiao xiao bei feng dong di,

Sui ran shi xing lu nan que xing sheng gui.

Hui dang ri sheng hu er bu neng juan qi,

Dao ru jin xing yi bu yi bu yuan zu zhong nan yi.

Cong ci hou ge si sheng yong wu xiao xi,

【Xi Pi San Ban】

Fan jiao wo dui qiong lu wu xian yi yi. (Cheng, 2015, pp. 79-88)

(Xipi beginning style)

I'm returning to my hometown, riding on the horseback with a whip and travelling Tian Mountain ten thousands of Li,

(Xipi slow style 4/4 meter)

I can see the bush on the road and yellow sand in the distance.

And I also can hear the horses roaring with the mourning wind and trembling land,

(Hyperbole, *Beifengdongdi* described the sad atmosphere, for Wenji's walking on the desolated deserts.)

Although it's difficult for me to travel on the desolated deserts, I'm coming back fortunately.

I regret that I've given birth to two children, without being abandoned,

Up to now it's hard for me to move inch by inch. (Literal translation)

Up till now it's difficult for me to leave my second hometown, Xiong Nu. (liberal translation)

After that we'll part for ever.

(*Yongwuxiaoxi* here means some people part each other for ever without a word, using borrowed translation, that is to say, part for ever stands for without information or news from somebody the whole life. We can also say that she has never heard of news since then.)

(Xipi free style)

Instead I still tear myself away from my yurt.

(Metonymy, yurt replaced Wenji's missing her 2nd hometown, the Southern Xiongnu. The yurt made of felt blankets is also called Mongolian yurt, where the Mongolian set up on the grassland, shaping like the sky, lumping in the middle and falling down around. Here it expressed Wenji's feelings of tearing herself away from her 2nd hometown, the Southern Xiongnu, and it also emphasized her being reluctant to part with her 2 children.)

Guan Yi, "Post" (the 14th Poem of Hujia)

[Er Huang Man Ban]

Shen gui guo xi er mo zhi sui,

Xin xuan xuan xi chang ru ji.

Si shi wan wu xi you sheng cui,

Wei you chou ku xi bu zan yi.

Shan gao di kuo xi jian ru wu qi,

Jing sheng ye lan xi meng ru lai si.

Meng zhong zhi shou xi yi xi yi bei,

Jue hou tong wu xin xi wu xiu xie shi.

Shi you si pai xi ti lei jiao chui,

He shui dong liu xi xin shi si. (Cheng, 2015, pp. 90-97)

(Er huang slow style 4/4 meter)

For my returning to my home, my children couldn't go with me,

I've been missing them as if I'm hungry.

(*Xinxuanxuan* here refers to missing her 2 children left in the Southern Xiongnu. Xi means ahh, meaningless in ancient Chinese character. We'd better use "miss" accurately and efficiently because the 2 children couldn't go back to China, Han Dynasty with their Mum, Wenji. Furthermore, *Zhi* in ancient Chinese character stands for going, here it means not going back to China, with Wenji.)

All rise and fall in the four seasons,

I've nothing but have a gloomy feeling without pause.

(*Chouku* came from Across *Changjiang*, Chapter 9 of *The Songs of Chu*. Both *Xin Xuanxuanxi* and *Choukuxi* mean anxiety. In fact the anxiety refers to missing her 2 children. As result, she was concerned about

them and become depressed, keeping them in her mind endlessly without pause. So the word “gloomy” modifies the “feeling” and emphasizes Wenji’s sad emotion.)

I couldn’t see you any long far away.

(*Shangaodikuoxi* expressed far away)

I could dream about your coming in the dead of night/late at night,

As if we handed in hand in a dream where we were sometimes happy, sometimes sad,

(*zhishouxi* means shaking one’s hands, or hand in hand; *yixiyibei* here refers to her mixed feelings of grief and joy; using the subjunctive mood.)

After that, I’m so miserable that I couldn’t have a rest.

I’ve been sniffing after writing *the 14th poem of Huija*,

(There are differences among the words of *sniffle*, *snob* and *cry*. *Sniffle* means somebody has to take a breath in crying in case his snivel is out of his nose; *Snob* means somebody weeps in a whisper continuously; *Cry* means somebody bursts into tears. It is obvious that using *sniffle* here is suitable and accurate. *The 14th poem of Huija*, written by Cai Wenji, was the most one of famous works. In her whole life, she finished 18 pieces of Huija in all. In the Post Scene, Wenji missed her 2 children so much that she killed time by writing some poems, for she stayed in the post and felt lonely. Suddenly the sound of Huija appeared out of the post in the distance, so she felt sad very much. It caused her sorrow emotional resonance and she kept her children in the mind strongly, only to finish *the 14th poem of Huija* in a moment.)

My sadness, missing, is the river rolling towards the east.

(This sentence’s sight is similar to the sight of *Corn Poppy* by Liyu, who’s famous poet Tang Dynasty, describing terrible emotions here. Wenji’s misery is too hard to release, and it can be compared to the rivers through falling the sea down to the east, using the metaphor, that is to say, the water of the river is the sadness, which is her misery, missing her 2 children. Moreover, *missing* is acted as appositive of *my sadness*.)

Ji Fen, “Holding a memorial ceremony for Wang Zhaojun”

【*Er Huang Dao Ban*】

Jian fen tai ku yi sheng ming fei xi ting,

【*Hui Long*】

Wo wen ji lai dian jiu su shuo zhong qing.

【*Fan Er huang Man Ban*】

Ni ben shi wu dan qing bi sheng yin hen,

Wo ye ceng bei e mei lei ku ci sheng.

Ni shu wo ji sheng qian de gui xiang jing,

Wo shu ni bao gu rou xing mian piao ling.

Wen cang tian he shi wo liang ren gong ming,

Ting pei pa ma shang qu bei qie jia sheng.

Kan lang shan wen long shui meng hun you jing,

【*Fan Er huang San Ban*】

Ke lian ni liu qing zhong du xiang huang hun. (Cheng, 2015, pp. 99-106)

(Erhuang beginning free style)

Crying for you at the sight of the tomb, Wang Zhaojun! listen to me!

(transfer)

Cai Wenji myself poured out my heart to you, holding a memorial ceremony,

(Dianjiu, is a ceremony of remembering as the dead in ancient China on which people usually dropped some wine or drinks down to the ground, putting meat or fruit before the tomb. Here sacrificing wine as offerings to the spirits of the dead is equal to holding a memorial ceremony for you with wine. It had a further meaning of pouring out my heart for Wang Zhaojun because they had common in their feelings inside them and the same experiences in their lives when they were young to be forced to marry Attila. So they had the same fates and resonances. At the end of the sentence the word of ceremony is used to fit in with the rhyme, that is to say, Yiqi rhyme in librettos of Peking Opera.)

(Anti-er huang slow style 4/4 meter)

It was you, Wang Zhaojun that lost your youth, only to suffer a lot misery.

(*Danqing* is painting, for paintings were usually used by vermilion and black in ancient China, here referring to youth, at Zhaojun's best time in her life. There was a tale where Wang Zhaojun was a beautiful maid in an imperial palace in the period of time, Hanyuan King and she was also called *The Consort of Ming*. The tale of *Zhaojun Abroad* spread for so long in China. It was told that she was selected to the palace for her beauty and married Huhanyiechanyu in order to keep the steady relationship between Xiongnu and Han Dynasty. In the palace she was unwilling to bribe the famous painter, Maoyanshou, so that she was sent to a deserted place by mistake that Mao Yanshou made deliberately, painting her picture ugly. After that she was obliged to marry Huhanyinchuan, living in Xiongnu for many years. After her death, people built a black tomb for her. Here *Wudanqing* has two meanings. One is the surface that it was Mao Yanshou who made a mistake, only to delay her youth and not to meet the emperor Yuan of Han, the other is the hidden that Wang Zhaojun was burdened with the sufferings and misfortunes, losing her youth, only to be steady and harmonious relationship between Xiongnu and Han Dynasty. All these miserable things are not to be answered for because she never returned to her hometown again, Zigui, Hubei Province.)

It was I, Cai Wenji who lost control of the same heavy fate, only to suffer the whole life misery.

/It was I, Cai Wenji who was burdened with the same heavy fate, only to suffer the whole life misery.

(The 3rd and 4th sentences are the methods of liberal translation meanwhile metonymy and metaphor are used in the 4th sentence, too. Metonymy, here *Ermei* means the beauty in ancient China, representing that Wenji regretted that she couldn't control her own fate. Metaphor, here *leikucisheng* is compared to Wenji's burden and misery of her fate, and it leads to her being overwhelmed with sorrow for her life. The word of Misery twice will be emphasized here. On the other hand, the 2 sentences are used in the emphasized drills, ie, it was ... who...)

You were not as happy as me, for my returning to my home, Han Dynasty,

I was not as happy as you, for you and your children formed a whole body./were being together.

(The 5th and 6th sentences are used by negative translation. Negative translation means that the assertive sentence will be changed into negative sentence. Here *nishuwo* and *woshuni* can be changed into "...not as happy as...". Besides, metonymy can be used again in the sentence, *gurou* taking the place of the whole body of the children. Here is Wenji's monologue in her mind because she wanted to talk to Zhaojun. She admired that Zhaojun could be together with her children before death, but Wenji couldn't.)

I asked for the heaven why we had the same fate, what a pity!

In the distance suddenly I heard the miserable sound of Pipa and HuJia coming.

(Amplification: adding subject, object and so on. Here, adding “I heard ” is to meet the needs of English expressing; adding “coming”, as object complement the sound of Pipa and HuJia, can enlighten and influence the action of sad sound emotionally.)

And I saw Erlang Mountain and the river, the haunting dream, my missing hometown coming true,

(*Langshan* refers to Erlang Mountain in Gansu Province, and at the same time Wenji came to her motherland, seeing the rivers and mountains around her. She was in a whirlpool of emotion, and after all her dream that she missed her hometown came true.)

(Anti-erhuang free style)

Oh, It was pitied that you left alone at the black tomb for ever/ till twilight.

Conclusion

Peking Opera Wenji's Returning Home is one of the representing masterpieces which has a tendency to inherit and spread the traditional culture to some degree. It's also a great challenge for us to translate the librettos into English. Not only the interpreter needs accumulation of knowledge and deposits of traditional culture for a long time, but also he requires English knowledge and some skills with flexibilities. As we know, there are the cultural differences between the eastern and the western. How to balance them is still a problem to research.

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On the Translation of Chinese Quantifiers in Cross-cultural Communication

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[Abstract] *The quantifier is a major feature in Chinese language compared with English language. It always creates a barrier between Chinese and English languages in the course of cross-cultural communication. This paper illustrates the charming characteristics of Chinese quantifiers, and accordingly discusses the translation methods and strategies on the basis of Chinese-English communication.*

[Keywords] *Chinese quantifier; Cross-cultural Communication; Quantifier translation*

Introduction

Quantifiers are words that represent quantities of things or actions. In Chinese, there is a large vocabulary of rich and vivid quantifiers. In modern Chinese grammar, Chinese words fall into 11 categories, one of which is Chinese quantifiers with the same position as nouns, verbs and adjectives (He, 2001, pp.7-20). In the 10 categories of English words, none of them is the so-called quantifier. With cross-cultural communication growing increasingly all over the world, it is urgent to bridge the language gap, and more importance should be attached to it by Chinese-English translators or interpreters.

The Necessities of Proper Quantifier Translation

Language serves as a tool of communication. Differences in language can cause many of our contacts to be frustrating or even unsuccessful (Samovar, et al., 2000, p. 15). In Chinese language, one important reason why quantifiers are used as a word category is its large quantity. There are about 600 commonly-used quantifiers in the contemporary Chinese language (He, 1991, p. 215). Besides, the occurrence frequency of quantifiers in modern Chinese is very high. When reading or speaking Chinese, various quantifiers are encountered, which also contribute to the study on the quantifier translation? For instance, in the Chinese song "Eighteen Curve of Hill Path" ("山路十八弯"), there is a part of lyrics like these: "这里的山路十八弯//这里水路九连环//这里的山歌排对排//这里的山歌串对串//". In just a few words, the word "弯"、"环"、"排"、"串" are all quantifiers. The use of these quantifiers makes the song vivid and rhythmic and also shows the high occurrence of quantifiers in Chinese. The quantifier is unique as a word category in the Chinese language, but in English language, quantifiers also occur now and then, such as a cup of juice, a group of boys, and a pair of shoes. In the Chinese translation, the words, "cup", "group", "pair" correspond to the Chinese quantifiers although they are called nouns in English. On the other hand, some quantifiers are al-

ways omitted when translated into English. For example: 一本书 (a book); 两只狗 (two dogs). There is always another phenomenon that one Chinese quantifier can be translated into a number of corresponding English words in Chinese-to-English translation. The typical example is the quantifier “群”. In English, it can be interpreted into “group”, “band”, “gang”, “throng” “pack” etc. Therefore, in view of the flickering state and various interpreting indications of the quantifiers, more emphasis should be put on the quantifiers in the Chinese-to-English translation. This paper classifies the Chinese quantifiers into different groups on the basis of their emotional colors, which aims to find proper translation methods and strategies in the cross-cultural communication.

The Reclassification of Chinese Quantifiers and the Corresponding Translation Methods and Strategies

With regard to the classification of Chinese quantifiers, quantifiers are usually divided into noun quantifiers (or substance-oriented quantifiers), verbal quantifiers and compound quantifiers. Meanwhile, some scholars believe that the quantifiers should include individual quantifiers, collective quantifiers, measurement quantifiers and compound quantifiers (Wang, 2004). On the basis of this classification, quantifiers can be reclassified in a little bit more details. For example, the noun quantifiers can be reclassified individual quantifiers, collective quantifiers, segment quantifiers and temporary quantifiers etc. All these are linguists' academy category. However, in the course of intercultural communication, the real location of language and culture is not in dictionaries, grammars, and encyclopedias, but in the heads of participants (Nida, 2001, p.149). This paper tends to reclassified Chinese quantifiers on the basis of their characteristics and emotional color and then conduct a further study on its translation methods and strategies.

Vessel Quantifiers and its Translation in Cross-cultural Communication

As mentioned above, in the expression “一杯水”, “杯” is not uncommon as a quantifier in Chinese. Similarly, there are more expressions like “一车瓜”, “一盒粉笔”, “一肚子苦水”, “一腔热血”. From the point of these examples, it is not hard to see the quantifiers used are all nouns acting as vessels, which are usually specific, substantial and touchable. Given the characteristics of these vessel quantifiers, different translation strategies should be adopted according to different core words they modify. For instance, in the first three expressions “一杯水”, “一车西瓜” and “一盒粉笔”, the core words, “水”, “西瓜” and “粉笔”, are all concrete, substantial objects, thus such quantifiers can be literally translated into English easily like “a cup of water”, “a truck of watermelons” and “a box of chalk”. Obviously, literal translation can easily convey the meaning of the core words and their quantities. This case may be the easiest way to bridge the language gap between Chinese and English for the translation of Chinese quantifiers.

However, another case is more complicated. In the expressions: “一肚子苦水” and “一腔热血”, although both “肚子” and “腔” are vessel quantifiers, the core word they modified are abstract nouns with figurative and indicative connotations. Thus the whole expression has its extended meaning. When translating these expressions, free translation will be more preferable than literal translation in conveying the emotional color of the vessel quantifiers. For example, “一肚子苦水” refers to someone full of grumbling and complaining. The literal translation will be “a stomach of grievances”. Then the English speaker will be puzzled with the relationship between stomach and grievances. Actually its extended meaning is “someone

is blue” or “someone has lots of complaints”; another example: “满腔热血” means that someone’s heart is filled with passion for justice. So the literal translation, “filled with blood” will confuse the English speaker. The free translation “have enthusiasm”, or “full of zeal” can exactly convey its connotation. In this case, free translation may omit the Chinese quantifiers, but it can express the accurate meaning of the expressions and assure the success of cross-cultural communication.

Shape Quantifiers, State Quantifiers and Their Corresponding Translation

These two kinds of quantifiers are always widely used in Chinese. Some examples are as follows in table 1:

Table 1. Translation examples of the shape quantifier and state quantifier

Chinese	English
一滴水	a drop of water
一层土	a drop of water
一片面包	a piece of bread
一束光	a beam of light
一点常识	a grain of common sense
一阵响亮的笑声	a peal of laughter
一匹马	a horse
一颗珍珠	a pearl
一棵树	a tree

From the examples above, the quantifiers “滴”, “层”, “片”, “束”, “点”, “阵”, “匹”, “颗”, “棵” are all quantifiers with shape or state description to the core words. For example, “滴” can remind people of the shape of water drops; “层” conveys the sense of thinness, evenness and diffusion; “束” used to quantify the beam can give people the shape of bouquets in mind, but not a slice or a dot of light; “颗” is always adopted to quantify something small and round, so it is just like the shape of pearls; “棵” is a quantifier for plants and is proper to quantify trees or grass. Meanwhile, many English speakers may feel confused about the quantifiers to quantify animals including live stocks, because some animals or live stocks are described by different quantifiers even though their shapes and sizes are similar to each other. For instance, both the cow and horse are live stocks with a similar shape and size, but cows are described with the quantifier “头”, and horses with the quantifiers “匹”. The reasons are closely related to the Chinese people’s common sense or life experience. People usually count the number of cows by taking down the number of cows’ heads. In a similar way, the horsehair is soft and smooth just like the feel of silks and satins, so this synesthesia allows people to use the same quantifier as that of cloth to quantify horses.

Judged from the examples above, some quantifiers have the corresponding nouns to take its place in English, such as “a piece of paper”, or find synonymous nouns in English to span the language barrier, such as “a grain of common sense”, in which “grain” means “a little” in English, and similarly there is a Chinese idiom “沧海一粟” to prove that a drop of grain in the ocean is so tiny. Besides, “一匹马” can be translated into “a horse”. Although the Chinese quantifiers have its unique color in Chinese expressions, howev-

er some Chinese quantifiers should be omitted in accordance with English expression so as to achieve the aim of cross-cultural communication.

Verbal Quantifiers and the Corresponding Translation

Among the Chinese quantifiers, there are some quantifiers which neither quantify the nouns with a vessel nor conveys the shape or size of the nouns. Actually they are the movement made by the nouns they modify. For instance, “看一眼”, “踢一脚”, “抽一鞭子” are all expressions of this kind, in which the nouns “眼”, “脚”, “鞭子” make some movements and then form a kind of quantifiers to complete an expression.

With regard to the translation of these quantifiers, there are no fixed methods or strategies to be adopted in an easy way as the quantifier translation mentioned above. “看一眼” can be translated into “to have a glance”, “踢一脚” into “to give a kick” and “抽一鞭子” into “to beat a whip”. We can see sometimes there are no Chinese nouns as “眼” or “脚”, and sometimes the Chinese noun appears like “鞭子” in the English expressions. But every expression has its corresponding verb in it. The translators or interpreters should have a good master of the two languages in the intercultural communication, and adopt free translation to translate these quantifier expressions depending mostly on the semanteme and context.

The Overlapping Quantifiers and Its Translation

In Chinese expressions, overlapping quantifiers are not uncommon, such as “看一看”, “停一停”, “试一试”, “一口一口地吃”, “斤斤计较”, “双双离去”, “仔仔细细的查看”, “走呀走”. These overlapping quantifiers not only present a complete process of a movement but endow the language with a good rhythm. That is why this type of quantifiers is so popular in Chinese expressions. As for the translation of these quantifiers, different translation strategies should be applied according to different situations. “... by ...” mold in English is usually used to translate the Chinese structural expressions such as “一口一口”, “一点一点”, “一块一块”. Some examples are as follows:

一口一口地吃	to eat mouthful by mouthful
一点一点的攒	to save a bit by a bit
一块一块的犁地	to plough the land plot by plot

More overlapping quantifiers such as “斤斤-”, “件件-”, and “每每-” can find its English expressions like “every-”, “all-”, “each-”. For example:

不要斤斤计较	don't haggle over every ounce
件件衣服都漂亮	all of these suits are beautiful
每每晚饭后,他都出去散步	he goes out for a walk after each supper

For the Chinese expressions “双双离去”, “一群一群”, plural forms of the quantifiers can be adopted for the translation of these overlapping quantifiers. Some examples are as follows:

双双离去	to leave in pairs
一群一群的进入	to enter in hosts

The Chinese quantifiers, “双双” and “一群一群”, tries to express something in a large number or amount. In English expressions, the plural form of a noun always can come to the same point.

In addition, some overlapping quantifiers are translated in a repetitive tone. For example, “仔仔细细的查看” can be translated into “to inspect very, very carefully”; “走啊走” can find English expression like

“walk on and on”. These overlapping quantifiers in Chinese aim to express a lasting and repetitive movement and through the repetitive of the adverbs “very” and “on”, the continuous and repetitive movement can easily span the cultural barriers between the two languages.

Conclusion

Andre Lefevere once has mentioned in *Chinese and Western Thinking on Translation*: “Different cultures have tended to take translation for granted” (Lefevere, 1998, p.12), so the cultural gap in language translation will never be wiped off. When translating Chinese quantifiers, the pattern, “numeral + quantifier + noun”, has its corresponding English expression. On the other hand, most quantifiers, including shape quantifiers, size quantifiers, state quantifiers, verbal quantifiers and overlapping quantifiers, should be coped with by adopting different translation methods and strategies such as free translation, deletion, repetition, or noun’s plural form respectively according to the context, semanteme and emotional color of the quantifiers, aiming to bridge the language barriers encountered in the course of cross-cultural communication. No matter what method and strategy is adopted in the translation of Chinese quantifiers, translators or interpreters should not underestimate the significant role of the quantifier translation, otherwise it will be ridiculous to translate “给你一把刀 (to give you a knife)” into “给你一刀 (to stab you)”.

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A Study of the Current Situation of the Cultivation of High-quality Translators in Jilin Province

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[Abstract] *With the rise of China's economic power, the exchange and communication between China and other countries are becoming increasingly more frequent. In the context of vigorously pushing the "one belt, one road", "revitalization of the Northeast region of China" and many other relevant strategies, communication with other nations and cultures has been on the rise, and important economic development opportunities also ushered in. Cultivating high-quality translators can not only promote the economic and cultural development of Jilin province, but also become an inevitable need for the translation market and translation industry's development. How to cultivate excellent high-quality translators in the new era is an important subject that colleagues and universities in Jilin province are facing the critical turn of the history.*

[Keywords] *High-quality translators; Jilin Province; Cultivation*

Introduction

With the rapid development of China's economy and world globalization, the exchange and communication between China and other countries are increasingly frequent in politics, economy and culture, and it is self-evident that translation plays an important role in it. Jilin Province, which enjoys an obvious location advantage, is located in the geographical center of Northeast Asia. Driven by national strategies including "northeast old industrial base reconstruction" and other national strategies, driven by Jilin Province ushered in a larger development opportunities. For instance, in the "One belt, One road" initiative, Jilin is positioned as a perfect connection with the Russian Far East land and sea transport, to promote the construction of a Beijing Moscow Moscow high-speed transport corridor, building an important window open to the north. (Xin & Li, 2016, p. 257) Changchun is boasting with Automobile industry, along with many other industries of Jilin Province, including tourism, education industry, publishing, medical and pharmaceutical industry, production and processing of agricultural products, are stepping into an era of internationalization.

Cultivating high-quality translation talents to meet the needs of the market is the inevitable trend of economic development, translation market and translation industry development.

Jilin Province has always attached importance to the cultivation of high-quality translators. But the cultivation methods of high-quality translators in province's colleges and universities are seriously out of line with the demand in the translation market. There is an extreme lack of high-quality, high-level and application-oriented talents who can meet the needs of the market. Simultaneously, interpreters, literal translators and cultural translators overly cultivated and the numbers have been on the rise constantly.

Currently, with the rapid development of artificial intelligence and speech recognition system, translation activities are facing new opportunities and challenges. How to cultivate excellent high-quality translators in the background of new age is an important subject faced by the educators of colleges and universities in Jilin province. This Survey aims to provide a summary of the current situation of the cultivation of high-quality translators in Jilin Province, so as to provide adequate information for the future possible solutions.

The Establishment of MTI as a Discipline

Since MTI was approved by the Academic Degree Committee of the State Council in 2007, it developed rapidly. By the end of July in 2004, it has become the fastest growing master degree with 206 pilot colleges and universities as well as 20,257 students. One distinguished feature of MTI achievement as a result of the rapid development is the set-up of various bachelor, master as well Ph.d programs. (Zhong, 2013, p. 41)

Many colleges and universities of Jilin Province set up translation major for the undergraduate teaching, some of which established BTI. By the end of November in 2016, there have been 8 colleges and universities in Jilin Province setting up MTI including Yanbian University, Northeast Electric Power University, Northeast Normal University, Jilin Normal University, Changchun Normal University, Jilin Huaqiao University of Foreign Languages and Beihua University. Some of those eight universities also established Japanese, Russian and Korean MTI in addition to English MTI. As a professional master degree, MTI, comparing with traditional master of translation and interpreting, attached more importance on the translation practice. (Zhang & Jiang, 2015, p. 169)

For the curriculum setting, the main courses of MTI in Jilin Province include basic translation and interpretation, translation theory, applied translation, literary translation, English translation of Chinese classics and computer-aided translation, etc. Of course, some colleges and universities, according to their own advantages, set up courses with unique characteristics. For example, NENU sets up the signature courses of modern Chinese grammar, rhetoric and writing taught by the professor from the School of Literature, comprehensive English taught by a foreign teacher, and business negotiation and interpreting jointly taught by a Chinese teacher and a foreign teacher.

Most teachers of translation major in colleges and universities of Jilin Province have a master degree. Meanwhile, quite a few even possess a doctoral degree. They are well-deserved main force of talent training with rich theoretical knowledge. Taking NENU as an example, Translation Teaching and Study Centre, subordinated by translation major, has 24 supervisors including 9 professors, 11 associate professors and 4 supervisors outside NENU and 46 full-time teachers in which there are 10 teachers mainly studying the translation. In General, most faculty in translation major are study-oriented and academy-oriented. They mainly apply traditional teaching methods in the class and attach importance to theoretical knowledge and translation practices of various styles.

The Curriculum and Internship of MTI Students in Jilin

Colleges and universities in Jilin Province positively arrange and instruct the practice and internship of MTI students. According to the requirements of *Guiding Training Program for Postgraduates of Master of Translation (full-time)* issued by MTI Education Steering Committee, MTI students need to complete written

translation practices of at least 100 thousand to 150 thousand words or interpreting practices of no less than 400 hours. With the strict implementation of relevant regulations, MTI students in those colleges and universities all have to complete the prescriptive volume of practices.

On the current situation, Jilin province is facing many problems in the training of high-quality translation talents. At present, most of the colleges and universities in Jilin province still keep in the traditional teaching patterns of translation majors. Some colleges and universities even use out-of-date textbooks, obviously failing to keep pace with the development and the actual needs of the market. Although a few colleges and universities have put in details of the types of translation and interpreting practice, and also they have added the computer-assisted translation course. Nevertheless, the courses offered still focus on academic research and theory. In addition, some contents of the courses overlap, and emphasize on the theory. Although there are some practical courses, there is still a lack of real-time practice. The students cannot meet real challenges, ending up with translations which are rigid or just wrong. The teaching methods of translation and interpretation are neither an organic combination with the regional economy, nor in line with the market demands of the new economy and the new industry.

First of all, the characteristics of the regional economy haven't been taken into account for the courses offered, and the teaching objectives are not planned to be in line with the needs of the regional economic development. The teachers teach only to complete the teaching tasks and the students are regarding the completion of their homework and the pass of the exams as their ultimate goals, which inevitably hinder the cultivation of students' capacity, so that the graduates cannot meet the real-time needs of the market.

Second, at present, only a small number of colleges and universities combined the teaching system with the development characteristics of Jilin Province, the courses offered include the translation of automobile English and tourism English. However, the majority of colleges and universities in Jilin Province, for their majors of translation and interpretation, are not doing well enough in training talents in ESP and in the languages spoken by smaller group of people. On the current situation, the translation talents in Jilin Province are mainly English translation talents, while only Yanbian University has set up the master's degree of translation and interpreting of Korean. There is no master's degree of translation and interpreting of Japanese, Mongolian, and Russian. Moreover, the curriculum also fails to reflect the characteristics of Jilin Province as the regional center in Northeast Asia, such as IT, shipbuilding, Locomotive, electronic components, tourism and etc.

On the other hand, regarding the internship issues, Jilin colleges and universities also make efforts to establish the translation practice bases. For example, the translation practice bases successively founded by NENU conclude FAW General Company, Jilin Yatai Group, The Foreign Office of Jilin Province, The Foreign Office of Changchun City, NENU's International Exchange and Cooperation Centre. Under the direction of the teachers, MTI students undertook a number of written translators and interpreting missions for various bases, educational aid program, English website building program of Changchun sculpture and some international activities like China Northeast Asia Expo, EU-China Business and Technology Cooperation Fair and EU-US Regional Economic and Trade Fair. In addition, NENU's Translation Teaching and Study Centre organized and appointed MTI students to attend the Educational Aid Training Program of Developing Countries, sponsored by the Ministry of Commerce and organized by NENU, to undertake interpreting, written translation and reception work, which provided practical opportunities for MTI students.

The Localization and Employment of MTI Students

Localization includes two aspects: the Textual and the Non-textual. The former refers to the wording of translation itself, and the Non-textual refers to the communication process, including the communications between languages and cultures. The former is reflected in the text, while the latter is reflected in the mutual adaptation of languages and cultures, which means to adapt to the target market regarding languages and cultures. Their relationship can be represented by a formula: Localization = Translation + Adaptation, which means that localization involves the two aspects of translation and adaptation. The “adaptation” here, traditionally speaking, refers mainly to the cultural level. That is, the task of translation is to deal with the language and at the same time, the translation must be adapted to the cultural background, customs and specific historical tradition of the target language market.

The rise of localized service industry aims at providing services for government, enterprises and companies. Specifically, localized services include the localization of software, multimedia, website, document and so on. Vigorously developing the localization of translation industry, and training excellent localized translation talents are of great significance for the economic development of Jilin province.

It's doubtless that the salary level of translators and interpreters, to a great degree, decides whether or not the translation service industry has attraction to potential students.

The original intention of the establishment of MTI is to cultivate the high-level, application-oriented, professional interpreting and translation talents who meet the needs of national economy, culture, and social demands. In Jilin, the graduates are expected to cope with the regional needs. But under today's huge employment pressure——according to *The Employment Report of China's Undergraduate Students in 2006* issued by MyCOS Research Institute, in the main occupation ranking of 2013-2015 Jilin undergraduates, the proportion of them engaging in the translation and interpretation respectively took up 1.0, 1.1 and 0.8. And in the view of the monthly income of undergraduates in 2014 and in 2015 who have worked for a half year, the monthly income of translators and interpreters are 4149 yuan and 4261 yuan respectively, exceeding the average level of 3779 yuan in 2014 and 4042 yuan in 2015. The result shows that the salary level of Jilin translators and interpreters is on the upper-middle level. Give this into consideration, the proportion of MTI graduates into language services Industry and translation jobs do not seem to match expectations. At the same time, various language service companies, translation departments and institutions are faced with serious shortage of talents on one hand and on the other hand call in question, hesitating to employ MTI graduates who should have been cultivated well to meet the real demand and challenge of the real market.

The number of college graduates in Jilin province has reached 187 thousand in 2016, an increase of 5.6%. If calculating in accordance with the proportion mentioned in the above report that the number of interpreters and translators takes 1% of total graduates, there are about 1870 graduates engaged in translation-related positions each year. However, graduates who are really engaged in translation-related jobs are less than half of their total number. Graduates of normal Universities are more likely to be willing to work as primary and secondary school teachers.

Meanwhile, some students seek a career path in the translation press or company, did the translation work on foreign affairs of enterprises, or foreign capital and joint ventures of professional and technical translation (software, electricity, automobiles, medical, etc.), a very small number of students became col-

lege faculties. And a considerable proportion of graduates hold an occupation that has nothing to do with their major, such as civil servants, corporate staff, freelancers, etc.

According to *The Report on China Language Services Industry Development in 2016*, by the end of 2015, there are about 72495 language services and related services enterprises. The Chinese language services industry in 2015 created output value of about 282.2 billion yuan, increasing 79% on the basis of 157.6 billion yuan in 2011. An average annual growth rate was nearly 19.7%. Language services industry, as an integral part of emerging services industries, have already had a considerable scale.

However, in terms of the individual translation services enterprise, China lacks large enterprises such as Leibo Chi, VanceInfo, VanceInfo, mainly small and medium-sized companies. According to the data from *The Research on Translation Services Industry of China in 2014*, nearly one-third of the translation services enterprises' turnover in 2012 was no more than 1 million yuan; 26 enterprises between 1-2 million, accounting for 22% of the total number of enterprises; there are 16 enterprises whose turnover were between 2 million to 5 million, accounting for 13% of the survey; 4 between 5 million and 800 million, 6 between 8 million and 10 million, respectively accounting for 3% and 5% of the survey; and enterprises whose turnover was more than 10 million, taking up 24% of the survey. At home, workshop-style and pure intermediary translation companies still occupy the vast majority, which resulted in short supply in high-end market and fierce competition in low-end market.

In the case of Jilin Province, the translation market in our province is relatively small. According to *The Research on Translation Services Industry of China in 2014*, its survey on the distribution of the provinces of the 5287 major translation services enterprises in China has shown that Jilin Province had only 38 companies on the list, accounting for only 0.72%. While in Beijing, Shanghai and Guangdong ranking top three, the number of enterprises were 1541, 838 and 647, accounting for 29.15%, 15.85% and 12.24% respectively. This shows that Jilin province's translation market still has a lot of room for development.

It is gratifying that in China's large-scale translation services companies, Transn Language Network Technology Co., Ltd, which has newly established a branch in Jilin, has developed into a global leader in multilingual information processing and service providers. The United States CSA report in 2015 has shown that the company's language service capabilities have leapt ranking third in Asia, the 19th in the world (source: US CSA report). Transn now has registered nearly 80 million translators. In fact, the true reason for those enterprises that can not impact the high-end market is the serious shortage of high-end translation talents. Although the foreign language graduates are as many as 200,000 people every year, but most of the translation companies still encounter a situation where low-end business is full of fierce competition while medium- and high-end business are in extreme lack of talents.

Implications and Conclusion

In face of new opportunities and challenges, Jilin province, in order to cultivate more qualified translators, should consider the principles of localization of international products, i.e. the translation of the product should be recognized by the target regional culture, so that the globalization of products in the target market caters to the need of the local both physically and culturally. (Liu, 2015, p. 310) It is proposed that 1) Against the background of "the Belt and Road Initiative", cultivating translators of new languages to promote cooperation with the external Russia, Mongolia, South Korea, Japan, North Korea and Europe, espe-

cially with the domestic hinterland trade channel construction; 2) To cultivate a group of high-quality localized translation talents to “adapt” to the situations of Jilin Province to provide strong support of the three pillar industries —— “automobile manufacturing, food industry and petrochemical industry” for the colleges and universities who should adjust the curriculum correspondingly to meet the market demands.

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A Case Study of the Translation of Joint Venture Agreements through Content Analysis

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[Abstract] *Contracts and agreements are indispensable in business activities, and good translation of them is undoubtedly significant in achieving business purposes. The all-writing-is-translating meme assumes that translating itself is a process of rewriting the ideas in another language by transmitting memes of words, sentences, textual components and even translation strategies. This paper takes Joint Venture Agreements and their Chinese translation as a case study analyzed through content to infer their linguistic features and propose translation strategies, which are summarized as all kinds of memes to be disposed by translators in improving their expertise in future translation.*

[Keywords] *agreement; memes of translation; content analysis; linguistic features, translation strategies*

Introduction

According to the LONGMAN DICTIONARY of English Language & Culture (English-Chinese), contract is a formal written agreement, having the force of law, between two or more people or groups (LONGMAN DICTIONARY, 2004, p. 373). Under the Contract Law of People's Republic of China, contracts can be broadly categorized into 15 types, including Sales Contracts, Leasing Contracts, Contracts for Work, Transportation Contracts, Technology Contracts and Commission Contracts, etc. Contracts are private legal documents drafted and used by lawyers on behalf of their clients, the translation of which constitutes the bulk of actual translation work for many legal translation practitioners (Cao, 2008, p. 83). Translated commercial contracts are often used as part of business transaction, and sometimes contracts stipulate that two language versions are equally authentic, so translated contracts are of high legal status. With the economic globalization, the international business activities were extensively developed, and the role of international business contracts is more and more highlighted. The translation of these contracts are prevalent as well. Good translation of contracts will lead to easy understanding and high efficient performance of contracts. However, since contracts are legal documents in nature, their translation reflects many features of legal language and legal texts. Translators are required to be good not only at two languages but also at law and professional knowledge in all kinds of fields. It seems that the theory of Memetics will help a legal translator a lot due to the fact it stresses the significance of imitation.

Theoretical Basis

Introduction to Memetics

After Dawkins first introduced memes in *The Selfish Gene* (1976), memetics has been widely used by Chinese scholars in all kinds of translations, such as the translation of trademarks and the names of films, etc. A meme is thought to be a unit of imitation. Just as genes propagate themselves in the gene pool by leaping from body to body via sperm or eggs, so memes propagate themselves in the meme pool by leaping from brain to brain via a process which, in the broad sense, can be called imitation (Dawkins, 1976, p.192). Everything that is passed from person to person is regarded as a meme.

The Theory of Memes of Translation

Based on Memetics, Andrew Chesterman argues that memes transmission within a culture takes place through imitation and also through language, but translation is the way for a meme to be transmitted across cultures. Translation memes refer to those encapsulate concepts and ideas about translation itself and about the theory of translation (Chesterman, 2012, p. 7). He points out five translation supermemes, one of which is all-writing-is-translating. Translating is no more than a form of writing that happens to be rewriting. Writers do not create their own texts but borrow and combine elements from others, linking up in the global textual web. Our words are not ours: they have been used before, and our own use is inevitably tainted by their previous usage, in other people's mouths (Chesterman, 2012, p. 13, p. 14). Chesterman (2012, p. 147) also discusses the theory of how human expertise develops, and then apply this to how people grow as translators. The five steps include stage one: novice; stage two: advanced beginner; stage three: competence; stage four: proficiency; stage five: expertise (Dreyfus, 1986, p. 21, p. 22, p. 23, p. 24, p. 29, p. 30). In view of the fact that translation of contracts requires not only proficiency of two languages, but also law and professional knowledge in many kinds of fields, this paper focuses on stage four: proficiency. At the level of proficiency, decisions are made less because of objective rules etc. and more because of personal experience. The recognition of certain situational features as being more salient than others is based on experience, on perceived similarities between the current situation and previous ones (Dreyfus, 1986, p. 29).

Research Methodology and Questions

The Methodology of Content Analysis

BERELSON (1971) defined content analysis like this: "Content analysis is a research technique for the objective, systematic, and quantitative description of the manifest content of communication" (p.18). BRYMAN defines qualitative content analysis in the following way: "An approach to documents that emphasizes the role of the investigator in the construction of the meaning of and in texts. There is an emphasis on allowing categories to emerge out of data and on recognizing the significance for understanding the meaning of the context in which an item being analyzed (and the categories derived from it) appeared" (BRYMAN, 2004, p. 542).

Research Questions

In this study, Joint Venture Agreements are chosen for analysis and the following questions are focused on:

- What are the common linguistic features of Joint Venture Agreements?
- What translation strategies can a legal translator use in translating similar agreements /contracts?

Discussion

Different agreements or contracts may share some common parts and clauses, but legal documents are most for business purposes, which may cover all kinds of fields or industries, such as real estate, international trade and high technology, etc., and the professional knowledge in the world may differ from each other in a thousand ways. The inferences of commonalities from all kinds of agreements or contracts may not serve any practical guidance on legal translation. In order to present a holistic view of contract translation, this study uses Joint Venture Agreements as a case study. According to Remenyi, “The case study will provide a multi-dimensional perspective that may be used to create a shared view of the situation being studied (REMENYI et al., 2002, p. 5).” This study mainly concerns about the qualitative research of content, of which the object is to find out the transferability from one context to another.

Linguistic Features of Joint Venture Agreements through Content Analysis

Each and every kind of agreement or contract often has its own standard form in a particular jurisdiction made by relevant authorities or law firms available in law books or on-line. Since the drafting of agreements or contracts share many commonalities, certain textual, syntactical and lexical features can be obviously identified. A case study of content analysis of Joint Venture Agreements entered into by three companies from different countries is discussed below to demonstrate linguistic features.

Textual Features

Structural Units	
Chapter; Article	
Textual Components	
1.General Provisions	11. Labor and Personnel System and Trade Union
2. Joint Venture Parties	12. Duration, Dissolution and Liquidation
3. Establishment of the Joint Venture	13. Liability of Breach of Contract
4. Objectives, Business Scope and Mode of the Joint Venture	14. Force Majeure
5. Total Investment and Registered Capital	15. Applicable Law
6. Responsibilities of the Parties	16. Dispute Resolution
7. Board of Directors	17. Language
8. Managers	18. Representations and Warranties of Each Party

9. Tax, Foreign Exchange, Accounting and Auditing	19. Miscellaneous
10. Profit Distribution	

As it can be seen from the above table, the textual components actually are integral parts of the operation of a joint venture. Almost every Joint Venture Agreement can follow this example and all the necessary items will be covered in an agreement. Some components, such as the article of Dispute Resolution, even can be used almost in every agreement with only having to change some words or filling in some different descriptions.

Example 1:

SL	Dispute Resolution: The Parties shall attempt to settle any disputes arising from the performance of, or in connection with, the Agreement through friendly negotiations between the Parties. In case no settlement can be reached through negotiations, any disputes arising from or in connection with the Agreement and /or the constituent documents of the Joint Venture, shall be submitted to a competent Court in Guangzhou.
TL	争议的解决: 凡因履行本合同所发生的或与本合同有关的一切争议, 各方应试图通过友好协商的方式解决; 如果协商不成, 则将该争议提交广州有管辖权的法院审理。

Obviously, the above article of Dispute Resolution can be used in another agreement with only the name of the Joint Venture and the name of the court to be changed.

Syntactical Features

It is very common to find long and complex sentences, passive sentences, conditional clauses in a Joint Venture Agreement.

Long and complicated syntactical structures may cause many difficulties in comprehension and translation accordingly, but the reason for such kind of sentences to exist is that all the relevant conditions and circumstances are elaborately described in one sentence, which usually consists of many clauses, such as attributive clauses and adverbial clauses. Analyzing the structure correctly is the first step for a translator to do, such as identifying all kinds of clauses and put them in the right logical order in the target language.

Example 2:

SL	Article 41 Personnel System The parties/ agree that the General Manager of the Joint Venture // shall be designated /// to propose /// for approval /// by the Board of Directors /// labor and personnel systems /// according to the applicable laws, rules and regulations of the PRC.
TL	第14条 人事制度 合资各方同意合资公司总经理应当按照中国法律和有关适用规定制定劳动和人事制度, 报董事会批准。

It is quite easy for a Chinese translator to misunderstand that the prepositional phrases “according to the ...PRC” and “by the Board of Directors” modify the predicate “shall be designated”. Thus, a wrong translation will be probably like this: “合资各方同意按照中国法律和有关适用规定由董事会指定总经理, 制定劳动和人事制度, 并报批准。”

Passive sentences are frequently used in legal documents to show impersonality, which stresses the fact instead of who actually does it right or wrong.

Example 3:

No.	SL	TL
1	This agreement is written in both Chinese and English. Both language versions are equally authentic.	本合同用中文和英文写成,两种文字具有同等效力。
2	Copies of all minutes of board meetings shall be kept at the office of the Joint Venture of the term of the Joint Venture.	所有董事会会议记录在合营期内应当由合资公司存档。
3	Such meeting is proposed by no less than one third of the directors.	会议经三分之一以上的董事提议召开。
4	The expenses shall be paid from the Joint Venture assets with priority over other debts.	清算费用从合资公司现存财产中优先支付。
5	A copy shall be provided to the other parties.	复印件应提供给其余各方。

It shows clearly in the above sentences, the passive structures in English are translated into passive structures in Chinese, too, and the prepositional phrases that follows the passive structures are translated into Chinese prepositional phrases, such as “用...”, “由...”, “从...”, “给...”, “经...”, etc.

Generally speaking, conditional clauses are usually introduced by linguistic formulas which begin with such phrases as “if”, “when”, “where”, “in case”, “in the event (that/of)”, “should”, “providing” and “provided” (Li, 2008, p. 71). Such wordings are used to vary or modify a more general provision, qualifying its operation in one or more particular circumstances (Aitken and Butter, 2004, p. 86).

Example 4:

No.	SL	TL
1	In the event that the Chairman of the Board is unable to exercise his/her powers and authority due to illness and /or other reasons, he/she may authorize the Vice-Chairman or another director to convene the meeting.	董事长因病和/或因故不能召集会议行使职权时,由董事长委托副董事长或其他董事负责召集并主持董事会会议。
2	<u>In the event of</u> graft or serious dereliction of duties or failing to accomplish anticipated business objectives on the part of the General Manager...	总经理有渎职或严重玩忽职守行为或未能完成预定经营目标的.....
3	<u>In the event</u> the Board of Directors fails to reach agreement with respect to any of the matters set forth in clauses of Article 19...	如董事会不能就本合同第19条各款所规定事宜作出决议.....

The first conditional clause beginning with “in the event that” in fact qualifies the operation of the Chairman’s authorizing the Vice-Chairman to convene the meeting. To a great extent, the use of this kind of conditional clause is the representation of logical preciseness of legal language. The Chinese translation for

English conditional clauses are “...时”, “...的” and “若/如...”, etc. However, in Chinese provisions, the conditional clauses are mostly presented in the structure of “...的”, especially in the Criminal Law of People’s Republic of China.

Lexical Features

People often find words or phrases such as “shall”, “hereinafter”, “party”, and “null and void” in English legal documents. These actually reflect the lexical features of legal English and they may, to some extent, present translation challenge to translators, especially the word strings.

“Shall” does not express future tense or decision, but obligation and responsibility, which is used of high frequency in articles.

Example 5:

SL	The Joint Venture <i>shall</i> set up a Board of Directors consisting of six Directors.
TL	合资公司应当设立由六名董事组成的董事会。

“Hereinafter” belongs to archaic words, showing a kind of formality and solemnity of legal language.

Example 6:

No.	SL	TL
1	Three companies hereinafter referred to individually as a “party” and collectively as the “parties”.	三家公司以下单独被称为“一方”，合称为“各方”。
2	This Joint Venture Agreement is hereby entered into as of May 8th, 2006, by and between the parties of the Agreement.	各方于2006年5月8日订立本合同。

“Provide” does not mean “supply” but means “prescribe” in legal English. It represents the lexical feature of “common English words with legal meanings.” There are many common words used in legal documents that have both an ordinary meaning and a technical legal meaning, such as “party”, “instrument” and “damages”, etc.

Example 7:

SL	The Parties shall enter into such supplementary agreements as are necessary to effectuate the purpose of the Joint Venture.
TL	为实现合资公司经营目的,本合同各方于必要时订立补充协议。

The ordinary meaning of “party” is “an occasion when people meet together”, or “a group of people”, etc., but the technical legal meaning of it is “a person or group of people concerned or taking part in an agreement, argument, or other activity, especially a legal matter.” (LONGMAN DICTIONARY, 2004, p. 1280)

“Null and void” consist of two synonyms called word string. This kind of use of words is a linguistic tradition in English legal documents. A series of synonymous nouns, verbs, adjectives and other phrases are used in strings to convey the meaning of all-inclusiveness so that all possible situations that may or may not arise in the future can be guarded against, and possible future disputes can be prevented accordingly (Cao, 2008, p. 89). Legal word strings are commonly used. Sometimes they essentially have one meaning, but

more often, each and every word in a word string may have different meanings and legal consequences.

Example 8:

SL	any agreement, judgement, injunction, order, decree or other instrument
TL	任何协议、判决、裁定、法令、判令或其他文件

The words in the above word string undoubtedly have different meanings, covering every possible type of legal documents that may be involved.

Learning and Translation Strategies

After the content analysis of Joint Venture Agreements, the learning and translation strategies for a proficient legal translator can be put forward as follows.

Firstly, based on Memetics, these linguistic features of a Joint Venture Agreement can be summarized separately as the meme of textual components, the meme of sentence patterns, and lexical memes including the meme of modal verbs, the meme of archaic words, the meme of common words with legal meanings and the meme of word strings, etc. These memes are to be stored in the brain of a legal translator to infect his/her later practicion.

Secondly, to be exact, before translating a contract or agreement, the text components as well as the exact common clauses in similar ones should be studied carefully and imitated as much as possible, too. In order to correctly translate the sentences, the reasons for the comprehension difficulties of long and complex sentences should be found out and some frequently used conditional clauses or attributive clauses should be recognized and concluded for better a translation. For the common words, they may be used both in ordinary meanings and legal meanings in legal documents, but the collocations may be totally different. So, a corpus-based study of these words and a good habit of consulting a specialized dictionary should be formed whenever a common word may seem unordinary.

Thirdly, since the process of legal traslation is in nature the process of translating the written documents in one language into minds and then translating the minds into written documents in another language, which is a process of borrowing and combining elements from others, a kind of reorganization of words, phrases and sentences borrowed from others in a certain field, and the level of proficiency requires more of personal experience to perceive similarities between different situations, a proficient legal translator should infer the salient features in one contract and its translated version, which will greatly help legal translators produce a good translation in other similar ones.

Conclusion

Different agreements or contracts may share some common parts and clauses, and legal documents are most for business purposes, which may cover all kinds of fields or industries, such as real estate, international trade, high technology, etc. In addition, different law firms or relevant authorities may have different requirements for the standard forms of legal documents, so it is suggested that a sample agreement or contract and its translated version be analyzed first to infer the features at various levels, from textual level to syntactical level and lexical level, too. Then, conclusions drawn through content analysis can be summarized into all kinds of memes that are the units of imitation for proficient translators to transfer from one context to a

similar one.

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A Study of the Allusion Translation in *The Story of the Stone* from the Perspective of Rewriting Theory

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[Abstract] *Honglouloumeng* is an encyclopedia of the Chinese traditional culture. Such characteristic of it will definitely lead to difficulties in its translation. This paper makes an attempt to study allusion translation in *The Story of the Stone* from the perspective of Andre Lefevere's rewriting theory. Allusions are extremely culture-specific. So, it is hoped that the present study will contribute to future translation studies and practice.

[Keywords] *allusion; translation; The Story of the Stone; rewriting theory*

Introduction

As a cultural phenomenon, allusions abound both in Chinese and English literatures. Allusions are extremely culture-specific, which not only contain abundant connotations and create vivid images in very concise language, but also reflect the profound cultural heritage and beauty of literary products of a nation. In literary works, the cultural information of allusions is often embedded in the source text.

Honglouloumeng is an encyclopedia of the Chinese traditional culture and represents the merits of Chinese literary tradition which abounds in allusions taking references from history, religion, legends, folklores and many other literary works. These allusions greatly enhance the aesthetic function and the pleasure of reading this novel. On the other hand, they are considered culture bumps and pose great difficulties in translation since interpretation of allusions requires readers' familiarity with the source text for full understanding and appreciation. As far as *Honglouloumeng* is concerned, translating the allusions means translating the Chinese culture to the targeted readers who are located in the target language and culture and lack the shared cultural cognition, experience and background knowledge of the source text. The translator is required to rewrite allusions for them in an adequate and appropriate way to clear the reading obstacles and better demonstrate the charm of the source text, thus making adjustments and rewritings become necessary.

As a cultural turn translation theory, rewriting theory put forward by Andre Lefevere is instructive in approaching allusion translation. Lefevere propounds in his works that translation is not a mere language trans-coding, but rewriting of the culture of the source text by the translator. Therefore, studying translation actually means studying the interaction and interplay between different cultures. Translation does not take place in a vacuum. The translator has to mediate between literary traditions of both languages and cultures because he is affected and constrained by the time in which he locates in. According to Lefevere, translation is an important form of rewriting. He holds that "a great deal of cultural transmission, hence our cultural knowl-

edge, is based not on direct contact with ‘originals’ but on the various ‘rewriting’ in circulation.... Rewritings are of crucial social and cultural relevance because they determine the ‘image’ of a literary work when direct access to that work is limited or nonexistent” (Hermans, 1999, p. 128). He further explores the constraints exerted by patronage, ideology and poetics on rewriting in his works.

This paper posits that patronage, ideology and poetics will exert significant impacts on the translator’s translation strategy when allusion translation of *Honglouloumeng* as well as other literary works is concerned and the translation strategy may vary according to different literary forms.

Allusions in Honglouloumeng

Allusions in *Honglouloumeng* represent the rich Chinese literary tradition and demonstrate the profound Chinese culture since *Honglouloumeng* is generally recognized as the crystallization of the long literary tradition and cultural life of China. As a representation of profound Chinese culture, this masterpiece covers a great variety of allusions from various resources including Chinese literature, religion, history, art, social customs, legends and folklores, etc.

Definition of Allusion

Allusion is defined in detail by *Princeton Encyclopedia of Poetry and Poetics* as follows:

Allusion: Tacit reference to another literary work, to another art, to history, to contemporary figures, or the like. Allusion may be used merely to display knowledge, as in many Alexandrian and medieval poems; to appeal to a reader or audience sharing some experience or knowledge with the writer; or to enrich a literary work by merging the echoed material with the new poetic context. Allusion differs from mere source-borrowing, because it requires the readers’ familiarity with the original for full understanding and appreciation; and from mere reference, because it is tacit and fused with the context in which it appears. (Preminger, 1965, p. 88)

Categorization of Allusions in Honglouloumeng

Deeply rooted in ancient Chinese feudal society, *Honglouloumeng* depicts nearly all aspects of the social and cultural life of Chinese people in the 18th century. Allusions in *Honglouloumeng* can be roughly classified into the following categories:

Allusions from Literature

Honglouloumeng is closely endowed with the rich literary tradition of China. Literary works including plays, poems as well as literary figures provide abundant resources for allusions in *Honglouloumeng*. For instance:

“我就是那个‘多愁多病身’,你就是那‘倾国倾城貌’。”(第二十三回)

This allusion comes from *The Western Chamber* which describes the love affair of a poor young scholar, Zhang Junrui and a young lady from a noble family, Cui Yingying. By alluding to Zhang Junrui, Jia Baoyu indirectly reveals his love to Lin Daiyu.

Allusions from History

Historical allusions are also abundant in *Honglouloumeng*. Many historical figures and events alluded in this novel are well known to Chinese readers. For example:

案上设着武则天当日镜室中设的宝镜,一边摆着飞燕立着舞过的金盘,盘内盛着安禄山掷过伤了太真乳的木瓜,上面设着寿昌公主于含章殿下卧的榻,悬的是同昌公主制的联珠帐。(第五回)

To describe the arrangement of Qin Keqing's bedroom, Cao Xueqin alludes elaborately to six historical figures. Wu Zetian was the first empress in Chinese history who was said to lead a lascivious life; Flying Swallow was the queen of the Han Emperor Cheng-di; Yang Yuhuan and the Tang Emperor Li Longji's love story is very popular among Chinese people; An Lushan was a Tang general who later launched a rebellion known as "An-Shi Rebellion"; Princess Shouchang was the daughter of the Emperor Wu of the Song Kingdom, the Northern and Southern Dynasties, who set a new fashion for make-up named "plum-blossom patches"; Princess Tongchang was a Tang princess. By alluding to these amorous and erotic historical figures, Cao Xueqin implies both the sumptuousness of Qin Keqing's house but also her licentious life.

Allusions from Legends and Folklores

Chinese legends and folklores are another resource for allusions in *Honglouloumeng*. The following is an instance:

犯斗邀织女。(第七十六回)

According to a Chinese folklore, "织女" (Weaving Maid) is a fairy in the Heaven. It is said that Weaving Maid secretly came down to the human world and married Cowherd. Later, the God of Heaven detected her secret in anger and separated the lovers with the Milky Way. Thus, Weaving Maid and Cowherd became two stars on each bank of the river and were allowed to meet each other only once every year on the evening of the seventh of the seventh month across a bridge made up by magpies.

Allusions from Social Customs

Some allusions in *Honglouloumeng* derive from social customs of China. For example:

“凑成便是个‘蓬头鬼’。”贾母道:“这鬼抱住钟馗腿。”(第四十回)

Zhong Kui is a legendary figure who is said to be able to wipe out all the demons and devils. According to the Chinese custom, the image of Zhong Kui is painted and hung up at the doors to guard off the evil spirits when the Dragon Boat Festival approaches.

你倒也三从四德,只是这贤惠也太过了!(第四十七回)

"The three obedience and four virtues" are the criteria for women in ancient China which reflect the feudal ethic.

It cannot be assumed that the above allusion categorization is exhaustive because first of all, there exists some overlap between the four categorizations; second, a combination of the literary, historical, legendary or customary elements may appear in one single allusion.

Andre Lefevere's Rewriting Theory and His Study on Allusion Translation

Andre Lefevere's rewriting theory is formulated at the time when the translation studies take a cultural turn. His theory is rooted in the Russian Formalism, influenced by Itama Even-Zohar's polysystem theory and the Deconstructionist criticism.

Lefevere makes use of the concept of “system” which was first introduced by the Roman Formalists. His accounts of the literary system and the environment of the literary system, the culture, “system of systems”, witness the impact of Even-Zohar’s polysystem theory on his works. On the other hand, Lefevere differentiates his own systems from those of Even-Zohar’s and devises his own categories and terms. His introduction of the concept of rewriting into his theory is influenced by the Deconstructionist criticism. Lefevere states that “recent critical theory has placed undue emphasis on the limitlessness of the interpretation. It is argued that, since all readings are misreading, no one reading is better than any other, and hence all readings) potentially infinite in number, are in the final analysis equally misinterpretations” (1985/2000, p. 215). According to Lefevere, “Deconstructionist criticism is, at least, beginning openly to acknowledge this state of affairs” (1985/2000, p. 219).

As for “rewriting”, it includes such operations as interpretation, criticism, historiography, the putting together of anthologies, editing, translation, etc.. “Translators, critics, historians, and anthologizers all rewrite text under similar constraints at the same historical moment. They are image makers, exerting the power of subversion under the guise of objectivity” (Lefevere, 2006, p. 7). All writings, thus, take place under the constraints of patronage and poetics. Later, Lefevere adds three more constraints; universe of discourse, the natural language in which the work is composed and the original work itself.

Rewriting determines the “image” of a writer, a work, a period, a genre, sometimes even a whole literature. These images existed side by side with the realities they competed with, but the images always tended to reach more people than the corresponding realities did, and they most certainly do so now. Lefevere holds that the process resulting in the acceptance or rejection, canonization or non-canonization of literary work is dominated not by vague, but by very concrete factors that are relatively easy to discern as soon as one decides to look for them, that is as soon as “one eschews interpretation as the core literary studies and begins to address issues such as power, ideology, institution and manipulation” (2004, p. 2). Lefevere discusses that “all readings, whatever their intention, reflect a certain ideology and a poetics and as such manipulate literature to function in a given society in a given way” (Bassnet & Lefevere, 2004, p. vii).

On Allusion Translation, Lefevere holds the view that

“Cultures all develop their own ‘shorthand’, which is what allusions really are. A word or phrase can evoke a situation that is symbolic for an emotion or a state of affairs. The translator can render the word or phrase and the corresponding state of affairs without much trouble. The link between the two, which is so intricately bound up with the foreign culture itself, is much harder to translate” (2004, p. 56).

Lefevere puts translation together with other processing of a text like criticism, reviewing, summary, anthologizing and historiography, etc. under the heading of rewriting. To Lefevere, two factors basically determine the image of a literary work as projected by translation. The two factors are, in order of importance, the translator’s ideology and the poetics dominant in the receiving literature at the time the translation is made (2004, p. 41).

Lefevere’s study on the allusion translation focuses on the illocutionary language use and the universe of discourse elements of allusions. The beauty of allusions is reliant on the illocutionary level of the language use, that is, effect created by allusions. Lefevere attributes allusions to element that belongs to the universe of discourse.

Theoretical Analysis on Allusion Translation in *the Story of the Stone*

The translator's rewriting involves a complex network of decision-making on the basis of ideology, poetics and universe of discourse. "There is always a context in which the translation takes place, always a history from which a text emerges and into which a text is composed" (Lefevere & Bassnet, 1990, p. ii). The translator has to strike a balance between the universe of discourse as acceptable to the source text author, and the other universe of discourse which is acceptable and familiar to his targeted readership. To quote Lefevere,

Certain features of the author's universe of discourse may have become unintelligible to the target audience, either because they no longer exist or because they have acquired different meanings. Translators must either substitute analogous features from the target culture's universe of discourse or try to recreate the author's universe of discourse as best they can in a preface, in footnotes, or— what is most frequently done—in both (Lefevere, 2006, p. 87).

There are two famous complete English versions of *Honglouloumeng*. One is called *A Dream of Red Mansions* by Yang Xianyi and his wife Gladys Yang. The other is *The Story of the Stone* by David Hawkes and his son-in-law John Minford. The data for analysis in this paper are all taken from Hawkes' version. This section attempts to account for Hawkes' rewriting of allusions in *Honglouloumeng* from Lefevere's rewriting theory, which will hopefully contribute to future translation studies and practice.

The Targeted Readership

According to Lefevere, the targeted readership plays an important role not only in the decision-making of translation strategy but also in the translation of universe of discourse features.

Taking the targeted readers into his consideration, Hawkes resorts to amplification in some cases and tries to reproduce a target text which is readable and intelligible to his readers so that they can enjoy their reading and get the pleasure of reading without many difficulties. For example:

Example1: 宝玉因想道：“能病了几天，竟把杏花辜负了！不觉倒‘绿叶成荫子满枝’了！”因此仰望杏子不舍。又想起刑岫烟已择了夫婿一事，虽说是男女大事，不可不行，但未免又少了一个好女儿。不过两年，便也要“绿叶成荫子满枝”了。（第五十八回）

‘What a shame!’ He thought. ‘Just those few days in bed and I missed the apricot blossom.

And in among the green leaves now

The young fruit hangs from every bough.’

He stood and gazed at the tree. They were Du Mu's lines, written on his last visit to Hu-zhou, when he met the beautiful young of a dozen years before and found she was now a married woman with a brood of children. How did it go?

The spring-time blossoms, white and red,

Before the thieving wind have fled,

And in among the green leaves now

The young fruit hangs from every bough.

He thought of Xing Xiu-yan's betrothal. It would only be a year or two now before she married, and soon she too, like the girl that Du Mu wrote about, would be a mother with a brood of young children about her.

The allusion “绿叶成荫子满枝” in this paragraph contains a pun. In order to convey the beauty of this allusion and the implied meaning of the pun, Hawkes inserts Du Mu’s poem and the relevant background knowledge in the narrative without interrupting readers’ flow of reading and helps them understand the allusion and know more about Chinese culture.

Example 2: 玉在奁中求善价, 钗于奁内待时飞。(第一回)

The jade pin in the drawer hides, waiting its time to fly.

(Note: Yu-cun is thinking of the jade hairpin given by a visiting fairy to an early Chinese emperor which later turned into a white swallow and flew away into the sky. Metaphors of flying and “climbing the sky” were frequently used for success in the Civil Service examinations.)

In order to enhance readers’ comprehension, Hawkes renders this allusion literally, and offers a detailed note which explains both the context and implication of its meaning,

Ideology

Ideology is often enforced by the patrons, the people or institutions that commission or publish translations. Affected by the ideology of the English culture, Hawkes adopts domestication as his major translation strategy in most cases to reproduce a target text which fits in with the cultural presupposition and expectation of the targeted readership.

Example 3: 可一定是要“蟾宫折桂”去了。(第九回)

‘Good. I wish you every success...’

The allusion “蟾宫折桂” is deeply embedded with Chinese cultural background knowledge which may be unfamiliar to the English readers. Hawkes resorts to domestication to convey its implied meaning at the expense of Chinese cultural information.

Example 4: 犯斗邀织女。(第七十六回)

A man moves upwards through the constellations

Hawkes does not retain the original image of “Weaving Maid” which is a popular image in Chinese folklore and tries to convey the meaning of this allusion to the targeted readers who may feel puzzled at this image because they lack the relevant cultural background knowledge of the source culture.

Poetics

The translator may try to recast the source text in terms of the poetics of his own culture to make it pleasing and acceptable to the targeted readers, highlighting the readability and accessibility of the target text.

Example 5: 以致满纸潘安、子建、西子、文君。(第一回)

... their different characters undistinguishable except by name (all those ideally beautiful young ladies and ideally eligible young bachelors...)

In this sentence, Cao Xueqin alludes to four historical figures. If all these allusions are explained in detail, there might be too heavy a burden to the English readers and too much lengthy information which is against the Western poetics. Thus, Hawkes conveys the sense by rephrasing the allusions with clear and concise terms, without preserving the cultural images in the source text.

Example 6: 你们看着你家什么石崇邓通。(第七十二回)

‘I haven’t noticed that your family is staggeringly rich. You’re not exactly millionaires, are you?’

The two allusions “石崇” and “邓通” are translated liberally to convey the sense, replacing the universe of discourse in the source text with the Western universe of discourse which is more acceptable to the English readers. Hawkes’ translation conforms to the Western poetics which values economy and conciseness.

The Cultural Script

A cultural script can be defined as “the accepted pattern of behavior expected of people who fill certain roles in a certain culture” (Lefevere, 2004, p. 89). The cultural script contained in the source text might be quite different from that of the target culture. The following are some examples of Hawkes’ rewriting of the cultural script of the original text in his translational action.

Example 7: 纵然是举案齐眉,到底意难平。(第五回)

Even a wife so courteous and so kind

No comfort brings to my afflicted mind.

The allusion “举案齐眉” denotes the relationship between husband and wife in feudal China, which is often used to refer to the wifely virtue of submission. Hawkes weakens the original emphasis on the wife’s respect and submission to her husband. The translated text has lost its original flavor and been lexicalized to mean that a couple love and respect each other, thus rewriting the original cultural script concerning the virtues of Chinese women in the feudal society.

Example 8: 自顾风前影,谁堪月下俦。(第一回)

Hope, underneath the moon, a friend to find?

This verse alludes to the Chinese folklore which says that the old man underneath the moon is regarded as the god who is in charge of man’s marriage. Here Hawkes uses “a friend” to weaken the cultural script of the source text and makes it accord with the cultural script of the English readers, conveying the connotation of this allusion.

Conclusion

To summarize, from the perspective of rewriting theory, translation is a particular product at a specific historical point, a mediation of the ideology, poetics and universe of discourse of both Chinese and English literary systems. Hawkes rewrites some allusions of the source text to reproduce a target text which fits in with the ideology, poetics and universe of discourse that are acceptable and accessible to his targeted readership.

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On Poet's Interpretation and Scholar's Interpretation of Poetry From the Perspective of Hermeneutic Translation

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[Abstract] Translation is an understanding and interpreting process. Poetry translation has two different kinds of translation pattern due to two different kinds of translator, i.e. poet-translator and scholar-translator. With the four steps of interpretation of Hermeneutic Motion by George Steiner, features of each pattern are expounded to cast light on poetry translation.

[Keywords] Hermeneutics; interpretation; poet-translator; scholar-translator;

Introduction

It is universally admitted that poetry is the most difficult text type to translate. Some would even recall a quotation from Robert Frost that “poetry...is that which is lost out of both prose and verse in translation.” (Poirier, 1995, p. 856) More translators standing in queue with the idea are listed as follows: Cicero, Dryden, Goethe, Humboldt, Tsemon Hsu, Wen Yiduo, Guo Moruo, Qian Gechuan, Fu Lei and so on.

Of course it is difficult to translate poetry, still translators are in it throughout the ages. But what kind of translator could translate poetry better? As for the question, there have always been two opinions, namely the scholar-translator or the poet-translator. Yu Guangzhong holds that “the translator must be a scholar in principle” (Yu, 2000, p. 169) and Yang Wuneng expresses even more explicitly his opinion on literary translation that “a literary translator should be both a scholar and a writer, then s/he could do the job well...a literary translator should be endowed with the quality and ability of both a scholar and a writer.” (Xu, 2001, p. 172) Despite all these, the applause for poet to translate poetry is even louder. As early as the era before Christ, Cicero (1783, p. 222) had the idea that “Itaque nemo est orator qui Demostheni se similem nolit esse”, which means that “therefore, no one is an orator unless he wants to be a Demosthenes”, an advocacy in essence for poet to translate poetry. And Dryden (1900), from whom the “dancing on ropes with fettered legs” (p. 238) is usually cited to refer to the difficulty in poetry translation, on talking about Holyday and Stapylton's interpretation and illustrations of Juvenal, said that “'tis only for a poet to translate a poem.” (p. 92) There are still numerous translators, ranging from Qian Gechuan to Wang Zuoliang, from Roscommon to Tytler, who go in for poet-translation of poetry.

Therefore, in the light of the long argument about the aforesaid issue, it is of academic value to probe in-

to the issue to find out why the two kinds of poetry translator occupy so much of our attention and how they translate poetry. Since it is a matter of understanding and interpretation, it is therefore feasible and suitable to unfold the study with the theory of Hermeneutics, with which the author tries to elaborate different translations by different translators before unveiling the characteristics embedded in either kind of translated poems, thereby shedding light on the poetry translation.

Hermeneutics and Translation

Hermeneutics, the “art of interpretation”, was originally the theory and method of interpreting the Bible and other difficult texts. Heidegger, in *Being and Time* (1927), gives an “interpretation” of the human being, the being that itself understands and interprets. Under the joint influence of the precursors ahead of him, interpretation becomes the key word of Hermeneutics. Then with Gadamer’s *Truth and Method* (2004), the relation between interpretation and translation is nailed down. He thinks “every translation is at the same time an interpretation. We can even say that translation is the culmination of the interpretation that the translator made of the words given him.” (p. 386) He did not, however, precede or expound what happens in the process of translation until George Steiner constructs a brand-new translation model based on Hermeneutics in his masterpiece *After Babel-Aspects of Language and Translation* (2001).

Steiner is a famous scholar in the west who probes deeply into the translation process. In the very beginning of his *After Babel: Aspects of Language and Translation* (2001), Steiner points out that “language is in perpetual change” (p. 18), laying the foundation for his Hermeneutic Motion in Chapter five in which he expounds four steps of interpretation with the guidance of Hermeneutics (pp. 312-315):

First step: trust. “There is initiative trust, an investment of belief, underwritten by previous experience”, Translators “grant ab initio that there is ‘something there’ to be understood, that the transfer will not be void” (p. 312) with their previous experience. All understandings start with an act of trust, either from heart or some other purposes.

Second step: aggression. “This step could be very incursive and extractive, making it a violent process... the ‘thing there’ in the text only comes into authentic being when it is comprehended, i.e. translated.” (p. 313) In this step, the translator invades, extracts and brings home.

Third step: incorporation. On the whole, this step is visible in the course of translating, because it is in this step that a translator imports the meaning or the form of the source text. Consideration and quality may vary and the translator will probably make the translation a “complete domestication, an at-homeness” or “permanent strangeness and marginality”. “No language, no traditional symbolic set or cultural ensemble imports without risk of being transformed.” (p. 314)

The last step: compensation. After “importing” that may either be domesticated or foreignized, the translator may feel a need to restore parity since he is translating but not creating. “Only in this way...can we assign substantive meaning to the key notion of ‘fidelity’”. Fidelity is not literalism or any technical device for rendering ‘spirit.’” (p. 318) From this we can see that Steiner pays attention to the quality of the compensation.

With the four steps of interpretation, we can easily see through the process of poetry translation and, in the meantime, explain clearly poet's interpretation and scholar's interpretation in poetry translation, making it possible to find out which translation is better.

Poet's Interpretation and Scholar's Interpretation

It goes without saying that in poetry translation there exist two types of subject of translation, i.e. poet and scholar. Until very recently, it seems that the voice of the former outshouts the latter. The statistics have a say in this matter. With the help of "China National Knowledge Internet" (CNKI) (retrieved 2017-07-15), the author finds 470 papers whose themes concern "poetry translation by poet". 14 of them are entitled exactly the four characters "诗人译诗", dating from the year of 1984 to 2014. While the statistics about "poetry translation by scholar" are quite a falling contrast. When the four Chinese characters "学者译诗" are input, only 188 results returned, among which not a single paper is entitled exactly the four characters. Sharp as the contrast may be, scholar's interpretation in poetry translation can not be overlooked. Both of the processes in poetry translation could be put in the limelight of Steiner's four steps to scrutinize.

Interpreting Features of the Poet-translator

While choosing source text to translate, a poet would usually select what interests and invites him most. Tu An said that "I translate poems firstly because I love them." (Xu, 2010, p. 48) And he claimed that "the translations that published later offered sacrifices to Muse without any hint of politics." (p. 49) Some other poets like Guo Muoruo, Wen Yiduo, Mu Dan, Bian Zhilin and Yu Guangzhong have similar thinking. This is trust stage and the poet-translator's trust consists in his heart and love.

Aggression stage is a stage where understanding makes its attempts. Jiang Feng's aggression is quite visible while he sets up to translate Emily Dickinson's poem 303. He criticizes the cited translation that the translator's "door" is rendered wrong. He thinks "characters and letters with long history connoted a lot. Just like "房" in Chinese, it has rich meaning outside the form of the character." (Hai, 2007, p. 380) A poet has, toward words and characters, a keen perception which is acuter than the general translators and with which the poet-translator deepens the perception as the aggression moves on. Therefore, the poet-translator's aggression is an irregular and indirect perceptive thinking.

After understanding, a translator has to try to incorporate the source and what he has in mind. Ezra Pound's translation exhibits quite well the poet-translator's incorporation. Take the translation of "青梅竹马" and "两小无猜" (Pound, 1915, p. 11) for instance. Some scholars think Pound rendered them wrong intentionally. If this is true, it could just prove that the poet-translator's incorporation is frank and acute. In light of his rules for Imagiste poetry (Tryphonopoulos & Adams, 2005, p. 227), Pound was bound to cause cultural default, making his translation under-interpretive and creative. Therefore, the poet-translator's incorporation is prone to acute, creative and under-interpretive.

What will become of the incorporative translation? It must be compensated so as to make the interpretation complete. Pound may be unique, so it is necessary to see about some other poets. John Turner, a poet familiar with Chinese culture, translated "娥眉" into "dainty-browed" and "新人美如玉" into "Sweet as a lily or a rose" (p. 62), because he thought that "lily and rose in English [were] usually used to describe girls, and the effect [was] as natural as '玉' in depicting beauties." (Hai, 2007, p. 472) He even omitted translating terms like "扬州", "长江", "岱宗" and "齐鲁" in "Farewell—on seeing Meing Haoran off from Brown Crane Tower as he took his departure for Guangling" (p. 43) and "Gazing at the Great Mount" (p. 51). The omissions at any rate tell us Turner's poetic frankness and his attitude of a non-scholar. Omission is not a quantitative compensation, but a qualitative one. Thus, the poet-translator's compensation is

qualitative and under-interpretive.

Interpreting Features of the Scholar-translator

The scholar-translator's trust is different from that of the poet-translator, which is not absolute of course. Most scholar-translators--a good many of them are professors in universities--choose text with "the purpose of doing academic research," or "translate some poems of a poet while they are making researches on the poet" (Zhong, 2003, p. 34), because few of them are fond of poetry or seldom write poems. Of course they have poetic perception, but it is weaker compared to that of the poet. Their rational thinking dominates. For example, Pauline Yu translated many poems of Li Shangyin while he was doing researches on the famous poet (p. 3). And the motive for Fang Zhong to translate Tao Yuanming is that he "does not want the foreigners overlook, or even distort, the lofty morals of the great poet" (Tao, 1984, p. 5) Therefore, the scholar-translator's trust is based on the rational thinking.

The scholar-translator chooses text with scholastic motive and comprehends the text scholastically. For example, Liu Junping was once asked by an editor of an English publication to translate a poem of John Clare. He "read the poem at first several times, and then referred to the materials about John Clare's life and works," finding out that Clare was famous for the poems on rustication. He did not understand the poem until he "consulted more materials about the poet." (p. 4-5) A scholar-translator has to do all the tedious work to get to know about the original author and the text, which is a backward-learned aggression. Thus the scholar-translator's aggression is rational and precise.

Compared with the poet-translator, the scholar-translator casts more light onto culture communication, so he meta-phrases wherever he could in translation. Where he could not metaphrase, he gives notes or explains in the lines. Thus he inclines to over-interpret. Take Arthur Waley for example. In his *A Hundred and Seventy Chinese Poems* (1919), he introduced his method of translation: "I have aimed at literal translation, not paraphrase. It may be perfectly legitimate for a poet to borrow foreign themes or material, but this should not be called translation. Above all, considering imagery to be the soul of poetry, I have avoided either adding images of my own or suppressing those of the original." (p. 33) Therefore, the scholar-translator's incorporation tends to a rational and careful exegesis.

After literal incorporation, the translation by a scholar-translator would come out with some information that may confuse the readers, calling for explanation. Therefore, the translation adds some notes for the sake of understanding by readers. For instance, Arthur Waley (1919) and Fletcher (1919) produced plenty of notes in their translations. This note-phenomenon occurs so frequently that some scholars begin to pay attention to it. Dr. Hu Anjiang writes that "recent translations of classic Chinese poetry are prone more and more to add notes to the target texts, placing academic need in first position." (p. 64) At the same time, Kong Huiyi also points out that "with the development of Sinology, the poetry translation leans more on knowledge than poetic trait." (p. 98) These translations are much too over-interpreted. Therefore, the scholar-translator's compensation is always over-interpretative and exegetic.

Conclusion

With the above analysis through Hermeneutic Motion, the contrast is easy to see:

The poet-translator's trust is interest-oriented and comes from within whereas the scholar-translator's

trust is academy-oriented and comes from without.

The poet-translator's aggression is keen in experience and begins with poetic feelings whereas the scholar-translator's aggression is careful with exegesis and goes on with rational thinking.

The poet-translator's incorporation inclines to creation and fails in under-interpretive whereas the scholar-translator's incorporation inclines to exegesis and fails in over-interpretive.

The poet-translator's compensation is not careful but qualitative whereas the scholar-translator's compensation is careful but quantitative.

To be more concise, I sum them up as follows:

A. The poet-translator interprets with poetic thinking while the scholar-translator with rational thinking;

B. The poet-translator interprets with a creative gesture while the scholar-translator with an exegetic gesture;

C. The poet-translator under-interprets while the scholar-translator over-interprets.

During the whole analysis, prudential readers may find that the poet-translator could also be scholastic and careful, whereas the scholar-translator could as well be provided with poetical inspiration. And the features may interblend on a certain level.

Therefore, there is no absolute poet-translator or absolute scholar-translator. Although translation theorists and practicers talk a lot about the two subjects, they just distinguish them according to the distinct features of the two subjects, which makes the study feasible.

After analyzing the features of both translators, how could it be used to guide the translators to carry on with the poetry translation? I think it may be good to interblend the merits of both kinds of translators. What if a translator embraces the carefulness of a scholar and the passion of a poet! This could be an infinite and ideal pursue for all the translators. But when it is harder to get the passion of poet than to get the carefulness of scholar, it is better to be a poet-translator than a scholar-translator. And for translation, it is better to be carried out by careful poet-translators than passionate scholar-translators, because the former's carefulness is facile and could be preserved thanks to their identity as translator, while the latter's passion could not last long.

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Part I:
Linguistics

(Volume B)

Sketching B&R: A Corpus-driven Study of Chinese and Western Media Reports around The Belt and Road

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[Abstract] *This study aims to sketch The Belt and Road (B&R) through a corpus-driven study of relevant Chinese and western media reports. First, two corpora—Corpus of Chinese Media Reports (CCMR) and Corpus of Western Media Reports (CWMR)—were constructed. And then, with the assistance of AntConc3.4.3, word lists and keyword lists were obtained. Analyses of the first 100 most frequent words and the 100 keywords of each corpus were conducted to find similarities and differences between the Chinese media reports and the western media reports concerning B&R.*

[Keywords] *B&R; Chinese media; corpus; keywords; western media; word lists*

Introduction

The Belt and Road (B&R) is short for The Silk Road Economic Belt and The 21st Century Maritime Silk Road initiated by Chinese president Xi Jinping in 2013 when he visited countries across central and southeast Asia. Since the initiative was put forward, the Chinese government has made efforts to put it into practice. Media around the world reported B&R. Some showed their approval and understanding, while others showed their skepticism and criticism. This paper aims to sketch B&R through a comparative study between Chinese media reports and western media reports using data from two self-built corpora—Corpus of Chinese Media Reports (CCMR) and Corpus of Western Media Reports (CWMR).

The research started from corpora construction, and then an approach of corpus linguistics was adopted for analysis of the data, namely, word lists and keywords analyses. AntConc3.4.3 by Laurence Anthony was applied to obtain the word lists and the keyword lists.

Corpora Construction

In this study, two corpora were built with the consideration that a comparative study was necessary and could be carried out. Though China's voice has been heard by the world, it has been interpreted in different ways and to sketch B&R requires a comparison of the understanding of it between the initiating party and the rest of the world. The western world cannot represent all of the rest world, but they represent some voices.

All texts collected for the corpora were online news or reports in English and the sources were various. The CCMR data were collected from the English websites of 14 Chinese media or institutions, which included *China Daily*, *Xinhua News Agency*, *Global Times* and the *Foreign Ministry* among others. And the

CWMR data covered news and reports from 36 media and institutions, including *The Daily Star*, *Forbes*, *The Guardian*, *Bloomberg* and *Reuters* among others. The data collected were all published from 2013 to 2017.

The scale of the corpora is about 100,000 words, with 50,838 words in CCMR across 60 articles and 50,830 words in CWMR across 52 articles.

Analyses and Findings

Word Lists

Word lists were analyzed to find out similarities between the western and the Chinese media reports.

AntConc3.4.3 assisted to produce two word lists: CWL, the word list from CCMR and WWL, the word list from CWMR. As the word lists were long, the first 100 most frequent words of each corpus were selected as study objects. Since function words express more grammatical relationships than lexical meaning, they were not considered. So in the altogether 200 most frequent words of the corpora, only content words were analyzed. There were 43 content words out of the 200 words shared by both word lists. They were categorized as shown in Table 1.

Table 1. Content words shared by CWL and WWL

CATEGORY	WORDS
THEME	belt(476/377), initiative(281/228), maritime(71/80), road(707/560), silk(334/210)
WHO	we(264/90), Chinese(164/298), president(98/111), Xi(94/195), he(75/93), Asian(59/79)
WHERE	China(695/1008), countries(414/244), Asia(163/190), central(77/96), Europe(59/108), global(142/90), international(205/69), region(115/72), world(201/160)
WHAT	cooperation(451/67), development(340/152), economic(370/255), economy(116/65), infrastructure(151/191), investment(136/121), plan(60/106), projects(93/147), trade(225/167)
OTHERS	all(172/69), be(169/235), have(160/155), it(234/373), its(181/253), not(101/190), one(325/384), other(124/109), said(185/138), that(293/486), this(139/220), their(86/89)

In the above table, the numbers in the brackets refer to the words' frequency in both corpora. The number on the left of the slash is the frequency in CCMR and the one on the right is the frequency in CWMR. Take belt for example, it occurred 476 times in CCMR and 377 times in CWMR. As can be seen, words about the theme of B&R enjoy high frequency in both CWL and WWL. This confirmed that the data collected are around the same topic.

And more findings were that both Chinese and Western media dealt with similar contents concerning WHO, WHERE and WHAT related to B&R.

WHO involves the most relevant people or institutions. Chinese president Xi Jinping is the initiator of the B&R Initiative. The high frequency of his name showed that he plays a key role in B&R and both Chinese and western media have agreed on that. Chinese and Asian were mostly used as adjectives in the corpora, so they required further investigation. A collocate investigation provided more information. To make the

collocates comparable, the window span was set between 0 to 1R and the collocates were sorted by Freq (R). In CCMR, the top ten most important nouns that collocate with *Chinese in terms of frequency* are *president, economy, government, companies, people, dream, enterprises, mainland, premier, culture*; and in CWMR, the top ten nouns are *president, government, companies, firms, leaders, investment(s), export, leadership, influence, economy*. As was shown, both Chinese and western media concerned about Chinese leadership and economy. An examination of Asian carried out in the same way produced *infrastructure, countries, nations, development, interconnection, republics, markets, logistics, government* and *giant* as its top ten noun collocates in CCMR and *infrastructure, development, countries, states* and *nations* as its noun collocates in CWMR. It can be said that the infrastructure and development of Asian countries have drawn great attention of both media. As for the pronouns, we often represent the Chinese government or the relevant media while *he* was used to refer to a leader mentioned in the context. Another word *president* refers to a leader of a country in most cases of the corpora. A survey of the concordance lines showed that besides President Xi Jinping, presidents of the countries along the economic belt and the silk road have been frequently mentioned, for example, Russian president Vladimir Putin, Indonesia's president Jokowi, Sri Lankan president Maithripala Sirisena and Chile's president Michelle Bachelet. Other presidents' names such as the former US president Barack Obama and the current president Donald Trump also appeared in the reports. It can be concluded that China's B&R has attracted the attention of the whole world, esp. the leaders of the world.

WHERE provides the scope of B&R and reflects the influence of the B&R Initiative upon the world. *China, Asia* and *Europe* are indicative of the regions where the *countries* along the belt and road locate. As *China* tops the frequency list in both corpora (695 hits and 1008 hits respectively in CCMR and CWMR), a further examination of the context was necessary. The result showed *China* occurred most frequently in such contexts as confirmation of its role as the initiating country of the B&R Initiative (e.g. *China's Belt and Road Initiative, proposed by China, launched by China*), its relationship with other countries (e.g. *China-Singapore Economic Corridor, connects China with Southeast Asian countries, Africa and Europe*) and opportunities and challenges (e.g. *enable China to diversify the routes, herald the return of China's charm, how China will establish security for these new routes*). *Global, international* and *world* indicate that the influence of the B&R Initiative has gone beyond one country and certain areas and is bringing the whole world together. For example, "With the 2008 aftermath of the economic crisis still haunting some parts of the *world*, the OBOR initiative aimed at maintaining the global free trade system and an open economy was put forward to promote the free flow of production factors of all countries and deepen regional cooperation on a larger scale." (*China Daily*, July 13, 2015) " 'We should jointly create an environment that will facilitate opening up and development, establish a fair, equitable and transparent system of *international* trade and investment rules.' he added." (*Reuters*, May 13, 2017)

WHAT covers the main content of the initiative—cooperation, development, economy, infrastructure, investment, plan, projects and trade. Both Chinese and western media showed concern about what are being done and will be done concerning the initiative. Though the frequency varies, these words represent the most important shared topics. Owing to the big gap between the number of hits in the two corpora (451 vs 67), *cooperation* was taken as a case for further investigation. Collocates had been proved to be a good perspective, so again an examination of the collocates of *cooperation* was carried out. This time the window span was set between 1L to 0 to discover what kinds of cooperation the media reported. As was found out,

the top ten collocates (content words only) are *international, economic, regional, win-win, practical, trade, Shanghai, financial, strengthen, multilateral* in CCMR and *economic, regional, Shanghai, international, greater, financial, technological, technical, strengthen, South-South* in CWMR. The result showed that though the ranking of each word in terms of frequency varies, the Chinese media and the western media concerned about cooperation in similar fields and both expected for a better future.

The last category OTHERS includes verbs, pronouns and an adverb *not*. It seemed natural for the first two groups to occur, but the word *not* aroused curiosity. Therefore, an investigation of *not* was conducted. The frequency of *not* in the two corpora are respectively 101 and 190. A survey of the concordance plot showed that it is widely dispersed across the articles. In a number of cases, there is only one or two hits. So an article with the most hits in each corpora was selected for more detailed observation.

In CCMR, it is the Keynote Speech by President Xi Jinping at the Opening Session of the World Economic Forum Annual Meeting 2017 from the official website of China's Foreign Ministry entitled *Jointly Shoulder Responsibility of Our Times Promote Global Growth*. The number of hits in this article is 23. Some typical examples are: "One should not just retreat to the harbor when encountering a storm, for this will never get us to the other shore of the ocean." "The root cause is that the three critical issues in the economic sphere have not been effectively addressed." "However, the global governance system has *not* embraced those new changes and is therefore inadequate in terms of representation and inclusiveness." Here, the word *not* was used for the purpose of emphasis, and to demonstrate the necessity and significance of doing something.

The article selected from CWMR is one published by Wharton Business School entitled *Where Will China's One Belt One Road Initiative Lead* in which the word *not* occurred 13 times. Here are some representative examples: "So China wants Europe to be part of [OBOR] but *not* as a key driver." "'We are *not* sure if China will succeed, but the world is changing and more and more countries are joining this initiative,' he says." "A flood of lending to smaller countries lacking strong foreign exchange reserves might *not* be able to repay the loans if projects fail to generate revenue as expected." It may be said that these examples of the use of *not* indicated doubts and pessimism about China's B&R Initiative.

This analysis of overlapping content words in the first 100 most frequent words of both corpora provided some similarities between the Chinese media reports and the western media reports in dealing with the categories of WHO, WHERE and WHAT. However, the adverb *not* told a different story. An observation of more concordance lines and related contexts were more revealing of this difference. Yet more differences were to be discovered in keywords analyses.

Keywords

From the viewpoint of corpus linguistics, words that occur frequently enough against a reference corpus are potentially key. According to Mike Scott (2017), keywords can often be found in three types: proper nouns, indicators of aboutness and indicators of style. And Paul Baker (2004) notes that "an examination of the keywords that occur when two corpora are compared together, should reveal the most significant lexical differences between them, in terms of aboutness and style." This research intends to find out message differences, so it focuses on aboutness.

Indicators of aboutness are interpreted as content words such as adjectives, adverbs, nouns, verbs and

pronouns. As proper nouns in these two corpora may also indicate something, they are considered as indicators of aboutness as well. In this study, proper nouns, common nouns, adjectives and verbs are under observation.

Though keyness suggests statistical significance of the keywords, it is not enough, for it is possible for a keyword to occur in a small number of texts. Therefore, further investigations of the concordance lines and concordance plots were conducted to define which keywords are key enough to produce meaningful findings. The keywords for analyses in this research are those that are key in at least ten texts.

Keywords of the two corpora were obtained by running AntConc3.4.3, with CCMR and CWMR being the reference corpus of each other. To make the data operable, the first 100 keywords in terms of keyness were selected from each corpus and classified.

Proper nouns

Proper nouns selected from the first 100 keywords that occurred in at least 10 texts in each corpus are shown in Table 2.

Table 2. Proper nouns in the keyword lists

CCMR keywords	CWMR keywords
ASEAN, APEC, Zhang	Xi, Europe, Beijing, India, Pakistan, Donald Trump, Renminbi

As can be seen in table 2, the numbers of proper nouns are different in the two corpora. There are three in CCMR and seven in CWMR. The three proper nouns in CCMR include two international organizations and a Chinese Surname Zhang. The former probably has something to do with B&R, so the Chinese media had good reasons to report them. And then, a further examination of the concordance lines of the latter found four Zhangs—Chinese Vice Premier Zhang Gaoli, Chinese aviation executive Zhang Guangjian, Zhang Yansheng of the China Center for International Economic Exchanges and Zhang Chunlin, director of the Xinjiang Development and Reform Commission. It can be said Zhang represents Chinese high officials who play some important roles in carrying out the B&R Initiative. While in CWMR, the seven proper nouns told something different. Instead of international organizations, Europe and countries like India and Pakistan were prominent in some western media reports. As for people, Chinese president Xi and American president Donald Trump were the focus of attention, especially President Xi, whose name occurred 195 times across 40 texts, topping the list in both frequency and total plots. In addition, Beijing and Renminbi were also concerns of the western media.

The reasons for such differences between proper nouns in the two corpora may be that the authors reported from their own vantage perspectives. Chinese reporters shared their concern on China's relations with ASEAN and APEC and what their high officials did and said concerning B&R as domestic observers, while western reporters looked at things from a distance, and they saw a larger and more comprehensive picture.

Common Nouns

Common nouns selected from the first 100 keywords of each corpus that occurred in at least 10 texts are

shown in table 3.

Table 3. Common nouns in the keyword lists

Category	CCMR keywords	CWMR keywords
ideas	road, belt, initiative, cooperation, silk, areas, regions, peace, platform(s), spirit, advantages, inclusiveness, path, goal	scheme, plan, fact
practice	development, connectivity, communication, exchanges, opening, meeting, reform, progress, globalization, trust, agreements, mechanisms, tourism, agenda	Sunday
economy	economy, commerce	investments, money, banks, billions bn, firms, loans, lending
country	countries	China , state, power, influence
people & institutions	people, organizations, community, parties	-

There are 35 noun keywords in CCMR and 16 in CWMR. These nouns were grouped into five categories—ideas, practice, economy, country and people & institutions. As we can see in the above table, the Chinese media reports tended to focus on ideas and practice concerning B&R. Such concepts in the B&R Initiative as road, belt, initiative, cooperation, silk, areas, regions, peace, platform(s), spirit, advantages, inclusiveness, path and goal were elaborated in various reports. And practice of all sorts received great attention from the media, too. The reports of practice provided strong support for the ideas so that the B&R Initiative was proved to be more than a grand vision; it is a practical and practicable project. While in CWMR, only the keyword *Sunday* is related to practice. An investigation of its context showed that Sunday was the time for some events, for example, “Chinese President Xi Jinping pledged \$124 billion on *Sunday* for his ambitious new Silk Road plan...” (Reuters, 13 May, 2017)

The western media reports tended to show more concern about the economic issues on the B&R Initiative, especially financial issues, such as investments, money, banks, loans and lending. The keyword *billions* or its abbreviation *bn* further proved this concern. The concordance lines presented collocates like *billions* of dollars in loans and grants, *billions* of dollars in infrastructure investment, hundreds of *billions* spent, a US \$40*bn* infrastructure fund and Xi’s \$900*bn* development plan. Tom Miller’s view that “the Belt and Road schemes were part of a vast wave of Chinese capital that was now washing over the world” (The Guardian, 12 May, 2017) can be representative of what the western media focus on.

As for the country category, the finding was that the Chinese media tended to concern more about other countries involved in B&R, while the western media reported more about China as a rising world power, its influence and what its State Council said.

The category of people & institutions only covers keywords from CCMR. This indicates that the Chinese media cared more about people and cooperation. The tendency of caring about people can be seen in such collocates as “people-to-people exchanges and bonds”, “a people-oriented development philosophy”

and “open our arms to the people of other countries”. Words like *organizations*, *community* and *parties* indicate a cooperative mind.

Adjectives

Adjectives selected from the first 100 keywords that occurred in at least 10 texts in each corpus are shown in table 4.

Table 4. Adjectives in the keyword lists

Category	CCMR keywords	CWMR keywords
focus area	economic, cultural	geopolitical, military
attitude	forward, win-win, beneficial, practical, full, mutual, common, shared	grand, massive, successful, likely
time&space	international, ancient	

The numbers of adjective keywords are respectively 12 and 6 in CCMR and CWMR. These adjectives were grouped into three categories—focus area, attitude and time&space. The Chinese media focused on economic and cultural areas while the western media focused on geopolitical and military areas. And the Chinese media stressed time and space by a more frequent use of *international* and *ancient* than the western media. In attitude, the Chinese media showed an obvious tendency of being positive (forward, win-win, beneficial, practical, full) and cooperative(mutual, common, shared). However, the western media indicated ambiguity. The adjectives *grand* and *massive* can be interpreted as great, imposing or ambitious in scope or scale. Though not derogatory in meaning, they imply difficulties behind the initiative. The context investigation of *successful* and *likely* showed that they often suggested predictions. Predictions hint uncertainty. And uncertainty suggests ambiguity. For example, “This is not to say the OBOR undertaking is a bad thing, since it will spur development across several continents if *successful*.” (*Forbes*, 18 May, 2017) “There are two more *likely* if less appealing outcomes. China could stretch public finances even further to fund projects its leaders admit will *likely* lose money.” (Bloomberg, 15 May, 2017)

Verbs

Verbs selected from the first 100 keywords of each corpus that occurred in at least 10 texts are shown in table 5.

Table 5. Verbs in the keyword lists

CCMR keywords	CWMR keywords
promote promoting, strengthen, improve, enhance, encourage, deepen	be, seem, see, led, needed, owned

As illustrated in table 5, the Chinese media tended to use more verbs that indicate positive reinforcement. All of the six verbs, *promote*, *strengthen*, *improve*, *enhance*, *encourage* and *deepen* are synonyms used in their present tense forms and result-oriented. It may be said that the Chinese media focused more on the actions concerning B&R and acted as optimistic supporters.

Yet the western media preferred quite different verbs. First, modal verbs like *be* and *seem* were found frequent in CWMR. *Be* often indicates a tense or passive voice in terms of grammar. When it is used as a verb,

it describes things or people. *Seem* is often used “to say that someone or something gives the impression of having a particular quality, or of happening in the way you describe.” (Collins COBUILD Advanced Dictionary) The two modal verbs can be seen as descriptive rather than effective. *See* was used in the corpus in two meanings. One is to express an opinion, for example, “I see this as presenting a good strategic opportunity for China to promote itself as the new champion of globalisation.” (The Guardian, 14 May, 2017) The other is to imply a result, for example, “China is therefore keen to *see* that all countries and regions along the one belt and one road participate in this massive endeavour.” (The Daily Star, 7 December, 2014) The other three verb keywords *led*, *needed* and *owned* are in their past participle forms, which indicates the state of things rather than actions. Therefore, it can be concluded that the western media acted as observers and judges.

Conclusion

This study adopted the word lists approach and keywords analyses to sketch B&R. The results can be summarized as follows.

The investigation of word lists found that the Chinese media reports and the western media reports were similar in dealing with the categories of WHO, WHERE and WHAT. President Xi Jinping, as the initiator of B&R, has drawn world-wide attention. Asian countries and their development were concerned. The leaders of numerous countries paid their attention. The investigation of WHERE confirmed China’s key role in B&R and showed that the influence of the initiative has gone beyond one country and certain areas and is contributing to further globalization. An examination of WHAT showed that cooperation and development in various fields were thematic topics of both Chinese and western media. The word *not* was a surprise in this study. It was a high frequency word in both corpora, but in the CCMR, it was often used for emphasis and to demonstrate the necessity and significance of something, while in CWMR, it indicated doubts and pessimism.

The keywords analyses were conducted to find out differences in “aboutness”. The observation of the first 100 keyword lists of CCMR and CWMR gave the following findings: The proper nouns revealed that the Chinese reporters showed their concern about China’s relations with some international organizations and what their high officials did and said concerning B&R as domestic observers, while the western reporters saw a larger and more comprehensive picture from a distance. The common nouns revealed that the Chinese media focused more on ideas and practice while the western media showed more concern about financial issues. The Chinese media reports covered more about other countries involved in B&R while the western media reported more about China as a rising power. And the Chinese media cared more about people and institutions than the western media. The adjectives revealed that the Chinese media covered more economic and cultural issues while the western media showed more interest in geopolitical and military issues. The Chinese media had positive and cooperative attitudes towards B&R while the western media were ambiguous in their attitude and often made predictions that implied difficulties behind the initiative. A detailed research of the verbs revealed that the Chinese media were optimistic supporters of B&R while the western media were observers and judges.

Although important findings have been produced in this study, there are still limitations. First, the scale of the corpora are comparatively small. Larger corpora may have led to more findings. Second, some impor-

tant western media were not chosen due to copyright reasons, so that the representativeness of the views requires to be further proved with more studies.

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A Functional Perspective To The Identification Of Register Deviation

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[Abstract] *In spite of many studies on register deviation which demonstrate linguistic features of literary works, this paper, by adopting a functional perspective, attempts to specify the criteria of identifying register deviation from two perspectives: identification of obligatory elements and constitutive intertextuality. It was found that constitutive intertextuality works as an important criterion for register deviation and obligatory elements play a leading role in the identification of the register.*

[Keywords] *Register deviation; obligatory elements; field; tenor; mode*

Introduction

As a linguistic term with a high frequency of occurrence in stylistics and discourse analysis, register deviation has been studied from a variety of perspectives home as well as abroad. However, the abundant previous literature reviews reveal that many of these studies focus on the manifestation of superficial linguistic features and neglect such issues as how to identify register deviation. This paper attempts at exploring the criteria of the identification on register deviation by adopting a functional perspective. First, by adopting Hasan's Generic Structure Potential, it classifies textual elements into obligatory elements and optional ones. Next, it clarifies the criteria on the identification of register deviation: identification of obligatory elements and constitutive intertextuality. Finally, it attempts to apply the criteria on the identification of register deviation into literary studies.

Deviation as a Concept and Leech's Classification

Originating from Aristotle's Poetics, deviation was developed by the Russian Formalist Victor Shklovsky and systematically classified by Geoffrey Leech (2001, pp. 42-52) into eight types, namely, lexical deviation, grammatical deviation, phonological deviation, graphological deviation, semantic deviation, dialectal deviation, register deviation, and deviation of historical period. Jan Mukarovsky (1964) considered linguistic styles as foregrounding and poetry has to de-automatize, and violate everyday language. These violations or de-automatizations or foregroundings or differences in general are called deviations (Hu Zhuanglin, 2002, p. 507).

As for register deviation, "register borrowing in poetry is almost always accompanied by the further incongruity of register mixing, or the use in the same text of characteristics of different registers" (Leech, 2001, p. 50). Leech manifested us a scientific picture of stylistic deviation and paved the way for the further

stylistic study. However, this classification cannot escape from being overlapping and lack of consistency (Liu Shisheng&Zhu Ruiqing, 2006, p. 39).

Linguistically, deviation refers to the violation of the normal range in the selection of a linguistic item and register deviation is a violation associated with the different use in which they are put. Deviation as a context-oriented dynamic concept serves a specific communicative purpose by violating some linguistic conventions. According to Bai Hongai (2001, p. 22), deviation relies heavily on context and its signifier will be meaningless once separated from the context. Because deviation and register are context-dependent notions, register deviation can never be immune from the communicative context. In this regard, the identification on register deviation will take the communicative context into account.

Malinowski and Firth: Meaning as Function in Context

Malinowski (1923) noticed that to understand the meaning of what was said, it was necessary to possess some knowledge of cultural characteristics reflected in the context of situation in which particular types of utterances were typically produced, and which were themselves regarded as embedded in the context of culture. Meaning was seen in terms of the function of utterances (Bulter, 1985, p. 4). Influenced by Malinowski, Firth (1957) proposed to ‘study language as part of the social process’ and he aimed to build Malinowski’s concept of context of situation into a specifically linguistic theory (ibid). This task was developed by Halliday (2001) into Systematic Functional Linguistics.

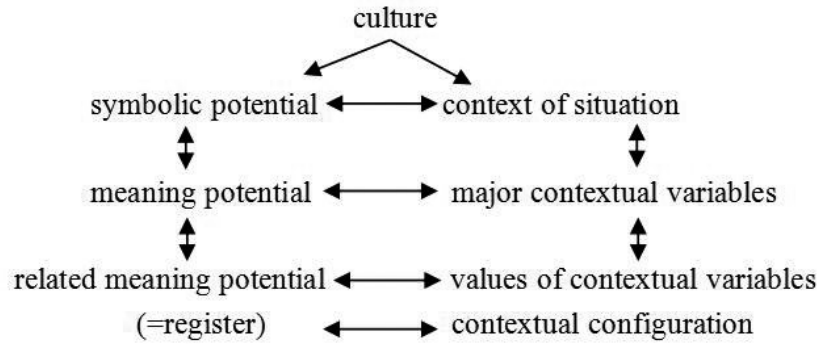
Halliday: From Meaning Potential to Register

According to Halliday (2007, p. 46), language is in a social perspective interpreted through the concept of meaning potential, which is the linguistic realization of the behavior potential. Types of linguistic situation differ from one another, broadly speaking, in three respects, field, tenor and mode. These variables, taken together, determine the range within which meanings are selected and the forms which are used for their expression. In other words, they determine the ‘register’ (2001, p. 31).

Field refers to the institutional setting in which a piece of language occurs, and embraces not only the subject-matter in hand but the whole activity of the speaker or participant in a setting...Tenor...refers to the relationship between participants...not merely variation in formality...but ...such questions as the permanence or otherwise of the relationship and the degree of emotional charge in it...Mode refers to the channel of communication adopted: not only the choice between spoken and written medium, but much more detailed choices.... (ibid, p. 33)

Decoding Register by a Functional Approach

As it is mentioned above, context of situation is embedded in context of culture, which is interpreted through the concept of meaning potential. As a broad term, meaning potential can also be specified into related meaning potential in a certain context by three variables, field, tenor and mode. Hasan (1978) proposed contextual configuration realized by a combination of those contextualized specific variables: field, tenor and mode. To make it specific, its embedding interrelation is shown as follows.



(Zhou Xiaokang, 1988, p. 70)

The contextual configuration within the same value can produce the same generic structure, which can be realized by different linguistic elements. Hasan made a comparison of two texts on sales-purchasing, and proposed a term Generic Structure Potential (GSP).

Hasan' s Generic Structure Potential

According to Hasan (1996, p. 53), GSP is an abstract entity and it is descriptive of the total range of textual structures available within a genre assumed as G. According to Yuhui (2001, p. 36), GSP as a linear model is designed to capture the variant and the invariant aspects of the textual structures within the limit of a genre. In order to meet these requirements, a statement of GSP must be able to specify the following:

- (1)what elements must occur
- (2)what elements can occur
- (3)where must they occur
- (4)how often can they occur

(Halliday&Hasan 1985, p. 56)

In the above formula, from the selection of modal verbs, it is easy to distinguish the obligatory elements from those optional ones. Hasan' s (ibid.) hypothesis is that the values of register, namely, field, tenor and mode, determine the global patterning of texts. GSP describes the total range of textual structures available within the genre, and a certain generic structure can help to find the register. It is the obligatory elements that determine the generic feature of a text and then its register. The optional elements give varieties to the structural resources within a genre. A GSP service encounter model is represented as follows:

$$[(G).(SI)^*] [(SE.) \{ \overset{\curvearrowright}{\underset{\curvearrowright}{SR}} \overset{\curvearrowright}{\underset{\curvearrowright}{SC}} \}^* \overset{\curvearrowright}{\underset{\curvearrowright}{S}}] \overset{\curvearrowright}{\underset{\curvearrowright}{P}} \overset{\curvearrowright}{\underset{\curvearrowright}{PC}} \overset{\curvearrowright}{\underset{\curvearrowright}{F}}$$

Symbol Keys

G=greeting

SI=sale initiation

SE=sale enquiry

SR=sale request

SC=sale compliance

S=sale

P=purchase

PC=purchase closure

F=finis

(Halliday & Hasan, 1985, p. 64)

The elements enclosed in the round brackets are optional. The elements not enclosed in the round brackets are obligatory. The sign ~ indicates fixed sequence of elements, while the order of elements on each side of the dot is reversible. However, they are only reversible within a certain limit, which is indicated by the square brackets []. That is to say, although the order of G and SI can be reversed, both of them, if they oc-

cur, must occur before other elements. The notation ∞ means the elements marked are recursive. (Yu, 2001, p. 37)

The analysis of the generic structure for service encounters is demonstrated as follows.

Customer:Can I have ten oranges and a kilo of bananas please?	SR
Vendor:Yes, anything else?	SC
Customer:No thanks.	
Vendor:That 'll be dollar forty.	S
Customer:Two dollars.	P
Vendor:Sixty, eighty, two dollars. Thank you.	PC

(Halliday & Hasan, 1985, p. 59)

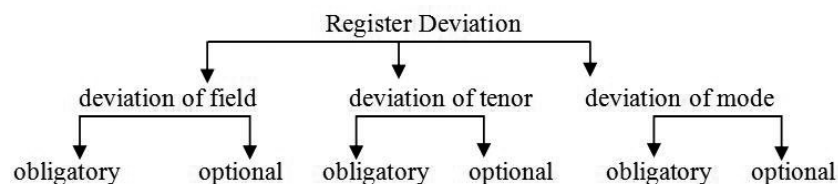
Hasan (ibid.) distinguished obligatory elements from optional ones by emphasizing that the former are powerful enough to determine the register of the text, but she did not specify the notion of obligatory elements and it seems to us that they are taken for granted.

The Identification of Register Deviation

Based on Hasan's assumption that obligatory elements play a decisive role on the register of a discourse, it claims in the paper for the identification of register deviation: obligatory elements and constitutive intertextuality.

The Identification of obligatory elements

Register deviation results from the deviation of obligatory variables in its contextual configuration, which is a combination of field, tenor and mode in a broad sense. Therefore, the characteristics of obligatory elements can be labeled as the measurement of register deviation. As for the distinction between obligatory elements and optional elements, the former are those stable and unsubstitutive elements whose absence results in another possibility of register-decoding; the latter are those temporary and substitutive elements whose absence makes no difference for register-decoding. The three dimensions of register produce three types of register deviation, namely, deviation of field, deviation of tenor and deviation of mode.



Constitutive Intertextuality

Constitutive intertextuality as a concept is derived from Hasan's notion of GSP by the comparison of two texts of sales-purchasing type. According to Fairclough (1992:104), sometimes, "a text may 'incorporate another text without the latter being explicitly cued, and this is the case for constitutive intertextuality'; the mixing configuration of discourse conventions such as genres, activity types, and styles associated with different types of discourse. That is to say, any text is constructed out of existing discourse, and authors do not create texts from their own original minds but rather compile them with pre-existing texts. Intertextuali-

ty can be regarded as one important criterion of evaluating register deviation.

Register Deviation: Deviation of Field

A piece of discourse can be labeled as deviation of field under the condition that it is of intertextuality nature; moreover, one of its obligatory elements deviates from the socially well-accepted conventions, regardless of its optional elements. Below is an utterance produced by a judge whose tooth needs pulling.

Judge (in the dentist chair): Do you swear that you will pull the tooth, the whole tooth, and nothing but the tooth?

Taking the personal experience into consideration, and guided by Hasan's GSP service encounter model, the author attempts to establish her own GSP model of teeth-pulling as follows.

[(G) $\overbrace{(\text{HR} \sim)}$] {TE \sim I \sim } \sim TP \sim TPC \sim (F)

Symbol Keys

G=greeting

TE=teeth enquiry

TP=teeth-pulling

TPC=teeth-pulling closure

HR=health request

I=instruction

F=finis

In the dentist setting, the tooth element is a must and hence any linguistic entities related to teeth are obligatory. In the example, the obligatory element "pull the tooth, the whole tooth, and nothing but the tooth" violates the dentist setting by borrowing from the court setting, in which a judge usually produces utterances like "do you swear that you will tell the truth, the whole truth, and nothing but the truth". This is a typical example of constitutive intertextuality. The motivation behind the field deviation is beyond our mention here.

Register Deviation: Deviation of Tenor

Tenor is of role relationships that are specific to the situation, including the speech roles, which come into being through the exchange of verbal meanings (Halliday, 2007, p. 55). Under the guidance of intertextuality, deviation of tenor is produced by the deviation of obligatory elements in terms of role relationships in a specific setting. An English poem *They* by Siegfried Sassoon highlights the deviation of tenor by intervening the formal and casual styles.

The Bishop tells us: when the boys come back,
They will not be the same; for they'll have fought
In a just cause; they lead the last attack
On Anti—Christ; their comrades' blood has brought
New right to breed an honorable race.
They have challenged Death and dared him face to face
'We're none of us the same!' the boy reply;
For George lost both his legs; and Bill's stone blind;
Poor Jim's shot through the lungs and like to die;
And Bert's gone syphilitic: you'll not find
A chap who's served that hasn't found same change.
And the Bishop said: 'The ways of God are strange!' (Sassoon, *They*, 1918)

Martin Joos (1962) described the range of formality as five levels: frozen, formal, consultative, casual, and intimate, which is believed that every speaker has access to (Xu, 2005, p. 78). This poem consists of two stanzas. The first six lines spoken in public in the bishop's voice are superficially dignified and upright, and therefore, the obligatory elements are fulfilled by elegant and formal linguistic styles as "they lead the last attack on Anti—Christ; their comrades' blood has brought new right to breed an honorable race". However, in the writing of the following stanza, the poet switched into casual and intimate style as "For George lost both his legs; and Bill's stone blind; poor Jim's shot through the lungs and like to die". In this respect, it is known to us that the poet was narrating the common soldiers' sufferings in their own eyes. Describing it as it is, it helps us to unfold the ironic and hypercritical society, where the privileged were claiming for the uprightness on World War I; on the other hand, the poor soldiers were struggling for life, whose language style is colloquial, casual, and spontaneous with some abbreviations and ellipses. Deviation of tenor occurs when the obligatory elements deviate from its normal use, and the conversational implicature derived from register deviation has been widely investigated in stylistics and literary studies.

Register Deviation: Deviation of Mode

The mode of discourse is the linguistic reflection of the relationship that the language users have towards the medium of communication (Xu, 2005, p. 35). In other words, mode mediates the role of language in constructing symbolic realities (Wu, 2007, p. 29). Mode mediates their semiotic space between spoken language and written language, between monologue and dialogue. Deviation of mode is caused by the deviation of obligatory elements in terms of media of communication and channel of information-delivering. Below is a casual dialogue of weather between Mrs Higgins and Eliza Doolittle in *PYGMALION* by George Bernard Shaw.

Mrs Higgins: Will it rain, do you think?

Elisa: The shallow depression in the west of these islands is likely to move slowly in an easterly direction. There are no indications of any great change in the barometrical situation.

Deviation of mode occurs when the obligatory elements in the setting deviate from its normal tracks. Conditioned by the casual conversation between Mrs Higgins and Elisa, the obligatory elements must be delivered in a colloquial style by adopting daily expressions such as 'Will it rain, do you think'. Elisa's style deviates from its expected route by adopting weather forecast expressions such as *the shallow depression and in the barometrical situation*.

Conclusion

By specifying register deviation into three dimensions, deviation of field, deviation of tenor and deviation of mode, the paper tentatively provided an analytical model to identify register deviation under the framework of functional linguistics. By regarding obligatory elements and constitutive intertextuality as the criteria of evaluating deviation, it is hoped that this paper may have some implications for the systematic study of stylistic deviation to some extent. However, this study cannot avoid some defects as well. Firstly, it is difficult to establish GSP models due to some subjectivity on distinguishing obligatory elements from optional ones in some occasions. Secondly, there exists some vagueness as well on the categorization of some

discourses into a specific type of register deviation.

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Markedness and Salience in Acquiring Preference for Preposition Stranding

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[Abstract] Acquisition data collected shows unequivocally that the marked PS (preposition stranding) is easier to acquire before its unmarked counterpart PPP (preposition pied piping), which is apparently contrary to the markedness hypothesis, however, consistent with the syntactically termed Economy Principle. Of prime interest is that the acquisitional sequence in real time is: No-Prep < PS < PPP. Furthermore, learners manifest such tendency: more PS in *wh*-questions whereas more PPP in relative clauses, which is accounted for as the influence of topic-command structure. Besides, the markedness of “*who/whom*” also exerts its influence on the acquisitional sequence, which provides the prerequisite for the processing acquiring mechanism hypothesis.

[Keywords] preposition stranding; markedness theory; Economy Principle; topic-command structure; processing acquiring mechanism hypothesis

Introduction

Markedness, a linguistic concept developed out of the Prague School, was demonstrated by Trubetzkoy (1929, cited in Luelsdorff 2004) and Jakobson (1937, cited in Luelsdorff 2004) in their pioneering study of phonemic oppositions where phonetic symbols were literally marked to indicate additional features, such as voicing, nasalization or roundedness. The element containing the feature is designated by [+A], the element without the feature is [-A] (“A” standing for every possible linguistic feature). The concept of markedness has been extended to other areas of grammar as well (e.g., morphology, syntax and semantics, etc.), and is applied to every level and component of language in applied linguistics. Markedness theory has been reviewed in second language acquisition research as a possible explanation or a means of predicting the acquisitional sequence and learning difficulties (i.e., the marked will be easier to acquire before its unmarked counterpart, [-marked] < [+marked]).

Originally identified by Ross (1967, cited in Bardovi-Harlig 1987), preposition stranding and preposition pied piping (abbreviated to PS and PPP respectively) have been discussed widely in the syntactic literature from both synchronic and diachronic perspectives (e.g., Allen 1980; Hornstein & Weinberg 1981; Mazurkewich 1984a, 1984b, 1985; van Riensdijk 1978). It is this widespread preference of preposition stranding over pied piping that led linguist to treat preposition stranding in English as the norm, cases in which stranding could not occur were treated as exceptions (van Riensdijk, 1978, p. 134). Preposition stranding (abbreviated to PS) results when *wh*-movement occurs, that is, to extract *wh*-element out of the prepositional phrase (PP), leaving the preposition behind. Preposition pied piping (abbreviated to PPP) presents that the preposition is fronted along with the moved *wh*-pronoun, thus, the whole PP is preposed as an entire

constituent. According to typological implication theory, syntactically termed case theory and subadjacency principle, and learnability criterion as well, preposition stranding would have to be considered marked in relation to pied piping. According to markedness theory, the markedness status of PS/PPP necessitates the acquisitional sequence: PPP < PS.

Mazurkewich (1984a) assumes that the unmarked pied piping would be acquired before the marked preposition stranding, which is consistent with the prediction made by markedness theory. In an attempt to resolve the inconclusive nature of Mazurkewich's finding, Bardovi-Harlig (1987) replicated Mazurkewich's test for dative wh-questions (linguistically simple) and extended the elicitation task to include relative clauses (linguistically more complex). The results provided clear evidence that learners acquire marked preposition stranding before its unmarked counterpart pied piping in both wh-questions and relative clauses. This sequence, stranding first, pied piping second, contradicts the prediction made by markedness hypothesis that the unmarked structure, pied piping would be acquired first. Bardovi-Harlig also found that before either rule is attempted, a No-Prep strategy (omitting the preposition entirely) is employed regardless of the stimulus given. The order of acquisition, therefore, was No-Prep < preposition stranding < pied piping and this order was evident in both wh-questions and relative clauses. Bardovi-Harlig argues that preposition stranding is acquired before pied piping because it is more frequent in the input. Markedness hypothesis is, in fact, not tenable for pied piping/preposition stranding, rather a second factor, salience (the availability of data as input), also plays a role in determining acquisition order, that is, salience and markedness have complement influence on acquisition order.

Markedness Status of Preposition Stranding and Pied Piping

Informal Identification

By observing the occurrence of PS/PPP in the world's languages, it reveals that there are many languages have only pied piping and no languages have only stranding; besides, those languages that have stranding also have pied piping, but not the reverse (Allen 1980; Hawkin 1987; Hornstein and Weinberg, 1981; van Riensdijk 1978; Vinet 1979). Thus, such intuitive observation that marked stranding is somewhat cross-linguistically unusual and infrequent would yield the result that preposition stranding is marked.

Generative Identification

The status of markedness of PS/PPP could be determined by the properties of adjacency which is crucial for Case assignment (White 1987). In the theoretical framework, Case assignment takes place at surface structure after all movement rules have applied. As far as the dative questions are concerned, for pied piping questions, Case marking is transparent. The wh-pronoun is assigned Case by its adjacent preposition, and the direct object is assigned Case by the verb to which it is adjacent. The preposition stranding: the wh-pronoun is not adjacent to its Case assigning marker, and some kind of exceptional rule, involving perhaps proper government that would link the preposition, the stranded pronoun and its trace, would have to be stipulated in the grammar. According to Greenberg (1966), 'more complex' expression is reflected in the addition of morphemes, the addition of features, or the addition of rules. Therefore, the requirement of such a redundant rule to account for Case making in stranded dative questions characterizes their marked nature.

Implicational Identification

Implicational universals, a linguistic universal of the form “if p then q”, presuppose a markedness relationship; if a language that has property X also has property Y, then Y is unmarked in relation to X (Ellis, 1994). In other words, unmarked is the implied whereas marked the implier in an implicational relationship. Inferentially, the markedness of PS/PPP could be determined implicationally using typological approach to language. The frequency of PS/PPP occurring in the languages of the world indicates that the presence of stranding implies the presence of pied piping (PS \rightarrow PPP), but not the vice versa (* PPP \rightarrow PS), which presupposes that stranding is marked.

Learnability Identification

van Riemsdijk (1978) proposes that certain PPs contain a COMP position, thus allowing the wh-element to escape from them analogous to the way it moves from the clauses. The initial, unmarked assumption, then, is that PPs do not contain a COMP positions. Because subadjacency is a principle of UG, a problem arises for the child L1 learner when faced with positive evidence of apparent subadjacency violations in the form of sentences.

Experiment on Acquiring Preference for Preposition Stranding

The Experimental Subjects

Adopting stratified sampling, the 262 subjects who participated in the test were chosen according to their natural groups used as the index to judge their level of achievement in English. The subjects were divided into four proficiency levels: primary (level 1), low-intermediate (level 2), high-intermediate (level 3), and advanced (level 4). The 78 students identified as level 1 were from Grade 2, No.78 Senior High School, key middle school in Beichen district, Tianjin. The 59 non-English major sophomores (28 from Computer Department and 31 from Business Administration Department, Tianjin Commerce University) were classified as level 2. The 72 English-major students (27 freshmen, 24 sophomores and 21 juniors from Foreign Studies College, Tianjin Normal University.) were labeled level 3. The remaining 53 subjects in proficiency level 4 were second-or-fourth-semester graduate students majoring in English. The sample is large, readily available, and representative. Although a nonrandom procedure for selecting subjects represents a limitation on the generalizability of the results reported in the study (Brown, 2000), the data elicited from stratified learners is representative of a substantial proportion of all Chinese-spoken English learners, thus this selection was appropriate to the task: to discover and investigate the degree to which English learners with different proficiency are similar to, or distinct from each other. Besides, the responses of 7 professors and 6 foreign teachers in Foreign Studies College, Tianjin Normal University were elicited to serve as the norm.

The Experimental Materials

The elicitation task used for this cross-sectional study is a linguistic manipulation task divided into two parts in order to examine preposition stranding and pied piping in two constructions derived by wh-movement: dative wh-questions and relative clauses.

The operational test includes twenty stimulus sentences containing dative verbs that optionally permit the dative alternation (among them, ten with [NP + NP] structure, labeled Type 1), ten [NP + PP], Type 2),

five sentences (labeled Type 3) containing dative verbs that obligatorily take prepositional phrase complements [NP ++ PP] and five non-dative distractor sentences (labeled Type 4) which do not contain dative questions, for a total of 30 items which were randomized. The classification can be sketched as follows:

Type 1: NP' + NP (the dative NP' appears as the first NP of a double-NP complement)

Type 2: NP + PP [P + NP'] (the dative NP' appears in a prepositional phrase)

Type 3: NP ++ PP [P + NP'] (the dative NP' is the prepositional phrase complement obligatorily required by verbs concerned)

Type 4: NP (NP appears in distractor sentences not containing dative structures)

Statistical Analysis of Results

A series of chi-square analyses were conducted comparing the responses of each group to dative *wh*-questions and relative clauses. H₀ is rejected at $p < .05$, thereby H₁ is accepted. In other words, the difference between responses manifesting PS and PPP in terms of the proficiency level of the subjects is significant ($p < 0.05$), so is that in terms of the type of the stimulus sentences in the test ($p < 0.05$). Consequently, there is only a 5% probability that χ^2_{obs} occurred by chance alone or a 95% probability that the observed relationship between frequencies was due to factors other than chance.

The results clearly indicate that the experiment groups learn the marked form (PS) of dative forms first and master the unmarked ones (PPP) later. The observable features of ease and difficulty of acquisition and the relative productivity of each construction then fall out the prediction made by the markedness theory. Besides, this acquisitional sequence is more easily seen in the data obtained from subjects at Level 1 and Level 2 who consistently produced higher percentages of PS as compared with PPP. Frequency and percentages of the total responses for the five categories described above were calculated for each of the four levels of the experimental groups.

The results of this testing also indicate that the experimental subjects learn dative forms in both *wh*-questions and the relative clauses by first using the pronoun *who/m* without a preposition at all (No-prep.), a structure in which the grammatical function of the indirect object pronoun is not differentiated from that of the direct object. The obvious conclusion to draw is that the three main rules which were acquired in the order of: No-prep. < PS < PPP.

Furthermore, No-prep. occurs regardless of the stimulus given. Subjects employ this strategy both when the sentences provided with a preposition and without one. It is entirely possible that some subjects were influenced in performing this task by the example offered. To elaborate, a higher percentage of No-prep. occurring in Type 1 is higher than that in Type 2, which suggests that type are another predominant in comparison with the example offered. However, the data elicited also indicates that this would have been the case only with the subjects who were classified as Level 1 (primary) and Level 2 (low-intermediate), since the percentage shows the progressive decrease in the use of the bare *who/m* elicited from the high-intermediate and advanced illustrated. Besides, the data also implies that there is an intermediate stage in the learning process of dative questions that is demonstrated by the production of double prepositions. The fact that learners treated the stimulus sentences defined as Type1 and Type 2 distinctly was also be reflected in the data. That is, as far as Type1 is concerned, *who* is preferred, while as for Type 2, *whom* is preferred.

Discussion of Results

Processing acquiring mechanism hypothesis in dative Wh-question.

The acquisition of the dative alternation runs as being illustrated in Figure 1:

First, the learner masters the mechanism of transformation from declaratives into Yes-No questions. Secondly, resorting to paratagmatic operating, the learner substitutes the part questioned in declaratives with *wh*-words by creating individual lexical entries for each form encountered in a given syntactic frame. Thirdly, the learner produces dative *wh*-question governed by the core grammar, economy principle, which is crucial to *wh*-movement. Economy principle requires that (all other things being equal) syntactic representations should contain as few constituents and syntactic derivations and involve as few grammatical operations as possible. In other words, it means to move features rather than constituents whenever possible, and (when moving constituents) to move the smallest constituent possible the smallest distance possible. It is at this point, that No-Prep. occurs in Type 1 while preposition conserved in Type 2, which is directly influence by the type of the stimulus sentences. Fourthly, owing to its unmarked status, the base form *who* is acquired before its object form *whom*, thus the learner experiences such a processing: initially, see *who* as versatile form, and then discriminate *whom* from *who* depending on positive evidence. Statistically, *wh*-pronoun *who* is preferred to in terms of responses. So is the preference in terms of levels. Such acquisition sequence necessitated functions as the prerequisite for the following stages. Fifthly, *wh*-questions are inferential deduced. The sixth stage is the last one for Type 2 while another outset of operating for Type 1, which manifests the learner's refreshed knowledge of grammar, that is, when the preposing of preposition occurs, the relative pronoun must then be put into the object form *whom* in conformity with the construction preposition + relativizer. With the addition of positive evidence, the learner marches on for convenience. In this stage, the learner noticed the alternating pattern between [NP PP] and [NP NP] complements for the class of dative verbs, and conflates the separate entries into a single entry with alternative subcategorization features, the learner then generalizes this conflated lexical entry to newly encountered dative verbs. The learner will also create individual lexical entries of the form for each possible subcategorisation frame that a verb have. Thus a newly encountered [NP PP] will immediately be predicted to alternate.

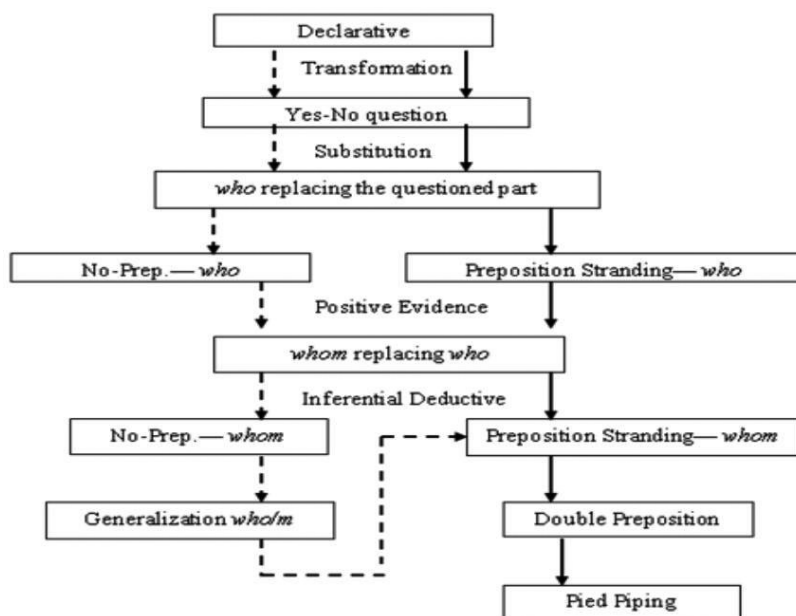


Figure 1. Processing Acquiring Mechanism Hypothesis in Dative Wh-question

Topic prominence in PPP relative clause.

Chinese-speaking English learner tends to rely on topicalization mechanism. More specifically, PPP shares higher percentage than that of PS with the stimulus sentences categorized under Type 2.

There is detailed evidence for the heavy reliance of some learners on Topic-Comment Patterning in the early stages of acquisition (Odlin, 1989, p. 89, cited in Ellis 1994). Richards (2005) defines a topic-prominent language in terms of its differentiated characteristics from a subject-prominent language.

Chinese supports the use of topic-comment structure which suggests that Chinese-speaking learners intend to adopt the discourse strategy, that is, to learn a particular target language form and then hypothesize that the form is used to express a particular discourse function. Topic prominence can enable learners to control their choice of linguistic form, say, PPP, at the level of grammar to a greater extent. Accordingly, PPP manifests, in essence, the minimal distance between the preposition and the preceding noun/pronoun and hence may allow maximum salience for the noun/pronoun functioning as a topic.

(23) topic[The man] to whom Lucy gave the book was Kevin.

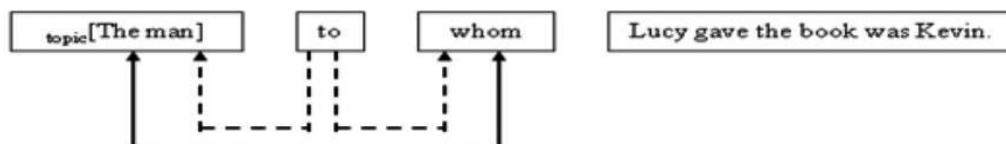


Figure 2. Topic Prominence in PPP Relative Clause

Conclusion

As for the acquiring of the dative alternation structure, Chinese-speaking English learners resort to No-prep. strategy initially, and then experience dichotomy decision between PS and PPP during the mechanic operation of transformation and relativization. To avoid such redundant No-prep. strategy, and eliminate the creative errors, it is suggested that the items had better been inputted in the form of routines, rather than patterns, which could facilitate or accelerate the learning processing, consequently, enhance fluency in real communication. Routines, as fixed and predictive expressions, is referred to as whole utterance learnt as memorized chunks, while patterns as utterances that are only partially unanalyzed and have one or more open slots. Pattern learning which needs more processing time, is subject to errors; well-formed routines, diametrically opposed to it, are learned together and used as if they were a single item, thus resulting in being stored and retrieved as a unit from memory at the time of use, rather than generated online using the full resources of the grammar of the language (in this sense, it is termed technically "stock utterances" or "unanalyzed chunks"). The use of such ritualized expressions does not imply that learners are able to recognize the individual words within them, but in real communication, they are able to blurt out them, since routines are produced without explicit deliberation and require little attention, thereby allowing a speaker's or hearer's attention to be focused on meaning or on aspects of language that are not yet fully established within the learner's interlanguage. However, it is still controversial that to what extent the routines facilitates or hinders the acquisition of target language grammar.

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An Acoustic Study of Chinese EFL Learners' Sentence Stress: From A Discourse–Prosodic Perspective

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[Abstract] *Based on the Hierarchy of Prosodic Phrase Group Model (HPG), which presents the sentence stress assignment within a connected speech, by comparing native speakers' speech data with Chinese EFL learners' data, this paper explores: (1) the differences of the emphasis distribution of the NS and NNS in perceived highlights and prosodic boundary; (2) their differences in the distribution of break boundary. Results show that Chinese EFL learners' sentence stress distributions are distinct from native speakers', stress is realized by Chinese EFL learners as pitch movement, with nonstandard realization of stress on nearly every word, including function words, which might be attributed to the transfer of Mandarin prosodic patterns into English.*

[Keywords] *sentence stress; discourse prosody; Chinese EFL learners; acoustic study*

Introduction

Stress is the relative emphasis which provides a differential acoustic weighting between at least two syllables and traditionally falls into two parts, counting on its level of representations, lexical stress and accent (Couper-Kuhlen, 1986). Lexical stress is associated with the emphasized words with two or more syllables when they are uttered in isolation. When it comes to discourse accent, namely a flow of connected speech, it is defined as sentence stress with several more highlight words within it. Sentence stress or perceived highlight is used here to refer to syllables or words which are stressed or prominent at the sentence level or discourse level (Tseng, 2016). Acoustically, a stressed syllable in English may have higher fundamental frequency, higher intensity, and longer duration relative to an unstressed syllable (Kehoe, Stoel-Gammon, & Buder, 1995). Dauer (1983) proposed that English is a stress timed language, and it is produced with a reduced vocalic system. In English, stress contrasts are enhanced segmentally in terms of vowel quality (Beckman, 1986). In addition, the unstressed vowels are much shorter or even absent. However, nonnative speakers who use a different prosodic system in their first language would have difficulties exploring the interac-

tions between multi-dimensional acoustic features signaling English stress patterns.

A number of research have indicated that EFL learners from a non-stress timed language background often encounter troubles in the acquisition of English stress and may not ever possess a knowledge base of English stress in the same way as native speakers (Peperkamp & Dupoux, 2002). According to Roach (2000), English stress is rather complicated due to the fact that stress patterns for English syllabic structures and word affixes are changeable and unpredictable. Guion et al. (2003) pointed out that three factors impact English stress distribution: lexical class, syllabic structure and stress patterns of phonologically similar words. According to Hubicka (1981), the communication between a non-native speaker and a native speaker could cause a breakdown because of the misplacement of stress. Yun (2000) also suggested that faulty stress and rhythm patterns may contribute to greater difficulty in intelligibility, compared with inaccurate pronunciations of individual sounds.

While drawing on an acoustic mechanism from sentence stress perception for the connected speech, it is suggested that a language has different degrees of highlights and structure boundaries. Nevertheless, previous studies of L2 production have focused primarily on segmental variation between L1 and L2. Thus, the following study presents the analysis of F0 and duration of sentence stress, which concentrates on different realizations of phonological contrast within the connected speech between native speakers and Chinese EFL learners. The following are the major research questions ready to be explored in this paper: (1) What are the differences of the emphasis distribution in perceived highlight and prosodic boundary between Chinese EFL learners and native speakers? (2) What are the differences in the distribution of break boundary between Chinese EFL learners and native speakers?

Methodology

Participants

Two groups of participants took part in this study: 2 native speakers (1 male and 1 female), and 6 Chinese EFL learners (3 females and 3 males). All of the native English speakers were monolingual speakers born in the United States and raised in England. Six Chinese EFL learners were recruited from Yanbian University. The students were asked to fill in a language background questionnaire. From the survey, all of these students are from Jilin Province with no apparent accent and had never studied English phonology.

Speech Materials

5 sentences were selected from an expository passage called The worldwide flowers. This passage is selected because it is a simple and short story and there are no difficulties for the participants in understanding and producing. The following is the list of the 5 sentences:

1. We have known for a long time that flowers of different plants open and close at different times of day.
2. This is so familiar that there seems to be no need to ask the reason for it.
3. Yet no one really understands why flowers open and close like this at particular times.

4. The process is not as simple as we might think, as recent experiments have shown.
5. In one study, flowers were kept in constant darkness.

Methodology for Weighing Perceived Highlights

To analyze the arrangement of the perceived highlights, two steps of tailored quantization are developed. The first step is to annotate and pick out the corresponding emphasis token in every prosodic phrase (PPh). Next is to draw the placement of the perceived highlights in which *Pro* is depicted as (Tseng, 2016)

$$Pro(te) = n(te) / Nu(e)$$

In this formula, *e* represents the sum of prosodic highlights, namely $E0 \cup E1 \cup E2 \cup E3$. *te* refers to the corresponding prosodic highlight. *Nu* and *n* denote the number count of *e* and *te*. *Pro (te)* represents the frequency of this prosodic highlight in the total prosodic highlights $E0 \cup E1 \cup E2 \cup E3$.

Recording Procedures

Recording Tools

Adobe Audition 1.5 was used for recording materials with the sound wave frequency adjusted between -3 and 3 (dB). The sample rate was adjusted to 22050 (s), with mono input track sound channel. The recordings were saved as uncompressed wav files. In terms of annotation, Praat was used for annotating the perceived highlights, discourse prosody and drawing the spectrogram of the perceived highlights.

Data Collection

The materials were read in the sound-treated language laboratory at Yanbian University, and were recorded on a icon with an attached microphone, placed at a distance of about 25 centimeters from the subjects' mouth. All the participants were given time to read the sentences before the recordings began. When they were ready, they were asked to read aloud at their natural speed and advance the presentation with the space bar. If they are stumbled, they were asked to read the sentence again at the end of the recording session. Pauses were excluded from measurement.

Annotation for Perceived Highlights

The theoretical study of stress is heavily related to the concept of focus in prosodic studies. According to Tseng (2004), the perceived highlights can be divided into four relative degrees of perceived strength by prominence, following the definitions:

E0--underscored, reduced pitch, lowered volume or contracted segments which is unstressed in speech.

E1--unadored, normal pitch, normal volume and clearly produced segments without any emphasis

E2--emphasized, raised pitch, louder volume and irrespective of the speakers' tone of voice

E3--extremely emphasized, higher raised pitch, louder volume and with the speakers' change of tone of voice

The degrees of *E2* and *E3* are based on the corresponding information content of each token by prosodic word (PW). *E2* correlates to the perceived prominence that concerns the syntactic or structural information, while *E3* associated to the speakers' intended focus and tone of voice. By means of this sort of annotation

scheme, the degrees of perceived highlights are signed by numbers in correspondence to the contrastive levels.

Annotation for Discourse-Prosodic Unit (DPU)

The hierarchical framework is based on perceived units located inside different levels of break boundaries across speech flow, and specifies how different levels of prosodic units and break boundaries cumulatively form multiple-phrase speech paragraph. The Hierarchy of Prosodic Phrase Group (HPG) framework organizes global prosody from a top-down perspective and focuses on the multi-phrase speech paragraph as a discourse prosodic unit (Tseng, 2013). The framework consists of five levels of perceived break boundaries: B1 to B5. The layered HPG prosodic units listed in increasing order of size, namely the syllable (SYL), prosodic word (PW), prosodic phrase (PPh), breath group (BG, a physio-linguistic unit limited by the variety of breath in connected speech), prosodic group (PG), and multiple phrase speech paragraph was shown in Table 1. This kind of annotation scheme encodes the connected speech or discourse into several segments in order to promote the following acoustic analysis and extraction of discourse prosody.

Table 1. Index of break boundary hierarchy and transcription (Tseng, 2016)

Break index	Definition	Characteristics
B1	Normal syllable boundary	With no apparent pauses, but more of the units for English native speakers
B2	<u>Prosodic word boundary</u>	Perceived as a boundary tier in which a slight tone of voice usually focus
B3	<u>Prosodic phrase boundary</u>	A clearly perceived pause units
B4	Breath group boundary	In which a speech paragraph end, where trailing occurs with final lengthening coupled with weakening of speech sounds. However the speaker may still go on the discourse by breathing but not ending the speech paragraph.
B5	<u>Prosodic group boundary</u>	An absolute speech paragraph ends by final lengthening coupled with weakening of speech sounds. The speaker makes a complete stop. Take a new breath, and begin a new speech paragraph.

Results

Distribution of Perceived Highlights

The vertical ordinate is the probability of each perceived highlights, respectively E3, E2, E1 and E0. Figure 1 shows the perceived highlights of sentence 4 “The process is not as simple as we might think, as recent experiments have shown”. In terms of the perceived highlights in sentence 4, Chinese EFL learners use single one or two perceived highlights to express focus, rather the arrangement of these emphases, especially EFL 1, EFL 3, EFL 6 who are male EFL learners. On the contrary, native speakers mostly count on the various arrangement of perceived highlights. In this sentence, there are more function words than content words. Thus the native speakers produced more reduced E0 than Chinese EFL learners.

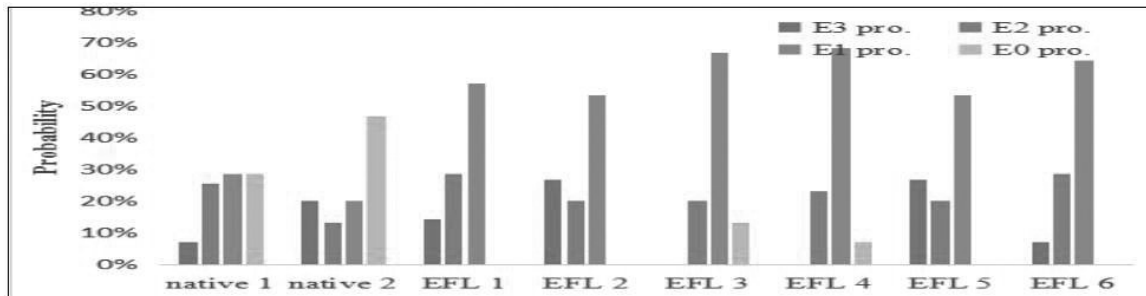


Figure 1. Perceived highlights on sentence 4

Table 2 shows that female Chinese EFL learners produced more *E3* than native speakers, but the male EFL learners produced fewer *E3*. The occurrence of the emphasized *E2* is similar between native speakers and EFL learners. There are more normal *E1* in EFL learners' speech than native speakers'. Native speakers produced more reduced *E0* than EFL learners. In other words, Chinese EFL learners produce this sentence without obvious reduced sounds.

Table 2. Number of perceived highlights on sentence 4

		E3	E2	E1	E0
Native	Average	2	3	3.5	6
	Max	3	4	4	7
	Min	1	2	3	5
EFL (Male)	Average	0.67	3.33	9	1
	Max	2	4	10	2
	Min	0	3	8	0
EFL (Female)	Average	2.67	3.33	8.67	0
	Max	4	4	10	0
	Min	1	3	8	0

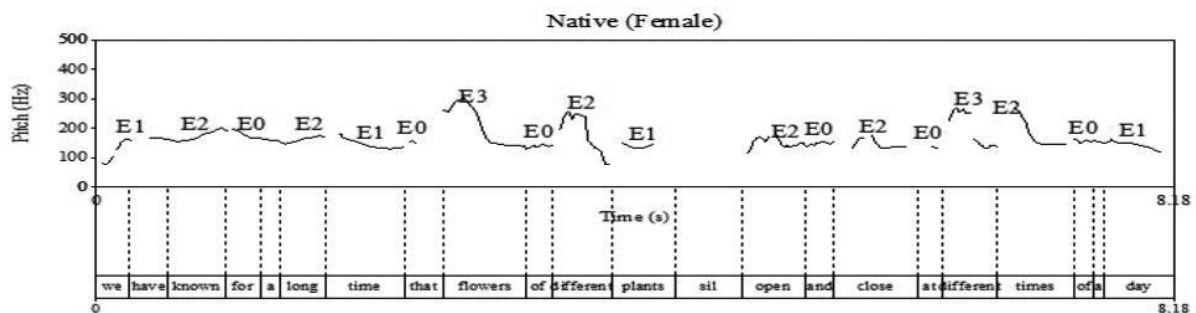


Figure 2. Emphasis pattern of native speaker (Female)

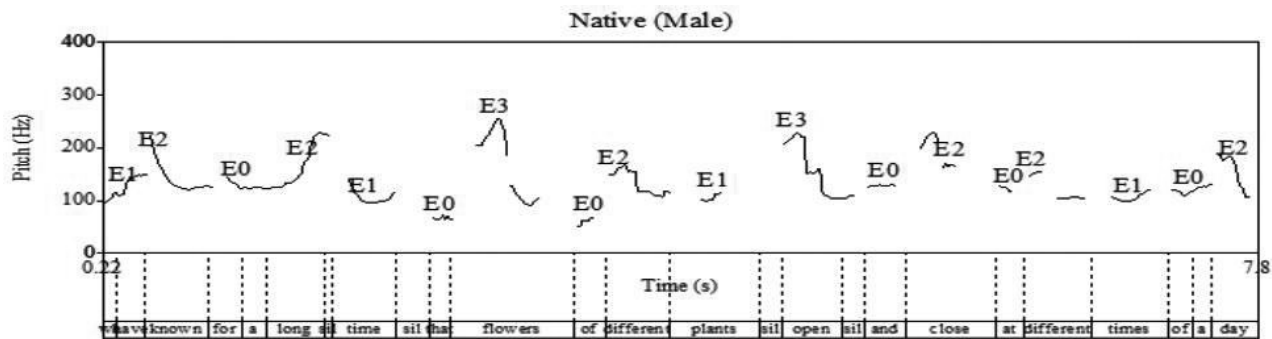


Figure 3. Emphasis pattern of native speaker (Male)

From Figure 2 and Figure 3 we can clearly see that, both of them produced similar sentence stress pattern and distribution, especially the placement of reduced *E0*. Native speakers use *E0* when uttering the function words such as “for”, “a”, “that”, “of”, “and”, “at”. When it comes to the content words, native speakers assign the emphasized *E2* or the most emphasized *E3*, such as “known”, “long”, “flowers”, “different”, “open”, “close”. Therefore, the reduced sounds and emphasized sounds form the contrastive sentence stress patterns of the native speakers.

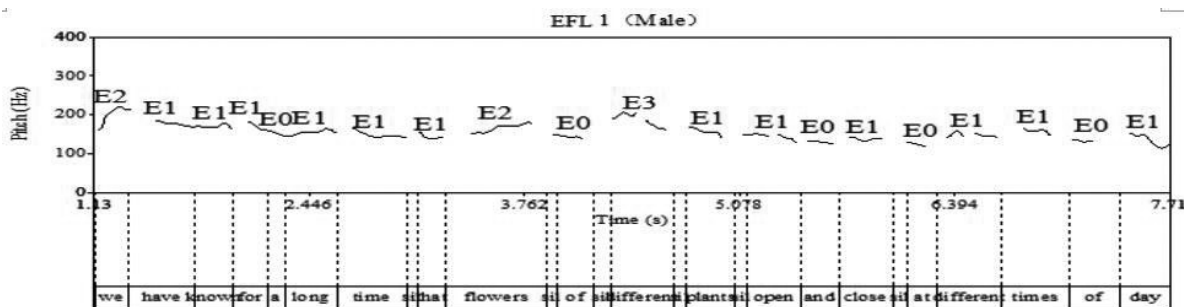


Figure 4. Emphasis pattern of EFL 1 (Male)

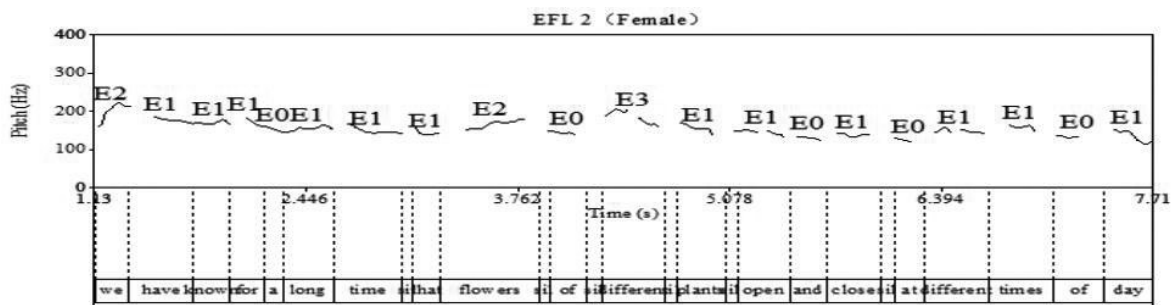


Figure 5. Emphasis pattern of EFL 2 (Female)

However, from Figure 4 and Figure 5, we can see that EFL learners produced the sentence with less variation and less complexity in the arrangements of the information emphasis. EFL learners tend to use normal *E1* to express content words, such as “known”, “long”, “different”, “plants”, “open”, “close”. As to the function words, EFL learners assign the normal *E1* as well, such as “have”, “for”, “a”, “of”. Both of them place the emphasized *E2* to the function word “we” in the initial of sentence. As a whole, Chinese EFL learners put more emphasis and prominence on the unstressed syllables. However, the stressed syllables don’t obtain adequate emphasis.

Emphasis Distribution by Prosodic Boundary

This part mainly analyzes the emphasis distribution of the perceived highlights E2 and E3 in associative positions PPh-initial, PPh-medial and PPh-final. PPh represents the prosodic phrase boundary namely B3. PPh-initial is the first prosodic word, PPh-medial is the prosodic words apart from the first and last ones, and the PPh-final is the last prosodic word in this prosodic phrase.

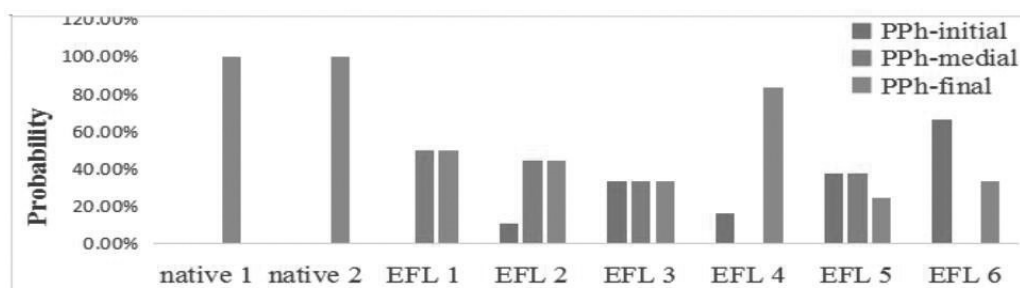


Figure 6. Emphasis distribution by prosodic boundary

Figure 6 shows the emphasis distribution by prosodic boundary of the first sentence, “We have known for a long time that flowers of different plants open and close at different times of day”. Figure 6 shows that, native speakers place emphases on the PPh-final. Native speakers tend to arrange the prosodic phrase at a similar place, such as “we have known”, “for a long time”, “open and close”, “at different times”. PPh-initial and PPh-medial are function words that are unstressed and reduced. While the PPh-final are content words which are emphasized. However, emphasis distribution by prosodic boundary is not clear for Chinese EFL learners.

Distribution of Break Boundary

This part analyzes the distribution of break boundary including prosodic phrase boundary B3, breath group boundary B4 and prosodic group boundary B5. With the respect to the discourse planning by distribution of respective boundary, native speakers tend to arrange sentences by means of larger chunks B5 as well as B4 shown in Figure 7.

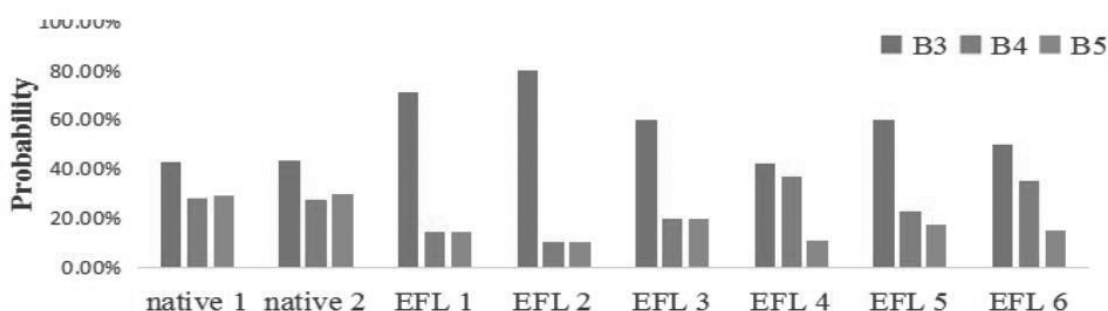


Figure 7. Distribution of break boundary

Compared with native speakers, Chinese EFL learners used more B3 boundaries but fewer B5 and B4 boundaries. The reason can be attributed to that there is no clear prosodic planning on the level of discourse for Chinese EFL learners. In other words, the planning of the discourse is systematic for native speakers, but are unsystematic and idiosyncratic for Chinese EFL learners.

Discussion

Results show that native speakers assign the emphasized E2 and extremely emphasized E3 on the content words. Reduced E0 is assigned on the function words. Chinese EFL learners did not reduce vowels to a native-like degree and tended to use much higher pitch register. Namely, stress is realized by Chinese EFL learners as pitch movement, with nonstandard realization of stress on nearly every word, including function words. Native speakers accent content words by uttering the stressed syllables with higher intensity, pitch and duration. On the contrary, unstressed syllables are acoustically reduced. Male Chinese EFL learners produced no apparent stress contrast. Instead, female EFL learners tend to use more emphasis. Chinese EFL learners' speech is produced with less duration contrast, which can be contributed to the different rhythmic patterns. Chinese is a tonal language that differs dramatically from English prosodic system. Chinese words in general are monosyllabic, and there is a one-to-one mapping between characters and syllables. The tone of each Chinese word contributes to lexical meanings. Tone is an integral part of word meaning, which is arbitrary and cannot be manipulated at the speaker's free will. The differences between the Chinese and English languages affect how Chinese EFL learners assign perceived highlights. Moreover, Chinese EFL learners use more intermediate chunking units and fewer larger-scale planning units, while the native speakers are able to arrange stress on the larger scale than Chinese EFL learners at every prosodic layer. Native speakers have natural prosodic planning and on-line processing. The placement of prosodic highlights is directly associated with the speakers' active planning of where and how to express information chunks in the connected speech.

Conclusion

The results reveal that Chinese EFL learners' speech is produced with inappropriate sentence stress assignment. Moreover, less robust realization of necessary stress contrasts is consistent with the use of more intermediate chunking units and fewer larger-scale planning units in their prosodic discourse organization. The differences of the sentence stress distribution can be attributed to prosodic transfer of Mandarin and lead to the interlanguage phenomena for Chinese EFL learners.

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A Corpus-Based Study on Misuse of English Singular and Plural Nouns by Chinese College Students

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[Abstract] *It is well known that one cannot learn any language without committing errors. Based on the EA theory, this paper aims to throw some light on the empirical study of misuse of English singular and plural nouns. By analyzing the typical patterns of misuse of singular and plural nouns characterized by Chinese college students, we hope the data-driven study will contribute to English language teaching in China.*

[Keywords] *corpus; misuse of singular and plural nouns; sources of misuse*

Introduction

Error analysis is one of the primary methods used to investigate learner language, i.e. interlanguage. Recently with the development of computer technology and corpus linguistics, corpus-based error analysis has become an important approach to second language acquisition research in the field of applied linguistics. In 2003, the largest learner corpus in China, Chinese Learner English Corpus (CLEC) was published, which is of great significance to corpus-based linguistics research in China. On the basis of error analysis, this study focuses on misuse of English singular and plural nouns by Chinese college students. It aims to make clear the errors committed by Chinese college students and to find out the factors behind them.

Related Theories of Error Analysis

With an increasing awareness of the importance of the learning process in second language acquisition and foreign language learning, more and more researchers and linguists have shown great interest in the study of the learner's errors. In 1967, with the publication of "The Significance of Learner's Errors", S.P. Corder proposed the theory and approach of 'error analysis'. It focused on the learner's errors and detected the source of the making of errors. It was learner-centered. The most significant contribution of this theory is that it has changed the view which took learner's errors as pathologies to be eradicated and has built up the view that learner's errors are evidence of learning stages and strategies adopted by learners. People took a new look at the errors. As a result, learners and learning, rather than teaching, became the focus in the research.

Methodology

1. Corpus-Based Approach in EA

Corpus-based analysis should be seen as a complementary approach to more traditional approaches, rather than as the single correct approach. In fact, research questions for corpus-based studies often grow out of other kinds of investigations (Biber et al., 1998, p. 10).

A corpus constitutes an empirical basis not only for identifying the elements and structural patterns which make up the systems we use in a language, but also for mapping out our use of these systems. A corpus can be analyzed and compared with other corpora or parts of corpora to study variations. Most importantly it can be analyzed distributive to show how often particular phonological, lexical, grammatical, discourse or pragmatic features occur, and also where they occur.

An error analysis based on corpora can investigate the frequency and types of errors, error distribution across different registers, error differences due to independent variables such as age, sex, grade, and the effect of different teaching instructions. For corpus-based error analysis, researchers can perform semi-automatic and automatic analysis for large quantity data with high efficiency. It is semi-automatic because computer is not intelligent enough for classifying the errors. Therefore, the first stage of EA has to be done by compilers.

2. Data Collection

The computerized corpus used for the present study is Chinese Learner English Corpus (CLEC), which is constructed by Shanghai Jiaotong University and Guangdong Foreign Studies University, with a total of 1.2 million running words. All types of errors are tagged in CLEC. For error analysis, when adopting corpus approach, we have to perform a semi-automatic analysis of the data. We can retrieve all the errors from computer, but we have to mark the errors and classify the errors by ourselves.

The concordance software adopted in this study is Concapp. It is a free and user-friendly text analysis program. It offers concordances, collocations and word frequency statistics. It can also be used to edit text files, which allows users to easily classify, analyze and categorize corpus.

In this research, subjects are sub-corpus ST3, ST4 of CLEC, which includes over 200,000 words.

Based on the specific research questions (What are the typical patterns of misuse of singular and plural nouns characterized by Chinese college students? What are the factors behind them?), the data are selected as follows: Since the error tags for misuse of English singular and plural nouns are np5 (uncountable nouns used as countable nouns); np6 (countable nouns used with no determiner or -s; a or -s with plural noun). We can use Concapp to locate all the errors tagged np5 and np6 in the sub-corpus ST3 and ST4 of CLEC, thus all the places where English singular and plural nouns are misused can be retrieved out.

Major Findings

By using the concordance software Concapp, a total of 1544 index lines tagged np5/ np6 are counted in the sub-corpus ST3 and ST4 of CLEC. The number of each error tags is listed below:

Table 1. *The total number of errors of each error tag*

Np5	Np6	Total
201	1343	1544

Through observing, analyzing and tagging these index lines, we find that the misuse of singular and plural nouns in the sub-corpus ST3 and ST4 of CLEC can be generally classified into four categories.

Categories	Description	Example
ODP	Omission of Determiners or plural	---plan to do part-time job [np6 2-] in my spare time.
UNS/ a/an UN	Uncountable nouns plus plural or the indefinite article plus uncountable nouns	---for us to get informations [np5 -] from the society, such ---than book. what a sadness [np5 -] ! they don't realize
ROP	Single determiner plus plural nouns	---say that children[np6 -] and adults can play with the computer
PLS	Plural nouns plus” - s”	---plan to do part-time job [np6 2-] in my spare time.

Factors behind Misuse of Singular and Plural Nouns

1. The Effect of L1 Transfer

Usually, L1-dependent factors are understood as L1 transfer. A “working definition” of transfer was given by Odlin (2001, p. 27) as “transfer is the influence resulting from the similarities and differences between target language and any other language that has been previously (and perhaps imperfectly) acquired” when the L1 and L2 are different, the transfer is more likely to be negative, which can lead to transfer errors in the process of L2 acquisition.

As singular and plural nouns are present in L2 English, but different in L1 Chinese, L1 negative transfer is inevitable. Chinese college students tend to commit nominal errors where English and Chinese differ greatly. Some grammatical categories only exist in English, such as agreement, countability, number and so on. Some exist in English as well as Chinese but differ in the use, such as quantifiers, patterns and so on. The most obvious difference between Chinese and English lies in noun inflection which only exists in English. The high percentages of noun errors are evident results of the Chinese learners’ being lack of sensitivity in noun inflection. Because Chinese is the topic-prominent language system in which the sentences are not clearly defined syntactically, whereas English is the subject-prominent language system in which the Examples listed below are of this type of error.

- (1) In the developing country [np6 s-] , the life expectancy was(st3)
- (2) I like to change job [np6 1-] several years when I start(st4)

2. The Effect of L2 Related Factors

L2 related factors are mainly specified by factors related to L2 like L2 transfer (transfer of L2 old knowledge into new knowledge, or vice versa), incomplete application of rules.

In addition to errors due to transferring rules from mother tongue (interlingual errors), learners also make many errors showing that they are processing the second language in their own terms. Some students overgeneralize some noun rules in English. While some students ignore some restrictions of rules in English and commit some errors in their compositions. Generally speaking, the causes of the intralingual noun errors are usually discussed in the categories of overgeneralization, ignorance of noun rule restrictions, and incomplete application of noun rules.

Overgeneralization refers to extending the use of a grammatical rule or a linguistic item beyond its acceptable uses (Richards, Platt and Platt, 2000). Chinese learners often create some deviant forms of nouns on the basis of other correct noun forms in their target language, and they often overgeneralize the rules, neglecting exceptions and restrictions.

Ignorance of the rule restrictions refers to the application of rules to context where the rules do not apply for or the employing of a previously acquired rule in an unacceptable new situation.

Since Chinese learners can hardly share the same language acquisition experience with the native speakers, they produce unacceptable noun forms violating the restrictions that they are unaware of or not sensitive to.

3. Induced actors

The term induced errors was first used by Stepson to refer to learner errors “that result more from the classroom situation than from either the students' incomplete competence in English grammar or first language interference” (Stepson, 1974, p. 256). They are caused by the way in which the language system items have been presented or practiced, either in the classroom or in the textbook. In the process of language acquisition, errors might occur when the learner attempt to build up hypotheses about the target language on the basis of limited experience.

In the process of acquiring English, the Chinese college learners are led to make errors by the nature of the formal instruction they receive. The inducement could be input from any source: textbooks, exercises, teachers, reference books, output of the learners and so on, and the induced errors could involve all the language aspects. For example, at the early stage of learning, teachers give many exercises on one noun grammatical rules, which is important for learners to learn how to apply the rules to practice. Unfortunately, the result might be away from the expectation of the teachers as learners would put improper weight to the rules that are emphasized too much by the teachers, neglecting other rules.

Implications and Conclusion

The previous sections explore the patterns of misuse of singular and plural nouns characterized by Chinese college students, and find out four general categories of misuse of singular and plural nouns are widespread among the students.

The sentences in context, where misuse of singular and plural nouns, reflect the factors behind. We use the assumptions of EA to analyze the factors. We find L1-interference really exists behind misuse of singular and plural nouns and plays an important role in the course of their production. However, we do not assume that L1-interference is the only factor. We also analyze misuse of singular and plural nouns from the aspects of L2 related factors and the induced factors.

From the implications, we can see that although the occurrence of misuse of singular and plural nouns cannot be avoided, they are systematic and not arbitrary. Teachers should realize the importance of misuse of singular and plural nouns and try to adopt proper teaching techniques to deal with it. Once the misuse is found and corrected in an effective way, the memory can be intensified. Therefore, it is good for future language teaching and learning.

Bearing our major findings in mind, we hold that there are several pedagogical implications regarding the English nouns. Although college students are considered as advanced learners, the students are still committing various kinds of errors in the use of the singular and plural nouns. It seems that they are confused about certain uses of the English nouns in specific linguistic environments, as evidenced by data provided by this study. This hard reality poses a formidable challenge to the students and the teachers alike. How to correctly use the singular and plural nouns on all occasion is a topic to which both sides are obliged to pay serious attention.

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Part II :
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An Analysis of the Single Effect in “The Black Cat”

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[Abstract] Edgar Allan Poe is a famous writer in America. His real achievement in literature lies in the charm of horror showed by his short stories. The eternal theme of his works is the horror of the destroyed beauty, the horror of death and the horror of melancholy. The famous masterpiece “The Black Cat” is a concentrated reflection of his writing principle. In the story, all elements of a piece of writing work toward a single effect, through the first person narration point of view, we can touch the narrator’s inner heart directly, if not, we will not have a real feeling. The symbols for the first black cat, the second black cat and the gallows and so on, all symbolized the horror of death, the sin of perverseness. Poe emphasized that in the form of art of short story, every thing, every detail, and every word or sentence should achieve a certain effect. He could use only a few words to obtain a special effect, he selected words precisely and the plot closely, which often let the readers hold their breath, in the terror atmosphere, experience the charm of horror.

[Keywords] horror; single effect; black cat

Introduction

Edgar Allan Poe was an American outstanding short story writer, editor, critic and one of the leaders of the American Romantic Movement. He was best known for his tales of the macabre. Poe was also famous for his contribution to narrative forms of the emergent science fiction genre. However, his whole life is misfortune. Poe died at the age of 40. Edgar Allan Poe’s unique creative thought and famous masterpiece have attracted considerable attention in recent years. Studies have focused on the reason and creative trend of Poe. For example, Zhu Xiaoning analyzed Poe’s background and living environment around him, he thought that Poe experienced a lonely and unfortunate life, which made him devote himself in many negative themes, such as death, murder, and revenge. In an attempt to go beyond “death”, he described three writing skills, the first person narration, symbolism and repetition, which are aimed to create a horrible atmosphere. Poe’s masterpiece “The Black Cat” was one of the most powerful short stories written by Poe, which was trying to achieve an effect of shocking madness and horror. In the story, a male narrator was waiting punishment for the murder of his wife, and attempted to describe the events that lead to his downfall. From infancy, the narrator had been noted for his “tenderness of heart”, “docility and humanity of his disposition” (Poe, 2004, pp. 152-162). He was fond of animals, and owned many pets, out of them, a large black cat named Pluto was his favorite. One night after coming home drunk, he seized the animal, cut out

the cat's eye with a penknife. He took the cat out in the garden one morning and hung it from a tree, where it died. That very night, his house mysteriously caught fire. The narrator and his wife had to flee. The next day, the narrator went back to the ruins of his home, to find a fired wall was printed a figure of a gigantic cat, hanging by its neck from a rope. At first, this image terrified the narrator, but gradually he began to miss Pluto. Some time later, he found a similar cat in a tavern the only difference to Pluto was large spot of white on the animal's chest. The narrator took it home, but soon began to fear the creature. One day, the narrator and his wife went to the cellar, the cat followed them, and it got under its master's feet and nearly tripped him down the stairs. In fury, the man grabbed an axe and tried to kill the cat, but was stopped by his wife. Enraged, he buried the axe in her skull instead. He then went about the task of concealing the body. He placed her in a corner of the room and walled up the space. When the police came to investigate, they could find nothing, and the narrator went free. The cat, which he intended to kill as well, had gone missing. On the last day of the investigation, the narrator accompanied the police into the cellar; the narrator commented on the sturdiness of the building and rapped on the wall he had built around his wife's body. The police tore down the wall, and there was the wife's corpse and on her head was the screeching black cat. In "The Black Cat" John deemed the spirit of perverseness was one of the primitive impulses of the human heart, which means that it offers violence to its own nature. The story is to address the horror of the trivialized murder, in other words, it is a form of justice through retribution.

The Application of the Horrible "Single Effect" in "The Black Cat"

The Use of the First Person Narration

During his short life, Poe never felt real warm, he felt unsafe. As a result, such themes as macabre, murder, and revenge took up his most works. In order to achieve the best effect to write these horror short stories, Allan Poe believed that the "single-effect" was the most important aspect of a short story, which means everything must contribute to this effect. This short story easily achieved the effect that Poe was looking for through the use of the first person narration, symbolism, description of setting, plot, detailed character development, and the abnormal psychology of the narrator. For the first person narration, he steps into his inner heart world, making the consciousness to the object, which was described in the story. Then, we have the sense of reality. And the symbolic meaning of the black cat in the story, the black cat is a typical representative of the horror and death. The uses of gloomy, dark settings place the readers in a horror atmosphere; besides, by the use of foreshadowing, it lets the readers feel mysterious toward the whole story, make the terror effect more clearly. The point of view is a very important aspect of "The Black Cat". The main character tells the story to the reader from his first person point of view. You have a good feeling for the story because you have the first person narration.

The first person narration of the story plays an important part in the reader's level of understanding of the narrator's madness, as well as the opening of the plot of the story. His actions alone could leave things to be discussed. When you know his thoughts, it is clear that he really has illusions of his surroundings and does not know what the reality is. When the police entered the cellar for searching any sign of the wife, the

narrator was not nervous or felt any guilt for the killing of his wife. You can easily see the madness of the narrator when Poe describes his emotion firstly “I quivered not a muscle. My heart beat calmly as one who slumbers in innocence” (Poe, 2004, p.162).Poe uses the first person point of view to display this lack of remorse to the readers. Poe uses a narrator who is of sick mind, making the story more interesting. Through the story, you can see the transformation of the thoughts of the narrator, at first he just had some problems in heart, but at last, when he cut out one of Pluto’s eyes and felt no remorse, just thought he was drunk, this shows that he has the madness in him. But the next morning he felt some remorse. “When reasoning had returned with the morning – when I had slept off the fumes of the night’s debauch – I experienced a sentiment half of horror, half of remorse, for the crime of which I had been guilty” (Poe, 2004, p. 160). Poe has the narrator to say “had been guilty” which implies that he somehow is no longer guilty. Only a madman could consider himself to be no longer guilty of something. However, at this point the character feels remorse and is not completely mad. After he kills Pluto, the narrator’s madness becomes deeper. Poe describes his deed as being beyond the forgiveness of the “Most merciful and most Terrible God” (Kennedy, 1991, p. 172). The main character believes that even God can’t forgive him. The God who can forgive most anything but his act. The first person narration of this story gives you deep, important insight into the mind of the main character. His mad thoughts are displayed in front of you. This point of view makes the story very interesting and holds the reader’s attention to the story. So you can directly feel what the narrator’s feeling, which achieves the real and horrible effect.

The Analysis of the Characters

The Protagonist — Narrator

At the beginning, the narrator is known for “the docility and humanity of my disposition, my tenderness of heart.... I was especially fond of animals” (Freud, 1955, p. 292) but latter the character changes dramatically, he becomes an alcoholic. In fact many of his rages were mainly caused more by alcohol rather than the black cat. Poe makes the reader become intimate with the protagonist by using an alcohol driven rage. After the narrator submits to alcohol, then, his spirit of perversity gives a foothold in his soul and causes the eventual decline in his temperament. As the story progresses, the narrator reaches the point just as Poe describes, “With certain minds, under certain conditions, perversity becomes absolutely irresistible, radical, primitive” (Harold,1985, pp. 160-162). The hapless narrator cannot help himself. This story, like many of Poe’s other works, is exploring the abnormal psychology of the narrator, who is completely insane. At the beginning of the story, the narrator begins his writing plainly, succinctly, and without comment, a series of mere household event. As the story progresses, the readers find out that it is not all as the narrator writes. In the story, the narrator tries to make the readers think that he has remorse for doing this horrible thing to the black cat. In reality, this is maybe another way of convincing himself that he is not as crazy as he really is. After he watches the ugly cat with only one eye, and the cat immediately runs from him, the madness sets in again and he cannot control himself. He finds the cat one morning and “slipped a noose around its neck and hung it to the limb of a tree” and even pleads that he kills the cat because “hung it with tears streaming from my eyes, and with the bitterest remorse at my heart; hung it because I knew that it had loved me, and

because I felt it had given me no reason of offence; hung it because I know that in doing so I was committing a sin” (Poe, 2004, pp. 152-162). After he kills Pluto, he seems to get more maddened. One evening, when the narrator’s house burns down, his madness reaches the climax, because it burns down all except one wall “which stood about the middle of the house” (Poe, 2004, p. 158). All the neighbors crowd around it, it seems that they know what the narrator did to the cat because of what he sees “the figure of a gigantic cat” (Poe, 2004, p. 158) with a rope around its neck. A new cat appears before him after the fire. This cat looks almost exactly like Pluto except for a white spot on his breast. When he first finds the cat and takes it home, the reader knows only that it looks like Pluto. As the story goes on, the narrator tells that this cat is also missing one of its eyes. This suggests that the “new” cat is not a new cat at all, but just Pluto’s ghost coming back to haunt him. The ironic thing is that the narrator loves this cat at first, and then grows to hate it because it reminds him of what he did to Pluto before. Because of the narrator’s terrors to the first black cat, he prevents himself from doing harm to the new cat. But to his horror, the white splotch on his new cat’s chest gradually becomes the shape of the gallows. The narrator begins to fancy the cat as the tormentor of his heart. Finally, the narrator is submitted entirely to the evil thoughts — hatred of all things and of all mankind. At the end of the story, the narrator kills his wife in fury at last, which shows us that the narrator has no way of controlling what he does when he is angry. This also shows us that the narrator must have been insane. Poe makes sure to point out to the reader that the narrator has less and less control as the story progresses, therefore making him look a little more insane with every paragraph, so that emerge a full horrible effect of the story.

The Evil Source — the Black Cat

The black cat – Pluto, which is the only character having a name in the story, is also vividly developed. At one point early in “The Black Cat”, the cat was a remarkably large and beautiful animal, entirely black, and sagacious to an astonishing degree, but after it is hung, the cat reappears with a white splotch on its chest, and has a different disposition than before. It seems that the cat plays tricks on the narrator and induces him killing his wife, and on the other hand, makes the protagonist destroy himself too.

The Victim — Wife

The narrator’s wife is mentioned less in the story, she is the murder victim, also a lover of animals; she defends the second cat from her husband’s anger. She possesses the generosity that the narrator has mysteriously lost.

Through the description of these characters, the reader has a deeper insight to the theme of the story, the theme in the story is the spirit of perverseness, defined in “The Black Cat” as to do wrong for the wrong’s sake only. The reader would think about all of the above, and feel a different kind of horror created by the author; this is the effect that Poe anticipated.

The Symbolic Meaning of the Black Cat

Symbolism is always an important part of any Poe’s story. In his “The Black Cat”, symbolism is used to show the narrator’s ability for violence, horror and guilt. In this story, the narrator portrays a man who is fond of animals, had a tender heart, and is happily married. Within several years of his marriage, his general

temperament and characteristic become worse. This change caused by alcohol, ends in the narrator waiting for death in the jail for the murder of his wife. The symbolism of the first black cat, the second black cat, and the white spot explain the narrator's capacity for evil and perverseness. The first black cat is the symbolic of the narrator's evil heart and this can be proved in many ways. The first black cat appeared in the story as the narrator's favorite pet and playmate named Pluto, this name can also be regarded as a symbolic, it is the Roman God of the underworld, Pluto contributes to a story sense of hell and may even symbolize the devil himself, the name itself symbolized death and horror. The night when the narrator is intoxicated, the first black cat avoided him; this bothers the narrator and he would pick up the cat and frighten it. Afraid of his master, the cat wounded the narrator on his hand with its teeth, because of the cat's reaction, the narrator pokes out one of the cat's eyes. The eye is symbolic of the narrator not wanting the cat to get clear perception of his evil heart. The hanging of the black cat is symbolic of the narrator not being able to expect love. And finally the symbol associated with the first black cat is its color – black. The color black is associated with evil, darkness, bad luck and misfortune. The first black cat was the victim of the narrator's evil and violent heart. The second black cat is symbolic of the narrator's guilt. The night after the narrator's house caught on fire, he went to a bar where he saw the second black cat. It was the same with Pluto except a large, although indefinite splotch of white on its breast. However, the similarity of the second black cat to the first black cat is symbolic of the guilt that the narrator is experiencing. The white spot found on the second cat is symbolic of the burden that the narrator carries on his heart. The color of the splotch, white, is an archetypal symbol that has a usual meaning of purity and light. This white spot is symbolic of the purity of the first black cat's heart. The white spot changed to the form of gallows, which is symbolic of the guilt of the narrator. In this story, the first black cat let the reader get a clear understanding of the narrator's evil heart and unwillingness to expect love. The second black cat gives the reader an insight of the narrator's guilt for what he has done to the first black cat. And the white spot helps the reader to realize what punishment the second black cat will give the narrator. Through these symbolic of the black cat, Poe achieves the expected effect, makes the story even more horrible and mysterious.

Conclusion

Obviously, the symbolism, setting, first person narration point of view, plot and characters development contributed greatly to the effect of shocking horrible madness in Edgar Allan Poe's masterpiece "The Black Cat". Without these, there would be no story at all. Poe's skillful usage of all of these elements leaves the reader's mind to ponder in all its horror. Poe was a literary master in controlling the emotions of his readers; he could make a reader feel anything he wanted with only a few sentences. Through the story "The Black Cat", he takes the reader to go through the emotions of his characters by using different kind of writing methods, and draws the readers in the story. Edgar Allan Poe's writing style conveys one single effect to which every other detail is dependent. This concept emphasizes unity of mood, time, space, and action working together to achieve the certain unique or single effect. In "The Black Cat", Poe uses symbolism and other different devices to convey his one single effect of horror or shocking insanity. In Poe's time and our modern time, this single effect produces a feeling of horror or terror in the mind of the reader.

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Ecological Analysis of “Wa” Images in Mo Yan’s Frog

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[Abstract] *Mo Yan’s Frog tells the reproductive story in Northeast Gaomi Township. It shows the world the reproductive panorama of China in the past half century. It is a reproductive epitome of the world. The word “wa” contains the most forceful tension in the story. This essay intends to analyze the images of “wa” with the theories of ecological holism, aiming at having readers understand “wa” images from the ecological perspective more thoroughly and arousing people’s interests to dig out more ecological values in this book.*

[Keywords] *Mo Yan; Frog; ecological holism; images of “wa”*

Introduction

Through his *Frog* Mo Yan touches the most painful part of the Chinese people’s soul in the second half of 20th century and the very beginning of 21st. In *Frog*, everybody is in the dilemma of right and wrong related to the reproductive issue bitterly. The story in Northeast Gaomi Township is a reproductive epitome of the world. In Chinese, the word “wa” has many a meanings with its four phonetic tones. The word “wa” contains the most forceful tension in the story. This essay intends to analyze the images of “wa” based on the theories of the ecological holism, and aims at making readers understand “wa” images from the ecological perspective more thoroughly so that it can arouse people’s interests to dig out more ecological values in *Frog*.

Theories of Ecological Holism

Ecocriticism studies the ecological philosophy in literature. It was born when environmental problems became so serious that human beings had to sit face to face to ponder and solve them solemnly. It came into being in the 1970s and flourished in the 1990s and now it is becoming a more energetic and systematic theory. Being holistic, various and practical is its principle. It advocates that mankind should reestablish moral relationships between man and nature, man and man, and man and him/herself (Zhang, 2007).

Leopold (1949) advocated man should establish a new moral relationship between him/herself and the land. Since then ecological holism came into being. Rolston (2000) theorized ecological holistic ideas, making ecological holism a very important part of ecological morality. Naess raised his Ecosophy T which has become the theoretical root of deep ecology (Lei, 2012).

Deep ecology sees the universe as a holistic ecological system which is always moving and developing with every element of it closely connected. It reckons that integrity is the most important feature of the ecological system. Its ultimate norms are self realization and biocentric equalitarianism (Lei, 2012). Deep ecol-

ogists think high of ancient oriental ecosophy which is totally beyond anthropocentrism (Zhang, 2007).

Images of “Wa”

“Why does the word for frogs - *wa* - sound exactly like the word for babies...Why is the first sound a newborn baby makes ... replica of a frog’s croak? How come so many of the clay dolls...are holding frogs in their arms? And why is the ancestor of humans called *Nv wa*?” (Mo, 2016, p. 259), those questions raised by Little Lion can inevitably arouse readers’ interests in the meanings of “wa” in the book. This forms part of the enthusiastic criticism toward Mo Yan in the society, which is just like “*wa wa wa*—frog croaks—*wah wah wah*—babies’ cries” (p. 231).

Three Industrial Revolutions had made humans more and more confident in their ability to conquer nature (Zhang, 2007), “in the present century has one species—man—acquired significant power to alter the nature of his world. During the past quarter century this power has not only become increasingly great but it has changed in character” (Carson, 2008, p. 317). With the fast development of modern science and technology, man legalized his illegitimate usage and damage of nature. Traditional logocentrism in the western world totally became anthropocentrism (Zhang, 2007). When the ideologies of the ecological holism and anthropocentrism clash, Mo Yan’s “wa” images become quite contradictory.

“Wa” as *Frogs and Their Croaks*

Carson (2008) contends, “It took hundreds of millions of years to produce the life that now inhabits the earth” (p. 317); “Nature has introduced great variety into the landscape and holds the species within bounds by the built-in checks and balances” (p. 318). Rolston (2000) reckons the evolutionary ecological system has been making dramatic and unrepeatable life stories on the earth all the time. Frogs are an energetic species of the world. They play an important role in the checks and balances of the ecological system. Being amphibians, frogs jump in water or on land, showing “Northeast Gaomi Township’s predominant color... Green” (Mo, 2016, p. 383), waltzing the hope of the ecological system. Frog’s Croaks are very likely to show an ecological system’s MV of harmony and prosperity in the water after a shower with frogs and vegetation singing and dancing joyfully.

Due to their reproductive competence, “frogs symbolised a profusion of children, and it has become Northeast Gaomi Township’s totem” (p. 351). “Frogs appear as creatures of veneration in our clay sculptures and our New Year’s paintings” (p. 351), frogs and their croaks symbolize the happiness of human beings. “Tao gives birth to one. One gives birth to two. Two gives birth to three. Three gives birth to ten thousand beings” (Lao, 1972, p. 157), the heavens and the earth coexist with me, and everything and I form the integrity (Lao, 2002), frogs, their croaks and humans are cheerful members and their reproduction is blessed while they are living harmoniously and equally in the ecological system.

“I personally witnessed her [Gugu] frightened to the point of foaming at the mouth and passing out—over a frog” (Mo, 2016, p. 213), “the croaks came at her from all sides...she was terror-stricken...The croaking of frogs...as if thousands of newborn infants were crying (p. 250), the images of frogs and their croaks are very different to Gugu. As a faithful protector of the ecological system, she has borne tremendous pressure during the battle against anthropocentrism. After lots of tragedies, she feels guilty all the time, considering them all her fault, “those crippled frogs that damned little devil brought out come to disturb me at

night” (p. 384). Those horrifying images then become the cost of humans when they try carrying out their family planning policy.

“Wa” as Nv wa

“‘Nv wa’, the goddess who created mankind” (Mo, 2016, p. 351) is another image of “wa” in Frog. “Doesn’t that prove that our earliest ancestor was a frog...?” (p. 260), though Little Lion’s remark sounds absurd, it expresses humans’ simple admiration of nature when they were not as powerful as they are now. “‘Everything in Nature contains all the powers of Nature,’ said Emerson” (Rosenblatt, 2015, p. 90), humans intended to seek shelter from nature and increase their courage in it when they were in times without developed science and technology.

When the People’s Republic of China is newly founded in the story, “[t]he nation needs people” (Mo, 2016, p. 65), the increasing of population in China follows nature. The “newest methods of midwifery” (p. 12) assists nature to check and balance the numbers of humans. “I was a living Buddha” (p. 26), Gugu is the incarnation of Nv wa.

“The nine mats in front of the goddess were filled by kneeling women...they clasped their hands in prayer as they gazed up at the goddess’s face” (p. 226), in the new century, the image of Nv wa becomes the psychological reliance of people in Northeast Gaomi Township who are longing for babies, especially sons and pin their hope on magical modern science and technology. The mistress of an official “wanted nothing more than to give him a son...a secret formula for changing the sex of a foetus from female to male, that’s what she wanted me to do” (p. 45). The image of Nv wa, “our Northeast Gaomi Township’s sainted Gugu” (p. 363) is tightly related to the foolish greed to abuse modern science and technology. Deep ecologists believe the ecological system is a self-adjusted one that has formed through thousands and millions of years and any change of humans toward the ecological system may alter it and do harm to it (Lei, 2012), hence this anthropocentric consciousness of human beings related to the image of Nv wa is insecure.

“Wa” as Babies and Their Cries

All creatures have equal rights to live and reproduce in the ecological system (Devall, 1985), “no nature’s boon can contend against the bounty of increase” (Joyce, 1996, p. 500), thus “[t]he greatest joy in life is watching the birth of a child who carries your genes” (Mo, 2016, p. 287) and “newborn infants were crying. That had always been one of her favourite sounds...the soul stirring music of a newborn baby’s cries” (p. 250).

However, when the issue of ecology is mentioned, the population of humans is always vital (Naess, 1995), and none will be saved unless everyone is. Therefore, the prosperity of a species has to be within the bound of the ecological system, and the prosperity of mankind and the decrease of its population are not contradictory (Devall, 1985). When Chinese realize “if we don’t control our population...will lower the quality of our population, keeping the country weak” (Mo, 2016, p. 126), family planning begins. “That will be china’s greatest contribution to humanity” (p. 145), nevertheless, the deep-rooted ideology of anthropocentrism begins to make the images of babies and their cries Gugu’s nightmares.

“Reproduction is so solemn yet so commonplace, so serious yet so absurd” (p. 225), Mo Yan’s words

wisely deliver the paradox of mankind's reproduction. Humans' anthropocentric ideas are mostly patriarchal. "Of the three forms of unfilialness, not having an heir is the worst" (p. 266), obviously this heir refers to "You don't have a son, do you?" (p. 266). "A woman's status is determined by the children she bears, as are the dignity she enjoys and the happiness and glory she accrues" (p. 205), this anthropocentric idea haunts every woman in the story. Women persist in giving birth to sons. Even though they have had daughters, they dare to be pregnant illegally, using illegitimate methods. When they are found by the government, they flee desperately. This obstinacy causes Geng Xiulian, Wang Dan and Wang Renmei's deaths. Little Lion is crazy about "having someone else bear your child" (p. 285) only because "you have a daughter, but no son, and you should have an heir" (p. 285). Her persistence leads to her final sin to the Chen's. Nonetheless, what their husbands care about is "another girl...The heavens have abandoned me" (p. 206). As a devoted protector of the ecological system, Gugu admires life most and treats everything equally, "we did everything humanly possible to save...including giving her some of my own blood" (p. 143). However, those tragedies make Gugu suffer from insomnia and nightmares all her life, "the day of reckoning has arrived. All those avenging ghosts have come to settle accounts...they wail and moan...Cries and croaks swirl together" (p. 386). The images of babies and their cries turn to be demons around Gugu. Those ideas running contrary to ecological holism damage this loyal angel of the ecological mother.

The development of modern science and technology has led to the ecological crises to some extent. The misuse of them will inevitably do more harm to the ecological system. It is largely because humans neglect ecological concerns, considering their own interests only. What's more, holding their anthropocentric ideas, human beings even begin to despise nature. Yuan Sai runs a "surrogate mother company" (p. 323). Due to it, pitiful disfigured Chen Mei's fate turns out to be more tragical. Surrogate mothers and their children are regarded as goods, which strongly harms the dignity of human beings. Surrogating is bound to greatly hurt the surrogate mother both physically and psychologically (Cheng, 2012). As equal members of the ecological system, surrogate mothers are badly exploited, which disobeys the ideas of ecological holism thoroughly. Assisted by modern surrogate science and technology, Yuan Sai forces Chen Mei to surrogate for Tadpole and Little Lion, making a large fortune. Chen Mei's baby is torn away from her when he was born. "My little darling, Mummy has finally found you...she'll never let you go again" (Mo, 2016, p. 372), the images of the baby and his cries are the most valuable things for Chen Mei and they are her pity forever. The blow makes her totally mad at last. This scandal of surrogating is essentially patriarchal, which shows the strong's insults to the weak clearly. That violates the ecological holistic thoughts. Meanwhile, surrogating may cause invisible explosion of human population. This is quite likely to arouse more dangerous and irreversible ecological problems, "[g]iven time—time not in years but in millennia—life adjusts, and a balance has been reached. But in the modern world there is no time" (Carson, 2008, p. 317).

The images of babies and their cries also refer to the clay dolls, because in Chinese, the characters for "babies" and "dolls" are the same. This will be analyzed in the last section of this essay.

"Wa" as Bullfrogs

The image of bullfrogs is close to modern science and technology. Those bullfrogs are living on the bullfrog farm absolutely within the bound of human beings. "From a distance it looked like an armoured military transport truck" (p. 227), this sculpture of a bullfrog vividly symbolizes the tool image of those bull-

frogs for mankind. “It took hundreds of millions of years to produce the life that now inhabits the earth” (Carson, 2008, p. 317), however, “it is also an arena for producing the next generation—we add stuff to the feed to increase the production of eggs” (p. 231), with the help of modern technology, Yuan Sai’s company raises hundreds and thousands of bullfrogs. Lao Tzu contends that if man doesn’t obey Tao and acts wildly considering their own interests, they will surely be in danger (2002).

“The Buddha said: Transmigration wearies owing to mundane desires” (Mo, 2015, p. 1), bullfrogs raising is a forceful testimony of the increase of man’s greed. The mundane desires of humans are the root of their anthropocentric ideologies. “[S]alt and pepper frog’s legs, fried frog skin, frog meat with green peppers, sliced frog with bamboo shoots, tadpoles in vinegar sauce, tapioca and frog’s egg soup” (Mo, 2016, p. 231), that is an epitome of ecological creatures’ tragedies caused by man’s greed and cruelty under their anthropocentric ideologies.

“Not long ago a Korean researcher succeeded in extracting a valuable peptide from the skin of frogs... drastically raising the odds of a woman giving birth to twins and more” (p. 231), “the bullfrog farm is just a front for Uncle Yuan...His real business is helping people make the other kind of ‘*wa*’—babies” (p. 265), when modern science and technology are mixed with crimes, the orders of the ecological system are broken. “To a large extent, the physical form and the habits of the earth’s vegetation and its animal life have been molded by the environment...the opposite effect...has been relatively slight” (Carson, 2008, p. 317), when ambitious man violates the ecological regulations in an impetuous pace, ecological crises are imminent.

“Wa” as the Sounds of Exclamatory Praise and Applause

As a member of the ecological system, man is a species of intelligence and affection. Family planning is man’s wise action to adapt to nature and maintain the balances of the ecological system. Whereas this sacrifice is anguished. It seems that Mo Yan has chosen art as the compensation for this agony. The images of “wa” here mean the sounds of exclamatory praise and applause for the art and artists in the story. Those masters are pioneers who have made the two ultimate norms of deep ecology come true.

“Few desires and inaction bring peace to the mind” (Mo, 2015, p. 1), this kind of state is the premise of ecological members to realize self-realization and equalitarianism. “The master’s needs are minimal” (Mo, 2016, p. 237), Qin He lives in the building “where livestock had been held” (p. 235) and Hao Dashou only possesses the place where he can sleep in his 9 rooms leaving all others to his clay dolls.

“All creatures are born of clay” (p. 216), Master Qin He uses clay dug from Jiao riverbed which is more than 3000 years old, soaking up the essence of the sun and the moon. Master Hao Dashou must make his clay dolls in moonlight. Those masters know profoundly that they are equal members of the land and they revere everything in the ecological system. “Hao would not let people choose the dolls” (p. 108), as he regards everything in the world equal.

Every doll of the masters’ is unique with individual expressions because they make them out of their own hearts. Hao Dashou sells dolls when he is out of rice, with tears in his eyes. Master Qin He “became the child he was fashioning in his hands. They had a flesh-and-blood bond” (p. 242). On the highest levels of their creative art, those masters achieve their self-realization. Meanwhile, Gugu’s sinful heart is consoled.

In his dream, Master Qin He is a loyal infant of the ecological mother. On a road, Qin He and Wang

Gan are accompanied by blooming flowers, uncommon bouquets, flitting butterflies and buzzing bees. Amidst many strange, nameless plants and flowers come large number of children. They play with the masters, naughtily and happily. They rub mud all over the masters. In the end, they form a lively semicircle in every imaginable pose. Master Qin goes into the mysterious state of art, the supreme levels, finishing his self-realization, becoming One with his ecological brothers and sisters, “the master maintained a pose of resting his head in his hands, with no observable movement...as if he himself had become a sculpted figurine” (p. 242).

Naess bravely raised the population issue of humans, yet what he lacked was an answer (Lei, 2012). Haunted by her guilty feelings, Gugu can't release her agony. Only when she is rescued by Hao Dashou, she is able to get her salvation. The hands and heart are the most closely connected parts of a body. Their names which contain the characters of a hand and a heart determine their predestination to be together. “In the deep of the night, when silence is king, you can sometimes hear the husky sound of someone singing out in the fields. That's Gugu” (Mo, 2016, p. 239), meanwhile Hao Dashou makes his moonlight dolls with the moon shining overhead. The couple are baptized in the saint moonlight. Accompanied by other ecological members and the tranquility of the night, they make their self-realization fulfilled. Gugu begins to be at ease and her husband can swim freely like a fish in his artistic world. The husband makes dolls according to his wife's descriptions. All babies who have died in the tragedies of the family planning battle gain their lives in those dolls. In this way, Gugu finds the way to comfort herself. She is psychologically redeemed. “Flowers covered her thick, messy grey hair, around which bees were circling” (p. 308), the image of Nv wa in Gugu seems to have come back.

It seems as if those clay dolls “at every full moon they dance to the music of flutes, twirling and clapping and laughing” (p. 217). They are praising and giving warm applause to the masters and Gugu. Among the sounds of “wa”, all guilt is washed off and all pain is compensated.

Conclusion

In his *Frog*, Mo Yan shows the world all kinds of images of “wa”. When they are associated with ecological holism, readers are sure to see the reproductive dilemma in Northeast Gaomi Township which is an epitome of the world. Family planning is humans' wise sacrifice to keep the balances of the ecological system. However, anthropocentric ideologies and the abuse of modern science and technology are always blocking its way. Tragedies occur every here and there. Whereas, if family planning isn't carried out, “future generations are unlikely to forgive our lack of concern for the integrity of the natural world that supports all life” (Carson, 2008, p. 319). In the story, the realization of those two ultimate norms of deep ecology in the masters symbolizes the possibility to discard anthropocentrism and to reestablish a harmonious ecological system with man and all other members living equally and gladly in it. It seems that Mo Yan is longing for the lost paradise with “wa-wa-wa” as its harmonious theme in his *Frog*.

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Nature and Civilization in Ted Hughes' Animal Poems

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[Abstract] *Animal world is always a fascination to Ted Hughes. But his animal poems are often accused of being harsh and violent, painting a picture of Nature red in tooth and claw, a loveless, careless, ravenous Nature. This is true but it should not be neglected that another aspect of his nature is powerful, noble and beautiful. As demonstrated in his two animal poems "Hawk Roosting" and "Pike", Ted Hughes has an ambivalent attitude towards nature which is admiring nature with horror. Hughes warns that human beings should respect nature and obey its law humbly and argues that if human civilization clashes with nature disaster will result in.*

[Keywords] *nature; civilization; Ted Hughes; animal poems*

Animal world is always a fascination to Ted Hughes. But his animal poems are often accused of being harsh and violent, painting a picture of "Nature 'red in tooth and claw', a loveless, careless, ravenous Nature" (Sagar, 1990, p. 141). This is true but it should not be neglected that another aspect of his nature is powerful, noble and beautiful. Indeed, as can be seen from his two animal poems "Hawk Roosting" (Hughes, 1979, p. 280) and "Pike" (Hughes, 1979, p. 284), Ted Hughes has an ambivalent attitude towards nature: admires nature with horror. He warns that human beings should respect nature and obey its law humbly and argues that if human civilization clashes with nature disaster will result in.

In the poem "Hawk Roosting", Ted Hughes depicts a drowsy hawk's thought process. He regards himself as supreme and the son of nature because he is equipped perfectly for ruling and killing by nature: his eyes, feet and wings are unmatched and nature makes everything goes for him. On reading the poem, readers can sense the bloody violence of the hawk and his philosophy that power is all. Hughes once writes: "That bird is accused of being a fascist, of some horrible totalitarian genocidal dictator. Actually what I had in mind was that in this hawk Nature is thinking. Simply Nature. It is not so simple maybe because Nature is no longer so simple" (Hughes, 1990, p. 102). A close reading of the poem combined with interpretation of Hughes' own statement, it is easy to see that in this poem the hawk is the spokesman for nature.

The whole poem is the monologue of a proud hawk "sit[ting] in the top of the wood" (Hughes, 1979, p. 280). This image gives readers the impression that the hawk is like a noble king ruling his kingdom of wood. His position is unique and unchallengeable. As one knows, if someone is very insightful or observant people might say that person is hawk-eyed since hawk has very sharp eyes, but by saying "my eyes closed" the hawk shows his confidence in his power (Hughes, 1979, p. 280). There is no need for him to be vigilant, and nothing can hurt him. Then he precedes to say there is "no falsifying dream" between his head and

his feet which suggest that he has no need to “dream” about something because whatever he wants, he can achieve it by himself (Hughes, 1979, p. 280). He knows no fantasy or daydreaming. What’s more, the hard, metallic sound of the line “between my hooked head and hooked feet” makes the readers visualizing that the hawk is armed to the teeth like a warrior (Hughes, 1979, p. 280). From his words “or in sleep rehearse perfect kills and eat” readers can catch a glimpse of the hawk’s personality of merciless and instinctive (Hughes, 1979, p. 280).

Then in the second stanza readers get to know that the hawk is really the beloved one of nature: trees, air, sun and earth all the great creations of nature are there for his convenience. As it is known to all, earth is the breeding mother of all living being, but even mother earth also need to respect him and waiting for his “inspection” with “face upward”, a gesture of admiration. In this stanza a mighty and forceful image of the hawk is projected (Hughes, 1979, p. 280).

After relating the external advantages arranged for him, the hawk continues to count the gifts endowed him by nature: his sharp eyes, steely feet and feathers. In the line “my feet are locked upon the rough bark”, the word “locked” is very vivid (Hughes, 1979, p. 280). Readers can almost see with their own eyes the hawk’s metal-made feet and hear the metallic sound of its footsteps. Once it holds something, it’s impossible to shake it or loose it. What’s more, by locking his feet “upon the rough bark”, his feet are integrated together with it and they themselves become “the rough bark”. The image of “rough bark” enable readers to imagine a big tree, weather-beaten, standing between the sky and the earth, braving wind, heat, storm courageously and nothing can frighten it, just like the hawk riding on the sky braving lightening, thunderstorm bravely. By asserting that his foot and feather are specially forged by “the whole of Creation”, the hawk seems emphasizing that the universe labors a lot simply to create him (Hughes, 1979, p. 280). He prides himself and considers himself as the center of universe which demonstrates his arrogant character.

When he says “now I hold Creation in my foot” the hawk is suggesting that when he stands still, he is in control of everything, he is as stately as a king (Hughes, 1979, p. 280). Then during the space of the stanza-break, all of a sudden, he “fly up, and revolve it all slowly---” to inspect his territory. Then a shocking cruel philosophy is proposed: “I kill where I please because it is all mine” (Hughes, 1979, p. 280). The hawk is a dictator. This philosophy sounds horrible but remorselessly true to the hawk, and to nature. Up to now, it occurs suddenly to the readers that the hawk is the embodiment of nature. He is a product of nature. The hawk certainly inherits nature’s power and personality: mighty, noble, beautiful, but cruel, violent and unconquerable. All the natural disasters befell on human beings are convincing evidence for nature’s violent power. But the hawk neither regrets about nor hides what he does and thinks. This indifference to humanity can be read from his words of “There is no sophistry in my body: / My manners are tearing off heads- / The allotment of death” (Hughes, 1979, p. 280). The hawk, representation of nature, does not justify his behavior by resorting to “sophistry” or excuses of whatever. He acts on instinct -- killing, nothing can restrain him, and his business is “the allotment of death”. This is exactly the law of nature. The hawk considers everything as his prey just like nature requires absolute obedience and destroys effortlessly. The lines “For the one path of my flight is direct / Through the bones of the living. / No arguments assert my right” reveal the totalitarian personality of the hawk (Hughes, 1979, p. 280). He cares about nothing and accepts no arguments. He does what he like and takes no responsibility. Here the phrase “the one path” implies that once he takes action, destruction occurs and no remedy can be taken.

In the last stanza, the hawk assumes that “The sun is behind me” which implies that the sun, a symbol of fair, warm, light, power and energy, is cooperative and lending his support to him (Hughes, 1979, p. 280). Again another way to show his vitality and power and to convince readers that the hawk does has reasons to be proud and self-centered. The line “Nothing has changed since I began” tells us that once he makes a decision then nothing can stop him (Hughes, 1979, p. 280). His keen eyes will detect any minute change and nobody can deceive or fool him. When he says that “I am going to” he shows the absolute power he enjoys and everything needs obey his bidding (Hughes, 1979, p. 280).

Furthermore, throughout the monologue of the hawk, the words he chooses are big and formal, say, “in-action”, “falsifying”, “rehearse”, “buoyancy”, “inspection”, “revolve”, “sophistry”, “manners”, “allotment”, “argument”, “assert” and “permit”, all these words demonstrate that the speaker — the hawk — is wise and intelligent, in any sense a noble figure (Hughes, 1979, p. 280).

From the analysis above, it is clear to see that Ted Hughes uses the hawk as a metaphor for the noble and forceful nature. Another animal poem bearing the same issue on the theme of nature is “Pike”. In his poem “pike”, by first depicting its characteristics in great detail, then describing its power and violence Ted Hughes makes the pike a metaphor for nature’s force and expresses his meditation on the relationship between nature and civilization.

One eye-catching feature of the poem of “Pike” is that it employs many mathematical figures to describe the appearance of pikes which makes the observation sounds more objective and authentic. The pike emphasizes that his body is perfectly designed for the single purpose of killing. He has “[T]he malevolent aged grin” as birthmark which indicates that he is born with sophisticated skills to commit hurting, attacking and killing and he “grin[s]” at his killing and feel no remorse or show any mercy to his prey (Hughes, 1979, p. 284).

Then the poem describes how adroitly and gracefully pikes behave. They can either dance or take action all of a sudden. The image of submarine, a modern war weapon with mass destructiveness, is used to describe the tremendous power of the pike in water.

Later the successive stanza goes to describe the condition the pike lives. Here it can be felt that some danger lurking: “In ponds, under the heat-struck lily pads- / Gloom of their stillness: / Logged on last year’s black leaves, watching upwards.” (Hughes, 1979, p. 284) The pike is looming and the atmosphere becomes gloomy. The word “gloom” might either means a feeling of deep sadness and hopelessness or darkness. The lines expose a fact that is wherever a pike shows up, danger and death appears. On reading the phrase “watching upwards”, it can be felt that something ominous is hiding in some place, peeping and waiting for a chance to attack and to kill.

In the fourth stanza through observing the physical features of the pike it is known how the pike is exquisitely tailored for murdering. The harsh sound of “hooked clamp” suggest the steely iron muscle of his jaws, knife-like fangs, they can tear off everything easily (Hughes, 1979, p. 284). The line “a life subdued to its instrument” reminds us that the pike has neither consciousness nor moral standards and acts on instinct like the roosting hawk, mighty without mercy (Hughes, 1979, p. 284). Just as what Rosenthal writes that animals are endowed with the power and gift to kill, and in killing they are extremely indifferent to the suffering and weakness of their prey (Rosenthal, 1990, p. 124).

Then in the next three stanzas, two gruesome and disgusting scenes of their killing are presented: one is

about they kill each other and “spare no body”, the other is that “One jammed past its gills down the other’s gullet” (Hughes, 1979, p. 284). The frequent use of explosive consonants such as [d], [p], [t] and [g] reproduce the violent death impressively. When reading the line readers feel as if choked by something in throat. There is “iron” in his dead eye which designates the pike’s strong will. Even if he is dead he won’t let loose of his prey. Now through Ted Hughes’ elaborate description, the idea that the pike represents the destructive natural force is revealed.

The last four stanzas are the poet’s meditation on the relationship between nature and civilization. The part starts with his childhood memory of fishing. “A pond I fished, fifty yards across, / Whose lilies and muscular tench / Had outlasted every visible stone / Of the monastery that planted them” (Hughes, 1979, p. 285). We cannot read this stanza literally but figuratively. Here the pond is the embodiment of nature, so when he fishes in the pond, he is actually trying to get something from nature which means utilizing, civilizing and taming nature for the advantage of human beings. The “every visible stone / Of the monastery” is the symbol of the ruin or relic of ancient civilization. This stanza uncovers the truth that to nature, human civilization is very weak and vulnerable. Nature can “outlast[ed]” it and destroys it completely. Then in the following stanza, by saying that nature has a “stilled legendary depth: / it was as deep as England”, Ted Hughes is implying that nature is a mystery (Hughes, 1979, p. 285). It might be as bloody as the history of England. No one knows his potential, his latent vitality. Readers have no access to know what happened in ancient times and what befell on human being is forever a riddle. It is said that from childhood Ted Hughes suffered the crisis of civilization (Sagar, 1990, p. 112). He shows great concern for human civilization and thinks that human civilization is characterized by efforts to kill or mutilate (Sagar, 1983, p. 3). As it is known that the civilization history of England, say, the conquering of Ireland, the process of industrialization and the exploitation of colonies, is associated with misery and violence.

So far, Ted has pointed out that human civilization is as violent as nature itself though it is rather fragile when confronting nature. Then the poet presents his own view of nature by saying: “It held / Pike too immense to stir, so immense and old / That past nightfall I dared not cast / But silently cast and fished / With the hair frozen on my head / For what might move, for what eye might move.” (Hughes, 1979, p. 285) This rather long sentence, running through two stanzas and containing three repetitions: “too immense to stir, so immense and old”, “I dared not cast / But silently cast”, “for what might move, for what eye might move”, conveys a sense of terror, of losing one’s mind and reveals the poet’s urgency and impatience of airing his view on nature. Literally, these lines relate the poet’s experience of fishing at night in horror, but a deeper meaning lies within. By saying that “past nightfall” in a complete darkness he “dared not cast / But silently cast” he is trying to warn mankind that since nature holds “immense” destructive force, symbolized by the pike, when human beings are ignorant of nature and have no clear plan or knowledge on nature it is better to take action tentatively and cautiously, keep a close eye on whatever signals nature send because nature might take revenge and punish human beings severely.

The last five lines of the poem create a horrible image such as “the still splashes on the dark pond” and “Owls hushing the floating woods” which build up a mysterious and eerie atmosphere making readers shiver and show Hughes’ heart-feeling horror of nature (Hughes, 1979, p. 285). In the last two lines “Darkness beneath night’s darkness had freed, / That rose slowly towards me, watching”, the first “darkness” refers to the horror and impending danger “freed” or released by the “night’s darkness” (Hughes, 1979, p. 285).

Since human being always tamper conceitedly with nature, an untamable figure, nature also “rose slowly” and silently, “watching” human being with an ominous intention.

All in all, after the detailed analysis of the two poems “Hawk Roosting” and “Pike”, it can be seen that through building up terrifying imagery Ted Hughes warns mankind of the force of nature and advise people pay more attention to the relationship between human being and nature. In Keith Sagar’s words: to approach nature “with clean hands, with respect and humility” (Sagar, 1983, p. 13).

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An Exploration of Themes in Robert Burns' Poetry

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[Abstract] Robert Burns was a well-known national poet of Scotland in the 18th century who deeply explored ancient literature and folk songs. He created a large amount of poems for women among which some were specific while others were unspecific. Besides the love poems, there were many other styles of poems which showed his patriotism to the Scotland and desired for the liberty and peace. He called on people to follow the spirit of War of Independence. Burns also unveiled the mask of the ruling class at that time. From the angle of human, beast and ghost, he satirized the darkness of human nature.

[Keywords] love; freedom; ironic; patriotism; rebellion consciousness

Introduction

Robert Burns, born on 25th January 1759 in Alloway, the most famous plowman in Scotland, enjoys a good reputation worldwide. Burns composed a great variety of poems. He wrote epistles to his friends, songs as well as ballads. Burns is rooted in the people and his worries about inequality in society have made him peculiarly well-known in China and Russia. Nowadays, Burns is returning as a serious subject for study on university courses and by academics specializing in the eighteenth century and Romantic periods. The poet celebrated Scottish traditional culture, country life expressions and distinctions between class and religion.

Burns' reputation is an enormous subject. A lot of people sincerely praised him and took him as a pioneer. If Shakespeare idolatry is a heated topic worth studying in his own right, so does the outstandingly popular Burns. There are many comments given to the first reviews. Ralph Waldo Emerson thinks highly of Burns' works, he wrote that Burns' organic sentiment was absolute independence. It was the "Lounger" in Henry Mackenzie's review that Burns became famous as the Heaven-taught Ploughman. Almost all the critics reviewed that Burns was an inspired poet. Maria Riddell, emphasizing the power Burns displayed and described him as "the child of nature, the child of sensibility". Burns has also enjoyed a particularly strong reception in both the USA and the old Soviet Russia. His works has been translated into upwards of forty languages.

In China, Robert Burns was first introduced by Lu Xun in 1908. Lu Xun mentioned Burns briefly in his book *On the Power of Romantic Poetry* in which he talked about eight European romantic poets. Lu Xun spoke highly of Burns in this book and in the following years, different translating versions of Burns "A Red, Red Rose" appeared in no time. In the early period, Professor Wang Zuoliang and Professor Yuan Ke-

jia translated the most vivid and the most beautiful verses of Burns into Chinese, which gives us a new sight of foreign poems of Scotland. By now, Burns' poems have been widely used and appreciated. His pursuit of emotional, political and religious elements in the poems made people enjoy the fragrance of Scotland again and again. In 2015, Professor Li Zhengshuan and Wang Miqing analyzed and explored Burns' love poetry from many aspects, which was published in *The 2015 Northeast Asia International Symposium on Linguistics, Literature and Teaching*. Most surprisingly, Professor Li Zhengshuan gave the most volume of translation in his book *Select Poems of Robert Burns*. It is a great book in memory of the 220th anniversary of Robert Burns' death. In this book, you can appreciate many kinds of beautiful poems which are unspeakable. Each poem contains the background which gave the readers the most emotions when you read them.

The thesis first mainly illustrates four different kinds of women. There would be given a detailed description on three specific women. He tries his best to complimenting each heroine crossing his life even a passer-by, which is the big fortune for readers to analyze and taste. Secondly, it explores Burns' patriotic feelings. He was inspired by the national hero-William Wallace and wrote many poems showing the love for his country. He also encouraged people to follow the example of American Independence, seeking for a pure land of their own. Finally, he sharply satirizes the hypocrisy of the church and the ruling class with a playful attitude.

Love for Females: Staple of Life

Burns' poetic output is over 700 poems and songs, most of which are for women or about women. Women are the source of inspiration for his poetic creation. It is the love songs that have won him the widest and most deserved popularity. In his literary works, he expresses his pursuit of true love for concrete person and non-concrete lasses. Burns often compares his lovers to beautiful things in the natural world. Burns' attitudes to women and sex are assumed to be transparent but, like all representations of sexuality in the eighteenth century, they are still historically and culturally shaped. As with many writers, much of the work of Burns was not widely known until his death. The earliest gathering of Burns' work was found in *The First Commonplace Book*, which the poet compiled from April 1783 to October 1785. This private journal tells us about Burns' early self-conception and sensibility as a writer. Burns' poems were obviously inseparable from ideas about his life. Here are some typical poems listed to illustrate different women in Burns' eyes.

Love for his wife: sweet sugar gradually stewed

Jean Armour is forever Burns' long-suffering, dutiful and beautiful wife. In "I Love My Jean", Burns presented his most beautiful words to illustrate his wife. The poem was written as a compliment to Jean Armour after their wedding. "I Love My Jean" written by Burns in 1787, which became part of the *Scots Musical Museum* published in 1803. The power of this poem is its purity and simplicity. Its consistent tone flows smoothly from the beginning till the end.

June is a favorite month for songwriters seeking imagery and atmosphere but this beautiful love song has never been bettered. Many poets use the image of "rose" to mean true love. Burns is no exception. He regarded rose as a symbol to his true love Jean. "A Red, Red Rose" is a song touches all the lovers in the world from generation to generation. Till now, a famous female singer Rachel Sermanni sings this song

with her gentle and beautiful voice which gives people a new way of appreciating Burns' poems.

Besides these, Burns also wrote many other songs to praise his wife. "Of A' the Airs the Wind Can Blaw" was first printed on 2nd February, 1790. Burns' was away from his wife and he missed her. He eagerly expected to meet his lady as he said "But day and night my fancy's flight, Is ever wi' my Jean." He put his love into west wind because his Jean was there. His home was a beautiful place that had "wild woods grow, rivers row, and monie a hill between". The vivid picture appears in no minute. Wherever you are, you can't find a flower lasting so long. Wherever you are, you can't find a bird singing so well. You can, however, in just one place, find a unique lady in the west. That is his Jean, the only precious creature. The wind came from any direction which implied any women from all sorts of place. However, the most attractive one was certainly his wife. The words describing the deep love between them can't betray his heart. However, people change. There were many new attractions outside. It was all kinds of coincidence that made Burns obsessed with other females. Some other specific women and unspecific women he once loved gradually interfered with his life.

Love for Highland Mary: true honey of lifelong memory

Burns had a strong highland complex and wrote many poems bearing the word "highland". Her full name is Margaret Compbell. The following song "Highland Mary" was composed in November 1792 and was first printed in 1799. Another poem "My Highland Lassie, O" also refers to her. From the last sentences we know Mary passed away, and Burns was desperately eager to win his lover back. It was first printed on 14th February, 1788. In the beginning, the poet solemnly mourned his true love as the sentence "I set me down wi' right guid will" indicated. The poem voiced the deepest heart of Burns and showed the poet's great determination to Mary. As he said "But fickle Fortune frowns on me, And I maun cross the raging sea;" Whatever fortune frowns on him, however the foreign climes he went through, he would overcome anything obstructing him. "For her I'll dare the billows' roar; For her I'll trace a distant shore" the determined mind is obviously presented in these lines. Wherever the poet was, he would sing for his true love. "Till the mortal stroke shall lay me low, I'm thine, my Highland lassie". Love is the most magic thing in the world, and the two true lovers love until the end of their lives.

Burns also wrote many poems describing the beauty, such as "To Mary in Heaven" which expressed his missing heart for Mary after her death. In Burns' nineteenth-century reception history, Campbell is reincarnated as a pure and innocent virgin.

Love for Agnes McLehose: a dialogue of souls rather than bodies

The full name of McLehose is Mrs Agnes Craig McLehose-Nancy. People called her Nancy at that time. Burns and Nancy belonged to different social classes, which resulted in a platonic love between them. The lovers calling themselves as "Sylvander" and "Clarinda" communicated with each other by using letters because of the background of the society. Writing is the best method of transiting one's feelings. Not surprisingly, Mrs McLehose was the inspiration of Burns. The most famous works include the song "Ae Fond Kiss". Nancy took a trip to the West Indies on the Roselle at the demand of her separated husband in 1792. When knowing this plan, Burns wrote the song. The poem represents strong concept of love and the sincerity with each other. However, the senses of deep despair and helplessness is ever demonstrated. Because of

this, it is the most touching song ever written responding the heartbreak and loss. Burns and Mrs McLehose wrote many love poems to each other. They are merely a communication of souls, one being a high-class woman and the other being merely a farmer.

Such friendship was not just the epistolary communication, but also lightened many female writers. The creative women with whom Burns corresponded were poets Janet Little (1759-1813) and Anna Laetitia Barbauld (1743-1825). Burns delicately influenced these learned females and his poetry was considered in relation to Enlightenment attitudes towards women.

Love for other females: a pursuit of sensual joy

Apart from the specific people Burns mainly wrote about, there are many other females written in other poems. Most of them are the instant love or for the beautiful scenes touching his deep heart at that time. Some of the poems are even bold. "Corn Rigs Are Bonie" is a good example of this kind, which is one of Burns' best known and best loved songs. While Burns' lyric captures the excitement of the lovers' physical activity, it does so with modesty and graciousness: "a sparkle in the eye, rather than a tousling." The Chorus tells that the man will never forget the experience in rigs. The two lovers met on a bright night in August, loving each other passionately.

"As I Went Out Ae May Mornig", tells a love story happening on one May morning. The eight sentences give readers a hint that the story mainly tells about a girl who has relationship with the poet. "Theniel Menzies' Bonie Mary" which was a popular bawdy song of the time. It was incubated on Burns' tour of the Highlands. "As day was dawin in the sky, We drank a health to bonie Mary" from the two lines we know that they were together for the whole night. Her eyes were so bright, her brown hair was just like berries and her cheeks always dimpled with a smile.

Burns can see some sparkles on one woman, writing a poem to praise what he saw. He owns an angel's eye to find beauty in women. Such as "I'm O'er Young To Marry Yet", the heroine in this poem is frank and honest about her sexual desire. This poem was first printed on 14th February, 1788. "The Rantin Dog, The Daddie O' T" illustrates a pregnant girl who gave birth to a baby of Burns. The poem was printed on 2nd February, 1790 at the first time. It is said that he wrote the poem when he was young and sent it to a young girl under a cloud at the very moment. People guess that the girl was unmarried but pregnant.

Love poetry is a body of writing well worth studying. Burns' love poems contain a lot of natural elements. The real surrounding of the wild nature and the inner freedom of his romantic heart were appeared in every poem which touches the readers overwhelmingly. Love poems express our little love and broader love for the country. The purpose was to select poems with different attributes, which possibly belong to different aspects of love poetry.

Freedom and Patriotism: A Political Outburst

In earliest times, people had to resist all kinds of different invading army. It was the reason why the inhabitants of initial Scotland longed for the Independence. The harshest conflict country was with England. In nowadays, even if Scotland was governed by England in foreign, military and financial national events, etc, they also hold a huge power in the legislation of administrative. Scotland was the second largest region only to England in the United Kingdom. In 19th Sep 2014, the results of the referendum in Scotland voted

that fifty-five percent people say “no” to independence. No doubtingly, Scots reject English was not for a day.

During Burns’ time, a patriot and national hero, William Wallace, appeared during the fight for independence. He led the Scottish rebellion against Edward and wished inherit the crown of Scotland himself. He inflicted a famous defeat on the English army at Stirling Bridge. People advocated his spirits to encourage Scottish to struggle for their freedom. Burns inspired by the sense of patriotism and wrote many patriotic poems.

Pursuit of freedom from English rule: outflow of his patriotic feeling

Burns’ heart was not lighted by pretty women alone, but warmed to pity or righteous indignation when confronted by human suffering. Although some of his poem lovers were moved only by beautiful love songs, many other readers also deeply affected by the poet’s confessions to the lowering class. Burns sings out the pain of the people. His lines provided a hearty language through which he could express emotions that were not only deep but also lasting.

“Scots Wha Hae” is Burns’ one of the greatest patriotic songs, for long regarded as Scotland’s national anthem. The title is also written as “Robert Bruce’s Address To His Troops At Bannockburn.” Burns wrote this poem to express his love for Scotland and his pursuit of freedom. “Wha will be a traitor knave? Wha can fill a coward’s grave? Wha sae base as be a slave?” the three rhetorical questions suggests that the condition of slavery is a choice made by the individual. However, Burns’ tendency more inclines to the fight rather than being a slave.

“O, For My Ain King, ‘Quo’ Gude Wallace” is a ballad speak highly of their brave king who singly fight for fifteen Englishmen. Burns improved on an episode in Blind Harry’s “Schir Willyame Wallace.” Burns wrote seven new stanzas enriched the whole story. The beautiful tale was told to praise the Scottish hero. The poem spreads out in common people and advocates to unit together fighting for their homeland.

Another famous poem “Ye Jacobites By Name”, the Jacobites were the followers of James II. He uses a judicial tone to denounce the wrongdoings of James II. “Ye Jacobites by name, Your fautes I will proclaim, Your doctrines I maun blame-you shall hear!” In this poem, Burns depicts that he wants a peaceful life and a strong sentiment against the war which is the heartfelt wishes of the Scottish at that time as well.

Publicity of French Revolution and American Independence: a way of encouraging the Scots to fight for freedom

Burns was very enthusiastic about greeting the French Revolution in 1789. “The Tree of Liberty” directly shows the French Revolution. People who greeted the Fall of the Bastille as the beginning of a new world of freedom and equality could find their political opinions embodied in this poem of Burns. It was first printed in 1838 and in the poem, he called on people to gather together to strive for the brightest future. The poet firmly believed they would possess freedom, peace and love if they have the tree. In the end of the poem, Burns pleaded England to plant such a tree, placing the pursuit of freedom to a highest position.

“Is There for Honest Poverty” written in 1795 is one of the examples, which promoted both Burns’ moral sensibilities and his political views. In 1775, Burns was only 16 at that time, writing a poem to praise President George Washington who leads the American people bravely fight for English tyrants. “Where is

that soul of Freedom fled? Immingled with the mighty Dead! Beneath that hallow'd turf where Wallace lies!" is from "Ode For General Washington's Birthday". In this poem, Burns praises American as the "Son of Liberty". He highly called on people following the spirit of Washington. A new bright day would come in the near future. Burns expected someone would arise and led the Scots to fight for their freedom.

"Ballad on the American War" is another long poem which was probably written after the American War of Independence in 1784. The poet applied his own way to arouse people for a more reasonable and peaceful world.

Ardent love for Scotland: full expression of his patriotism under freedom

Collecting local songs on his tours in the Highlands in 1787 stirred up Burns' patriotism and inspired him in creating poems such as "My Heart's in the Highlands". Burns had expressed his praise of the Scottish Highlands through language, image and form in this poem. He uses nature as sign, a standby in a complex and parts of the abstract concept.

The song was written in 1789 and was first printed on 2nd February, 1790. The wild beauty of Scottish mountain caught the Burns' eyes. At that time, Burns took a trip and wrote the poem as an instant reaction in the Highlands among which the uncultivated grandeur was the most significant companion. Burns and his family moved to Dumfries, a town in the Lowlands. He recalled his trip to the Highlands and expressed his strong emotion of pride. The feeling of this poem leaves the reader a sense of admiration of the natural beauty. The most important element is nostalgia and regret of not being on the Highlands. The sense of belonging and regret are vividly displayed in this line "My heart's in the Highlands, my heart is not here". The repetition emphasizes the poet's patriotic emotions.

"The Jolly Beggars" was written in 1785. The poem perfectly describes the economic situation of the time: in the tide of improvement, more and more people were made homeless and jobless. Besides, the older pattern had broken down due to greater mobility and more numbers of needy. Burns had nothing to do faced with this situation, but tried everything what he could, such as exemplifying the beggars' humanity. That is, uniting people in story, song, drink and displaying delight and joy.

In the poem "Why should We Idly Waste Our Prime" in which the first two sentences show the attitude of the poem. To get rid of the oppression life, they must rise to fight. Then, the poet advocated people to punish the transgressions. The last sentence highly speaks of every patriot. The word "welcome" modified "Death" giving us a happy death for country.

The song "Awa', Whigs, Awa'" is a Jacobite song which condemns the Whigs. The Whigs brought an evil curse to the nation. People at that time gave the most sentiment to the Whigs. Where there was oppression, there was rebellion. The glorious day would come in the near future because God of revenge had a long sleep already.

Burns lived in such an upheaval age and his hope was all the hope. He made full use of his own power to encourage all the Scots to defend their homeland. Burns was keenly aware of the relationships between poetry and a sense of nationalism, with an eye toward national poetry which might have some extended reflections on the poet himself.

Poems of Satire: A Vent of His Anger

Burns uses the ironic power skillfully with playful attitudes. Different kinds of natural things become a tool under his ironic writing abilities. The darkness of society is expressed in the greedy of human, little beast that looks funny and the famous narrative poems connected with ghost. He combines spicy, sharp deep satire and weird imagination in his negative angle of view. Burns not directly reveals the darkness of society, but from an attitude of joke deeply irony the world of life just like the ancient Greek tragedy.

Exposure of the hypocrisy of the church

When it comes to the hypocrisy of the church in Burns' poems, Willie must be mentioned. "Holy Willie's Prayer" is absent from the Kilmarnock edition and, indeed, was never officially published in Burns' lifetime. David Irving is the earliest critics to praise this poem as a "wholesome satire on hypocrisy". "Holy Willie's Prayer" emerges out of local church and cultural politics. In "Holy Willie's Prayer" The first stanza shows that Willie did some evil things and confessed to God. This poem shows itself as voice of a prayer, as is announced by the title. To tell the truth, the word "Lord" appears 11 times during this poem which directly appeals to the superior being. These addresses are accompanied formally, not unusually at that time. It seems that the prayer itself was subverted. He was more than a speaker than God. Overall, it appears that Burns used humor to show how foolish Willie's behavior was. It is exactly the definition of satire.

Burns' another ironic poem is "To a Louse". This poem shows the depth of Burns' understanding of human nature and his interpretation of it to the animal kingdom. The poem reminds people of seeing each other.

Burns applies key critical terms that had been employed for his own poetry: harmony, natural descriptiveness and simplicity. He wrote wherever he saw, more importantly, he connected the reality with the surroundings. These poems play to a wide range of levels of reader responsiveness, from naive literalist to sophisticated alertness to levels of irony.

"The Address to the Unco Guid, or the Rigidly Righteous" shows how effective Burns can be when he has a generalized satirical target in his sights.⁷ In this poem, there are eight stanzas, and he makes a heartfelt plea for the understanding of frailty. Burns uses "sae pious and sae holy" to attacking the products of the centuries following the Reformation. Burns uses a miller, a merchant and sailors in different stanzas showing that all walks of life in the world states to God's judgment, but the upper class overuse their powers by the name of God. Burns' language moves smoothly but the feeling of religious satire arises spontaneously.

Dissatisfaction with the ruling class

The most extraordinary transition occurring between 1780 and 1830 was the economic shift from agriculture to industry which totally altered social arrangements and increased social inequities. On a number of occasions, Burns made use of animals as the subject or inspiration for some of his best work. In a dramatic monologue like "The Death and Dying Words of Poor Mailie" and its companion poem, "Poor Mailie's Elegy", Burns handled the sort of beast fable with great skill. "The Auld Farmer's Salutation to His Auld Mare Maggie", "To a Mouse" and "To a Louse" shows equally effective use of country metaphor and ani-

mal reference.

“The Twa Dogs” relentlessly sneers at the hypocrisy of the church and the oppression the farmers from the landlord. In the poem, Burns used a humorous way to express his idea. The two dogs are referred to landlord named Caesar and working class named Luath respectively. There is a sharp contrast between an extravagant aristocratic family and peasant’s impoverished life. The Two Dogs satirized the vacuity, emptiness and malevolence of the landlord. Burns not only depicted the glorious of the ruling class, but also revealed the dark and annoying side of the class. There are many more stanzas describing the unsatisfied ruling class. Greedy, jealous, filthy and obscene, they were truly the poor class from the spiritual mind, not knowing how to enjoy the beautiful life or how to cherish everything God gives them. They turned into a monster and ruined everything pretty in the world. In this poem, Burns wants to express that the poor is more pious than the rich. Moreover, only the poor can guard their Scotland land. There are many other poems concerning non-human observations of very human faults, such as “The Brigs of Ayr” and “The Ghaists”.

Burns’ greatest achievement in religious satire lies in many poems by which he leaves his reader the height of his achievement. Burns used hidden contemporary satire and social reflection lying with Scots and English to deploy with equally impressive skills, each heightening and working with the other, in as great an exhibition of deceptively simple art as English or Scottish literature can offer.

Curse to traitors of Scotland

The Act of Union in 1707 restrained Scotland’s Parliament after which it no longer existed as an independent political entity. Burns’ lines on the Act are quoted in the poem “Such a Parcel of Rogues in a Nation”, it mainly expresses Burns’ strong indignation to the small traitors of Scotland. The “parcel of rogues” refers to 31 Scottish commissioners. The poem exemplifies the parcel of rogues who betrayed their homeland. Burns described them as coward for they betrayed their country just for some wages which made people look down upon them. The last stanza pushes the sentiment to the highest position. Whenever he lives, he will declare to the world that a few rogues sold their country. Let the betrayers forever be remembered and hated by the generation to generation. Their notorious fame will be known surrounding Scotland. There are other poems pointing out specific names of some traitors, such as “When We Gaed To The Braes O’ Mar” taking place in November 1715 between the Hanoverians commanded by Argyll and the Jacobites commanded by the Earl of Mar. This poem mainly calls upon all the soldiers to fight against Whigs.

Burns had the power to touch people at every level of British society, but his meaning for aspiring poets who had to work hard to survive was especially exciting. Burns had shown the world that a man who spent his life being engaged in strenuous physical labor and spoke with the distinctive accent of his local neighborhood could publish poetry moving the hearts of men and women, high and low, rural and urban, Scottish and English.

Conclusion

Burns succeeded in creating all kinds of poems in his short but valuable life. Burns was born in obscurity and lived his life on the edge of poverty, a life of rough toil being frequently overwhelmed by physical pain and mental suffering. The whole situation definitely crushed his heroic spirit. However, he never gave

up, refusing to be crushed in human's mind. We cannot but be moved and inspired by the nobility of this man who was still composing songs of matchless beauty, sung and enjoyed to this day, within days of his death. In material terms he died as a poor man, but immeasurably he enriched the world.

Of all his peers Burns thus earned the right to place the crown of Scottish song firmly on his head. Burns' poems have a distinctive character influencing Scotland, England and many other poem composers all over the world. The crafts are full of feeling, touching the inner heart of different readers and last forever.

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Non-observation of Gricean Maxims and Satirical Effect: A Pragmatic Study of Characters' Conversations in *The \$30,000 Bequest*

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[Abstract] *Based on the analysis of characters' conversations in *The \$30,000 Bequest*, it can be found that Gricean Maxims, especially the Maxim of Quality and the Maxim of Quantity are frequently exploited. Such practice of non-observation of Gricean Maxims in the novel generates great satirical effect and exhibits the writer's ideological attitude.*

[Keywords] *non-observation; Gricean Maxims; satirical effect; characters' conversation*

Introduction

The *\$30,000 Bequest* is a novel written by famous writer Mark Twain, whose experiences furnished him with a wide knowledge of humanity, as well as with the excellent grasp of local customs and speech that manifest itself so well in his writing. The story is about a couple who lived in a pleasant little town in the Far West. At the beginning of the story, they lived a calm and pleasant life, though they were poor and dreamy. However, a letter from Tilbury Foster—the husband's relative changed their life. In the letter, Tilbury told his nephew that he should shortly die, and should leave him thirty thousand dollars. Provided, his nephew should be able to prove to the executors that he had taken no notice of the gift by spoken word or by letter, he had made no inquires concerning the dying old man's progress and had not attended the funeral. From then on, Saladin and Electra—the husband and wife, just lived in their imagination—Sally (Saladin) was indulged in spending and consuming, while Aleck (Electra) was obsessed with planning and investing. Five years later, just by accident, they got the appalling news: Tilbury had died five years before, leaving nothing in this world. Always brooding, steeped in vague regrets and melancholy dreams, the couple died two years later. As one of the representative works in Twain's later years, the novel *The \$30,000 Bequest* not only shows the humorous talent of Twain, but also exhibits his satirical techniques and his bitter feelings about evil phenomena. This study is a pragmatic study of characters' conversations in the novel *The \$30,000 Bequest*, aiming at showing the satirical effect to readers by analyzing the conversations based on Gricean Maxims.

The Cooperative Principle and Gricean Maxims

Pragmatics as “a general functional perspective on linguistic phenomena in relation to their usage in the form of behavior” (Verscheueren, 1999, p. 7) results in an integrated and global understanding of language

use (Yule, 1996). As one of the most important theories in pragmatics, the Cooperative Principle (CP for short), which was proposed by Paul Grice in a paper entitled “Logic and Conversation” (1975, p. 123), is aimed to discover the “logic” of conversation, in order to answer the question of how hearers can manage to understand speakers’ meanings, especially implied meanings (Chen, 2009). Being a quite general formulation, the Cooperative Principle was further specified by Grice himself. He proposed that the Cooperative Principle should consist of four categories of maxim, namely Maxim of Quality, Maxim of Quantity, Maxim of Relation and Maxim of Manner. The Maxim of Quality requires the speaker to be “truthful” or try to “make a contribution that is true”; the Maxim of Quantity requires the speaker to make a contribution as “informative” as needed, and try not to be more informative or less; the Maxim of Relation requires the speaker to “be relevant”; as for the Maxim of Manner, it requires the speaker to be “perspicuous” in a conversation. All of these maxims are considered as Gricean Maxims.

In recent years, studies on Cooperative Principle and the Maxims tend to focus on several aspects: the exploration of various representations and interpretations of Grice’s Cooperative Principle (Hadi, 2013, pp. 69-72; He, 2012, pp. 132-137); the practical application of CP in some specific types of writing such as news and advertising (Jakaza, 2013, pp. 311-323; Pan, 2012; Liu, 2012); the application of the theory in oral communication (Zhou, 2009; Dynel, 2008, pp. 159-185; Kotthoff, 2006, pp. 271-304); the application of the theory in language acquisition (Doyle et al., 2014, pp. 333-356; Vázquez et al., 2012, pp. 1-16; Murray, 2010, pp. 293-301; Siegal, et al., 2008, pp. 115-122). As for the studies concerning works of literature, Some scholars have made their own contribution. For example, Du (2016) has carried out a study on the underlying reason of the novel *Sons and Lovers*’ plot development from the perspective of Cooperative Principle; Jafari (2013) has applied Grice’s Cooperative Principle to Wilde’s Comedy: *The Importance of Being Earnest* to explore which conversational maxims are observed, flouted or violated; Nehnam (2009) has dug into the verbal combat strategies used by Brutus and Antony in Shakespeare’s *Julius Caesar* from the perspective of Cooperative Principle. After reviewing all these studies, it is well founded to say that applying Cooperative Principle and the maxims to analyze the satirical effect exerted by the writer in a novel can be a valuable and innovative research subject.

Non-observation of the Maxims and Conversational Implicatures

While it is assumed that speakers generally observe the Cooperative Principle in the course of conversation, they are not expected to always observe each of the maxims. Sometimes, there are various forms of “non-cooperation”—intentional deviation from some of the maxims. In this case, it is supposed to associate the deviation with conversational implicature. In daily life, it is quite ordinary for people to generate a conversational implicature by not observing a maxim of Cooperative Principle. Here are some examples:

(1) *Wife: Honey, what do you think of these new clothes?*

Husband: They are pretty good, and we can eat them when hungry.

(2) *Man: What did you buy in the mall?*

Woman: Something beautiful.

(3) *Son: Mum, can I play football now?*

Mother: Look at your homework !

(4) *Father: Let’s get something for the kids.*

Mother: Ok, but I veto C-A-N-D-Y.

In the first conversation, the husband is flouting the maxim of quality, because what he says is obviously false (clothes can not be eaten). He just wants to express his dissatisfaction with his wife for spending too much money on clothes. In the second conversation, the maxim of quantity is exploited, because the information provided by the woman is not informative enough, though she is quite capable of giving enough information (obviously she knows clearly about her purchase). From her answer, we can actually get the implicature: "I don't want to tell you what I have bought". The woman just expresses her attitude in such a subtle way, so the man may understand the implicature and drop that topic. In the third conversation, the maxim the mother blatantly flouts is that of relation, because her response is obviously irrelevant to her son's question. Her response just generates an implicature that the son's homework hasn't been done well enough, therefore he can not go to play football right now. In the last conversation, the mother just takes advantage of the maxim of manner, because she not only deliberately uses an uncommon word (veto) in the daily conversation, but also pronounces the word "candy" letter by letter, in an effort to be incomprehensible to her kids.

Non-observation of the Maxims in *The \$30,000 Bequest* and the Satirical Effect

It is known that the Cooperative Principle is usually used in analyzing people's daily conversations. However, it is still useful when it comes to the communication in literary works, for literature is also a form of communication between individuals. To analyze the conversations in the novel *The \$30,000 Bequest* based on Gricean Maxims can help readers understand the stylistic devices and narrative techniques in the novel as well as the distinctive characters and ideological connotations in it. As one of the representative works in his later years, *The \$30,000 Bequest* is greatly in accordance with Twain's writing style featured by humor, satire and exaggeration, among which "satire" is most obvious. The satirical effect in this novel is mainly achieved by variation in language, mostly coming from non-observation of Gricean Maxims in the conversations in the novel.

Non-observation of the Maxim of Quality in the Novel

The Maxim of Quality requires the speaker to be truthful or try to make a contribution that is true. However, in literary works, especially in some novels, this maxim is usually exploited by writers to achieve certain artistic effects. In the novel *The \$30,000 Bequest*, the Maxim of Quality is the most frequently exploited one among the four Maxims. For example: After knowing that Tilbury would leave him thirty thousand dollars, with which they could invest and earn much more money, Sally, the husband, said that he was going to cash in a whole three hundred on the missionaries. His wife, Aleck, said, "*You couldn't do a nobler thing, dear; and it's just like your generous nature, you unselfish boy.*" (Twain & Neider, 1957, p. 605)

These remarks are absolutely untrue, because it can be easily found in the novel that Sally was anything but an unselfish noble man with generous nature. The ideal life in his mind is frivolous, selfish, and charged with mean vanities. The non-observation of the Maxim of Quality here is aimed to ridicule the pompous nature of the so-called rich people, who would like to make themselves appear noble and generous by donate a little money to churches while they themselves living a luxurious and dissolute life. There are still some more examples of the non-observation of the Maxim of Quality in this novel to achieve the similar satirical

effect. It is apparently that from the moment they got the letter from Tilbury, the couple had been longing for the death-notice about the old man, which would make the bequest come true. However, when they eagerly tore the wrapper from the newspaper, their eyes swept the columns for the death-notices, only to find there was nothing about their relative, Aleck said, with a pious two-per-cent: “*Let us be humbly thankful that he has been spared*” (Twain & Neider, 1957, p. 606), which just shows her hypocrisy ironically. But after five weeks, still getting no news about Tilbury, Sally’s patience broke down, and he said, resentfully: “*Damn his livers, he is immortal!*” (Twain & Neider, 1957, p. 608) This obvious non-observation of the Maxim of Quantity (nobody in this world is immortal) exhibits Sally’s impatience in waiting for the bequest and his hatred toward Tilbury straightly and clearly. The satirical effect here is quite powerful: A man can be so mean to wish for the death of a human being, even though that person is willing to do him a great favor by leaving him all his money, and the only reason is to get all that money! No wonder people always say that money is the root of all evils.

Non-observation of the Maxim of Quantity in the Novel

According to the Maxim of Quantity, in a conversation, a speaker needs to make a contribution as “informative” as needed, and try not to be more informative or less. However, in this novel, this maxim is exploited deliberately to achieve great satirical effect. Here is a good example: For five years, the couple had been living in their imagination, busy with planning and investing their imagined money, and one day, after planning for the imagined twenty-four hundred millions fortune, Aleck delightedly said: “*Is it enough?*” and her husband responded: “*It is, Aleck.*” (Twain & Neider, 1957, p. 617) In this short conversation, Aleck didn’t give enough information about “what is enough”, but her husband had no difficulty in grasping what she really meant. This non-observation of the Maxim of Quantity shows the writer’s contemptuous attitude toward the couple, who just thought and talked about nothing but money all day, resulting in a tacit understanding between them.

In this novel, to exert great satirical effect, “being more informative” is also applied in the conversation between the couple. While becoming richer and richer in their imagination, Sally and Aleck had been considering the marriage of their daughters: after giving up several barons, viscounts, earls, marquises, and dukes as they imagined, they were talking about marrying their daughters to princes. Aleck just picked a prince from one of the three hundred and sixty-four ancient German principalities, and Sally was satisfied with this choice: “*I’ve been there. It’s got a rope-walk and a candle factory and an army. Standing army. Infantry and cavalry. Three soldiers and a horse.*” (Twain & Neider, 1957, p. 617) Here the Maxim of Quantity is not observed because these words are more informative than needed. “Standing army. Infantry and cavalry.” is enough to describe the military force of this German principality, but with “Three soldiers and a horse” added, the remarks seems quite absurd, and here comes the satirical effect: what a small principality it is! How ridiculous for the couple to pick a prince from it, just resulting from their vain worship of royalty.

Non-observation of the Maxim of Relation in the Novel

The Maxim of Relation requires the speaker to “be relevant” in a conversation. However, writers may make the character’s remarks irrelevant to achieve certain artistic effect. There is such an example in the novel *The \$30,000 Bequest*: In a conversation, Sally admired his wife’s talent in investing and earning mon-

ey without any outside amateur help, but his wife said: “*You keep me in constant dread. For you and for all of us. Once I had no fear of the thunder, but now when I hear it I—*” (Twain & Neider, 1957, p. 610) These remarks seems quite irrelevant to Sally’s topic, but in fact, it can help to exhibit the wife’s immoral piety. Superficially, she was so pious that she attributed her successful investment to God’s help, while actually she worshiped money so much that she’d like to break the Sabbath.

Non-observation of the Maxim of Manner in the Novel

The Maxim of Manner requires the speaker to be “perspicuous” in a conversation, being brief and orderly in his or her expression. However, this maxim may not be observed by the writer to show the personalities of certain characters. In this novel, Sally, the husband, just impresses readers a lot by his way of talking with his wife. Once his wife felt angry for she was considered immorally pious by him, and Sally tried to say something to save his case by changing the form of it: “*I didn’t mean immoral piety, I only meant—meant—well, conventional piety, you know; er—shop piety; the—the—why, you know what I mean. Aleck—the —well...*” (Twain & Neider, 1957, p. 606) These remarks are neither brief nor orderly, which can not be considered as accordant with the Maxim of Manner. In this way, Sally’s attitude toward his wife is showed clearly. Twain just ridiculed the henpecked husband in his way of talking apparently.

Conclusion

Based on the analysis of characters’ conversation in the novel *The \$30,000 Bequest*, it can be found that Gricean Maxims, especially the Maxim of Quality and the Maxim of Quantity are frequently exploited. In this way, the writer just painted a vivid picture about a kind of people who were pompous, mean, snobby and hypocritical, dreaming of insanely rich overnight. Hence, it is quite reasonable to say that non-observation of Gricean Maxims can be considered as one of the prominent language features of this novel, which generates great satirical effect and exhibits the writer’s ideological attitude subtly.

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On Terry Eagleton's Theological Interpretation of Thomas Mann's *The Magic Mountain*

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[Abstract] Traditionally known as a great Marxist literary critic, Terry Eagleton astonishingly manifested a remarkable metaphysical turn at the threshold of the 21st century. In *Reason Faith and Revolution, Reflections on God Debate*, he pointed out the lack of metaphysical foundation in the liberal capitalist world which gave rise to its most troublesome metaphysical foe. None of the surrogates of religion has done the job well. The postmodernism embraces pluralism and cultural differences which reinforces its rejection of common culture shared, written and rewritten by all members of society. Eagleton argued that religion has the valuable concepts that the political left will find most beneficial. The left had been caught up in the cultural debate for long. It is time for them to jump out of it and think in a different way which may enlighten themselves on future career. Thomas Mann's *The Magic Mountain* is a good case in point that shows the transformation of soul and exemplifies hope.

[Keywords] Terry Eagleton, Thomas Mann, *The Magic Mountain*, *Doctor Faustus*, Metaphysics

Terry Eagleton quotes Thomas Mann constantly in his late life return to theology. What did he find valuable in this German writer? It is not difficult for us to ascertain why he is so fascinated with Mann. Thomas Mann, one of the greatest German novelist in the 20th century who won the Nobel Prize for Literature in 1929, echoes to Eagleton's metaphysical re-conceptualization of traditional theological ideas at the critical moment when the left is suffering a major crisis.

Thomas Mann was awarded the Nobel Prize principally in recognition of his popular achievement with the epic *Buddenbrooks* (1901), *The Magic Mountain* (1924) and his novella *Death in Venice* (1912). In *The Sweet Violence* Eagleton mentions *Buddenbrooks*, *Death in Venice*, *Doctor Faustus*, *The Holy Sinner*, *The Magic Mountain* respectively. Each novel functions in a different way to help demonstrate his theological political language prepared for the radical left. Among them *The Magic Mountain*, widely considered to be one of the most influential works of the 20th century German literature, is the most oft-quoted by Eagleton besides *Doctor Faustus*.

The Magic Mountain is written in the form of bildungsroman and begins in the decade before World War I. The central protagonist Hans Castorp is about to take up a shipbuilding career in Hamburg and decides to undertake a journey to visit his cousin, Joachim Ziemssen, who is suffering from tuberculosis and seeking a cure in a sanatorium in Davos high up in the Swiss Alps. The sanatorium is full of all sorts of people with different diseases. Influenced by them Castorp starts to feel unwell and his departure from the sanatorium

is repeatedly delayed by his apparently failing health. It is like a trap which changes the course of his life.

During his extended stay, Castorp meets and learns from a variety of characters, who together represent a microcosm of pre-war Europe. These include the Italian secular humanist and encyclopedist Lodovico Settembrini, the totalitarian Jew-turned-Jesuit Leo Naphta, the dionysian Dutch Mynheer Peeperkorn, and his romantic interest Madame Clavdia Chauchat. Castorp remains in the morbid atmosphere of the sanatorium for seven years. During his stay he contemplates and reflects on various questions, fighting among different kinds of ideas. At the conclusion of the novel Castorp clears up his mind and determines to pursue an independent way of life. He finally gains mental perfection and departs the sanatorium when the war broke out. He enlists in the military and his possible, or probable, demise upon the battlefield is portended in the novel.

The Magic Mountain is thus a highly symbolic novel about disease of both individuals and especially of a whole age. The sanatorium is a symbol of a world full of people with ailments. None of them have been cured. The disease stands as the symptom of the moral deterioration of the capitalist and bourgeois order. Mann depicts the spiritual progress of Castorp in a deliberately detailed way. "It is remarkable how a man cannot summarize his thoughts in even the most general sort of way without betraying himself completely, without putting his whole self into it, quite unawares, presenting as if in allegory the basic themes and problems of his life." (Mann, 2005, p. 423) Mann endows his pursuits and exploring for the truth of life in the image of Castorp.

Eagleton emphasizes the tragic spirit of the novel. He treasures the radical understanding of tragedy and argues that tragedy is not simply constituted of the invariant forms and contents but in the overlapping features established in Wittgenstein theory of family resemblances. He discerns a tradition of highlighting tragedy among modern writers from Hegel and Baudelaire to Nietzsche, Dostoevsky, Yeats, Claudel, Mauriac and T. S. Eliot. For them "tragedy represents a privileged mode of cognition, a spiritual experience reserved for the metaphysically minded few". (Eagleton, 2003, p. 46)

Tragedy is not all about noble heroes. Marxism and Christianity take the common life seriously, yet trust to its potential transformation. That is the power of the modern tragedy. In Hegel's view, the characters of modern tragedy are more individual personalities than embodiments of world-historical forces, motivated more by subjective states than conflicts of ethical substance. In *Modern Tragedy* Raymond Williams argues that the tragic action is not the confirmation of disorder, but its experience, its comprehension and its resolution. (Williams, 1966, p. 83) In our own time, this action is general, and its common name is revolution.

The Magic Mountain is one of the best specimens of modern tragedies. In the novel the Jesuitical Naphta and the humanist Settembrini represent the two poles in man's spirit and become a sort of curriculum of the world of modern thought taught to the innocent Hans by means of their better and excessive discussions and arguments. Being pulled in two opposing directions as he struggles to discern the essence of the human condition, Hans finally succeeds in completing his tragic transformation.

The sanatorium is dark but in Castorp's case the disease appears as the prerequisite of spiritual growth which is in response to Mann's attempt to see the real in the spiritual and the spiritual in the real. And Mann plays his favorite theme of the polarity between spirit and life; the transcendence of this polarity in the name of humanism is central to the novel. Mann may not think the way as Eagleton does. There are

many different readings of the novels since it has been published. Nonetheless the humanist Settembrini seems to be more preferable among the readers and critics. Settembrini stands for the ideals of Western civilization, the Renaissance, and Enlightenment while Naphta's cast of mind is essentially irrational. He loves extremes and defies all forms of compromise. Eagleton himself is an odd ball termed by his contemporaries. He interprets Naphta well. Considering Naphta's defense on Catholicism and communism, Eagleton's position as a successor of Naphta is not incomprehensible.

Having shared a consensus with Mann Eagleton asserts the question of reason and its other as a major theme in *The Magic Mountain*. Based on Mann's favorite of polarities, Eagleton holds that in this novel, life and death, affirmation and negation, Eros and Thanatos, the sacred and the obscene, are all closely interwoven together. Eagleton picks the battle between the life instincts and the death instincts which takes the shape of a conflict between Settembrini and Naphta as the major arguments to demonstrate the main theme.

Settembrini views death is but the absence of life, and Naphta insists that death controls a realm of its own; independent of life, death is engaged in perennial battle against it. His dualism is therefore the basis of his glorification of disease, suffering, and death. The Jesuitical Naphta claims that God and the devil are at one in being hostile to life, arguing that the normal is parasitic on the abnormal, that human beings have 'consciously and voluntarily descended into disease and madness, in search of knowledge which, acquired by fanaticism, would lead back to health'. (Eagleton, 2003, p. 246) In the novel humanity is thus suspended undecidably between the affirmation and negation of life held by Settembrini and Naphta. Eagleton values Naphta's metaphysical contemplation and points out that Naphta may be pathologically in love with death, but Settembrini's buoyant humanism thrives on the repression of it and his cult of health and civilization is scandalized by the thought of disease and depravity, and can scarcely bear to contemplate such conditions.

Eagleton stressed that Naphta is a full-blooded modernist in Satanic revolt against Settembrini's spirit of liberal modernity. He is an exponent of sacrifice, extremity, spiritual absolutism, religious zeal, occultism, impersonality, dogmatism, and the cult of death. He draws his life from the dark, archaic, blood-stained springs of culture, whereas the civilized Settembrini is a sunny-minded champion of reason, progress, liberal values, and the European mind. In Eagleton's eyes, the humanist Settembrini turns out to be self-deluded. He cannot stomach the truth that to be human is among other things to be sick. He does not see that perversity and aberration are constitutive of the human condition, not just irrational deviations from it. Naphta clearly sees through Settembrini's progressivism is actually itself obsolete and archaic. Settembrini is thus a picture of liberal humanist in capitalist society, who celebrates life is actually at death's door, and his cosmopolitanism is among other things a parochial form of Eurocentrism. *The Magic Mountain* has become a tragic showcase of liberalism and its subversion.

Though Thomas Mann pays sympathy toward Settembrini, he objectively shows that Settembrini fails to reason out the truth as he thought he could be. Settembrini's failure lies in his incapability to realize the reality does not come from one single belief. He embraces his ideals too fervently to get a touch on the real. Disdaining on the metaphysical foundation of ideas and concepts leads to the collapse of his own idealism. The shortsightedness is so typical of human beings. In the spiritual journey of progress Mann endows in Castorp his ideal of true humanity. Throughout the novel, Castorp lets conflicting views act upon himself without committing himself to any one of them, even not to his own. "A man lives not only his personal life, as an individual, but also, consciously or unconsciously, the life of his epoch and his contemporaries."

(Mann, 2005, p. 37) The mission of Castorp to unveil the truth of life makes him a questioning, contemplative and dialectical youth.

The snow scene in the novel is the symbol of Castorp's mental perfection. Castorp falls into a vision and he finds himself among a group of children playing in a luxuriant park. In the joyous atmosphere he notices a boy standing apart from his playmates and alternately smiling at him, suddenly the boy looks past him and his expression reflecting a signal of horror. Following the boy's eyes, Castorp now sees a landscape of crumbling temples and a baby being dismembered by two witches. Desperately trying to escape the blood-thirsty vividness of his dream, Castorp wakes up. The snow scene masterfully combines life and death. The beauty of life and the terror of death blends without traces of assembling. It symbolizes that the dark forces, i.e. the destructive power or the death drive is always slumbering in humanity.

Castorp now sees the utter sterility of the intellectual efforts of Settembrini and Naphta, neither of whom will be able to solve anything without the spark of love. It cannot be man's task to fight life in the name of unbridled reason (Settembrini) or to throw humanity back into barbarism by advocating the abandonment of all reason (Naphta). Since abstract systems can only be born of man, he must be superior to them. Thus Castorp now vows to side with man, who alone is worth fighting for, and to let death have no "sovereignty over his thoughts."

The view of death developed by Castorp according to Eagleton is just like what Hegel remarks in the *Phenomenology* is of all things the most dreadful, and to hold to it requires the greatest strength. The motor of history for Hegel is negativity, and negativity is ultimately death. Behind the synthetic power of Reason lurks the frightful phantasmagoria which he calls the 'night of the world', a realm of chaos and psychosis, of severed heads and mangled limbs. But it is through being torn apart in this way that Spirit will rise to eternal life. The life of Spirit is what refuses to shrink from this shattering encounter with the Real, but steadfastly maintains itself within this deathly sundering.

Naphta's Hegelian philosophy sheds more lights on Castorp. Its negative attitudes on life endows life with genuine meaning. But unlike the death cult led by Naphta, Castorp forms a new way of seeing life. Just as Eagleton terms that what Castorp comes to learn is that there is a form of death-in-life which is the way of neither Naphta nor Settembrini. Instead, it is a matter of affirming the human humbly, nonhubristically, in the knowledge of its frailty and mortality. This is the stark realism of tragic humanism.

Tragic humanism reflected in *The Magic Mountain* is Thomas Mann's central frame of thought. The fight between Settembrini and Naphta is just that between liberalism and tragic humanism. This tragic humanism embraces the disruptiveness of death, as Settembrini does not; but, unlike Naphta, it refuses to turn death into a fetish. That's where Castorp transcends Naphta and where Mann shares with Eagleton.

Eagleton in *Reason, Faith and Revolution: Reflections on God Debate* concludes that the distinction between Ditchkins (a composite of Richard Dawkins and Christopher Hitchens, a term Eagleton coined to denote neo-athesim) and those like himself is one between liberal humanism and tragic humanism. He points out that the tragic humanism shares liberal humanism's vision of the free flourishing of humanity; but it holds that this is possible only by confronting the very worst. "Tragic humanism, whether in its socialist, Christian, or psychoanalytic varieties, holds that only by a process of self-dispossession and radical remaking can humanity come into its own." (Eagleton, 2010, p. 169)

Castorp's epiphany in the novel's great snow scene lurks the horrifying image of the tearing of a child

limb from limb, a token of the blood sacrifice which underpins civilization itself. Having been granted this epiphany, Castorp will henceforth refuse to let death have mastery over his thoughts. It is love, not reason, he muses, which is stronger than death, and from that alone can flow the sweetness of civilization. Reason in itself is too abstract and impersonal a force to face down death. But such love, to be authentic, must live ‘ ‘always in silent recognition of the blood sacrifice.’ ’

Eagleton argues the autotelic nature of God. God created the world out of love, not for need. One must honor beauty, idealism, and the hunger for progress, while confessing in Marxist or Nietzschean style how much blood and wretchedness lie at their root.

The consensus between Thomas Mann and Terry Eagleton then is the tragic transformation of humanity. Just with the decision made by Castorp to leave the sanatorium, the center of diseases and endless false consciousness, the move to new life is available. The war and the portended death of Castorp lends the end of novel a savor of salvation. From this very action Castorp achieves martyrdom, a life-in-death in Eagleton’s view, though it is not for sure whether he did or not.

Eagleton is a theologian-turned Marxist and recently he shows clearly in his works the absorption of theological ideas to assist in the radical left’s ineffective polemics against the right. He employs the image of the scapegoat or sacrificial object to represent in Marx’s case the figure of the proletariat—the one who passes from weakness to power and affirms that the psychoanalytical name for this movement from the lowly to the exalted is sublimation. The theological interpretation of Mann’s *The Magic Mountain* may serve as a good example of this spiritual transformation.

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Family Ethical Interpretation of the Film Little Miss Sunshine

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[Abstract] *Little Miss Sunshine* is a 2006 American comedy-drama road film, which tells the story that took place in the time of the Oliver's participation in the "Little Miss Sunshine" competition of the Hoover family. It shows the parent-child ethics of mutual respect between parents and children, the marital ethics of equality and mutual assistance between husband and wife, and the family ethics of family members love and help each other. The film will deepen Chinese audiences' understanding of family ethics in western culture under the conditions of the deep cultural differences between China and the west are not fully integrated. It also reveals the moral responsibility of literature.

[Keywords] *Little Miss Sunshine; family ethics; interpretation; the Hoover family*

Introduction

Little Miss Sunshine is the directorial debut of the husband-wife team of Jonathan Dayton and Valerie Faris. The film stars Greg Kinnear, Steve Carell, Toni Collette, Paul Dano, Abigail Breslin and Alan Arkin, and was produced by Big Beach Films. It tells the story that the Hoover family overcame all difficulties, trekking from the small town of Albuquerque to California, in order to support Oliver's ideal of competing in a beauty contest for "little miss sunshine". Throughout the road trip, the family suffers numerous personal setbacks and discover their need for each other's support. With the argument, crying, running, joy, introspection, the film finally came to a close in the ironic rhythm. The situation of the characters seemed absurd, but it was full of human touch. And it constructed specific moral consciousness and ethical appeal (Liu, 2004). We can interpret the film from the perspective of family ethics including parent-child ethics, marital ethics and family ethics. The film will deepen Chinese audiences' understanding of family ethics in western culture. It reveals the moral responsibility of literature, and this is especially urgent in the absence of ethics. (Wu, 2012).

Mutual Respect between Parents and Children

"The father is affectionate and the son is dutiful" is the definition of parent-child relationship in Chinese traditional culture. But in Western culture, the relationship between parents and children shows more respect for each other, even if they cannot agree with each other's views. The expression of advice is only a suggestion; it is very concerned about the individual's autonomy and decision-making power. There are two kinds of relationship between parents and children in *Little Miss Sunshine*: one is the mutual respect be-

tween the old father and the adult son; the other is the respect between the adult parents and the minor children. The former tends to be understood and inclusive, and the latter tends to guide and support.

The first relationship is mutual understanding and tolerance between grandpa and dad.

Grandpa is a restless old man who likes to swear, read pornography and secretly take heroin. Richard knew about his father and tried to change his father's bad habits, but he didn't judge his father's way of life. There was a classic scene, in the vintage car to California, Grandpa and Dwayne talked about the date with the girls. Grandpa's language was vulgar. The Hoovers were afraid that such a language will affect Oliver. So Richard asked his father not to talk such topics, but his father disagreed with their suggestion, and told them not to worry about that, because Oliver couldn't hear him (Oliver had been listening to the music with headphones). Richard no longer spoke. He understood and respected his father. Such respect contains the understanding and tolerance of the old fathers. Because Richard knew that these bad habits were his father's years of life, it was hard to change. So Richard didn't intervene more when he puts himself in his shoes, and he chooses to respect what he can tolerate.

Richard, the adult son, has been promoting the nine-step success. He explained to others the way to success, which includes willpower, persistence and so on. But no one accepts his point of view. Richard was a failure, and his words were not even shared by Dwayne. But old Hoover never made any value judgments or advice on what Richard did as an elder. From his point of view, the adult Richard had his own choice, and he had his reasons for doing everything. So old Hoover understood and tolerated everything about Richard and respected Richard's decision. The old father and the adult children have a tacit understanding of mutual respect and a peaceful view of each other's way of life.

The second relationship shows the rational guidance and support of adult parents to their minor children, which are presented in detail between the Dwayne and the Hoovers. In the film, Dwayne came out with a lot of frustration with his family. He communicated with other mainly through paper and pen. He made it clear that he hated everybody. Not speaking was the way he protested to his parents to get their consent to go to flight school. The parents were negative about this. In their view, Dwayne, in the age of youth, was not mature; his view on many issues was premature. There would be problems in the days of life. So the parents disagreed with his choice. They rationally treated Dwayne's way of resistance and guided him as much as possible. Under the guidance of the parents, Dwayne can also be very rational to deal with the problems in life. For instance, when Uncle Frank (who had attempted suicide) needed his help, he could set aside his own conflicts with his parents, agree with his mother's arrangement, live with uncle in a room, and supervise his uncle not to commit suicide again. The conflict between Dwayne and his parents did not affect the daily life. Dwayne did not use the irrational way to disrupt the daily order of life to achieve his purpose, and the parents did not use the forced way to suppress Dwayne's abandonment of his thoughts. Everything was still alive, the parents worked according to their pace every day, Dwayne was still ready for his ideal (adhered to exercise, etc.), everyone was waiting for the opportunity to solve the problem. There is a mutual understanding between the parents and Dwayne, and the parents' rational guidance and tolerance of Dwayne are important factors in this relationship.

Oliver was another child in the family, the relationship between the two generations was reflected in parents' encouragement and support to her. Oliver participated in the children's talent show, the preliminary shortlisted, so she was ready to participate in the final. The poverty of the family economy has led to dis-

agreements among parents. But even then, Richard asked Oliver for her opinion and supported her. In the process of participating, when Richard knew that the other players were performing well, he was worried that Oliver was hurt, so he wanted her to give up the show, while her mother encouraged her to make her own decisions. Finally, the parents reached a consensus that they respect Oliver's choice, participating in the show. The encouragement and support of the parents maximizes the confidence of Oliver, making her more outgoing and sunny, and she can be confident in her future life.

The respect between parents and children is presented in different forms, including profound understanding, tolerance, accommodation, patience, guidance and support. There are different in form, but the content is similar, and the core is the interpretation of love, which reveals the essence of mutual respect between parents and children in Western culture.

The Equality between Husband and Wife

There is a phenomenon that male is supposed to be worth more than the female in both Chinese and western traditional culture. But with the rise of feminist movement in the west and into the field of culture and literature in the twentieth Century (Zhu, 2008), the status of women has improved. Women gradually have economic and political rights, and correspondingly tended to be equal in relationships. Men and women are different individuals. They form families because they love each other, and they also have conflicts and arguments when confronted with problems. But they remain equal in terms of individual rights and status. It is embodied in two respects, respecting each other's personality dignity and solving the problem in the conflict.

First of all, the Hoovers respect each other's personal dignity and never attack each other personally. In the film, Richard and his wife had many conflicts which embodied in the concept of getting along with children, the cost arrangements for California and the way of thinking in daily life. The conflict ran through the film. The Hoovers were continually quarreling because of trifles. But these conflicts did not make the couple slander each other or cause one to overwhelm the other. They always treated opponent with an equal attitude. They compromised with each other for the overall consideration of the family, without the imprint of male superiority. They communicated on an equal footing and worked together to face the future. Like on the bus to California, old Hoover kept using his life creed to influence his grandson. It involved the attitude of dealing with sex and drugs which was not suitable for children. Thus, Richard and Sheryl had a clash of ideas. Richard thought this was old Hoover's misdeeds which was not appropriate to bring up again. Sheryl just thought it was inappropriate for children to hear. But their purpose was the same that they want old Hoover to stop his gossip.

Second, the Hoovers could solve the problem in the conflict, they don't quarrel to vent their feelings. The climax of the conflict between Richard and Sheryl appeared in the evening of the day. Prior to this time, Richard had been trying to promote a set of known as the "nine step success law" which deeply influenced Richard's words and deeds. And Richard was very confident about it. In the process of promotion, Richard had almost no economic income, but he got support of economic and emotional from Sheryl. After a period of hard work, Richard eventually ended in failure. At this point, the economic situation at home was getting worse. Sheryl could not bear to cry, and she kept arguing with Richard. The conflict between the couples had reached the top of the conflict; there were complaints, anger, arguments, and no sign of rec-

conciliation. But they had to solve economic problems. The ensuing death of old Hoover temporarily shifted the focus of the contradictions. They should to face and solve this sad problem immediately. The economic problem is still unresolved at the end of the film, but the experience of the trip has benefited everyone at home, which indicates that the Hoovers will be calm and strong to face and solve this problem.

In general, Richard and Sheryl treated each other equally. When they have problems with the family, they quarreled or discussed, and they reached a consensus eventually in the conflict to solve the problem. They solved the problem which includes both the economic problems among them and the problems of other members in the conflict. They had conflicts, frustrations, helplessness, and anger, but they always maintained an equal relationship, they had been working together to deal with the problems in their lives.

Mutual Affection and Mutual Assistance among Family Members

Family refers to the marriage relationship, blood relationship or adoption relationship, and the social life unit formed by relatives. It is the cell of society (Zhu, 2015). The family can be divided into narrow sense and broad sense. Narrow sense refers to the monogamous social life unit. Broad sense refers to the different stages of human evolution to the blood or in-laws as a link to the formation of various family interests that family. The family in modern society is mainly based on the narrow sense of "family", but in the film it is presented in the broad sense of the "family". Family members include the Hoovers, Dwayne, Oliver, old Hoover, and Uncle Frank, who accompanied Oliver to participate the election of Little Miss Sunshine. In this process they showed conflict, solidarity, reconciliation, mutual assistance and confidence, every member of the family interpret their love for their families with action.

First of all, the mutual affection and mutual support among family members is reflected in the joint efforts to face problems and solve problems. In the film, Richard decided to start the manual mass car for economic considerations. But after a while, the car wouldn't start. At weekends, most stores were closed. The only garage had no such parts. If they wanted, they can only wait until next Thursday. They can't wait. They accepted the advice of the mechanic that the whole family pushed the car together until it can start. So there was a very harmonious scene on the screen that the whole family struggled to push the cart, and then one by one, they jumped into the moving car. The process was accompanied by cheerful background music. Frank joked to Sheryl: "I want the people here to know I'm the most famous Proust scholar in the United States." The whole family was tired. But there was a peaceful atmosphere within the car after a joint effort for some goal. In case of a problem, all the people worked together, no one chickened out, everyone interpreted their love for family with their own actions.

Secondly, the care and mutual assistance among family members are reflected in the affection of family members. After grandpa died, the atmosphere in the car was oppressive. Oliver and Dwayne began to play the game to test the vision which tested out of Dwayne is color blindness. When Dwayne realized that the physical defect prevented him from achieving the dream of the pilot, his emotions broke out. He was dazed, angry, and hysterical, he asked to stop. When he got off the bus, he roared and cried loudly. He didn't allow his family to come near and raged everyone. At this point, the time for registration was very urgent. The family was worried. Not only worried about Dwayne's condition, but also worried whether Oliver can report on time. Dwayne need time to calm down. He was in the growth of the transition period; he could not figure out his own experience, he was also very contradictory. He felt strong, but he was fragile. He was

still a child who needs to be protected and loved. So the family waited patiently and everyone tried their best to pacify Dwayne, but they could not get close to him, so they could only watch from a distance and wait for Dwayne to calm down. Dwayne finally calmed in the relief of Oliver. Earlier, Uncle Frank noticed Dwayne's behavior and worried about him. He suggested that Sheryl could communicate with Dwayne. After that, there were several conversations between Dwayne and Frank. Dwayne's inner knot was gradually opened. Dwayne grew up under the care of his family. The process is full of family concerns about Dwayne and family actions to explain their concern for Dwayne.

Thirdly, the fraternity and mutual assistance among family members are reflected in the protection of the weak. Oliver prepared an adult dance taught by grandpa. When she was performing, viewers had left and showed disdain. In order to encourage Oliver, the family stood up. Then, Jenkins, the organizer's, asked the host to stop Oliver's performance. Although Richard also believed that the content of Oliver's performance was inappropriate, but he saw Oliver immersed in the performance, he put down his own ideas and try to encourage Oliver. Richard stepped onto the stage and stopped the host in order that Oliver couldn't be driven out the stage. Then, regardless of how the organizers demanded, Richard insisted on supporting Oliver and danced with the music, and then, Frank, Dwayne and Sheryl joined, and they helped out for Oliver, they danced and guarded Oliver, until the end of the show. Although the family did not appreciate the content of the show, they strongly supported Oliver's insistence on acting. What they cared was Oliver's confidence in acting and the pursuit of the ideal. Therefore, after repeated requests for a stop, the family fully supported Oliver until the music ended. The whole family's actions angered the organizers, the whole family was detained, but no one regretted. In the eyes of the family, Oliver's physical and mental health was above all else, they hoped Oliver was always full of vitality.

The mutual support among family members runs through the film. From the beginning of the film, Sheryl and family members accepted and helped Frank, then, they try to compete, insist on complete performance, etc. It embodied the interpretation of love in the family ethic culture, and everyone had love in their hearts. They had the power and persistence in their actions, which in turn revealed the intrinsic connection among family members.

Conclusion

Little Miss Sunshine came to an end in joy. The whole family spent an outing weekend in tense, warm and conflicting atmosphere. As the story unfolded, all kinds of contradictions arise and all sorts of moods came and went. Relationships among family members were also clearly visible. Essential communication, support and reconciliation were covered by superficial contradictions, disputes, apathy and conflicts. It seemed absurd and ridiculous but full of warmth and touching and showed the family ethic concept with respect, mutual assistance and friendship as the main concept. In the age of globalization, the concept of equality and friendship, which is based on Christian culture, has been accepted by the public. However, there are no obvious signs of fusion in the deep cultural psychology (Meng & Zeng, 2008). From this point of view, it can deepen the understanding of Western family ethics.

In addition, in the contemporary era of cultural pluralism, the evaluation criteria of things have also appeared in a variety of the corresponding phenomenon. The traditional ethical concepts gradually fade out of people's attention. People's ideas of good and evil are gradually blurred. In this case, the aesthetic educa-

tion function of literature is particularly important. Film and television literature as a branch of literature takes pictures, sounds and other audio-visual media as a means to create a clear and sensitive picture. It reflects life, expresses emotion, and achieves the purpose of aesthetic education. Because the film and television works have the visual and artistic form, it is more easily accepted by the public. It can play a better role in aesthetic education. *Little Miss Sunshine* shows the complex feelings of the family through a trip. This kind of subject is very common. But after the elaborate interpretation of the actor, the family and the world's most authentic emotions appear on the screen. It infects the audience. From the function of literature, this kind of "infection" has served the purpose of aesthetically education. Because the value tendency contains in literary works has already influenced audience in imperceptible way.

The connotation of *Little Miss Sunshine* can make people re-examine the family ethical relationship in society, which advocates equality between men and women, and a harmonious relationship between men and women. At the same time, we should learn to accept, respect and identify others, and establish an equal reciprocal relationship that works with others and relies on each other. The open end of the film is a sign that the Hoover family will continue to live in love with each other. The difference is that they have clearly known that they love their families and are loved by their families. So they will be optimistic about everything in life, and bravely start their own lives. Correspondingly, the audience will be influenced by the emotions of the characters in the film, then, converted to acceptable emotional baptism. From this point of view, *Little Miss Sunshine* guides the audience to deepen the positive understanding of family ethics, and it has completed the moral responsibility of literature.

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Part III:
Teaching & Learning
(Volume B)

An Analysis of the Influencing Factors and Strategies of Classroom Language Communication in Teaching Chinese as a Foreign Language

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[Abstract] *Classroom language communication is an important approach for foreign students to learn Chinese language well. This paper analyzes the factors that influence the classroom language communication in teaching Chinese as a foreign language from four aspects: teachers, students, teaching methods and language environment, and some strategies to improve the classroom language communication are recommended. It is hoped that the paper provides some reference for the Chinese language teachers who teach Chinese as a foreign language.*

[Keywords] *teaching Chinese as a foreign language; classroom language communication; influencing factor; strategy*

Introduction

Classroom language communication refers to the language communication between teachers and students, and the language communication among students in the classroom as a communicative language context. Language communication plays a vital role in teaching Chinese as a foreign language in the classroom. It is not only closely related to the quality of teaching and learning, but also affects the student's enthusiasm of learning Chinese as a foreign language. So it is necessary that teachers and students pay close attention to the relevant influencing factors and strategies.

The Influencing Factors of Classroom Language Communication in Teaching Chinese as a Foreign Language

Student factor

First, the personality traits of foreign students are one of the important factors, which influence foreign students' classroom language communication. Foreign students who are open and communicative, are more active in the classroom, meanwhile the students who are introverted, quiet and shy, are less active. So the personality becomes one of the obstacles to improve students' communication. When foreign students come to China, they will face a new unfamiliar social environment and a new language environment, but also will face to solve the cross-cultural adaptation problems, and all these above situations will produce symptoms of language anxiety, so they need more care and encouragement. Second, foreign students'

good cooperation and communication skills can make them more confident to participate classroom language communication. If foreign students have a certain degree of cooperation and communication skills, they will actively participate in classroom activities, which are designed by teachers, and constantly improve their language communication skills. In addition, the lack of students' language knowledge will also affect the classroom language communication. If foreign students have problems of pronunciation, vocabulary, grammar and cultural background understanding, they are hard to communicate effectively with teachers and other students. On the contrary, a rich knowledge helps students' language communication, and students who have a rich knowledge enable to select, organize, and produce the information promptly to achieve the effective and efficient communication goals.

Teacher factor

The language communication of teachers who teach Chinese as a foreign language has a very important status in Chinese teaching. Teachers' discourse influences the whole classroom teaching. The quality of teachers' discourse even determines the success or the failure of classroom teaching. Teachers who teach Chinese as a foreign language should not only have a standard pronunciation and clear expression of Chinese language, but also should have a capacity to choose proper words to make sentences and design classroom activities based on the different levels of students. At the same time, teachers should consider the number of questions, the types of questions and the difficulties of questions. And the ways of asking questions, and waiting time for answering should be considered too. In addition, the relationship between teachers and students is the most basic relationship in teaching and learning. A good teacher-student relationship is a key factor, which influences classroom communication, furthermore it is an important precondition to promote students' classroom participation. Teachers play a leading role in the relation between teachers and students. The teachers' teaching attitude, teaching methods, knowledge level, and moral cultivation have a huge impact on teaching and the results of teaching. The harmonious relationship between teachers and students is conducive to ease the tension in classroom communication, so that students dare to try their best, and actively participate classroom language communication.

Teaching methods

Teaching method is an important part of classroom teaching. If the teacher's teaching method is too monotonous and old-fashioned, it will be harmful to cultivate and train students' communicative skills. For example, the traditional teaching method "one speech", that is, "spoon-fed" of teaching method is a boring and out-of-date teaching method. In this kind of class, students are not in the dominant position, but the teachers, so this teaching method is not suitable for teaching Chinese as a foreign language, additionally students cannot be fully brought into classroom activities so that the student-centered becomes a castle in the air. Another example is that some colleges and universities pay too much attention to HSK test scores so that a lot of classroom time is spent on explanations of vocabulary and grammar, and the practicing of oral communication ability is ignored, which is also known as "dumb Chinese". The teaching content of the teacher's lectures should follow the "i + 1" principle (Krashen, 1982), that is, teachers should increase the difficulty degree of teaching content comparing with students' real ability of understanding, the same as classroom language. For example, a new teacher interprets a Chinese word "yukuai", which means "hap-

py” with the following explanations, that is “happy; good mood; it usually refers to a persons mood. Commonly it is used in written language, can be modified with adverb, like very or very much”. Such kind of complex, formal written style interpretation has been far beyond the students’ understanding, and obviously this causes the difficulties to the communication between teachers and students.

Language environment

The language environment plays a vital role in promoting classroom language communication and understanding. The active classroom atmosphere can lead students to actively take part in classroom communication to increase the performance level of classroom communication, but there are some unfavorable factors in the language environment, such as the big number of students in one class, the limited class hours, the inharmonious relationship among students, which will seriously affect the students’ learning of target language and be difficult to exchange ideas and have discussions smoothly. The relationship between students and students is also a very important factor, which influences whether students are actively involved in classroom communication. Students can be open and speak out freely only in a good classroom atmosphere.

Strategies of Improving Classroom Language Communication in Teaching Chinese as a Foreign Language

Focusing on individual difference of students

Concerning about individual difference of students, teachers must know the personal profile, the cultural background and learning styles of all students in the class. Teachers could grasp each student’s personal information according to their self-introduction presentation. Most students will be informed as they stand, such as anxiety, the crowded phobia, learning disability or homosexuality will be informed in their personal profile. The information will help teachers to pay more attention to communicating approaches and styles with students and designing classroom activities, and will be helpful to cope with some sensitive issues, even in some unexpected situations, teachers will not be helpless. Simultaneously teachers will make full use of all the resources, such as teaching materials, reading materials, teacher-student relationship and student-student relationship, to strengthen students’ language communication skills step by step.

In the first part of this paper, it has already mentioned that the lack of knowledge of students will have an impact on classroom communication. Chinese learning is a process, which focuses on “input - process - output”. The premise of the knowledge output of the students has the corresponding knowledge in their mind. There are two ways to achieve knowledge: one is that students can acquire knowledge through the teacher’s interpretations and explanations in the classroom, and another is that students may accumulate the knowledge through non-classroom learning, for example, communicating with Chinese people, watching Chinese movies, reading Chinese newspapers and magazines, and listening Chinese songs, and all these Chinese language related activities will make students think positively and actively in Chinese language class and present their ideas freely and confidently.

Having good classroom language communication skills

A teacher with good classroom language communication skills know how to take care of students' individual differences, how to conduct understandable language input, how to use verbal and nonverbal language communication properly, how to feedback and correct students' mistakes in the class. Classroom communication activities are usually done by teachers through asking questions. Barnes (1969) classified the questions into closed questions and open questions. Closed questions refer to the question that teachers know the answer and the answer is unique, and open questions are questions that teachers do not know the answer, and the answer is not fixed and is not unique. The shifts of different forms of questions will inspire students' thinking, and activate classroom atmosphere to avoid monotonous classroom teaching method. Teachers should aim at the teaching content, teaching purpose and the students' Chinese language level to select different types of questions to stimulate students' interests and desires to encourage them to express in Chinese language.

Teachers should give timely feedback on students' answers after their answering. Nunan (1991) classifies teacher feedback into positive feedback and negative feedback. The positive feedback, for example, the teachers' praise and encouragement can inspire students to learn better, and it enables students to study on their own initiative and establish self-confidence, at the same time it helps to create a pleasant, harmonious classroom atmosphere. Teachers do not abuse stereotyped "very good", or "not bad" to give feedback on students' performances, the empty praise lets students think this is a "formalized reward" without any value. The perfect teaching and learning evaluation system may scientifically judge the problems in classroom teaching and encourage teachers and students to make progress together effectively.

Designing a variety of classroom communication activities

Teachers who teach Chinese as a foreign language should create a language environment in every class, which is similar to the real Chinese language environment through designing various classroom activities, such as role plays, discussions, interviews and information gap, to help students to reproduce the knowledge, increase possibilities to practice Chinese language, and boost the enthusiasm of students to produce a relaxed and vivid classroom atmosphere. Teachers should encourage students to exchange experiences and learn from each other to develop students' abilities to solve problems. In addition, Chinese films and cartoons will be introduced to watch to foreign students to understand Chinese culture better. This kind of intuitive way lets foreign students receive Chinese messages and expand the knowledge scope easier, and the consequent question-asking and discussions about watching contents will diversify language learning and enhance students' abilities to solve cross-cultural problems. When the students participate in these classroom activities, students will use their existing knowledge and experience to solve the problems and deal with teacher's new questions. And the students' communication skills of summarizing, analysing, generalizing and expressing will improve via attending well-designed classroom communication activities, which was strengthened by Fu (2009).

Creating a harmonious classroom atmosphere

A harmonious classroom atmosphere is directly related to whether students are willing to participate in classroom communication, and harmonious classroom atmosphere is beneficial to students' active participa-

tion in classroom teaching. In order to create a harmonious and pleasant classroom atmosphere, the teaching process should concentrate on the interaction between teachers and students, as well as cooperation and communication among students. During the interaction between teachers and students, teachers can not be condescending “dictator”, they should follow the principle of equality, so that students can ease the fear of expression in Chinese and stimulate their interests in learning and promote their learning motivation. Only if the classroom atmosphere is harmonious, students are willing to communicate with the teachers, and like to be educated by the teachers.

In addition, a good relationship among students plays an irreplaceable role in creating a harmonious classroom communication atmosphere. In order to create the harmonious classroom atmosphere, teachers should organize classroom activities carefully. Careful consideration about students’ different levels of Chinese language and different cultural backgrounds will help student’s smooth cooperation and communication so that students can learn from each other, help each other and improve together. The avoidance of using mother tongue of foreign students in the classroom will help students to learn Chinese language from the passive way transferring to the active way. If the teachers and students are taking care of each other well in daily life, it will speed up the foreign students’ step being a member of group, which learns Chinese language as a foreign language, and the classroom learning will be finished in a very harmonious atmosphere.

Conclusion

Classroom language is a bridge between teachers and students, and it is also a bridge between students and students in language learning class. The appropriate classroom language communication can promote the students’ learning of Chinese language and enhance the verbal language expression skills. Simultaneously, the classroom language communication plays a vital role in teachers’ teaching and students’ language acquisition of learning Chinese as a foreign language. Therefore, the research about classroom language communication requires more attentions and it is necessary to continue the deep study and practice to contribute to the further development of teaching and learning Chinese as a foreign language.

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A Qualitative Study of Undergraduate English Majors' Perception of Factors influencing Their Information Literacy Skills

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[Abstract] *This study identifies the factors influencing Chinese undergraduate English majors' information literacy capacities. 12 volunteers recruited from the participants of a preliminary large-scale information-literacy questionnaire survey participated in an in-depth interview to gather data related to their learning experiences that influence their information literacy skills. Results show that factors hindering students' information literacy development include the lack of reading and writing culture, limited access to online internet resources, lack of instructional affordance and specific requirements in the course, emphasis on form rather than content and linguistic disadvantages such as limited vocabulary and slow reading speed. Implications for pedagogical practices and suggestions for future studies are provided.*

[Keywords] *Information Literacy; English Majors; Factors; Linguistic Disadvantages*

Introduction

Information literacy, the ability to effectively search, critique, and use the needed information is a key intellectual skill and a new liberal art (Shapiro & Hughes, 1996) vital to one's academic success in the information age. However, despite the assumed importance of information literacy, lack of it still seems to be the norm among learners. The problem is particularly prevalent in the ESL/EFL context where seeking out and using information properly poses considerable challenges to non-native English speakers. The linguistic disadvantages that non-native English speakers face may handicap their information searching strategies and information processing abilities when they are using library or internet resources. In addition to language barriers, an emphasis on rote-learning and mechanical memorization in their previous educational experiences is at odds with the critical thinking ability necessary in selecting and using source information in formulating their own linguistic output (Zhao & Mawhinney, 2015). To make things worse, absence of information literacy education and academic socialization further contribute to the prevalence of plagiarism, a phenomenon attributed to cultural tolerance by some researchers (e.g., Sapp, 2002, Sowden, 2005). Confronted with these problems, English instructors are increasingly concerned with the issue of how to integrate information literacy instruction and critical language awareness (Alford, 2001) in English language education, a task that align with an important aim of English education worldwide: to empower non-native speakers of English to participate in academic contexts (James, 2014) that involve the use of language skills and study

skills. However, the question is, where shall we begin with? What exactly are the obstacles that hinder ESL's information literacy development? To answer these questions, this study represents an attempt to contribute to understanding factors influencing students' information literacy as perceived by the students themselves.

Literature Review

Perceptions of factors affecting information literacy can be investigated from the teachers', librarians' or the students' perspectives. Several previous studies have investigated factors that were believed to have affected learners' information literacy capabilities. For instance, Lorenz et al (2015) proposed that learners' family socioeconomic background have a significant relationship with students' technology and information literacy. Race (Zehner, 2009), differences in the urban-rural division, family income and internet facilities available in the families mark the differences in the learners' time and frequency and habit of information-related behaviors (Liao & Chang, 2010). Lack of collaboration between librarians and teachers and lack of inquiry-based learning (Varlejs et al, 2014) are also frequently cited as inhibitors of students' information literacy development. Experimental results have confirmed that though younger participants demonstrate better computer use, older participants outperformed younger participants in terms of information literacy (Eshet-Alkalai & Amichai-Hamburger, 2004). Detlor and et al. (2011) proposed a framework for understanding three basic groups of factors that affect information literacy capacities, namely learning environment factors, instruction-related factors and individual factors.

Methods

Research Design and Participants

The study is part of a broader study on the evaluation of undergraduate English majors' information literacy capabilities and the possibilities and challenges of integrating information literacy education in their available English courses in a large comprehensive university in China. A preliminary questionnaire survey has been administered to 325 junior and senior year English major students with their consent to assess their information literacy skills. Volunteer interviewees were then recruited from the participants after the survey was completed. A total of 12 interviewees were selected from the total 23 volunteers. The selection criterion is based on their scores on the information literacy test. Four volunteers from the top score range, medium score range and low score range were selected respectively. Twenty-minute face to face interviews were then administered individually to the 12 volunteers. The interview was guided by the two overarching question: Have you ever applied some information literacy skills in your study? What factors affected your information literacy skills and why? Data were recorded, transcribed and then coded.

Coding Principle

The method of data analysis follows suggested data analysis measures of qualitative studies (Miles & Huberman, 1994). The theoretical framework for coding categories is determined beforehand under the three divisions of environmental variables, instructional variables and personal variables proposed by Detlor et al. (2011) but the specific factors coded under each category emerged from a close examination of the

data and the interviewees' salient responses rather from the researcher's personal inference. To check reliability and consistency of coding, I recoded 20% of the interview scripts one month later. A comparison of the coding with the previous coding generated an intra-coder reliability value of 95.7%.

Findings and Discussions

Coding and Analysis of interview transcription indicate that interviewees have mentioned environment, instructional and personal factors that have impacted their perception of their information literacy. Some of these factors have been investigated before while others are unique to this specific demography. Five factors categorized under the environmental, instructional and personal framework will be presented and explained in the following section. The students participating in the interviews are all referred to by their nicknames for privacy concerns.

Environmental Variables

Lack of reading and writing culture

Some of the students mentioned the lack of reading and writing atmosphere as an inhibitor of information literacy development. Reading and writing tend not to be valued and appreciated in higher education in China. Students do not read much and are not required nor encouraged to read much both in Chinese and English. All the interviewees acknowledged that most of the reading and writing that they have done in and out of the classes are exam-oriented and timed exercises with a focus on discrete language skills such as grammar and vocabulary; they seldom read for critique or write assignments that require the using of external resources.

The following transcribed interview excerpt is a reflection of lack of reading and writing culture.

Researcher: you mention that you didn't engage in reading or writing activities much and that is a factor affecting information literacy. Could you elaborate on that point?

Lily: I mean, not only me, most of my friends and classmates didn't do much reading or writing in English. We use the cell phone and the internet frequently. But we use them for fun, we watch English movies but we seldom do reading. It is very difficult... you know.

Researcher: Do you like reading or writing in English?

Lily: I tried, but I gave up easily. And I'm very busy. Before the test, I tried to recite and that will give me a higher score. For writing, I can write 200 words in 30 minutes in a test.

Researcher: Will you be required to write a term paper or essay?

Lily: Yes, in a few 选修(elective)courses. But actually most of us don't know how to write a term paper. Sometimes, I just copy or translate.

Researcher: Would the teachers give you instructions on how to write a term paper and tell you how to cite information?

Lily: Pardon? Cite information?

Researcher: Search and use information properly.

Lily: I heard we have a course in grade four. No, most teachers will only tell us how many words we should write, and pay attention to spelling and mistakes.

Lack of reading culture has been indicated as an obstacle affecting information literacy in the previous studies (Hepworth&Duvigneau, 2013). It is a prevalent problem in many Asian countries as well (Green, 2015, Chae, 2011). Leki (1997) mentioned that even in the ESL education in the United States, learners are often required only to write using general world knowledge or personal experience, a examine-oriented essay assignments rather than write to demonstrate knowledge of a source text that promotes linguistic and intellectual growth. When there is a lack of reading and writing culture, learners will not feel the need of information search and use in their academic studies.

Limited access to online information resources

Limited access to online information resources is another perceived learning environment variables that hinders EFL learners' information literacy capacities. This variable can be further divided into two categories: censorship issues and limited database resources in the school library. The following two extracts from the students' interview transcripts serve as an example:

Researcher: You said you feel a little frustrated when you use the internet. Tell me more about it.

Max: When I prepare for an English presentation, I can't use google.

Researcher: What did you do then?

Max: I search in Baidu, but a lot of information in Chinese, I have to do the translation. Sometimes, I don't know my translation is correct or not. Sometimes I want to read some news in some English websites but the speed is very slow. I can't open many English websites.

Researcher: What's your impression on the school library? You mentioned you once used the school library's database to write a term paper. Tell me more about it.

Amy: Yeah, last semester, I wrote the term paper for the British literature course. My topic is about the child literature in Britain.

Researcher: How did you search information to use for your term paper?

Amy: At first I used Baidu, but I can't find much useful information. My teacher told us to use the database in the school library, so I searched the school library. I tried to search in the Cambridge Journals database because I thought it may have articles about English child literature. But I found that we can only read the abstract because the school didn't buy the database.

Researcher: how did you complete your term paper then?

Amy: I searched the Chinese database and I also searched some graduate thesis written by English majors.

Researcher: Are you satisfied with what you wrote?

Amy: No. But it's quick and easy.

Limited access to the internet is a shared problem of many developing countries due to political, cultural, or ideological issues or simply lack of funds or financial resources (Dorner & Gorman, 2011). If students couldn't have enough access to authoritative resources on the internet, they may instead resort to any information available to them. They may not even feel concerned about the truthfulness or reliability of the information as long as the access is quick and easy.

Instructional Variables

Lack of affordance and specific requirements in the courses

Some students attributed their lack of confidence towards their information literacy to lack of affordance and specific requirements in the courses. One student whose name is referred to as Daisy in this study mentioned her exchange experience to an American university and how that experience has affected her perception over the instructional differences relating to information literacy in China and the US. The following is an excerpt of the interview transcript.

Researcher: You mentioned that during your application for the exchange program to UCLA, you first realized the importance of avoiding plagiarism. How does it help you realize the importance of avoiding plagiarism?

Daisy: First, during the preparation process, there are specific instructions on how to prepare the written essays such as the personal statement. It explicitly points out that applicants need to quote the source of the information if they borrow any words from any other people. Even if I mentioned the name of a book or movie, I should include the source of it.

Researcher: That is a very strict requirement.

Daisy: Yes. And it also mentions that if I failed to obey the instruction and any plagiarism were found, I would be disqualified from the application.

Researcher: So you are aware of the consequence even before you get started?

Daisy: Yes. And when I went to UCLA for the exchange program, I also got brochures about studying in the university and how to avoid plagiarism in my study. I attended some library sessions on how to use the data base. Professors will also hand out course outlines and requirements so when I write the paper I know the format and rules.

Researcher: Did you learn similar stuff when you are back?

Daisy: Not as much. I attended the exchange program when I was a sophomore; I think I learned about information literacy in the United States. Now I'm back for a year I guess our teachers are not very concerned with plagiarism, they simply tell us not to copy from the internet but we still piece bits of information here and there together. And only a few courses require term papers, many of the courses use a test in the final.

Researcher: Did any of your teachers give you instructions about how to write a

term paper?

Daisy: No, I think most of the teachers assume that we know how to write a term paper. And I think they also assume that it is easy for us to find and use information on the internet or from the library. And the course schedule is very tight; I don't think there is much time for them to give instructions on how to write the term paper. I heard there will be a course on how to write graduate thesis in the senior year, maybe...

Researcher: Have you ever attended any library training sessions here?

Daisy: No, I don't know there are library training sessions.

Emphasis on form rather than content

Another interviewee mentioned that teachers care more about their correct use of language and expression rather their legitimate use of information, which discouraged him from writing an essay on his own.

Researcher: How do you know teachers care more about correct use of language and expression?

Joe: I remembered I wrote an essay all by myself but I get a low score.

Researcher: So you feel that you get a negative feedback?

Joe: Yes, I know my English is not good but I tried to write what I think. My classmates copied from the internet, and they get good scores.

Researcher: The teacher didn't know they copied?

Joe: Yes! The teacher didn't know.

Researcher: How do you know that?

Joe: It's just very common and it's very convenient to copy from the internet.

Researcher: What if the teachers find out?

Lily: As long as you don't copy word by word teachers will not find out.

Mellon (1988) argues that students' threshold level information-handling and evaluative skills for academic studies in the universities shall come from information literacy instructions or training to prepare students for the challenges that they may meet to fulfill their college studies. The lack of instructional affordance and specific requirements regarding students' information related practices rather than cultural stereotypes may actually be the root cause of the prevalence of plagiarism. Tutorials on information searching strategies and referencing skills shall be introduced to students in unambiguous manner to equip them with the necessary critical thinking skills required to interact with information. Without explicit specific requirements and instruction, students who are already used to the spoon-feeding of tutor's guidance when exploring subject knowledge may experience a sense of confusion when they are learning the pathway to knowledge.

Personal Variables

Linguistic disadvantages pose great challenges and even cause anxieties among the interviewed students. They stated that they have trouble translating the Chinese words they have in mind into English key

words or phrases and their English vocabulary are quite limited. They also expressed their limited ability to read extensively in English and synthesize useful information to support their opinion in a topic. In the following example, the student was referring to a particular frustrating experience when he failed to construct a successful search due to his limited vocabulary in English terminology.

Limited vocabulary in English

Researcher: You mentioned you have problems picking out the key words when you search the information?

Student: Yes, I am an editor of the school's English Wechat account. Once I was asked to summarize an English update of South Korean president 朴槿惠 (Park Geun-hye's scandal). So I searched the internet using the key words Park Geun-hye scandal, but there isn't much update news. So I told my teacher I can't find much information in English. My teacher then told me to try *Park Geun-hye and impeachment*. And I got the information I needed.

Researcher: So you didn't know you could use key words such as "impeachment".

Student: Yes, I didn't know this word at that time. When I search information in English, I don't know how to use the exact word to get the information I really want. A lot of ideas in my mind, but it's very difficult for me to express in English.

Previous literatures have reported the linguistic difficulties that non-native students face related to information searching strategies. Specific difficulties in keyword selection, spelling and finding equivalence in English to represent their thoughts in their mother tongues are also identified (Varga-Atkins & Ashcroft, 2004; Ishimura & Bartlett, 2013; Bahavar et al, 2011). These deficiencies, without effective instructional interventions to treat them, will undoubtedly create sense of frustration and anxieties among students.

Slow reading speed

In another example, a student expressed her anxiety to choose the relevant information from the search results.

Researcher: You said it's difficult to judge which information is more relevant to what you truly want?

Student: Yes. The articles I got from the internet are usually very long. When I read an article, I meet some new words, so I have to check up the dictionary. It takes a lot of time. And then I found that (article) is not what I really need. Maybe because I read English too slow.

Researcher: Do you know any reading strategies to help you read faster?

Student: I know some, Skimming? Yes! In the reading test, I can read faster, and I sometimes guess the answer. But I feel if I don't read the whole article, I don't know whether it is useful or not.

Actually, reading is a much emphasized skill in EFL education in China. Students are constantly required to practice timed exercises in English reading comprehensions in which they apply some reading strategies to identify the correct answers. But when it comes to selecting and synthesizing information from reading materials to support their opinions or arguments, they still feel lack of confidence due to their limited English reading proficiency. From the students' perspectives, there seems to be disparity between students' perception of the kind of reading skills that they've learned to use in examination-oriented reading comprehension exercises and the kind of reading skills that are involved in finding information for written or oral output. They tend to be less tolerant of ambiguity in identifying information. This echoes with previous findings (Zhao, J. C. & Mawhinney, T., 2015) in which the author reported that non-native speakers find it difficult and time-consuming to evaluate the reliability and relevance of their sources of information due to their slower reading speed in English and they tend to give up easily when they found the full article is beyond their English proficiency to read or comprehend.

Conclusion

In summary, this small scope qualitative study examined undergraduate Chinese English majors' perceptions of factors affecting their information literacy capacities through in-depth interviews. Major obstacles hindering their information literacy development are identified from the transcript of the students' interviews. Since the findings are based on students' own point of view, additional factors such as cultural influences that are also important may not be identified in this study. Also, it seems that the group of learners under investigation in this study only received minimum or even no information literacy instruction in their current instructions, which, though represents commonplace situations in EFL education in China, may not be applicable in other universities or contexts. Acknowledging the limitations of the present study does not undermine the significance of qualitative studies in this field because the insight gained from the in-depth interview could further inform changes both in the policy-making level and the practice level.

Implications for Future Pedagogies and Researches

Based on the prominent factors identified to have influenced students' perception of their information literacy skills, the following section provides recommendations for future pedagogical practice and research related to Chinese EFL learners.

Future Teaching Practice

As suggested in this qualitative study and previous literature, there are contextual and individual inhibiting factors to undergraduate English majors' information literacy and students have perceived some weaknesses both in the learning conditions and in themselves. One way to tackle with these problems and challenges is to shift from the traditional instructional mode of language instruction to a more process-oriented and inquiry-based teaching approach in the English classrooms. Instructors shall match information literacy with ESL objectives and concepts and build these into the ESL syllabus (Conteh-Morgan, 2001). Information literacy intensive courses in the English department shall be created to enable students to develop skills in finding, evaluating and integrating information from a variety of sources. Another possibility is to offer more scaffolding to teach students to respect intellectual property and to use information ethically, especial-

ly with regard to linguistically disadvantaged students. Information needs in the English courses shall be created and opportunities for language use and information literacy skill practices shall be given. Students' performance evaluation shall also be reformed accordingly to emphasize the value of critical thinking and formative assessment rather than one-shot assessment. Like grammar instructions, information literacy instructions in the English courses shall be made explicit, salient and specific so the students could follow step by step. Specific instructions consisting of advanced sessions on higher-level research concepts such as controlled vocabulary and citation technique (Andretta. 2005) can be introduced in higher-end courses such as English literature or culture studies. Last but not the least, establishing more collaboration between faculties in the English department and librarians is a necessary step to cultivate competent students in a more interdisciplinary academic environment.

Future Research

Future information literacy research could examine the challenges that are faced by Chinese non-English majors as they are increasingly demanded to master the ability to read, write and critique in English for their professional studies in the universities in specific fields and disciplines. Studies about information literacy can not only be conducted from the students' perspectives but also from those of the instructors or librarians to present a more comprehensive picture. Another possibility is to study the effect of integrating English and information literacy instructions. Definitely, other areas of future interest might be English course and curriculum design regarding the integration of language and information literacy education.

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‘Teacher, why do we always talk about what touched our hearts?’

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[Abstract] With China’s rapid economic development and its estimated 400 million learners of English, the country has become the largest job market in the world for teaching English. More than 120 thousand foreign English teachers are employed here every year. However, before they start their Chinese teaching careers they know very little about teaching practices and student expectations in Chinese universities. This research will report on the two-year study of successes and challenges experienced by a foreign teacher teaching Oral English classes to the second year English major students. It will look at the characteristics of a good English teacher as perceived by the students and will report on their experiences of Public speaking and Debating classes. It will also overview students’ general experiences of learning English at a university level and look at their changing expectations.

[Keywords] foreign English teachers; China; teaching Oral English; English major students

In September 2008, the British newspaper, The Guardian, in its tribute to David Foster Wallace, described as the most brilliant American writer of his generation, presented a now well-known story delivered by Wallace at the beginning of his commencement speech to a graduating class at Kenyon College in Ohio:

There are these two young fish swimming along, and they happen to meet an older fish swimming the other way, who nods at them and says, “Morning, boys, how is the water?” And the two fish swim on for a bit, and then eventually one of them looks over at the other and says, “What the hell is water?” (Wallace, 2008).

This story illustrates eloquently and succinctly that when we are immersed in our context all the time, very often we stop noticing what we are surrounded by, we forget what is important. Or even if we were aware of it in the past, we might stop noticing it somewhere in the process. Wallace went on to explain that “the immediate point of the fish story is that the most obvious, ubiquitous, important realities are often the ones that are the hardest to see and to talk about” (Wallace, 2008).

In this speech I want to focus on a few things that are so easy to forget about. Very often we try to be good teachers. We want our students to succeed, we want to pass on to them the knowledge, we look for the best teaching methods.

But there is no such a thing as a ‘perfect method’. As Dian Larsen-Freeman (2000 as cited in Curtis, n. d., p. v) points out, a method is decontextualized. How a method is implemented in the classroom is going to be affected not only by who the teacher is, but also who the students are, the students’ and their teachers’ expectations of appropriate social roles, the institutional constraints and demands, and factors connect-

ed to the wider sociocultural context in which the instruction takes place. (p. x)

I will start with a few points that I find very important to remember but are so easy to forget. I would like to remind myself, first of all, and invite you to ask a question, ‘Why do we come into our classrooms?’ What do we teach and who do we teach? And is it, actually, possible to teach anyone a language? What do we think of language and English language in particular?

I think language is magical. Its sounds and words. And images it can create are so unique, powerful and gentle at the same time.

It can greatly move a reader and shape his or her ideas. Language, words, can create worlds and it can destroy them. It can save lives and it can kill.

Language is an [...] art; the result of creativity of thousands of generations. (Edward Sapir)

Language is alive. Languages are born, they constantly grow, develop, change and they can die. Language is alive and has a soul. Language has a soul, and it is a soul, a soul of a nation. It lies at the core of its identity; it is a carrier of thoughts of that nation, its philosophy, culture, and history. It carries a nation’s way of life, its way of looking at life and experiencing it.

In other words, language is an archive where the experiences, knowledge and beliefs of a nation are stored. It carries marks of people’s struggles and victories. It reflects centuries of ordinary living and extraordinary imaginativeness and artistry. When we learn another language we cannot help but be affected by the enchanted beauty of that language.

Language is not its grammar and it is not its vocabulary. It has grammatical rules and uses words as principal carriers of meaning, but it is definitely not a grammar and vocabulary itself. It is very easy to forget about it and it is very dangerous if we do. I keep on reminding my students that grammar is there for them to use it, to express their ideas and convey their message more fully and clearly. It is simply a tool they can use so they could be understood better. Later, when they get a basic command of the language, when they become friends with it, they will want to become more proficient users, they will start noticing their own mistakes and correcting them. They will get confident enough not to be afraid to be corrected. I believe that and have experienced it time and time again.

We as humans are attracted to beauty. Language is beautiful, and when we see that, we naturally will be attracted to it. We naturally will be drawn to discover how it works, how it lives, how we can build a relationship with it. For, I believe, when we learn a language, we build a relationship with it. We go on a journey of discovering it, and it pays us back by revealing to us its simplicity and ordinariness, its majesty and grandeur. When we learn a new language we learn how to unlock the enticing mystery of words before us, so that through them we could discover ourselves and the world.

A different language introduces us to a different way of thinking and looking at the world. “Learning another language is not only learning different words for the same things but learning another way to think about things.” (Flora Lewis) Language doesn’t only shape the way we think but also determines what we think about. (Benjamin Lee Whorf)

Different language offers us a different vision of life (Fellini). It offers us a different way of thinking, different way of seeing the world, different way of seeing ourselves. When we express ourselves in a foreign language we can’t help but connect to the whole new world, we can’t help but see ourselves and our world through the experiences of another nation.

It is universally acknowledged that “language is a wonderfully rich vehicle for communication. We can use it to convey wishes and commands, to tell truths and to tell lies, to influence our hearers and to vent our emotions, and to formulate ideas which could probably never arise if we had no language in which to embody them. One of the fundamental characteristics of human nature is a soul’s desire to explore reality and search for meaning-our minds long to understand. Language is the medium by which we can think about and describe our understanding of reality. And a different language offers a different angle to understanding and describing that reality. As Noam Chomsky recently said, language was probably developed to support human thinking process, not to serve as means of communication. Language is for thinking. Language is for expressing.

We all know that we acquire our first language in our childhood. We absorb it from the world and people around us. But is it possible to teach a language?

It was Dian Larsen-Freeman, who stated that ‘teaching doesn’t cause learning’. “Languages cannot be taught, they can only be learned”, says Luca Lampariello, a hyperpolyglot and language consultant who speaks twelve languages. “A teacher can lead you to the water; learning is up to you”, says Chinese proverb.

Skillful teachers do not teach. They know the content and know how to explain it. They demand a high level of performance from their students. Skillful teachers are great storytellers that rivet their students’ attention. But great teachers also foster an engaging environment for their students; they create learning opportunities in which students’ curiosity is stirred up so they get interested in discovering new things for themselves. Students learn best by personally experiencing learning that is physical, emotional and intellectual. They learn best when they are involved in their learning on every level. A skillful teacher will help students to discover an urgent reason to learn certain skills or knowledge and then let them show that they’ve learned it by showing what they can do. Real learning requires doing and not only listening or observing. There are times when direct instruction is necessary, but my experience shows that students are longing to be active participants in the class. They are longing to have at least some control over their learning in class. They are longing for an opportunity to express their thoughts and ideas. They need their teachers to listen to them. They want to be told that what they have to say has value. That it is good. That it is important.

It is greatly acknowledged, that one of the responsibilities of a good teacher is creating a positive and engaging classroom environment. A large number of studies have confirmed that there is a strong link between emotions and cognition. If students are emotionally involved in the material they are studying and can relate to it on a personal level; if they are emotionally involved in the activities which are presented to them in the classroom, they will remember more, their motivation will increase, they will learn better in class and on their own.

Insights into the ways in which our brains function have generated tremendous excitement in scientific and educational circles over the past decade. It is now apparent that learning can be enlivened and strengthened by activating more of the brain’s potential. We can accelerate and enrich our learning, by engaging the senses, emotions, imagination. (Gross, 1992 as cited in Arnold, 1999)

One of the mainstream approaches in educational theories and practices is a “person-centered teaching”. It places learners at the center of language teaching and emphasizes the importance of their thoughts, feelings and emotions as well as their cognitive abilities in their learning. Students learn a foreign language

best when they are treated as a whole person with their specific emotional and cognitive needs. Learner-centered teaching in any way doesn't play down the role of the teacher. Quite the contrary, teacher's role shifts from that of mere instructor towards that of facilitator, a role-model for their students, their guide.

A number of studies conducted in Chinese universities (Qin, 2007) clearly show that EFL teachers influence students' motivation, interest in language and their attitude towards it, etc. Certain characteristics of the teachers can be strong predictors of students' success in learning. Teachers' positive influence may and in many cases does enhance students' language proficiency.

An interesting study was conducted in 2009 on the characteristics of an effective English language teacher (EELT) as perceived by Iranian teachers and learners of English (Babai, Sadeghi, 2009). The results indicated significant differences between teachers' and learners' views on some characteristics of EELT. The qualitative analysis indicated that teachers perceived the features like mastery of the target language, good knowledge of pedagogy as well as a good personality as those that make an English teacher an effective one. However, learners gave more weight to characteristics relating to a teacher's personality and the way he or she behaves towards his students.

The answers I received in student questionnaires are in line with these findings.

In my two years of teaching in China, I've conducted a research as a part of my personal reflective teaching practice. In total 140 students gave their responses to questions about their experiences of our classes. Only my current students (68 students) could give their answers to the questions about characteristics of an effective teacher.

When they were asked to select between knowledge of language, knowledge of pedagogy and teacher's personality as to which of the preceding characteristics make an English teacher the best,

- 7 students said it is 'Knowledge of language'
- 16 picked 'Knowledge of pedagogy'
- 41 chose 'Teacher's personality'

"Almost all teachers are professional. The exclusive difference is her personality". "For my part, the knowledge of language and the knowledge of pedagogy only can influence us for a short time. We may forget them, but what we can remember is teacher's personality, influencing the path of student's life. When we get older, maybe we don't remember her name, but we still will remember the influence she brought to us", "after all, a teacher is not only a study guide but a spiritual guide". "Knowledge is like the branches and the leaves, but the personality is like the root of a tree. What really makes students learn something will eventually be the root (his/her personality)."

As to the teacher's personality among 68 students,

- 18 students think an effective teacher should be warm-hearted/kind/love offering, because "if the teacher is not kind, he wouldn't be welcomed by students" and "because if he or she is kind, students will dare to ask questions";

- 17 students think an effective teacher should be humorous, because "humour makes the course come alive";

- 16-think he/she should be patient, because "there is no perfect student in the world. Teachers should have the patience to provide with knowledge those students who are not smart enough";

- 12 students think he/she should be responsible, because "every word a teacher says may have a huge

impact on students”.

Other characteristics included being passionate, sincere, thoughtful, positive, respectful, having an interesting personality.

Does it mean that everything in our classroom depends on us, teachers? Of course not, and we know that. There are so many factors we cannot control: relationships between students in a group, their learning styles, their expectations of a class and of a teacher etc. But I believe we need to understand and to remember that we are not the center of our class and at the same time a very important part of it, perhaps more important than we often think and realize.

“It is not the grammar in a lesson that matters. What really matters is that our teacher cares about us.”

Researchers and educators draw our attention to the fact that learners have much more to communicate and express than is required of them in the language classroom (Spiro, 2004). Robinson (2006) argues that students should be encouraged to think for themselves and not to be afraid to make mistakes, as if they are not prepared to be wrong, they will never come up with anything original.

I believe it is very important to remind ourselves that what we want is to make sure that students who leave our classes are not only knowledgeable in the subject in which we instruct them, but are also people who can think for themselves, who are not afraid to make mistakes and believe in themselves and in their potential; who can take calculated risks and are passionate about what they do.

How can we do that? How can we invite our students into a full on learning? How can we encourage our learners to take control of their learning, to speak English in class more?

Willingness to communicate (WTC) is a hot topic in today's EFL research. A number of teachers and researchers have been investigating the factors that encourage and inhibit students' WTC. A number of factors were pointed out as those that can facilitate WTC (Li, et al, 2012). For example,

- Paying attention to what students are saying and being genuinely interested in students, what they have to say and in their progress;
- Creating a learning environment where students feel supported;
- Focusing less on students' mistakes and being aware of various methods of error correction;
- Giving more power to students to negotiate topics;
- Giving more time for consideration before answering teacher's question;
- Providing more opportunities for students to experience success.

As for the Chinese classrooms, in particular, a number of factors that lead to weak WTC were pointed out by Li Fu et al (2012) in their research done on investigating WTC in Chinese context. For example, lack of motivation, introverted personality, lack of confidence, traditional culture and no interest in a particular subject or topic. Chinese culture emphasizes collectivism and groups while underrating individualistic bravery. So, as a result, students generally follow the “general trend” which is generally “remain silent”. However, I believe this factor can work the other way around as well. A teacher only needs a few students in a class who are willing to participate. My experience showed that if a number of students ‘decide’ to participate in a particular activity, even the shyest students will follow them. A number of times I had situations when 100% of students took part in some oral activities.

The findings of my research are in line with the above-mentioned hindrances to students' WTC.

Among the most common factors that would encourage them to speak English in class students men-

tioned:

- Encouragement from a teacher/"teacher listens to me with soft eyes and agrees with my ideas";
- Interesting topic/"creative or thoughtful questions";
- Playing interesting games;
- "If I love that teacher"/"teacher's good personality";
- Peaceful relaxing atmosphere;
- "Other students' activity affects me"/"when everybody else in class speaks English";
- Pink papers

It brings us to the 'pink papers'. Using 'pink papers' was a part of a two-year experiment I conducted in classes I've been teaching. At the beginning of the year I would tell students that in order to encourage their participation in class each time they raise their hand and answer my question (most of the questions I ask in class do not have right or wrong answers, just expressing ideas or opinions; so it is truly about participation in a lesson) they would get a pink paper. Later, at the end of the semester, 5-6 students who have the largest number of those papers will not have to take an exam and will get an 'A' as their grade. I also make sure that students know that if they do not manage to be in the top group of those 6 students they still can get an 'A' (based on their homework, an exam, and the number of "pink papers" they managed to get-meaning their participation in class was still important).

The questionnaires at the end of the course revealed a very mixed attitude towards the 'pink papers'.

Some students said it was helpful and encouraged them to participate in class more. Some said it was "useless". Some of the comments were as followed:

- "It encouraged me to speak in class more. It gave me a sense of achievement."
- "It really encouraged me to speak more, but I would get upset if I couldn't get it."
- "What we need is 'I want to talk' not 'I have to talk'"
- "Whatever"
- "Too much pressure"
- "I did not think it was a good idea, but it encouraged me to answer questions."
- "It was a little awkward for me because I did not say much sometimes. However, it actually encouraged me to say a lot when we used it, because I wanted it and as many as they are"
- "It made me more active and powerful"

Even though some students have made positive comments about the use of the 'pink papers' in class, I know if this method is to be used in class it has to be more thought through, and the question will have to be asked, 'How it can address the needs of the shyest students? How it can help them to be more active in class?'

So, what else can I say about the challenges and successes of my own teaching experiences in China?

The following are challenges I met while teaching Public speaking and Debate classes at University in Changchun.

Silence as students' reply when they were asked a question.

Lack of critical thinking skills. Or, as I've discovered, lack of awareness that they do possess them.

An expectation that all they will do in a foreign teacher's class is play games, watch a movie and will never get homework.

Occasional inability to take control of their learning. What I mean is, when I correct mistakes of one student the rest of the class simply look at me not realizing that what they can and should do is to look at their own paper and correct a very similar mistake. They wait to be told to do so! Personally!

How those challenges were met, and are there any successes?

In order to encourage student participation ‘pink papers’ were introduced.

Every class as a warm up activity various games with Mr. Ball and Mr. Clock were played. They became a permanent feature of every class.

In the second semester an activity called ‘What touched your heart?’ was introduced. Students were invited to share one or two sentences about something that touched them emotionally in the past week. When they finished sharing they had to pass a ball around to the next person. A person who had a ball at the end of the minute would ‘explode’ and was asked a ‘boom’ question. The ‘boom’ questions were fun and meaningful. For example, “If you were not you, what would you be and why?”

This activity was introduced in order to help the students notice meaningful moments in their lives, have a chance to share with each other about things that are important to them, and for a teacher to have a point of connection with the students. It was also used as a ‘predictable’ class activity, so before each class students could think about their week and could prepare what they will say. It was a very simple non-threatening meaningful game. Students loved it. “The course makes me know how to find interesting and happy things. Because when we start a class we always speak about some interesting things that happened last week. At the beginning, I thought, life was normal. Later in class I know I have so many interesting things that I can share. I will remember it forever.” This activity has also reminded me of a very important lesson. Do not assume! Do not assume that if you say something once students will always remember it. Do not assume that if something is obvious to you it will be obvious to them. About 5 or 6 lessons after we started playing ‘What touched your heart?’ game and I explained the rationale behind it, one of the students asked, ‘Teacher, why do we always speak about what touched our hearts?’ I reminded them how every time when I came to have a class with them and asked them, how their week was, they would look at me with a blank expression on their faces and say, ‘Teacher, our week was exactly like the week before!’ Life doesn’t have to be like that. Every day has a meaning. Every day has meaningful things that happen to us and around us. We need to notice and appreciate them. We need to value them. I explained again why we played that game.

After that, the students got even more open, more relaxed and more talkative. They simply want to know.

They want to know why they are doing what they are doing. They want their learning to have a meaning.

What we also had, was lots of debates. ‘Are boys better than girls?’ ‘Should students date while in college?’, ‘To go to study abroad or not to go?’ and so on.

“During the procedure, everyone has to be quick minded. It stimulates our thinking speed. It exercises my language logic and develops my thinking pattern”;

“The teacher let everybody participate in class and made sure everyone can say something”;

“The best chance I can speak English so much”;

“I can think about something by myself”

“I did not have to worry about making mistakes”

“Every time I put up my hand I feel confident again and again. I like myself like that.

We published a book!

In the first semester, students had to write a speech about themselves or about their friend. The one requirement to that speech was that they had to tell a story. I was very touched by their simple but beautiful stories of friendship and their lives. I wanted to celebrate it with them; to celebrate that particular moment in their lives. I offered them to put it in a book “Chicken Soup for the CCUT soul”. It wasn’t their homework. Only if they wanted they had to bring me their stories. Plus they also could submit some stories they’d read and found beautiful or meaningful. What I did, was corrected their stories once again, put it all together and added a number of stories and quotations I thought would inspire the students, would encourage them and help them carry on when the going gets hard. I wanted to remind them what I’ve been saying to them this past year, that they are beautiful, very clever, unique and special. I couldn’t let them go without doing something to help them remember that. The result is this book.

When asking the students to fill in the questionnaires for this research I said to them that I will communicate to the wider audience what they communicate to me, that I will speak about what I’ve experienced in our classes. And this is my summary. Some students are still shy. Some of them are still afraid. But they are trying. They are willing to communicate with their teachers. They want to be heard. They want to take part in their classes and in their learning. All they need is to be given an opportunity. To have an opportunity to speak in all of their classes not only in Oral English classes. All they need is encouragement-- lots of it! They need the nonjudgmental relaxing environment and passionate, genuinely caring and supportive teachers. Teachers who will listen to them and will give them space to talk. Teachers who are interested in who their students are and in what they have to say. They need to be reminded again and again, that this language they are learning is beautiful. That it is alive, that it has a soul and it wants to be discovered. That this language wants to become their friend. I believe our students need help with understanding how they can relate to what they are learning, how they can use it in their lives and how it can enrich them in general and in very practical ways. They need help with making sense of this world and a very fast changing world. They need help with making sense of their lives. I do not say that we are not doing it all already, I know we do. I just want to remind us how important it all is.

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The Influence of American TV Shows on the Students in Canvard College

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[Abstract] *With the development of economic integration globally, informationalization and knowledge economy, more and more people are exposed to the American TV shows, among whom the college students love them very much. As its lover and the heir of traditional Chinese culture, the author thinks deeply that it has guidance function with real significance for the influence of Chinese college students' ideological sense and ideology. To understand and study the influence of the American TV shows on the contemporary Chinese college students, the author took Canvard students as the research object to reveal its influence to some extent.*

[Keywords] *American TV shows; Canvard college students; influence; popularity*

Development of American TV Shows in China

Globalization has already become a universally utilized item to give an explanation for the international information flows in recent few decades. Talking about the international flow of entertainment, America is universally considered to be a dominant power that takes full advantage of the global trends and internationalization to popularize its soft power and obtain more supporters through the popularity of American entertainment such as Hollywood movies, TV shows and so on. It is evaluated that American producers have launched about 75% of the global TV shows in the world, annually exporting television programs to other countries for more than 300,000 hours in total. For instance, Canada was the biggest buyer for American TV programs, because 75% of the live programs were from America, while American television programs contributed more than 47% to the exporting programs among European countries (Yuan, 2008).

Chinese didn't get access to any American TV shows until over 30 years ago. In 1980, *The Man from Atlantis*, the first American drama, hit Chinese TV screens. Inspired by the initial success, American TV shows have been prevailing among Chinese viewers since then. Furthermore, more and more American shows rushed into China. Nowadays, Chinese audience even find their ways to enjoy the shows through Internet, which facilitates them to watch their favorite American TV shows as Americans do. Because of the dramatic growth of online viewers, video sharing websites have sprouted in China, and a great amount of them begin to purchase the copyrights of hot American TV shows. In China the main audience are college students and white-collar employees. Inevitable, the American TV shows created on the basis of the American culture and ideology have a far-reaching influence to the audience.

Therefore, it is worthwhile to explore the given topic and find out the potential influence of American TV shows on Chinese college students, so the author take students' viewpoints in Canvard College as exam-

ples to illustrate this point.

Participants and Questionnaire in this Study

The focus of the author is to look into the view about American Television shows in China and its potential influence on Chinese college students in Beijing, taking students in Canvard College as the target group. Thus, it is absolutely necessary to take a look at the development and current position of American Television shows in China. So the author selected 300 sophomore students of six classes in Canvard College, Beijing Business and Technology University randomly to figure out the influence of exposure to American TV shows on their values, behaviors as well as other cultivation effects. There is a relatively huge disparity concerning the proportion of gender: female (72%) and male (28%). The total amounts of female respondents surpassed male, which was in accordance with the current situation in Canvard. To ensure the information security of respondents and researcher, necessary measures have been executed to occlude them. First of all, after the author gave the detailed explanation to the Canvard college students concerning the intention of launching this questionnaire and why they were chosen. Meanwhile, it has been guaranteed to the respondents that their privacy would be well protected and all the information would be only used for the academic study. Furthermore, private information like name, age and so on would not be given away due to privacy protection.

Seven research questions have been raised in order to highlight the gap in the literature, specifically relating to the popularity of American television shows in China:

1. What kinds of American shows do you like best?
2. What access do you get a certain American TV shows from?
3. What reasons lead to your preference on American TV shows?
4. How often do you watch American TV shows?
5. What good influence do you think the American TV shows give you?
6. What bad influence do you think the American TV shows give you?
7. What limitations do the American TV shows have?

Results and Findings of the Study

258 respondents were reported to have the inclination or habits to watch American TV shows, which accounted for 86% of the total amount of the participants. 67.1% of them spent more than 9 hours per week to watch American TV shows, which meant that they would like to watch every day on average. However, over half of the total participants have been watching American TV shows for more than one year. Those who did not have the habit of watching American TV shows thought the American TV shows were boring while some students just hated the discrimination against Chinese and violence revealed in the shows. And some students did not watch the American TV shows just because they did not have much free time . Among those who did not have the habit of watching American TV shows ,the number of the female students (26) is more than that of male students(16). It is obvious to indicate from the results that males are more likely to watch American TV shows than females.

As far as the access is concerned, Canvard students are more likely to share their current information with others while TV shows are considered to be good ones to start with the conversation. Thereof, others

can know about certain TV shows by communicating, which have also been shown from the results section. Furthermore, Internet and online websites play significant roles for facilitating Canvard students to watch American TV shows. With respect to the preference in genres, comedy such as *The Big Bang Theory* is favored by Canvard students. It is also indicated that a majority of Canvard viewers choose to watch American TV shows purely for English learning or passing time, so every viewer's preference in genre is different from others to some extent.

The exposure to American TV shows would make a dramatic difference in cultural values. According to the results, it can be inferred that the significant difference with respect to the values exists between long-term viewers and short-term viewers; however, no obvious relations can be found between other exposure measures and value factors. Obviously, values are things which cannot be easily changed so there is little chance for one to change his values in lifetime. However, the difference of long-term and short-term viewers in values indicates that the longer viewers watch American TV shows, the greater possibility for them to change their values without noticing and thus the length of getting exposed to American TV shows is considered to be the influential indicator in cultivation, which is in accordance with the explanation given by cultivation theory, that is, effects would take place under the condition of getting long-term exposure (Zhang & Harwood, 2002).

Conclusion

It would be wiser to dredge popular culture instead of cutting off, for viewers get more access to information on their own initiative rather than passively accept (Zhang, 2011). Hence, China should suitably lessen the control over introduced foreign media and relatively take viewers' potential demands into consideration. Meanwhile, the authority had better consider young people's viewing habits. As data revealed based on questionnaire done by Canvard students, it has become a way of chasing after fashion to watch the American TV shows somehow. Therefore, it can relatively weaken viewers' superiority complex by finding that they are able to get access to foreign information online if the American TV shows can be brought in through traditionally formal channels, so young viewers can think the American TV shows more rationally instead of blindly flattering, which has been presented from several Canvard students' perspectives.

At the same time, we got the most pleasant surprise to find that Canvard students have the capability of distinguishing ideology and cultural imperialism from the drama with clear mind, so that they can be able to absorb the quintessence of foreign culture while resisting the cultural invasion although cultural hegemony of western countries has been transferred into infiltration of idea through promotion of media, especially TV shows with the dramatic boom of technology.

To draw a conclusion, watching American TV programs has influenced students' English proficiency, cross-cultural thinking and behaviors and so on; however, for students who do not watch American TV programs, they have their own perspectives to persist. To some extent, the influence of foreign media, particularly American TV shows on viewers in China should be further discussed considering the fact that foreign media plays a more dramatically significant role nowadays.

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The Application of Task-based Language Teaching in College English Teaching

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[Abstract] *Task-based Language Teaching is a new teaching mode which changes the role of teachers and students, takes the students as the center, and helps the students learn actively and master language knowledge through specific tasks. This method can stimulate students' interest in English learning, reflect the principal role of students and cultivate their enthusiasm and initiative, thus improving language skills.*

[Keywords] *Task-based Language Teaching; college English; teaching mode*

Task-based Language Teaching

The Development of Task-based Language Teaching

Task-based teaching method is created in the 1980s, and a number of scholars like Jane Willis (1996) and Numan (1989) have proposed related theories. This approach emphasizes the learners' ability to communicate and use language, and it is the direction of the reform of college English teaching in China. This method takes the students as the center and helps the students learn actively and master language knowledge through specific tasks. It can stimulate students' interest in English learning, and cultivate their enthusiasm and initiative, thus improving language skills.

Three Stages of Task-based Language Teaching

Jane Willis (1996) elaborated the Task-based Language Teaching in his book *A Framework for Task-Based Learning*. He divided it into three stages: "Pre-task", "Task-cycle", and "Post-task".

In Pre-task stage, also called lead-in stage, the teachers can ask the students to find the information or video clip related to the text or directly introduce the related information in the class, to stimulate the students' interest to the textbook. In Task-cycle stage, which is the key part of this teaching method, the students are asked to finish different tasks through pair work or group activities and report their tasks. In this course, the teachers should lead and help students in language use. In addition, there should be language analysis and practice activity to enlarge the students' vocabulary, strengthen their grammar and collocation knowledge. In Post-task stage, which is the extension of the class, students will be assigned some practice after class to check what they have learned.

The Advantages of Task-based Language Teaching and Activity Design Principles

The Advantages of Task-based Language Teaching

Different from the traditional teaching methods, Task-based Language Teaching is a new teaching mode which changes the role of teachers and students, takes the students as the center, and helps the students learn actively and master language knowledge through specific tasks. In this approach, English teaching is not imparting the language knowledge but is a kind of language acquisition. Students can sense and experience the charm of English and take it as a tool to express themselves.

To be specific, the advantages of Task-based Language Teaching are as follows: firstly, it has a clear goal. Students can acquire English language actively in the course of completing tasks. Secondly, it highlights the students' role. Compared with the traditional class in which teachers are responsible for explaining while students take notes, this approach takes the students as the center and highlights their role. Students must participate in the discussion and complete the task actively to improve their comprehensive ability. Lastly, it is full of fun. Various teaching methods are adopted in this approach to stimulate students' interest and enthusiasm and thus students can focus on the class and improve the learning efficiency.

Moreover, Task-based Language Teaching can cultivate students' team spirit and sense of participation to make them communicate with others more smoothly.

Activity Design Principles

There are several principles which should be adhered to in the Task-based Language Teaching. Firstly, to be true as much as possible (Li, 2013). Teachers should select and design activities which are close to life to create a real scene and provide authentic language material. With the familiar topic, the students will feel comfortable in the discussion and will be more flexible in the language use. Only in this way, can the students conduct their studies in the real language environment and put what they have learned in the class into the practice.

Secondly, reflect the subject status of the learner. The characteristics of the task-based teaching method is to take the student as the center, teacher as dominant. Teachers should change their roles and design the whole task from the perspective of students completing the task rather than from the perspective of teachers' teaching task. In the whole process of teaching, as designers, assistants and evaluators, teachers should create authentic language environment to help students improve their comprehensive ability. Students should actively participate in the discussion and solve the problem with the team members, and after completing the task, students could evaluate each other.

Thirdly, to be interesting and cooperative (He, 2014). Relaxed and comfortable learning atmosphere is beneficial to stimulate students' imagination and creativity. Task-based activities should help students produce the impulse and desire to speak and express. Teachers should pay attention to the difficulty of the activity, because too easy or too difficult will make the students lose the interest. Moreover, task-based activity should help students learn cooperatively. Team members should cooperate and communicate with each other to complete the task.

The Application of Task-based Teaching Method in College English Teaching

Task-based teaching method can fully arouse the enthusiasm and initiative of the students and has received good effect in the college teaching. Let's take one unit in New Horizon College English as an example to illustrate how the task-based teaching method is applied in the practice. This book contains a lot of communicative activities which reflect the philosophy of task-based teaching.

Task-based teaching can be divided into three stages in the college English teaching: lead-in, analysis and extension in reading. Unit 6 in book 3 *How to Prepare for Earthquakes* will be selected to analyze this teaching method. This unit is a kind of scientific article which mainly tells about how to prepare for earthquakes. In view of its difficulty in content, teachers should start from some easy aspects to lead the students into the text.

Stage 1: lead-in. This stage is used to arouse students' interest and let them be familiar with the background information of the text. Therefore, teachers should assign some tasks related to the topic before class.

Task 1: Tell the students to find background information about earthquakes through internet or in the library and suggest that they could find the information from the perspective of reasons, destructive results and how to prepare for and escape in an earthquake. Also, students can find some videos related to world earthquake.

Task 2: Let the students check the key words and sentences in the textbook and try their best to use them in the report.

In the class, every group gives a report related to earthquake based on the information they have found. Many groups find some impressive videos and are able to use the words and sentence patterns in the textbook, thus realize the purpose of practical application.

Stage 2: reading and analyzing stage. Based on the information the students have found, teachers can give them some questions to discuss in the class. For example, what are the animal's responses when an earthquake is going to happen? How are most of the people killed in the earthquake? Students will not stare into the space when they are asked such questions; instead, they will actively give their answers, and the atmosphere in the class will become very hot. Students will become interested in the study through such active participation.

Task 3: Teachers can make use of the 8 reading questions in the practice of textbook to let the students have a discussion in groups. In order to increase the novelty of the students, we can break the original group and divide the girls and boys into 8 mixed groups, each of which will be responsible for one question and find the answers in the limited time. The one who find the correct answers in the shortest time will be the winner. When time is up, every group can send a representative to share their answers with other groups, so that students will get to know the basic information of the text before analyze.

In language focus stage, it is necessary for teachers to analyze some important words, phrases and the structure of the text. This process is the core stage of the task-based teaching.

Task 4: Group discussion to analyze the main structure and contents of the text. For the students who are weak in language, teachers can tell them the structure and point out that the text can be divided into four parts and summarize each part with one or two sentences which will empty the key words to let the students fill. Such method is helpful to lead the students to read the text and find the answers actively.

Task 5: Based on the structure of the text, students can be divided into four groups, but for the class larger than 50 students, they can be divided into eight groups and every two group can do the same part. Students in each group should first understand their part and then send one or two representative to tell the main points in this part. For example, group one should tell “How can we know about warning signs of earthquake? What animals show what signs?”

Because they have found the related information before class, this task is not difficult for them. After each group finish their presentation, other groups can ask questions or give them a mark, and find out their problems in pronunciation, grammar, etc. and provide some suggestions. Teachers should make a comment for each group and point out some common mistakes, and practice repeatedly to consolidate the language points the students have learned.

Stage 3: extension after reading. This stage is mainly to consolidate and review learned knowledge, to put what they have learned in the class into the practice.

Task 6: Let the students make a poster about how to prepare for and escape in an earthquake. Students should use what have learned in the class as much as possible. Through this task, students can strengthen their language ability and review the key words and phrases in the textbook.

Borrowing idea from Li Jinxian in her article *Empirical Study of the Effect of Task Base Instruction in the College Intensive Reading* (2009), a similar survey has been conducted after this teaching approach was applied in the writer’s class. Questionnaires were delivered to the writer’s three classes in the same major. The aim of the questionnaires is to make it clear that whether the task-based language teaching is effective in improving students’ ability in four aspects: language skill, comprehensive quality, attitude towards English, and performance in final exam. The result is as follows:

Table 1. TLT: task-based language teaching

Class	Language skill	Attitude towards English	Performance in final exam (average score)	Comprehensive quality	Approved TLT	Disapproved TLT
Finance 141	Effective: 70% So-so: 25%	Effective: 90% So-so: 5%	69→71	Effective: 89% So-so: 10%	90%	5%
Finance 142	Effective: 72% So-so: 20%	Effective: 95% So-so: 2%	70→71.5	Effective: 88% So-so: 7%	94%	3%
Finance 143	Effective: 75% So-so: 20%	Effective: 94% So-so: 5%	68→69	Effective: 90% So-so: 8%	92%	4%

From the above table, we can see that more than 70% students think their language skill have been improved and more than 90% students believe this teaching approach is effective in inspiring their interests in English. The improvement in the average score in the final exam is not so obvious, but most students agree that this approach is effective in enhancing their comprehensive quality. Finally, according to the results in

the survey, more than 90% students approve this teaching approach. Obviously, although the survey is subjective, it can partly reflect that students like such teaching method and they need a new way to learn English.

In the process of task-based teaching, teachers can flexibly make use of a variety of teaching methods like group discussion, video making, poster making, questions and answers, writing competition, debate etc. to stimulate students' enthusiasm and attract them to the class.

Conclusion

Despite a lot of difficulties in the practical teaching, such as bad class effects due to the poor basis of the students, teachers' uncertainty about the task difficulty, and embarrassing Chinese discussion, the strengthen of the task-based teaching method overweighs its disadvantages. This approach highlights the subject status of the learner and focus on the learning process and cooperative learning. It can stimulate learners' interest and initiative in English. Through extension activities, students can put what they have learned in the class into the practice, find problems in the activities, summarize the knowledge to overcome the psychological barriers and finally sense the success and realize the practical application of language.

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An Empirical Study of the Application of the Error Analysis in College English Writing Teaching of Non-English Major

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[Abstract] *In the process of college English learning, English writing is an indispensable part of English teaching, and it is also a practice of English integrated ability. However, plenty of college English learners make various mistakes in the process of English writing. The thesis suggests that the error analysis theory should be applied to the teaching of writing as a substitute for the traditional writing approach. The results of this study shows that the error analysis theory has some effects on the writing teaching of the non-English major.*

[Keywords] *error analysis; College English; writing teaching*

Introduction

Writing is a basic ability in foreign language teaching and learning, which is considered to be the final bastion to overcome in the four language skills such as listening, speaking and reading and writing. To some extent, from the writing, people can know the level of English learner's ability in English practice and it is of great meaning to improve English learner's writing ability. On the one hand, teachers spend much energy and time correcting errors in vocabulary and grammar instead of the whole content in students' compositions. On the other hand, what students really care about is the scores given by teachers rather than the errors existing in their compositions. It will lead to the consequence that students may make the same mistakes as before.

A good English writing expression needs correct use of word phrase between simple series and also needs to pay attention to the context, the application of tenses, the errors in writing. In some college school the current situation of college English teaching is not as expected. English writing teaching has been the difficult point in teaching. Because of the subjective and objective reasons, college English learners' language foundation in some parts is very weak with the fault phenomenon of knowledge especially in English writing. This kind of phenomenon seems more particularly outstanding. Among them, writing error has gradually become an important factor to influence college English writing level. In order to improve the students' writing ability, English teachers need to take the time to correct the mistakes in student's compositions and point out the difficulties in students' English writing.

A Brief Review of Error Analysis Theory

According to Ellis's view (1994), it is a better way for language learners to learn and master the language by rectifying the mistakes made in the process of language learning by themselves. Language learning, to some extent, is a kind of try-error process, so it is inevitable to make mistakes or errors in learning process. Though, a number of linguists have tried to reach the definition of error, the unified standard is still in nowhere. So in this essay, the author tries to make some introduction of the basic definition of errors.

According to Richard (1971), errors can be divided into two groups. The first group of errors is transfer errors which includes transfer of structure, overextension of analogy and interlingual error. The second group of error is intralingual error which covers ignorance of rule restrictions, incomplete application of rule, false concepts hypothesized and overgeneralization error.

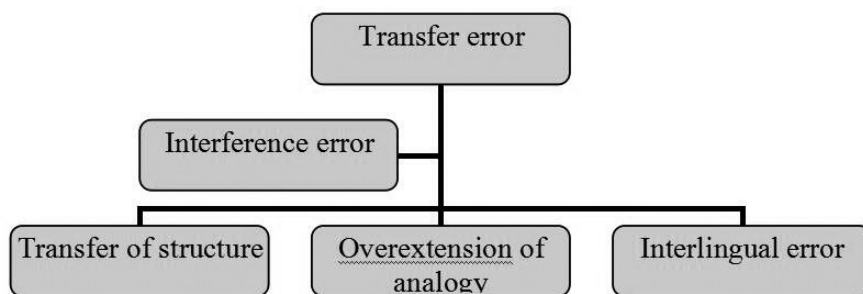


Figure 1. Transfer Error

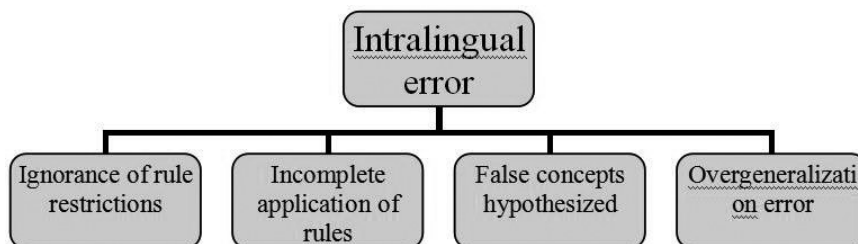


Figure 2. Intralingual Error

The Previous Research on Error Analysis

This part will explore the previous research on error analysis in two sides. On the one hand, the related studies abroad, on the other hand, related studies at home.

Corder (1967) did research from the perspective of cognitive psychology and carried on the systematic summary for learners learning error arising from the nature and put forward a complete set of error analysis method with significance and classification of the detailed elaboration. Compared with the traditional linguistic approach to learning, new way of error analysis teaching has built a more close relationship between the students and teachers, which can be more intuitive understanding of the students' errors in any of the students in the learning problem and deficiency, thus more targeted to correct and education. Therefore, teachers' teaching based on the theory of error analysis is more effective. It works by collecting errors in learners' learning paradigm and being classified according to different reasons and analysis of errors, so that more effective teaching procedure will be designed.

In China, with the spread of English teaching and the rising awareness of the importance of English, many domestic scholars pay more and more attention to the research of English teaching. Zhong (2005)

mentioned in the preface of his book the Chinese learners' English analysis based on CLEC. To improve the quality of the English teaching in our country, first of all we must understand the teaching object, understand the teaching process, understand various word errors a student made in language use and find out the cause for the errors, so as to improve teaching and learning and help students grasp the standard and authentic English. Zhong (2005) thinks that we should correctly treat the English learners' word errors, regard them as students' positive pragmatic strategy, and take compensation teaching methods to provide students with the native speakers' correct usage.

In a word, the theory of error analysis broadens the horizon of second language acquisition. The ways of making good use of such theory needs the teachers and language learners to do what they can and continually learn important lessons from error analysis.

Research Methodology on Error Analysis Applied in College English Writing Teaching

In order to ensure the accuracy and the validity and objectivity of the research, first of all, the author collected and summarized the test papers of students from Liaoning Institute of Technology. The author applied the theory of error analysis into the classification and induction of errors made by students in the process of practical English writing. And the author puts forward the improvement advice and strategies to help teachers in the future according to the different types of errors. After a semester's experimental teaching, we can see that the students' writing ability has been greatly improved.

The participants in this experiment are sophomores who are selected from two parallel classes majoring in Management from Liaoning Science and Technology Institute. The total number of the sophomores is 70. The sophomores are approximately at the age of 20 and they also have something in common, such as their learning circumstance and their language proficiency. There are 35 students in control class who are taught with the traditional writing approach; the rest of 35 students are in experimental class who are taught with the error analysis theory. There are 100 minutes for the writing course that the same English writing teaching teaches both of these two classes. The time of experiment lasts for one semester.

After making a summary of the first teaching period, the second period of teaching is conducted in the experimental class and control class. Before the second period of teaching, the conclusion from the mid-test and the interviews are analysed and reorganized. The results of the analysis and reorganization are used to instruct the second period of teaching. The application of the error analysis in college English writing teaching will fill the deficiency reflected in the first period of teaching and in the mid-test. This will better present the characteristics of application of the error analysis in college English writing teaching as well as exploit its advantages to the full.

The Experiment Result of Error Analysis Applied in College English Writing Teaching

From the data, we can find that, after the application of error analysis, students have formed a good habit of making error analysis during their college English writing, which does great help to the improvement of their English writing level especially the errors of writing have been reduced dramatically.

According to the data, most students have active attitude toward the application of the error analysis in

college English writing teaching and admit that it is an effective way to increase their writing interest. The importance of the linguistic knowledge, such as vocabulary, grammatical structures and text structures which are related with traditional teaching approach, is commonly emphasized by students. After they are taught with the application of the error analysis in college English writing teaching, the students are aware that the correction of error is of great significance for their future English writing.

From the data of questionnaires, the current error-correcting consciousness of college students exist great space to be further promoted. For one thing, to some extent, errors in college English writing are inevitable. However, college students should embrace them bravely and try their best to overcome them. For another, in the process of college English writing teaching, teachers should guide students to build the sense of correcting errors simultaneously.

As far as the medium college students are concerned, the effect and positive influence of error analysis applied in college English writing teaching is more apparent. As for medium students, the main problems or difficulties of their college English writing are the appearance of all kinds of various errors in their writing, for example, the errors of grammar, the errors of words spelling and the errors of text, and so on. After the training of error analysis they can seek and correct the errors in their college English writing, so that their writing level is gradually improved.

To sum up, the application of the theory of error analysis in college English writing teaching is one of the most important methods to improve the current college English writing teaching. Though there are still some disadvantages of the application of error analysis in college English writing teaching, its advantages outweigh its disadvantages. So it is necessary to pay more attention to the application of error analysis in college English teaching.

Conclusion

At present, the influence of the application of error analysis in college English writing teaching of non-English major is positive. The paper intends to provide some major findings in the following way.

Firstly, from the test results, we can see that the score of the students in experimental class are higher than them in the control class. In this way, the application of error analysis in college English writing teaching is valuable.

Secondly, because of various reasons, there are some factors that may influence the effect of the application of error analysis in college English writing teaching of non-English major. However, the advantages are very powerful and motivating. Because by finding and correcting errors occurred in their English writing, they can get a sense of achievement. What's more, their writing ability will be improved because they have formed a good habit of self-correcting.

Lastly, the application of error analysis in college English writing teaching of non-English major still needs to be in line with the current English writing level of students. Wholly speaking, the application or error analysis in college English writing teaching of non-English majors is one of the important explorations to further promote the development and improvement of the college English writing teaching level. Maybe there are still some obstacles to prevent the proper application of such theory, but the promising outcome is assured, so in the following college English writing teaching, based on the current teaching status, the teachers should try to make the better use of the application of the theory of error analysis in college English writ-

ing teaching.

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A Brief Study on What EFL learners Need to Learn in Speaking Lessons

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[Abstract] *Speaking is an important skill in EFL teaching and learning. However, it is, to some extent, less valued than the other skills, since it is not tested in many exams in a student's school career. Actually to speak a foreign language well, the learners need to be aware of some factors concerning the language in use. This paper attempts to discuss what EFL learners need to learn in speaking lessons, in terms of pronunciation, vocabulary and grammar, communicative competence and pragmatic awareness, defining genre, power relationships and hierarchy and functions of spoken language.*

[Keywords] *speaking teaching and learning; EFL learners*

Introduction

Speaking, as a skill, is important in language teaching and learning. However, as Brown and Yule (1983, p. 1) point out, "for most of its history, language teaching has been concerned with the study of the written language." Bygate (2001, p. 14) also indicates that during much of the language teaching history, speaking has been undervalued, due to reasons like tradition and technology.

As to English teaching in China, speaking is, to some extent, less valued than the other skills. Most children start to learn English from kindergartens or primary schools. Some start from secondary schools. Therefore, when they attend university, they have been learning English for at least 6 years. However, as university students, their level of English in use is not as expected, especially when it comes to speaking. As a major subject, English plays an important role in exams for almost all the key stages of the students' school life. Teachers, parents, and students view English as an important subject and that it is essential to obtain good marks for it, which more or less contributes to the fact that English learning and teaching is usually exam-based, and in addition, most of the exams don't include a speaking test, which leads to less focus on speaking than the other skills.

However, to help the EFL learners to learn to speak English well, the speaking lessons need to be designed and practiced based on what the EFL learners need to learn about speaking English. Then what do EFL learners need to learn to conduct English speaking successfully? This paper is going to review related literatures published on speaking and teaching speaking, which will focus on the following aspects:

- Pronunciation,
- Vocabulary and grammar
- Communicative competence and pragmatic awareness
- Defining genre
- Power relationships and hierarchy
- Functions of spoken language

Pronunciation

Pronunciation seems to be the first element to be thought of by many people, when talking about speaking. The importance of pronunciation teaching cannot be ignored. Harmer (2001, p. 183) indicates that “pronunciation teaching not only makes students aware of different sounds and sound features, but can also improve their speaking immeasurably.”

Sound is not the only element that makes pronunciation. As closely connected with meaning, the following three areas should be learned about pronunciation: sounds, stress, pitch and intonation. Changing any of them will cause a change of meaning. (Harmer, 1998, pp. 50-51) It is in line with what Ur (1996, p. 47) writes, “the concept of pronunciation maybe said to include: the sounds of the language, or phonology, stress and rhythm, intonation.”

Watkins (2005, p. 49) also points out that pronunciation teaching is often aimed at sounds. However there are other things to be focused on, such as, the stress and intonation. The learners can also be taught to recognize others’ pronunciation to understand what they mean, which benefits their listening very much, and in turn it will also help the learners with their own language practice. (Watkins, 2005, p. 49)

Only by having a good command of pronunciation, can learners understand and be understood, during communication with others by speaking, which leads to the idea that teaching pronunciation is necessary in English language teaching.

Vocabulary and Grammar

Wilkins (1972, p. 111) has pointed out that, “The fact is that while without grammar very little can be conveyed, without vocabulary nothing can be conveyed.”

Although the statement above is not always right, for example the fact that sometimes meaning can be conveyed through non-verbal communication, it emphasizes the importance of vocabulary and grammar in communication. They are very basic elements for speaking.

The importance of grammar in communication is supported by Larsen-Freeman’s (2001, p. 41) statement that it is almost agreed by all that learning to communicate grammatically is necessary for language learners. As Watkins (2005, p. 42) indicates, “Grammar looks at two things, morphology and syntax” and “it also involves meaning”. Language learners should not only learn how to form the language, but also learn the way to convey the meaning they intend to express by using the language. (Watkins, 2005, p. 42)

Vocabulary teaching and learning is very essential for learning a language. Rivers (1983), cited by Nunan (1991, P. 117) argued that “the acquisition of an adequate vocabulary is essential for successful second language use”. Carter (2001, p. 46) also states, “vocabulary teaching and learning is central to the theory and practice of ELT”. He (2001, p. 43) points out that knowing a word means knowing: “its spoken and

written contexts of use; its patterns with words of related meaning as well as with its collocational partners; its syntactic, pragmatic and discursal patterns. It means knowing it actively and productively as well as receptively.”

In current language teaching, sometimes vocabulary teaching is not successful. As Zhu (1994), cited by Zhou (2005, p. 51), states, many language learners can't understand the basic meanings and some certain meaning of the vocabulary, and use them freely in writing and speaking, which is actually one of the aims of foreign language vocabulary teaching. They tend to use certain familiar words all the time and avoid the new words to them, which consequently makes them forget the new words, i.e. words outside of their “comfort zones”. It is frustrating for them. (Zhou, p. 51)

Communicative Competence and Pragmatic Awareness

When it comes to speaking, communicative competence cannot be ignored. Chomsky (1965, p. 4) made a fundamental distinction between competence and performance. He indicates that “competence is the speaker-hearer's knowledge of his language” and “performance is the actual use of language in concrete situation”. Therefore, for him, competence is only about the language knowledge.

However, Hymes (1972, p. 282) took competence as “the most general term for the capabilities of a person”. He writes, “competence is dependent upon both knowledge and use.” And as cited by Celce-Murcia & Olshtain (2000, p.16), Hymes (1967, 1972) and his colleagues argued,

Language competence consists not only of Chomsky's (1957, 1965) grammatical competence but also of sociolinguistic or pragmatic competence, which covers all situated aspects of language use and related issues of appropriacy: the speaker, the addressee, the message, the setting or event...

Furthermore, Canale and Swain (1980), cited by Canale (1983, p. 5), indicates that, “communicative competence refers to both knowledge and skill in using this knowledge when interacting in actual communication.”

Canale (1983, p. 5), points out that the knowledge mentioned above refers to the knowledge about language and communicative language use, and the skill refers to how well people communicate with others based on their knowledge. He (1983, p. 6) identifies the theoretical framework for communicative competence in four areas:

- grammatical competence, which is concerned with mastery of the language code (verbal or non-verbal)
- sociolinguistic competence, the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts
- discourse competence, mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres
- strategic competence, mastery of verbal and non-verbal communication strategies

Therefore, both knowledge of language and the skill of using language compose the communicative competence, which is necessary for a good language learner to achieve. Moreover, in order to be a good language learner and user, pragmatic awareness is a very essential element to raise.

Yule (1996, p. 4), defines pragmatics to be “the study of the relationships between linguistic forms and the users of those forms”. He indicates four areas that pragmatics is concerned with. Pragmatics is the study

of “speaker meaning”, “contextual meaning”, “how more gets communicated than is said”, and “the expression of relative distance”. The speaker meaning is about what the speaker means by saying something. And only by considering context, can the speaker meaning be understood. (Celce-Murcia & Olshtin, 2000, p. 20) Thornbury (2005, p. 12) defines pragmatic knowledge as “knowing how to do things with language, taking into account its contexts of use”.

Consider a man is having dinner as a guest at his friend’s home. After the first dish, the hostess says, “I hope you will be satisfied with the second dish.” Actually the hostess is not referring to the second dish, but it’s more about the first dish. She might be offended or concerned because the guest hasn’t said anything to compliment the first dish or doesn’t appear to enjoy the first dish. If the guest figures out what the hostess means by saying it, he might say something accordingly to relax the atmosphere.

It is the teachers who are responsible for the teaching of the “pragmatic aspects of language use” (Eslami-Rasekh, 2005, p. 199) Pragmatics awareness should be raised or drawn attention to in class, especially during the speaking lessons.

Defining Genre

It is necessary to look at genre when learning speaking, as how it is valued when we speak our native language. Nunan (1991, p. 44) defines genre to be “a purposeful, socially-constructed, communicative event”, most of which result in “oral or written communication, like political speeches or casual conversations”. Scrivener (2005, p. 165), writes in his comment on an example mentioned in his book, “choice of genre is a vital decision a speaker makes before she proceeds with almost any speaking act.” Thornbury (2005, p. 32) also argues that genre can be a useful way of “providing learners with new language in a familiar frame, because it is culturally recognizable”. For example, talking with parents is different from giving a presentation at a formal conference. Difference like this is understood by both native speakers and non-native speakers from different cultures.

In this section, we will have a look at one of the genres, conversation. Thornbury & Slade (2006, p. 8) point out the characteristics of conversation are, “to be spoken, spontaneous, in real time, in a shared context, interactive, interpersonal, informal and expressive”.

In conversation teaching and learning, turns taking should be introduced. Even the beginning learner should be taught some appropriate language for participating in simple conversations. He might begin with “short responses” and then learn to expand what the other speaker has said. (Brown & Yule, 1983, p. 28) Brown and Yule (1983, p. 33) still argue that “Transactional language, language used for the transferring of information, can be taught in the context of a specific transactional task.” Moreover, As Celce-Murcia (2000, p. 10) argues that the cultural difference among people from different communities when doing turn taking is important, “a lack of understanding of these differences can cause problems in cross-cultural communication.”

Power Relationships and Hierarchy

Power relationships and hierarchy are also necessary for speaking learners to know about. For example, talking to a friend and talking to a boss tend to be different in terms of topics and issues, the formality of the language, and so on. According to Watkins (2005, p. 81), the formality of the language varies due to the

power relationship, He writes, “This (power relationship) may affect who initiates conversational exchanges – typically the person with more power or authority – and also the choice of vocabulary used.”

Awareness of the influence of power relationships and hierarchy will help the EFL learners comprehend and speak the language in a more appropriate way. Meanwhile, it will help them understand better when listening to a conversation in a listening test.

Functions of Spoken Language

According to Watkins (2009), spoken language has two main functions: (mainly) interactional and (mainly) transactional. The former deals with building and maintaining of social relationships, while transactional function deals with the giving of information and using language to get things done.

Written language tends to be primarily transactional, while spoken language tends to be primarily interactional (Brown and Yule, 1983, p. 23) Many social interactions conducted in spoken language have little transactional function. They are primarily interactional to maintain social relationship. The language under such a circumstance tends to be with frequently shifting topics and a lot of agreement. On the other hand, spoken language can be transactional, which requires the language to be clear and specific in order to make the speaker understood. (Brown and Yule, 1983, pp. 13-14) They (1983, p. 13) also indicate, “primarily interactional language is primarily listener-oriented, whereas primarily transactional language is primarily message-oriented.”

Understanding the functions of spoken language is also beneficial for EFL learners, which will help them raise the awareness of the language communication.

Conclusion

This paper is a literature review on what learners should learn in speaking lessons, in terms of pronunciation, vocabulary and grammar, communicative competence and pragmatic awareness, defining genre, power relationships and hierarchy and functions of spoken language. With knowledge and awareness of those factors mentioned above, the EFL learners will get a better idea of English speaking. Therefore, it will be helpful if they can be introduced in speaking lessons.

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The Goals of Foreign Language Teaching in Engineering Education and Their Implementation at DNUI

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[Abstract] *The essay introduces the exploration and practice of the College English teaching reform in Dalian Neusoft University of Information. The reform is being conducted in the light of engineering talent internationalization and the urge for more efficient College English education. The essay puts forward the idea that College English education has entered a new phase in which it should correspond with the demands of specialized disciplines and industries. GE, ESP and bilingual teaching make up the complete English learning path for engineering students. By introducing TOPCARES-CDIO principle into ESP methodology, a combination between engineering education and humanity has been achieved. The essay discusses the goals of College English teaching reform, explores the methods to develop the integrated College English framework, the conversion and development of College English teachers and puts clear the relationship between College English teaching and bilingual teaching, so as to cultivate excellent engineering talents for the society.*

[Keywords] *Foreign Language Teaching; Engineering Education; ESP; TOPCARES-CDIO*

Engineering Education and the Need for Internationalized Talents

Despite of the late take-off, engineering education develops rather rapidly in China. It is arousing more and more attention, and currently, 1653 colleges and universities in China (88.5% of the national higher education) offer engineering education to more than one third of undergraduates in China (Wu, 2007), which makes this nation rank top among all the countries for its size of higher engineering education. This change makes it possible for China to change from a “huge” human resource nation into a “strong” human resource nation.

However, new challenges never cease. The quality of engineering talent cultivation needs rapid improvement since excellent engineers are in growing need with the development of economic globalization. Many entrepreneurs believe a qualified engineer should acquire the ability of comprehending and using a foreign language in their professional communication. While a survey has shown that only 10% of engineering graduates can reach the employment requirements of multi-national companies (Pan, 2010). Engineering education should cultivate engineers in accordance with international standards to satisfy the current talent needs.

According to the Outline of the National Medium-and Long-Term Program for Education Reform and Development, the nation is in an urge for a large number of internationalized talents with internationalized

vision, familiar with international protocols and capable of engaging in international business and competition (the State Council, 2010). It needs a systematic education framework to develop students' practice ability in international working environment. It needs to equip students with internationalized knowledge tree as well as international practice experience and professional application experience. During this process, language performs as the basic communication tool. Consequently, it is the corner stone of internationalized talents cultivation to reform foreign language teaching thoroughly.

The Goals of College English Teaching in Engineering Talents Cultivation

Based on the internationalizing developing tendency of engineering education and the increasing need for internationalized talents, the Education Ministry issued new College English Curriculum Requirements. In this document, it is stated, the goals of College English teaching is to develop students' comprehensive practical competence of English, especially listening and speaking abilities, so that they can effectively communicate in English in their future studying, working and social life... Therefore, the functions of College English teaching could be summarized as following aspects: To develop students' applied ability of English and to serve the internationalization of higher education. Successful College English teaching, both General English and English for Specific Purposes, performs as necessary preparation for it.

However, in China, the status quo of College English teaching is rather complicated, though there is an authentic guidance. Since the high school English curriculum and College English curriculum overlaps with each other in some degree, most freshmen of key universities, who possess good English competence, have reached the standard of CET-6 (College English Test Band 6), when they graduate from high schools. On the other hand, the regular colleges and universities cannot hold optimistic views on their students' English competence, since these colleges and universities do not have as good freshmen as the key universities do. Since each university has its own orientation, there exists great difference in talent cultivation goals as well as College English teaching goals. Diversified society enables this variety. (Yin, 2011)

Therefore, the goals of the reformed College English courses can be summarized as: College English is made up of various course modules including Integrated English, Language Skills, Language Application, Literature and Culture, and English for Specific Purposes. The key to College English reform is that the goals, requirements and teaching contents of College English course should vary according to students' majors and current language competence. Following this principle, College English teaching reform shows four main features:

(1) Major-oriented teaching contents: College English courses are designed to match students' majors, which means, students receive GE (General English) and ESP (English for Specific Purposes) education in their freshmen and sophomore year.

(2) Individualized study program: the approaches of "graded dynamic teaching" and "major-oriented teaching content" are carried out together. The teaching contents suit students better from the aspect of language competence and major requirements compared with traditional College English syllabus.

(3) Multi-dimensional resource building: both "multi-dimensional College English course system" and "distributive networking study environment" provides students study resources and instruction in many ways.

(4) Integrated talents cultivation: the College English teaching mode of integrating knowledge, skills,

inner-quality and individuality has been formed and it can train students' foreign language competence and comprehensive cultural quality.

The Implementation of College English Course System in Engineering Education

TOPCARES-CDIO in DNUI

In order to improve the quality of engineering education, many universities have introduced CDIO engineering education framework (Crowley, 2009) into their talent cultivation programs in recent years. Taking "cultivating qualified IT applied talents for the development of economy and industry" as its vision, Dalian Neusoft University of Information (DNUI) proposes the DNUI featured TOPCARES-CDIO (Wen, 2010) applied talents cultivation mode, which is innovated from CDIO, and reflects Neusoft features strongly by taking the characteristics of Chinese education and industry into account.

Integration of College English Teaching and Students' Major Curriculum

DNUI is an ordinary university (one of the second batch of universities) and the majority of its undergraduates are engineering students. The departments that put the course of College English into their curriculums include Computer Science and Technology, Information Technology and Business Administration, Embedded System Engineering and Digital Arts. Before the TOPCARES-CDIO reform, students from different majors take the same College English Course, with neglect of the variety of students' majors. This kind of course design is referred as transverse College English course design. Transverse course design is much easier for English department to administrate and operate teaching process, but it will not satisfy the specific need of each department since each major apparently has its own requirements toward students' English competence. Therefore, it will lead to the waste or loss of teaching resource. In order to coordinate with various departments and achieve better talent cultivation effects, it is necessary for English teachers to change the old transverse College English course design. During the TOPCARES-CDIO reform, we have designed different English course syllabuses for the four main engineering departments of DNUI, as shown in Figure 1.

ESP	ESP for Computer Science	ESP for Business	ESP for Embedded System	ESP for Digital Arts
GE	General English	General English	General English	General English
Dept	Computer Science	Information & Business Administration	Embedded System	Digital Arts

Figure 1. New College English Course Design in DNUI

Modularized College English Course System

During the process of designing syllabus, GE is the prime part that is taken into consideration, which is due to the poor English competence of students of DNUI, when they entering this university. Only when stu-

dents possess stable English foundation, it is possible for them to further their English study in English for Specific Purpose (ESP) and English for Culture and Humanity (ECH). Therefore, college English course is divided into three modules: GE, ESP, and ECH, as shown in Figure 2. Students will take the GE and ESP modules in their freshmen and sophomore years as compulsory courses in success, while ECH module is offered as optional courses during the four college years. Students can choose courses according to their own preferences.

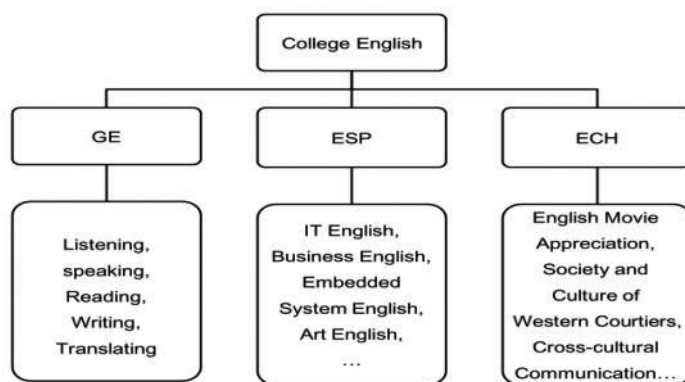


Figure 2. Three Modules of College English Course in DNUI

Module of General English

In DNUI, freshmen will take grading exam when they start their college education. According to their grading exam scores, students will be assigned to Level A and Level B classes, where they will receive General English education for two to three semesters. Level A classes and Level B classes have different starting points and teaching contents that are specially designed to meet the students' need and language acquisition capabilities. General English Module is aimed to help students solve all the basic study obstacles in English so that students can possess the abilities of communicating, obtaining information and operating information in English in daily and social life. GE is to establish a solid foundation for future ESP education.

Module of English for Specific Purposes

In DNUI's College English program, the module of ESP mainly refers to professional English, such as IT English, Business English, Embedded System English and Art Design English. In the third or fourth semester, students will be offered different professional English courses corresponding to their specific majors. ESP courses aim to make students grasp the vocabulary, syntax, genre, and communicating and expressing skills related to their majors. Furthermore, it is also a preparation stage for the bilingual major courses taught in junior or senior years.

Based on the reform practice in DNUI, we are justified to believe ESP is the new appropriate developing direction of College English teaching in the new era. Wilkins (1976) has stated that students, who have received ESP education, can achieve more successful and efficient performance in communication in their professional range compared with students who receive GE training only. Literature review also shows that many English Education scholars in China, including Xu Guozhang, Liu Runqing, Cheng Yumin, Zhang Zhenbang and Qin Xiubai, believe that students should receive ESP or professional English training after they complete General English learning. Universities in other countries and territories also take ESP into

their College English program, such as USA, Great Britain, Hong Kong, Japan, Taiwan, Greece, Russia, and Romania. (Cai & Liao, 2011)

Module of English Courses of the Humanities

The module of English Courses of the Humanities consists of The Society and Culture of Western Countries, English Movie Appreciation, Cross-Cultural Communication, Selective Articles Reading of Newspapers and Magazines and so on. ECH is similar to CBI (Content Based Instruction) and the latter is an important learning method of the second language acquisition (Brinton, Snow, & Wesche, 1989). Both ECH and CBI are effective English learning methods based on content instruction and can meet the interests and needs of various students. ECH module can help students to improve their language and culture qualities during the process of extensive English learning. Taking the talent cultivation orientation and students' English competence into account, the module of ECH is listed as optional courses instead of compulsory courses in DNUI. Students are free to choose any course of ECH module during their college education, out of personal interest and needs. Furthermore, there is a distinction between ECH module and the newly growing ELE module. ELE might achieve good teaching effects in some key universities, for students there have already obtained excellent English competence, but its effects are not universal. Consequently, we do not include ELE module into the College English program of DNUI.

The Conversion and Development of College English Teachers

Knowledge Structure and Confidence

Since 2010, scholars of College English teaching have begun to discuss on whether College English teachers is capable to teach ESP courses and whether they should engage themselves in ESP teaching. Some teachers and scholars who hold the traditional ideas believe that College English teachers are not able to and should not take the task of ESP teaching. They insist that College English teachers should focus on ELE teaching. For instance, College English teachers can contribute themselves to the teaching of British and American Literature, and Culture. While ESP courses should be taught by teachers of other majors (Yin & Yan, 2011). But it is worthy of notice that ESP courses still belong to the category of language education in essence, though they requires teachers possess some interdisciplinary knowledge. ESP courses are transitional courses connecting General English courses and bilingual courses (the major courses taught in English) (Cai, 2004). The purpose of ESP courses is to help students get familiar with professional terms, syntax structure, and context feature, which will help students get ready for the coming bilingual courses and future career in foreign language environment. ESP courses and bilingual courses have different focuses for the previous emphasize on language learning and should be taught by English teachers; while the latter one emphasize on professional knowledge and should be taught by other department (Huang, 2011). Therefore, College English teachers should build up their own confidence that they can and they should shoulder the responsibility of ESP courses teaching.

Cooperation between College English Teachers and Corresponding Major Teachers

In order to better serve the talent cultivation of corresponding majors, and realize better matching between College English syllabus and curriculums of each major, the English department of DNUI has estab-

lished four teaching units. Each teaching unit is to match one of the four main engineering departments of DNUI and they are College English teaching unit for Computer Science Department, College English Teaching Unit for Information and Business Administration Department, College English Teaching Unit for Embedded System Department, and College English Teaching Unit for Digital Arts Department. Each teaching unit is responsible for the General English and ESP courses teaching of its corresponding department.

Three reasons justify the English Department of DNUI to establish teaching units according to the corresponding departments:

(1) It will help College English teachers identify their research direction during the process of College English course construction, especially the construction of ESP courses.

(2) By establishing specific teaching unit for each corresponding department, English teachers can have better communication with teachers from other departments and teachers from two departments can even cooperate to build up English courses, especially the ESP courses.

(3) It will help to build more and more abundant teaching resources since the division of ESP shows great variety.

Transition from College English Teaching to Bilingual Teaching

As mentioned above, the goals of College English teaching is to train students to obtain comprehensive practical English competence and prepare them for bilingual major courses study and future international professional communication. The core difference between ESP courses and bilingual courses lies in that students learn professional knowledge in English environment in bilingual courses while they learn language skills in professional context in ESP courses. (Zhou & Ding, 2012)

At DNUI, we have seen joint efforts, made by both the English Teachers and the corresponding major teachers, to accelerate the transition from College English teaching to bilingual teaching. General English is the foundation, which makes students capable of daily communication in English; ESP is a bridge between General English teaching and bilingual teaching, which prepares students for professional study in English environment. Bilingual courses, taking English as a tool, make students have access to the most advanced professional knowledge and improve students' practical English skills within professional communication environment. GE, ESP and bilingual courses make up a complete path of College English teaching at DNUI and enable engineering graduates to communicate smoothly in foreign language in their future career, as shown in Figure 3.

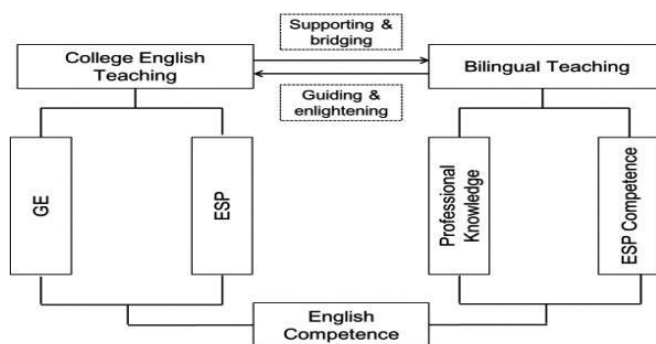


Figure 3. Supporting and Bridge

New Course Assessment Method

The core index to evaluate a course's teaching effect is to examine students' study effects, which are influenced by three factors directly: teaching (how teachers teach the lessons), studying (how students learn and practice what the teachers have taught) and managing (teaching management and students management). Under the guidance of TOPCARES-CDIO, we have worked out a set of three-factor-relevance course assessment system. In DNUI, we apply two online test systems (CASEC and iTest) as assessment tools to record students' scores. Students will take the two tests both at the beginning and the end of each semester. By recording the mean and changing tendency, teachers can get a clear idea on how each student has mastered what he learnt in class and every progress he has made. The English department will evaluate students' studying effect, teachers' teaching effects and tutors' student management effect according to these data. Excellent students, teachers and student counselors who rank as top 20%, will receive awards and enjoy priority in professional title promotion. The new course assessment method is of great help to analyze the obstacles in the way of both teachers and students. At the same time, it also helps to combine the resources from students, teachers and tutors. These three parties will cooperate in order to achieve better score.

Teaching Effects

In the past five years, DNUI reformed its college English curriculum, carried it out, and achieved persuading effects, which could be analyzed in the following aspects: Students' English Proficiency when they were enrolled: As shown in the following Figure 4, there is a sharp decrease in students' English scores of entrance exams from 2006 to 2014. In 2014, the mean score of entrance exam has fallen to the bottom of 87 out of 150 as full marks, which brings more difficulty to college English education. The CASEC exam score has further proved this situation.

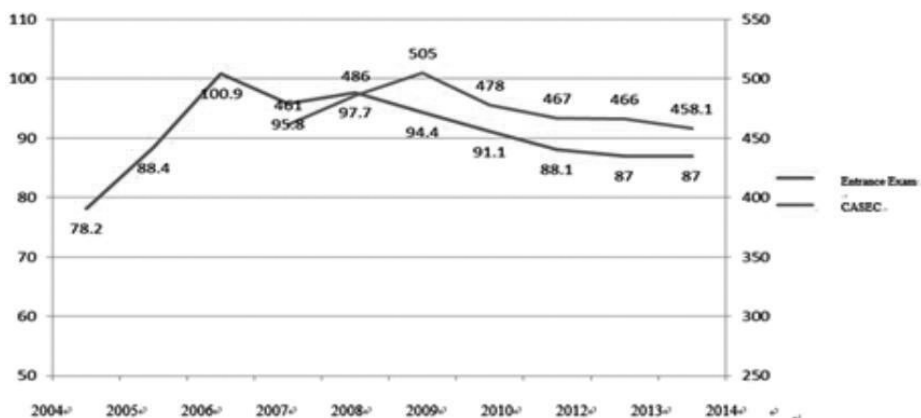


Figure 4. Students' English Scores of Entrance Exams

Students' Performance: Though students' decreasing English proficiency added more difficulty into college English instruction, within the new college English framework, teachers in DNUI managed to guide students make apparent achievements in both CET-4 and competitions. Figure 5 is a line chart of CET-4 passing rate increment of graduates until now. Apparently, the CET-4 passing rate of students enrolled from 2006 to 2008 lingered around, before the reform of college English curriculum. On the other hand, the CET-4 passing rate has shown a sharp increase of more than 20% since then. There is a rather sharp comparison

between the declining entrance exam score and the CET-4 passing rate increment, which performs as a sound proof of good effect of DNUI's college English curriculum reform under the guidance of TOPCARES-CDIO principle.

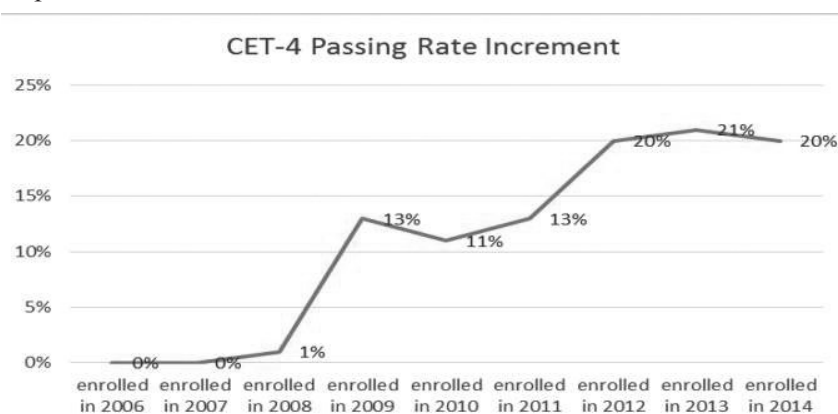


Figure 5. CET-4 Passing Rate Increment

In addition to an average increment of language capacity test, DNUI elite students also turn in a satisfying performance in various competition. Up till now, DNUI students have won more than 20 scores of national, provincial prizes in contests, including: 21st Century Speech Contest, FLTRP Cup National English Speaking Contest, 21st Century Writing Contest, 21st Century News Reading Contest, National Interpretation Contest and so on.

Teacher's Academic Research: With the process of college English curriculum reform, English teachers of DNUI also tried to made relevant researches to give more theoretical support and practical data analysis to the undergoing reform. Their knowledge structure and teaching concept have changed a lot. In recent 5 years, English teachers have compiled 12 textbooks, four of which are selected as 12th five year planning textbooks and one is awarded the provincial high-quality textbook; published nearly one hundred academic papers and applied more than 20 research projects successfully. With all the teachers' effort, College English and IT English were awarded the provincial high-quality courses and Applied English for the IT Industry became one of the provincial Resource -Sharing Course.

Conclusion

College English teaching has experienced several reforms along with the development of society and economy of China. Now, it is entering a new developing stage: to reform the College English syllabus according to the needs of corresponding majors and industries. We believe that the combination of GE and ESP represent the future tendency of College English teaching. Moreover, this combination proves the "integration" principle emphasized by TOPCARES-CDIO education mode. The previous one is the latest language teaching theory while the latter one is the innovative engineering education mode. These two approaches work well together and show the harmonious integration of engineering education and humanity education. This harmonious development also makes us more confident in implementing the College English teaching reform in engineering education. Based on this confidence, we carried out a series of reform in the past two years. By tentative exploration, we have achieved certain effects. Meanwhile, we also have realized the difficulties and challenges coming along with the reform and innovation. College English teach-

ing reform under the TOPCARES-CDIO mode is a bold trial. This task will be a long-term and tough one. We will not make it without the cooperation and support from college English teachers, teaching unit administrators, teachers from corresponding departments, university administrators and the society.

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What can Teaching of British Literature Core Course Contribute to Cultivating English Major Inter-disciplinary Talent?

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[Abstract] *The revised version of National Standards for cultivation English Major students have come to publication in tune with the current commercial demand from the whole nation. Targeting at the inter-disciplinary talent cultivation which requires the fundamental English language skills, cross-culture awareness and broad range of western culture knowledge, the sense of Chinese Nativeness, critical thinking and certain ability in academic research, the Exploration of British Literature Core Course in view of nurturing the above mentioned capabilities is a necessity. Also, a series of related instruction approaches have been discussed in order to obtain highly efficient instruction methodologies and approaches.*

[Key words] *British Literature Core Course, English Major, Inter-disciplinary Talent, Cross Culture Awareness, Chinese Nativeness*

Introduction

Currently, with China's speedy development, a larger number of inter-disciplinary talents are in great demand in order to satisfy the fast updating needs from many commercial disciplines and industrial fields that are of vital importance. Naturally, the urgent need for highly qualified inter-disciplinary talents of English major is out of no exception, since if they are capable of catering to the ever increasing need of the constantly changeable circumstances, they will contribute to and benefit the society eventually, thus proving once again the effectiveness of higher education to the point.

Therefore, one preliminary condition we as educators need to reach is to comprehend what the essential qualities are generally concurred to be possessed by the inter-disciplinary talents. Luckily, the revised version of National Standards (NS) has been successively made out, clarifying the core concepts concerned and requirements for the inter-disciplinary talent cultivation. The revised NS describes the specific qualities that the ideal talents need to possess in view of English language acquisition, that is, the language knowledge,

the language skills and comprehensive quality. It expounds that while preparing English major students with sound fundamental training in order to equip them with profound English knowledge, the educators are supposed to cultivate their English skills in the essential aspects, including listening, speaking, reading, writing and translation. Further, in terms of students' quality, it holds the targets of nurturing students with the inter-disciplinary and international knowledge, summarized as the cross-culture capability. Also, China mood and the sense of native consciousness are the two essential qualities embedded at the bottom of students' heart and the critical thinking as well as the research ability are the two indispensable necessary factors for inter-disciplinary talent.

Taking those targets for inter-disciplinary talent training into consideration, we can observe that the instruction of British literature course can play a particular role in realizing those aims. The intensive reading of literary texts (poetry, prose, novel, drama) requires students to concentrate on grasping new vocabularies and words, analyzing complex sentence patterns, understanding and comprehending paragraphs and whole texts, which offers students precious opportunities to grasp fundamental knowledge. Also, British literature is embedded in its own native land, which features typical British characteristics in view of culture and customs of its own and other adjacent or far European countries like dressings, manners, customs, settings and environments as well as atmosphere, which presents a vivid and genuine arena for students to get into touch with the original cuisine to feast the eager students. Also, some elements existing in the texts that are more or less directly or indirectly connected with China are to be picked up and summarized, studied, pondered and discussed in detail, aiming to allow students to be aware of such depictions and enhance the critical taste and cultivation of their sense of Chinese nativeness.

Fundamental Language Skill Training and Cultivation

While some educators and critics may hold the idea that, other than literary texts, any other forms of text may well educate students as readers to some extent in view of training their basic English abilities, no matter they are descriptive composition or academic papers. Instead of denying such a view, I applaud for their penetrative perspective on sufficiently digesting, chewing and absorbing the nutrients from non-literary writing. However, literary text can do more. One point in case is that literary text cannot only fulfill such purpose, but also enrich students' knowledge in creative wording and phrasing, which cannot be obtained through other ways.

For instance, the concise arrangement of words in rhythm in any poems of English literature father-Chaucer, Spencer, Shakespeare, English Romantic forefathers and two generations, as well as modernism enable students to feel the musical features of English words like stress and intonation, thus ultimately benefiting them in their oral expression and written composition. For instance, Gillian Lazar's interpretation of "Tyger" by William Blake instruction is a good example in case (Lazar, 1996, pp. 773-776). In the article, the author expounds the multiple meanings of the word "frame".

Also, any writer features themselves with certain type or types of writing style that necessarily influence students while they appreciate the literary works. Take Wilkie Collins, the father of 19th century sensation novel as an example. Through carefully reading of his novels, we can see he is good at writing in repetition in order to convey certain clues for readers to comprehend the narrator's critical attitudes towards the depicted issues. For example, while depicting the situation when Mr Hartright first met Miss Fairlie, Collins

writes “In short, she is an angel; and I am-Try some of that marmalade, Mr Hartright, and finish the sentence, in the name of female propriety, for yourself” (Collins, 1974, p. 61). Through such depiction, we can see that Collins tries to stresses on the class distinction between the two.

Cultivation of Cross Culture Awareness and International Horizon

When taking British Literature Core Course, English major students get to know British culture as well as culture of European countries and of other related areas as well. Firstly, students can obtain an opportunity to explore British history in general. Shakespeare’s historical dramas present eventful periods full of power struggling and usurping, aggressive invading and brutal oppressing, temporary peace and everlasting battles as well as wars. While depicting those kings, master Shakespeare exposes human nature to us readers. Romantic farmer’s poet Robert Burns presents his ardent love for high lands and his passionate patriotism towards his country. P. B. Shelley calls out his hope for liberty of the suppressed, especially his declaration for self liberation of Scottish people. Wilkie Collins is apt at depicting the western culture, especially the confrontation between Britain and other European countries. He portrays the innocent newly rising middle class representative, Hartright, the painter and the admiration for as well as assimilation with Britain of the Italian professor in *The Woman in White*. However, in contrast with the former, Fosco, another hostile Italian, expresses his disgusting feelings towards British seemingly hypocritical manners.

Also, western humanistic thoughts can be obtained from reading and appreciating the classics. Chaucer’s amazingly depicting the Wife of Bath even in ironic tone expounds democratic spirit, humanistic attitude and presents his respect for female. John Milton takes the religious allegory of Adam and Eve to express his yearning for liberation of human beings and revolting against God. In contrast, Bunyan writes an allegory to lead mortal people closer to the immortal. While William Blake speculates philosophical thoughts through embracing the religious theme into his etching, William Wordsworth immerses himself into nature for pondering the subjective reflection over nature. Slightly different, Coleridge meditates the myth of universe in his imagination, though John Keats creates his imaginative world through the negative capability.

Cultivation of Critical Thinking

While the foundation of fundamental skills have been established and the British and European cultures have been introduced to students, then the task of cultivation of critical thinking is staged. According to Oxford Dictionary, “critical” refers to “involving or exercising careful judgement or observation; nice, exact, accurate, precise,etc” (Murray, et al., 1961, p. 1180). Specifically, critical thinking consists of a series of abilities, mainly including analyzing, comparing and contrasting as well as summarizing. In view of its notion, the instruction focus is stressed on cultivation of the abilities mentioned above.

In view of analysis, we can see that literary intensive reading can help students build their analytical capability. No matter read poetry, drama, prose or novels, students need to be adapted to the genre and read between lines to explore the embedded themes. Auden’s poems roll down the indifference in modern people’s inner mind. However, instead of solely criticizing such a numbing atmosphere, students need to explore Auden’s humanistic care for people as a whole. Shakespeare’s drama presents human nature sufficiently. No matter jealousy in *Macbeth* or racial discrimination in *The Merchant of Venice* deserve students’ careful

digesting and chewing.

With regards to the capability of comparing and contrasting, one good example in case is the working class literature. Such genre, according to Nickolas Coles, there exists a great distinction in motivation for writing. Coles claims that “we can then distinguish working-class literature from literature about working-class life written by outsiders, whether they can be called sympathetic observers, like the British ‘industrial’ novelists, or committed partisans of the working-class cause, like many ‘proletarian’ writers of the Thirties” (Coles, 1986, p. 668). Therefore, while appreciating such works, students need to contrast and compare the similarities and distinctions between the two types.

As for summarizing ability building, British literature means much in terms of cultivation by requiring students to pick up important factors and issues and summarize the pinpoints after collecting and categorizing related elements. For example, while teachers guide students to grasp a diachronic development of literary history, students need to put those numerous and complicated figures, works, themes, characters, plots, and thoughts back into history in quite a logical and reasonable way.

China Mood and Native Sense

While teachers lead students to taste and absorb literary marrow, the sense of nurturing students’ Chinese nativeness cannot be ignored or given less importance to. Bearing in mind such intention, teachers are supposed to guide students to pay special attention to depicted and shaped Chinese figures.

There are always some typical cases that need particular, rational analysis. Some of Chinese people are portrayed to be selfish, shrewd, brutal and stupid, which poses certain twisted, if not all, and need to be corrected after careful study. Also, motivation behind for such a dramatic writing deserves our in-depth consideration, partially due to limit communication and comprehending, partially due to the first twisted reflection that has been thoroughly expatiated in Edward Said masterpieces.

Also, another perspective probably designates clearly the role that we as Chinese scholars focusing on British Literature play is taking on the comparative literature. Literary works, once created, does not only belong to the writer or the nation solely, but comes into the view of the world, waiting to be tested and appreciated again and again. Therefore, there is always the mutual influence and the interactive impact that cannot and should not be neglected or disregarded. For example, in view of British Romanticism and Chinese new poetry writing in the case of Zhu Xiang and John Keats, we cannot only focus on the influence on the former from the latter, but also stress the transcendence that the former achieved over the latter.

Suggestive Approaches and Methodologies

While we have clarified the main part the British Literature Core Course can play, we then naturally turn to the practical instruction perspective to explore the effective approaches and methodologies that we can adopt and implement in conveying the literature contents. Teachers are supposed to sufficiently mobilize any methods that can guarantee the effectiveness of cultivating inter-disciplinary talent like presentation, debate, speech, translation, research paper writing, etc. Those approaches all together will benefit students’ five fundamental skills without any doubt, and also can intensify certain ability in particular.

Oral forms, consisting of presentation, debate and speech will mobilize students ability in comprehending the contents, summarizing ideas and presenting critical comments. Further, if presentation and debate

stresses more on expressing your own ideas, while debate does well in enhancing students ability in comparison and contrast. For example, while during the discussion of Shakespeare's attitude towards Jewish Merchant, that is, whether he shows certain sympathetic and compassionate attitudes towards Jewish race, or he mocks and humiliates the merchant in order to gain royal favor, a debate will fit into the whole instruction. If it is possible, students can also rehearse the climax or classic scenes to understand this part in depth, and if possible, to add their own understanding into it through the adaption with the original.

Translation instruction belongs to the higher level approach, which all-around mobilizes students' learning motivation and trains students' mastering in inter-cross culture capability and a drill for their translation strategies. For example, when we face with some allusive names like Utopia, Romeo and Solomon, then the strategies of domestication and foreignization need to be considered. Actually, composing academic papers and even reaching the level of publication constitutes one of the higher level capabilities. It consists of several key steps, including choosing a topic, designing a framework, writing out an abstract, pinpointing the key words, reading closely related reference materials, etc. Thus the revising and reviewing paper also consumes the author's patience and energy. However, it cannot be denied that writing the academic paper can enrich students experience in the aspect of academic research and concentrate a chance to train their related ability.

Last but not least, besides focusing on the practical and concrete instructional strategies and approaches in British Literature Core Course, some creative methods deserve trying and then certain lessons and experience can be drawn from them. One approach is the situational teaching, which aims to recreate a similar situation or context for students to be familiar with the genuine condition. As for appreciating Wordsworth poems, teachers can take students out and sit circularly on campus grass or garden feel the existence of nature. Also, teachers can make the best use of resources online to collect materials of targeting poet or author. In view of this approach, if the teacher has focused on British Literature for a long time, then showcasing one's own collection must be one of the direct and easy way out. However, not many traveling and collecting does not mean you have no access to the original resources, for Diana Macintyre Deluca has summarized the specific British museums that can provide online and delivery service. (Deluca, 1983, 28-32).

Similarly, some organizations and institutes also offer the video and pictures of some rare seen exhibits and belonging.

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A Review of Genre-based Instruction in Academic Writing in China

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[Abstract] *The paper intends to give an overview of the applications and implications of Genre-based Instruction (GBI) in China's pedagogical practices in regard to academic writing since 1990s. It is suggested that the application of GBI is promising in the pedagogical practices of academic writing; however, more studies, especially those empirical ones teasing out differences between disciplines, paradigms and languages, should be carried out to confirm its effectiveness.*

[Keywords] *Genre-based Instruction; applications; implications, academic writing*

Introduction

Genre-based instruction (GBI), also known as text-based approach, is generally product-oriented, with identifying the types of texts that learners are expected to master and produce as the starting point. This contextual approach, developed vigorously since the late 1980s and beyond, is thus seen as a pedagogical response to counterbalance the dominance of the process approach and learner-centered classrooms which was criticized by some Australian scholars (e.g. J. Martin and F. Christie) to disfavor language minority students (Johns, 2002). GBI has been widely used in schools at different levels (primary, secondary and tertiary) and in diverse countries including Singapore, Australia, south Africa, UK, USA, Italy and China (Derewianka, 2003). For example, Singapore's 2002 syllabus for primary and secondary schools and *Certificate in Spoken and Written English* (CSWE), the most widely used syllabus for adult L2 learners in Australia both formed their framework on GBI (Richards, 2005). Its great popularity in classroom teaching, syllabus design and curriculum development merits our special attention. Since 1990s, interest in GBI has extended into the field of academic writing (Swales, 1990) and China has also seen an increment of published works on the use of GBI in academic writing in this most recent decade (Sun & Wang, 2015; Xu, 2015). This paper intends to investigate how the GBI approach has been understood by the researchers in the community of academic writing and how these traditions of GBI have been applied to and evaluated in the EFL learning environment of China.

Three Traditions in GBI

Introduced into the English for Specific Purpose (ESP) literature in 1981 (Paltridge, 2001), genre has been a topic of contention due to the controversy in the theoretical foci of different approaches to genre analysis, namely, ESP, the New Rhetoric studies and the Systemic Functional Linguistics (SFL) (also known as

the Sydney School) (Hyon, 1996). These traditions generally value the importance of contexts in which language is used and they are all concerned with ways to help students to achieve their particular goals through language use (Hammond & Derewianka, 2001). Their major differences result from their responses to two important questions: a) Should language features or contextual situation be foregrounded? b) Are genres static to be captured and taught or dynamic and elusive? Advocates of the New Rhetoric work take *genre* as dynamic and evolving social actions (Miller, 1984) and they are generally skeptical about explicit teaching of the genre approach. In contrast, ESP and systemic linguistics theorists generally agree on explicit teaching of linguistic features and the latter who have probably been ‘most successful in applying genre theory and research to pedagogy’ (Johns, 2002, p. 5) share with the New Rhetoric perspective an emphasis over relations between text and context. Derewianka (2003) hence argues that the SFL work, strikes a balance between the two foci, namely, the genres themselves (focus of the ESP group) and the social context (focus of the New Rhetoric group). It is out of this concern that the principles and practices of the genre approach from the perspective of systemic linguistics are more widely adopted in the research literature of academic writing.

What is common to all versions of the genre construct is their view of language. Genre theorists generally share a belief that language is functional and language use is purposeful. This view of language focuses on two things: one, the relation between language and contexts in which it occurs and the other, text-level study to identify recurring and recognizable patterns of language use (Hammond & Derewianka, 2001). According to Halliday (1994), language is a social semiotic system for meaning-making, which is inseparable from and systemically linked to the social and cultural contexts in which it is used. To deal with the complexity of the context, SFL theorists examine it at two levels, the “context of culture” (culture-specific ways of behaving or genres) and the “context of situation” (situation-specific variables to produce a particular genre). The latter can be examined through a trinocular conception consisting of *field* (ideational resources), *tenor* (interpersonal resources) and *mode* (textual resources). *Genre* as “a staged goal-oriented social process” is at a higher level that coordinates these resources because different genres employ different resources to fulfill different purposes (Martin, 2009, p. 13). The other focus on “whole texts” draws on the view of genres as “a staged process”, which involves structural moves and steps to achieve both macro- and micro-goals. A good example is Swales’ (1990) Create a Research Space (CARS) model in the area of ESP. In the functional model, language is examined through three layers, discourse semantics (texts), lexico grammar (words and structure) and phonology/graphology (sound or writing), which interact with the aspects of register (*field, tenor, and mode*). In sum, the functional model of language maps out all the elements of language and shows how they function and interact with each other in the system of meaning-making. Within this model, it is possible for teachers to select relevant language contents for explicit teaching that addresses different aspects of language.

According to Paltridge (2001, p. 40), the theory of learning that underlies GBI is “more explicitly stated” in SFL discussions than those of ESP work. GBI generally draws heavily on Vygotsky’s view of language learning as social activity and the construct of *scaffolding*. Vygotsky argues that language develops primarily through social interaction and within a supportive environment; children can progress from the actual level to a higher level of knowledge and performance. The distance between the two levels is termed as Zone of Proximal Development (ZPD) and learning occurs in learner’s ZPD with assistance (scaffolding)

from adults or more capable peers (VanPatten & Williams, 2007). This gradual approximation also involves the other two key ideas in Vygotsky's sociocultural theory, namely, *imitation* (at the interpersonal level) and *internalization* (at the intrapersonal level). Based on Vygotsky's notions, the systemic genre approach formulates its teaching/learning cycle which starts by teacher-scaffolded activities including contextualization, modeling (i.e. imitation practice) and joint construction and moves towards students' independent construction (i.e. internalization through collaboration) (Feez, 1998; Hammond, 1992). Such a cycle is also drawn on in ESP classrooms where models are provided (Paltridge, 2001).

Another theory that both ESP and systemic genre work draw on is Bernstein's proposal of "visible pedagogy" in which the goals and assessment criteria are always explicitly stated (Bernstein, 1990, p. 70). As mentioned earlier, systemic genre approach is critical of the process approach and learner-centered classrooms where students are generally unaware of "what is expected of them in terms of language learning" (Feez, 1998, p. 25). So ESP and systemic genre analysts advocate explicit teaching of linguistic features, making "what is expected" visible. Though skeptical about explicit teaching of language features, the New Rhetoric work has not ignored "explicit teaching" of the complexity of social and cultural contexts in which language occurs (Freedman & Medway, 1994).

Applications of GBI in Academic Writing in China

The view of language as social activity held by all genre approach theorists denotes a common goal in their teaching practices, that is, to help learners to use genres to achieve particular communicative goals by incorporating linguistic and situational aspects of language (Paltridge, 2001). Little has been done in regard to the New Rhetoric School in China's literature of the teaching of academic writing, where the mainstream follows SFL genre approach (Han & Qin, 2000; He, 2015; Hu, 2010; Xu, 2015). Research on the academic writing in China generally focuses on the generic structure and linguistic features of sections (e.g. abstracts, introductions, literature reviews, discussions and conclusions) in journal articles, graduation papers and theses for MA and Ph.D. students (Sun & Wang, 2015; Xu, 2015). In line with this research focus, the teaching practices of academic writing also show an intense interest in the use of GBI for learning how to write sections of an academic paper.

More specifically, the classroom teaching of university writing, either adopts Feez's (1998) five-stage model (Sun & Wang, 2015) or Swales' (1990, 2004) CARS model, which are both based on the SFL genre approach. Each stage of Feez's model, namely, building the context, modeling and deconstructing the text, joint construction of the text, independent construction of the text, and linking to related texts, aims to achieve a different purpose through various activities. It is possible to enter the cycle at any point, for example, if students have been familiar with the context in which the model text is used, they could skip the first stage. Teachers can intervene or scaffold at any point when needed. Han and Hou (2012) gave a detailed demonstration of how Feez's model can be applied to postgraduates' writing class with an attempt to enhance their academic writing abilities. However, they did not report on the results of their application. Researchers like Flowerdew (1993) and Badger and White (2000) all argue for a complementary role between process and product approaches to genre-based teaching. So the cycle may allow students to go back to early stages for review or revision. A more recent empirical study (Huang, Zhou, & Wang, 2016) shows positive effects of GBI on teaching the writing of literature reviews and also sets up a six-stage model adapted

from the previous models (e.g. Swalesian CARS model). Their intervention study and questionnaires confirm the great advantages of GBI, for example, empowering the students with generic knowledge, improving teaching efficiency by direct guidance and scaffolding when it is needed, and making the writing norms more explicit for learners, as well as enhancing learner confidence and agency.

Xu, Guo and Xu (2007) strongly advocate the necessity of GBI in the pedagogical practices of academic writing after conducting a textual investigation of the macro-structure of the introduction sections of 80 MA theses produced by students of English majors in China's six northeastern universities. Their call is widely echoed by researchers such as Han (2012) and Wu and Cui (2016).

Implications and Conclusion

The genre-based approach may run the risk of being repetitive and boring due to the five-stage teaching/learning cycle, which presents a challenge for teachers who need to use the format flexibly, identify appropriate objectives and design activities in accordance with contextual variations.

However, benefits of the genre-based approach are numerous. It provides efficient ways of responding to recurring social situations and allows novice users to gain what some researchers call "generic power", the ability to exploit, innovate and manipulate generic conventions (Bhatia, 1997, p. 362) or "the power to anticipate elements in a predictable sequence in a communicative event" (Chew, 1997, p. 396). Genre teaching may further increase the value of learners' "cultural capital" (Bourdieu, 1986) as genre conventions can be symbolic of cultural power and status that privilege certain discourse community. Explicit teaching of genre knowledge not only allows learners to achieve a social purpose in the socially and culturally expected ways but also makes them more powerful participants in social interactions. Although the genre-based approach is strongly criticized for repressing personal expression and critical thinking (Luke, 1996), Hammond and Mackin-Horarick (1999, p. 531) argue that "learning about genres does not preclude critical analysis but, rather, that control of the linguistic resources associated with the study of genres provides a necessary basis for analysis and critique of texts".

Studies on the applications of GBI in academic writing in China mainly focus on the individual sections, for example, introductions and literature reviews, of the research papers or graduation writing. Most of studies observe the discrepancy of Chinese students' writing in the schematic structure in comparison to the classic Swales' CARS model (Xu, 2015). There are also studies on linguistic features, including those on connectives, reporting verbs, shell nouns, and stance markers. Usually differences in the use of these linguistic devices are clearly identified, but measures to deal with the problems are inconclusive as there are insufficient empirical studies to verify the effectiveness of them. Overall, the application of GBI is definitely promising in the pedagogical practices of academic writing, which is corroborated by the aforementioned studies; however, more empirical, cross-discipline, cross-paradigm and cross-linguistic studies, exploring what Hyland (2002) calls "specificity", are to be vigorously promoted.

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A Review on the Development of AES Systems in China and Abroad

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[Abstract] *This study reviews the development of AES systems both in China and Abroad. It firstly introduces the systems developed by the United States like PEG, IEA, E-rater and Intellinetric, analyzing the technologies they use and summarizing their features and shortcomings. Then the study presents its growth in China. EEE1.0, TRP and Pigai.org have been applied in classroom instructions and proved to be reliable by some research. However, the study shows that the agreement between the computers and human raters remains to improve and the feedback is expected to cover more details and more dimensions and features.*

[Keywords] *AES system, development, implications*

Introduction

Writing proficiency has received more and more attention from ESL researchers and teachers. They realized that formative assessment on essays is the key for students to learn and improve their performance in writing (Ellery, 2008; Wang, Shang, & Briody, 2013). In formative assessment, the instructor will give an analytic comment and a detailed listing of the writers' strengths and weaknesses as well as suggestions and tips on revision, rather than only give a holistic score, to allow them acquire writing strategies and skills. Barker (2011) further points out that the feedback will have a better performance when being given immediately after completion of the writing tasks. However, since written feedback is time-consuming and laborious, and the teacher/students ratio in EFL classes is usually pretty high, immediate and prompt feedback is hardly available. Furthermore, human raters are often doubted in subjectivity and fairness. Therefore, the idea of introducing AES systems may be a possible solution for language teachers (Warschauer & Grimes, 2008). The recent development and application of information communication technology (ICT), NLP (natural language processing) and IR (information retrieval) make it possible to emerge. 1990s saw the rapid growth and improvement of AES systems. They can relieve teachers from heavy workload as providing both a holistic score and immediate formative assessments involving in comments and revision suggestions on the aspects such as vocabulary, grammar, and contents. This study will introduce the major development of AES systems and their application in English writing classes in China.

Development of AES Systems Abroad

With technological advancement, the expansion of internet use and the great development of natural language processing (NLP), automated essay scoring (ASE) systems have exerted an increasing influence on writing instruction. AES, since it was born, experienced three phases so far. The first phase began from 1960s, when Project Essay Grade (PEG) - the first AES system was created in 1966 by Ellis Page from University of Duke. In the second phase of 1990s, NLP-based E-rater (Electronic Essay Rater, AI (artificial intelligence)-based Intellimetri and LST (latent semantic technology)-based IEA subsequently emerged. The third phase starting from the year of 2000 saw the rise of automated essay scoring systems which are derived from the above systems, such as Criterion, My Access, Holt Online Essay Scoring, and Writing Roadmap. They can provide automated scoring, personalized feedback comments and writing assistance. This study will introduce a few representative systems. Table 1 shows their major features.

Table 1. Comparison of major AES systems (Warschauer & Ware, 2006)

Company	Software Engine	Evaluation Mechanism	Commercial Product	Scoring	Feedback
Vantage learning	Intellimetric	Artificial Intelligence	My Access	Holistic and component scoring	Limited individualized feedback
ETS	E-rater and Critique	Natural language processing	Criterion	Single holistic score	Wide range of individualized feedback
Pearson Knowledge Technologies	Intelligent Essay Assessor	Latent semantic analysis	Holt Online Essay Scoring	Holistic and component scoring	Limited individualized feedback

PEG

PEG, devised by Ellis Page in 1966, was the first one of its kind. Aiming at improving the objectivity and efficiency of large-scale tests, it uses proxy measures to determine scores of the essays (Page, 2003; Rudner & Gagne, 2001). The proxies include the features like the essay length, sentence length, and vocabulary types. PEG assesses essays completely based on the surface features without any consideration on the content (Valenti, Neri, & Cucchiarelli, 2003). As a result, it was criticized for failing to cover content features. Kukich (2000) pointed out that the system was unable to give students instructional feedback. Another problem is that students probably cheat the system to gain a high score by writing long essays with complicate words, which, however, are nothing coherent in content. Later, PEG was modified and the latest version is claimed to be much more reliable ($R=0.877$) (Valenti et al., 2003).

IEA

IEA, developed by Pearson Knowledge Analysis Technology in late 1990s, uses Latent Semantic Analysis technique to assess essays (Hearst, 2000). Latent Semantic Analysis (LSA) is a scoring technique which assumes that “there is a hidden semantic space in each text which is the accumulation of all words meaning’ (Dikli, 2006). With the application of matrix, unique words are extracted and associated with its importance through frequency count. Latent semantic analysis is a Vector Space Model (VSM), able to filter interference information and extract latent semantic structure (Chung & O’Neil, 1997). In addition, with LSA, IEA is able to detect plagiarism by comparing the similarities between essays. The only shortcoming about this technique is that it cannot represent the actual knowledge of the students as words order, syntax, logic & other information are being ignored (Landauer, Laham, & Foltz, 2001). Therefore, this method is more relevant for expository factual writing. The reports from Dikli (2006) and Landauer et al (2000) show in this system $R=0.85$, indicating a high agreement with human rating.

E-rater

In 1990s, based on Natural Language Processing (NLP) and a corpus of learner actual language, US Education Testing Service (ETS) created another revolutionary grading tool – E-rater. It originally aimed at assessing the essays of GMAT (Graduate Management Admission Test) (Burstein et al., 1998). It came into service in 1999 to assess GMAT essays and TOEFL (Test of English as a Foreign Language) essays in 2005. E-rater assesses essays based on three important factors, i.e., three modules (Burstein, Marcu, Andreyev, & Chodorow, 2001). The first module is discourse structure analysis module, searching the cue words like “in summary”, “in conclusion” (Burstein, Kukich, Wolff, Lu, & Chodorow, 2001). The second one is syntactic variety analysis module, assessing essays according to syntactic variety. Obviously, the purpose of this module is to analyze the linguistic quality. The third one is content analysis module, in which E-rater uses VSM to examine if there are enough words relevant to the essay topic. E-rater combines multi technologies, including statistics, VSM and NLP (Valenti et al., 2003). With those technologies, it is able not only to assess the linguistic quality like PEG, but to evaluate the content of the writing like IEA, and in addition, to analyze the theme and structure. The validity of this grading system depends on the validity of the sample grading of the corpus (Dikli, 2006). E-rater managed to take into consideration both the content and the form of essays. According to Burstein et al (2001) and Valenti et al. (2003), the agreement between E-rater and human raters reaches above 97%.

Intellimetric

Intellimetric model is probably the first essay scoring tool that is based on Artificial Intelligence (AI) (Shermis & Burstein, 2003). It uses a parsed corpus, capable of learning the way human brain acquires, stores, assesses and uses information. It integrates AI, NLP and statistical technology which internalizes the pooled wisdom of human expert rater (Elliott, 2003). The core technology is CogniSearch and Quantum Reasoning developed by Vantage Learning. Intellimetric is able to evaluate over 300 features in the three aspects of semantics, syntax and discourse. This system applied a non-linear and multidimensional approach to analyze essays (Elliott, 2003)

Development of AES Systems in China

Since there are a large number of English learners and various large-scale English tests, there is an increasing demand for AES systems. The application of AES systems will not only reduce the workload of teachers and raters, but cut assessment cost and increase reliability of assessment. However, compared with English learners in regions like Europe and South America, who have little difficulty in vocabulary or grammar and their problems often lie in theme and coherence, Chinese learners are much more struggling in spelling, wording, grammar and syntax. Therefore, the AES systems developed by western researchers hardly have a good performance in China. Based on the specific English level of Chinese college students and the particular problems they have, Chinese researchers and scholars are devoted to create AES systems suitable to Chinese classrooms. The successful examples include EFL Essay Evaluator 1.0 (EEE 1.0), www.pigai.org, TRP, and 1Checker (Lei, 2015).

EEE1.0

Maocheng Liang and his colleagues from Beijing University developed EEE1.0 in 2012. This system, based on the theories of second language acquisition, corpus linguistics, testing and statistics, employs NLP technique to extract stable textual feature variables, and then predicts the scores of the evaluated essay by comparing those variables. Although some studies have proved that the reliability of the system has reached an operational level (Liang, 2012), it has limitations. It seems to work well to argumentative and expository essays, but is unable to assess those creative writings.

TRP

TRP was created by Yonglin Yang and his colleagues at Tsinghua University and Higher education Press in 2010 and went to service in 2012. It integrates digitized, networked and regionalized teaching platforms into a new one which offers functions like resources construction, learning and writing, sentence practices, grammar tests, essay scoring, writing research, comments production and testing tool. It has a better performance in assessing academic writing.

Pigai.org

www.pigai.org is the most popular and widely used AES system in English classes of China. Based on corpus and natural language processing, it aims to improve the efficiency of teachers providing feedback and develop students' ability of English writing. Besides giving overall scores and evaluation, it will review the whole essay sentence by sentence, providing comments on each paragraph and suggestions on the mistakes on spelling, grammar, vocabulary, Chinglish and collocation. Students can revise and submit their drafts as many times as they like. The major function includes immediate scoring, chart and table reports, automated error correction, detailed feedback and plagiarism detection. Since it emerged, researchers have been keen on the studies of its credibility and reliability. He (2013) ever found that scores given by www.pigai.org were highly consistent with those of human raters and the timely feedback provided by the system could effectively motivate students to revise their writings and improve their writing competence. Gu (2012) also verified that pigai.org was helpful to improve students' writing performance.

Implications on College English Teaching

ASE system provides a feasible solution to the dilemma that students need large amount of practice in writing and the workload of scoring and feedback is far beyond human abilities. Many studies (Warschauer & Grimes, 2008) {Wang, 2013 #126; Warschauer, 2008 #157} regarding the application of AES systems to second language writing reported positive outcome in improving students' writing quality and motivation. But the above review also presents that none of the systems has a perfect performance either in large-scale tests or in classroom instruction. Due to the complexity of natural language and the limitation of present technology, the existing softwares are not perfect. Future development should focus on increasing the agreement between machine and human, interaction between the machine and learners, and developing more dimensions and features to make it able to not only count and measure the essays, but appreciate them.

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Research on EFL Flipped Classroom Teaching Model Based on Task-based Language Teaching Approach

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[Abstract] *This research explored the application of the flipped classroom teaching model based on tasks in an English-speaking class with 30 students in mainland China. Quasi-experimental method was adopted to investigate the impact of this model on student's oral English level and a survey was used to explore the student's satisfaction. Results showed that Student's oral English skill improved faster in the integrated model than the traditional model and the majority of students are satisfied with integrated model. Further recommendations have been raised to help improve the effect of flipped classroom approach.*

[Keywords] *flipped classroom teaching model; task-based language teaching; oral English*

Introduction

The Chinese newly-issued *The Teaching Guide of College English Curriculum* (2015) explicitly stated that “the goal of college English instruction is to develop students’ English comprehensive ability, especially listening and speaking skills, to meet the need of social development in our country and international communication. However, the emergence of dumb English speakers can’t be prevented—a common phenomenon in EFL countries. Several reasons may account for it. The main reason is the instructor’s dominance over the classroom which causes boredom and passivity of students. The second reason is the lack of interaction between students which may result in isolation and unfriendly learning environment. Thirdly, English teaching time has been reduced in many universities, and some even canceled oral classes. It is impossible to improve the spoken language level under such circumstances.

China’s Key Points of Education Informatization in 2017 clearly indicated that it’s necessary to explore the application mode of information technology such as flipped classroom and e-learning. As a unique teaching model, flipped classroom has aroused universal attention and shown its superiority. Flipped classroom teaching model inverts the two process of teaching in class and doing homework after class (Zhu, et al., 2015). Flipped classroom approach is “a pedagogical design that replaces what typically takes place during a face-to-face lecture (passive transfer of knowledge) with engaging activities and assign the lecture as homework for students to complete autonomously outside of class.” (Ogden, 2014, p. 49) In America, Mil-

lard (2012) suggested that the flipped classroom can contribute to student engagement, team-based skills, classroom discussion.

Task-based language teaching was developed from communicative approach in 1980s. Based on task, it transforms the basic theory of language application into practical classroom teaching mode, and achieves a high degree of unity between language learning and language using by completing the task in real context. Skehan (1998) stated the task includes five characteristics: (1) considering meaning as the priority (2) problems-solving through communication; (3) closely linked with the real life; (4) completing the task firstly; (5) evaluating the task based on the results of task completion.

Literature Review

The necessity of integrating task-based teaching with flipped classroom teaching model

Task-based teaching can't be separated from the flipped classroom model. Although task-based teaching has received much recognition, it also has many limitations, such as the limited classroom time and the low efficiency. Even the execution of tasks becomes a form since it can't guarantee the completion of the task. As Cai Jigang has just pointed out (2017) improvised brainstorming and group activities have gone through mere formality. Flipping classes can take full advantage of the Internet and form a network discussion group. Before class, students were asked to collect the necessary information through watching videos and group discussions and make full preparation to the task.

Similarly, the flipped classroom teaching can't be separated from task-based teaching. The main learning resource for flipped classes is teaching video. According to the principle of learning Pyramid, the average retention of learning content: instructing to others can be reserved as high as 90%, while video micro class can only reach 20%. This phenomenon is called the "ceiling effect" phenomenon. Zhu Zhiting (2016) pointed out new teaching methods such as designing project and task that are suitable for group cooperative learning can change this phenomenon. In the flipped classroom, every student may participate in the implementation process through creating language application scenarios to design all kinds of projects and tasks, It not only improves the comprehensive ability to use English in the "do" process (Wang, 2016, pp. 55-56) but also solves the "ceiling" problem.

The current researches

Wang Sumin (2016) designed the model of task-based approach in the flipping classroom; Wang Yan (2014) explored the task chain from the perspective of the difficulty of the task; Li Hailong (2013) conducted the research for the graduate "network curriculum design" aiming to the flipped classroom teaching mode design and application of the task based on the practice of "task - task decomposition - class + class group learning task feedback teaching mode". These studies have explored the model design, approaches and methods of task-based approaches to flipped classroom teaching from different perspectives, but lack quantitative research.

Teaching Model Design

As seen in Figure 1, oral teaching is divided into two parts: knowledge transfer before class and knowledge internalization in class. In the preclass stage, the teacher first determines the teaching objectives and

prepares videos which contain two parts (teaching video recorded by Camtasia Studio software and task package). According to the student's cognitive rule, the questions are presented step by step on the PPT presentation explained by audio. The video produced in this way is clear and definite without superfluous information. It is more helpful for students to improve their attention and develop independent learning ability. In addition to teaching videos, video data also includes task data packages. After watching the video, the students can cooperate with the group members to complete the tasks through we-chat "multiplayer video". In this process, students develop their own learning steps and complete the learning plan to truly achieve the personalized learning. Teachers play the role in promoting and guiding. Since the tasks are designed based on the real life, so as to stimulate students' interest in learning.

The stage of knowledge internalization is the essence of the classroom. Teachers should make full use of brainstorming, role play and task presentation to internalize what they have learned and provide feedback timely.

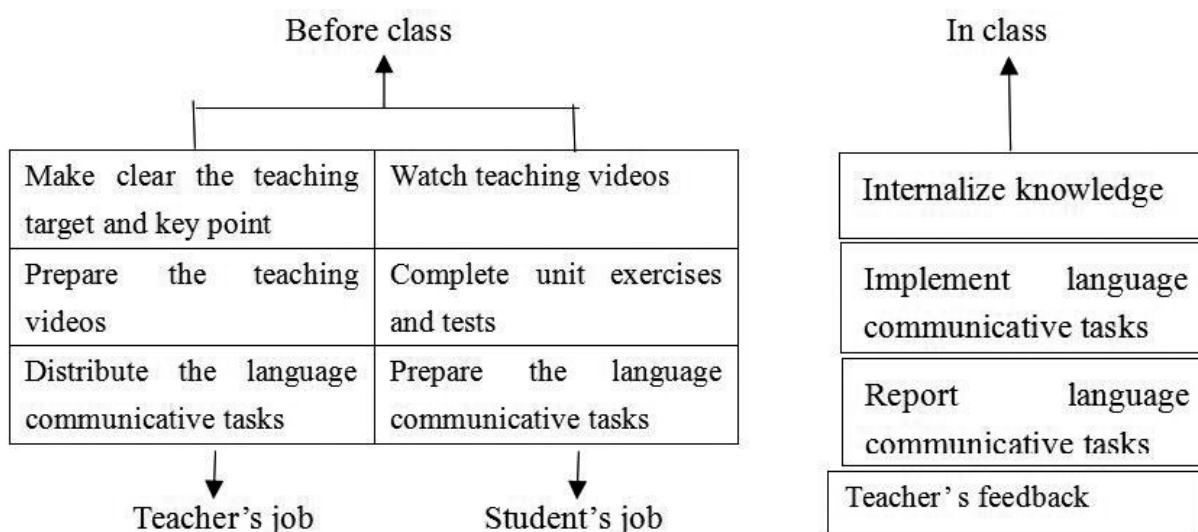


Figure 1. Integrated teaching model design

Taking College English Book One Unit 6 (Travelling) as an example. The group is required to form a travel agency with its own icons and slogans and design the tour route as well. The group who can attract the most students is the winner.

Group work--each group makes an detailed tour arrangement, and gives presentations in front of class.

How to attract tourists?

Travel agency:	
Types of travel:	
Time & destination	
Kinds of tourists:	
Tour route (activity)	Day 1: Day2: Day3:
Price:	
logo:	
Memo:	

Figure 2. The case of task design

Research Methodology

Research questions and participants

The study was conducted during the first semester of the 2016/2017 academic year in Jilin University of Finance and Economics in China. The students were assigned randomly into an experimental group as sample students (n=30) and a control group (n=30). They were sophomore students in economics major who were taught by the same teacher. The experimental group received the FCTM instruction, while the control group received traditional instruction. The research focused on two questions:

What's the impact of the integrated teaching model on student oral English level?

What's the impact of integrated teaching model on student satisfaction?

Research design and instrument

The study employed the quasi-experimental approach to explore the impact of the integrated model on student oral English levels. A pretest in oral English level was conducted to both groups (experimental group and control group) before the experiment. The same test was administered as posttest at the end of the study to measure the differences between the groups. A questionnaire was also employed to the experimental group to assess the student's satisfaction of the integrated model after the study.

Since the study aimed to explore the impact of FCTM on students' satisfaction, the researcher designed the Satisfaction Scale as the tool--a questionnaire was designed for this purpose depending on the previous research on satisfaction. The questionnaire contained 4-five-point Likert items, ranging from strongly disagree to strongly agree (Appendix A).

The treatment

The treatment lasted 16 weeks; one lectures (90 minutes) were given every other week. eight units of the Oral English course were chosen to investigation. Each lesson comprised of designed PPT with audios, short videos and collaborative tasks delivered to students a week before class via the We-chat group. The students in experimental group form a team of 4-5 students through We-chat and finish the task collaboratively after watching the videos.

The class time was divided into three parts. The first part (20 minutes) was revising students' answers and given correct feedback; the second part (60 minutes) was the core of the class including planned group activity. The feedback was given to ensure student's understanding. The third part (10 minutes) was allocated to evaluate the student's performance in various forms, such as inter-group evaluation; self-evaluation and teacher's evaluation.

Result and discussion

The oral English test comprised of three parts---reading, answering the questions and dialogue. There are 10 points for every part and 30 points totally. As seen in Figure 4, there were no statistically significant differences between the two groups in the pretest (M=21) which meant that the two groups were equivalent in oral English level.

After the treatment, students in experimental group achieved higher scores (M= 23) than control group (M=21.5). There is no doubt that the experimental group had better performance in oral English. Three rea-

sons may account for this: firstly, task-based approach can encourage and motivate students to solve real-life problems in English context; secondly, it provides more chances for them to communicate with each other in English when solving problems; thirdly, students may have more opportunities to take part in activities in class since the lecture has been done before class.

30 anonymous questionnaires were distributed to experimental group after the research. The students were required to answer four questions. (See Appendix) As Figure 3 indicates 65% of students are satisfied that they can control over watching video before class. This figure is a little lower comparing with other satisfaction figures. (70% of students are satisfied with accomplishing tasks online; 68% of students are content with more chances participating class activities). The result shows that students autonomous learning needs to be improved and teachers should take measures to enhance their self-control about watching video which is considered the important part. For example, some questions are asked during watching video and only after answering them correctly can the students continue to watch it.



Figure 3. Student's satisfaction with watching video

Figure 4. Student's satisfaction with tasks accomplishment

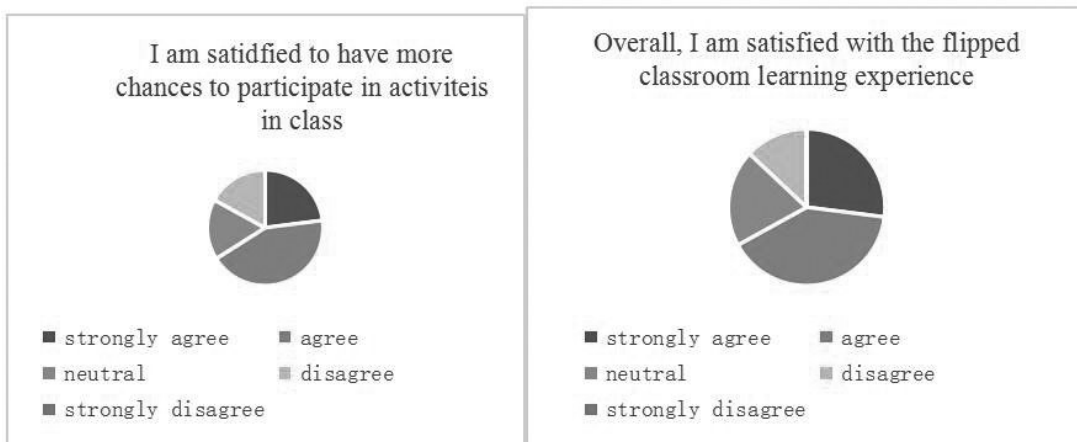


Figure 5. Student's satisfaction with class activities

Figure 6. Student's satisfaction with class flipped model

According to the findings mentioned above, it is safe to conclude that the majority of students (as shown in Figure 6) are satisfied with the integrated model which can give greater opportunities to improve student's speaking skills. This research provides some pedagogical implications for Chinese oral English in-

struction.

Implications

First of all, traditionally taking notes and memorizing sentence patterns could not improve English proficiency. Flipped teaching model can provide large amount of exercises indispensable to the development of oral English skills. Only through the active engagement into the various oral practice and tasks can students achieve the goal.

Also, it is necessary to strengthen the guidance of students' autonomous learning in a way that the performance can be taken into the evaluation system. According to the findings above, students are more willing to engage in the interactive activity which is an easy part than video watching containing language knowledge.

Thirdly, it is necessary to design authentic output tasks meeting and improving the learner's level (interviews, carrying some research tasks) which play an important role in the improvement of oral proficiency.

Conclusions

The current research delves into the student satisfaction of the integrated model (flipped classroom based on task approach) adopted in an English speaking class in China aiming at improving student's oral levels. In conclusion, the majority of the students are satisfied with every stage in flipped approach (pre-class and in class). Further research needs to be conducted to explore different aspects that may have positive impact on flipped instruction.

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Appendix

1. I am satisfied with control over watching video before class.
2. I am satisfied to collaborate with peers to accomplish tasks online.
3. I am satisfied to have more chances to participate in activities in class.
4. Overall, I am satisfied with the flipped learning experiences.

Cultivating Cross-Cultural Communication in College English Class

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[Abstract] *College English teachers normally focus more attention on the English language itself but ignore teaching the cultural background knowledge of the target language. So Chinese students easily fall into the trap of assuming that they are learning a new language rather than an entirely new way of thinking, values or intercultural communication. In order to communicate, study or work successfully in today's globalized world, it is essential to raise college students' awareness of other cultures, norms and values through cross-cultural communication learning. College English teachers have the obligation of cultivating the students' intercultural communication competence.*

[Keywords] *cross-culture communication; multi-culture; language competence; cultural awareness*

Introduction

In recent years, large numbers of Chinese students go to America or England or other English-speaking countries for their further study, making China the largest contributor of international students to the U.S. or Britain higher education system. Those who go abroad will face a major life change, not only the transition from the Chinese to American or British university system, but they have to adapt to a new environment, build new relationships, and adjust to a new culture. Students have to cope with communication in a foreign language and even with a radically different style of communication. Behavior that is regarded as normal in Chinese culture might seem strange or unusual to the American or the British.

Thus, the students from China can create potential concerns and problems related to studying and living due to the different cultural heritage than the host culture. In general international students struggle with pressure regarding culturally related issues in addition to the normal academic and life stresses experienced by all college students. Most international students have problems, both socially and educationally, such as lowered social interaction, homesickness, academic concerns, depressions, and difficulties in cultural adjustment including culture shock, language difficulties, customs and values. The cultural dimensions of West and East require the students to raise cultural awareness, because the cultural factors influence their studying and living. Effective cultural adjustment, therefore, is a prerequisite for placement performance and an enjoyable year or more abroad. The purpose of college students' learning English is to achieve an ability of global communication, hence, the English teachers should educate college students to establish an international outlook. College English educators should help the students to prepare themselves for communicating

successfully and building interpersonal relationships with people from a different culture and understanding the foreign culture. And the “American or British way” of dealing with commonplace situations may well be misinterpreted by Chinese students. So the goal of intercultural competence for language teaching in China should focus on developing learners’ competence in the context of intercultural communication and preparing them to perform verbally in culturally appropriate ways in the target language (Xu, 2000). However, at present, one of the chief problems with teaching English in a Chinese setting is that priority is always given to learning the internal structure of language; grammatical rules, set phrases, idiomatic usage and so on. The ability to choose available communication skills to successfully accomplish interpersonal goals in cross-cultural communication (Wiemann, 1988) is neglected. Chinese students easily fall into the trap of assuming that they are learning a new language rather than an entirely new way of intercultural communication. There is a strong tendency for them to focus on the language itself and to assume that using English is primarily a process of learning to correctly translate English sentences into Chinese and vice versa. Chinese students should become aware of cultural differences between them and native English speakers, and that they need to take these differences into consideration when deciding what to say and what not to say. Students rarely recognize that virtually every real-life situation which requires them to use English will involve different cultures and that learning to communicate effectively with people of radically different cultural backgrounds involves learning not only language itself but also the cultural rules governing the target language (Crozet, 1996).

Definitions of Terms

Culture. “The collective programming of the human mind that distinguishes the members of one human group from those of another. Culture in this sense is a system of collectively held values” (Hofstede, 2011). Culture is the integrated pattern of human behavior that includes thoughts, communication, actions, customs, beliefs, values and institutions of a racial, ethnic, religious or social group. It reflects the norms and values of a given society and constitutes, to a large extent, the way in which individuals in that society views the world.

Culture awareness. Being open to the idea of changing cultural attitudes.

Intercultural communication competence. The ability to encode and decode meanings that correspond to the meanings held in another communicator’s repository. Studies on intercultural communication competence revealed that acquiring knowledge and understanding of cultural distinctions was significant in successful cross-cultural communication.

Cultural adjustment normally does not mean “brainwashing”, but rather the promotion of a certain openness towards a culture. Foreign and sometimes bewildering behavior must be anticipated and explained, in the process creating a heightened awareness or even a questioning of native cultural norms (Yvonne, 2007).

Culture shock. A condition of disorientation affecting someone who is suddenly exposed to an unfamiliar culture or way of life or set of attitudes.

Why is Communicating across Cultures so Difficult?

More than 80% of the world’s people live in societies that are collectivist in nature. Those living in Western societies live in societies that are individualist in nature. This is a fundamental difference that has

the potential to create constant misunderstanding and, therefore, miscommunication. Remembering that we are all human beings driven by the same emotions, instincts and ambitions may also help us to see cultural differences as something that is on the surface and not so threatening.

Significance of Intercultural Communication

Language is not only a part of human culture, but also the carrier of culture. It has close relationship with culture. The primary function of language is communication. In order to promote successful cross-cultural activities between different countries and races, people of different races and regions study foreign language. As a communication tool, foreign language plays an essential role in cross-cultural communication. But it's not difficult to find that language learners still have some problems in communication and language using on the basis of certain vocabulary and grammar. Trace to the source, they're caused by the impacts of cross-cultural communication barriers in language acquisition. Therefore, teaching cross-cultural communication on second language acquisition process is very necessary. This article explores the relationship between language, culture and communication; the common cross-cultural barriers in second language acquisition and the appropriate solutions. Hope that they can be beneficial for second language learners to solve their learning problems, overcome the cultural barriers impacts on mutual understanding from different cultural backgrounds. Develop their cross-cultural pragmatic and communication skills, enhance their cultural awareness, and improve the effectiveness of second language acquisition fundamentally.

Culture Conflicts in Cross-Cultural Communication

Many cases indicate that a lot of misunderstandings between Chinese and English-native speakers come from an absence of the knowledge of the target language and its social cultures and customs.

For example, when we treat British or American people to a dinner, at least we should know what they do not eat or hate, if we order dog meat, fish head, chicken feet or head, these foreigners of England or America will be offended or will get unhappy, because these dishes never come to their tables. When we invite them for a meal, we don't need to order too much, because they can't understand the idea of the wasted food. When we converse with the people from English-speaking countries, some questions related to personal privacies must be avoided, we can't use our Chinese thinking ways to judge English - speakers' minds. We should read some books on their cultures and social customs before getting into further contact with them, otherwise, they will face the communication breakdown. In China, we tend to say "congratulations" to the newly married couples, but in England or America, "congratulations" are only used to express the blessing to the bridegroom, for the bride, people will say "best wishes", or "I wish you a very happiness", but we will never say "congratulations" to the bride, because "congratulations" means that it took a lot of efforts and time or energy for the bride to seek the bridegroom, hearing such blessings, the bride must be unhappy and irritated. And in American or British culture, personal finances are very private, it would be unacceptable to ask someone how much he or she earns or how much the person has in a bank account or how much one person spends on an item of commodity. For example, if you meet an American friend wearing a nice and new dress, you can compliment her by saying "This is a very beautiful dress." "Oh, thank you. I bought it last month for my birthday." The American friend was very pleased. If you ask her "how much was it?" the American friend would seem unprepared for the question, and answered a little hesitat-

ingly. To their embarrassment, communication suddenly broke down, which caused strain and frustration for both of them. In Chinese culture, it is very common to ask a person's income or how much he or she spent on an article of merchandise. In addition, a more Chinese way of commenting on clothes would be asking about the price. In doing so, the person usually has no intention of trying to find out the other person's financial status; the interest is more in finding out whether the clothes were a bargain or not. Chinese people take more interest in consumerism. Thus they have a natural interest in learning about the prices of different things. As a result, price is one of the most frequent topics for discussion when people talk about clothes. But in English-speaking countries, it is a very taboo topic to ask the price privacy. As for the American perspective, nice people don't ask someone "how much something cost."

Language is the key to helping students learn to identify functional equivalents, as well as cultural variations. The study of a language presents insights into the culture that uses that language. For example, when Americans hear someone say "pardon me," they normally respond with "surely," "of course," or "That's all right." The Chinese, on the other hand, respond with an expression equivalent to "Not at all." Americans recognize the thing for which pardon is being sought and granted forgiveness. The Chinese are more circuitous (from an American perspective) and wish not even to acknowledge the wrong thing. These expressions are functionally equivalent yet point to significant cultural differences (Samovar, Porter, & Jain, 1981).

Using one's own values to judge someone from another culture is bound to result in miscommunication, even though both parties are well intentioned. The success in intercultural understanding is based on recognizing the ways in which the two cultures resemble one another as well as the ways in which they differ (Gao, 1999). Attempting to understand another person through the perspectives of that person's own culture is an important step towards successful communication.

We are from different value systems. Different people in different countries have different ways of categorizing life experiences, and the different ways of categorization can be found in the language they speak (Zhang and Li, 2000). So a comprehensive study of the culture of the target language is very essential for cross-culture communication. Understanding of the values, attitudes, interests, and patterns of thought of English speakers is the premise to know how English speakers is likely to feel about some particular issue.

Cross-cultural communication is assumed that persons employed in cross-cultural settings will be prepared for the personal adjustments to the host setting by employer training programs or other forms of consultation and assistance (Brislin, Cushner, Cherrie, & Yong, 1986).

Feasible Methods to Improve Students' Cross-Cultural Communication

Cross-cultural communications is a field of study that looks at how people from differing cultural backgrounds communicate, in similar and different ways among themselves, and how they endeavor to communicate across cultures. Communicating across cultures can be a difficult experience. To improve the cross-cultural understanding and learning more about the local way of life, here are a few simple but effective things we can do:

1. The first step in intercultural training is to help the students to raise awareness of the target culture itself as well as the need to interact effectively in a foreign society through learning about the cultures and customs of the target language. The students should at least get a good knowledge of his cultural back-

ground before contacting a native English-speaker. It is of vital importance for students to know the values and assumptions of the target language culture. For example, England as an English-speaking mother country, the students should read the British history and culture before contacting the English, so that they will have some common topics to share. College teachers should guide the students what books the students must read for improving cross-cultural communication, at least the students must finish reading books on the topic of the British and American history and culture, because the two countries are the main English-speaking countries. The bible as the footstone of western civilization should become the students' compulsory reading book, otherwise you can't fully understand the English-speaking countries.

2.Share your own culture and customs: To improve cross-cultural understanding, share the customs of your own culture with the person with whom you are ready to have a conversation. This is the best way to bridge the gap between two cultures- learning about the target speaker and share your own culture and norms.

3.Don't be judgmental: Everyone has his own way of doing things, their own customs, and their own rituals. Don't be quick to judge a culture based on partial observation. We all do many things that look strange to people from other cultures. The idea is to adapt, not to criticize. So, listen to your friends, observe their cultural habits. This will help you in understanding their way of thinking and how they deal with different social situations.

4.Time is a great equalizer: it takes time to adapt to a new place, to learn a new way of life, to understand a new culture. Do not rush yourself to form an opinion about another culture. Take some time to know the target society, make some friends and have some fun. With time, you will find yourself more and more at home.

5.Socialize outside your own culture and customs: avoid self-isolation by limiting your social interactions within your own culture community. Go explore the other culture; there are always so many interesting and intriguing facts and things about the other culture waiting to be discovered.

6.Adapt to the target language: learn the local way of speaking the slang, the style, ...the whole nine yards.

7.Improve cross-culture awareness and communication through mobile technologies. Technology is mediating the way in which the people around the world communicate, consume content and create meaning. As mobile communication media and the internet become more pervasive, people from different cultures and communities are afforded more opportunities for collaboration across previously unbridgeable distances. The need for cross-cultural awareness and communication is thus more important than ever. People from different countries are able to learn about each other's cultures through films, multi-media, TV and mobile phones. The role of mobile phones and the web as mediating technologies in the development of intercultural competencies and communication skills scattered across the world. A multi-cultural society is a way of life nowadays. So we should guide the students to enjoy the cultural diversity and relish cross-culture through modern multi-media equipment.

Lack of cultural awareness in international communication is a major obstacle to understand each other, we should remind ourselves not to use our stereotypes to judge a person from another culture. Entering a foreign culture is tantamount to knowing the words without knowing the music, or knowing the music without knowing the beat. Our natural tendencies lead us back to our prior experience. We can learn to see, un-

derstand and control our own cultural conditioning (Bagby, 1970). In facing foreign cultures, we should minimize self-fulfilling stereotypes and premature closure. Effective cross-cultural communication presupposes the interplay of alternative realities. It rejects the actual or potential domination of one reality over another. They must be in constant pursuit of, and proficient in, cross-cultural communication ability, if people are to succeed in today's global environment. Here are some good suggestions for cross-cultural communication.

Useful Tips for Communicating Across Cultures

1. Be complete, explicit and pay attention to the other person's response.
2. Be alert for different meanings.
3. Acknowledge cultural differences without bias and be persistent. When you have difficulty, talk about it together.
4. Be sensitive to cultural stands on social issues like gender roles and drug use.
5. Research the cultural background of the person, if possible.
6. Avoid metaphors, colloquialisms and jargon. Define any jargon that you must use.
7. Attempt to be clear while avoiding the over-simplification of terms as it may seem insulting.
8. If a word or concept is not understood, reword your thoughts. Do not repeat it or increase your volume as if the listener has a hearing problem.
9. Take the risk! Always remember that you will make mistakes as you learn.
10. If a student is uncomfortable with a decision or situation, explaining why it is important, particularly if the issue is non-negotiable.

Conclusion

With the current globalization and migration of students, great numbers of Chinese students will likely study in the U.S. making China the largest contributor of international students to the U.S or Britain higher education system. Having a different cultural origin and communication problems will be noticeable. In order to communicate, study or work successfully in today's globalized world, it is essential to raise one's own awareness of other cultures, norms and values. The students should be cultivated to have the ability to effectively and appropriately execute communication behaviors that negotiate each other's cultural identity or identities in a culturally diverse environment.

True mastery of a foreign language involves not only learning language itself but also the cultural competence of language. Only when acquisition of linguistic and cultural competence is synchronized will we be able to expand the students' visions and to help them to prepare for communicating in a multicultural world (Ting-Toomey, 1999). The students should be persistent in asking for cultural knowledge, seeking ways to understand people of host cultures and knocking on the door of wisdom toward unlocking hidden meaning to better communicate across cultures. Without the proper meaning, misunderstandings and misinterpretations often prevail because what is appropriate behavior for one culture can be inappropriate in another. We often use our own meaning to make sense of someone else's reality or lack cultural awareness of their own behavioral rules and apply them to others. We must strongly consider the cultural factors of the languages of context, time and space because they impact the language we speak, be it verbal or nonverbal.

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A Practical Application of a SPOC-based “Flipped Classroom” Approach in the Teaching of College English

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[Abstract] *The traditional, stereotyped teaching mode has been unable to meet current, personalized requirements of students in learning English. The combination of a SPOC-based “flipped classroom” approach and college courses can effectively strengthen the development and application of high-quality education resources, innovate online and offline teaching modes, and establish a seamless connection of online and offline classes. This article takes the research methods of comparison experiment, quantitative analysis, questionnaire and semi-structured interview to analyze the practical application of this teaching approach and provides the research data and analysis results.*

[Keywords] *SPOC; “Flipped Classroom” Approach; College English*

Introduction

This article provides a detailed introduction of the teaching experiments and researches carried out at home and abroad about the practices of SPOC-based “flipped classroom” teaching approach in college courses, which successfully proves that the combination of the new teaching approach and college courses can effectively strengthen the development and application of high-quality education resources, innovate online and offline teaching modes, and establish a seamless connection of online and offline classes.

The Concept of SPOC

In 2012, MOOC (Massive Open Online Course) approach arose in the United States, which had a great impact on the development of online education in almost all countries in the world. In 2013, with the huge increase of the platforms of online courses and the number of student registration, MOOC, as a popular teaching mode, had been widely questioned because of the low rate of course completion and the lack of interactions between teachers and students.

In early 2013, in order to solve the above-mentioned problems of MOOC, Armando Fox, professor of computer science at the university of California, proposed the concept of SPOC (Small Private Online Course), which is mainly composed by micro videos, and interactive discussions, study practices and tests. It is currently considered as the new version of MOOC, which enables to combine the traditional classroom mode with updated online resources, maximize the advantages of online and offline learning and optimize the teaching effect.

The Researches of the New Teaching Approach at Home and Abroad

The Researches at Abroad

Since 2013, a SPOC-based “flipped classroom” approach has been widespread in some top foreign universities such as Harvard University, University of California, Stanford University, Massachusetts Institute of Technology. This new teaching approach went through a series of teaching experiments and achieved good results.

At the beginning of April 2013, the research team of Professor Fox promoted the teaching mode to normal universities in the United States, such as Hawaii Pacific University, Binghamton University and University of Colorado. After a semester of teaching practice, the teaching quality in all experimented courses had been significantly increased. Based on the results, currently, most of courses of American universities have adopted the advanced teaching mode relying on mobile teaching platforms mainly represented by Udacity, Coursera and edX.

The Researches at Home

Domestic exploration and application of the construction of the SPOC platforms began at the end of 2013 with the appearance of China University Online, although the research was relatively backward compared with western developed countries, while it did go through a rapid development. During "Twelfth five-year" period, the ministry of education supported domestic top colleges and universities to take a lead in construction and promotion of MOOC courses. Until now, there is more than 121 colleges and universities operating more than 300 MOOC courses online. What's more, there are more and more universities beginning to pay close attention to the application of MOOC in college courses.

Since November 2013, the domestic well-known universities began to actively promote the application of a SPOC-based “flipped classroom” approach, such as THU (Tsinghua University) founded a online platform for “C++ Program Design” and “Cloud Computing and Software Engineering”, which took a lead in setting up the new teaching approach in domestic college courses. At the beginning of 2014, Zhejiang University also launched CNSPOC platform to support the practical applications of college courses. Teaching experimental results confirmed the success of classroom teaching practice achieved through taking the SPOC-based “flipped classroom” approach.

Since 2014, domestic teaching platforms have obtained rapid development in cooperation with higher education, represented by China MOOC and U-learning, which have already signed contracts with hundreds of colleges and universities with millions of users. Currently, a consensus has been reached in domestic educational circles that when the craze of education caused by MOOC receded, the new approach of SPOC-based “flipped classroom” will undoubtedly have a great impact on domestic higher education for its undisputed converging of high-quality network resources and superiority of the college system.

The Reform Trend in Domestic Education

At the beginning of 2014, domestic educational scholars begin to pay close attention to this kind of new teaching mode. In January 2014, Kang Yeqin, a PhD of the Institute of Education of Tsinghua University published a SPOC research article, in which he analyses the concept of SPOC, pointing out the combination

of SPOC and “flipped classroom” approach will be the mainstream teaching mode of domestic higher education by detailed analyzing the advantages of the advanced teaching mode such as promoting the image of the university globally, improving the quality of higher education, changing the roles of teachers and enabling learners to experience entire and deeper learning.

Until November 14, 2016, taking CNKI database as the source of research, a total of 2691 Chinese journal articles can be found with the key words as “SPOC” and its synonym “small, restricted online course”. Using Bicom (a statistic software) to analyze the keywords of the related journals, 1249 keywords can be obtained. Extracting the high frequency keywords which appear more than 9 times, a total of 38 hot keywords can be collected, including college courses, higher education, “flipped classroom” approach, teaching reform and etc. Thus, it is not hard for us to achieve the conclusion that the SPOC-based “flipped classroom” teaching reform is likely to be one of the important trends of the development of higher education in the future, so that the domestic educational scholars and teachers must pay close attention to it.

A Case Study in China Jiliang University

On the basis of comprehensive research at home and abroad, the writer attempts to conduct a teaching experiment in the school of Modern Technology of China Jiliang University. The research team is composed by three of my colleagues and me. We chose 4 natural classes (about 30-36 people for class size), relied on U - learning platform and required the subjects to use two periods a week to learn materials of College English autonomously, with teacher kept monitoring and answering questions. By taking the SPOC-based “flipped classroom” teaching approach, teaching behavior can be divided into four simultaneous stages which are offline and online teaching, online and offline learning. In that way, our team can analyze the results of the experiment from comprehensive scores and teaching feedback.

The Steps of Teaching Experiment

First, select two groups composed by four natural classes with equivalent language level based on the scores of entrance examination. Then divide the two groups into the experimental group and control group, collecting the test data before they get the experiment. On October 8, 2015, all the subjects accepted English level test. In order to avoid man-made interference, the subjective part of the test was corrected by all the teammates of the research.

Second, carry out the SPOC-based “flipped classroom” teaching experiment, for 16 weeks. Both groups use the same textbooks as New College English integrated course I, College English listening course I and Longman English Interactive II, on the basis of Longman English Interactive (LEI) platform with different teaching modes to compare and contrast the final results based on scores and feedback. The control group still adopts the traditional teaching way with four periods a week, while the experimental group takes a new mode with 2 periods per week for the classroom teaching and the other two set for autonomous online learning.

Third, flip the classrooms. Students in experiment groups will learn the content of course by their own in two periods and then use all the rest time for interaction between teachers and students such as group discussions, role-play, asking questions, answering questions, peer work to ensure students have chances to express themselves and have plenty of interaction time to promote language expression ability.

Fourth, at the end of the experiment, collect the data of test and analyze them in detail. On January 10, 2016, the team used the same test paper of College English, collecting the test data of the experimental group and control group at the end of the semester and using SPSS17.0 software for statistic analysis.

Fifth, after the experiment, with the method of questionnaire combined with semi-structured interviews, the research team confirmed the adaptation of the new teaching approach and realization of personalized learning by using the questionnaire composed of questions from six aspects. Every subject of the experimental group offered a valid questionnaire. A total of 66 questionnaires were collected and analyzed. In the following Semi-structured interviews, the research team chose 18 students at random to learn some deficiencies of the new mode.

The Results and Analyses

The experimental results are as follows: there was no significant difference between the experimental group and control group before the experiment, $t = 0.17$, $p = 0.86 > 0.05$; after the experiment, the average score of the experimental group is 73.34, higher than that of control group of 69.57($t = 3.10$, $p = 0.04 < 0.05$), which means a significant difference between the two.

The data showed that 48.48% of the students can complete online SPOC course tasks assigned by the teacher with excellent scores and 36.36% can be completed, while only 15.15% of them feel it somewhat tough to finish all the tasks. 78.65% of students can complete tasks within two periods. 66.04% of the subjects think that the new teaching mode is suitable for them and the interaction between teachers and students have been strengthened during the class time. Furthermore, the overwhelming majority of 71.21% of the students hope, in the next semester, the teaching mode can be adopted continuously,, while only 3.03% of the students object to the idea. These data fully show the acceptance of students for the new teaching pattern.

Conclusion

The results of semi-structured interviews show that, since some students' learning initiative is poor, relatively lack of independent learning ability, teachers should add face-to-face special instruction to online or offline teaching process to help students smooth the learning process and set reasonable plans. And for a small number of students who cannot complete the SPOC course assignments on time, teachers can increase the manual corrections and comments, or develop students' mutual collaboration to find out errors by the cooperation between teachers and students.

The results of this teaching experiment fully show that most of the subjects approve of the new teaching mode with a welcoming and accepting attitude. To conclude, this new mode can effectively promote students' independent learning ability, although there are still some shortages worth paying close attention to, which is waiting for more and more teachers and scholars conduct further experiments to provide more concrete evidences.

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An Empirical Study of Unaccusativity Hierarchy Acquisition of Chinese EFL Learners: Testing “Split Intransitivity Hierarchy” Theory

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[Abstract] *On the basis of the semantic properties of verbs, “Split Intransitivity Hierarchy” divides unaccusative verbs into hierarchies of subclasses. The present research makes an empirical study of the acquisition of different hierarchies of unaccusative verbs of the Chinese EFL learners. It reveals that Chinese EFL learners show significant difference in the acquisition of different hierarchies of unaccusative verbs, which supports the “Split Intransitivity Hierarchy” theory. In terms of the development patterns of different subclasses of unaccusative verbs, verbs of change of location are acquired at earlier stages, presumably at pre-university stage, while the acquisition of all other subclasses of unaccusative verbs is significantly improved in a rising slope pattern with better English proficiency level.*

[Keywords] *unaccusativity; unaccusative hierarchy; acquisition; developmental pattern*

Introduction

In 1978, Perlmutter proposed the prominent Unaccusative Hypothesis, which stipulates that there are two subclasses of intransitive verbs, namely the accusatives and the unergatives. They are heterogeneous in nature, each associated with a different underlying syntactic configuration. An unaccusative verb (e.g. arrive, appear, die) has an internal argument but no external argument whereas an unergative verb (e.g. cry, work, run) has an external argument but no internal argument. The different argument structures between unaccusative verbs and unergative verbs can be summarized as the bracketed phrases in (1):

- (1) a. Unergative: NP [vp V]
b. Unaccusative: ____ [vp V NP]

“Split Intransitivity Hierarchy” Theory

Levin & Rappaport (1995) argued that unaccusativity is syntactically represented but semantically determined. Sorace & Shomura (2001) observed the systematic differences within the syntactic classes of unaccusative and unergative verbs. These systematic differences are known as the “gradient dimensions” or “hierarchies” of the split intransitivity. These hierarchies identify the notion of “telic dynamic change” at the core of unaccusativity and that of “agentive nonmotional activity” at the core of unergativity.

In English, the extremes of the split intransitivity hierarchy consist of maximally distinct core verbs: verbs of change of location (e.g., arrive) and verbs of agentive nonmotional activity (e.g., work). The for-

mer consistently display canonical characteristics of unaccusativity while the latter characteristics of unergativity. Peripheral verbs, with more unstable event-type structure, are therefore more susceptible to event-type shifts and display variable syntactic behavior. The overall hierarchy of split intransitivity of English can be illustrated as in Figure 1:

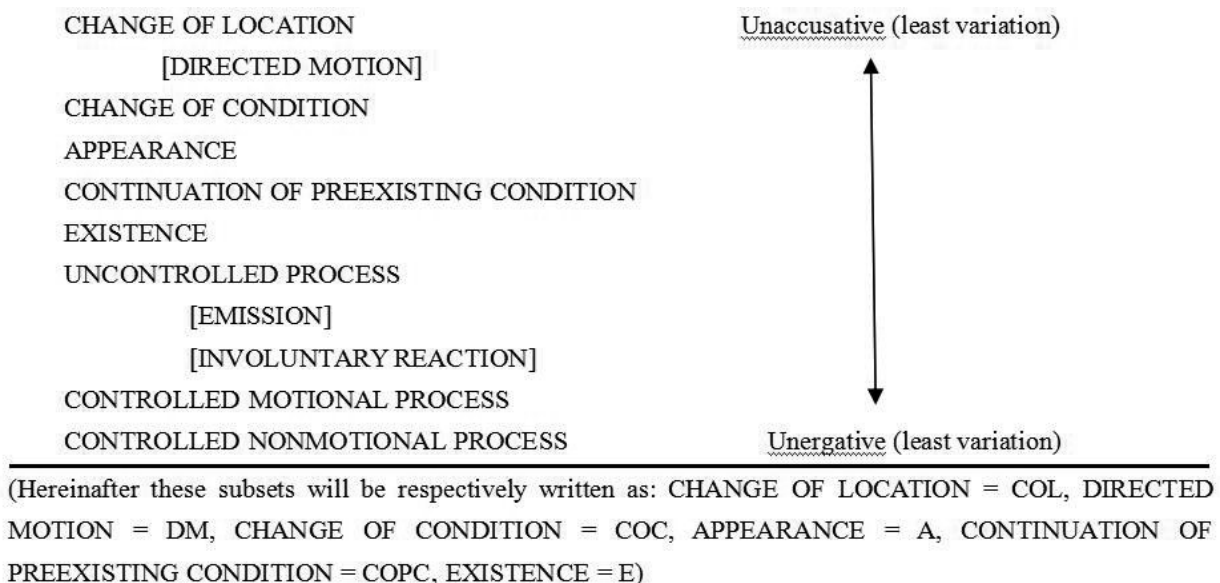


Figure 1. Split Intransitivity Hierarchy (Sorace & Shomura, 2001:250)

Literature Review

Most of the research on unaccusative verbs was either about the overpassivization errors (Hubbard & Hix, 1988; Zobl, 1989; Yip, 1995; Balcom, 1997; Ju, 1997; Cai, 2000, 2008), or the development trends (Yuan, 1999; Oshita, 2000, 2001). The findings were very inspiring for both linguists and educational practitioners. However, research on the “Split Intransitivity Hierarchy” of unaccusative verbs was relatively rare.

Only Yusa (2003) and Hirakawa (2006) did research on “Split Intransitivity Hierarchy”. Yusa (2003) investigated the acquisition of different hierarchies of unaccusative verbs of 31 Japanese EFL learners. It was found that the Japanese EFL learners were more likely to accept the passivized core unaccusative verbs than the corresponding noncore unaccusative passives, and they were more likely to refuse the passivized unergative verbs more than both core and noncore unaccusative verbs. That is to say, Japanese EFL learners might acquire the intransitive verbs in the order of unergative verbs > noncore unaccusative verbs > core unaccusative verbs. Hirakawa’s (2006) study of 25 intermediate level Japanese EFL learners revealed contradicting results. The acceptance of passivized core unergative verbs of Japanese EFL learners were significantly higher than peripheral unergative passive, peripheral unaccusative passives and core unaccusative passives. And there was no significant difference between the acquisition of passivized core unaccusative verbs and peripheral unaccusative verbs among Japanese EFL learners. Contrary to the results of the “Split Intransitivity Hierarchy” theory, the acquisition of core unergative verbs were the most difficult, and there was no difference in the acquisition between core unaccusative verbs and peripheral unaccusative verbs.

The research of Yusa (2003) and Hirakawa (2006) distinguished core unaccusative verbs from peripheral unaccusative verbs, but both of their research was confined to passivization errors, and the classification

of unaccusative verbs was not fine enough. Besides, no research on the acquisition of the gradient unaccusatives has ever been done among the Chinese EFL learners. Research under the framework of “Split Intransitivity Hierarchy” is still at its offspring stage. This research intends to investigate the Chinese EFL learners’ acquisition of different subclasses of unaccusative verbs.

Research Design

Research questions

The present research attempts to answer the following questions:

- (1) Do Chinese EFL learners show any significant difference in the acquisition of different subclasses of unaccusative verbs?
- (2) Do different proficiency level Chinese EFL learners show any significant difference in the acquisition of the same subclass of unaccusative verbs?

Participants

There are 90 participants involved in the present study. 37 of them are male and 53 are female. Their average age is 20.4. They were university students with different levels of proficiency in English. They were divided into three different groups according to their English proficiency level. Group A stands for low level learners of English, Group B intermediate level and Group C advanced level.

Instrumentation

Montrul (2005) identified four common types of acquisition errors of unaccusative verbs: (1) Overpassivization of unaccusative verbs (e.g., *An accident was happened.); (2) Avoidance of “NP+V” unaccusative verb sentence (e.g., Judging such sentences as “John left” as ungrammatical); (3) Generation of ungrammatical “ \emptyset /It+V+NP” unaccusative verb sentences (e.g., *Exists a town. / *It exist a town.); (4) Causativization of unaccusative verbs (*The magician disappeared the rabbit.).

In order to cover the four common acquisition errors of unaccusative verbs identified by Montrul (2005), two tasks were designed. Task I is the Writing Production Task involving 6 subclasses of 24 unaccusative verbs in the “Split Intransitivity Hierarchy”. All participants were asked to make English sentences with the different subclasses of unaccusative verbs. The task only counts the number of unaccusative verb acquisition errors irrespective of errors in time, voice, number, person and spelling. However, task I is incapable of identifying error type (2) by Montrul (Avoidance of “NP+V” unaccusative verb sentence). Therefore, task II was designed.

Task II is the Grammaticality Judgment Task in which 72 English sentences are involved. Among these sentences, 24 involve the use of unaccusative verbs, 24 the use of unergative verbs and another 24 the passive use of transitive verbs. The 24 unaccusative verbs, as shown in Figure 2, are carefully selected in accordance with “Split Intransitivity Hierarchy”.

Subsets of unaccusative verbs	Verbs tested
COL	arrive, come, go, depart
DM	rise, fall, soar, descend

COC	rot, wilt, bloom, become
A	emerge, appear, occur, disappear
COPC	stay, remain, last, survive
E	exist, belong, seem, lie

Figure 2. Unaccusative verbs tested

The 24 unergative verbs are also selected in accordance with “Split Intransitivity Hierarchy”. The 24 transitive verbs are randomly chosen. All the sentences tested are in the simple present or simple past tense so that the interference of the difficulty from the complex aspects in English are excluded from the present study. The exercise in this task is in the following form as in (2):

(2) The plane _____ (was disappeared/disappeared) behind the cloud.

With each correct answer, participants get 1 point. Then their answers about different subclasses of unaccusative verbs are separately documented, calculated and analyzed with Microsoft excel and SPSS20.

Results and Discussion

Acquisition of different subclasses of unaccusative verbs

Tests of homogeneity of variance shows that only the Sig. of COC verbs ($p=0.177>0.05$) and A verbs ($p=0.240>0.05$) are greater than 0.05, which means equal variances are assumed. Thus One-Way ANOVA analysis of COC and A verbs of the three groups of participants were conducted, the results of which are shown in Figure 3.

		Sum of Squares	df	Mean Square	F	Sig.
COC	Between Groups	10.156	2	5.078	14.500	.000
	Within Groups	30.467	87	.350		
	Total	40.622	89			
A	Between Groups	18.200	2	9.100	12.332	.000
	Within Groups	64.200	87	.738		
	Total	82.400	89			

Figure 3. One-Way ANOVA

Figure 3 shows that the acquisition of COC verbs ($F(2,87)=14.500$, $p<0.05$) and A verbs ($F(2,87)=12.332$, $p<0.05$) among the three groups of participants were significantly different.

Since the equal variances are not assumed with the COL, DM, COPC and E verbs, non-parametric Kruskal-Wallis test were conducted. The results are as in Figure 4:

	COL	DM	COPC	E
Chi-Square	2.475	11.727	14.663	13.547
Df	2	2	2	2

Asymp. Sig.	.290	.003	.001	.001
a. Kruskal Wallis Test				
b. Grouping Variable: group				

Figure 4. Test Statistics a,b

Figure 4 shows that the Asymp. Sig. of COL is $0.290 > 0.05$, whereas those of all other subclasses of unaccusative verbs are smaller than 0.05. Therefore, all three groups of participants show significant difference in DM verbs, COPC verbs and E verbs, but there is no significant difference in the acquisition of COL verbs among the three different groups.

No significant difference was found among the three different proficiency level of students probably because the acquisition of the COL verbs were achieved at a very early stage. In the present research, it may happen at the pre-university stage. Chinese EFL learners may have already successfully acquired the COL verbs before university. It also highlights the importance of “Split Intransitivity Hierarchy”, so that the instruction of the unaccusative verbs could be more effectively student-oriented.

Development trends of different subclasses of unaccusative verbs

The correct use of different subclasses of unaccusative verbs of the three groups of participants in the two tasks were calculated and presented as in Figure 5.

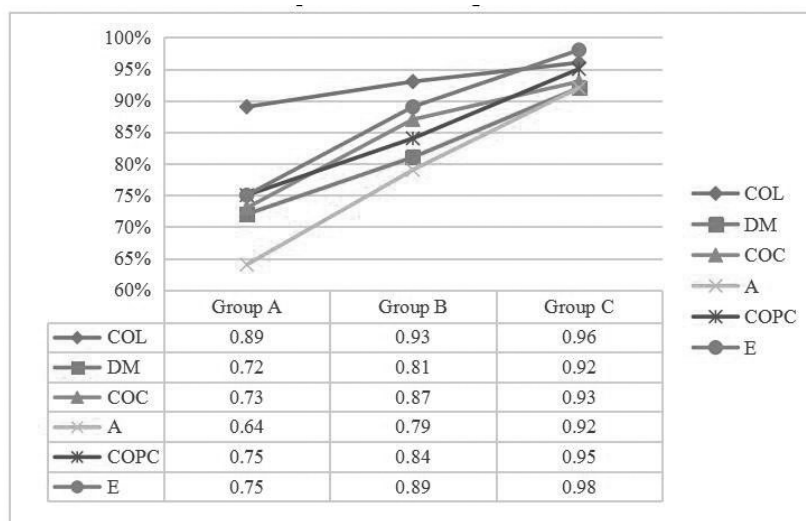


Figure 5. Acquisition of different subclasses of unaccusative verbs

Figure 5 indicates the development trends of core unaccusative verbs and peripheral unaccusative verbs. The core unaccusative verbs (COL verbs) are learned very early by the Chinese EFL learners and peripheral unaccusative verbs (A verbs) are learned relatively late. In terms of semantic properties, telicity represents the core semantic property of unaccusativity. The COL verbs show the greatest telicity, thus are the unmarked unaccusative verbs, and therefore are acquired very early by the Chinese EFL learners. All other subclasses of unaccusative verbs show variably less telicity, thus are the marked unaccusative verbs and are acquired relatively late.

The results are in contradiction with those of Yusa (2003) and Hirakawa (2006). Yusa (2003) indicates that L2 learners may acquire the unergative verbs earlier, then the noncore unaccusative verbs, and the core

unaccusative verbs the latest. Hirakawa's (2006) study revealed no difference in the acquisition of core unaccusative verbs and peripheral unaccusative verbs among Japanese EFL learners. The participants of both Yusa (2003) and Hirakawa (2006) are native Japanese, whereas the participants of Sorace & Shomura (2001) are native Italian. It is not wise to neglect the influence of native language on the acquisition of different subclasses of unaccusative verbs, since they are classified on the basis of semantic properties.

As can be shown in Figure 5, except for the COL verbs, the acquisition of all other five subclasses of unaccusative verbs would improve with improved English proficiency level in a rising slope pattern. It's very likely that with improved proficiency level of English, Chinese EFL learners will be exposed to sufficient positive L2 evidence, which will facilitate the acquisition of unaccusative verbs. Thus, the acquisition of different subclasses of unaccusative verbs will improve with improved English proficiency level in a rising slope pattern.

Conclusion

Through empirical investigation, it was found that except for COL verbs, Chinese EFL learners show significant difference in different subclasses of unaccusative verbs, which provides strong support for the "Split Intransitivity Hierarchy" Theory. The research also implies that the acquisition of COL verbs may be achieved at the pre-university stage for the Chinese EFL learners, which is illuminating and inspiring for the effective English instruction. With improved English proficiency level, Chinese EFL learners might be exposed to larger amounts of positive L2 input, which leads to a rising-slope pattern acquisition of unaccusative verbs.

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On the Cultivation of Critical Thinking in College English Teaching

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[Abstract] *critical thinking plays an important role in higher education. Critical thinking can build up the student's personality and developed their ability. It also affects students' creativity. English teachers should try to create a favorable environment for critical thinking in classrooms in order to foster students' critical thinking.*

[Keywords] *Critical thinking; English teaching*

Introduction

The increasing attention has been paid to students quality education in China. The quality education is featured by respecting students subjective initiative, focusing on the development of students intelligence and forming students sound personality; the quality education aims to improve the comprehensive ability of national people, including moral quality, intellectual ability, personality development, physical health and psychological health. Therefore, the key factor in quality education is to cultivate students innovative ability, in which the cultivation of critical thinking is indispensable.

Over the past decades, the western developed countries led by America require teachers to have different content of teaching and encourage students to have their own unique insights in the school teaching activities, in which case students opinions will not be completely restricted by unified answers. As a result, cultivating students innovative and critical thinking by correcting students negative, inefficient and bad habits of thinking. Both public college English teaching and English professional skills teaching are not mere the acquisition of single language knowledge. The multidimensional methods shall be adopted to cultivate the ability of students critical thinking.

How to Understand Critical Thinking

Critical thinking is the literal translation of English meaning. In English, critical thinking refers to the seriously deductive, wisely witty and clearly quick routine thinking, which can seize the essentials and do well in questioning. In the 30s of last century, critical thinking is a way of thinking proposed and advocated by the critical theory founded by German Frankfurt School. Since the 70s of last century, critical thinking has been widely established as one of the goals of education, especially higher education. As Yale University President Richard C, Levin once said the essence of college education doesn't lie in setting a variety of courses and instilling a lot of knowledge, but in cultivating students thinking ability or knowledge discovery ability. Mind can be more sensitive after being trained and enable you to make a critical and independent thinking. The father of "Modern Critical Thinking Tradition" John Dewey argues that "If knowledge

comes from the impressions made upon us by natural objects, it is impossible to procure knowledge without the use of objects which impress the mind” (Dewey, 1916/2009, pp. 217-218). Dewey gives a concrete definition to the formation of a public. Publics are spontaneous groups of citizens who share the indirect effects of a particular action. Anyone affected by the indirect consequences of a specific action will automatically share a common interest in controlling those consequences, i.e., solving a common problem (Dewey, 1927, p. 126). He believes that a critical thinking is a positive, lasting and thorough thinking of individual for any beliefs or assumptions, the basis and the conclusions generated from further deducing. Ennis, Robert H. , 1989 expounds some characteristics of critical thinking, such as “Open thinking and understanding the advantages and disadvantages of options” and “Trying to verify from various perspective”, “Doing well in judging source of information”, “Identifying speech conclusion, inference and hypothesis”, “Do well in finding and clarifying the nature of the problem” etc.. (Glaser, 1984, p. 39) cited abundant evidence of critical thinking failures in support of his argument that thinking skills are context-bound and do not transfer across academic domains. In summary, critical thinking refers to the reasonable and deep thinking in order to decide what to do and what to trust. Rude liu, 2000, Chinese scholar, professor of psychology, Beijing Normal University, believes that the phenomenon and things individuals judge have their own independent, comprehensive and constructive insights. Critical thinking can help us understand the individual thinking and other people’s thinking by exploring, judging, analyzing, questioning and evaluating information. Generally speaking, the core problem of critical thinking is the relationship between logical knowledge and logical thinking ability, or more generally, the relationship between knowledge and ability.

Obviously, any productive thinking can not be separated from knowledge. However, the more knowledge you master, the stronger the ability to think? The more logical knowledge you have, the more logical the thinking? Is the the specific thinking ability carrying various different contents embodied in thinking comparable? Is there a logical thinking ability that is independent of a variety of specialized knowledge, including logical expertise? Is there this innate ability and corresponding difference that formed in born? Is it possible to train this ability in the following time? Can this ability be tested? What mainly determines the quality difference of people, knowledge or ability?

According to the basic views of critical thinking, people’s daily logical thinking ability is in reality relatively independent of special knowledge, including logical thinking ability, that is, critical thinking ability. Firstly, this ability may exist; secondly, this ability is diversified; thirdly, the ability can be cultivated and trained; fourthly, this ability can be tested. The difference of people’s quality does not lie in the difference of their acquired knowledge, but the difference of their thinking ability. The goal of “Critical Thinking” theory is to find an effective way to cultivate and train this ability, reveal the difference in this ability and select the high-quality object in this aspect. The sheer imparting of critical thinking can cause fragmentation of critical thinking skills. The ability of thinking can not be separated from the content, which on the contrary is a learning method of content. The individual taught skills can only help students cope with the test designed specifically for these individual skills. However, these skills can be effective tools to help people solve problems once they are combined with a certain field. As a result, experts and scholars in the educational circles around the world generally advocate to combine the cultivation of critical thinking ability with a certain field. Therefore, it’s necessary to adopt the “critical thinking” theory, the “critical thinking” philosophy and focus on cultivating modern college students having critical thinking ability and spirit, which can help them handle the complicated and changeable world after stepping into the society and enhance

their humanistic spirit of modern social life. Richard C. Levin, president of Yale University, believes that China shall focus on and start to cultivate college students critical thinking in order to maintain the sustainable development of economy in the following decades.

The Current Situation of Critical Thinking Cultivation of College Students in China

When we think critically, we are evaluating the outcomes of our thought processes--how good a decision is or how well a problem is solved (Halpern, 1996, 1998, 449-455). At present, college students critical thinking education has not received enough attention in China. The main problem lies in that the examination oriented thinking caused by corresponding education mode seriously restricts the critical thinking of college students and hinders the education and cultivation of their critical thinking.

Under the influence of exam oriented thinking, both teachers and students regard the teacher as the possessor and imparting person of knowledge, and the textbook is authoritative science and truth. The teacher is concerned about whether his explanation is understood and accepted; students are concerned about the standard answer coming from the teacher and the textbook in order to cope with the exam. This kind of tacit understanding between teachers and students causes that teachers seldom guide students to explore and evaluate the authenticity, accuracy and practical value of learned knowledge; students always adhere to the teacher's teaching and the printed textbooks with no doubts. Even if occasionally, some students may question for certain questions, the teacher will refute to protect his intellectual authority image, which can seriously hinder the enthusiasm of students for independent critical thinking. As a result, many students passively accept what the teacher taught for remember since the standard to test teaching effectiveness and students learning achievements lies in test scores. Therefore, all of them focus on the standard answer and mechanic remember, which can hardly reflect students' creative and critical quality. Since the college education fails to cultivate students critical thinking, critical thinking ability of college students is generally poor, who basically can not identify and distinguish the different kinds of knowledge, thus lacking criticism, refuting, questioning consciousness and ability of looking for loopholes needed in creative work.

English teaching is generally the public discipline in the university, which however can exert a linkage role for each course. Especially for some bilingual students, they will make a lot of mistakes and undergo twists if they don't know how to select when contacting a wide range of foreign cultures in the learning process. Therefore, it is quite important to cultivate students critical thinking in college English teaching. However, the current problems in college English teaching are not conducive to the cultivation of students' critical thinking.

A. In the college English teaching, the main purpose of teaching is to regard the second language learning as a tool, in which case teachers only instill the required content and ignore the analysis and consideration of contacted, viewed and heard text and content, that is, the cultivation of thinking ability. Although teachers also teach the cultural knowledge by analyzing text words and paragraphs, the students mainly focus on the pronunciation and language knowledge, who will passively accept knowledge from the teacher. As a result, they can only mechanically remember and fail to explore knowledge. The critical thinking is often ignored by teachers and students.

B. English teaching materials occupy a centered place in College English Teaching, which to a large extent can regulate and affect the teaching mode. Although the purpose of College English Teaching in differ-

ent periods can be different, the teaching materials of different universities should be changed. However, in the examination oriented education mode, many materials are not practical and utilitarian due to restriction from the examination oriented education thought. The teaching materials that can really meet students needs and suitable for students are rare.

C. The use of the multimedia causes the lack of personalized teaching. Many college teachers use multimedia for teaching. However, they fail to make full use of the advantages of multimedia and just mechanically show the prepared course-ware to students. Few teachers can adopt the mobile multimedia teaching mode to propose the constructive problems for students, so that students can have the corresponding question for the learned knowledge. Most course-ware can not trigger the resonance of the students' thinking and the spatial imagination ability. Moreover, its analytical knowledge construction is not perfect. Then, this kind of teaching course-ware can hardly help students leap from perceptual knowledge to rational perception through multimedia. This is the era of knowledge economy and rapidly developed information era, which not only increases the speed of knowledge generation and transmission, but also makes the knowledge diversified in quality. However, the existing problems in college English teaching inhibits the students' critical thinking. Facing different answers to various questions in information era, students lacking critical thinking can only be burdened and swallowed up by the voluminous information in this era.

The Cultivation of Critical Thinking in College English Teaching

In recent years, western countries generally focus on and emphasize the cultivation and education of college students critical thinking. The fundamental consideration is that, they generally believe that workers' critical thinking ability is one of the important basis of strong economic development. A new generation of labors critical thinking ability shall be developed to maintain economic development and competitiveness.

A. Breaking the shackles of exam-oriented education thinking is the premise of cultivating critical thinking. In terms of teaching mode, we should develop diversified learning styles and alternate teachers traditional role of sheer imparting in teaching. We shall promote the combination of independent learning and cooperative teaching, so as to guide students to creatively take initiative to acquire knowledge. The acquired knowledge of teachers can only help and promote student's learning. The role of the teacher is not singly imparting knowledge since the teacher is the leader in students' learning and collaborator in classroom activities. As for students in the information era, it's not meaningful to store the learned knowledge. More importantly, they shall apply the learned knowledge into practice. Students are the driving force of learning.

B. Discussing the hot topics related to students' life. Language is the expression form of thinking. The critical thinking is the process of considering and questioning for individual's acquired knowledge. In English teaching process, teachers can improve students interest in learning English by reflecting the real topic, analyzing the linkage between things and integrating different views. Based on these principles, we can choose the topic in the classroom as: college students job hunting and cosmetic, students' online shopping, students preference for the pursuit of brand etc. These topics in real life can arouse the students interest in the discussion, thus actively participating in the topic for in-depth discussion.

C. According to the teaching syllabus, the teaching content and teaching requirements, gradually guiding students to consider the teaching contents and raise questions. Expanding the knowledge through the interaction between teachers and students. Creating innovative situations and encouraging students to raise questions for the different contents of textbooks to obtain new cognition, so as to cultivate students' critical

thinking.

D. Internet teaching is another factor to cultivate students, which adopts different comments of the same event from Internet, newspapers, periodicals and other media means, so that students can consider the issue with a questioning attitude. For example: the article title of Face to Face with Guns, from No.7 Unit, 1st volume, 2nd Edition of New Horizon College English can enable the students to think of why shootings frequently occur in the United States? With the popularity of internet, television and movies, violent crime can be common events for American teenagers from their childhood. They have more opportunities to be exposed to fight homicide scene, which makes young people tend to be violent and believe that the gun can “tackle” all problems. Youngsters have strong desire for knowledge and immature world outlook, it is easy for them to imitate without considering the consequences. The rampant guns can cause constant shooting accidents. The United States is the only country regulating keeping the private weapon as the constitutional rights and almost each citizen can keep a gun. Combined with the campus shooting events, students are required to discuss the safety of the school bus and the kindergarten child abuse incident.

Conclusion

To sum up, compared with critical thinking, firstly, the exam-oriented thinking shall be broke no matter for teachers or students in college English teaching. Based on this, education, development and cultivation of critical thinking can be further discussed. How to change the status of students passive learning in college English class and make students participate actively in class activities and learn to think is a huge challenge for today's English teachers. Therefore, in the teaching practice, teachers should be cautious about the selected text, carefully design the classroom tasks, appropriately adjust teaching plans, so that the classroom environment is favorable to active participation, autonomous learning and thinking of students. Teachers should guide students to think by another stance, adhere to the viewpoint and explore, and cultivate students critical thinking spirit while improving students critical thinking skills. Helping students to fairly and rigorously think and judge the acquired language knowledge and information will be obtained in the future. English shall not only provide an opportunity for Chinese college students to learn language, but also help them fully exert their potentials through their understanding of western culture and relevant critical thinking.

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The Integration of Information Technology and Foreign Language Teaching

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[Abstract] *Based on the theory of integration of information technology and foreign language curriculum, this paper explores the collaborative teaching model of college English based on information technology, and proves that the teaching model can promote the formation of natural harmony of college English teaching ecological environment based on the quantitative and qualitative research of paging and blog in college English intensive course teaching. This teaching mode includes preparation before class, classroom teaching, after-school review and self-learning and other specific teaching links, making the teaching elements integrate more harmoniously and improving the effectiveness of English teaching. The paper also confirms that the teaching elements and teaching environment based on modern network information technology can achieve compatibility and harmony, so as to realize the ecological teaching of college English course. To a certain extent, it further researches the theory of ecological Integration of foreign language curriculum and the information technology.*

[Keywords] *information technology; teaching mode; Ecological Teaching and Learning Theory; College English Teaching Reform*

Introduction

Modern network information technology promotes the exchange of information and collaboration of people through the network application (Web Applications) , its pattern is more user-centered. In recent years, modern network information technology in foreign countries, especially in the American University is widely used in many courses and the application of information technology in the field of education has become increasingly popular. In countries around the world, especially in North America, university professors usually record their course content as audio or video and let their students to study by podcast. (Lee & Chan, 2007, pp. 85-104). At the same time, many American college teachers who use podcasts claim that students have a significant reduction to the problems that courses offered after using podcasts, (Fichter, 2006, pp. 46-48). Learners can copy the corresponding course audio or video files to modern mobile communication devices, such as mobile phones or laptop computers to achieve self-learning anytime and anywhere, which will break the traditional sense--a learning mode that constraints by time and space. Wiki information technology which is based on the modern network can create a cross-time space exchange platform and a wealth of modern network education resources to modern education.

As a burgeoning teaching resource and teaching method, information technology has great potential in

foreign language teaching, and greatly affects the foreign language teaching mode. The teaching model is the stable structure of the teaching activities established under the guidance of the corresponding educational thoughts, teaching theories and learning theories. The teaching model needs to adapt to the corresponding environment and also change, develop and innovate. With the development of information technology and higher education, the research and practice of new teaching mode has become the hotspot of higher education reform in China. The Ministry of Education published “The University of English Teaching Requirements” (2007), hereinafter referred to as the “curriculum requirements” proposed a new English teaching model, that is the network-based autonomous learning teaching model: The colleges and universities should make full use of multimedia and network technology, and change former teaching model which gives priority to the original teacher-based teaching model and a single classroom teaching model. New teaching model should be supported by modern information technology, especially network technology, so that English teaching will not be restricted by time and place and develop towards a direction of personality Learning and autonomous learning. It can be seen that the new type of college English teaching should be based on the information technology.

Integration of Information Technology and Foreign Language Curriculum Theory and Framework

The integration of information technology and curriculum is a kind of new teaching idea which appears with the development of information technology and the advancement of new curriculum reform of basic education in our country (Chen & Hu, 2011, p. 53). The integration of information technology and curriculum is helpful to enrich the subject knowledge, stimulate the exploration of enthusiasm, create teaching situation, create a good atmosphere, optimize students' cognition, master the law of thinking, optimize classroom teaching structure, and inspire students to participate actively; It is beneficial to make the students' initiative, enthusiasm and creativity more fully played out, so that the traditional teacher-centered classroom teaching structure will have a fundamental change, so that students' innovative spirit and practical ability to cultivate really implemented.

Experts and scholars in the field of educational technology had an in-depth discussion on the definition of information technology and curriculum integration. Li Kedong etc. (2002) argues that it is a new way of teaching which contains the information technology, information resources, information methods, human resources and curriculum content in the course of teaching. He Kekang (2002) pointed out that it is a function with the characteristics of teaching and learning which puts the effective integration of information technology into the teaching process of various disciplines to create a new teaching environment, to achieve a way that not only teachers can play a leading role, but also fully reflect the status of students.

The integration of information technology and foreign language curriculum is the mainstream of foreign language teaching development. Information technology is one of the elements of foreign language education technology, which plays many invisible but important roles in the integration of foreign language curriculum. The meaning of the integration of information technology and foreign language curriculum in foreign language education has been further explored. In English teaching, teachers and students effectively use information technology to create a new type of teaching environment of digital learning environment,

and in this environment achieve a change in the way of teaching content presentation, student learning, and teacher teaching, so as to highlight the student's dominant position and play a leading role in teachers, and students will develop a language comprehensive skills and information literacy.

Professor Chen Jianlin put forward the computer network information technology and foreign language curriculum integration theory as early as 2006, and claimed that the computer network and curriculum integration and computer-aided teaching are essentially different. Computer-assisted teaching is a secondary function, that is, to help teachers improve the effect of teaching, and it has the main limitations of teaching methods. After the integration of computer network information technology and curriculum, the computer becomes an integral part of the entire curriculum system, rather than optional tools, fundamentally change the essence of the course, breaking the "classroom + textbook" limitations, making the teaching structure of a fundamental change, to create a new teacher-led, student-centered ideal teaching and learning environment and way that the teaching framework and the traditional teaching framework has undergone a fundamental change, the teaching elements, the teachers, students, computers and teaching content between the relationship is not one-way, but the two-way interrelated, phase interaction, interdependence, mutual transformation; the role of teachers has undergone a fundamental change, they are no longer the center of classroom teaching, students by the passive knowledge of a recipient of knowledge into a constructor of a student's knowledge of the source. The scope of the more expanded, throughout the learning process, they can access the knowledge can be far beyond the scope of textbooks, through a number of ways to carry out meaningful, active knowledge construction.

College English Collaborative Teaching Model Based on Modern Network Information Technology

Under the guidance of the theory of integration of information technology and foreign language curriculum, the author puts forward the collaborative teaching mode of college English, which is based on the modern network information technology. We can create a natural, real college English teaching ecological environment through the use of modern network information technology in the course of college English teaching (such as pre-class preview, classroom learning, after-school review, self-learning, homework, language practice and other aspects of the practice), so that teachers, students and other teaching elements can achieve a collaborative teaching model which contains real-time synchronization and non-real-time asynchronous teacher-student cooperation, student-student cooperation, and man-machine cooperation which is teacher-oriented, and student-centered under the guidance of the Behaviorist Theory, Cognitive Theory and Constructivism Theory.

College English intensive teaching process includes at least pre-class preview, classroom teaching, after-school review and self-learning. Students may encounter difficult problems in the pre-class preview, at this time, college English collaborative teaching model which based on network of information technology can make students communicate with teachers or other students at anytime and anywhere through information technology. At the same time, teachers and students can go on classroom teaching and learning through the information technology. So the teaching mode can not only enable teachers and students to interact immediately, but also promote students in the classroom learning, teacher's explanation, student's after-class re-

view ,self-learning , homework and language practice exercises.

Secondly, the collaborative teaching model of college English based on the network information technology can make students have inquiry learning and collaborative learning through teacher-student cooperation , student-student cooperation, man-machine cooperation and other forms under the guidance of college English teaching goal. Teachers can provide a specific network of information about the relevant links to the information resources to guide students to explore learning, and students can discuss a specific learning issue through the network to exchange views, insights and learning outcomes, summarize the answers to the questions and develop their own ability to analyze problems and solve problems.

Foreign language teaching is a system, and an organic whole with a specific function. It has a number of interrelated and interactive parts and elements in accordance with a certain level and structure, and it is a natural, open and ecological whole in certain space which constitutes by elements and the environment, a variety of teaching elements have competition ,interaction, and interdependence with each other in the survival process ,which form the formation of a healthy and orderly state (Chen, 2011). The Cooperative Teaching Mode of College English based on Modern Network Information Technology can realize the ecologicalization of College English Teaching in China.

Implications and Conclusion

The above experimental research shows that the collaborative teaching model of university English in modern network information technology can promote the ecological environment of college English teaching in the specific college English intensive teaching, so that the teaching elements (such as teachers, students, teaching mode, information technology and method, etc.) can interact more effectively and improve the students' English learning effect, which is feasible and effective. The teaching elements and teaching environment of modern network information technology can achieve compatibility and harmony , so as to realize the ecological teaching of college English course.

It is true that no college English teaching model can meet all the teaching requirements, because there is no law in the specific implementation of any college English teaching mode ,and the key is to meet the actual teaching situation (Chen, 2011). Therefore, our English teachers in the actual college English teaching need to follow the objective foreign language curriculum of ecological teaching law. Apply the corresponding information technology flexibly according to the specific teaching objectives, learning objects and teaching content, so that the teaching elements in the college English ecological teaching system can promote each other and coordinate development better, so as to better implement the “Curriculum Requirements” promulgated by the Ministry of Education to achieve the purpose of college English teaching reform.

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Part IV: Translation

(Volume B)

The Works of Art by Mark Twain in Tatar language: the Peculiarities of Translation

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[Abstract] The research is connected with the history of translating in Tatar literature. The aim is to find out the general route and the reasons for accepting the European and American literatures in other culture in its own language. Also the author examines the individual history of translating the works by Mark Twain in Tatar literature. The part of the issue is connected with researching the peculiarities of the translated text in comparison with the original one.

[Keywords] The history of Translation, American Literature, Tatar Literature, Mark Twain

Introduction

Literary translation is one of the complex forms of intercultural dialogue, implemented in practice. Verbal translation contributes to the aesthetic development of certain nationalities. The phase of prosperity of the national literature is characterized by the relevance of translation along with the creation of original artworks, which in turn are included in the Treasury of World Literature. In addition, the translation often becomes a paradoxical way out of the sociocultural crisis, temporary, but effective means of replacing the national in deep decline.

The history of translation formation in Tatar culture developed in particular socio-cultural and geopolitical conditions. It feels the influence of both Eastern and Russian literary tradition. This fact lies in the characteristic feature of Tatar culture. It is its openness and responsiveness to the other cultures.

The Formation of Translation Process in Tatar Literature in the Beginning of the XX-th Century

At the end of the XIX Tatar culture the attention to Western culture was increased. This interest indicated sequential and accelerated cultural reorientation from East to West. The new heritage couldn't enter it by-passing the Russian culture tradition. The fact that geographically Kazan province was the part of Russian Empire, as well as the presence of the leading role of Russian culture determined the nature of the relationship of the Tatar and European and American cultures. Samples of Western European and American writers became the subject of translation reflection. With the onset of the Soviet era, the West orientation was maintained. One of the main and effective means of acculturation of the European and American types was translation. Undoubtedly, the chosen examples should represent these cultures in the most "neutral" and "plastic" ways acceptable for the Soviet ideology. In this case more common was the Literature focused on the tastes and preferences of children and teenagers. It was free from any political-ideological point of view.

The decade started in the 1930-s was rather important for the History of Translation. These years are as-

sociated with the period of forming the professional Soviet school of literary translation. However, despite the positive dynamics of issue conversion of the Tatar book, the quality of publications was not always high. The main reason was the lack of qualified staff, and also the absence of special dictionaries in Tatar language. Some difficulties were connected with the transferring the national mentality into the translated work.

The History of Translating Works of Art by Mark Twain into Tatar Language

The work by American writer Mark Twain was introduced to Tatar audience at the beginning of the XX-th century. So, in 1912, The novel “the Prince and the Pauper” was published in Tatar. The translation was performed by D. Gubeidi. Despite the fact that the first novel that brought fame to the author, was written in 1881, it took more than 30 years to become available in the Tatar variant. However, this fact did not alleviated the situation. Translated edition was published in Litho-Printing house of the trading house of the Kari-mov brothers. There the Arabic script was used. It is known that since 1927 there was a transition from Arabic script to Cyrillic in the history of Tatar writing. The early years of forming the new state were not characterized by the presence of any interest to culture. Later, when the policy turned to culture the text By Mark Twain in Tatar language became unacceptable according to the barrier connected with the change of writing style.

Subsequently to the works by Mark Twain, he was addressed only in 1936, when the translation of the novel “The Adventures of Tom Sawyer” was published in Kazan. The presence of this translation, could be proved only through indirect references to it, while the text itself of this edition was not able to detect. Vladimirskiy V., the author of the article in the newspaper Red Tatar gave the review to the literary situation in 1936-1937 and wrote a few words about the unsuccessful translation of this book into Tatar language. According to his statement it is possible to conclude that the reason for the absence of this issue is connected with its low quality. The stated problem led to the history of translation tradition of the 1930-ies, when there was the serious problem connected with the theory and practice of Tatar translating school.

A good example of existing the works by Mark Twain in Tatar language is a translation made in 1958. The translator Rais Dautov presented to Tatar readers the book “A Connecticut Yankee in King Arthur’s court”. Criticism immediately noted the high artistic level performed by the translator, which, of course, determined by the presence of professionalism in talented Rais Dautov.

The Translation into Tatar Language

The Adventures of Tom Sawyer by M. Twain

In 1991 The Republic of Tatarstan became the sovereign part of The Russian Federation. There was the strong need in forming in citizens the sense of the uniqueness and individuality of Tatar nation. This process also needs the other part of it. It’s important to show the mentality of other nations. In this case the works By Mark Twain were just the need ones. In his works everyone could notice the originality of American history and the pride with the history of the country. So, American Literature was the good example for demonstrating how the person should be aware of the identity.

In 2003 Saima Ibragimova translated the novel *The Adventures of Tom Sawyer* by M. Twain into Tatar language. The book itself was published in the prestigious Tatar book publishing house. This issue was not equal to its original one despite the fact it was made from American language. The changes found in the book were connected with the addressed audience. The book was recommended for children and teenagers reading. In this case, the aim of the author was guided to forming aesthetic taste in young readers.

Conclusion

The results of the study represent that in relation to the history of the Tatar translation and translated works by Mark Twain into the Tatar language is not the whole picture. A key role in the formation of interpreting tradition has translated books for children reading. In this case, being free from political and ideological pretensions it comes as a kind of a connecting thread between the individual cultures and nationalities.

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Cultivation of Non-English Majors' Critical Thinking Skills in Translation Under the Strategy of "Chinese Culture Exporting"

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[Abstract] *Since 2013, adjustments have been made about CET 4 and CET 6. Paragraph translation, as a new test pattern, embodies strong Chinese characteristics. Thus it can be seen that foreign language learning not only means knowledge acquisition, but it also plays an important role in transmitting Chinese culture. Then there arises a crucial question: how to improve translation teaching quality and non-English majors' cross-cultural communication. In order to achieve the goal, the writer suggests strengthening the cultivation of critical thinking skills in translation teaching and puts forward relatively practical translation teaching mode.*

[Keywords] *Chinese culture exporting; critical thinking skills; translation teaching mode; translation quality*

INTRODUCTION

Since December 2013 adjustments have been made to College English Test Band 4 and Band 6, i.e. in the part of translation, sentence completion has been replaced by paragraph translation. The content covers various aspects of Chinese culture, such as, history, education, economy and tradition, which can be clearly seen from the exam papers in recent years, panda and Internet in 2014; the old town of Lijiang and express delivery in 2015; Kongfu and kite in 2016, to name just a few. Obviously in the new era foreign language learning doesn't only mean knowledge acquisition, it also functions as a tool of culture transmission, undertaking the dual tasks of "taking in" and "sending out". With the ever-changing situations both home and abroad, one of the important aims of learning a foreign language has got to "enhance the national cultural soft power, improve the international voice... speak good Chinese story, spread good Chinese voice and interpret good Chinese characteristics." Hence, the adjustments made about translation in CET 4 and CET 6 conform to the national strategy of "Chinese culture exporting" in new times.

THE CURRENT SITUATION OF COLLEGE ENGLISH TRANSLATION

Contrary to the increasingly important role of translation in modern society, college English translation obviously falls behind the social development. The current situation of translation admits of no optimism.

Lack of overall planning

Different from English majors' translation courses, college English translation has no specific teaching plan or systematic teaching content. Daily practice mainly deals with paragraph translation in the exercise or

sentence translation from texts. Besides, translation has no fixed class hours or theory introduction. Even if some teachers mention relevant practical translation theories and techniques in class, there is an element of randomness.

Lack of emphasis

College English teaching has been attaching great importance to listening and reading because they each take up 35% of the total score, while translation only accounts for 15%. Whether translation practice is done or not depends on teaching time available. Even though things have been changing better since 2013 and both teachers and students are paying more attention to paragraph translation, the quality of translation teaching has remained unsatisfactory.

Lack of critical thinking

When doing translation practice, both teachers and students lack critical spirit. They usually follow the reference version without thinking too much about other options. But in some cases the reference needs improvements not only in smoothness and naturalness but also in communicative needs. For example,

中国新年是中国最重要的传统节日,在中国也被称为春节。

Reference: Chinese New Year is the most important traditional Chinese holiday. In China, it is also known as the Spring Festival.

Correction: Chinese New Year, also known as the Spring Festival, is the most important traditional Chinese holiday.

In the original “中国” appears three times, accordingly, “China (Chinese)” is used three times in translation, which is obviously redundant (Lu, 2014). In the correction, the parenthesis “also known as the Spring Festival” makes the whole sentence more idiomatic and natural.

There are other such examples. Then how can students’ translation ability be improved in class teaching under the background of “Chinese culture exporting”? The author suggests that, in addition to giving due attention to translation practice, it is crucial to develop students’ critical thinking skills in teaching translation.

CRITICAL THINKING

During thousands of years, different definitions of critical thinking have arisen due to its abstract characteristics. According to John Dewey, an American philosopher, psychologist and educator, critical thinking is “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” (Fisher, 2001, p. 2). Facione (1990, p. 1) defined critical thinking as “a purposeful, self-regulatory judgment, which results in interpretation, analysis, evaluation and inference, as well as explanation of the evidential, conceptual, methodological and contextual consideration upon which that judgment is based”. Richard Paul (2003, pp. 36-37) maintained that critical thinking is “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action”.

There are also other definitions, which may vary among researchers, though, the common ground they

share is the same, i.e. critical thinking is a mode of thinking that helps people see the world by means of analyzing, inferring and assessing.

Chinese scholars began to probe into the cultivation of college students' critical thinking skills in 1990s. One of the representatives is Wen Qiufang, who, together with her group members, constructed theoretical framework of levels of critical thinking skills. Wen's model consists of two levels. On the higher level are the meta-critical thinking skills (self-regulation), and on the lower level are the critical thinking skills, with the former governing the latter. The critical thinking skills consist of cognitive component and affective component (Wen et al. 2009) (See Table 1).

Table 1. Wen's theoretical framework of levels of critical thinking skills

meta-critical thinking skills (self-regulation) -- the higher level		
critical thinking skills--the lower level		
cognitive component		affective component
skills	standards	curiosity open-mindedness confidence integrity perseverance
analysis inference evaluation	clarity relevance logic depth flexibility	

Wen's theoretical framework, which is easily comprehensible and practical, is quite beneficial to our teaching practice. Besides the theoretical exploration, many scholars focus on practice research. Huang Yuanshen pointed out the absence of critical thinking skills in English majors and the subsequent negative effects on their creativity, research and problem-solving abilities (1998). Liu Xiaomin (2013) made an attempt to build a model for developing students' critical thinking skills in college English teaching. Zou Shaoyan and Gao Xiuxue (2015) made a survey on the status of development of critical thinking skills in college English teaching. Some scholars also conducted research on how to cultivate critical thinking skills in writing and speaking, such as Song Yi (2012), Li Yan (2015). But few researches have been carried out on the relationship between critical thinking skills and translation. In view of the importance of translation under the strategy of "Chinese culture exporting" and the key function of critical thinking skills in higher education, the author believes that it is imperative to blend the cultivation of critical thinking skills in college English translation teaching.

MEASURES TO CULTIVATE CRITICAL THINKING IN TRANSLATION

In order to develop students' critical thinking skills in translation, we must try to improve their cognitive skills, such as analysis, inference and assessment, and cultivate their affective dispositions, for example, active thinking, open-mindedness, self-confidence and tolerance. In daily teaching, we can attach importance to the following aspects.

Introducing translation techniques

There is no introduction to translation theory or techniques in College English textbooks. When students do translation practice, they are used to translating word for word. Therefore, it is quite necessary to introduce relevant translation theories and techniques in class teaching. For example, every week teachers can ask students to translate some typical sentences which contain a certain translation technique, such as addition, deduction, literal translation, free translation, interpretation and so on. In addition, it is very important to familiarize students with the syntactic differences between Chinese and English. For instance, English is hypotactic language, while Chinese is paratactic language; English is static, while Chinese is dynamic; English often uses impersonal subjects, while Chinese prefers personal subjects. Of course, it is not practical to introduce too many linguistic differences in class due to limited teaching time. Teachers can ask students to learn about such differences after class, which may be quite beneficial to translation practice.

Encouraging autonomous learning

According to Wen's theoretical framework of levels of critical thinking skills, cognitive skills, including analysis, inference and evaluation, are the main manifestations of critical thinking skills. And one of the effective ways of training and mastering critical thinking skills is autonomous learning, which means the ability to take initiatives in planning and managing learning activities, and reflect on their learning and evaluate its effectiveness on a regular basis (Little, 1991). When teaching translation, we should first ask each student to finish the translation task alone. Through the process of understanding the context and choosing proper words, they can make full use of their subjunctive initiative and get rid of others' interference, effectively improving individual's critical thinking skills of analysis and judgment.

Strengthening teamwork

Translation is not a simple process of transformation from Chinese to English. Different people may interpret the same text in different ways. After the first stage of independent translation, the teacher can divide students into several groups and each one shares his translation with the other group members. This is self-reflection on the process of translation. Then after fruitful discussion, challenge and modification, each group forms its own final text. Through teamwork students can not only learn to listen to and communicate with others, but also view problems from different perspectives. It will contribute to the cultivation of affective components, such as curiosity, open-mindedness and confidence.

Emphasizing comparison and evaluation

After all groups finish their translation, the teacher can show their texts to the whole class. Now it is time to compare and evaluate their translations. What's the difference among different texts? What's the highlight of each version? Which part needs polishing? Each group can air his opinions about other groups' texts and in turn, make a response to others' challenges and suggestions. Through the process of explanation, challenge and refutation students' critical thinking skills, such as, open-mindedness, tolerance, analysis and evaluation can be highly fostered.

Making appropriate and timely generalization

Till now students' subjunctive initiative and participation are highly emphasized. But it doesn't mean that teacher's role can be underestimated. On the contrary, a qualified teacher must know how to make appropriate and timely generalization after students' discussion, challenge and evaluation. He should point out the typical mistakes in their texts and the underlying reasons. Meanwhile, each translation practice must be guided by certain techniques. And the teacher's role is to provide theoretical guidance, thus eliminating random translation practice. What's more, what a teacher usually does in class may set a good example to students, which will do good to the development of such skills as classification and generalization.

Improving testing methods

In CET 4 and CET 6 students are required to translate a paragraph from Chinese to English. Therefore, in daily practice teachers and students just emphasize paragraph translation. This single testing method seriously hinders the cultivation of critical thinking skills and improvement of translation quality. Thus it is urgent to diversify ways of translation testing in order to develop students' ability of analysis, comparison and argumentation. For example, multiple choice questions. Students are required to choose the best translation from several choices and give reasons. Error corrections. Students should find the mistakes in the text and correct them. Translation appreciation. That is to analyze and evaluate the given two or three translation texts. Of course, teachers can adopt other practical ways based on different teaching content and students' ability. No matter what methods are used, teachers must clearly know the purposes of testing and students' levels, and make sure that translation testing must be scientific, diverse and highly targeted (Luo et al, 2008).

CONCLUSION

Translation is an important component of college English teaching and one of the key criteria to evaluate teaching quality. It is also an ability to solve a problem. Translation can't do without the application of critical thinking skills, for example, analysis, interpretation, deduction and argumentation. Therefore, college English teachers should integrate development of critical thinking skills into daily teaching. Only in this way can students play a better role in cross-cultural communication under the strategy of "Chinese culture exporting".

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Translation Project Management Practiced in the Translation Internship: A Case Study

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[Abstract] *This paper presents the application of TPM theory into the translation internship by associating the knowledge of project management, especially TPM, with the translation internship in which English Class 1303 of BISTU took part during the last three months in 2016 on the Computer Assisted Training System (CATS) offered by Wetrans, the co-operated translation practice base. With reflection and analysis, suggestions are provided on technology management, time management and quality management by internship report reading and personal interviews in order to improve interns' translation competence in accordance with the developing translation industry.*

[Keywords] *TPM; translation internship; translation practice*

Introduction

A recent survey indicates that up till 2016, language service has been provided to almost all the other industries, including politics, military, economy, diplomacy and culture, creating a market worth of over ¥10 billion (Wang, 2016). This requires a lot more qualified translators and translation managers as well.

Qualified Translator training and reforms in translation education have been widely studied since Bachelor and Master of Translation and Interpreting (BTI and MTI) programs began to offer in China. Many scholars discuss translation curriculum designs for both programs by putting more emphasis on translation practice. Wang Aiqin (2011, p. 85) introduced a “Hands-on” approach to translation teaching. Li Ming and Zhong Weihe proposed a teaching method called “Translation Workshop”, which provides a high-intensity translation training platform and enables students to “learn translation in translation”, “learn translation in cooperation” and “learn translation in discussion”. Through the interactive learning environment inside and outside the classroom, students comprehend, understand and grasp the nature of translation, which lays a foundation for their future independent translation activities, the implementation of translation projects and the undertaking translation tasks (Li & Zhong, 2010, p. 32). But in reality, the “translation workshop” is not as ideal as expected, for it is just an imitation model for the learning of primary professional translation ability (Zhang & Wu, 2011, p. 72). Then the translation practice base, another method for translation practice teaching co-built between universities and translation enterprises or organizations, came into being, which now becomes one of the prerequisites for the application for BTI or MTI programs. The translation practice base aiming to link campus study with translation markets and to build a bridge to future professional development, ought to accept some translation interns, who are co-supervised by both their university teachers and experienced translators in the relevant enterprises (Dong & Zhang, 2015, p. 32). Li Shuqin & Wang

Jing (2016) did a survey about the enhancement of interns' translation competence through internship on iNews Platform, an internship project in the translation base co-established by Beijing Information Science and Technology and China Daily Website. Although both the interns' declarative competence and operational competence have been improved, some problems exist due to the lack of appropriate project management (2016, p.). Therefore, this research presents the trial experiment of adopting TPM into the internship in translation practice base and some reflections as well as the result will be discussed, expecting to be helpful for translator training in both BTI and MTI programs.

Research Design

An English class of Translation oriented, altogether with 20 senior students, from the English Department in Beijing Information Science and Technology University (BISTU) was selected to have their three-month translation internship in Beijing Wetrans Technology Co., Ltd. (Wetrans), a translation practice base of BISTU. Internship tasks assigned are several simulation translation projects. There are three research questions involved in this study. Can TPM play a role in this internship? How does it function in the whole procedure? What problems appear and what are the possible solutions?

Research methods are mainly on-site observation, analysis of the students' internship reports and personal interviews.

Theoretical Framework

Translation Project Management (TPM) is that in a given time the project manager uses all kinds of techniques, instruments as well as modern management methods to arrange translation, revision, typeset and other work links in order to efficiently accomplish the translation task at the client's demand and to make the whole process stay within the budget. Although TPM is quite a new concept in the young language service industry, it is generally believed that scientific management is always required for any project.

Usually projects are viewed as temporary (rather than permanent) social systems or as work systems that are constituted by teams within or across organizations to accomplish particular tasks under time constraints. The Project Management Institute, in its Guide to the Project Management Body of Knowledge (PMBOK) defines a project as "... a temporary endeavor undertaken to create a unique product or service. Temporary means that every project has a definite end. Unique means that the product or service is different in some distinguishing way from all similar products or services" (PMI, 1996, p. 4). Accordingly, this definition can be easily adapted to translation projects since the key elements, temporariness and uniqueness, are essential aspects in any translation assignment (Pérez, 2002). Project management, then, is the application of knowledge, skills, tools, and techniques of project activities to meet the project requirements. It is said that the ultimate aim of project management is to make the best use of time, techniques and people in Managing Projects in Organizations (Wang, 2011, p. 55). As for TPM, it is that in a given time the project manager uses all kinds of techniques, instruments as well as modern management methods to arrange translation, revision, typeset and other work links in order, to efficiently accomplish the translation task at the client's demand and to make the whole process stay within the budget.

According to management contents, project management is mainly about time management, cost man-

agement, quality management, human resource management, communication management, risk management, procurement management, scope management and integrated management (Qian, 2006, pp. 7-8). When it comes to TPM, the three keys are quality management, time management and cost management (PMI, 2008, p. 9). Since the projects carried out during the translation internship were all simulation ones, we discuss technology management instead of cost management in this research.

Technology underpins the Information and Internet Age. It's beyond doubt that modern people should know better about technology no matter what they are majoring in. The link between technology and project management is of key importance to TPM, since only with a set of good tools can the translation industry respond to market requirements (Pellet, 2001, pp. 55-56). Technology is of significance for TPM, which can be seen in this internship for all translation tasks were completed through the Internet.

Time management defined by Project Management Association of Japan (PMAJ) is a process during which the PM makes the best of all resources to reach the specific target such as delivery on time, gaining income and controlling cost (PMAJ, 2005, p. 81). Time management in this internship was one of the most biggest challenge to the interns in this internship.

In compliance with quality standard and project management strategy, quality management is to create a product or service that reaches the standard through several steps, such as quality plan, quality guarantee, quality investigation and quality improvement. Quality management is of great help for team members to discover product defects and to fix them timely so as to reduce the negative impact on cost and schedule (PMAJ, 2005, p. 105).

Procedure Analysis

From September to December, 2016, The 20 senior students from the English Department in BISTU experienced the translation internship in their translation practice base. They first visited the translation practice base, and then instructed by the supervisors both from the university and the Wetrans so as to know the whole procedure of real translation project, especially how to operate the CATS platform, for all the internship would be operated on the platform. Second, they got the first internship task in form of a project. One of the teaching assistants in Wetrans, was simulated as the client and the class monitor the project manager. The class is divided into four groups voluntarily, with five students a group. Each group selected a rotating leader as an assistant manager responsible for his/her group. Each translation project had a different subject, including Chinese culture and customs, Chinese people's daily life, speech about political economy, the United Nations Human Settlements Program Report, autobiography and diplomatic thoughts. The projects were assigned in the way that each group member finished his/ her own draft version, then proofread by members within the group and handed them in by the group leader to the project manager, the class monitor, before the group was satisfied with their translated version within a set of time. The whole project could not be completed until the client, the assistant teacher in Wetrans accepted it.

Detail description of a whole project procedure is as follows.

First of all, logged in the CATS website. When the "client" e-mailed the project to the manager, she sent the assignments to group leaders through Wechat. Then leaders uploaded the materials to the CATS Platform and started the assignment. Group members downloaded the assignment and submitted the first translated draft to the group for proofreading and discussion on the platform before the second submission. Last-

ly, the leaders graded each member online. When the whole class finished the project, the teaching assistants gave grades and revision suggestions on the platform.

After each project, all the participants wrote their analysis and reflections. At the end of the internship, a 3000-word internship report would be written, including difficulties and problems in the internship, solutions and progress made as well as suggestions on the future improvement.

Research Results

20 3000-word internship reports unanimously claimed that the TPM method adopted played an important role in this internship. Here are some excerpts from some of the interns' reports:

From a group member: "With the help of group members and teachers, I have solved many language and technical problems in time. I have become more sensitive to grammatical errors and can avoid some Chinglish."

From a group leader: "I have mastered some fundamental technical skills. I have got to know how to create a new translation project, upload the materials, upload the translation products, proofread and grade online. I can classify and save data as well as different documents. I can track members' translation progressing, store and manage all the materials."

From the monitor: "We have strengthened our team spirits. Through these projects, our class has become a more united collective, which is good for us to confront with other challenges. And we are easier to get involved in a teamwork, which lays a solid foundation for our future study and work."

Although great progress has been made for the whole class with translation project management practiced all through the internship, personal interviews of the teacher, the monitor, some group leaders and members, reveal some problems existing in translation project management during the whole internship, such as poor technology application, schedule delay and irregular translation abilities.

Discussion and Suggestions

The reasons why the technology application was not ideal were two; one was the unstable platform, the other unskilled operation. The first factor was the key point. The system used was version 1.0, and the technical panel was working for version 2.0. Sometimes, the website was unavailable, which wasted some time and energy in order to choose an appropriate one from the given comments. The other factor was that some students were not familiar with the operation. For example, group leaders should conduct a lot of operations to set up a new translation mission online. They might be so careless to miss some operative steps that they couldn't get the ideal operation interface. Some students did not listen to the instruction carefully, hence the bad performance.

Schedule delay was another notable problem. Although a deadline had been set in the translation project assignment, there was always a gap between ideal and reality. One of the main causes was that students lack time-managing ability. Troubles arose in assessing stage was firstly because of the interns' poor basic language knowledge and secondly due to carelessness or lack of responsibility.

Some implications and suggestions are proposed according to the relevant TPM theory to the future translation internship.

In technology management, two aspects need to be improved. On one hand, the platform CATS should

be upgraded, which requires computer engineers more efforts. The interface should be more friendly and the operation should be easier. On the other hand, the interns should have a better grasp of techniques. Being expert in translation technology will increase the project efficiency. For example, one group leader was skilled in operating the platform CATS. Then he could create a new mission very quickly and his members could get down on their work immediately. Therefore, more computer-aided translation courses should be set up in the translation curriculum.

As to Time Management, time awareness should be more emphasized in school education. Through daily practice in and after class, students should have the ability to order each activity according to its priority, estimate the time cost by each activity, and optimize the temporal series. In the assistant teacher's interview, she suggests that a small terminology bank should be set before translation begins which cannot only will save time in the long run but also upgrade the translation quality.

Regarding to quality assessment management, the assignment to individual members of the group cannot be roughly divided without thorough analysis of each one's translation ability. If arranged properly, they can fully play their own positive roles in the whole project. For example, A is not a good technical writer, but maybe he/she is a great terminologist, then he/she can be in charge of the terminology bank. Or B is not adept in evaluation, maybe he/she is an excellent Desktop Publishing (DTP) specialist. He/she can make the DTP not only satisfy the client's need but also be good in looking.

Conclusion

Translation projects are uprising; translation workflow becomes more complex; and translation participants are diversifying. Thus it is a must to introduce TPM into translation internship. This research ensures that TPM talents are vital to cope with the current translation situations, the rapid development of language service industry. Courses or lectures should added to translation training curriculum. With the help of TPM, students can benefit more from the internship and become more competitive and adaptive to the translation market.

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An Exploration of Howard Goldblatt's Translation Views and Its Implications Based on His English Translation of Mo Yan's Novels

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[Abstract] *Mo Yan was awarded the Nobel Prize for Literature in 2012. It cannot be denied that his success owes much to the translation of Howard Goldblatt. This paper tries to explore Howard Goldblatt's views on translation first and then to interpret and analyze his successful translation of Mo Yan's novels and its implication so that some references are provided for China's marginalized literature to move to the center in the West or even throughout the world.*

[Keywords] *Howard Goldblatt; Mo Yan; translation views; implications*

Introduction

Howard Goldblatt, the renowned Chinese literary sinologist, can be counted as the most productive and successful translator who introduces contemporary Chinese literature to the English-speaking world so far. The majority of his translations are Mo Yan's works, which contributes tremendously to his reputation at home and abroad. His translations are rigorous, elegant and faithful to the original and market-oriented. He made significant contributions to the dissemination of Chinese literature overseas, which also enormously promotes the popularity and acceptability of Chinese literature and culture in the West. Consequently, Professor Xia Zhiqing, a master sinologist labels him as the leading translator of Chinese contemporary literature and John Updiki (2005, p. 84-87) compares him to the "midwife" of Chinese contemporary and modern literature. Mo Yan was awarded the Nobel Prize for Literature in 2012. It cannot be denied that the remarkable success that Mo Yan's works has achieved in the West owes much to the translation of Howard Goldblatt. Therefore, in the magnificent and extensive backdrop of Chinese literary and cultural effort to "go out" of their native linguistic and cultural borders, it is of particular significance and value to conduct some in-depth research into Howard Goldblatt's English translation of Mo Yan's novels.

This paper tries to explore Howard Goldblatt's views on translation first and then to interpret and analyze his successful translation of Mo Yan's novels and its implications.

A Review of Howard Goldblatt's Views on Translation

In recent years, encouraged by Chinese literary and cultural "going-out" project to the West, especially after Mo Yan's winning of the Nobel Prize for Literature, the translators, linguists and scholars start to reconsider the role of Howard Goldblatt's translation and his unique style.

Howard Goldblatt can be counted as the most prominent translator of modern and contemporary Chinese literature (Shu, 2005). Despite his marvelous achievements in Chinese-English translation, no systematic investigation of his translation views has been conducted at home and abroad so far. Thus, it is of great importance to explore Howard Goldblatt's views on translation, which can be mainly summarized as follows.

Faithfulness to both the Source Language and the Target Language

In 2002, Howard Goldblatt systematically explains his translation views in one of his articles "The Writing Life":

The satisfaction of knowing I've faithfully served two constituencies keeps me happily turning Chinese prose into readable, accessible, and-yes-even marketable English books.

(Goldblatt, 2002)

From the statement of Howard Goldblatt's translation views, a conclusion can be arrived at that though Howard Goldblatt agrees that translation needs betrayal and rewriting, faithfulness is still the first principle guiding his Chinese-English translation in which he tries his utmost to present the original form and meaning in another language. Wen Jun (2007, p. 78-80) mentioned that the translator's work is to represent people's thoughts with different languages, and equivalence must be achieved between the original texts and translated ones, so faithfulness is the chief and primary task for translators. The faithfulness principle held by Howard Goldblatt coincides with the loyalty principle to some extent, which is put by German functionalist theorist Christiane Nord (2001, p. 185-186). For the loyalty principle, on the one hand, it means that the translator must be loyal to the target-text addressee, that is to say, the target readers. The translator is morally responsible for them and must account for the reasons for their translation. On the other hand, the translator should be loyal to the writer and he should translate in accordance with the writer's intention to show his respect for the latter, which is like what Howard Goldblatt has advocated, "One must respect the original works" or "Text is the greatest master". Howard Goldblatt's strict adhering to the faithfulness principle could be verified from the remarks of Mo Yan. In March 2000, Mo Yan commented in one of his lectures, "I have cooperated with Professor Howard Goldblatt from 1988. He had written to me about more than one hundred letters, while the telephone calls went even further from counting. Professor Howard Goldblatt usually exchanged views with me again and again for one word or one thing he was not familiar with in my novel. Hence, it should be clear that Professor Howard Goldblatt is not only a talented but also rigorous translator." (Mo, 2000, p. 170-173) Howard Goldblatt's rigorous attitude towards translation fully shows his faithfulness to the original works. Example 1 is one of the numerous cases in *Red Sorghum*.

Example 1: 老天爷,保佑我吧!

《红高粱》

Old Man in heaven, protect me!

Red Sorghum

"Old Man in heaven" is a culture-specific word in Chinese tradition. For native Chinese, "Old Man in heaven" is a traditional household figure known to everybody like "God" in the West, but they are of different allusion, history and cultural connotation. If it is domestically translated into "God", the original imagery that the dialect "Old Man in heaven" carries may suffer from some losses. Taking this factor into consideration, Howard Goldblatt adopted foreignization translation method in order to fully convey the Chinese cultural imagery to the West, thus faithfully following the faithfulness principle. On the one hand, the en-

deavor carries exotic feelings in the translations; on the other hand, it skillfully and humorously enhances the dissemination effect of Chinese culture to the western readership. Just as the saying goes, “killing two birds with one stone”.

Translation as a Cross-cultural Activity

Howard Goldblatt (2002) believes that a translator should take into consideration such factors as how to translate the original works of the source language into the target language and how to cope with the complicated cross-cultural communication activity. In his eyes, translation is a cross-cultural activity. As is known to all, translation is not only the transformation of different linguistic symbols, but also an effective transmission method between cultures. If translation wants to facilitate cultural exchange, the target readers are required to better comprehend and absorb the foreign culture, and even to have equal dialogue with it (Jin, 2009, p. 121-123). In the actual process of translation, corresponding methods and strategies should be taken by the translator according to different situations to facilitate successful cultural communication.

Howard Goldblatt pointed out that the introduction of new thoughts from foreign culture is one of the functions of translation, and new words and expressions are required to convey these new ideas, or else our thought will stand still on the beaten track if one always uses familiar words or statements for substitution of unfamiliar concepts (Li, 2008). Howard Goldblatt's view that translation is a cultural exchange activity is ascertained here, which also embodies his foreignization thought that the translator should pay attention to the acceptance of the readers on the one hand, and the exotic cultural factors should be conveyed as fully as possible from the original works so as to facilitate the cultural exchange activity smoothly and successfully on the other hand. Howard Goldblatt objected to the translation act of merely pleasing the target readers but impairing inter-cultural exchange activity. Example 2 is a case from *Life and Death Are Wearing Me Out*.

Example 2: 爹还指望着你们成龙成凤光宗耀祖呢,可你们竟然成了别人的儿女,而你们的爹,成了一头驴子。

《生死疲劳》

Your daddy had high hopes for you, expecting you to honor your ancestors as a dragon and a phoenix, but now you have become someone else's children, and your daddy has been changed into a donkey.

Life and Death Are Wearing Me Out

As is illustrated from the context, “to honor your ancestors” in the translated text will be sufficient to express the meaning of “光宗耀祖” in Chinese. In order to preserve the maximum of original meaning and disseminate specific cultural connotations to smoothly and harmoniously facilitate the cross-cultural exchange, the translator draws assistance from the flexible translation strategies by adding the phrase “as a dragon and a phoenix” to “to honor your ancestors”. In this way, the prospective readers may have a better understanding of the sharp differences between the cultural connotation of “dragon” and “phoenix” from the translation, which is also a cross-cultural exchange between the East and the West. It is obvious that the above-mentioned translation strategies contribute a lot to the convergence of the Western readers' comprehension perspective with Chinese culture. Also, it is a powerful weapon for the effective dissemination and acceptance of Chinese culture to the West, which deserves the attention and exploration of the Chinese-English translators.

Howard Goldblatt's adhering to the principle that translation is a cross-cultural activity breaks the barri-

ers of languages between East and West, and disseminates the Chinese culture step by step to the large-scale Western readerships by replacing translation with rewriting and other flexible and feasible strategies.

Translation Is the Compromise between Fidelity and Creativity

Fidelity and creativity are two eternal themes in terms of translation, posing everlasting contradiction in translation process. Debates over them have never ceased and they are still the focus today just as they did in the past. As far as the dialectical relationship between fidelity and creativity is concerned, Howard Goldblatt insists that both of them should be well respected and if necessary, compromise is a golden way.

Fidelity is looked on as a model in translation and is still strictly observed in today's translation practice. However, absolute equivalence and fidelity in translation is as impossible as building a castle in the air. As Howard Goldblatt once asserted, translation is like reading poetry, in which every individual's comprehension, understanding and interpretation are somewhat different due to their different backgrounds, living environments, educational experiences and the people they are in touch with. Different people may merge his own experience and knowledge into the translation process, and thus pros and cons or extension of it may occur. Because of the language and culture differences, it is necessary to have some alteration of the originals in the translation process (Goldblatt, 2002). As for this view, Howard Goldblatt quoted the famous Italian proverb "to translate is to betray" to support his translation view "to translate is to rewrite". Meanwhile, he pointed out that rewriting is not exclusive of or even intimate to the acceptance of the original works and it harmoniously cooperates with original works. Though we admit creativity is needed in translation process, all in all, translation is not creation. The essence of translation determines that it is constrained and the translators should not completely betray the original works, and it should be conditional and creative betrayal (L ,2011, p. 4). That is to say, this kind of creative betrayal is an active variation based on those factors such as the features of the target language and the acceptability of the readers, in order to make the translated text and culture more understandable and effective to be disseminated overseas.

For example, the interjections, such as "老天", "老天爷", "天老爷" and "天哪" in Mo Yan's novels are not completely translated as "Heaven" by the translator. Rather, creative translation is adopted according to different situations and characters. Normally, they were translated as "My God", "Old Man Heaven", "China's Supreme Deity", "Lord in Heaven", "God in Heaven", "My God", etc. Here is an example from *Red Sorghum*.

Example 3: 奶奶心里咯噔一声,不知忧喜,老天,碰上吃抻饼的了!

《红高粱》

Grandma gasped. What was she feeling? Sadness? Joy? My God, she thought, it's a man who eats fist-cakes!

Red Sorghum

In the relatively colloquial language situation, they were translated as "old man upstairs", "old man up there", "my heaven", etc. Example 4 is from *The Garlic Ballads*.

Example 4: 天老爷,保佑我出去吧!

《天堂蒜薹之歌》

Old men upstairs, get me out of here.

The Garlic Ballads

In the above instances, the translator smartly uses “old man upstairs” to express the protagonist’s helplessness at that moment, thus building a life-like artistic effect that China’s Supreme Deity is in the vicinity and of her dependence.

This creative translation approach may seem to be unfaithful to the original works on the surface. But actually, it renders tiny differences of the seemingly same notions in the source language to be reflected clearly so that more suitable and consistent comprehension and expression can be achieved in the target language. As Xu Jun (2003, p. 6-11) once said, “Stupid faithfulness may lead to betrayal while smart betrayal connotes faithfulness”, which explains the dialectical relationship between them.

Guided by the above-mentioned translation strategies, Howard Goldblatt emphasizes the habit of the readers and changes his translation strategies flexibly. On the whole, his translations are faithful and elegant with great readability. Therefore, they are popular in the West.

Implications from Howard Goldblatt’s Translation

Under the guidance of faithfulness principle, Howard Goldblatt views translation as a cross-cultural communication activity and adopts flexible method in the process accordingly, and he chooses domestication as the main strategy while foreignization as the supplementary and takes the target language readers’ habit into full consideration. His translation is not only elegant and fluent, but also faithful, comprehensive and accurate in conveying the Chinese original cultural images and messages to the readers. Thereby, Howard Goldblatt’s translation is well accepted in the West, and hence a satisfactory dissemination effect is achieved. Howard Goldblatt’s translation sets a successful example for contemporary Chinese translators and Chinese-English translation study and practice. Especially, the systematic interpretation and analysis of his translations can play a positive role of guidance and reference. The following are the implications from Howard Goldblatt’s successful translation experience.

Initially, the debate on literal or free translation, domestication or foreignization has guiding significance for the study of translation, but in the process of the “going out” project of Chinese culture to the outside world, more attention should be paid to the issue of effective dissemination.

From the perspective of media-translatology, Chinese-English translation practice should not only focus on the translation studies in the traditional sense, which mainly deals with the transformation between two languages. Nowadays, translation studies have been presented with the nature of literary and cultural studies, for it centers on the loss, skewing, extension and amplification of the cultural information from two different cultural backgrounds. Also, translation studies are endowed with the communicative function of translation in the cross-cultural exchange. Media-translatology has led the translation studies on the way to cultural studies, and opened up a broad research field (Xie, 1999, p. 4). Arguments on domestication or foreignization, literal or free translation undoubtedly can promote the progress of translation theory and practice, but it should not become the main content of the current Chinese translation. At present, the priority of China’s Chinese-English translation research should be cultural dissemination effectiveness.

As Howard Goldblatt’s translations are well accepted and disseminated in the western world, we can see clearly that successful translation and dissemination of China’s literary works are not the simple equivalent transformation of source language and target one, nor the choice of translation strategies such as domestication or foreignization, literal or free translation. Integrated with media-translatology perspective, transla-

tion studies had entered the broad world of cultural study and cross-cultural exchange. Under the grand “going-out” background of Chinese literature, translation and dissemination practice should be oriented to successfully send the Chinese cultural ship to the other shore of culture. Howard Goldblatt’s successful translation also tells us that the argument over literal or free translation, domestication or foreignization can be temporarily shelved for the purpose of cultural exchanges in translation practice. The focus of translation studies should be converted to such factors as reading habits of target readers, acceptability of the translation and cultural environment differences, etc. Literal and free translation, domestication and foreignization strategies can co-exist due to the flexibility and diversity of translation methods and strategies in literary translation, so the ideal model of Chinese literary “going out” project could be established.

Secondly, Skopos theory acts as the overriding principle in translation practice. Functionalist translation theory originated in Germany in the 1970s, and it has powerful guiding significance for translation, and it is highly operational as well. The overriding and core rule is Skopos theory. According to it, the prime principle determining any translation process is the purpose (Skopos) of the overall translational action. Skopos theory holds that translation is a kind of intentional action or purposeful activity with the communicative purpose as the most important; that is to say, translation is intentional intercultural communication activities. Skopos theory puts more emphasis on the extra-linguistic study of translation instead of solely focusing on the research of the pure transformation between languages. Argument on domestication or foreignization, literal or free translation is the paradox in literary translation, which seems unable to be mediated as long as the uncertainty of translation exists. So there is no need to figure out which one is better or how to rank them. The practical principle to translation is that the purpose of translation is the first step before the determination of a certain translation strategy and method. Under the operational principle of “purpose justifies the process”, Skopos theory leads the translators to choose the most suitable translation method to achieve their purpose freely with some norms around.

At present, the main purpose of Chinese-English literature or culture translation is for the dissemination of China’s culture, and the choice of translation methods such as literal translation or free translation, domestication or foreignization is for the very purpose. These different methods complement each other for the same purpose. Therefore, they should not be contradictory to each other. Broadly speaking, literal translation and free translation are conducted at the linguistic level and they belong to the category of specific translation methods. Domestication and foreignization belong to the category of translation strategies, mainly concerning culture, poetics and ideology. To some extent, they can be taken as the extension of literal translation and free translation. We hold that the selection of literal or free translation methods should be based on particular translation purposes and contexts. As far as the translation purpose is concerned, different purposes result in different translation methods. To be specific, if the purpose is to disseminate specific native cultural images to the outside world, literal translation is a good option; if the purpose lies in the acceptance of the target readers, free translation is a better choice to some extent. On the linguistic level, if the source language and the target language are similar in structure and meaning, the literal translation method is usually adopted. For example, “家里有病人,不怕不信神” and “天机不可泄露” in *Life and Death Are Wearing Me Out* are literally translated as “with someone sick at home, it’s easy to become a believer” and “the mysteries of heaven must not be divulged”. And in *Red Sorghum*, “狐狸吃不到葡萄就说葡萄是酸的” is literally translated as “sour grapes” and “腾云驾雾” is translated into “riding the clouds or sailing

through a mist”. If the structure and meaning of the source language and the target language are far away from each other or greatly different, free translation should go first, such as the idiom “前不挨村后不靠店” in *The Republic of Wine* will put the reader in the cloud if it is literally translated. The translator makes a flexible translation as “in the middle of nowhere”, which can be hailed as a clever endeavor. The incommensurability and untranslatability between languages determine that the solution of translation between the source language and the target one lies in the middle way. This means that in this situation, the translator has to compromise between the two methods. That is, literal translation and free translation should be combined flexibly in the actual practice. For example, “庖丁解牛” in *The Republic of Wine* is translated as “Taoist tale of the marvelous skills of the ox-butcher Chef Ding”.

As for the choice of domestication and foreignization translation strategy, we hold that foreignization strategy rather than domestication should be primarily taken to meet the requirements of the modern Chinese-English translation project. We should make foreignization strategy as primary and domestication secondary because the goal of literary translation is to send phototelegraphy between different cultures, which requires the translator to try their utmost to demonstrate the cultural features of the source language to the target readers with their original flavor (Liu, 2013, p. 121). The choice of foreignization is the inherent requirement of making full use of the readers’ subjectivity, for it not only arouses the reader’s participating eagerness, but also imperceptibly influences the readers in cultivating their cultural consciousness. The principle that translation is cross-cultural communication advocated by Howard Goldblatt means that translation is actually a mutual process of communication and dialogue among the author, translator and readers with cultural communication as a medium, and the new relationship among author, translator and readers should not be a monologue. Therefore, a qualified translator should not only help the readers to correctly understand the lexical and semantic meanings of the original language, but also humanly care about the readers’ needs from their own perspective. Therefore, uncertainty and blank points are reserved for the reader’s thinking to promote their cultural consciousness, and the readers could independently form the competence for appropriate language usage in the process of seeking for the meaning of the language. Aimed at reader friendliness, foreignization strategy has dialogue with the readers on the basis of trust and cooperation. In the transmission process of China’s cultural image, Howard Goldblatt does not always explain in details and serves as the savior and culture disseminator. Instead, he leaves the space in the translation process for readers to take part in. For instance, in Example 5, the translator does not explain the traditional Chinese image “武大郎” in detail, but directly resorts to literal translation method and leaves the power of understanding to readers for this Chinese household figure, which helps the readers generate cultural discrimination ability and improve their literary accomplishment.

Example 5: 女人说,“年轻时你也是狗脸猪头,武大郎转世!”

《天堂蒜薹之歌》

You looked more animal than human. As bad as the hideous Wu Dalang, maybe worse!

The Garlic Ballad

The inviting function of foreignization helps to convey plump and attractive source cultural image, and leaves adequate space and uncertain point to the readers for their understanding and participation. The readers could actively absorb the foreign culture in the process of referring to the dictionary and other feasible ways for the actual meaning of the source cultural images. The combination of translator’s trying for dia-

logue and readers' subjective sense will direct readers to generate cultural consciousness. In this way, the cultural consciousness of the readers gradually forms under the influence of the translator's invitation by means of foreignization, and China's cultural images are also disseminated to the outside world effectively. At the same time, the readers can also get a better understanding of their native culture when it is in conflict with other culture; through the conscious cultural assimilation, thus to get a more reasonable and comprehensive understanding of similar or different linguistic and super-linguistic meanings.

Of course, it is by no means that in any case the foreignization strategy rules; otherwise, it will be beyond the readers' comprehension and lead to biases and mistakes, because the translation is too foreign or exotic.

Lastly, Polysystem theorists believe that when one's own culture is in powerful or central position, domestication strategy is usually adopted; however, when the culture is in a weak or marginalized position, foreignization strategy is often taken.

Polysystem theory is proposed by the Israeli scholar Itama Even-Zohar, and its core is that "various forms of human communication controlled by symbols such as language, literature, economy, politics and ideology are an organic system rather than a mixture of unrelated elements. The systems composed of several different systems instead of a single one. Each of these systems has different behavior and is interdependent when they are operated as an organized whole" (Even-Zohar, 2002, p. 19). The behavior model of a system sometimes is associated with its position in the polysystem. As a polysystem, literature can be divided into central literature and peripheral literature, classical literature and non-classical literature. Translated literature is a subsystem of the literary polysystem and its position in the literary polysystem is constantly changing and developing and is not always in the fixed central and peripheral position. Zhang Nanfeng (2002, p. 19) once pointed out, when translated literature is in the center of the literary polysystem, the translator centers on the "sufficiency" of his translation; when the translated literature is at the marginalized position of the literary polysystem, the translator mainly focuses on the "acceptability" of his translation. That is to say, the choice of translation strategies should also be based on the position of the source and target language and culture.

Summary

Firstly, Howard Goldblatt's views on translation have been summarized. To be specific, the views are as follows: remaining faithful to the source and target language; taking translation as a cross-cultural activity; and treating translation as the compromises between fidelity and creativity. Following that, from the study of Howard Goldblatt's translation of Mo Yan's novels under the guidance of media-translatology, Skopos theory and polysystem theory, we can infer that, more importance should be attached to the effectiveness of China's culture dissemination in the present translation practice to the West; appropriate adjustment and choice of translation strategies and models should be made according to the purposes of different translation stages; and the Chinese native born translators should seek for cooperation with the western world to achieve the most desirable effect of translating Chinese works to the West so as to open up the channels for China's marginalized literature to move to the center in the West or even throughout the world.

Finally, against the spectacular backdrop of the "going-out" project of Chinese culture, we hope that the

research findings can serve as references for the formation of policies concerned because the study accords with the guideline announced in the report of the 18th National Congress of CPC that we should devote to strengthening the influential role of China's culture and building China into a powerful socialist cultural country.

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Polysemy and Synonym in the Translation of the Terms In Drilling Engineering

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[Abstract] *In recent years, the progress of science and technology is increasingly significant, so are oil-related terms. And the development of drilling engineering terms is undoubtedly a paramount part. This thesis is mainly analyzing polysemy and synonym of drilling engineering terminology, combined with its characteristics. By giving and summarizing examples of bilingual translation, the thesis is expected to be helpful in the drilling translation work.*

[Keywords] *Translation; polysemy; synonym; drilling engineering; terminology*

Introduction

People are animals of the society, and live in communication. Communication is the prerequisite for the smooth and successful relationship among human beings and it promotes human beings' development. As for drilling engineering terms, the accurate use of terms is a strong guarantee for smooth communication.

Drilling terms is an important characteristic of petroleum science and technology literature. Compared with the general words, drilling terminology has a more precise definition of translation and we should pay special attention to its accuracy. Drilling terms usually only have one particular concept, but it is necessary to make sure to select the unified translation which is published or the translation which is generally accepted.

The lack of discrimination between polysemy and synonym is short of a systematic and operational method, which is unfavorable to the development of oil industry. For this purpose, this thesis would make people understand and master the usage of a few words more clearly by listing, comparative analysis and graphic method. At the same time, the analysis of these words is expected to awaken people's awareness of using terms accurately and scientifically.

Literature Review

Xu (2010) had once put forward his view in English language terms used in oil drilling translation, that is, due to the practicability of drilling engineering terms, the translation work requires not only to be equivalent with the original expression, but also to be transitive so that the readers or the hearers can easily get the author's information. To reproduce the original work, the translation method is determined in accordance with the original content.

Qiao (2010) had presented that after getting familiar with the characteristics of oil drilling in English vo-

cabulary, we should take the appropriate translation strategies based on the nature and content of the original articles to translate. For example, we can select words based on the language environment and translate according to the translation of word formation.

In the above-referenced articles, the authors have more or less summarized translation methods of drilling engineering words. Nevertheless, some experts and scholars believe that drilling engineering terminology is so professional that its non-equivalence or ambiguity is unnecessary to study.

Xin (2011) once mentioned her opinion that the nature of terminology translation and terminology characters determine that terminology translation should meet a standard of ultimate equivalence. The standard system of terminology translation is to be constructed by the core of ultimate equivalence as well as three dimensions: terminology form, terminology content and terminology style. By working on the original terminology, translator transfers content and changes form to reach ultimate equivalence between the original and targeted terminology.

Zheng (2012) had expressed his views that standardization of terminology translation is now the most important part of terminology standardization activities. From the perspective of dealing principle, terms can be divided into standard terms and not standardized terms. The former's translation requires translators' sense of standard. While for the latter, translators have a kind of academic consciousness which is established on the basis of basic theory of terminology.

Terminology translation is a problem involving a variety of disciplines, and for drilling engineering terms, just like what ZHENG had stated, have two kinds of terms to deal with. By giving and summarizing examples, this thesis will mainly analysis polysemy and synonym in drilling engineering words, with a view to play a certain role for the current oil drilling terminology translation.

Translation of Polysemy

Polysemy is the capacity for a sign (such as a word, phrase, or symbol) to have multiple meanings, usually related by contiguity of meaning within a semantic field. It is thus usually regarded as distinct from homonymy, in which the multiple meanings of a word may be unconnected or unrelated.

It is a universal feature of all languages, including the English language. Or we can say polysemy is the ambiguity of an individual word or phrase that can be used (in different contexts) to express two or more different meanings. But for these polysemies in drilling engineering, differences can be very tiny. In this situation, we have no method but have a good understanding of the polysemous words and their collocations. Here are some examples.

- “Formation” and “Stratum”

According to Youdao dictionary, “formation” itself has several meanings such as “an arrangement of people or things acting as a unit”, “a particular spatial arrangement” and such meanings. Nevertheless, for comparing with “stratum”, this thesis will focus on “rock formation” - a mass of bedrock displaying a curious or interesting shape. It mainly means the layer within the scope of geological time.

As for stratum, the translation of Wikipedia is as follows: in geology and related fields, a stratum (plural: strata) is a layer of sedimentary rock or soil with internally consistent characteristics that distinguish it from other layers. The “stratum” is the fundamental unit in a stratigraphic column and forms the basis of the study of stratigraphy.



Here are some collocations that are related to their definitions:

Formation		Stratum	
formation damage	地层损害; 油层损害; 生产层损坏	bearing stratum	[工程] 承重层
formation level	施工基面; 路肩高程; 平整面水平	tertiary stratum	第三系地层; 第三纪层
formation water	地层水; 建造水	stratum water	地层水

The table above, especially these collocations in regard to drilling engineering, is selected from Youdao dictionary or Dict.cn. In order to have a better understanding of these collocations, I picked some model sentences from CNKI dictionary, the digest chapter.

“The radius of investigation for formation damage has been formulated in this paper.”

“文中地层损害的调查半径已经制定。”

“Formation damage”, this phrase here can be translated as “地层损害”. “Formation” is not solely used to impress the meaning of “the geological features of the earth”, but its collocation with “damage” gives this word and this phrase a specific significance-“地层” and “地层损害”. So are “formation level” and “formation water”.

“Stratum”, however, is much more simplex than “formation”. It’s easy to get this result from both its definition and its main collocations. Still, I want to show an example to make it clearer. “Stratum” is a word only refers to the drilling category, and its collocations are surely only about stratigraphy. “Tertiary stratum” here means “第三系地层”. It strongly proves that “stratum” has nothing to do with geological time, but only the stratigraphic sense.

Not only the above analysis, but also the following sentences can show the difference between “formation” and “stratum”.

“The deposits are grouped close to the present-day reosional edge of Kombololgie Formation rocks” can be translated as “矿床集中于靠近科姆波尔吉地层岩的现代侵蚀前沿”. And “Based on the ‘under the compaction’ theory, accurately pore pressure of the drilled formation may be gained by Eaton method and logging data and the measured data” means “在分析欠压实理论的基础上,运用伊顿法并利用测井资料,结合实测资料,建立了新场构造钻遇地层准确的孔隙压力”. It’s obvious that “formation” is a geological time category, while “stratum” is a geographical one.

With a good comprehension of the two words, still, we need to pay attention to some bad examples:

“Only connected interstices can act as elementary conduits within the formation”.

“在地层内只有连通的空隙才能起导水通道的作用。”

In this sentence, “formation” here is not as good as “stratum”, because the word here is emphasizing the geographical sense, and “stratum” is more adaptable here than “formation”.

“Indeed, they have been locked in an ongoing tussle over the dating of a single stratum at Tel Rehov”.

“他们已经就泰尔·拉霍夫(Tel Rehov)单一地层的年代问题,展开了旷日持久的持续争论”

In this sentence, “formation” is better than “stratum”, because the word here is emphasizing the geographical time sense, and that is what “formation” means.

“Stratum” is more official in the translation of “地层” here. “Formation” is used to describe assise in the geological period sense, while “stratum” is to describe it in the geological shape sense. From the above, we can easily get the conclusion that “stratum” is more officially used in conversations than “formation”. Actually, “stratum” is frequently used especially in western countries, while Chinese newspapers or magazines prefer to use “formation” as its translation. And this shows us clearly that translation work differs due to the change of places.

• Casing, Sleeve and Cannula

According to Wikipedia, “casing” refers to an enclosing shell, tube, or surrounding material, or a metal tube used during the drilling of a well. It’s the official term used in American English to describe “套管” in drilling engineering. And “sleeve” is a small case into which an object fits or the part of a garment that covers the arm, or through which the arm passes or slips. “Sleeve” in most cases is referring to dresses. “Cannula”, however, is a small flexible tube inserted into a body cavity for draining off fluid or introducing medication. It mainly used in medical science.

Here are some collocations that are related to their definitions:

Casing		Sleeve		Cannula	
casing pipe	套管;井壁管	sliding sleeve	[机械]滑动套筒	nasal cannula	输氧鼻管;鼻导管
intermediate casing	技术套管;中间套管	insulated sleeve	绝缘套管	trachea cannula	气管插管
casing wall	套管壁;汽缸壁	sleeve valve	套筒式滑阀;套阀;套筒阀	ventricular cannula	脑室套管

From the definitions and collocations above, it is easy to get the conclusion that “casing” is the most appropriate word in the field of drilling engineering to express the meaning of “套管”, such as “intermediate casing”, which means “技术套管;中间套管”. “Sleeve” is barely used here, but its collocations are officially used in drilling engineering to express “套管”; and “cannula”, however, is mainly used in medical science and almost all its collocations are related to that. I’d like to put it in detail by giving the model sentences selected from CNKI dictionary.

“This is a Research on the Load of Internal Pressure of Intermediate Casing Strings.”

“这是一篇关于石油技术套管柱内压载荷计算的分析研究。”

OR “This is a static analysis of the intermediate casing pipe in horizontal well.”

“这是一篇关于水平井中间套管的力学分析。”

In these sentences, it’s obvious that “intermediate casing” mostly means “技术套管”. And only in a few circumstances, sometimes when the phrase is followed by “pipe”, it means “中间套管”.

“Sleeve”, however, is much easier to be distinguished than other words. And I want to discuss this at

length.

“He twitched me by the sleeve.”

“他急扯我的袖子。”

“This apparatus was composed of sliding sleeve switch, sidewall channel, ballseat and spring.”

“该装置由滑套(滑动套管)开关、侧壁通道、球座、弹簧等组成。”

“This is a piston structure design of hydraulic drill with percussion sleeve valve.”

“这是一个冲击式套阀型液压凿岩机活塞结构设计。”

For “sleeve” itself is mainly referring to “the part of a garment that is attached at the armhole and that provides a cloth covering for the arm”, but its collocations are more frequently used in drilling engineering.

As same as the foregoing polysemous words “formation” and “stratum”, there are some bad examples in this group of words, here is an example:

“If it is necessary to have the joints under water, they must be bedded into a box or sleeve which absolutely prevents water from penetrating in”.

“如果有必要在水下接头,就必须把它们安置于绝对不渗水的密封盒子或套管里。”

In this sentence, “casing” is preferable because it is usually used to describe a box or such things. And “sleeve” seems more likely to be used with its collocations. For example, “Please don't touch these metal cables inside a plastic sleeve”. Here with the word “plastic”, “sleeve” can finally convey the same meaning as “casing”.

And “cannula” is only used in medical or chemical terms.

- Conclusion

It is sure that there are other polysemous words in drilling engineering terms, and they can be connected with other words to become phrases and to express a particular meaning. In the translation of the polysemous words, usually we should select the right meaning according to the context. On the one hand, it would be necessary to accumulate collocations or phrases to avoid mis-translation. On the other hand, we'd better distinguish the differences of these words not only from the view of literal meanings, but also the diversities that caused by various backgrounds, cultures, and so forth. Last but not least, some words share the same meaning in the same cases. And in this case, we can do nothing but accept it and memorize it.

Translation of Synonym

A synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language. Words that are synonyms are said to be synonymous, and the state of being a synonym is called synonymy.

Wang Lu (2011, pp. 126-127) put up an opinion that the meaning of words is combined with the background frame and abschattung. In other words, the understanding of words is the result of joint action: abschattung and people's experience knowledge. The same meaning of synonym is caused by the same abschattung, while the differences of synonyms are due to different background.

The presence of a large number of synonyms in English has made rich expressions in communication. However, semantic differences are still excited after all. In the process of translation, the translator should pay attention to reflect the difference of the similar meaning in the target language.

- Probe

According to Youdao dictionary, “probe” can be a noun or a verb. Probe has several meanings as a noun: an inquiry into unfamiliar or questionable activities; a flexible slender surgical instrument used to explore wounds or body cavities; an exploratory action or expedition or an investigation conducted using a flexible surgical instrument to explore an injury or a body cavity. And when it works as a verb, it means: question or examine thoroughly and closely or examine physically with or as if with a probe.

To have a better understanding of this word, here are some collocations of Probe:

sampling probe	取样探头 ; 采样探头
space probe	航天探测器
ultrasonic probe	[医]超声纳探针 ; 超声波探头

These collocations have a wide range of uses:

“The concept and characteristics of integrated process analysis system and its components, PP1160 high temperature sampling probe and AO process analyzers, are described.”

“介绍了四川仪表九厂 PS3000 型过程分析成套系统及其组成部分——AO 模块化过程分析仪器系统和 PP1160 干法高温取样探头。”

“The operation principle of the ultrasonic density sensor, the selection, making technology of the ultrasonic probe are introduced.”

“介绍了超声波密度传感器的工作原理和超声波探头的选择与制作工艺要点。”

“Probe” as a single word has several meanings that have introduced in the definition part, while the dominating part in this chapter is its collocations that belong to the category of drilling engineering. It is worth noting that the meanings of different collocations of “probe” have totally different fields. From the above-mentioned, the collocations respectively belong to drilling engineering, aerospace science and technology and mechanics.

• Beam

According to Youdao dictionary, “beam” can be a noun or a verb. As a noun, it means: a signal transmitted along a narrow path; guides pilots in darkness or bad weather; long thick piece of wood or metal or concrete, etc., used in construction; a column of light (as from a beacon); a group of nearly parallel lines of electromagnetic radiation or a gymnastic apparatus used by women gymnasts. It as a verb means: express joy through one's facial expression; be bright, as of the sun or a light; broadcast over the airwaves, as in radio or television; have a complexion with a strong bright color or experience a feeling of well-being or happiness, as from good health or an intense emotion.

electron beam	电子束
concrete beam	混凝土梁
balance beam	平衡木 ; 天平横梁 ; 平衡杆

Based on the definition above, it is necessary to discuss the usages of its collocations.

“The problem of focusing high current electron beam in a multi-electrode electron gun with magnetic field has been analyzed theoretically.”

“本文对于在有磁场下多阳极电子枪的电子注聚焦问题进行了理论分析。”

“The electrical resistance change of CFRP bar is about 2.54% ~ 6.87% at concrete beam failure.”

“当混凝土梁破坏时CFRP筋电阻变化率为2.54%-6.87%。”

“Their physical stamina exercise was assessed with the standard of physical fitness measurement for 3 to 6-year-old children in Beijing city, including body height, body mass, pulse, walking on balance beam, continuous jump in a circle with single foot, etc.”

“采用北京市3~6岁儿童体质测定标准进行体能运动能力检查评定。项目包括:身高、体质量、脉搏、走平衡木、圆周单脚持续跳跃等。”

These collocations are related to three disparate aspects, just like the word “probe”, “beam” combined with different words has various significances. And that requires accurate memory and precise application.

• Conclusion

All kinds of differences exist between synonyms, and they are very tiny in most cases, so we need to distinguish carefully for fear that the translation error occurs or it will cause confusion in the translation of semantics and rhetoric, and even distort the original. To avoid that, it requires translators to deeply study the true meaning of synonyms and choose accurately and appropriately so that we can express the feelings more exactly, strictly and vividly.

Conclusion

The chaos of drilling engineering translation deserves to be attached great importance and it is in urgent need to be regulated. All the differences of terms are caused by different cultural backgrounds, various ways of thinking, etc.

Petroleum science and technology terminology translation should be combined with the current situation and based on its characteristics. At the same time, it's better to comply the translation work with the standards such as "faithfulness, expressiveness and elegance" principle; specialized principle; nationalization principle; creative principle; and so on. Besides, standardization and unification of language are the basic requirements of oil drilling terms. By combining translation theories and cultural connotations of oil terms, we believe that we can find out the best translation results. In addition, books are one of the prominent symbols of human progress and civilization. And it would be great to publish more qualified and standard books, dictionaries or references for learners to use. Most importantly, only by arousing the awareness of normative use of the term can we fundamentally solve the problem.

This thesis is mainly studying several drilling engineering terms' usage, and it's really not enough to represent polysemy and synonym in drilling engineering. Terminology translation sometimes is unchangeable, but in most cases, literal translation cannot solve all the problems because different places could have totally different translation, and they have different standards or conventional translation methods. To be more professional, translators should be more cautious when they are choosing words for different groups of readers or people of different walks who have various needs in reading.

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On the Translation of Chinese Fables and Its Overseas Spread

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[Abstract] *An outline of the history of the overseas spread of Chinese fables and the analysis of the factors influencing its cross-culture communication highlight the dilemmas of the translation of Chinese classics and its overseas spread. This paper, with a purpose of reflecting the practice of the strategy of “going out” for Chinese culture, puts forward the countermeasures for the translation of Chinese fables and its overseas spread.*

[Keywords] *Chinese fables; overseas spread; history; difficulty and countermeasure*

INTRODUCTION

The creation of fables in China flourished during the pre-Qin period (770-221 BC). Despite its usually short length, Ancient Chinese fables demonstrate an incisive moral vision and convey a great deal of life wisdom. Among the fabulists in ancient China, many were leading thinkers of the world. Such Chinese classics as *Zhuang Zi*, *Lie Zi*, *Hang Fei Zi* and *Zhan Guo Ce* have been sorted out fables of different features. Being widespread and full of wisdom, Chinese fables have exerted great influence on the development of Chinese literature and language. However, Chinese fables have not been recognized in English world until 1908, when American Book Company published *Chinese Fables and Folk Stories* compiled by Mary Hayes Davis and Chow Leung. In the preface, the authors said that it had been an accepted belief of the world's best scholars that Chinese literature did not possess the fable and chapters in interesting books have been written on this subject affirming its absence (Davis, 1908). This paper, with a purpose of promoting Chinese classics translation and its overseas spread, will first outline the history of the overseas spread of Chinese fables, and then analyze its difficulties and put forward corresponding countermeasures.

OUTLINE OF THE OVERSEAS SPREAD OF CHINESE FABLES

Though the Westerners did not recognize its existence until the early 1900s, Chinese fables have spread to the Western World implicitly with Chinese classics such as *Zhuang Zi* and *Lie Zi*. However, its explicit spread was marked by the publication of the above-mentioned *Chinese Fables and Folk Stories* in 1908. Statistic suggests that Chinese fables have been spread overseas mainly in English versions. Over the past century, many overseas sinologists have translated and compiled nearly 30 books of Chinese fable (including few French and German versions). Table 1 includes major English versions of Chinese fable published by overseas publishing houses.

Table 1. Major Works of Chinese Fables Published by Overseas Publishing House

Title of Books	Compiler/Translator	Publishing House/Year
<i>Chinese Fables and Folk Stories</i>	Mary H. D., Chow Leung	American Book Company (1908)
<i>Chinese Fables and Stories</i>	George Alexander Philip	F.A. Owen Pub. Co (1915)
<i>Chinese Food and Fables: The Wisdom of a Chinese Cook</i>	Vladimir Sis	Artia (1966)
<i>Chinese fables,</i>	Katherine Chiu Lyle	Peter Pauper Press (1967)
<i>The Rabbit and the Turnip</i>	Richard Sadler	Doubleday & Company (1968)
<i>The Peacock and the Crow</i>	Ann Kirn	Four Winds Press (1969)
<i>Chinese Fables and Parables</i>	Wolfram Eberhard	Orient Cultural Service (1971)
<i>Ancient Chinese Fables Retold</i>	S. J Hu	Kelly & Walsh (1975)
<i>One Hundred Allegorical Tales from Traditional China</i>	Wei Jinzhi, Jan, Yvonne Walls& Cheng Shifa.	Joint Pub. Co.(1985)
<i>A Chinese Zoo: Fables and Proverbs</i>	Demi	Harcourt Children's Books (1987)
<i>Chinese Fables & Wisdom</i>	Tom Ma	Barricade Books (1997)
<i>Popular Chinese Fables</i>	Wu Jingyu , Tian Hengyu	Asiapac Books (1997)
<i>101 Classic Chinese Fables</i>	& Howard Zhai,	Dragonfly Books (1998)
<i>Chinese Proverbs: Quotations and Fables</i>	Huan Huang You	Llanerch Press (January 1998)
<i>Nuggets of Wisdom from Chinese Fables</i>	Wu Jingyu, Geraldine Chay	Asiapac (2003)
<i>Chinese Fables</i>	Mary W. Ng	Aim Publishing (2006)
<i>A Treasure House of Chinese Fables</i>	Chi Him Chiu	Xlibris (2008)
<i>Consuto and the Rain God: A Chinese Fable</i>	Philip L. Levin	Author House (2008)
<i>Chinese Fables: Satire in a Daoist Mode</i>	Magnus Nielsen	Author House (2010)
<i>The Bull With Magic Eyes And Other Chinese Fables</i>	C. H. Kwock (Editor)	Literary Licensing, LLC (2011)
<i>Why the Small Bird Cannot Know the Dream of the Big Bird</i>	King Kong Huang	Snowflake Books Ltd(2011)
<i>Ancient Chinese Fables</i>	K.L. Kiu, Leng Linwei	Aurora Publishing LLC (2012)

<i>Classical Well-known Chinese Fables</i>	Li Li , Mengjiao Liu	Couzi Publishers (2013)
<i>Chinese Fables: The Dragon Slayer and Other Timeless Tales of Wisdom</i>	Shiho S. Nunes ,Lak-Khee Tay-Audouard	Tuttle Publishing (2013)
<i>Ancient Chinese Fables</i>	Simon Starr	The House of Starr (2014)

Not surprisingly, Chinese scholars have not kept away from the affair of spreading Chinese fables. Major English versions by domestic scholars and publishing houses are listed in Table 2.

Table 2. Major Works of Chinese Fables Published by Domestic Publishing House

Title of Books	Compiler/Translator	Publish House/Year
<i>Ancient Chinese parables</i>	Yu Hsiu Sen , Kwei-Ting Sen	Commercial Press,Limited (1924)
<i>Fables</i>	Feng Xuefeng	Foreign Languages Press (1953)
<i>Chinese Ancient Fables</i>	Yang Hsien-Yi , Gladys Yang	Foreign Languages Press (1957)
<i>Chinese Fables and Anecdotes</i>	Feng Tse-Kai	Foreign Language Press; (1958/1962)
<i>Chinese Fables & Parables: A Catalogue</i>	Wolfram Eberhard	Orient Cultural Service(Taipei) (1971)
<i>Chinese Ancient Fables</i>	Wei Jinzhi	China Books & Periodicals (1982)
<i>Everyday Chinese: 60 Fables and Anecdotes</i>	Zhong Qin	Foreign Languages Press (1983)
<i>Fables (Modern Chinese literature)</i>	Feng Xuefeng	China Publications Centre (Guoji Shudian) (1983)
<i>Contemporary Chinese Fables</i>	Huang Ruiyun	Foreign Languages Teaching and Research Press; (1988)
<i>Contemporary Chinese Fables</i>	Huang Ruiyun	Chinese Literature Press (1990)
<i>Selected Fables</i>	Jin Jiang	Chinese Literature Press (1997)
<i>Contemporary Chinese Fables(II)</i>	Qing Ai	Chinese Literature Press (1998)
<i>Frescoes and fables</i>	Li Guishan, Naomi McPherson.	New World Press 1998
<i>Selected Fables from Old Cathay</i>	Du Xia	Chinese Literature Press (1999)
<i>Ancient China Fable Stories</i>	Liu Delian	Peking University Press(2001)
<i>Selected Fables</i>	Zhou Zhuan, etc.	New World Press(2002)
<i>Fables from Chinese Ethnic Groups</i>	Zhang Xueshang, Liu shiyi, Tang Zaifeng	Baihua Literature & Art Press (2003)

<i>Chinese Fables and Cultural Stories</i>	Zhu Yifei	Shanghai Foreign Language Education Press (2007)
<i>Ancient Chinese Fables</i>	K. L. Kiu	China Translation & Publishing Corporation (2007)
<i>Ancient Chinese Fables</i> (<i>Library of Chinese Classics</i>)	Yang Xianyi & Gladys Yang	Foreign Language Press (2008,2010)
<i>Illustrated Classic Chinese Tales</i> <i>Fable Stories</i>	Song Huaizhi	China Intercontinental Press (2014)

It is noteworthy that among the series of *Library of Chinese Classics*, *Ancient Chinese Fables* was published first in 2008 and then in 2010. In total, 121 Chinese ancient fables were singled out and translated into English by Yan Hsien-yi and Gladys Yang. Since it is a state-sponsored publishing project, it marked the advent of the new stage of the spread of Chinese fables. In such a new era, “It is even more important for China to voice in the world stage and tell its own story” (Huang, 2015) Chinese fables, especially the ancient ones, with its diverse morals, may provide a new window for the western world to learn the philosophy, life, love, custom and legend of Chinese people. Therefore, the translation and the overseas spread of Chinese fables have become one part of the exported Chinese culture. However, despite the increase of the amount of the translation of Chinese fables and the fact that the media of its publicity are getting variable, there are such tendencies as giving priority to ancient fables and focusing on selections of different authors. Modern Chinese fables and fables of the same author or the same type are ignored to a certain extent. Furthermore, the translation of Chinese fables has to face its unique difficulties.

DIFFICULTIES OF THE TRANSLATION OF CHINESE FABLES AND ITS OVERSAS SPREAD

As was pointed out in the first English version of Chinese fables by Mary Hayes Davis and Chow Leung, most ancient Chinese fables were scattered in advanced literature, in the history books, and in the poems, which are not all read by every literary man except the widely and deeply educated literati. Furthermore, ancient Chinese language is almost beyond the understanding of foreign scholars. Nevertheless the value of Chinese fables has been recognized by scholars at home and abroad. Even so, some baffling difficulties have to be overcome.

Since Chinese ancient fables were imbedded in ancient classics, the work of screening out them itself is by no means an easy work. To spot a fable in Chinese classics is like to look for a needle in a bundle of hay. Besides, it demands not only an extensive reading but a keen sense of the style of Chinese fables and a good command of classical Chinese which is quite different from modern Chinese. Another problem with the work of selecting out Chinese ancient fables is that scholars at home and abroad may vary due to the fact that there is no consensus on what is fable among scholars from different culture communities.

Despite the fact that all the difficulties can be overcome (since there have been many recognized Chinese fable available at both domestic and overseas market.) the exact transmission of the meaning of each Chinese fable still remains uncertain. Derived from its original context, the understanding of the selected Chinese ancient fable may run the risk of being interpreted out of context. Though the literal meaning of a

Chinese fable can be expressed in another language, the function of it may become intricate. In the process of translation and overseas spread, Chinese ancient fable may be misinterpreted and misunderstood without referring to its original text and the culture it has rooted. The interpretation of the Fable *Pao-ding Dissecting Cattle* is an example of this kind. (Chen, 1985)

Due to the foregoing reasons, the translation quality of Chinese fables is hard to be guaranteed. Additionally, the wide spread of Chinese fable in a foreign culture needs both quality and quantity. By quality we mean that the translated versions shall be faithful to the original text in terms of meaning and function. Without quality the spread is meaningless, while without quantity the spread may not secure a desirable effect, since more fables in spreading means more chances to be brought into contact with target audiences. Nevertheless, the state-sponsored publishing project Library of Chinese Classics seemingly has promoted the overseas spread of Chinese fables as well as other classics; it has actually set a “state standard” of translated versions and an example of “state choice”, which may be an inhibiting factor in the process of the overseas spread of those classics. At least, translation and publishing of the classics included in the state publishing project prevent the same classics from being translated and published by others translators and publishing houses. Thus, the variety of translated versions is limited. Together with the limitation of the mass media involved in the overseas spread, Chinese ancient fables cannot easily be accessed to the target audience and understood properly.

STRATEGIES FOR THE TRANSLATION AND OVERSEAS SPREAD OF CHINESE FABLES

Among the difficulties, the absence of context of both text and culture is the major one, since it is related to the quality of the translation and its understanding among the target audiences. Therefore the way of making up the displacement of the context and culture background is of great importance in the translation process. Responding to this situation, intertextuality, concerning the interrelationship between texts, especially works of literature, may provide an angle of view for avoiding the problem of infidelity. Intertextuality is a literary device that creates an “interrelationship between texts” and generates related understanding in separate works. (“Intertextuality” 2015) These references are made to influence the reader and add layers of depth to a text, based on the readers' prior knowledge and understanding. As Hatim & Masion (2001) suggested that the interaction between texts may activate the knowledge system outside the text itself and make readers associate former reading experience to present reading. Therefore, the translation of Chinese fables and its overseas spread may gain both theoretical and practical insights from it.

To secure the fidelity, the cooperation between foreign and domestic translators is recommended. Since the translation of the selected Chinese ancient fables would firstly be translated from ancient Chinese language, that is classical Chinese, it is desirable to leave this work to Chinese scholars, who have more chances to take advantage of the intertextuality. Then foreign translators may take over the work and translate it into target language which is his or her native language. The joint-efforts between native scholars from source language and target language will at least reduce the chance of misunderstanding at each stage. The *Ancient Chinese Fables* listed in the *Library Chinese Classics*, which is translated into English by Yang Xianyi and Gladys Yang and modern Chinese by Teng Yilan, may be referred to as an example.

Scholars tend to believe that text is intertextual and it is this belief that laid the foundation that made in-

tertext an element of reception theory afterward. Intertextuality and intertextual relationships can be separated into three types: obligatory, optional and accidental (Fitzsimmons, 2013). These variations depend on two key factors: the intention of the writer (translator), and the significance of the reference. Taking these into consideration, a well-chosen text combination shall include any text helpful in reading to the target audience. So, to avoid or reduce the possible misinterpretation of the translated versions of Chinese fables or other classics among the target audiences, intertexts shall be provided to them. As for what kind of text should be provided in the translated versions, it depends on the reception capacity of the target audiences. Correspondingly, the target audiences should be divided into different categories according to their features. That is to say, to the well-educated adult readers, to those who want to learn Chinese through reading Chinese fable, and to those who like to use it as baby reading, translated versions provided should be intertextual different.

As for the effect of spreading, new methods of mass media shall be employed. While taking advantages of the traditional print media, the spread of Chinese fables may turn to those newly-arisen media such as blog and weChat. Besides, specific websites may be created. Audio and video products of Chinese fables may be produced. Meanwhile, the overseas market and the domestic market of Chinese fables should be given equal priority. To a certain extent, more domestic audiences of Chinese fables will increase the chances of its overseas spread; more foreign audiences means more carriers of Chinese culture in foreign cultures. Even there may be different versions or interpretations of the same Chinese fable, it should be tolerated. Misunderstanding is also a kind of understanding after all. In this sense, the carriers of Chinese culture need to be cultivated. Therefore the spread of Chinese fables may turn to the Confucius Institute program, which aims at promoting Chinese language and culture, support local Chinese teaching internationally, and facilitate cultural exchanges.

CONCLUSIONS

In the context of the “The belt and Road Initiative”, the translation and overseas spread of Chinese fables shall focus both ancient fables and modern fables. Joint-efforts should be made not only by translators, but also publishing houses. To secure a better reception of Chinese fables in foreign cultures, it is necessary to take into consideration the fidelity, the intertextuality and the multimode of spreading comprehensively. Besides, strategies for translation and spreading shall vary with the different target audiences, who are expected to be cultivated through a long and gradual contact with Chinese culture.

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Part I:
Linguistics

(Volume C)

Justification for a Few Discrepancies on Lexical Developmental Hypothesis

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[Abstract] *Different from previous lexical processing models, lexical developmental hypothesis holds that the way that learners process second language words depends on the level of their L2 proficiency. This paper focuses on the seemingly contradictory results drawn by researches on lexical Developmental Hypothesis. When closely watching the researches variables, including yardstick of subjects' proficiency, subjects' second language strategies, words' imageability, and translation direction, the writer proposes possible causes of the discrepancies, and justifies the hypothesis implicated by the lexical developmental model.*

[Keywords] *lexical developmental hypothesis; variables; discrepancies; lexical processing*

Introduction

One of the major questions in the study of vocabulary acquisition in a second language is how learners process words in their non-native language. The word association hypothesis proposes that the second language access concepts via words in the first language instead of connecting with the concept directly (Potter & Faulconer, 1975); while the concept mediation hypothesis postulates that “words in the two languages are not directly associated but are linked through a model conceptual system” (Potter, 1984, p. 34).

Another hypothesis, which integrates these seemingly contradictory assumptions together, is the developmental hypothesis. This hypothesis holds the way that learners process second language words depends on the level of their L2 proficiency. In the initial stage, which is called formal stage, the lexical entry is established in the L2 entry, but it contains only formal specification, like phonological and orthographic information. The learners use L2 through lexical association, as what is proposed in the word association hypothesis – the nonnative language are connected directly with corresponding words in the native language without meaningful construction of the concept in their mind (Jiang, 2002). As one's experience in the language increases, the L1 lemma, which contains semantic and syntactic information is “copied and attached to the entry of an L2 word's L1 translation equivalent” (Jiang, 2004, p. 422), and learners enter the second stage – the L1 lemma mediation stage. At this stage, as the concept-mediation hypothesis postulates, the learners can gain direct access to concepts for both languages. At the final stage, the semantic, syntactic and morphological specification of a L2 word are integrated into the lexical entry and learners at this stage can directly

access concept through L2 without the entanglement of L1 (Jiang, 2000).

The developmental model arouses many linguists' interests and stimulates them to test it in various ways. This essay will review three researches which adopt different tasks to test the implication of this model, and compare analysis of the research results.

Research Description & Results Analyses

Research 1

One of the famous researches to test the effect of nonnative language proficiency on lexical processing is conducted by Chen and Leung in 2003. This research recruits three groups of Chinese students with different nonnative language proficiency and adopts three major tasks, including picture-naming in two languages, word-reading in native language and word-translation from L1 into nonnative language. The three groups are proficient Chinese-English undergraduates who have studied English for more than 12 years, beginning Chinese-French undergraduates who have studied French for 2 years and child beginners who have studied English for 2 years. In the experiment, the learners are required to see cards in line-drawing, native language and nonnative language, and respond in his or her native language on half of the trial and nonnative language on the other half.

The results of this experiment are largely consistent with the assumptions, but not completely. For subjects of all three groups, responses to Chinese items in native language are the fastest, to pictures in native language the second. On the other hand, when subjects respond in their nonnative language, the group of proficient subjects use nearly the same time to Chinese items as to pictures and have similar error rates; while for the adult beginners, Chinese items produce faster results; and for child beginners, responses to pictures are faster than Chinese items. The authors conclude the findings clearly indicate the proficient and beginning users of a nonnative language use different ways to process words in the new language: "the proficient users of nonnative could use the concept-to-L2 link to mediate words in the new language without activating corresponding words in their native language" (Chen & Leung, 2003, p. 323), while the less proficient L2 learners use the L1 word as the media to L2, so when they translate L1 word to L2 word, they can retrieve the L2 word directly with L1 word as stimuli without going through the conceptual mediation.

The most unexpected discovery in this research is that for child beginners, picture naming in L2 is faster than translating. The authors ascribe this finding to different strategies used by different age groups: child beginner's literacy has not fully developed, "so the picture association pattern dominates their use of a new language" (2003, p. 320). Actually, the different features of SLA between young learners and adult learners can also explain this finding: as young learners' language ability is developed simultaneously with their cognitive ability; for adult learners, their established lexical and semantic system based on L1 discourage them to build the conceptual link in the process of L2 learning, so it is no wonder that the conceptual link reflected in the child beginner's L2 use is much stronger than the adults (Scoffhan, 1998).

Research 2

Although the first study offers forceful evidence in support of the previous assumption that bilinguals with high L2 proficiency are able to mediate L2 conceptually, while bilinguals with low level of L2 profi-

ciency process L2 via lexical association with L1, Judith Kroll argues that “the capacity to activate concepts from L2 may not be sufficient condition for the ability to use concepts in general as a form of interlanguage connection” (2005, p. 176). Therefore, in her research, categorization is used to investigate the relations between lexical and conceptual connection in bilingual memory. In such kind of task, subjects are presented with the name of a superordinate category (e.g. vegetable), and required to decide whether a subsequent target word (e.g. pea) is an exemplar of the preceding superordinate category. In this research, fifty-one English-French bilingual subjects at varying levels of proficiency in French are recruited and asked to categorize words under four conditions. Two conditions are within-language, i.e. both the category name and the target word are presented in English or French; the other two conditions are cross-language, i.e. the category names are presented in one language and the target exemplars in the other language.

In order to find how much the less proficient learners depend on the lexical association to process L2 words, the designer manipulates another two variables in this experiment – stimulus onset asynchrony (SOA) between the presentation of the category name and the target exemplars, and status of cognate. If the less proficient learners simply resort to translation strategy when forced to access conceptual information, their performance is predicted to be quite different when given different SOA between the category name and the target word. On the other hand, if less-fluent subjects are forced to access conceptual information within brief SOA, how much the interference of cognate is can display to what extent they use lexical form to get semantic information.

The result of this research is quite noticeable. What is within expectation is for more proficient bilinguals, categorization is unaffected by the language of category name and different SOA condition, although they are faster to categorize L1 targets than L2 targets. To a certain extent, it proves that more proficient bilinguals can flexibly process both L1 and L2 via conceptual mediation. The authors claim “once bilinguals are able to mediate L2 conceptually, it’s the same conceptual representations that are accessed by each language” (p. 174).

By contrary, the less-fluent subjects are not merely slower and less accurate than the more fluent ones, but they also produce a distinct pattern of within- and cross-language categorization. When the language of the category name matches the language of the target word, no matter the language is English or French, the less fluent learners are faster than in the cross-language condition. This discovery seems not to conform to the hypothesis that less proficient learners depend on lexical form to get access to concept. The explanation provided by the authors is that for the less-fluent bilinguals, “they do conceptually mediate L2, but in a restricted manner” (p. 176). Due to unbalanced lexicon stores, L1 and L2 “differ in the patterns of overall conceptual activation they produce” (p. 176). Under within-language condition, no matter the language is L1 or L2, the lexicon range activated by the category name matches corresponding conceptual area involved in the target word processing, so the less-proficient learners are not confounded by the interference of broad range of L1 words or spend time in generalizing L2 words.

Research 3

After Dufour and Kroll obtain support for concept mediation in non-fluent bilinguals through the task of semantic categorization, De Groot and Hoaks use the translation task in their research to retest the initial hypothesis and find new evidence against it. In attempts to figure out whether proficiency affects the degree of

conceptual involvement in word translation, De Groot and Hoaks primarily focus on two variables in their experiment, L2 proficiency and translation direction. In addition, they also manipulate word imageability as one of the most important variables. According to the developmental model, the higher the L2 proficiency, the more the conceptual mediation involves, thus, the larger the imageability's effect should be on the high proficient learners' performance.

The subjects involved into this study are 60 students whose L1 is Dutch and L2 English. 20 of them are pupils of secondary school in Grade 3, 20 in Grade 5 and another 20 are first-year university students. They are required to translate different types of words from L1 into L2 (forward translation) and L2 into L1 (backward translation). Their response time and error rate are recorded to manifest how the effect of word imageability on the subjects' performance varies with their proficiency level. Moreover, the results are also used to discover how the translation direction interacts with the bilinguals' proficiency level.

Compared with the expectation, the pattern of data obtained from this research is remarkable. The authors write in their report that "the analysis of response time and errors showed the imageability effect increased not with increasing but with decreasing proficiency" (2007, p. 245). So this data controvert to the idea that while translating words, less proficient bilinguals concept-mediate less than the more proficient ones.

Another discovery out of the researchers' expectation is the group with the highest L2 fluency shows a null-effect of translation direction on response time. It conflicts with Kroll's asymmetry model which predicts backward translation is faster than forward translation because the latter relies more on conceptual mediation (2003). Moreover, the data also controvert another prediction of the asymmetry model, that forward translation involves more conceptual memory than backward translation, since in this study, the imageability effect is not smaller but larger in backward translation than in forward translation.

To explain these results, the authors uses Jarvis' assumption that both forward and backward translation are largely conceptually mediated, and both can be decomposed into two stages: the first stage is "determining the meaning of the presented words which is called 'concept activation'", and the second stage is "retrieving the response word on the basis of the conceptual information activated in first stage" (2000, p. 20), and the time consumed in translation depends on which stage is more difficult for the bilingual. For the unbalanced bilinguals whose L2 lexicon is smaller than their L1 lexicon, more time will be spent in retrieving L2 word with the stimuli of L1 in forward translation. For the highest students whose concept activation and word retrieval in L2 are in balance, they spend similar time on forward and backward translation.

Research Comparison

When retrieving the three researches, there are quite a few points conflicting with each other: some data backbone the lexical developmental hypothesis, while others disprove it. However, if we compare the different variables involved into the research process and evaluate different research methods, we will find the results are actually not so mutually incompatible.

The foremost factor worth re-considering is the level of bilinguals' L2 proficiency. All the three researches focus on this variable and try to discover its relationship with concept involvement. However, all of them fail to define this factor precisely. As language improvement is a gradual process, a beginner who is at the first stage of a second language acquisition may completely depend on the word association between L1

and L2 to use the new language, and then slowly learn to connect the L2 to the correspondent concept or copy the L1 concept into the L2 lemma, thus, gradually evolves into a concept mediator. In Chen's research, the L2 beginner may be still at the first stage of SLA, whereas in Kroll's research, the less proficient subjects may have passed the initial stage and are able to conceptually mediate L2 in a restricted manner; in De Groot's experiment, perhaps the less proficient subjects have even higher proficiency compared with the previous two researches. So the boundary at which the learners begin to get rid of the manner of totally depending on the lexical link to mediate L2 and forward the first step to process L2 conceptually is a key point to find solution to the controversies.

In fact, both Kroll and De Groot have noticed this problem. Kroll proposes being able to mediate L2 conceptually have to be preceded by the acquisition of some initial vocabulary, but once the learners surpass this phase, "whether an individual lexically or conceptually mediates L2 may be a matter of degree that is determined by their relative fluency in L2 and by the nature of the L2 material" (2005, p. 175). Similarly, De Groot also assumes "after experiencing the very initial stage of L2 learning, the bilinguals may 'leap' at some point to concept - based translation" (2007, p. 243). Both proposals are raised when the two linguists discover the clues that manifest less proficient learners can also mediate L2 conceptually, which stand against the result of Chen's experiment that shows adult beginners tend to translate L2 to L1 directly via Lexical relationship. Therefore, it is likely that all the less-proficient subjects have passed the initial stage and are able to concept-mediate L2 at different degrees.

The second dubious point in the research is the word imageability. It is questionable whether the conceptual memory's involvement in word translation can be deduced from the occurrence of an imageability effect. Admittedly, high imageability sometimes can greatly facilitate the words' comprehension, and its effect on subjects' translation performance, to a certain extent, can reflect the degree of conceptual involvement, nonetheless, such function may only display noticeably within a restricted phase. For a learner who has begun to concept-mediate L2 but has not reached high proficiency, imageability may perform the largest function, but once entering an advanced stage where the learners have been familiar with a large number of L2 words and the L2 concept has been highly integrated with L1 concept, he or she can habitually and automatically mediate both languages via concept, and the effect of word imageability may not be obviously shown in his or her performance at this moment. For example, a student can respond to such a concrete word as 'apple' and abstract word as 'philosophy' equally fast when the words are presented in his native language, since he has mastered this language and can build a link between a word and concept like a reflex response regardless of the interference of other factors (Green, 2005).

In addition, the different strategies adopted in subjects' L2 learning process is also an important factor influencing the results. The unexpected result drawn from children's performance in second research is a good example to indicate this. For those children who acquire language from pictures, they characterize themselves with a concept-mediating way to process L2 words even in the early stage. Thus, their L2 concept may be established differently. In addition, if the learner learns L2 words under meaningful context, such as reading authentic material, communicating with native speakers, ...etc., the concept system built on the basis of L2 is more likely to be exclusive to L2 and insensitive to the stimuli of L1 word. That's why many bilinguals always stutter and resort to code-switching from L1 to L2 in their speech -- the concept based on their L2 learning enters their mind but they cannot find the proper equivalent in L1.

Another seemingly contradictory point in these researches is the degree of concept involvement in different translation direction. Kroll's asymmetry hypothesis claims that backward translation requires more conceptual access than forward translation because the link between L1 and concept is stronger than between L2 and concept. While De Groot's research shows for the group with the highest L2 fluency, there is null-effect of translation direction on response time. Nevertheless, Kroll has illustrated her view quite clearly that 'translation asymmetry is greater for less-fluent bilinguals than for more-fluent bilinguals' (2003, p. 128). Actually, the result of De Groot's result is just the case in point to prove it. Further, it proves the relationship between bilingual's proficiency and concept involvement. For the highly proficient subjects, due to their stronger tendency to mediate L2 conceptually when translating L2 to L1, as well as their higher ability to use conceptual activation to direct retrieval of words from the L2 lexicon when translating L1 to L2, their performance in forward translation is in equilibrium with backward translation.

Conclusion

In summary, this essay has reviewed three researches which focus on how bilingual's L2 vocabulary processing way varies with different proficiency levels; it also presents different hypotheses drawn from the studies and analyzes the different results concerning the effect of concept mediation on L2 processing; finally, it proposes possible causes of conflicting views held by different researchers.

At first sight, the great discrepancies among different results of the three researches appear to display the unreliability of the hypotheses implicated by the developmental model; nevertheless, when we have a close look at these researches, we can find the seemingly contradictory results in fact depend on some indefinite and dubious variables in the researches. Undefined level of proficiency, the questionable use of imageability to measure concept involvement, as well as the different strategies used by individual learners in their L2 learning, all could lead to the conflicting conclusions.

After evaluating the previous research analysis and searching for the possible causes of these conflicts, we may find, with some qualifications, the initial hypothesis is still tight enough to hold water. The initial hypothesis postulates that individuals rely on lexical association to process L2 words during the first phase of L2 acquisition, and with greater proficiency in the L2, they become able to access concepts directly without first language involvement. However, the transfer from a word-association dependant to a concept-mediator is not accomplished overnight. The learner cannot concept-mediate L2 unless he has processed the basic L2 vocabulary and passed the initial L2 learning phase. Once he/she is able to access L2 conceptually, he/she can do it in a restricted way, and then gradually develops into a complete concept-mediator with the increasing immersion in meaningful contexts and deeper understanding of L2 knowledge.

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An Analysis of Replication and Transmission of Netspeak from the Memetic Perspective

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[Abstract] *Now Internet has gained great popularity all over the world. And Internet also has brought a fresh linguistic form to us, which is named “netspeak”. Memetics, originating from the biological field, is a theory of cultural evolution. Memetics has provided a new angle for the research especially for netspeak, which is a pretty a dynamic linguistic form. This article tries to find how the netspeak is replicated and transmitted from the perspective of memetics.*

[Keywords] *Internet; replication; transmission; netspeak; memetics*

Introduction

With the popularity of the Internet, it has brought a new linguistic form which is often used online messages, and David Crystal (2001) called the linguistic variant “netspeak” in his book *Language and the Internet*. Netspeak is different from the standard language, because it changes so fast, and the new words, expressions and structures of netspeak spring up so fast that it is hard for us to follow. Is using netspeak good or bad for the young people? How can netspeak transmit so quickly on the Internet? What can we do to handle such a new linguistic form to reduce the influence to the standard language?

It is important and meaningful to research netspeak in terms of the relationship between high-developed technology and the culture better.

The Definition of Netspeak

Different scholars define the netspeak differently. Yu Genyuan (2001) thinks the word netspeak is an Internet term, which means the term used not only in the computer and Internet, but also in the Internet economy, Internet advertisements and Internet education.

Liu Haiyan (2002) thinks that netspeak is a sort of online language. It is the combination of both the realistic language and virtual one, so it is a special linguistic form.

There is another well-accepted standpoint that netspeak is the expressions used in the cyberspaces, which is not supposed to be called a new language but a social dialect.

Zhao Jun (2005) holds that netspeak is a specific linguistic phenomenon in the social development. Netspeak is a language used for affirmation and agreement in the communication of some groups.

Some scholars (Sui Jiayan, 2008, Zheng Hanyuan, 2002 Gui Mengqiu, 2007, Li Jinmei, 2004) hold that netspeak can be interpreted from broad sense and narrow sense. In the broad sense, netspeak can be taken

as the variety of expressions that are associated with the Internet and electronic technology, which is used for exchanging information. In the narrow sense, netspeak offers the variety of languages that people regularly use on the Internet for casual and informal talk or interaction.

Memetics and Meme

Memetics is a relatively new theory to explain the cultural evolution and selection based on Darwinism. The key word of the memetics is “*meme*”, which Richard Dawkins of the University of Oxford coined in 1976 in his best-selling book *The Selfish Gene*.

The definition of meme

There are many approaches to define the meme but two of them are supposed to be treated seriously. First, Dawkins, who coined the term meme, interpreted memes as units of cultural transmission, which ‘*propagate themselves in meme pool by... a process which, in the broad sense, can be called imitation*’ (Dawkins, 1976, p. 192). Second, the Oxford English Dictionary gives the definition of meme as follows: *an element of a culture that may be regarded to be passed on by non-genetic means, esp imitation*.

Wilkins’s (1998) definition of meme is similar to his definition of gene. This may be useful for theoretical purposes but a little complicated for common use, or popular acceptance of memetics. However, it is not a problem any more since Wilkins’s definition does not conflict with the OED definition (Blackmore, 1998).

Lynch (1996) tries to find the fact that the memes are existing in the brain and supposes that the memes are just kind of memory element stored in the brain nerves. However, for Susan Blackmore (1998), she still suggests that the original definition should be followed, that is, all the information can be copied by imitation and transmitted can be called the meme.

Memotype and memetic phenotype

According to Blackmore (1999), to be a replicator, it must have three necessary elements: genetics, variation and selection. Meanwhile, it is supposed to possess two major features: the genotype and phenotype. Genotype refers to genetic basis of some characters or some genetic information stored in gene. Phenotype means the observable features of an organism, which develop according to its genetic code (Wilkins, John S. 1998). So memes have the characters like genotype and phenotype. In other terms, they are named memotype and memetic phenotype.

The Replication and Transmission of Netspeak

Based on the theory memetics discussed above, this part will focus on how netspeak replicates and transmits in the internet. First, the characteristics of netspeak are presented, and then the process of netspeak replication is discussed. At the end, the ways that how the netspeak transmits online will be talked.

The characteristics of netspeak

Above the netspeak is defined as a linguistic variant but a real language. It shares some unique characteristics.

The biggest or the most unique character of netspeak is distinctiveness. Almost all of the netspeak shares

this feature. Compared with the standard written language, netspeak needn't follow all of the linguistic rules. So it is much more flexible and dynamic than the standard language. In addition, it is difficult to tell the speakers' voices, intonation and mood in the virtual world, the netizens will exert their imagination and creativeness to display their own personalities. For example, they invent some memetic words like "MUA" (the kissing sound), "Memeda" (the kiss action). Also it is common to give the new meaning to the Chinese words, like "潜水", it means someone who doesn't say or type anything in the BBS or chatting room but just standbys.

Simplicity is another critical character of netspeak. Nowadays, the life tempo is so fast, so people all want to express themselves in the simplest way to exchange the information to save the time and energy. Such as, "ZZZZZZ" means someone is sleeping, "8" means bye-bye. And some facial marks are frequently used to show the speakers' mood or feeling.

Netspeak is very casual, informal and colloquial. And chatting online is very different from talking in real situation, therefore, using some colloquialism would help to make their talk more humanistic and easily accepted. For example, "灰常" means very much, "偶" is for "我". "醉了" does not mean you are really drunk, but to show you have nothing to say about somebody or something.

The replication of netspeak

To be replicated, netspeak meme must go through four subsequent stages proposed by Heylighen in 1998. They are: assimilation, retention, expression and transmission. Assimilation is the first stage of netspeak replication, and a successful meme should infect its host in order to enter the host's memory. The second stage of memetic replication is retention, in which meme must retain for some time in host's mind, otherwise, they can not be called memes if they are forgotten quickly. Expression means a meme must emerge from its storage as memory pattern and enter into a physical shape that can be observed by others if they want to be communicated to other ones. To reach another person, an expression needs a physical carrier or medium which is sufficiently stable to transmit the expression without too much loss or deformation. Such a process is taken as transmission by Heylighen (1998).

The transmission of netspeak

According to Blackmore (1999), it is not clear enough how the memes are replicated and transmitted exactly, however, there have been some clues for such a research.

During the process of meme's replication and transmission, the meme representing the same information may behave in the same form and different forms while the information is still the same. Also we can take it in this way: the same information can be transmitted in different kinds of ways in different contexts. According to Blackmore (1999), the memes which mainly aims to transmit the information can be called the memetic genotype.

The same information transmitted in various forms also concentrates on the replication of the original content. In the process of the transmission, although the forms of the information are changed very differently from the original ones, but the contents of information keep the same as before. (He, 2007). What's more, this sort of transmission is also very common for netspeak, for example, if you want to say "谢谢", you can say "谢谢", "蟹蟹", "阿里嘎多", and even "thank you思密达".

Conclusion

The technology of the Internet is growing and developing quite fast now, meanwhile, a new variant emerged from the commonly-used standard language, that is netspeak. In order to help us know this new and dynamic linguistic form better, the article is trying to discuss the replication and transmission of netspeak from memetic perspective.

As a meme, according to Heylighen (1997, 1998), it must get through four stages: assimilation, retention, expression and transmission. Netspeak is the same case. Netspeak is transmitted in two primary ways like the same core content being inherited in various forms and the identical set pattern being followed by different contents. That's also the reason why the netspeak can be spread so fast and successfully online.

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Study on Verb Coercion in English and Chinese Languages

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[Abstract] *Coercion is important linguistic phenomenon in language. Verb coercion as one of coercionary type is an important aspect. Verb coercion includes the coercion to word and construction. The coercion of verb to word includes the coercion to noun, pronoun and verb. The coercion of verb to construction includes the coercion to ditransitive construction, causative construction and object construction.*

[Keywords] *coercion; verb; construction; ditransitive construction; causative construction*

Introduction

Coercion is an important linguistic phenomenon, which exists in all levels of language. It refers to “the transformation of special meaning in special form to coordinate another form when two forms conflict each other” (Talmy, 1985). The coercion is based on compatibility and takes conflict as agent. The coercion is divided into subseries from different perspectives: word, construction, speech, semantic, pragmatic and chapter coercion, among which the constructive coercion is investigated most thoroughly and deeply and many achievements have been made, but the little attention to the other aspects of coercion has been paid. Wang Yin (2009) has found that the problems with constructive coercion and points out that the coercion of word to the construction is also important and even key in coercion sometimes. The paper takes verb as the point of penetration to investigate the coercion of verb: the coercion of verb to word (noun, pronoun, verb); the coercion of verb to construction (ditransitive construction, causative construction, object construction). The investigation of verb coercion will not only make up for the deficiency of the past researches, but also be helpful to the research on verb collocation with noun, pronoun and verb.

Coercion of Verb to Word

Coercion of Verb to Noun

Goldberg (1995) took “V N” construction as an example to describe the coercion of the verb to the noun, she cited the following example:

(1) Flying dreams of youth is like a seed.

“Dream” is invisible, it can’t fly, while the “dream” in cases (1) is changed into a flying entity, which means “flying dream” by the coercion of the verb “fly”. So is the following example:

(2) Bend the rock.

“Rock” is not flexible and it can’t be bent, but it can be understood as something that can be bent by the coercion of the verb “bend”.

(3) Read Shakespeares.

The meaning of the noun “Shakespeares” here changes by the coercion of the verb “read”. “Shakespeares” here refers to his works, namely “Shakespeares’s works” instead of “Shakespeares” himself. This is the semantics coercion of the verb to the object, which is called the unidirectional and straight-forward coercion. The coercion of the verb “begin” to noun is involved when Shi Chun-hong (2015) discusses the verb “begin” followed by object. “Begin” should have followed by verb (such as began writing / reading the book), the “the book” must be interpreted as the event, for the book conveying the noun entity can also appear in object. It is obvious that the interpretation of “the book” in this way is from the coercion of construction, more specifically from verb “begin” in construction. The coercion of the verb “begin” to noun is also reflected in Chinese. For example:

(4) 吃食堂。

(5) 吃大碗。

The original meaning of “canteen”, “big bowl” refers to the position and instruments for eating, but here “吃食堂” “吃大碗” refers to “the food in canteen or big bowl”, instead of “eating in canteen ” or “eating with big bowl” by the coercion of the verb “eat”.

The appropriate explanation is given by Zhang Bo-jiang and RenYing on this linguistic phenomenon above. Zhang Bo-jiang (2009) points out, “the normal position of subject is put before verb, object is after verb in Chinese. An hypothesis can be drawn based on the prototype agent-patient theory: All the syntactic constituents after verb are more or less characteristic of patient, no matter whether they are typical patient or not”. Influenced by this constructional meaning, “Eat” requires following nouns with “patient”, which causes “canteen”, “big bowl” to be metonymic: “the canteen” doesn’t refer to “the place for eating”, “big bowl” doesn’t refer to “the instruments for eating” any more, but rather “the food in canteen or big bowl”. RenYing (2000) points out, “container can be the metonym for the contents in container, namely, “the canteen” is the metonym for “the food in canteen”, “the big bowl” is the metonym for “the food in the big bowl”. so “the canteen”, “big bowl” become the “patient object”. Li Yu-jun, Wen Xu (2014) discuss about the coercion of the verb to noun by the example of “cultivate”. He thinks that “monosyllabic verb+ monosyllabic noun” and “double syllable verb+ double syllable noun” are normal, while “double syllable verb+ monosyllabic noun” is the deviation from normal. “Monosyllabic noun” will be restricted by the verb in construction, if entering into this construction. The nouns followed by the verb “cultivate” is characteristic of [+ commercial value], [+ new breed], [+ importance], it is the result of the coercion of the verb. For another example:

(6) 那个瓶子摸了我一手油。

(7) 那个瓶子烫了我一手泡。

“Feel” “scald” belong to different type of verbs, which result in different result after verb. For example, we can say “摸了我一手油”, but we can’t say “烫了我一手油”; we can say “烫了一手泡”, but we can’t say “烫了一手油”. This is the result of the coercion of the verb to the following result.

All above is the coercion of the verb to the following noun. The nouns before the verb can also be coerced by verb. For example:

(8)正义是杀不完的。

(9)“蓝眼镜”一边掏出名片一边说。

(10)我在看着新闻,“长脸”无聊地看着我。

(11)他是个剃头师傅,无奈现在的脑袋越来越少了。

According to truth, “justice” in case (8) can’t be killed, the objects who are killed should be living things, instead of insentient things. It is evident that the reason why “justice” is admissible here is that the meaning of “justice” changes from “the attribute of being justice” to “the person who is characteristic of justice”. So is the case (9), “blue glass” can’t takes card out and say, it requires that the noun before be living things. Therefore the meaning of noun changes from insentient things to the living things—“the persons who are wearing blue glasses” by the coercion of verb. It is evident that the verb “see” requires that the noun before be a living things, so “long face” is necessarily a person with a long face in case (10). “Head” in case (11) must be a person with a head, as result of the substitution of part for the whole.

Coercion of Verb to Pronoun

Yang Zi and Xiong Xue-liang (2009) cites a construction “V+ (他/它)+ quantitative phrase”. It is evident that “(他/它)” in construction is virtual pronoun. The verb in the construction should be strictly restricted to make “(他/它)” be virtual pronoun. “Send” and “give” is typical ditransitive verb, “(他/它)” will necessarily be appointed to be indirect object when it is put after verb, so it can’t be virtual pronoun. On the contrary, the verb with the weak appointment to indirect object and carrying of personal object by ditransitive construction can coerce the personal meaning of “(他/它)” successfully and embodies its virtualness, for the weaker the verb controls the indirect object, the weaker the verb endows the case, the easier the pronoun is virtual. So the verb plays a part in the coercion to pronoun.

Coercion of Verb to Verb

Lin Zheng-jun and Yang Ying-li (2012) discuss about the constraint of the verb “stop” to the following nouns by the example of verb “stop”. There are two usages about the verb “stop”: one is transitive verb, which shows “behavioral agent stops some moving objects or events actively or by external force”; the other is intransitive verb, which shows “the state of being in a standstill” or “behavioral agent stops automatically or stops for its energy’s reduction”. The verb forms followed by the verb “stop” are: gerund, present participle, infinitive. There are six combinations theoretically, namely:

- | | |
|---|--|
| (I) transitive verb+ gerund | (II) transitive verb+ present participle |
| (III) transitive verb+ infinitive | (IV) intransitive verb+ gerund |
| (V) intransitive verb+ present participle | (VI) intransitive verb+ infinitive |

But only three combinations are acceptable: (I) (V) (VI) and (II) (III) (IV) are unacceptable. The reason is related to the requirements of verb “stop” to the following verb. The verb “stop” as transitive verb shows “action which agent enforces causes the patient to stop”, the patient here should be noun or gerund showing events, so (I) is acceptable. “Present participle” shows more dynamic state, which often refers to the action of being done or the state in existence in some reference time point or time period. “Infinitive” shows “the action that has not occurred yet or the purpose to do” and can’t stop as a noun event, so (II) (III) are unacceptable. “Intransitive verb” shows “the state in existence” or “behavioral agent stops automatically or

stops for its energy's reduction", it doesn't involve other object, the noun after verb is unnecessary, so (IV) is unacceptable. "The state of being in a standstill" which the verb "stop" shows as intransitive verb is coincident with the action which present participle conveys in time, the behavioral agent stops for a moment to do another thing during this period or the action conveyed by present participle is the manner of stop or incidental action, they are not contradictory each other, so (V) is acceptable.

(12) They stopped admiring the scenery.

What the case (12) conveys is that the time for stopping is coincident with the time for sightseeing or sightseeing is the manner of stop. The special context may be: they walk all the way, they stop for sightseeing when they arrive at a view spot, and then move on. That the verb "stop" as intransitive verb shows "the state of being in a standstill" or "stops for its energy's reduction" means the end of an action or events, while the end of an action or events must have some reasons or purposes, just as highlighted in (VI). The time point conveyed by the verb "stop" as instantaneous verb is the starting point of the action conveyed by infinitive, the event before the time point conveyed by the verb "stop" doesn't arise or is omitted by the context, so (VI) is acceptable.

From analysis above, we can find that the verb "stop" have great coercion to the following verb. "起来" in Chinese can be put after motion verb. For example, "坐起来""爬起来""拿起来". It can also be put after non-motion verb or adjective. For example, "烧起来""热起来""关心起来". That these verbs or adjectives dominate in sentence causes "起来" as complement in sentence to change in meaning from "shift" to "the aspect marker of beginning".

Coercion of Verb to Construction

Coercion of Verb to Ditransitive Construction

The coercion of verb to construction is firstly embodied in ditransitive construction. The ditransitive construction usually shows "give", namely, the subject transfers direct object to indirect object by ditransitive verb, for example, "give", "offer", "pass". But the ditransitive verbs entering into ditransitive construction include the verbs with [+giving], as well as [+potential giving], [+zero giving], [+impeditive giving] (refuse, deny, banish) and [-giving] (charge, cost, fine, owe, rob). For example:

(13) He gives me a book.

(14) He writes me a letter.

(15) He denies me a proposal.

(16) He robs me some money.

The verbs in case (13) (14) (15) belong to the verbs [+giving], [+potential giving], [+zero giving], [+impeditive giving] and [-giving]. Which meaning the ditransitive construction conveys is not decided by the construction itself, but the verbs itself. For example, the meaning of construction [-giving] is from the ditransitive verb with [-giving], it is because of the semantics coercion of the ditransitive verb with [-giving] that enables it to get such meaning. For example:

(17) The company owed the bank a lot of money.

(18) The court fined Tom 500 dollars.

The direct objects in case (17) (18) (19) transfer in opposite direction from the indirect object to the sub-

ject by the coercion of the verb “owe”, “fine”. The verbs “deny”, “prevent” and “refuse” shows the meaning of “negation”, “denial”, “prevention”. These verbs are used in the ditransitive construction to convey the meaning of “being blocked” and not realize the transference of the direct object from subject to indirect object. For example:

(19) He denied the students a chance to speak.

HuangJie (2009) makes deep research on the verbs with [+owe in future], which enter into the ditransitive construction. She thinks that the verbs with [+owe in future] include “the agent’s undertaking the obligation”, for example: “promise”, “guarantee”; “the transfer in future”, for example: “bequeath”, “leave”, “assign”; “permit”, for example: “permit”, “allow” etc. The transference of these verbs is not made by the agent directly, but caused by not stopping. These verbs share the same character [+future], they change the semantic features [+the actual transference] of the construction and become [+transference in future] when entering into the ditransitive construction. The change is the result of coercion of the verb with [+transference in future] to ditransitive construction, namely, the verb with [+transference in future] coerces [+the actual transference] of ditransitive construction and makes it be [+transference in future] by the metonymy of substituting “the present” for “the future”.

Wangyin refers to the coercion of the verb to ditransitive construction, when he discusses the relationship between the verb and ditransitive construction. He thinks the meaning of ditransitive construction is from the usage of the typical verbs. He makes a hypothesis: the meaning of ditransitive construction comes into being by the interaction with the typical verbs. Originally, the verb plays a dominant coercing role, and then ditransitive construction shows the meaning of the typical type verb “giving”. Afterwards, the coercion of the construction arises when it is coherently used with untypical type verb “giving”.

Coercion of the Verb to Causative Construction

The coercion of the verb to construction embodies in causative construction. Li Zong-hong points out that the coercion of the verb to causative construction embodies in two aspects: the character [+damage] of the causative construction will be enhanced, if the verb is negative. Conversely, the verb will reject the character [+damage] of the causative construction and makes it change, if the verb is positive. For example:

(20) 生意赔得他直想跳楼。

(21) 好消息乐得他直蹦高。

It is obvious that “赔”(loss) in case (20) is negative, the character [+damage] of the causative construction will be enhanced, when entering into the causative construction; “being happy” in case (21) is positive, the verb reject the character [+damage] of the causative construction and makes it change.

Coercion of the Verb to Object Construction.

The verb plays a role in the coercion of object construction. The verbs “suggest”, “propose”, “order”, “demand” and “wish” convey “order”, “suggestion” and “demand”, which the subjunctive mood is used in object clause, the structure should be “should +V”.

(22) I suggest that we (should) leave now.

(23) I propose that we (should) have meeting.

(24) He orders that we (should) stop at once.

(25) I demand that we(should)answer.

(26) I wish that I (should)become a teacher.

The reason why the verbs in case (22) (23) (24) (25) (26) are followed by the object clause with subjunctive mood is that the verb requires the following object clause with subjunctive mood, it is the requirement of the verb to the object clause.

Conclusion

From the research above, we can find that great coercion of verb to the words and constructions. The coercion of verb to words embodies in nouns, pronoun, verb. The coercion of verb to construction mainly embodies in ditransitive construction, causative construction and object construction. The coercion of verb to noun is embodied in the change in meaning and function; The coercion of verb to pronoun is embodied in the change from the personal meaning to virtualness; The coercion of verb to verb is embodied in the requirements to the following verb and its form. The coercion of verb to ditransitive construction is embodied in the forming period of ditransitive construction and the conflict between [+the actual transference] and [+transference in future] of ditransitive construction; The coercion of verb to causative construction is embodied in the character of the verb's great influence on constructive meaning [+damage]; The coercion of verb to object construction embodies in the requirements to the following object construction in tense and mood.

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The Functions of Ideational Grammatical Metaphor in the State of the Union Addresses

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[Abstract] *Based on the research results conducted on the Grammatical Metaphor theory by Halliday and other famous scholars at home and abroad, the author tries to analyze the functions of Ideational Grammatical Metaphor in 7 State of the Union Addresses delivered by W. J. Clinton. The utilization of Ideational Grammatical Metaphors with ingenuity can make the discourse objective, powerful and persuasive. In addition, the application of Ideational Grammatical Metaphors can make the discourses naturally discursive and thus have good stylistic effect.*

[Keywords] *the State of the Union Address; Ideational Grammatical Metaphor; Function*

Introduction

In Halliday & Christian M. I. M. Matthiessen's *Construing Experience through Meaning*, they have stressed all along that a language is a system for creating meaning and that its meaning potential has evolved around three motifs—what Halliday refers to as the “metafunctions” of ideational, interpersonal and textual, with the ideational in turn comprising an experiential component and a logical component. Ideationally, the grammar is a theory of human experience; it is our interpretation of all that goes on around us, and also inside us. It consists of two parts: one is the “experiential”, the concept given by Halliday, and it is the representation of the processes themselves; the other is the representation of the relations between processes, and it is this that Halliday refers to as the “logical”. The two together constitute the “ideational” metafunction, whereby language construes our experiential world.

From the analysis of Clinton's State of the Union Addresses, the author recognizes that ideational grammatical metaphor is rich in the selected samples. And it is definitely true that any kind that Clinton uses has its own function. The authors will explore the ideational grammatical metaphor functions in the State of the Union Addresses.

The reconstruing human experience function

Our most powerful impression of experience is that it consists of “going-on”—happening, doing, sensing, meaning, and being and becoming. All these goings-on are sorted out in the grammar of the clause. Thus as well as being a mode of action, of giving and demanding goods-&-services and information, the clause is also a mode of reflection, of imposing order on the endless variation and flow of events. The grammatical system by which this is achieved is transitivity. The transitivity system construes the world of experience into a manageable set of process types. (Halliday, 2000, p. 106)

According to Halliday, a process mainly consists of three components. They are (i) the process itself; (ii) participants in the process; and (iii) circumstances associated with the process. (Halliday, 2000, p. 107)

Generally speaking, a verbal group can be employed to realize a process and a nominal group can be utilized to realize participant and circumstance by a prepositional phrase or an adverbial group. These realizations are common forms, namely congruent forms. On the contrary, incongruent forms or metaphorical forms may be uncommon forms. For example, one may select a nominal group to realize process incongruently and vice versa, or one may choose an epithet to realize participant or a nominal group to realize circumstance. In Ideational Grammatical Metaphor, one process can be incongruently employed to express another process. Different processes can be transferred from one to another. With the change of different processes, the functions those elements play in the clause can change accordingly. In this way, human beings' experience is reconstructed.

The following examples could help us illustrate Ideational Grammatical Metaphor's "experience reconstructing" function in the selected samples.

1a) Since 1993, we've nearly doubled our investment in Head Start and improved its quality. (The State of the Union Address, Clinton, 2000)

1b) We've invested nearly two times than that of before in Head Start and improved its quality since 1993.

2a) Tonight I proved that we follow Vice President Gore's suggestion to make low income parents eligible for the insurance that covers their children. (The State of the Union Address, Clinton, 2000)

2b) Vice President Gore suggests that we should make low income parents eligible for the insurance that covers their children. Tonight I propose that we follow Vice President Gore's idea.

In clause 1a) and 2a), the word "investment" and "suggestion" are the results of the nominalization of "invest" and "suggest", transferring from process, and serving as the participants of the incongruent clauses. In metaphorical clauses, the verbs lose their features as being processes and they are nominalized into entities. Accordingly, their functions in the clause change and human beings' experience rearranged metaphorically through transference.

The Ideational Grammatical Metaphor's "experience reconstructing" function can be proved by the way of using Halliday's argument, that is, the ideational metafunction is a resource for construing human experience of the world that lies around us and inside us. In the common method of expression or the congruent form, the grammar construes sequences, figures and elements as the fundamental phenomena of experience. However, in the incongruent or metaphorical form, the pattern is various through combinations of these types. Besides the congruent forms, there are also metaphorical combinations of categories: sequences can be construed as figures; figures can be construed as elements and so on. These combinations set up new meaning potentials. For instance, in a sequence, there is a temporally invariant logic-semantic relation such as cause, but in a sequence construed as a figure; this relation is typically construed as a process. (Halliday, 2004, p. 640) Here is an example:

3a) It was Government investment that led to the creation of the Internet. (The State of the Union Address, Clinton, 1999)

3b) The Government invested, so the Internet was created.

3b) is the congruent form of 3a). In 3a), the verbal group "led to" is transferred from conjunction "so"

and expresses the logical relation of reason at the same time. The verbal group “led to” serves as two functions and achieves the same importance as the original one. Thus the original meaning is reconstrued using another way.

The expansion of meaning potential

Halliday argues that the selection of grammatical metaphor is itself a meaningful choice because the chosen metaphor is itself a meaningful choice. The reason is that the chosen metaphor makes semantic feature expanded. In congruent realization, one grammatical class realizes only one semantic feature, but in metaphorical realizations, one grammatical class realizes dural semantic features. Thus grammatical metaphor is a means of having things both ways. An element that is transcategorized loses its original status because of the nature of the semantic features with which it comes to be combined. For instance, ‘like...’ is a quality, so when we say mousy ‘like a mouse’ this is only a quality: it has none of the thingness of the original mouse. An element that in metaphorized does not lose its original status. Its construction is not triggered by its being associated with any new semantic feature. If it has a new semantic feature this is as a result of the metaphorizing process. The following two examples will be presented:

4a) We must all be profoundly grateful for the magnificent achievement of our forebears in this century. (The State of the Union Address, Clinton, 1999)

4b) Our forebears achieve magnificently some good things and results in this century. We must all be profoundly grateful for these good things and results.

Example 4b) is a congruent expression in which the process is realized by the verb “achieve”, but in example 4a), original process is metaphorically realized by a noun “achievement” instead. So achievement is both process and thing: it is a process construed as a thing (or rather, a phenomenon construed as a process and reconstrued as a thing); its initial status as process remains, but because it has been nominalized, and the prototypical meaning of a noun is a thing, it also acquires a semantic status as something that participates in processes. And thus the meaning potential can be expanded.

Condensing information

Halliday (2000, p. 351) once said that “Lexical density enables the sentence to be more informative with fewer clauses. Halliday states that nominalization can be defined as the process by which non-nominal structural elements are made to function as nominal elements. (Halliday, 1994, p. 41) Nominalization could enable the sentence give more information with fewer clauses, in which messages are packed in nominalization. The following examples obviously show Ideational Grammatical Metaphor’s information condensed function.

Table 1. Information condense in the data

Clause	Metaphorical Form	Congruent Form
5)	New conditions impose new requirements on Government...(1995)	New conditions require the Government doing something new...
6)	We must have dramatic change in our economy....(1995)	We must have our economy changed dramatically....

7)	There is new broad bipartisan agreement that permanent deficit spending must come to an end.(1996)	There is the same opinion about permanent deficit spending between bipartisan, and they agree to end permanent deficit spending.
8)	Since 1993, we have all begun to see the benefits of deficit reduction. (1996)	Deficit has been reduced since 1993 and we have all begun to see its benefits from that year on.
9)	People on every continent can look to us and see the reflection of their own great potential. (1997)	People on every continent can look to us. They reflect their own great potential, and they can see the result of their own great potential.
10)	We still see evidence of abiding bigotry and intolerance in ugly words and awful violence. (1997)	We cannot abide bigotry and cannot tolerate ugly words and awful violence, but we still see evidence of such cases.

From the above table, we can see that the usage of Ideational Grammatical Metaphor can pack a large number of messages into one complex clause so as to make the sentence more informative with less space. As we know, the State of the Union Addresses is broadcasted on television at home and abroad of America, the use of superfluous words and expressions is sure to decline audience ratings.

Adjectivization, as another type of realization form in Ideational Grammatical Metaphor, plays an important role. It also embodies information condensed function. For instance:

11) We know that our continuing racial problems are aggravated, as the presidential imitative said, by opportunity gaps! (The State of the Union Address, Clinton, 1999)

12) I just don't want to punish poverty and past mistakes. (The State of the Union Address, Clinton, 1995)

The two adjectives “continuing” and “past” are the best explanation of the information condensation. The information in the above two sentences originally expressed by two clauses “which continue all along” and “that made in the past” can be accurately and distinctly expressed.

The ideological function

Grammatical metaphor serves to construct ideation or ideology in the process of reconstrual of human experience, since the configurational relations are inexplicit and so are many of the semantic features of the elements. This ideological function is presented by Ideational Grammatical Metaphor. The author takes nominalization as an example. The Actor or Agent, as the important semantic information element, is omitted in the process of nominalization. The function of nominalization lies in the fact that it helps the speaker to avoid the mentioning of certain or fixed parties who are usually of the utmost important causes of happenings. For example:

13) Soon after the Columbine tragedy, Congress considered common sense gun legislation, to require Brady background checks at the gun shows, child safety locks for new handguns, and a ban on the importation of large capacity ammunition clips. (The State of the Union Address, Clinton, 2000)

The nominalization “importation” is transferred from the verb “import” congruently and originally the agent of the verb “import” should be someone or certain organization. However, the adoption of the nominalized group deletes the agent. In this way, the definite agent is not mentioned, and the unnecessary conflict between the speaker and audience can be relaxed or eased off. The President Clinton avoids mentioning the agent of this process, and the whole process is expressed without human agents the function of hidden ideology hence comes into being.

The objective function

The Union Address belongs to public speech and is subordinate to political category. Therefore, it is a sensitive topic which requires speaking and acting cautiously. Among the realization forms of Ideational Grammatical Metaphor, the most powerful resource is supposed to be nominalization, and that is proved by Halliday in his studies in scientific discourse. In the selected data, the President Clinton employs a large amount of nominalization. He encodes process or quality as nouns rather than verbs and some other categories, presenting process and quality as stable, observable entities rather than changeable and vague events or condition. For example:

14a) Balancing the budget requires only your vote and my signature. (The State of the Union Address, Clinton, 2000)

14b) Only you vote in favor of the treaty or the document and I sign my name on it, in this way the budget can be balanced.

In these two clauses, 14a) is the metaphorical expression while 14b) is the congruent form. As a proposition, 14b) can be doubted, negotiated and argued. However, when this clause is nominalized as nouns “vote” and “signature”, they are reconstrued as “things”. Things as concrete entities exist in the objective world, thus presenting as something has already been established and the statement sounds non-negotiable.

In short, nominalization performs the objective function in Clinton’s State of the Union Addresses, and it helps the President achieve his intention in his discourse.

The discursive function

Halliday (1996) argues that grammatical metaphors carry forward the momentum of the argument by creating a flow of discourse, named “information flow.” The discursive function of grammatical metaphor can be regarded as cohesive device that helps to set up cohesion and coherence in discourse. To investigate the discursive function of Ideational Grammatical Metaphor in the State of the Union addresses, the author presents an example as the following:

15) The enemy of our time is inaction by this Congress, action by our States, by our people, to prepare America for the 21st century; action to keep our economy and our democracy strong and working for all our people; action to strengthen education and harness the forces of technology and science; action to build stronger families and stronger communities and a safer environment; action to keep America the world’s strongest force for peace, freedom, and prospering; and above all, action to build a more perfect union here at home. (The State of the Union Address, Clinton, 1997)

This excerpt is a typical example to illustrate the discursive function of Ideational Grammatical Metaphor. From these clauses, we can see that “The enemy of our time” is the Theme, which is the given infor-

mation, and the Rheme “inaction” is the new information. When the speaker wants to continue the topic it is put in the first position, and metaphorized into a noun “action”, becoming the theme of the following clause. At the same time, this is the way how Ideational Grammatical Metaphor is used as a kind of lexical cohesive device and functions as the discursive chain in the discourse.

Conclusion

From the discussion mentioned above, we can see that Ideational Grammatical Metaphor provides various expression resources with human beings. When people construe experience using language, they have more expression models, and can choose proper expression pattern according to their own intention, the ability of expression and communication motivation and so on.

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A Study on the Speech Cases of Autistic Children

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[Abstract] *Through the investigation and study of one case of autistic children in Tonghua, Jilin Province, it is found that there are different problems in the tone, initials, vowels and approximate sounds. According to his specific forms of speech, an effective teaching strategy is proposed, to improve the progress and effectiveness of rehabilitation.*

[Keywords] *Autism; Tone; Initials; Vowel*

Introduction

Since Kanner's concept of "autism" was introduced in 1943, the rehabilitation of autistic children receives more attention. According to the 2012 US Centers for Disease Control and Prevention report, the incidence of autism spectrum disorders is 1/88 (Schreibman, 2013). Although etiology of autism is still unknown, the main doubtful reasons are nervous system and genetic factors. The three typical characteristics of autism are social barriers, verbal communication barriers, narrow interest and behavioral stereotypes. And its root causes are: emotional perception disorders, psychological theory defects, the implementation of dysfunction (Xiao, et al., 2010). Among the three typical features, lagged speech development and accompanying communicative barriers are two major challenges for autistic children to adapt to social life (U & Yang, 2006). Studies have shown that barriers to language development seriously affect the social interaction and interpersonal relationships of autistic children (Deng, 2006). Therefore, the study of the language of autistic children is very meaningful. In this paper, proposing the targeted solutions for autistic children's voice rehabilitation, an autistic children in a private autism rehabilitation training center in Tonghua, Jilin Province, was selected as the subject to track the development of language rehabilitation and to summarize the characteristics of speech disorder.

Object of Study

Xiao Xin, male, who was born in Tonghua, Jilin Province, in August 1999, was the first child of his family. He was born by caesarean section with normal physical condition. His mother had no disease and medication history during her pregnancy. The economic conditions of Xiao Xin's family is an ordinary one, with an no-work mother and worker father. His parents, with lower education level, have good health and no genetic disease. At the age of three, the child was found that he couldn't wear his own clothes and shoes. And he didn't know the simple instructions, such as come, sit, down, etc. He, with a serious writing problem, couldn't use pen and feed himself, diagnosing as typical severe autism.

The Manifestation of Speech Disorder in Children with Autism

Investigation of child with severe autism finds that Xiao Xin's speech barriers are mainly related to the tone, initials, vowels, and approximate sound. The specific performance is as follows:

Tone Changes

Tone changes are mainly involved in zero tone, first tone and forth tone, of which the performance of zero tone is complex. The specific performance is as follows:

Zero tone

- The tone is changed from zero to first.

The tone changed from zero to first refers that the autistic children pronounce zero tone (tone 00) to first tone (tone 55). E.g:

叔叔 (uncle) shk shu [ʃ'u55 ʃ'u] → shk shk [ʃ'u55 ʃ'u55]

When the child reads zero tone to first tone, the two syllables have a certain pause, while the second syllable uses an accent, appearing particularly loud. The two syllable notes are not only not completed, but also in short and fast.

- The tone is changed from zero to second.

The tone changed from zero to second refers that the autistic children pronounce zero tone (tone 00) to second tone (tone 35). E.g:

爷爷 (grandpa) yé ye [iɛ35 iɛ] → yé yé [iɛ35 iɛ35]

The autism child Xiao Xin reads zero tone to second tone by a pause, but the two tone values are not completed, adjusted to 34, with an accent in the second syllable.

- The tone is changed from zero to forth.

The tone changed from zero to forth is that the autistic children read zero tone (tone 00) as forth tone (tone 51). E.g:

猴子 (monkey) hóu zi [xou35 ts1] → hóu zi [xou35 ts151]

屁股 (butt) pì gu [phi51 ku] → pì gù [phi51 ku51]

When the child pronounces zero tone to forth tone, the sound meets the standard of tone 51, which is short and fast.

When the autistic child reads the zero tone, he often reads it as first into tone (tone 55), second tone (tone 35), and forth tone (tone 51), basically not making into third tone (tone 214). The last syllable in two syllables used a stress. In addition to the completely forth tone, the other tone values read completely.

First tone

The performance of autistic children reading first tone is more complex. It means that the autistic children read first tone (tone 55) to forth tone (tone 51). E.g:

First: 小鸡 (chick) xi jī + ǣiQu214 tɕi55 → xi jī ǣiQu214 tɕi51]

Second: 三次 (three times) sān cì [san55 ts'151] → sàncì [san51 ts'151]

Third: 多 (many) duō [tuō55] → duò [tuo51]

There are three cases when autism children read first tone, the first is when the first syllable in two syllables is third tone, the last syllable is read as forth tone; the second is in two syllables, when the second syllable is the forth tone, the previous syllable is by a sound read as forth tone; the third is as a separate syllable,

by a sound tone for the forth tone. Two syllables when the second syllable is used in the accent, forth tone read as 53 or so. From the above information, the tone changes are more common in Xiao Xin's.

Third tone

In the autistic children's pronunciation, the third tone appears not too much. It refers to change third tone into forth specifically meaning one, that the autistic children read third tone (tone 214) into forth tone (tone 51). Third tone changes mainly occur in two cases. E.g:

有(have)	yOu [iou214]→yòu [iou51]
老师	Lǎo sh+ [lQ214 ʃ'ɿ55]→Lǎo sì [lQ214 sɿ51]

The first is when the third tone is in the independent, the third tone is read as forth tone, tone value is not standard. The second is when the third tone and other tones are combined, the third tone is read as the first syllable with no change in it; the tone value of second syllable is read as forth tone by using an accent, but the tone value is not standard of tone 53.

In short, when the first syllable is third tone, the tone pronunciation of Xiao Xin is more accurate; but as a separate syllable and the second syllable in combination, he easily reads wrong of forth tone.

Initials Changes

From the original retroflex consonants into tongue gingival front, tone changes

From the original retroflex consonants into tongue gingival front, tone changes refers that the autistic children to syllable pronunciation of the original part of the retroflex consonants, voiceless syllable read the tongue before the gingival, voiceless syllable; the pronunciation site has changed with the tone from the original sound of first tone to the forth tone. E.g:

老师(teacher)	Lǎo sh+ [lQ214 ʃ'ɿ55]→Lǎo sì [lQ214 sɿ51]
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The reasons of changing in autistic children in the initials of the pronunciation of parts and tone are two aspects, on the one hand is the not accurate pronunciation site, on the other hand is not complete tone value, resulting in the pronunciation of autistic children is not very clear, with a very obvious second syllable accent.

From the original retroflex consonants into tongue gingival front, the tone does not change

From the original retroflex consonants into tongue gingival front, the tone does not change refers that the autistic children to syllable in the original part of the tongue is retroflex, voiceless, non-aspirated syllable read as the tongue before the gingival tone, voiceless, non-aspirated syllable, the pronunciation of parts change, tone does not change. E.g:

学生(student)	xué shǐng [çyɛ35 ʃ'əŋ55]→xué sǐng [çyɛ35 s ɰ55]
不是(no)	bú shì [bu35 ʃ'ɿ51]→bú sì [bu35 sɿ51]
一只(a)	yì zh+ [jɿ1 tʃ'ɿ55]→yì z+ [jɿ1 tsɿ55]
大树(tree)	dà shù [tA51 ʃ'u51]→dà sù [tA51 su51]

The situation of autism children in the pronunciation of changes in the tone and the tone does not change is more concentrated, mostly concentrated in the non-aspirated tongue rubbing sound s [ʃ] and fricative zh [tʃ]. We can see the aspirated are more difficult to autistic children.

From the position of the soft palate consonant after tongue tone, tone changes

From the position of the soft palate consonant after tongue tone, tone changes refers that autistic children

to the tongue after the soft palate, aspirated consonant , voiceless, plug sound k [k'] made into the tongue, do not send aspirated consonant, voiceless, plug sound d [t], the tone is read from first tone to forth tone. E.g:

筐(basket) kúāng[k'uɑŋ55]→duàng[tuɑŋ51]

Autistic children in the tongue after reading soft palate sound and aspirated consonant is more difficult, but the voiceless and plug sound are easier. The tone value is still dominated by forth tone, but the example is relatively less.

Vowel Changes

The vowel sounds from the posterior to the front, tone changes

The vowel sounds from the posterior to the front, tone changes refers to the autistic children to the nasal tone ng [ŋ] issued before the nasal n [n], are voiced, tone changes. E.g:

房子 (house) fáng zi [f'ɑŋ35 tsɿ]→fán z- [f'an35 tsɿ214]

苹果 (apple) píng guo [p'ɪŋ35 kuo214]→pín guò [b'ɪŋ51 kuo51]

When autistic children read nasal, the tongue can not be placed behind the mouth, but only be placed in front of the mouth, being the former nasal sounds, but when reading voiced is no problem. The tone is mainly forth tone, in the combination syllable of the first syllable tone is the second tone, the second syllable can also issue third tone of the value.

Nasal vowel, middle drop vowel, tone changes

Nasal vowel, middle drop vowel, tone change refers to the autistic children lose their middle vowels when they pronounce nasal finals, and they do not pronounce a[ŋ], a[æ]. Such as:

面包(bread) mian bāo[mɪn51 b'ɑu55]→miàn bāo[mɪən51 b'ɑu55]

香蕉(banana) xiāng jiāo[xiɑn51 tɕiɑu55]→xiāng jiāo[xiɑŋ51 tɕiɑu55]

Two cases are occurred in autism children nasal tone, one is the nose before the rhyme ian [iən] read as the front rhyme in [in] at the same time off the middle a [ɛ] vowel, the tone are forth tone without changes. The other is the rhyme rhyme iang [iŋ] read for the former nasal tone [iŋ] at the same time off the middle of a [ŋ] vowel, the tone read by a sound for the forth tone.

Approximate Sounds

Approximate sounds are easily confused

This case mainly refers that when the combination of two different syllables, because of the similarity of voice, autistic children can not accurately read the syllable voice in which the mainly performance is not standard tone. E.g:

眼镜 (glasses) yǎnjìng[iæn214 tɕiŋ51]

眼睛 (eyes) yǎnjīng[iæn214 tɕiŋ55]

Autistic children in reading two groups of syllable combinations are similar, mainly two groups of syllables in the same initial, the finals are the same. The first syllable in each group is a third tone, but the tone of each group's second syllable is different. The second syllable tone of the first group is forth tone and the second syllable tone of the second group is first tone, therefore autistic children are basically made the first group of forth tone. Hence, the pronunciation is mainly confused first tone with forth one, leading to confused expression.

Research Conclusions

This paper analyzes the phonological materials of children with autism, and finds out that there are different degrees in the four aspects of tones, consonants, vowels and similar sounds. After analysis, the following research results are obtained.

Tone Aspect

When Autistic Children pronounce soft tone, they have strong impact by the previous syllable; in addition to third tone, the pronunciations of the front syllables and soft tones are same.

Autistic children reading first tone as forth tone, is the most common, with the largest number.

Autistic children use accent when they read the second syllable.

Autistic children can basically use three tone: first tone, second tone, forth tone; the control of third tone is the most difficult; zero tone basically can not be pronounced. In short, the second tone in the autistic children tones to master is the best, and there is no error situation.

When the two syllables in the previous syllable tone is forth tone, the pronunciation is very smooth, no change; when, in the two syllables, the previous syllable tone is first tone, it is read as forth tone.

Initial Aspect

Autistic children in reading consonants, the pronunciation of the parts for the soft palate more difficult, mostly sent to the front of the tongue sound.

Aspirated consonant is also more difficult for children with autism, basically made of non-Aspirated consonant.

For voiceless and plug sound, there is basically no obstacle in the pronunciation process.

Vowels Aspect

Nasal sounds can be voiced when autistic children read, but the tongue can not rely on the mouth behind, can only read the front nasal sounds.

Autism children read complex finals will be used to fall off the middle vowel strategy to reduce the difficulty of pronunciation.

The inaccurate pronunciation site, the using of stress, and the changing of tone result in the not clear voice of autistic children.

Approximate Aspect

Autistic children of the approximate sound is mainly reflected in the tone of the inaccurate, first tone for the forth sound.

In summary, severe autistic children's voice problems are mainly reading first to forth tone, but can not read as third tone, and the second syllable commonly use stress. The initials can not be read when the tongue sounds, air tone and nasal sounds. There is no problem with voiceless and voiceless pronunciation.

Language Rehabilitation Strategies for Children with Autism

In view of the specific situation of the speech of children with autistic children in China, the following

teaching strategies are implemented when the language rehabilitation is carried out:

Facial Movement

Autism children can not send sound, the main reason is that the facial muscles are more stiff, will not use the exhalation of the force, and thus in the teaching from the facial muscles began to exercise. In the teaching of the use of phonological organ movement, the purpose is to make a Xiao Xin's mouth muscles, joint energy to coordinate the completion of action. The specific approach is to drum up the cheek, the drum is equivalent to not let the atmosphere outflow, Xiao Xin's drum up cheek teacher to help hand press the cheek. Put a Xiao Xin's hand near the mouth of the place, and then let the mouth open to the air out, so that the hands feel the flow of air. Repeated several times to gradually consolidate this feeling, and remember the way of breath, which can eventually send the sound.

Tongue Movement

As the Xiao Xin's will not turn the tongue, tongue muscle stiffness, not flexible, completely unable to find the correct pronunciation of the location. It is very important to carry out tongue movement training. Training tip, including the left and right swing tongue; lips around the lips to turn the tongue; tongue licking the upper and lower teeth; tongue up and down teeth, pronounced "La-La" sound; tongue on the palate, pronunciation "Da-Da" sound. After the tongue movement can read the tongue sound.

Auxiliary Pronunciation

Autistic children can not read after the nasal tone, because autistic children in the pronunciation of the tongue can not shrink. With the disinfection of small wooden tongue to the tongue root position, and the front nasal sounds compared with the pronunciation of different. Auxiliary pronunciation is a process, therefore the teaching process requires patience, repeated practice to consolidate, but pay attention to Xiao Xin's emotions.

Portamento Training

The so-called portamento training, mainly with a voice as a medium transition to another harder voice. This is mainly two cases, one is that Xiao Xin's can not read the zero tone, use a lot of stress, and can not control the strength of the sound. Therefore, in reading the zero tone, it is necessary to increase power in front of the tone of the syllable, and then suddenly stop the force, feel the size of the power of the changes in the voice. The other is that Xiao Xin's can not send third tones. The specific approach is: 1) to use the better second tone, forth tone as a medium transition to third tone; 2) to read the first syllable is third tone, and then transition two syllables to third tones, and finally transition the combination tone in which the first syllable is not a third-tone to practice pronunciation.

Through the above voice training, Xiao Xin's voice has been significantly improved, which lays a good foundation for future communication. It also shows that severe autistic children's voice can achieve varying degrees of rehabilitation.

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Part II:
Literature & Cultural Studies

(Volume C)

A Quest for Ethnic and Cultural Identity in *Black Boy*

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[Abstract] *The autobiographical novel Black Boy written by Richard Wright vehemently condemns the racial discrimination for its negative effect and presents the awakening of African-American people's struggle for equality. This paper focuses on the analyses of the protagonist's behavior and his psychological activities to show how he quests for ethnic and cultural identity in a cross culture of the white and the black.*

[Keywords] *Black Boy; ethnic and cultural identity ; rebellion; equality*

Introduction

In view of the African-Americans' unique history and their condition of existence, Richard Wright presents a black boy's painful quest for ethnic and cultural identity in a society which is based on his own growing experience.

Black Boy is filled with a series of episodes that illustrates various forms of racial oppression, but the center of attention lies in the hero's rebellion against oppression. Racial oppression is caused not only by the external forces of society but also by the internal problems of the oppressed. "Some," Wright admits, "may escape the general plight and grow up, but it is a matter of luck." (Butler, 1995, p. 76) In *Black Boy*, most of the oppressed were victims of racial prejudice and failures in the battle for survival. The hero Richard can be seen as a lucky fellow, but the racial unfairness he experiences makes him aware of the differences between the two races — the white and the black, and he is hungering for seeking his own ethnic and cultural identity as a human being.

The Awareness of Two Different Worlds — the White and the Black

Issues of identity become important in Richard's early childhood. Questions like "who am I?" and "where do I belong in the world?" begin to take a front seat in his life.

As Richard grows, he realizes more and more the differences between blacks and whites. On the train ride to Elaine, Richard gains a sharp and lasting impression of the relationship between whites and blacks. Wright narrates in *Black Boy*: "during my visit at Granny's a sense of the two races had been born in me with a sharp concreteness that would never die until I died. When I boarded the train I was aware that we Negroes were in one part of the train and that the whites were in another." (Wright, 1966, p. 55)

Richard's thoughts of two races demonstrate a clear awareness and self-consciousness regarding his newly forming place in society and life.

As he grew older and was allowed to play in the street, he one day saw a host of chained convicts, all black, dressed in their black-and-white-striped clothing, a spectacle that at once reminded him of zebras confined in the zoo. As he is too young to understand, Richard asks his mother, "Why don't the white men wear stripes?" "Why don't all the black men fight all the white men out there? There are more black men than white men..." (Wright, 1966, p. 68) In his mind, the white man is no better than him.

In Chapter Two of *Black Boy*, one episode fully demonstrates Richard's racial awareness. One afternoon, acutely haunted by hunger, Richard decided to try to sell his dog Besty (a tiny, white, fluffy poodle) for one dollar to buy some food to eat. He washed, dried, and combed her, and took her around to the houses in a white neighborhood. One woman told Richard that she did not have a dollar, but could give him 97 cents for the dog and pay him three cents later that evening. Getting nervous and wanting his dog back, he refused to sell Besty for less than a dollar. "I took Besty and ran all the way home, glad that I had not sold her. But my hunger returned." (Wright, 1966, p. 80) For one moment, his racial awareness outweighed his hunger. That night, he told her mother what had happened:

"And you didn't take the money?" she asked.

"No, ma'am."

"Why?"

"I don't know," I said uneasily.

"Don't you know that ninety-seven cents is almost a dollar?"

"Yes, ma'am," I said, counting on my fingers. "Ninety-eight, ninety-nine, one hundred. But I didn't want to sell Besty to white people."

"Why?"

"Because they're white," I said. (Wright, 1966, pp. 80-81)

The Awakening of Richard's Consciousness of Ethnic and Cultural Identity

With his increasing interaction with white people, Richard learns more about racism in the South. Once he was dismayed to find out that the man who had beaten a black boy was not the boy's father. Though Wright was told by his mother that he was "'too young to understand,'" he responded with a resolution: "I'm not going to let anybody beat me." (Wright, 1966, p. 21) This attitude strengthened in his mind later in his life. Once he heard the story of a black woman who had avenged her husband's murder. As the story said, when the woman was granted permission to claim her husband's body for burial, she took with her a shotgun wrapped in a white sheet and, while kneeling down before the white executioners, shot four of them. Black boy records the young boy's strong rebellious complex:

I resolved that I would emulate the black woman if I were ever faced with a white mob; I would conceal a weapon, pretend that I had been crushed by the wrong done to one of my loved ones; then, just when they thought I had accepted their cruelty as the law of my life, I would let go with my gun and kill as many of them as possible before they killed me. The story of the woman's deception gave form and meaning to confused defensive feelings that had long been sleeping in me. (Wright, 1966, p. 65)

Although he identified himself with a mistreated group, as a rebel, the hero Richard is quite different from his black playmates. Other children constantly complained about the petty wrongs they suffered, but they had no desire to question the larger issues of racial oppression. They fall in love with the values of the

white world because such demeanor can offer them material rewards and make their manhood easier and less painful to achieve. The young Richard, on the other hand, found among the black boys no sympathy for his inquiring mind. As a result he was forced to contemplate such questions for himself.

Early at twelve years old, Richard held a sense of the world that was his alone, a notion as to what life meant that no education could ever alter, a conviction that the meaning of living came only when one was struggling to wring a meaning out of meaningless suffering. His final action to leave the South and head North was based upon such conviction that he could discover for himself that man could live with dignity and determine his own destiny. By thinking so, he caught a sense of equality in his mind.

Outside the family, Richard is excellent in his school performance. Central to the hero's experiences within school is the confrontation over the speech that he is to deliver as class valedictorian. Assigned to deliver the graduation speech, Richard discovers that his principal has already written one. No other student has ever refused to comply, and if he does not submit, Richard will have to give up the chance to teach in the school system. For Richard, however, complying with the principal means complying with the racist South: "he was tempting me, baiting me; this was the technique that snared black young minds into supporting the southern way of life" (Wright, 1966, p. 194) Both his school friends and his family members persuaded him to comply with the principal motivated by a desire to 'save' him.

Based on Richard's point of view, black adults, subjected to racism in the white society, in turn felt compelled to force their opinions on their children. The black adults had grown up in the world in which they were permitted no missteps in a white-dominated society. He fully realized how completely black life was dominated by white racism. That made him hate his environment more than before.

Wright shows that a black man must act as an ignorant person as the white man expects. A black man must laugh and talk, and act gratefully towards a white man. It is not enough to simply be subordinate. Richard must learn to mask his hatred and true feelings in order to survive. To him, the safety of his life depends on how well he is able to conceal his true feelings from the whites.

During Richard Wright's time, it was impossible for a black boy to have real equal rights with the white man. What the hero Richard pursues is a kind of spiritual equality. Forced into finding a job to support his life, Richard quickly learned the proper way to behave with respect to the racist and segregationist laws of the South in order to protect his personal security and his pride.

After having been a janitor in a store, a messenger, a worker in an optical goods firm, a street cleaner, a bellboy, and an usher in a movie theatre, he understood that this kind of life would be a dead end for him. He awakened from his disillusionment and then decided to save as much money as possible and to leave Mississippi for somewhere else. He did not want to depend any longer on the pity and generosity of whites in order to make a living. In his inner heart, he strongly appealed for some equality and plotted to escape the racial South.

A turning point in Richard's growth and maturation is when he discovers the power of words — a discovery that changes his entire outlook on his life and those around him. Richard tries to satiate his thirst for knowledge through reading. Through reading books, he develops a profound understanding of himself and his environment. Richard tries to escape from his environment and to pursue equality through writing fiction. Naturally, reading becomes his salvation, for it takes him to intellectual places the white south forbids him to enter. It also make him see that the written word could be a weapon he can use against a world that

wants to control him. Books help to give Wright what his environment does not.

By the time he was nineteen, he fully realized that his life experiences had shaped him to live by his own feelings and thoughts. His story “The Voodoo of Hell’s Half Acre” met with such a success within the black community of Jackson that Richard understood that he could communicate his feelings by writing. “He had found there a means of giving free rein to his ideas without incurring the destructive wrath of whites.” (Gounard, 1992, p. 6) At the end of the novel, Richard knows what hunger and hatred meant in his youth and he has learned to live with them. To write his own experience into literary works, Richard pursues a kind of spiritual equality and finds his ethnic and cultural identity.

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Wilkie Collins and the Working-Class Readership

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[Abstract] *Claimed as the father and king of sensation novels, Wilkie Collins contributes to English literature history through his impressionistic works featured with sensational plots, typical characterization, gripping stories, and multiple perspectives. He is very concerned with the readership and aware of the mass working-class readers. Led by Collins, the thesis aims to explore the mutual interactive relationship between the evolution of the sensation genre and cultivation of working-class readership. Also, the influence of Collins's works on the newly rising readership comes into further discussion.*

[Keywords] *Wilkie Collins, Working-class readership, Class transgression, Gender, Religion*

Introduction

Highly reputed with the title of “the father of sensation king”, Wilkie Collins has brought the readers a great feast of masterpieces including long narratives ranging from *The Moonstone*, *The Woman in White* and *Armada* to *No Name* and a series of short stories, though short in length but deep in themes. His classical portraits of Victorian women successfully reflects the spirit of Victorian Era (CUI, 2016, pp. 72-76). Overwhelmed by the main stream of realism represented by Charles Dickens as one giant icon, Collins, together with other pioneers, made their own way to cause “sensational” vibration on the nerves of a large number of readers, particular the working-class as the unprofessional consumers, taken by Collins as the “the unknown public”, who “give the widest reputations, who return the richest rewards, and who will, therefore, command the service of the best writers” (Collins, 1858, pp. 217-222). An explicit ironic and implied negative tone can be sensed from the comments above, implying his being aware of the newly emerging readership and showcasing his reluctance to cater to the demand of “the unknown public”. Thus, with such two entities existing, a mutual interaction deserve the serious critical concern and a relatively detailed analysis comes out after the author's rational speculation over this issue.

Typical Characteristics of the Potential Working-Reading Mass

Illiteracy, lack of leisure time, poverty stricken, rare formal education training and hardly high taste are the typical terms labeling the working-class.

Illiteracy hinders them from appreciating the high-brow literature like poetry and epic, since even barely

reading is probably an inevitable practical problem. Specifically, the abilities of digesting the vast amount of vocabulary and idiomatic expressions, of comprehending the complicated sentence patterns, meditating the diverse embedded intertextual elements, recognizing whimsical parodies, integrating the profound historical contexts and political background are necessarily indispensable and fundamentally prepared to grasp the gist and marrows of those classics, which cannot be fully mastered by an experienced critics, let alone those working-class rarely trained by any given formal and authentic education.

Such a huge, though non-elite readership demands the popular writing that caters to their taste for some bizarre news to add some seasoning and relish to their dull and bland life since obviously they need the instant bizarre to stimulate their nerve, satisfy their curiosity and conform to their temper, which, thus heralds the sensation novel coming into being. In those days, all walks of life were quite concerned with the gripping criminal issues, especially when the suspects were those unbelievably and seemingly innocent, young good-looking females, who were suspected to commit such incredible crimes like murder, arson, forging, bigamy, etc. Some of respectable upper middle and even noble families were deeply involved in the law-suits, which intrigue working-class in gaining a chance peeping into the inner core of those mysteries in such families. It is not with so much exaggeration that people even would miss the supper rather than court hearing.

Such readership's affordability for the price and time is quite limited, since the meager daily income and exhausted physical condition cannot bear the reading materials and reading itself that hallmarks the leisure class. Therefore, the price for the series exerted a relatively decisive influence. Also, fast and instant access to the reading materials becomes a necessity, but conventional bookstore obviously can not fulfill such function at all, which is hardly visited by those slobs and aprons.

The Featuring Components of Sensation Novels

Against such circumstance reviewed above, the serious speculation over the popularity of sensation fiction is necessary. Overall, several featuring components contribute to its reputation in the newly emerging readership, working class, that is, its tuning to timely crime report, its exploration of mysteries hidden in middle and upper-class family, its serialization publishing form, and last but not least, its low price, all of which formulate sensation novel as a distinguished genre and thus cultivate a loyal working-class readership.

In view of seeking writing focus, the sensation novelists universally turn to the current gripping crime issues for they are always the central topics for newspapers and after-dinner chitchats. In order to attract the public attention, the sensation novelists studied the newsletters intensively and followed up with the ongoing court hearing. Of course, among them there must be Collins, who even benefited from his professional legal knowledge as well since he used to learn laws with the anticipation to become a lawyer.

Also, initially, those sensation novels were not published all at once in the book form but serialized in the magazines and newspapers, which benefits the sensational novelists with regard to catching the latest legal procedures and readers' responses as well as maintains the readers' interest as well. Collins' serialization of *The Woman in White in All the Year Round* operated and chaired by Dickens is taken as a typical case (Pykett, 1998, p. 1).

Taking the economic and consuming ability of the working class into consideration, the price actually has

a final say. Luckily, with the progressing in printing industry, the mass reading materials can be produced in quite a low cost, thus making the reduction in price of published books possible, at least affordable by those working class.

One related fact that deserves our attention is that the working-class, while commuting to and from the working place through public transportation, say the train mostly, usually grabbed the sensation series and later compiled books for amusing themselves while killing time, which they knew very well what type those books belonged to. Thus, sensation novel eventually completed distinguishing itself from other influential readings, especially the realism, and such a pose officially marks the birth of such a genre.

Ambiguity in Cultivating the Working-class Mass

Since the birth and recognition of sensation novel as a distinct genre, critics have investigated its influence on the mass readership, that is, to what extent it exerts positive effects on the working-class readers, apart from sufficiently fulfilling its responsibility of bringing them the amusement by provoking excitement. Several sins that probably mislead the working class readers in Collins' writing have been clearly designated and heatedly discussed. Among them, some serious issues ranging from the criticism on Catholicism, the transgression of class and gender, etc. deserve our pondering in depth. Just as Lyn Pykett remarks "gender roles and gender relations were a recurring preoccupation in Collins' works" (Pykett, 2005, p. 123). Consequently, due to those controversial issues, sensation novels can be accepted as one of the light reading rather than the serious high-brow literature.

In view of religion, it is overwhelming acknowledged that Collins depreciates Catholicism, which is represented in his short stories like *The Woman in White*. Such an attitude, if taken as a personal preference, gives no ground for much criticism. However, when it emerges under the writer's pen, then it signifies much in view of thematic analysis, even causing the grudge between Britain and Italy, which is embodied by the ironic and debased portraying of Fosco in *The Woman in White*.

Besides, the class transgression seems to become the backbone of sensation novel theme. It refers to the the lower middle class transgresses into upper middle or noble class. Hartright in *The Woman in White*, Ablewhite in *The Moonstone*, Magdalen in *No Name*, Lydia Gwilt in *Armadale*, etc all try to ascend into the upper class, no matter legally or illegally or intentionally or not. What Italian professor Pesca said hit the nail to the head, "Go, my friend! When your sun shines in Cumberland (English proverb), in the name of heaven make you hay. Marry one of the two young Misses; become Honorable Hartright, M. P.; and when you are on the top of the ladder remember that Pesca, at the bottom, has done it all." (Collins, 1974, p. 46)

Furthermore, class transgression also involves the female participation, typically represented by Magdalen and Gwilt, who through cheating, concealing and disguising in identity try every means to ascend to the higher rank. As the representative fallen female portrayed by Collins, Gwilt conforms to Collins' self female ideal, deviating away from the bland "stereotypical representation of women...and once it has been recognized as a stereotype has little or no effect on the reader whatever" (Philip, 1988, p. 187). Thus, these women are usually depicted in highlighting their charming sexuality in contrast to their bizarre criminal behaviors. Although they eventually eat their own bitterness and face the legislative consequences, which is commonly seen as the compromise made by Collins with the society, their bravery and courage as well as the audacious action have not only left deep impression on the female working-class readers, living in mis-

erable and suffering circumstance, but even encouraged them to take actions in changing their fate rather than accept the predetermined destiny, which is the least result that authentic critics agree with in assessing its literary value. Nevertheless, confronted with such interrogation, Collins still argues that “good literature should have a challenging effect on its audience” (Philip, 1988, p. 187).

Conclusion

Although sensation novels only occupy the marginal space in the history of English letters and can barely be categorized into the western canon, it has attracted the critical attention due to its hard gained contribution, that is the cultivation of working-class readership, the shaping of literary genre-sensation and the poignant issues it choose to directly face with, though with certain ambiguities and ambivalent attitudes. It also, to some extent, accelerates the social reform in certain aspects, more or less.

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On Joseph Conrad's Betrayal to English Literary Tradition

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[Abstract] Joseph Conrad is often regarded as a very controversial writer, and his fiction has evoked and continues to evoke quite antithetical responses from scholars around the world. There is a clear dualism in Conrad's treatment of English literary tradition. On one hand, many of Conrad's jungle fictions reflect the colors of English imperial romance: exoticness, oversea adventure, imperial enterprise, colonialism, and colonization; on the other hand, to a certain extent, Conrad betrays that literary tradition with a cross-cultural writing perspective. Born with a Polish noble temperament, having suffered two exiles, and given varied and cosmopolitan influences, he holds a distinct perception of European life and culture. Hence, he subverts the theme of imperial romance of British literature.

[Keywords] Joseph Conrad, Dualism, Imperialism, Colonialism, Jungle fiction

Introduction

Joseph Conrad (1857-1924), the Polish-born English writer, is unique among the English writers. His uniqueness includes his life experience, his two careers, his language gift, and his writing styles and so on. In 1895, his first novel *Almayer's Folly* was published. This book marked his first use of the pen name "Joseph Conrad" and it added a new name in the list of English literary tradition. *Almayer's Folly*, together with its successor, *An Outcast of the Islands*, laid the foundation for Conrad's reputation as a romantic teller of exotic tales. Conrad was born as a Pole, but turned out to be an English writer. He was cultivated and influenced by English literary tradition and he carried on this "great tradition." In his book *The Great Tradition* (1948), British eminent critic F. R. Leavis justified Conrad's status in English literary history twenty-four years after Conrad's death. From then on, Conrad was installed in "the great tradition" of the English novel.

However, Conrad is unique. He is different from those other English writers of "the great tradition," for those writers share one common and dominating feature: their Englishness. They are maybe critical, some extremely so, of their society, but they never feel so displaced or exiled as Conrad does. However, Conrad, having suffered two exiles and given varied and cosmopolitan influences, begins to hold a distinct perception of the Western life and culture profoundly. Brian Spittles writes, "Joseph Conrad is unique as a writer. Not just as all writers differ from one another, but in the way his life and two careers mark him out as being different from any previous—and perhaps any more recent—novelist in the realms of English literature" (Spittles, 1992, p. 1). No doubt, Conrad is a "novelist in the realms of English literature," but Conrad is a double man—a man of dualism. The unique cultural identity provides Conrad with uniqueness of dualistic treatment of English literary tradition. Once people say that Conrad adheres to literary tradition of Great

Britain, they should immediately realize that the opposed view of him could be well justified. Conrad never just insists on English, or broadly speaking, the Western stance in his writing, but maintains a cross-cultural perspective. Conrad, hence, betrays that great literary tradition in some way too, for he certainly has changed the way of writing imperial romance. The imperial romance under his pen is not completely the same to that of his predecessors and followers. Brian Spittles thus writes, “Conrad uses the active process of interpretation to question traditional forms and ideas, to challenge conventional attitudes and beliefs” (Spittles, 1992, p. 5).

Multicultural Perspective

Conrad was equipped with multiple cultural experiences, which have broadened his worldview. As for Conrad’s multiple cultural experience, Spittles exclaims that “[n]o other major novelist of English literature had quite such a varied life” (Spittles, 1992, p. 5). Conrad becomes familiar with those borderline areas of human experience where the civilized meets the primitive and the familiar meets the alien, so that he becomes a hybrid of all cultures. Therefore, one of the most important factors differentiating Conrad from the mainstream of English imperial romance writing is the nature of his first career—seaman life.

Conrad finally chose Britain, a land of liberty in his eyes, to shelter himself and to work for this great “Pax Britannica that embraced the world.” And it was in the service of this glorious nation that Conrad got the opportunity to repeatedly voyage across the globe. He got to know the foaming seas, the hot sun, and the storms and gained an intimate knowledge of the monotonous and exhausting work as a seaman. Moreover, he experienced the worries of responsibility as a mate or captain, the fears of storm and fog at sea, or even the fear of fear. All these things later reappear now and then in his books. The region he traveled to, such as Bombay, Singapore, Celebes and Borneo, provides settings for many of his novels, such as *Lord Jim*, “Heart of Darkness,” and other early novels. In addition, even the crew of British ships Conrad serves doesn’t consist of pure Britishers at all. They come from all corners of the world. In an article “Well Done” in *Notes on Life and Letters*, Conrad mentions the cultural mixture of the crew on the ship thus:

In my time the proportion of non-Britishers in the crews of the ships flying the red ensign was rather under one-third, ... The small proportion of foreigners which I remember were mostly Scandinavians,... The majority were Norwegians, ... I remember also a couple Finins, ...; a Swede, ...; one Italian, ...; one Frenchman, ... , also, one Hollander, ... , and one young, colourless, muscularly very strong German, ... Of non-European crews, lascars and Kalashes, ... It was on the same occasion that I had my only sight of Chinese firemen. (Stape, 2004, pp. 143-44)

Besides, Conrad lived both high and low life, which made him know life and people profound. Conrad was born into the Polish gentry, so he once rubbed shoulders with nobles and wealthy landowners among his relatives. The experience of noble tastes surely provided him the knowledge of how it felt to be an upper-dog among the elite of a given society. Yet, Conrad also knew how it felt to be the under-dog in an imperialist situation, for the Poles then were politically subjugated by Prussia, Austria and Russia. Cedric Watts comments, “His [Conrad’s] multiple perspectives, his readiness to use both the under-dog’s and the upper-dog’s viewpoints, helped to make Conrad an exceptionally incisive, mature and subtle political novelist” (Cedric, 2005, p. 53).

Moreover, the characters in Conrad’s jungle fiction come from many parts of the world. For example,

the protagonists of Conrad's first two novels are Dutch colonials, Nostromo is a South American immigrant of Italian origin, Razumov is an uprooted Russian, and Heyst is of Swedish descent. Mr. Verloc's background is obscurely continental, and "all Europe" contribute to the making of Kurtz (Conrad, 1995, p. 58). In *Lord Jim*, the crew of the *Patna* offers a typical example of the many nationalities to be met in Conrad's works: "She was owned by a Chinaman, chartered by an Arab, and commanded by a sort of renegade New South Wales German" (Conrad, 1983, p. 14), the second engineer is Cockney English, the helmsmen are Malay, and the "cargo" carries 800 Muslim pilgrims. Even *The Secret Agent*, which is totally European metropolitan novel, consists of characters of different nationality or identities, such as the Russian (Mr. Vladimir), the American (the Professor), and the British (Winnie Verloc, the Assistant Commissioner).

Subversion of the Imperial Romance

In contrast to his adherence to British literary tradition, Conrad dualistically betrays to some extent this great tradition of imperial romance writing. He actually subverts the adventure tradition of British literature. His novels of adventure are superficially identical to the conventional ones, but essentially distinctive from them. Instead of mythologizing imperialism and colonization, Conrad questions and criticizes the justice of them. According to Linda Dryden, Conrad's references to imperial romance work at two levels: "they highlight the extent to which Conrad used its tropes to achieve narrative impetus and recognizable characters; but more significantly, they serve to emphasize the modernity of Conrad's conception of the Empire, a conception that is inherently skeptical" (Dryden, 2000, p. 14). Therefore, Conrad's early jungle fictions revise the imperial romance conventions of writers like Frederick Marryat, G. A. Henry, H. Rider Haggard, and Rudyard Kipling. Gene M. Moore observes, "This interest in comparative manners and customs sets Conrad's Malay fictions apart from the genre of romantic adventure by introducing an anthropological interest that owes as much to Balzac's *Études de mœurs* as it does to Flaubert, and perhaps even more to Alfred Russel Wallace" (Moore, 2007, pp. 21-22).

Conrad is in many ways different from those mainstream English writers. Spittles thus writes, "The experience of Conrad's first career, as a sailor, also marks him out from the mainstream of novelists in the canon of English literature in at least three basic ways: the length of his first career, its nature, and the world perspective it enabled Conrad to bring to English literature" (Spittles, 1992, p. 5). In fact, the act of betrayal not only happens in Conrad's life in treating the English literary tradition, but also is one of the important themes of his jungle fiction. Interestingly enough, Conrad is deeply concerned with the act of betrayal and its consequences in his works. Perhaps it is not a coincidence that the theme of betrayal pervades most of Conrad's major novels following *Lord Jim*. And his earlier works, such as *Almayer's Folly* and *An Outcast of the Islands*, contain more or less the same motif. Therefore, "betrayal" is not only a characteristic of his life, both physically and spiritually, but also that of his works. Chull Wang has his say for this: "Perhaps it would be more accurate to say that the theme of betrayal is at the heart of Conrad's fictional universe" (Wang, 1992, p. 310).

As for Conrad's early fiction and its relation to the literature of imperial romance, Andrea White's book *Joseph Conrad and the Adventure Tradition* is a good source to refer to. In the book, White discusses the case of Conrad and the adventure tradition. Though only a small portion of Conrad's works are considered, such as *Almayer's Folly*, *An Outcast of the Islands*, "An Outpost of Progress", and "Heart of Darkness", yet he suf-

ficiently and convincingly demonstrates ways in which these novels destabilize the conventions which have applied to earlier “adventure fiction.” White claims that Conrad “does work towards a de-construction, a dismantling of the imperial myth as formulated by this fiction traditionally” (White, 1993, p. 194). This is why Conrad is both familiar and unfamiliar to English readers. English-speaking readers may find that it is not so agreeable and blood-boiling to read Conrad as to read other familiar imperial writers like Rider Haggard, Rudyard Kipling, and R. L. Stevenson and so on. Conrad seems both familiar and strange to them. Owen Knowles writes,

As with Jessie Conrad, the reader’s larger ‘adventure’ also involves attuning an ear to a writer curiously suspended between linguistic and cultural traditions, now ‘one of us’ in this closeness to day-time English voices, now unusually mobile in his ability to cross boundaries, but at key moments challenging the very basis of what is seemingly clear and penetrable. (Knowles, 2000, p. 3)

Therefore, Conrad’s such ambivalent and challenging attitude towards the traditional imperial romance at least puzzles readers. Readers have to work quite hard at times simply to understand what is going on. They are not sure whether Conrad is against or for some of his white protagonists. However, maybe it is just the core of the joy and excitement in reading him when the questions and suspense are finally solved. Although Conrad and his writings are part of English literary and cultural tradition (as discussed before), yet Conrad is never ready to see things just from one side—the English side or the Western side in general. As commented by Brian Spittles, “He [Conrad] was, however, a late starter in his own right, later than many other novelists, and came to writing with very different attitudes from those of his grandfather, father, and majority of other novelists” (Spittles, 1992, p. 6). Likewise, as for the challenge of traditional imperial writings, Conrad thus writes about one of his jungle fictions, “*An Outcast of the Islands* belongs to those novels of mine that were never laid aside; and though it brought me the qualification of ‘exotic writer’ I don’t think the charge was at all justified. For the life of me I don’t see that there is the slightest exotic spirit in the conception or style of that novel” (Conrad, 2006, p. 3).

Conclusion

According to Cedric Watts, Conrad is a double man and the god Janus[In ancient Roman religion and mythology, Janus is the god of beginnings and transitions, thence also of gates, doors, doorways, endings and time. Most often he is depicted as having two faces on his head, facing opposite directions: one face looks eastward and the other westward. Symbolically they look simultaneously into the future and the past, back at the last year and forward to the next. (<http://en.wikipedia.org/wiki/Janus>)] presides over Conrad’s works. The wonder is that this god Janus is two-faced and he always looks in the opposite directions at the same time. This kind of dualistic personality hence brings forth Conrad’s janiform texts and complex paradox. Born a Pole, Conrad becomes a British writer; so he finds himself in a dualism from the very beginning and this idea of dualism is employed in writing his jungle fiction. Thematically, Conrad antithetically adheres to and betrays the English literary tradition of writing imperial romance. Conrad adheres to the tradition of English imperial romance writing and his jungle fiction more or less reflects the colors of English imperial romance. However, as a cross-cultural writer, Conrad is unique and distinctive. Due to his multicultural perspective and cosmopolitan views, Conrad actually holds a distinctive perception of European life and culture. Thus, to a certain extent, Conrad betrays that literary tradition and he subverts the traditional

theme of the imperial romance writing.

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Shakespeare's Sonnets in China

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[Abstract] *This paper explores the translation, criticism and publications of Shakespeare's sonnets in China. From the study, it concludes that the reception of Shakespeare's sonnets in China experienced three stages from the margin to the center, that is, the initial stage from 1856 to 1978, the rising stage from 1979 to 2000 and the prosperous stage from 2001 till now.*

[Keywords] *Shakespeare; sonnets; reception; China*

Introduction

Shakespeare is widely acclaimed as one of the most outstanding writers in the world and the greatest English dramatist and poet in European Renaissance. Though Shakespeare enjoys greatest reputation chiefly as a dramatist, his achievements in poetry are also important and impressive. Shakespeare's celebrity in sonnets is so incomparable that his works are commonly acknowledged as the peak of English sonnets in the Renaissance period, and that the English sonnet is also called the Shakespearean sonnet. It is generally accepted that Shakespeare's sonnets were written in 1590s, firstly published in one volume in 1609. The reception of Shakespeare's sonnets began 300 years later in China. From the study of the translations, criticism and publications of Shakespeare's sonnets, it can be clearly seen that Shakespeare's sonnets in China experienced three stages from the margin to the center, that is, the initial stage from 1856 to 1978, the rising stage from 1979 to 2000 and the prosperous stage from 2001 till now.

The Initial Stage (1856–1978)

The initial stage of Shakespeare's sonnets in China started from 1856 when the name of Shakespeare was first introduced to China to 1978 when Shakespeare's sonnet began to arouse some interest and attention from the scholars, translators and publishers.

The name of Shakespeare was first presented to China by the English missionary William Muirhead in a book introducing England. (Meng, 2014) Half a century later, some Chinese scholars began to introduce Shakespeare and his works. The earliest Chinese version of Shakespeare's plays was published anonymously in 1903 by Shanghai Dawen Press, which consists of 10 stories in classical Chinese, based on the 18th-century English writer Charles Lamb and his sister's *Tales from Shakespeare* (1807). In 1921, *The Youth China* published the famous Chinese dramatist and critic Tian Han's translation of Shakespeare's *Hamlet*. It is the first complete play translated in modern Chinese, which marked a new stage for Shakespeare's recep-

tion in China—Shakespeare began to enter China as a dramatist.

In 1933, The Shakespearean study became so popular in academic circles in China that it rivaled the enthusiasm of the study of *The Red Mansion*. However, in this period, the Shakespearean study mostly focused on the plays. People mainly got to know Shakespeare via translations, comments and performances of his plays. The writers, critics or thinkers at that time like Tian Han, Mao Dun, Yan Fu, Liang Qichao, Lu Xun, and Zhu Shenghao made great achievements in spreading Shakespeare in China.

Liang Zongdai, a poet, scholar and translator, is regarded as the first one in China who translated Shakespeare's sonnets. Some of his translations were published in *The China Times* on November 18, 1939, which was considered as the earliest Chinese version of Shakespeare's sonnets. (Li et al., 1999) Another 6 sonnets appeared in the next issue on January 15, 1940. In both of the two issues, the famous critic Zong Baihua made comments on Shakespeare's sonnets and Liang's translation. Three years later, Liang Zongdai published 30 translated sonnets and an essay on Shakespeare's sonnets in *National Literature*. These are the early translations and comments of Shakespeare's poetry. Over 300 years has passed since the complete volume of Shakespeare's sonnets was first published in England in 1609.

After the founding of new China, the Shakespearean criticism developed very fast. Meanwhile, much more attention was given to the sonnets. In 1950, the outstanding literary translator Tu An published his translation *Shakespeare's Sonnets* by Cultural Work Press, which was the first volume of Shakespeare's sonnets in China. From then on, Tu An's translation was republished again and again by different publishing houses. In 1961, World Journal Book Store in Taipei published another version translated by Yu Erchang, a professor of Taiwan University. 7 years later, *Shakespeare's Complete Works*, translated by Liang Shiqiu, was published by Taiwan Far Eastern Books, and the sonnets were included. Liang Shiqiu translated all Shakespeare's plays and poems within over 30 years from 1930 to 1968. He was the first one who translated all Shakespeare works in China and a prominent scholar of Shakespeare. Liang Zongdai kept on his efforts in translating Shakespeare's sonnet. His version was praised as the best translation by Yu Guangzhong, a poet, critic and translator from Taiwan, and was included in *The Complete Works of Shakespeare* (11 volumes) by People's Literature Publishing House in 1978.

The first Chinese version of Shakespeare's sonnet (Liang, 1939) appeared 83 years later than the first mention of Shakespeare in China (1856), and 36 years later than the first translation of Shakespeare's play in 1903. So, at the beginning of Shakespeare in China, the translation and comment of his sonnets went far behind of his plays. Anyway, in the later years of the initial stage, Shakespeare's sonnets had earned certain respect.

The Rising Stage (1979–2000)

The Shakespeare boom in China started in the early 1980s. In 1984, China Shakespeare Society put forward the idea of "the creation of Shakespearean study system with Chinese characteristics". The first Shakespeare Festival in China was held in April of that year. The reception of Shakespeare's sonnets stepped into a new stage. Fast development was made in its translation, publication and criticism. Professor Meng Xianqiang, the vice president of China Shakespeare society, and a professor in Northeastern Normal University, did a lot of work in the study of Shakespeare's reception in China. His book *Shakespeare in China: A Brief History* (1993) made known the translation and criticism of Shakespeare in China before 1993. It is quite

valuable to collect and analyze data on Shakespeare study in the pre-internet age.

More and more translators joined in the translation of Shakespeare's sonnets. They promoted the spreading and reception of Shakespeare's sonnets with their distinctive translations. Among them, Tu An, Gu Zhengkun and Cao Minglun are the most outstanding ones. Tu An's revised versions of *Shakespeare's 100 Sonnets* (New 1st Version, 1981-1986; New 2nd Version, 1988) were published in several printings by Shanghai Translation Publishing House. In 1992, Tu An's *Shakespeare's 100 Sonnets: English-Chinese Version* was printed by China Translation Corporation. It is the first version of this kind. On the preface, Tu An introduced the creation, publication, themes and artistic features of Shakespeare's sonnets. Tu An's translation is the most popular and most frequently published version, and is taken as the bridge between Shakespeare's sonnets and the common readers.

In 1980, another version translated by Yang Xiling was printed by Inner Mongolian People's Publishing House. Two years later, it was reprinted and Yang Xiling illustrated the artistic value of Shakespeare's sonnets on its preface entitled "the never-dying rose". In 1983, Liang Zongdai's translation of Shakespeare's sonnets was published in one volume, called *Shakespeare's Sonnets*. Professor Cao Minglun in Sichuan University is the only one in China who translated all the three great collections of sonnets in English Renaissance, that is, William Shakespeare's *The Sonnets*, Edmund Spenser's *Amoretti* and Phillip Sydney's *Astrophel and Stella*. His translation *The Complete Sonnets of William Shakespeare* was first published in 1995 by Lijiang Press, and revised and published as *Shakespeare's Sonnets: English-Chinese Version* in 2008 by Hebei University Press. Another translator deserving attention is Gu Zhengkun, the president of Shakespeare Association of China (SAC) and professor of Peking University. His translation was published as *Shakespeare's Sonnets: English-Chinese Version* in 1998 by Peking University Press. Gu Zhengkun approved the translating strategy of domestication. Harmonious in tune and smooth in words, his translation was easier to meet the taste of common Chinese readers, which made his version a popular one other than Tu An's.

Except for the valuable effort in translation, Qian Zhaoming's annotated edition *The Sonnets* also needs attention (The Commercial Press, 1990). This version focused on the detailed explanation of words, but did not receive much notice and criticism because of its inadequate integral analysis of the poem, simple notes and lack of Chinese translation.

In this period, Shakespeare's critical reception in China gave up its one-sided study of his plays. His sonnets were taken more and more seriously by critics. Taking "Shakespeare's sonnets" as the key words, 75 papers about Shakespeare's sonnets were available till 2000 by retrieving the CNKI (China National Knowledge Infrastructure) periodical full-text database, most of which are the general introduction of the creation, development, and structure of the sonnets. Meanwhile, the criticism of translation, thematic study, artistic features and thoughts began to enter the realm of the critics.

According to the data of CNKI, the first paper about Shakespeare's sonnets appeared in 1979. Wang Zhongxiang pioneered the thematic study of Shakespeare's sonnets with his article "The Unity of Truth, Kindness and Beauty—Comment on Shakespeare's Sonnets" in 1981. The next year, Qi Shuhan, a professor of Fudan University, managed to translate 5 of Shakespeare's sonnets, and published them in *Foreign Literature* (the 12th issue). In the same issue, Qian Zhaoming made comments on Qi's translation, which is the first published translation criticism in China. From then on, many scholars such as Tu An (1989), Li Funing (1996), Cao Minglun (1997) discussed the translation practice and methods of Shakespeare's son-

nets. Fang Ping in his “Two Beautiful Sonnets—on the artistic Features of the Sonnets” (1982) analysed the artistic features of Shakespeare’s sonnets for the first time. After that, more and more scholars like Lv Zhongshe (1998) began to give attention to Shakespeare’s artistic achievements in sonnets, including vague language, discourse analysis, metaphorical characteristics, oxymoron, etc. The research went deeper and deeper into the artistic beauty of the sonnets. Tu An introduced in details the debate of editions, orders, writing time of Shakespeare’s sonnets in western world in his article “The Biggest Riddle in English Literature: Shakespeare’s Sonnets” (1998). It also provided detailed information about the biographical study and the complex identities of characters in the sonnets. During this period, Tu An wrote 4 articles on the study of Shakespeare’s sonnets, concerning translation practice, identity, dramatic characteristics, and artistic appreciation, etc. These articles were all published in the authoritative academic journals like *Foreign Literature* and *Chinese Translators Journal*. It is no doubt that Tu An’s introduction and translation greatly promoted the reception of Shakespeare’s sonnets in its early stage.

All in all, in this period, the research of Shakespeare sonnets was more fertile than before. The research field was more and more widened and the angles were more colourful. Generally speaking, the 20 years of opening up witnessed the steady development of the reception of Shakespeare’s sonnets in China and made a solid foundation for its flourishing in the 21st century.

The Prosperous Stage (2001 till now)

Taking “Shakespeare’s sonnets” as the key words, 444 articles could be found till 2016 by retrieving CNKI periodical full-text database. Putting the notices of conferences or other irrelevant messages aside, there were still 412 papers left. According to the analysis of these articles, the development of Shakespeare sonnets study in China can be clearly traced. In the 12 years between 1979 and 1990, 30 articles were retrieved; in the 10 years between 1991 and 2000, 45; in the 10 years between 2001 – 2010, 153; in 2011 – 2016, 184. An average of 2.5, 4.5, 15.3 and 30.7 articles were published during the 4 spans mentioned above respectively. The increasing frequency of the articles marked more concerns from the critics. The study of Shakespeare’s sonnets began to go from the margin to the centre, attracting more attention and interest from the critics.

From the statistics, the conclusion can be safely reached that the study of Shakespeare’s sonnets in China has been developing remarkably fast in the 21st century. The articles published in the first 10 years of the century were far more than those in the first 22 years from after the opening up (1979-2000). While in the latest 6 years, the amount of publications had surpassed that of the former 10. The contents of the articles were much deeper and varied, and the journals expanded from the most authoritative ones to the common, thus showing that more and more people participated in the study with continuous concern and interests, not only the intellectual elites but the common people.

Shakespeare’s sonnets being the subject matter of master’s and doctoral dissertation marked the further deepening of the research. Taking “Shakespeare’s sonnets” as key words, 53 dissertations could be reached until the end of 2016 by retrieving CNKI periodical full-text database, 50 of which are master’s, and 3 are doctoral. The earliest dissertation in CNKI database is “The Dramatic Features of Shakespeare’s Sonnets” (2004) by Zhang Xia. These dissertations centered on the study of thoughts, translating theory and practice, and poetic arts. Some of them are about comparative study with Chinese literature and identity exploration.

Several scholars made outstanding contributions in the booming of the study of Shakespeare's sonnets in the 21st century. Professor Shi Zhikang in Shanghai International Studies University first opened a particular course of Shakespeare's sonnets for the PhDs, giving a great push of the spreading of the classics among the elite intellectuals. Professor Luo Yimin in Xinan University published *Time's Scythe: A Thematic Study of Shakespeare's Sonnets* (2004), based on his Ph.D dissertation in Peking University, which marked a new level of the study of Shakespeare's sonnets in China. As the president of Chongqing Shakespeare Society, Professor Luo arranged many a nationwide academic symposium about Shakespeare's sonnets. He was also the lead researcher of "Study of Critical, Editorial History of Shakespeare's Sonnets", a National Social Science Foundation project. His work *Shakespeare's Sonnets, A Critical, Editorial History* (2016) was one of the project results.

Apart from the periodical articles and dissertations, in the history of Shakespeare study in China, there also produced a great deal of prominent books, translations and annotated versions of the sonnets. Merely in this century, the translations go beyond 10 versions. In 2001, Liang Shiqiu's *The Complete Works of Shakespeare: The Sonnets* (English-Chinese version, the 40th volume) was published by China Radio & Television Publishing House. Gu Zhengkun, Cao Minglun, Jin Fashen and many other translators provided their Chinese versions of the sonnets. The translations have become flourishing and distinctive.

The major annotated versions are Luo Yimin's *Great Sonnets of Shakespeare* (2009), Wang Gaidi's *A Study of Shakespeare's Sonnets* (2010) and Li Zhengshuan's *A Guide to Shakespeare's Sonnets* (2015). The annotated versions further facilitated the reception of Shakespeare's sonnets in China. The common readers feel it hard to understand early modern English and the detailed notes of these versions could help them better understand the meanings and ideas of the sonnets, thus making the sonnets break the enclosure of the scholastic, academic study and refined, complex interpretation by the specialists and scholars and become available for the great mass of the average readers. From the elites to the common, the increase of readers is another visible sign of the expansion of its reception in China.

In the long history of the nationwide reception of Shakespeare's sonnets, the research work in Hebei may be given greater prominence. Hebei Shakespeare Society is one of the two first-class Shakespeare societies in China that was registered in Bureau of Civil Affairs and kept effective working in years, with Professor Li Zhengshuan of Hebei Normal University as the president. As a scholar of British and American poetry and translator, Professor Li did much work in promoting Shakespeare study in China. Under his leadership, the Shakespeare Societies was set up one by one in every city in Hebei and a series of academic activities were carried out, deepening the spreading of Shakespeare in Hebei. His annotated version of *Shakespeare's Sonnets* (2015) covers all 154 sonnets, including the English-Chinese version of each sonnet, detailed notes and a brief comment in English in around 100 words. That version has become a necessary and useful supplement of Shakespeare study in China. He also published 4 articles on Shakespeare's sonnets on authoritative academic journals. Under his guidance and influence, many of his students took Shakespeare's as the major concern of their study and theses.

To sum up, the reception of Shakespeare's sonnets in China went from the margin to the center. Shakespeare entered China as a dramatist in the mid-19th century when people welcomed his plays with full enthusiasm with his sonnets comparatively ignored. With more and more translations and detailed studies on the sonnets, the readers began to realize and appreciate the artistic beauty of Shakespeare's sonnets. Nowa-

days, Shakespeare's sonnets have become fervent concern of both the critics and the common readers.

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Reflections on American Soft Power in View of Hollywood Films

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[Abstract] *Soft power has become part of popular political discourse since it was firstly coined by American scholar Joseph Nye. Now with the advent of globalization, more attention is brought to the importance of soft power. Generally, in today's world, America's soft power is commonly thought to reside in the global popularity of Hollywood movies, Coca-Cola, McDonald's, and Starbucks. Based on these, this thesis is proposed to make reflections on American soft power in view of the impacts of Hollywood films. In the conclusion part, this thesis makes a tentative conclusion about the essential purpose of American soft power, and further proposes exploratory suggestions for the construction of China's soft power.*

[Keywords] *American soft power; American culture and values; Hollywood films; impacts of Hollywood films*

Introduction

Power theory has always been the key concept in the field of International Relations. After the Cold War, the rapid development of science and technology added dramatic new dimensions to power resources. On the one hand, the role of military power was changing; on the other hand, the meaning and instruments of soft power were drawing more attention. Soft power, a term used in international relations and public affairs, was firstly developed by Joseph Nye in *Bound to Lead: The Changing Nature of American Soft Power*, a book he published in 1990 which disputed the then-prevalent view that America was in decline. From then on, the concept entered the public discourse.

Today, no nation doubts America's status as the planet's superpower. Usually, the recognition of America as a superpower is based on material facts—specially, the superiority of American hard power. However, America's global domination has been achieved largely through non-military means—in short, through the extension, assertion and influence of its soft power. American hard power is necessary to maintain its global stability, yet, American soft power, for example, carried by Hollywood films, spreads, validates and reinforces American values, beliefs and lifestyles worldwide. Hollywood film industry, with implicit and consistent government support, has a long-standing dominance over the world film market and persistent impulse for global expansion. This thesis tends to examine and analyze American soft power specifically in view of Hollywood films and the impacts they once produced.

An Overview of American Soft Power

Since Joseph Nye brought the concept of soft power to the public in 1990, in more than two decades, the concept has gained widespread acceptance and usage. According to Joseph Nye, soft power means,

“A country may obtain the outcomes it wants in world politics because other countries—admiring its values, emulating its example, aspiring to its level of prosperity and openness—want to follow it...This soft power—getting others to want the outcomes that you want—co-opts people rather than coerce them. It arises from the attractiveness of a country’s culture, political ideals, and policies. If I can get others to admire my ideals and to want what I want, I do not have to spend as much on sticks and carrots to move them in my direction... then it will cost less to lead.” (Nye, 2010, p.125)

Simply put, in behavioral terms, soft power is attractive power. In terms of resources, soft-power resources are the assets that produce such attraction. (Nye, 2004, p. 1) If a country could use soft power effectively, it will encounter less resistance while carrying out their plans. If a country can make international rules which are consistent with its interests and values, its actions will be legitimate in others’ eye. If a nation’s culture and ideology are attractive, other countries would like to follow. In a word, with the soft power in hand, a nation will not need many costly “carrots and sticks” (hard power). As well, compared with hard power, “the appeal of soft power is that it is relatively cheap and it does not involve sending young citizens off to war”. (Keohane & Nye, 2004, p. 220)

Soft-power sources are the assets that produce such attraction. In the world politics, soft power generally originates from the values the country expresses in its culture, in its internal practices and policies and in the way it handles its relations with others. America has many sources that can produce soft power, according to Joseph Nye, the soft power of America primarily has three sources: “its culture (in places where it is), its political values (when it lives up to them at home and abroad), and its foreign policies (when they are seen as legitimate and having moral authority).” (Nye, 2004, p. 11)

Hollywood Film as the Carrier of American Culture

Generally, in today’s world, America’s soft power is commonly thought to reside in the global popularity of Hollywood films, Coca-Cola, McDonald’s, and Starbucks. Joseph Nye, the initiator of soft power, once said in his book *Soft power: the Means to Success in World Politics* that “much of American soft power has been produced by Hollywood”. In addition, David Rothkopf preached that, “American films are so dominant, so sought after, and so visible that they are now available literally everywhere on the Earth. They influence the tastes, lives, and aspirations of virtually every nation.” (Rothkopf, 1997, p.38) Therefore, this chapter aims to demonstrate and illustrate why Hollywood film can be a great form of American soft power.

The sources of American soft power are divided into three parts: culture, political values and government foreign policies. No doubt, all the three sources make some restrictions and influences on Hollywood motion pictures. In turn, all the three sources, especially and mainly American culture is greatly reflected in Hollywood motion pictures. In general, polls show that, due to Hollywood films, American popular culture has made the United States seem to others “exciting, exotic, rich, powerful, trend-setting—the cutting edge of modernity and innovation.” (Nye, 2004, p. 12) And such images have appealed the coming of an era when people want to follow the good life of American style and fit in American culture.

Chinese scholar Zhu Shida (2001) regards Puritanism, liberalism and individualism as the three rudimen-

tal elements of American culture. These three elements are interrelated with and interacted on each other like three legs of a tripod supporting the culture and politics of the United States. All the three basic factors of American culture can be reflected in a person's pursuit of American dream.

American dream is a national ethos of the United States which symbolizes the equality of opportunity and promises the possibility of prosperity and success. It was first expressed by James Truslow Adams in 1931, "life should be better and richer and fuller for everyone, with opportunity for each according to ability or achievement" regardless of social class or circumstances of birth. The idea of the American dream is rooted in the American *Declaration of Independence* which declares that all men are created equal and that they are endowed by their Creator with certain inalienable rights including life, liberty and the pursuit of happiness. In simple terms, American dream is the belief that any individual, no matter how poor, can achieve wealth and fame through diligence and virtue. It attracts a lot of people in the other parts of the world to immigrate to America and inspires them to rise on the social and economic scales.

According to Liu Kun (2009), one of the most important aspects of American dream is liberalism. Frequently, it is regarded as the dominant ideology of the United States. Liberalism is the belief in the importance of liberty and equal rights. Generally it refers to a broad political philosophy focused on the unalienable rights of the individual. Some scholars even regard idealism as the foundation of American culture and politics.

Another important aspect of American dream is individualism which stresses the moral worth of the individual. Individualists promote the exercise of one's goals and desires and also independence and self-reliance while opposing most external interference upon one's own interests, whether by society, family or any other group or institution. Individualism makes the individual its focus and so it starts with the fundamental premise that the human individual is of primary importance in the struggle for liberation.

Alexis de Tocqueville states that individualism is a novel expression. It is quite different from egotism as the latter is a passionate and exaggerated love of self, which leads a man to connect everything with himself, and to prefer himself to everything in the world, while the former is a "mature and calm feeling, which disposes each member of the community to sever himself from the mass of his fellow-creatures; and to draw apart with his family and his friends; so that, after he has thus formed a little circle of his own, he willingly leaves society at large to itself." (Tocqueville, 2000, p. 618)

Liberalism emphasizes on the liberty and equal rights of an individual, while individualism makes the individual its focus and so it starts "with the fundamental premise that the human individual is of primary importance in the struggle for liberation." Together, the two contribute to illustrate American dream. As long as people pay attention to the Hollywood films, they will find this kind of spirit of American dream is ubiquitous.

Brave Heart is an outstanding epic film in which lots of various complex emotions, especially the permanent pursuit of freedom is displayed incisively, thoroughly and excellently. The film won five Academy Awards at the 68th Academy Awards. Through the whole film, William Wallace, tries all his efforts to gain freedom for Scotland as well as for himself. The most touching and emotional scene of the film is that at the last moment of his life, enduring inconceivable torture, William Wallace exhausts himself to shout out "freedom" to the sky as well as to the people. And this scene is the best illustration of American liberalism.

Another film, *Forrest Gump* reflects American dream more clearly. This film gets multiple awards and

nominations. For some, *Forrest Gump* is just an idiot; for others, *Forrest Gump* is also the embodiment of American dream. With his self-reliance and persistence, Forrest runs away from the bullying of his classmates, and attracts the coach's attention as well as gets the opportunity to enter college. Despite his below-average intelligence quotient and the disdain of his classmates, colleges, coaches and other groups, *Forrest Gump* still achieves great success at the end of the movie. All his experience undoubtedly reflects American spirit of liberty, equal rights as well as "the worth of the individual." Definitely, this film will arouse people's admiration to the value and culture of the United States.

In addition, hero-myth is also a popular theme in Hollywood films, for example, the film *Air Force One* which is nominated for two Academy Awards. In this film, the president is described as an individual hero who finally rescues the left people on the plane upon his own courage and wisdom. Obviously, this film is the high praise of American individualism. Other films with the similar theme are *Face Off*, *Super Man*, and *Spider Man*, etc.

For the American culture demonstrating in Hollywood films, the analysis above is only the tip of the iceberg. Almost all aspects of American culture and values have permeated into the different types of Hollywood films. Therefore, as watching Hollywood films, moviegoers learn American way of thinking, behaving and living, etc, namely, American culture and values.

Hollywood Films as American Soft Power

Schiller, the famous German Communication scholar, noted that, "Motion picture are cultural goods or cultural services, they provide more than just news and entertainment, but also disseminate social values and political point of views, and ultimately it would have a profound impact on the spirit of the whole structure of a society." (Lu Shiling, 2009, p. 135)

Art comes from life, so Hollywood content is mostly the reflection of American real life. The Cone Effect Theory, named after the two cones that make up its design, is one way of examining the effects of mass media on our lives. It involves the relationship between mediated reality and the real life. According to the theory, everything begins in the circle labeled "real life". Certain aspects of real life experience are then used by a communicator to form constructed mediated reality (CMR). Here CMR may conclude a television show, a film or any other media message. Once CMR is completed, it is transmitted to the audience by mass media. The audience perception is called perceived mediated reality (PMR). The final step in the process involves the relationship between PMR and the real life.

To sum up, the Cone Effect Theory is one way to represent the processes involved in bringing you mass messages. Namely, the information must pass from real life to the Constructed Mediated Reality and then through a Mass Medium to the audience. The consumers make it part of their Perceived Mediated Reality and eventually incorporate it into their own lives.

The Cone Effect Theory applies equally to all mass media. Of all the media forms, the Hollywood film, for its popularity and unique artistic features, bears more advantages in its reflection on American culture. Actually, it is from the films that many people probably learn what they know about America. In other words, the presentation of American culture and values in the films plays a major role in defining American and in turn contributes to the shaping of public attitudes towards America.

For example, in *Zoopotia*, America is described as a nation where everybody can realize his or her dream

as long as he or she is diligent and persistent. This Mediated Reality has great impact on moviegoers and consequently influences their attitude toward America. Unconsciously, people of other nations incorporate American culture, values and way of life into their own lives. Eventually, they become the admirer, supporters and followers of the United States.

Briefly, Hollywood films, like long and large advertisements, firstly, make American culture and values into a symbol and then exaggerate the symbol through media to attract people of other nations. Hollywood films were the main media for foreigners to extrapolate what American culture was and to glean some understanding of daily life in the United States. (Wing, 2010, p. 16) Especially before the technological revolution of the past two decades, visual images and soundtracks in films were the instruments through which other societies got to know the United States.

Therefore, Hollywood film, as a form of American soft power, with its great popularities, produced profound impacts. Usually Hollywood conveys an enduring commitment to a core set of American culture, values and beliefs: individualism, liberalism, Puritanism and freedom as well as democracy. And with the advent of globalization and information age, it will make a myth-making extension of America's global ambitions in the new era.

Implications and Conclusion

Hollywood films, like long advertisements one after another, disseminate and inculcate American culture and values to every corner of the world and thereby attract people of other countries to follow. As a form of American soft power, Hollywood films have been marketing the American dream for decades with spectacular results both in times of war and in times of peace. It has helped the American government to spread its messages to the rest of the world about who Americans are, and what they believe.

Nowadays, Hollywood has adopted a different, more cooperative approach towards other countries, such as absorbing Chinese elements. However, one of the ultimate goals of all these strategies is only to spread American values and culture to attract people of other countries. The great impacts Hollywood films have obviously proved the significance of American soft power, though with some limitations. Nowadays, Americans are clearly aware of the global impact of its soft power, as David Rothkopf declared in his article *In Praise of Cultural Imperialism* that, "The United States will not hesitate to promote its values. Using the tools of the Information Age, such as films, to do so is perhaps the most peaceful and powerful means of advancing American interests." (Rothkopf, 1997, p. 38)

In the last three decades, rapid economic growth has brought China with increasing attention from other countries, especially with the development "the belt&one road". The current competition between super countries not only lies in military and economy, but also in culture. Our government has paid attention to spread Chinese splendid culture to the other countries. Since film as a medium has been utilized as soft power in many contexts and China's film industry is booming, It may helpful for China to wield soft power by shooting amazing films. If the Chinese film industry can produce high-quality films and meanwhile sustain other nations' interest, Chinese film will become a soft power tool that produces more favorable opinions for China. In other words, Chinese film will potentially be a valuable soft power tool that promotes Chinese culture's attractiveness, improves China's image and wins support of other countries for China in the international affairs.

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Exploration on Mother Culture Traces in the Literary Creations of Yuan Dynasty Semu Literati

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[Abstract] *The literary creation of Semu literati is an indivisible and influential part of Yuan dynasty literature. As second class people inferior to Mongolians, most Yuan dynasty Semu literati took supportive attitude towards Yuan dynasty administration. They expressed great concern for mother country and love for compatriots and such sentiments of “Great Unity” deeply entrenched in later generations’ mind. In addition, the creations of Yuan dynasty Semu literati keep many unique nomadic mother culture traces which fit and complement well with Chinese mainstream culture such as Confucianism and Taoism. Although these nomadic mother culture traces are not typical, they function as entry-point to understand the cultural mentality of Yuan dynasty Semu literati and national characteristics in their creations.*

[Keywords] *Yuan dynasty; Semu literati; cultural mentality; mother culture*

Introduction

“Cultural mentality refers to subject’s preparatory psychological state which originated from his/her past experience. It is controlling for personal behavior in cultural contact with given situations and objects” (Li, 1995, pp. 12-15). Once formed, cultural mentality is so stable that is difficult to be greatly adjusted except for major social changes. Cultural mentality can be classified into individual mentality and social mentality (hierarchy or community). Yuan dynasty Semu literati’s cultural mentality discussed in this paper is social mentality. Community cultural mentality refers to the cultural psychology and attitude of a certain social group towards its social politics, economy, culture and education. Yuan dynasty Semu literati didn’t develop into any literary school or organization. They are analyzed as a whole in this paper for they are all Semu people with four—class social identity.

The rulers of Yuan dynasty oppressed Chinese Han and the Southerners cruelly. Many literati took humble posts in government or broke down as civilian in life. As second class people inferior to Mongolians, Semu people were treated much better. Many Semu literati held high governmental position, so they could display their ambition of country governing and state harnessin. Since Chinggis Khaan Temujin, Yuan dynasty rulers’ control for ideology became liberal. The conquered nations and tribes could still believe in their original religions such as Shamanism, Nestorianism, Buddhism, Manichaeism, Islam and Taoism. On the vast land of Mongolian Empire, all religions were given proper respect. Mongolian rulers didn’t force the people to convert to Shamanism. During the reign of Kublai Khan, Confucianism gradually became the

dominant ideology. Most Semu literati lived in the mid-late Yuan dynasty, so they were either descendants of meritless officials who took over the Central Plain with Yuan dynasty rulers, or Semu immigrants from frontier to interland.

There are hundreds of famous Yuan dynasty Semu literati, literati mentioned in this paper are the most famous representatives. Sadula, was also named Tian Ci, nicknamed Zhi Zhai. His tribal ascription is controversial until today. Sadula occupied only humble governmental positions in life. He was good at poetry creation, painting and calligraphy. Ma Zuchang was also named Bo Yong, nicknamed Shi Tian, Yong Gu tribe people. He served as deputy official at Yu Shi Department in emperor Yuan Shun's administration. Ma Zuchang's poems enjoyed good reputation in Yuan dynasty. His great-great-grandfather Xilijisi was Feng Xiang Horse Ministry judge in late Jin dynasty, therefore his family name was "Ma". Guan Yunshi, was also named Fu Chen, nicknamed Cheng Zhai, Shu Xian and Suan Zhai. He was born in a Gaochang Uygur noble family. His highest official title was reading bachelor at Hanlin Academy in Yuan Renzong's administration and he was good at writing verses. Nai Xian, was also named Yi Zhi, nicknamed Heshuo Waishi, Geluolu tribe people. He was good at writing poems. Nai Xian almost had no official title. Sa Dula, Ma Zuchang, Guan Yunshi and Nai Xian were not awed by stardom, so most of their poems reflect the miserable life of common people. Meanwhile, Sa Dula, Ma Zuchang, Guan Yunshi and Nai Xian also wrote poems on the life and customs of Western Regions and glorious prairies that are valuable for today's researchers to study the nationality of literature created by Semu literati.

Keeping Family, Country and the World on Mind

Deeply influenced by Confucianism, the lifelong ambition of regulating the country and the world in the heart of Semu literati as Sa Dula, Ma Zuchang, Guan Yunshi and Nai Xian is similar to Du Fu's idea of "*Zhi jun yao shun shang/Zai shi feng su chun*" (Make the king into sage king, turn folkway into simplicity.) Such ambition well inherited senior literati's cultural tradition of deep concern for family and state affairs. Confronted with ruined mess, Sadula was so bitterly heart-broken that he wrote the poem *The Weaver* in sad words: "*You bu wen tian jia fu/Ri sao chun can xiao zhi bu/Cu zu xian li ye da men/Jing cha bu qun fu duan ku*" (Yang, 2013, p.15). (The woman weaver kept weaving day and night urged by sheriffs for rents, but hard work is only rewarded by coarse cloth skirt and shorts.) The miserable weaver in this poem reminds us of the poor weaver in Wang Jian's poem *Weaving by the Window*: "*Dang chuang que xian qing lou chang/Shi zhi bu dong yi ying xiang*" (The weaver working by the window admires prostitutes, for they live an extravagant life even don't work.) Weavers are all industrious and intelligent, but none of them ever got rid of the tragic fate of being exploited by ruthless rulers. Ma Zuchang's poem *Pedaling Water Wheel* depicts the miserable life of farmers in words of tears and blood. A long drought cracked the fields, the seedlings almost withered up, and the old farmer had to move water by pedaling water wheel. He got exhausted because of hunger, but he was still plundered by wealthy young men. "*Wan zhuan chang yao long mu jian/Shui neng ting ci wu qi ce*" (Yang, 2013, p.55). (Hearing farmers' deplorable song, all feel heart bleeding and can't fall asleep.) Such misery and melancholy feelings go beyond words. This poem reflected the author's deep sympathy for farmers. Nai Xian's poem *XinXiang Old Lady* described the wretched life of poor families. They had no food and became penniless by government's urgent tax chasing, by wealthy and powerful family's unreasonable dunning for the debt, by unfounded humiliation because of torture. They had to sell chil-

dren to pay debt. On the contrary, governors led voluptuous life of “*Yin dang shao jiu yu bei yin/Si zhu gao tang ye ge wu*” (Yang, 2013, p. 182). (Sing, dance and guzzle every night.) While selling grandchildren, the grandmother and mother are tortured by unaccountable heartbreak. In order to remain dark rule and lead dissipated, luxurious and vacant life, governors desecrated common people’s life. They forced the common people to sell children to pay debt, bled them with ruthless taxation. Such administration should have lost its existing significance in history. By writing this poem, the poet criticized the dark reign of late Yuan dynasty.

Identifying China as Unity

The strong feelings of “China as Unity” in Yuan dynasty Semu literati are mainly shown by their identification with state concept. Semu literati had strong sense of responsibility for maintaining the integration of Chinese nationalities of Yuan dynasty. In mid-late Yuan dynasty, fierce, frequent and brutal struggle for the throne brought countless disasters to China and the Chinese. Sadula exposed these harsh social realities courageously. He wrote in *Chronicle*: “*Zhi zhi feng xi chuan san rang/Qi liao you hun ge jiu chong*” (Yang, 2013, p. 235). (People only know that imperial jade seal is declined in public, but who knows how many lives are costed for snatching it?) Ma Zuchang wrote in *Long Hu Pavilion*: “*Liang jing xun sheng fei xing xing/Yao shi cang sheng le zhi he*” (Yang, 2013, p. 380). (Governors should attend to the livelihood of common people). Although *Long Hu Pavilion* was written as ordered, Ma Zuchang didn’t just extol the glorious heyday, but admonish governors to improve common people’s welfare and create a peaceful world enjoyed with the populace, instead of being grandiose. Although Guan Yunshi resigned and secluded because of disease in prime, he sighed with emotion in *[Zhong lv zui gao ge guo] Red Embroidered Shoes*: “*Qin Gan Luo ji fa lu/Ji-an-g Lv Wang wan deng tan/Chi he ji shi yun li zan*” (Sui, 1964, p. 215). (Gan Luo served country at young age, Lv Wang became prime minister in late life. Some people are favored by chance of success at young age, while some are late bloomers.) This poem shows that Guan Yunshi always hopes more talents with social responsibility can work for the benefits of the country and the people. Nai Xian wrote in his poem *Tribute to Eastern Zhejiang General*: “*He shi jin fan nan shan zhu/Xi xie dang nian sha zei gong*” (Yang, 2013, p. 456). Nai Xian revered heroes who resisted foreign aggression so much that he desired to write down all their heroic stories and passed them on to later generations, hoping such stories can teach the populace to defend motherland bravely. Yuan dynasty Semu literati didn’t judge between right and wrong from narrow racialism perspective but commented on merits and demerits based on national responsibility of “China as Unity”. This idea still shines brightly until today.

Having Mother Culture at Heart

According to classic works coming down to the aftertime), most Yuan dynasty Semu literati worship Confucianism, Confucian classics and learning of various academic schools. Sadula expressed his regrets with metaphysical tone similar to that of Tao Qian. He wrote in *Answer to the White Clouds*: “*Hu bu fu gui lai/fen zi wu ban jian*” (Yang, 2013, p. 11). (Why not resign and seclude, then share house with the son?) Ma Zuchang narrated Confucianism study experience in the *Lodging Lees*: “*Ye du wu jing tong yi chu/Geng xian qiu shu xiang feng biao*” (Yang Lian, 2013, p.90). (read Confucian classic works nightly). Nai Xian also recorded his devotion for Taoism in *In Reward for Master Zhang Yuanjie’s Medicine*: “*Ming zhao de qiang jian/*

Chang li zi xv jun” (Yang Lian, 2013, p.420). (If I recover someday, I will not forget to kowtow to gentleman Zi xu). Guan Yunshi wrote down great lines in *[Shuang diao· Shui xian zi]* Cottage: “*Mao she shu zhai san liang jian/Rong hua fu gui jie xv huan*” (Sui,1964, p. 290). (Several thatched cottages are enough, for power and wealth are castle in the air.) This poem indicates the influence of Laozi’s thought on Guan Yunshi.

Most famous Yuan dynasty Semu literati were born and flourished in the middle and late days of Yuan dynasty. Most of them either flourished in Central Plains—the old haunt of Chinese culture or lived in Jiangnan rich cities such as Suzhou and Hangzhou, so they are greatly influenced by Confucian culture and Taoism culture, but unique nomadic mother culture was still engraved in heart and memory fragments about it flashed in their literary creations now and then. Sadula wrote down the following great lines: “*Niu yang san man luo ri xia/Ye cao sheng xiang ru lao tian*” (Yang, 2013, p. 400). (Cattle and sheep quietly taste sweet grass in the sunset) These two lines remind people of a quiet picture in which a shepherd watches his cattle and sheep growing strong and looks forward to a better life. Ma Zuchang had the following great lines: “*Yin shan tie ji jiao gong chang/Xian ri yuan tou she bai lang*” (Yang, 2013, p.35). This poem depicted a picture of nomadic colors and brought a hero to life: A herdsman on a high horse with a bow on the back is shooting at a white wolf. Guan Yunshi wrote in *[zheng gong· sai hong qiu]*Verse Written for Someone: “*Tui dao shi ban zhang liu qing yan, Tongman yi fu qian, zhi bei qiao su qing pao shan sha qiong shuang jian*” (Sui, 1964, p. 74). “Tongman” is turki and old Uyghur “tümen”, which means “ten thousand”, “chief in charge of ten thousand persons” or “chief in charge of ten thousand houses”. “qian” means “wind demon”, but here it means “dally sensation”. The key idea of this sentence is: A rich and powerful man seduced her”. The meaning of the whole sentence is hard to master without correct understanding for “Tongman” and “qian”. Nai Xian wrote down great lines: “*She de bai lang xuan ma shang/Chui Jia ye ban yue zhong gui*” (Yang, 2013, p. 210). (After shooting a white wolf and hanging it on horse back, the huntsman went home in moonlight while playing Jia) Nai Xian never got chance to return to his hometown—Western-region, but impressive memories about nomadic mother culture frequently flash in many of his poems and essays.

Conclusion

The cultural mentality of Yuan dynasty Semu literati can be summarized as follows. Firstly, most Yuan dynasty Semu literati took supportive attitude towards the reign of Yuan dynasty, which displays their strong state consciousness of “Great Unity”. Secondly, they love Chinese culture, concern about social reality and common people’s livelihood. Third, they are active in thoughts and loyal to their own heart. They are seldom distracted by shackles which often bother traditional Chinese Han scholars. Yuan dynasty Semu literati are similar to traditional Chinese Han scholars in that they express great concern for mother country and love for compatriots. Meanwhile, Yuan dynasty Semu literati kept many unique nomadic mother culture traces in their works which fit and complement well with Chinese mainstream culture such as Confucianism and Taoism. Their writing style is fluent, nothing like Chinese Han scholars’ unfathomable style. Although these nomadic mother culture traces are not typical, they function as valuable entry-point for us to understand Yuan dynasty Semu literati’s cultural mentality and the national characteristics in their creations.

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The Multiple Narrative Strategies in *Lie Down in Darkness*

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[Abstract] In William Styron's successful debut novel *Lie Down in Darkness*, multiple points of view embedded in the framework of Peyton's funeral are combined with initial narrotology and mythological narratology. This enhances the novel's narratological levels and enriches the novel's themes. It effectively presents Peyton's personal tragedy and social tragedy after World War Two and helps establish William Styron's status in American literature.

[Keywords] *Lie Down in Darkness*; multiple points of view; initial narratology; mythological narratology

Introduction

William Styron(1925-2006) was one of the most important contemporary writers in American literary history. He was deeply influenced by southern American literature, but on the other hand employed a lot of modern writing techniques in his works. He published his first novel *Lie Down in Darkness* in 1951 and won Prix de Rome Fellowship of the American Academy of Arts and Letters. In 1967 he published *The Confessions of Nat Turner* and won Pulitzer Prize for it and in 1980 he won American Book Award for Fiction for the publication of *Sophie's Choice*. After that William Styron established his reputation as a postwar writer.

Because of Styron's high achievement and reputation, many scholars in America and other countries have studied his works from various perspectives. The protagonists in Styron's novels are all "extreme specimen of their own identities" (Zeng, 2006, p. 53). Based on the framework of the protagonist Peyton's funeral, his first successful novel *Lie Down in Darkness* is a flashback of Peyton's short life from different points of view. It is a tragedy that highlights the heroine's intense internal conflicts and her search for her own identity. The published monographs and papers on Styron cover the novel's modern narrative techniques, narrative time, the theme of desperation and rebellion, the theme of love and death, its development on southern literature, its religious consciousness and so on. The novel's profound theme, unique narrative techniques and intense realistic significance are well worth our exploration. Therefore, this paper is going to reveal the novel's profound theme and its reference value in our daily life from its narratological strategies.

The Multiple Points of View in *Lie Down in Darkness*

The narrative structure of *Lie Down in Darkness* is based on Peyton's funeral which lasted for only a few hours but interspersed with flashbacks from different characters' points of view. The novel tells a story about Peyton's short but tragic life and reveals the dissolution of a southern middle class family in Ameri-

ca. This unique narrative structure greatly enhances the theme of the novel and its artistic effects. Styron was at first troubled by form and structure, by the ways to build his first novel. He thought that the business of the progression of time seemed one of the most difficult problems a novelist has to cope with. Samuel Coale once made a comment on Styron's narrative form. He thought that "Styron's problem and solution in retrospect seem both realistic and practical" (Coale, 1991, p. 41).

Peyton Loftis' funeral began on a certain morning on August, 1945 and ended at dusk. Through the recollection of Milton Loftis, Helen Loftis, Milton's lover Dolly and Helen's priest Carey and Peyton's internal monologue before her suicide, the author clearly presented the intense relationship between Peyton and her family and their dramatic conflicts. The third person's omniscient perspective is interspersed with different characters' limited points of view and the narrative time is greatly compacted to shorten the distance between the story and the readers and deepen the tragic effect of the novel.

When Peyton is a child, she is pretty and lovely and is spoiled by her father Milton while her mother Helen is indifferent to her because she focuses all her attention on her crippled and mentally retarded elder daughter Maudie. Peyton doubts her mother's love for her. From Milton's point of view, readers find that Helen slaps Peyton in the face when she bound Maudie with a rope when playing a game with Dolly's son; at Peyton's sixteenth birthday party, conflicts broke out because Milton allows Peyton to drink a glass of whisky. From priest Carey's point of view, we know that when Peyton is leaving home for college, Helen decides not to send her to the college because she envies the intimate relationship between Milton and Peyton. Helen even deprives of Peyton's right to love because she prevents Peyton from taking care of Maudie. In Milton's eyes, the Christmas party is a farce. He hopes Peyton would stay at home for Christmas but Peyton intends to take part in the party in the country club with Dick. Conflict breaks out again between mother and daughter. In the end, Peyton leaves home. Then Peyton comes back home for her wedding. At this time Helen has lost her senses. She is crazy about Milton's disappointment at Peyton's marrying another man. Peyton is also tormented by Milton's morbid desire for her and accuses him of this on her wedding day. All these things lead to the war between Helen and Peyton. Peyton leaves home in desperation with her husband Harry. The last time Peyton comes back to her hometown is on her funeral. Peyton declares her existence in this world by her death and finally comes into our view. Her monologue at the end of the novel reveals her love, hatred, alienation, confusion and struggle. By leaving home she protests against her destiny, yearns for normal parental love and searches for a healthy family. The monologue is rich in content and mixed with complex feelings, imaginations, desires and hallucinations.

A few scenes and several ceremonies clearly outline Peyton's life experiences. The strict and morbid mother cannot give her the maternal love she longs for and the alcoholic and licentious father's Freudian love tortures her deeply. Peyton's tragedy is rooted in the conflict between the traditional American southern culture and modern culture: She longs for freedom but is firmly controlled by her father and mother by different means; she searches for her own identity but always lives in other people's eyes and does not have the right to announce her own existence; time and time again she escapes from her hometown but turns out to get lost instead of being saved; at last she heads for death.

"I merely had to keep aware, as I progressed with the narrative in flashback after flashback that my heroine, Peyton Loftis, would always be seen as if through the minds of the other characters; never once would I enter her consciousness. Further, she would be observed at progressive stages of her life, from childhood to

early adulthood” (Coale, 1991, p. 40). This is what Styron said when he talked about his writing experiences. Styron has always described her heroine from other characters’ points of view and uses a lot of flashbacks to fill in the framework based on Peyton’s funeral, breaks in the narrative time, intersperses it with actions and plots at different levels and parallels the events and scenes in the past and at present, “which effectively widens the novel’s narrative space and enhances its dramatic effects (Zeng, 2006, p. 53) undoubtedly, William Styron’s exploration in narrative form and time achieved great success and this narratological strategy was employed more skillfully in his other novels.

A Narrative Based on Initiation

Following Peyton’s funeral is the end of the novel, which is an initiation story of Peyton. “Departure—initiation—return”, this is Peyton’s growth pattern. Every scene and every ceremony in the novel is a clear trajectory of Peyton’s growth. Peyton’s sixteenth birthday party is a rite of initiation for her. In spite of the conflict between the mother and the daughter, drinking alcohol is a symbol of initiation. Closely following the party, Peyton leaves home for college, which symbolizes the beginning of her exploration and her search for her own identity. To rebel against the suffocating and decayed southern American culture represented by her mother Helen, Peyton drops out of university, takes part in a socialist organization and marries Harry, who is a Jew. But life in New York does not help Peyton find her own identity, instead, she gets lost and commits suicide in desperation. Death is her way to return to society and to her hometown Port Warwick.

Peyton searches in her whole life for love—a harmonious family love, but she fails to reach it. Although Peyton leaves home from time to time, she is greatly attached to Port Warwick. She repeatedly thinks of her grandmother’s story told by her father. This benevolent grandmother makes Peyton yearn for warm maternal love. She also has a keen desire for normal paternal love. But Helen focuses all her love on Maudie, who is crippled and mentally retarded and completely relies on Helen and is under Helen’s control while Peyton is young, pretty, energetic, longing for freedom and rebellious against tradition, so Helen regards Peyton as a threat to her relationship with the Milton. Her attitude to Peyton develops from indifference to hatred. On the contrary, Milton spoils Peyton and his nearly incestuous infatuation with Peyton makes her suffocated. The abnormal mother-daughter relationship and father-daughter relationship further worsens the couple’s relationship. Peyton lives in a wasteland of love, therefore the only thing she can do is to escape from Port Warwick and search for her new identity, a new father and even a new God.

Peyton has always been trying to escape from her mother’s control but it turned out she grows up as the same woman just like her mother—she cannot love a person in a real sense. “Needing love desperately—so desperately that she is unable to give it—Peyton cannot achieve a satisfactory relationship with her boyfriend, Dick Cartwright. She is aware of her failings, attributing them partly to a ‘Freudian attachment’ to her father and partly to her parents’ entire generation, which lost its children by unloosing the moorings with their stabilizing traditions” (Ruderman, 1987, p. 43). The lack of love leads to Peyton’s destruction and disintegration of the Milton family. “For the Loftis family, the lacking ingredient is forgiveness. Helen has been ruthlessly unforgiving in her dealings with both Milton and Peyton, and Peyton in turn is ruthlessly unforgiving to Harry” (Ruderrman, 1987, p. 48). Due to Peyton’s life experiences, Harry’s small indiscretions are major catastrophes to Peyton. Her vengeance upon Harry is her indulgence in affairs with other

men. She even intends to seek a new Garden of Eden by such means. Harry's refusal to forgive Peyton leads to her leap from a building in New York, through which Peyton wants to obtain her salvation and begin a new life by lying down in darkness. At the end of the novel, Helen firmly refuses to forgive Milton and does not want to live together with Milton. The disintegration of this southern middle-class family is not only a tragedy of a southern family. It is the tragedy of an American family. It is also the destiny and concern of the whole humankind: How we can raise our children in a harmonious atmosphere in a family full of love. "To love" and "to forgive" are the themes conveyed by Styron through Peyton's initiation story.

A Narrative Based on Electra Complex

In spite of the episodes about Dolly and Harry, the narrative on Peyton's initiation story is actually a tragedy based on the triangle relationships among Milton, Helen and Peyton. It is a mythological narrative based on "Electra Complex".

Peyton in her childhood believes Milton can protect her from any harm. When threatened by bees Milton immediately takes her to safety and helps her to watch bees closely whereas Helen feels she is "stung" and is indifferent to her. Sensing Helen's indifference, hostility and hatred, Peyton gradually cultivates a more close relationship with her father. With the couple's relationship worsening, Milton's love for Peyton develops into an incestuous infatuation. When Peyton takes her boyfriend home, Milton turns to alcohol for comfort; on Peyton's wedding, Milton is very much tormented and thus kindles Helen's envy and hatred for Peyton, which leads to the further alienation between mother and daughter. "Helen, Milton and Peyton, are, in effect, like Sartre's trinity in *No Exit*, one another's inescapable hell" (Baumbach 1982, p. 26). Under the catalytic effect of Peyton's wedding, the disguised and vulnerable bond in the family is broken: the drunken Milton is rude to Peyton; Helen curses Peyton and thinks she makes use of her sexuality to tempt her own father; Peyton hurt her mother by scratching her nails on her face. Baumbach states that Peyton's behavior can be interpreted as a somewhat perverse sublimation of the Electra drive (avenging her father's death by killing her mother in herself) (Baumbach, 1982, p. 30). Unable to obtain the love of her family member, Peyton chooses death as a means to purify her sin. She walks into the little dark room, lies down there and gets her redemption in her sleep. To Peyton, death can help her to get her salvation and start a new life. Peyton's suicide has all the ritual aspects of purification. She strips off her clothes before she jumps, returning to nature in the state of innocence in which she came. The burial of Peyton is the frame of the novel. It is "a ritualistic symbol of the completion of the life cycle—a going back at last to the starting point of existence. It is no accident that the final scene in *Lie Down in Darkness* is a baptism, a symbol of the renewal of life" (Baumbach, 1982, p. 25). In Walter F. Otto's *Dionysus* he explains the life and death myth this way: "In the new-born child, the ancestor rises up out of the darkness of death. This is the reason why the divinities of birth and fertility are so close to the divinities of death. Indeed, this is the reason why they often merge completely" (Otto, 1965, p. 138).

Styron based his narrative on the mythological theme of "return". The famous religious historian Eliade mentioned in his many works that "the concept of time and view on life which are established on the creation mythology of the primitives have a basic feature, that is the cyclical movement of time and life" (Ye, 2004, p. 116). The image of "clock" which appears many times in the novel clearly embodies this idea. In

our real life, the clock points to a forward, one-way movement that cannot be reversed. But Peyton desires for a world inside a clock (Liu, 2014, p. 54). “Once I had a dream: I was inside a clock. Perfect, complete, perpetual, I revolved about on the mainspring forever drowsing, watching the jewels and the rubies, the mechanism clicking ceaselessly, all the screws and parts as big as my head, indestructible, shining, my own invention. Thus, I would sleep for ever...” (Styron, 1951, p. 285). Just like what Peyton says, the world inside a clock is harmonious and in order and what is more important, it is a cyclical world that will never stop, in which Peyton will obtain eternal life. Ye shuxian in his work *Gaotang Goddess and Venus* further elaborates this idea: “All lives and movements in universe began at “the extreme start” in creation mythologies, i.e. what Laozi meant by ‘the ancient world’ or ‘the natural state of things’. Only by periodically returning to ‘the extreme start’ through myths and ceremonies and by retelling and performing creation activities can human society guarantee the continuation and renewal of life”(Ye, 2004, p. 117). Under the influence of the primitive concept of time, all attempts to change the cyclical process are in vain. The peak of life is the prelude to death and death is a preparation for resurrection. Mythologies on eternal return and mythologies on regeneration are complementary to each other. Peyton’s leap in New York is a ceremony which symbolizes the “Fall” so that she can be saved by God, then be regenerated and obtain eternal life.

Laozi diligently strove for the ideal of returning to the natural state of thing, which embodies his yearning for the origin of life and shows his respect for the primitive concept of time and movement. “Laozi extended the idea of ‘return’ to the universe, to the society and even to the individuals in human society. For individuals, the destination of returning is the state of a baby in a mother’s womb, which is the origin of life”(Ye, 2004, p. 119). Not once Peyton mentions that she wants to lie down in darkness to be regenerated and obtain an eternal life. In her hallucinated monologue, she seems having returned to a baby and imagining returning to her mother’s womb, to the very origin of life and to the perfect natural state of things. Due to our ancestors’ fault and corruption, human beings are deviating from the original state in heaven and are on the way to decadence and moral depravation. The world Styron describes is full of moral depravation and spiritual confusion. Returning to the perfect origin, however, is beyond our reach. In Genesis, God helps mankind to make up for their fault and moral depravation. For many times, Peyton mentions of her sins and wants to purify her sins. She prays to God to let her be an innocent soul without sin. “The birds that cannot fly” is a symbol for her guilt. When she has affairs with other men, she will see these birds. But before her suicide, her sense of guilt vanishes and gone are the birds that cannot fly. They fly into the air one after another and fly through the suffocating darkness to heaven. Peyton chooses “return” as a means to purify her sins and be saved. When she makes the choice, she has the freedom she has been longing for and has a new life. Styron’s mythological narrative weakens Peyton’s tragedy and provokes readers to think about the meaning of life.

Conclusion

Styron employed modern techniques to innovate the narrative time and narrative structure in *Lie Down in Darkness*. He narrated the story from multiple points of and combined the initiation narrative with mythological narrative and embedded them within the frame of Peyton’s funeral which lasted only for a few hours. Therefore, the narration appears intense in rhythm and rich in content. Meanwhile, Styron paralleled Loftis Family’s experiences with the development of the Second World War, thus conveyed the twin

themes of disintegration of the nuclear family and of countries through warfare and nuclear holocaust. Through the analysis of young Peyton's suicide, Styron analyzed the life of middle class family in Virginia and made a comment on the modern life in America as a whole. Peyton's tragedy does not belong to an individual. She is a symbol, a representative. Peyton's confusion and salvation has great value. She brings a taint of hope to the fatigued American society—to begin a new start through complete destruction. The great achievement of William Styron lies in his breaking away from the bond of southern literature and basing his narration on mythology to deepen the novel's meaning and giving readers much food for thought.

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Intertextual Analysis of *Anna of the Five Towns*

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[Abstract] *Anna of the Five Towns*, published in 1902, is Arnold Bennett's first important Five Towns novel. *Anna of the Five Towns* is a derivation from *Eugenie Grandet*, and their hypertextual relationship is discussed from three perspectives: pastiche of the plot, pastiche of the characters and pastiche of the environment. Bennett pays attention to take in and learns from *Eugenie Grandet* to successfully make *Anna of the Five Towns* meaningful and significant in new context.

[Keywords] *Anna of the Five Towns*; *Eugenie Grandet*; intertextuality; inter-text; pastiche

Introduction

Arnold Bennett was one of the greatest English writers during the first half of the 20th century. In the twentieth-century volume of the revised *Cambridge Bibliography of English Literature*, Arnold Bennett is listed among the seven major novelists of the first half of the century. Not only is he an extremely popular novelist, but also his serious Five Towns novels probably stand next to Hardy's novels in merit in the depiction of a specific provincial life. J. B. Simons says, "Arnold Bennett has helped to shape the English novel into what it is today" (1999, pp. 209-210).

Anna of the Five Towns, published in 1902, is Arnold Bennett's first important Five Towns novel and the others are *The Old Wives' Tale* and *Clayhanger Trilogy*. The background, the atmosphere of Wesleyanism and the Five Towns, psychological understanding and careful observation are all welded into an organic whole. It is a powerful and absorbing novel. William L. Alden, a leading writer on various New York newspapers for many years and a novelist, makes comment on the novel, "I have read every novel of importance that has been published in England for the last ten years, and, of its kind, 'Anna of the Five Towns' is certainly the best piece of work since 'Esther Waters'" (Hepburn, 1981, p. 167).

Gerard Genette's Intertextuality in its Narrow Sense

Intertextuality is said to have its origins in 1960s and soon becomes one of the most commonly employed terms because many literary critics put forwards their own interpretations about intertextuality. French critic Genette plays a rather important role in the development of the theory of intertextuality because it is he that reverts the term from its broad sense to a more practical way of interpretation in literary criticism in his trilogy "Architext, Palimpsests, and Paratexts".

Genette uses transtextuality to express the same idea with intertextuality employed by many other theorists and defines intertextuality in a more narrow way. His intertextuality is defined as the issue of quotation, plagiarism and allusion, which has nothing to do with the semiotic processes of cultural and textual

signification used by poststructuralists and is a kind of co-presence relation. “Hypertextuality” is defined as any relationship uniting a text B (which shall be called the “hypertext”) to an earlier text A (which shall be called “hypotext”) upon which it is grafted in a manner that is not that of commentary in his *Palimpsests* (The Oxford English Dictionary defines “palimpsest” as “a parchment, etc. which has been written upon twice, the original writing having been rubbed out”). Hypertextuality marks a field of literary works which the generic essence lies in their relation to previous works. Genette himself says, “I mean a category of texts which wholly encompass certain canonical (though minor) genres such as pastiche, parody, travesty, and which also touches other genres—probably all genres” (Graham, 2000, p. 108). According to the classification of Genette, theorists tend to distinguish two sorts of intertextual relations: one is co-presence and the other is derivation. The former relationship is reflected by quotation, plagiarism and allusion, and the latter relationship is constructed by pastiche, parody, travesty and caricature.

Analysis of Intertextual Phenomenon in *Anna of the Five Towns*

By interpretation of *Anna of the Five Towns* in the light of the narrow sense of intertextuality the author tries to analyze the text mainly under the theory of pastiche of Genette’s “hypertextuality”, and the main hypotext mentioned here is *Eugenie Grandet*. *Anna of the Five Towns* is a derivation from *Eugenie Grandet*, and their hypertextual relationship will be discussed from three perspectives: pastiche of the plot, pastiche of the characters and pastiche of the environment. Pastiche is a kind of nondestructive imitation. Jean Milly says imitator refines the technique and structure from the imitated, then interprets it and eventually reconstructs it faithfully by making use of new reference according to the effect which he wants to produce on readers. As far as Genette is concerned, pastiche is the imitation of original works and it pays attention to take in and learn from the artistic style of original works to achieve certain effect in new context.

Pastiche of the Plot—The Triangle Relationship

There is triangle relationship in both novels: De Buffons, *Eugenie Grandet* and Charles Grandet in *Eugenie Grandet* and Henry Mynors, Anna Tellwright and William Price in *Anna of the Five Towns*. Eugenie loves her cousin Charles but after he has made fortunes in India and returned to France, he puts Eugenie entirely out of his mind, busy in climbing up. De Buffons has been striving to marry the rich heiress for seven years and at last the poor Eugenie agrees to marry him. Similarly, Anna with the permission of her father is engaged to Henry Mynors. Until almost at the end of the story she finds that the person she really loves is William Price not Henry Mynors, but it is too late to change. Certainly the difference exists in the triangle relationship. It is clear that Eugenie knows she loves her cousin and in her eyes Charles is so elegant, handsome and noble. When Charles writes to Eugenie to tell her he will marry another woman because of her noble family, Eugenie still loves him. But it is different from Anna. Henry Mynors woos Anna, which makes her very happy at first because he appears so successful and perfect in almost every young girl’s eyes in the town. But readers are not sure that Anna really loves him because her feelings prove that she herself is not sure of it. Until at the end of the story, she discovers she really loves William Price not Henry Mynors.

Pastiche of the Plot—Conflict Between Father and Daughter

The conflict between Father and Daughter exists in these two novels. Eugenie has been living under the

dominant and cruel father and she has accustomed to this kind of situation. When Charles comes to her home after his father's bankruptcy, the naïve and kind Eugenie gives all her money to her cousin so as to help him to restart his life in India. Discovering the golden coins having gone, Goodman Grandet flies into rage and imprisons his daughter leading to intensify the conflict between them. In *Anna of the Five Towns*, Anna is also in the charge of her arrogant and domineering father. Before William goes to Australia, he tells Anna his father forges the bill before committing suicide, which will bring new disaster to William. Sympathetic Anna decides to save William's reputation and tells him to leave the matter to her to settle. She has no other way but to slip into her father's office, steal it and burn it. When Ephraim Tellwright has an idea of it, he leaves home with frightful anger. In a letter to Stuart, Bennett calls *Anna of the Five Towns* "a sermon against parental authority" and certainly the figure of the father would seem to have an ominous and purely destructive presence in the novel. Yet the ways in which the novel denies itself full expression of the conflict and mutes the contrasts which are so glaring in *Eugenie Grandet*. The tensions between Eugenie and her father are fully exposed in the confrontations between the cynicism of her father which thwarts and defeats her and her naivety. Balzac uses an exaggerated heightening of event precisely. Although the conflict between Anna and her father also presents in the novel, they are never fully brought to the surface because Anna absorbs and represses it.

Pastiche of the Plot—Tragic End of Heroines

The sad ending of the two novels are quite alike. Eugenie and Anna end with a tragic life. Eugenie lives her life in loneliness although she is surrounded by numerous persons who are wooing her due to her great wealth. "And this is the life history of a woman who dwells in the world, yet is not of it, a woman so grandly fitted to be a wife and mother, but who has neither husband nor children nor kindred" (Balzac, 1907, p. 235). Although Anna finds it is William Price not Henry Mynors that she really loves when the novel is drawing to an end, she can not break off the engagement but tolerate the marriage without love in her rest life because of her background and upbringing, just as the novel says, "She had sucked in with her mother's milk the profound truth that a woman's life is always a renunciation, more or less" (Bennett, 1902, p. 253).

Pastiche of Characters—Anna Tellwright and Eugenie Grandet

Anna and Eugenie, the heroines in the novels, have similarities in family background, appearance and character. Although they were born in a rich capitalist family, they both lead a simple life because of their niggardly fathers. Eugenie is thrifty in food, clothes and housing, even miserable and shabby because her pennurious father fixes the amount of everything. She doesn't have her own money except that old Grandet will give her a golden coin every year on her birthday but it is only a matter of taking it out of one box and putting into another. All year round Eugenie and her mother sit at work besides the windows and devote their time to their duty—all the household linen is kept repairing by them. Anna often wears a plain, home-made light frock and a broad straw hat. Every weekend, she can get a pound of housekeeping money offered by her father, but she has never pocketing money on her own since she was born. Being invited to attend the sewing meeting in Mrs. Sutton, Anna needs a new dress, which is even refused by her father. They two were born rich, nevertheless, they in fact are poor under the dominance of their fathers. To some extent,

Anna lives a little better than Eugenie. Anna lives in a house which is better than the old, dilapidated dwelling where Eugenie lives. Anna can go to market to buy daily necessities and take care of the family. At the age of 21, Anna already has her own property though it is still in the charge of her father, while Eugenie is deprived of inheritance when her mother passed away.

As to their appearance, they are common without charming face or slender figure. Eugenie is both tall and strongly built. She has a large head and oval red face on which there is a pair of grey eyes under which a little too large nose, not contradicting the kind and affectionate expression of the mouth and the red lips covered with finely etched lines. The curving lines of her figure is somewhat attracting. Anna is not good-looking either. Both of the two girls wear ordinary feature that can't appeal to the eyes of common people, however, the former is persistently chased by de Bonfons, with a high position and a good reputation in Saumur and the latter is courted by Henry Mynors, a prominent and successful person in the town, which is a little puzzling and makes the real reason of pursuing more mysterious and doubtful.

The most precious character of the girls is kindness, sympathy and purity. Hearing of the news of her uncle's suicide, Eugenie bursts into tears and asks whether they need to wear funeral garments in spite of not knowing her uncle. In addition, she feels great pity for her cousin. In order to help Charlie to overcome the difficulties, Eugenie gives all her money to him without considering herself and reward. After her mother's death, she gives up the right of inheritance to satisfy her greedy father. Love and affection between blood relations are much more important than money to Eugenie. After having taken over the property, Eugenie regularly donates to various charitable institutions, almshouses, orphan asylums, public library and churches in Saumur, which also proves her goodness. Anna cares for her little sister and her father but never complains despite her father's parsimony and tyranny. At the age of 21, she inherits a large amount of wealth that is still managed by her father according to her will. She feels deep sorry for Titus Price and William Price and comes into tense conflict with her despotic father in order to avoid imprisonment of William. Besides, she promises to let Henry Mynors to take charge of all her property after marriage. In such a society where money is everything, Anna doesn't prize money as rare, which is rather valuable. Being able to keep purity in capitalist society to much extent attributes to their living environment. Both Eugenie and Anna seldom attend social activities and confine themselves to their home. They have no idea of how much their fathers possess, nor do they know what money is for. They are easily satisfied with simple and frugal life with the only purpose of seeking true love. Dreaming of beautiful love and happy marriage, both of them don't value money highly because in their opinion money is useless as to emotions of mankind. Such common and normal requirement becomes on earth the direct reason of their tragedy.

Pastiche of Characters—Ephraim Tellwright and Goodman Grandet

Many methods of seeking gains and features of capitalists are reflected in Goodman Grandet and Ephraim Tellwright: greedy and stingy, shrewd and cunning, and high-handed and brutal. Greed and parsimony are typical characteristics of every capitalist with no exception of Grandet and Ephraim. Grandet loves his wife and daughter but they occupy the second place in his heart with money being the first. He often stays in his secret room to count his golden coins to enjoy the unlimited happiness. The greed of gold has become an instinct which survives in his faculties. Ephraim Tellwright clearly knows the Prices are in difficulties and struggle in debt, whereas he spares no effort to squeeze every penny from them till Titus

Price kills himself. The only reason that he becomes a powerful leader in the Methodist church is his interest in fiscal schemes. Grandet is a millionaire but he lives in an old and shabby house all his life. Every day he determines the amount of food everyone should have and picks out the cheapest fruit to eat. He is not only stingy to others, but also to his wife, daughter and even himself. Ephraim goes to the market to buy meals and vegetables by himself every Saturday and every time he exerts all his energy to make a bargain that always annoys sellers. Accustomed to never giving money to his daughter, he bursts into rage when Anna persists in asking him a hundred pounds of her own to buy clothes and house-linen for the wedding. Craftiness and shrewdness are their important “capital” to make money. Grandet is a man who has never lost on any speculation and he combines the characteristics of the Bengal tiger and the boa constrictor so that everyone in Saumur has felt his sharp and swift clutch. Ephraim Tellwright is good at financial schemes and investment that brings him abundant profits of which he feels proud. He is an undisputed leader in the big Bethesda Chapel as a result of his management of financial problems. Commercial men with whom he has transacted business like to discuss his abilities which even the shabbiness of his clothes can not weaken. Grandet and Ephraim treat money as supreme need high above man’s feelings. In surface they are means of accumulating wealth. They gain their wealth through legal way and wealth represents their talent, value and creativity, wins them respect and becomes the reason of being brutal and dominant. As the emperor of his family, Grandet means what he says. None of Mm Grandet, Eugenie, Nanon, even the Cruchots and the Grassins dares to offend him. If he is in high spirit, the whole family feels at ease; if he is in bad mood or angry, the whole family trembles. Only once in Eugenie’s life she disobeys her father, which leads to a great disaster—the imprisonment of herself for several months and the death of her mother. Ephraim is a ruthless tyrant in his family too. It is said his former wives have been exhausted to death. He has the habit of saying few words, so his family is overshadowed by him. Anna and her little sister dare not speak or laugh in front of him, nor do they dare do anything without his permission. If he is angry with them, he can keep silent for days. The two girls never feel warmth and cares from their cold father. Anna wants to marry early and only in such way she can take Agnes with her and bring her little sister more happiness.

Pastiche of Characters—Henry Mynors and M. C. de Bonfons

Henry Mynors and de Bonfons are alike in social position and nature. 30-year old Mynors, the owner of pottery works, morning superintendent of the Sunday school and the conductor of the men’s Bible class, is respected and highly regarded by townsmen. Kind and handsome, Mynors is liked and admired by almost all the young girls in the town and he is the symbol of correctness and success. No doubt, he will gain more success in business, make a fortune, become a mayor and enter Parliament in future. M. C. de Bonfons, in his prime year, is the president of the court and the owner of the estate de Bonfons. In addition, he has prospects: he will succeed one day to the property of his two uncles—the notary and the Abbé Cruchot, a dignitary of the Chapter of Saint Martin of Tours. He is thought to be a respectable and remarkable man. These two men appear to be kind and gentle, whereas in their deep innermost, love doesn’t mean anything, instead money is everything. The information that Anna will buy the house-linen relieves Mynors. Hearing Anna is worth fifty thousand pounds, Mynors is astonished and enraptures beyond measure. He loves Anna but indeed her money. M. de Bonfons pursues Eugenie consistently for seven years, from 33 to his 40s, which shows his great persistence on wealth. Finally Eugenie agrees to marry him on condition that he

leaves her free until the end of her life. He immediately falls his knees at the feet of rich Eugenie in a paroxysm of joy and promises to be her slave. Henry Mynors is more like a capitalist compared with de Bonfons. He opens a pottery factory taking Anna as a partner. He knows how to compete with other persons and how to deal with business. He is more cautious and prudent, better at hiding his state of mind. The reason he is after Anna is that he has already predicted she must possess a sizable sum of money, however, he never mentions it to anyone. When Anna tells him how much she owns, the fact intoxicates him but he lets the enrapture pass quickly and then makes no reference to Anna's fortune. He wishes to avoid friction with Ephraim until his status as Anna's husband will enable him to enforce her right with dignity and effectiveness if it is necessary. He knows he has sufficient time for the execution of his purposes in regard to the fifty thousand pounds after wedding.

These cold-blooded capitalists have simplified the relationship among people. In their world, egoism is the everlasting rule and emotions are invaluable, just as what Mr. Xu Baogeng says that society develops at the price of man's feelings.

Pastiche of Environmental Description—The Detailed Description of Macroevironment

At the very beginning of *Eugenie Grandet*, environment in Saumur is described vividly. The silent monastery, the gaunt ruin and desolate waste indicate the gloomy and depressing atmosphere in the town. The houses are so quiet that they seem uninhabited dwellings, which shows there are not many people living here and the town must be remote. The sounds of unfamiliar footsteps bring passive faces above the sill and the traveler can not receive warm welcome, which indicates people here are indifferent. All these reflect the features of a small remote town in contrast with modern city. There are also numerous roughest stores along the street still bearing some traces of Middle Age. At the sight of them, people can't feel modern commercial atmosphere. People on this street often say to each other, "This is golden weather" (Balzac, 1907, p. 175) or "it is raining gold luis!" (ibid. p. 175) These sentences mean that people here show special preference to gold, typical feature of mammonism. The lifelike description of the environment in the first chapter reproduces the provincial life in France in 1920s. People living in Saumur depend half on commerce, half on agriculture, which is the remarkable characteristic of transitional period from feudalism to capitalism.

Bennett is also capable of depicting to the last detail, which is one of his individualities. In the first chapter "The Kindling of Love", Bursley is introduced:

Beneath them, in front, stretched a maze of roofs, dominated by the gold angel of the Town Hall spire. Bursley, the ancient home of the potter, has an antiquity of a thousand years. ... Five contiguous towns—Turnhill, Bursley, Handbridge, Knype, and Longshaw—united by a single winding thoroughfare some eight miles in length, have inundated the valley like a succession of great lakes.... (Bennett, 1902, pp. 19-20)

Bursley is a famous and antique pottery town with a quarter of a million people. The capitalist industry has been developed in the town where the subsidiary industries of coal and iron prosper, from the chimney of which vaporous poison is given off, polluting the surrounding country and changing the fairest spot into a somber and uncouth area. The huddled, red brown streets are far from romance and lack of beauty. It can be inferred that the social atmosphere here is suffocating too.

Pastiche of Environmental Description—The Detailed Description of Microenvironment

Apart from the overall situation, microenvironment is also portrayed with great effort. The house where the Grandets live is depicted with two pages:

Two pillar supported by the arch above the doorway, and for these, as also for the building of the house itself, a porous crumbling stone peculiar to the district along the banks of the Loire had been employed, a kind of tufa so soft that at most it scarcely lasts for two hundred years.... (Balzac, 1907, pp. 19-22)

With the development of the plot, the other parts of the house are shown to readers one after another. The purpose of describing Grandet's house is to highlight the shabbiness of the house to show Grandet's misery and points out the essential reason for forming the character of Eugenie Grandet.

With the plot going on, Anna's kitchen, the only satisfying part in the house, comes into eyesight. The kitchen is rather neat and tidy. Every corner of it, every piece of kitchenware and furniture have been polished and cleaned. Everything is absolutely bright and spotless and in perfect order. The condition of the kitchen reflects the conscientious labour of Anna and greater womanliness in Anna. Anna can be judged an absolutely qualified housewife. In addition to the kitchen, the other parts of the house are also described respectively where furniture is simple and out-of-date, reflecting the meanness of Tellwright. The manufactory managed by Mynors is portrayed in detail when Anna is invited to visit there. A hundred workers are hired in the factory and fifty machines are made good use of. Various working shops and the whole process of transforming raw porous friable clay into the moulded, decorated and glazed vessels are depicted truthfully. In the pressers' shop, the startling rapidity of machines forces workers act as quickly as possible, driving them into a kind of mad creative passion. The atmosphere is languid in the next house: the printing house where most of the decoration is done by oldish men, women and girls. Contiguous with the printing-shop is the painting shop where the mechanical process is converted into handiwork. The workers' task there is light demanding deftness but lead-poisoning affects their health seriously. Generally speaking, the pottery factory is full of dirt, noise and poisonous gas and workers have to do heavy, monotonous and dangerous work. Besides these places, many other places are also portrayed in detail. The small, old-fashioned, gloomy factory managed by Titus Price and his son shows that Titus Price indeed gets trapped in the morass. William's house presents an appearance strangely sinister and forlorn and looks ashamed and sad with a shabby mournfulness, which reflects William's poverty-stricken life. The author gives a strikingly vivid presentment of places and life in the potteries and nothing is left out of the account.

Conclusion

Intertextuality makes it possible for literary texts to refigure constantly. The most conspicuous intertextual technique used by Bennett to help understanding the novel better is pastiche. The text imitates its intertext from divergent aspects: plot, characters and way of description but there are many differences between them.

Anna of the Five Towns certainly is not a simple transposition of its intertext. The plot of its intertext is full of ups and downs, while the text is much simpler in which there is nothing exciting and fantastic, which is the most important distinction of the two novels. What's more, a large part of the plot in the text is entirely original. For example, the sewing meeting in the town is carefully introduced, not mentioned in its intertext at all. The sewing meeting is held in Mrs. Suttons' house every year, where almost all women in the town

are present to do some plain sewing together for the Sunday school stall in Autumn Bazaar. Anna is also invited by Beatrice Sutton to attend the sewing meeting, during which women do their own embroidery and at the same time talk about some trivial things happened in the town. After working hard, tea time comes and then the women unanimously throng into the hall and towards the tea-room where fancy breads and cakes, jams, diverse sandwiches and pork-pies are served. Some important men will also take part in it. The scene is lively depicted, displaying one side of Anna's daily life and townspeople's life. In addition, the local politics, rent collecting and pot banks have nothing to do with *Eugenie Grandet*. They are first-hand accounts of an area of life which had barely surfaced into literature. Besides, the Sunday School meetings, the outings of Methodist preachers, the Methodist obsession with money and fiscal affairs—in terms of plot comparable to the French peasant Grandet's obsession, but quite different in origin and expression.

As to the character, Anna is sure to be different from Eugenie. She is much more lively, more modern and more subtle. Indeed, she is much more real. Whereas Eugenie is motivated mainly by a romantic passion for Charles, Anna is motivated by complex passions, of which sexual love is far from dominating. She loves William Price, feeling equal to him, but she doesn't reveal herself to him; instead, she succumbs to the pressures of society she lives in. Ephraim is sure to be different from Grandet in some aspects. In Victorian age in Britain, although middle class still keeps the habit of thrifty, they also intend to enhance their living conditions, so Ephraim seems more generous than Grandet. He rents a comparatively good house in the town and what they eat bears higher quality. Ephraim is more democratic and pays more attention to children's education. He allows Agnes to attend Sunday-school class and Anna to be a Sunday-school teacher in church. Such different attitudes to children's education should be credited to the different ages. In the latter half of 19th century, Britain is the first capitalist country experiencing the Industrial Revolution, thus, Britain develops very fast in many aspects and hereafter, the competition becomes more violent. The middle class pays much attention to the education of children including girls in order to adapt them to the new situation. In addition, he gives his permission to Anna to take part in the sewing meeting and to go to Isle of Man with the Suttons. After he knows Anna burns the forged bill secretly, he is furious but he doesn't lock her in the room. That's because Ephraim lives in a society in which capitalist civilization has developed more fully than early 19th century France. Relatively speaking, men living in Britain in late 19th century have more freedom than those in early 19th century in France.

The way of describing environment in detail by Bennett reminds readers of Balzac's writing style. The method of detailed description refigurates Balzac's minute portrayal of Saumur. But *Anna of the Five Towns* is a regional novel and the background of the text is set in five towns, especially in Bursley where every corner, every street and every place are depicted by the author so carefully that the small town stands vividly before readers.

It is clear that *Anna of the Five Towns* is greatly influenced by its intertext—*Eugenie Grandet* and Bennett tries to take in and learn from Balzac to make his own works meaningful in new context. *Anna of the Five Towns* can be considered a successful novel as far as its own characteristics are concerned. It achieves a good combination of traditional Realism and French Naturalism. It is both readable and writable. It has multiple themes and significance.

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Part III:
Teaching & Learning
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Deepening the Reform and Promoting the New Development of College Foreign Language Teaching

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[Abstract] *In recent years, college foreign language teaching, especially college English teaching has carried out a series of reforms, covering the syllabus, teaching mode, teaching evaluation, teaching methods and means, and effectively improve the quality of teaching. Now college students' English level is better than any historical period in the past, and the achievement of university foreign language teaching is the main, of course there are some problems. This article, based on China's national conditions, discusses how to actively adapt to the national foreign language teaching, social development and higher education in the new situation, to meet the needs of college students to receive high-quality foreign language education, and to propose a solution to the problem*

[Keywords] *Integration of Information Technology and Foreign Language Teaching; College English Teaching; University Foreign Language Curriculum System*

Introduction

Foreign language teaching is an important part of higher education in our country. According to “2015 National Education Development Statistics Bulletin” of the Ministry of Education, people’s total number of the country’s various types of higher education is 34.77 million. Foreign language is a common course for college students, graduate degree courses, whether undergraduate, master or doctoral students need to learn English or other foreign languages. China's colleges and universities have a large foreign language learning groups, and university foreign language teaching involves a wide range of impact. Although we have carried out a series of reforms to improve the quality of teaching and meet the needs of students and society, there are still some problems in foreign language teaching.

Strengthening and Improving College English Teaching

On October 2013, the Beijing Municipal Education Commission issued a “college entrance examination reform framework program”, proposing a significant adjustment of the English subjects to implement social examinations. Beijing Municipal Education Commission of this program was a ripple, and for some time the public opinion on English education was criticizing. there has been some extreme views in online social media. For example, the decline in the Chinese language level attributed to English learning, saying that English education brings our country disasters. These emotional, extreme nationalist remarks in the public caused confusion in the ideological understanding of college English teaching and also had a nega-

tive impact. On September 2014, the State Council promulgated and confirmed that the public opinion of the unanimous accusations of English education began to settle down by keeping Chinese, mathematics and foreign language subjects unchanged at the same time.

The reason why English education is questioned is that we know little about the development of Chinese English education for more than 30 years, and it is also related to the lack of understanding of the value of English education. After “Cultural Revolution” our country has implemented the basic national policy of reform and opening up. In this great historical process, reform and opening up for the English teaching provides an unprecedented opportunity for English teaching, which directly or indirectly promoted the reform and opening up. Therefore, English teaching has made a special contribution to the national economic development, social progress, which must be fully affirmed. English is the most popular “Mandarin” in the world, and its international lingua franca status is historically formed, and no other languages can be replaced in the near future. Mastering the international language of English can give us a direct understanding of cutting-edge scientific and technological progress, cutting-edge management experience, cutting-edge ideas. At the national level, foreign language is concerned with the soft power of national development and participation in international competition. So, foreign language education should be strengthened rather to be weakened.

To strengthen foreign language education, two levels should be implemented in terms of college English teaching. On the one hand, it is to strengthen and improve college English teaching for most undergraduate students. Some people believe that high school graduates have mastered the English tool and college English can be canceled based on those outstanding students’ English performance in some foreign language schools or some key high schools. The actual situation is that ordinary high school English teaching usually focus on reading and achieving high scores in examination due to the limitations of class, college entrance examination of the constraints. Even if the students have mastered 3 000 ~ 3 500 college entrance examination words, in fact, we know as a language teacher, their English level is only in the basic stage.

Constructing University Foreign Language Course System

At present, China’s college foreign language teaching is mainly referred to college English teaching, and college English teaching is mainly about the basic level of general English teaching.

This situation can not be sustained for a long time and need to take measures to adjust and build multi-level, diversified university curriculum system. The first is to promote foreign language teaching from the English “thriving” to multi-language “blooming” change. We should attach importance to university French, Russia, Germany, Japanese language teaching and take effective measures to support multilingual foreign language teaching. Recently, the Ministry of Education proposed to promote national language interaction along the line with the state implementing the “the Belt and Road” strategy, which will gradually integrate the national language courses of countries along the Belt and Road into the national school education curriculum system.

We should encourage more colleges and universities to create conditions, with a positive attitude, to develop multilingual college foreign language teaching, and construct the harmonious coexistence of language ecology. College English teaching itself should be based on “one body two wings” concept to meet the national, social, school and personal development needs. “One body” means general English, and two wings”

means ESP English and intercultural communication. General English is not equal to the basic English, and the requirements for the listening, speaking, reading and writing skills should be in different layers. To enhance students' use of English for professional and academic exchanges, this college English course system should also include academic English (General Academic English, Specialized Academic English) and Workplace English. ESP English highlights the characteristics of higher education and the instrumental characteristics of college English. Intercultural communication course aims to carry out cross-cultural education to help students understand the different world outlook, values, ways of thinking and other differences, to cultivate students' cross-cultural awareness, improve students' social language skills and cross-cultural communication skills. College English teaching should include general English, ESP English and intercultural communication, which formed the corresponding three categories of courses and reflected the characteristics of the dynamic, open, and reasonable College English Curriculum System.

At the same time, the university foreign language teaching should pay attention to cultivating the international leadership ability (leadership), so that our students have the international vision, cross-cultural leadership, the ability to use language to persuade people to lead the team, to tell Chinese story, spread Chinese voice and express Chinese point of views well. If we focus only on single academic English teaching, only learn computer English, chemical English, Engineering English, etc., and ignore the cross-cultural leadership training, we will not meet the national development needs of the strategy. In addition, the undergraduate education should provide basic education for students, for the future development towards diversity, especially China's Higher Education Entering the Stage of Popularization. China's higher education is divided into two levels: undergraduate and graduate students. Undergraduate education does not represent all the higher education. College English as a public basic course, usually opened in the first and second grade.

Deep Integration of Information Technology and Foreign Language Teaching

The first ten years of college English teaching reform in the 21st century to promote the process of education information is characterized by great emphasis on computer network technology in teaching applications. In the implementation of the "quality engineering" process of the Ministry of Education, the college English teaching reform seized the opportunity of modern information technology revolution in the new century, made full use of information technology, established a new teaching model based on computer and classroom, so that the teacher-based single classroom teaching model has changed. Artificial intelligence, digital network and other calculations of the development of machine technology have become a technical factor to promote the reform of teaching mode.

Artificial intelligence makes the foreign language teaching system personalized, human-computer interaction intelligentized. Digitization of the information achieves mass storage and delivery speed. Network makes teaching go beyond time and space constraints, achieving resource sharing and self-learning. College English teaching reform highlights the "support" status of computer networks in foreign language courses. Modern information technology is an indispensable part of the new model of college English teaching: The new teaching model should be supported by modern information technology, especially network technology. At that time, the concept of integrating the network information technology with the foreign language curriculum was forward-looking, and the new model of English teaching in the network environment, which was designed according to the idea, had achieved remarkable results. In the ever-changing develop-

ment of information technology and the Internet, “Internet +” profoundly affects our living habits, ways of thinking, economic models, etc.

An important development of “Internet + Education” is the rapid rise of new online open courses in large scales. Zhang Daliang, director of the Higher Education Department of the Ministry of Education, said: “The emergence, development and application of online open courses represented by MOOC have had a profound impact on the reform of higher education and have begun to break through the existing teaching models and promote change that teaching methods and learning methods are directed towards the mixed teaching methods, the open teaching resources and the socialization of the learning process” (Zhang, 2016, pp. 6-11).

“College English Teaching Guide” put forward “College English should vigorously promote the integration of information technology and curriculum teaching, and continue to play an important role in modern educational technology, especially information technology in foreign language teaching”. This requires college English teachers to continuously improve the use of information technology awareness and ability of rational use of information technology elements in the classroom teaching design and implementation process. University should encourage teachers to build and use micro classes, MOOC classes, the network education resources to transform and expand the teaching content, and achieve the implementation of classroom and online courses based on the flip class and other mixed teaching model style, so that students can develop in the direction of active learning, self-learning and personalized learning. College English has been one step ahead in promoting information technology and English curriculum integration. Therefore, other foreign language teaching should keep up with it and strive to master and use modern technology to optimize the teaching process. The integration of information technology and learning is an inevitable trend, the use of intelligent media, artificial intelligence and other cutting-edge IT technology to change the way of education to improve teaching efficiency have become the features in intelligent learning era.

In the last more than 30 years of reform and opening up, foreign language education have been experienced earth-shaking changes. In economic globalization, science and technology integration, cultural diversification era, college students should learn a foreign language to meet the national economic construction and foreign economic, technological, military, cultural exchange needs. Some of the young people who graduated from college have better foreign language literacy and foreign language application ability, not only can they enhance the international competitiveness of our country, but also help to promote mutual understanding between China and the world, which enhances the cultural soft power and is of great significance for our peaceful development and a harmonious external environment. China’s foreign language education is booming, and the rapid rise of the national economy strides towards the pace of the world, we should fully affirmed the achievements of foreign language education reform, cherish the difficult development of foreign language teaching, closely focus on the theme of improving quality, adhere to the goal-oriented and problem-oriented unity, do not forget the beginning of the heart of teaching and educating people to create a new situation in college foreign language teaching.

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Developing English M.Ed. Interns' Reflective Ability in Course Burnishing

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[Abstract] *This study aims at investigating the effects of course burnishing on English M.Ed. Interns' reflective ability of English M.Ed. Interns' reflective ability by comparing the differences between their reflective ability in terms of timing, content and level before and after course burnishing. The result shows course burnishing is helpful to improve English M.Ed. Interns' reflective ability in terms of timing, content and level.*

[Keywords] *English M.Ed. Interns; reflective ability; course burnishing; practicum*

Introduction

According to Kabilan (2007), the key characteristics of an efficient and effective teacher are fundamental pedagogical knowledge, awareness of meaningful classroom practices, reflective ability and positive attitudes and skills. Reflective ability can be divided into some aspects. Van Manen (1977) divided reflective ability into three levels: technical reflection, practical reflection and critical reflection. Gao Ling (2005) divided reflective ability into two parts: teaching reflection and self-reflection. In this study, teacher's reflective ability can be defined from three aspects: awareness, content and level (including timing and level). Practicum is key to improve pre-service teachers' professional ability. According to Liu Jie (2002), practicum is the process of applying theories to action, testing the utilization of knowledge, improving the professional ability and strengthening the educational belief. Course Burnishing is an activity in the practicum, and it is also a developing process. Burnishing means considering and revising the class several times. Because of the features of course burnishing, it requires pre-service teachers to design the whole class by themselves and then present it to their peers, and they would give suggestions to the pre-service teachers. Following their suggestions, pre-service teachers would revise the planning and present it again. This process may take several rounds.

This study aims at investigating the effects of course burnishing on English M.Ed. Interns' reflective ability of English M.Ed. Interns' reflective ability by comparing the differences between their reflective ability in terms of timing, content and level before and after course burnishing.

Reflection and Reflective Ability

Reflection, originally from Latin, means "bending back". The understanding of reflection is that people can evaluate themselves objectively. Plato considers that reflection is an inner mental activity including moral reflection. Similarly, in China, Confucius attaches great importance to introspection capability. There

is a famous saying: "On three points I examine myself daily, viz., whether, in looking after other people's interests, I have not been acting whole-heartedly; whether, in my intercourse with friends, I have not been true; and whether, after teaching, I have not myself been practising what I have taught." (Lin, 1938, p. 9). That shows only if people emphasize the self-reflection can they improve. Locke (1960) proposed that reflection was getting the concept of soul in his book. He said there was another source when the experience was offered to understand the concept. That is the psychological activities. Obviously, Locke regards psychological activities as cognitive activities to objects---the thinking to thinking.

From the perspective of education, the root of reflection was traced back to John Dewey (1933). He defined reflection as "the active, persistent, and elaborate consideration of beliefs or presumptive forms of knowledge which aims to examine the basis of supporting and the further conclusion to which it tends" (Dewey, 1933, p. 9). He believed that reflection and thinking were two different things. Thinking was natural. However, reflection was an intellectual and cycled process including action (experience), reaction (reflection), more actions (experimental), and more reflection.

On the basis of Dewey's reflection, many scholars paid attention to not only the nature of reflection but also the relationship between reflection and practice. Schon (1983) identified reflection from the technical and practical perspectives. He claimed that reflection was a professional and practical process of problem solving. The definition of reflection started to focus on reflective teaching in education. He found that there were some practical problems that could not be solved by professional knowledge in educational field. These problems had affected teaching. Therefore, he combined reflection with action and put forward two concepts: reflection-on-action and reflection-in-action in terms of timing when the reflection occurs. Reflection-on-action refers to the thinking before the lesson; Reflection-in-action refers to the thinking during the teaching action. To be precise, the teacher draw up a teaching plan according to the teaching goals before the class and make a corresponding thinking over the teaching procedures after the class. Reflection-in-action refers to reflection which happens during the action. It refers to the immediate actions taken by teachers when they face some unexpected and unreasonable events in the class.

Grimmet and Erickson (1988) considered that there were two different kinds of explanations about the Schon's understanding of reflection. One group's representative was the American scholar Cruickshank (1981). They considered reflective teaching was the technology of teaching skills and the deeper thinking of the teaching activity itself, especially of the teaching methods and the teaching ability. This deeper thinking could impel teachers to apply the research results to the teaching process consciously and thoroughly. The other group believed that reflective teaching was the result of the teaching belief and the teaching background. The teachers who support this idea could not only consider the background of the teaching incident but also analyze the results of different actions clearly. Adler (1994) proposed that reflection-in-action was a kind of ability of recognizing problems and framing the context. Reflection could occur before and after actions. Thence, before teaching, teachers should plan the lesson in the mind. After teaching, they needed to recall and consider what have happened in the class. Kemble, et al. (1999) distinguished non-reflection actions from reflection actions. Non-reflective actions comprised habitual actions, thoughtful actions and introspection. Reflective actions included content reflection which we reflected upon experiences, event, thoughts and feelings.

Reflective ability is defined as the ability that teachers actively and unceasingly plan, inspect, evaluate,

feedback and regulate, and regard teaching activities as the object of consciousness during the whole teaching process (Wu & Luo, 2001). They propose that reflective ability consist of self-monitoring ability and teaching monitoring ability. Self-monitoring ability refers to the ability of self-observation, judgment, evaluation and design, while teaching monitoring ability refers to the action of planning, arrangement, evaluation and feedback to teaching content, object and process. It mainly consists of teaching designing, classroom arrangement and organization, student learning activities, verbal and non-verbal communication, evaluation of learning behavior and reflection after teaching.

Course Burnishing

Course burnishing is an important part in practicum especially for master of education students. It may be understood as practical teaching in advance to ensure the teaching planning is perfect from literal meaning. It means teachers need to research, consider, and revise the lesson design again and again to get a better effect during the teaching process.

The process of course burnishing is largely identical but with minor differences. According to Lei Shufu (2000), the process of course burnishing usually includes six steps. (1) Lesson learning. (2) Lesson preparation. (3) Lesson talking. (4) lesson teaching. (5) Lesson discussion. (6) Lesson evaluation. Each step has its special meaning. Lesson learning means understanding the lesson through different materials such as books, PowerPoint, tapes and videos. Lesson preparation means preparing the whole lesson including teachers' discourses, self-materials (PowerPoint or learning paper), homework, etc. Lesson talking means the short presentation or the brief introduction of the lesson design to other teachers. Lesson teaching means the real practice. Lesson discussion means the discussion on some teaching problems. Lesson evaluation means the suggestions and evaluation of the whole teaching from other teachers. Xu Weikang (2012) demanded that there were five necessary steps of course burnishing. (1) Lesson preparation. (2) Lesson effect. (3) Lesson listening. (4) Lesson evaluation. (5) Lesson modification.

However, the process of course burnishing for student-teachers or M.Ed. Interns during practicum is a little different. Because the ability of them is not high enough, they need to practice the lesson in front of their teachers and peers firstly instead of the real students. They need to consider and revise the lesson several times. Because of this feature, it requires M.Ed. Interns to design the whole lesson by themselves firstly and then present it actively to all cooperative teachers and peers. After that, teachers and peers would give suggestions. According to the suggestions, M.Ed. Interns should revise the teaching planning and present it again.

Methodology

The objective of this study is to describe the situation of M.Ed. Interns' reflective ability and to explore the change of this ability before and after course burnishing. This part will explain the research design including research questions, participants, research instruments, and research procedure.

Research questions

The study addresses the following research questions: 1) What is the situation of English M.Ed. interns' reflective ability before course burnishing in terms of timing, content and level?; 2) How does English M.

Ed. Interns' reflective ability change after course burnishing in terms of timing, content and level?

Participants

The participants selected in the research are 10 English M.Ed. Interns who participated in the centralized teaching practice. According to the schedule, they need to give at least two open classes and two exercise classes. And each of them had taken course burnishing training for 4 times in their fresh year study.

Research instruments

Reflective Journals. The most common method of teaching reflection is the reflective journal. Reflective journals can response interns' thinking. Through reflective journals, it is easy and clear to analyze and summarize interns' pedagogical teaching activities in a day or in a lesson because they will note down their experience and feelings in time. It is a useful method which can collect personal and private feedback about classroom teaching fully.

Course Burnishing Observation. According to the practicum schedule, every English M.Ed. Intern has one opportunity to teach in real class. But before this teaching, they should do two rounds of course burnishing. The procedures of two course burnishing are observed and recorded by other interns. The evaluation and suggestions are also written. The researcher collected the recordings of 10 English M.Ed. Interns.

Classroom Observation. As is explained above, interns should teach in real class after course burnishing. This process are also observed and recorded by other interns. Therefore, the researcher collected the classroom recordings and compared them to the course burnishing recordings to check whether interns achieved teaching aims and whether interns finished all parts. Through the comparison, changes of interns' teaching ability and reflective ability can be manifested naturally.

Interview. According to the research purpose, the interview was designed to have a better understanding and analysis of English M.Ed. Interns' reflective ability conditions and changes. The researcher designed the interview questions based on the detailed reading about students' reflective journals. The interview questions aim at the hazy contents in the reflective journals. The interview was conducted at the end of the practicum after the students were back to school.

Research Procedure

The research lasted from October, 2015 to July, 2016. The whole research was divided into four steps. Firstly, the researcher collected data through reflective journals, recordings of course burnishing observation and classroom observation and interviews. The time of reflective journals is from October in 2015 to July 2016. The researcher collected 10 interns' reflective journals and read them carefully. During the practicum, every intern needs to write at least two lesson plans to prove they have experienced course burnishing. What's more, all interns need to attend course burnishing activities with their high school mentors and university supervisors together. Therefore, the classroom observations of these interns can be compared with the former practice lesson to for further analysis. Second, the interview to English M.Ed. Interns can be divided into two types. The first type is semi-structured and one-to-one interview. The researcher asked some generalized questions and the details were dug during the interview process. The interview usually lasts 15 minutes after the practicum and the total number of this interview is 10 times. The second type is in-

formal interview. For example, during the lunch, class break or any time with other interns and teachers, people will talk about the thoughts and gains. These results are utilized to generate the interview outlines.

Results and Discussion

This part analyses English M.Ed. Interns' reflective ability before and after course burnishing respectively. The data is compared in terms of time of reflection, content of reflection and level of reflection. The changes of English M.Ed. Interns' reflective ability also analyzed.

Timing of Reflection

Grushka et al's (2005) integrative model of reflection is used to analyze English M.Ed. Interns' reflection thinking.

As is shown in Table 1, before course burnishing, the total number of reflective journals in terms of timing is 50 pieces. Among these, the percentage of reflection-on-action is only 4%. There are about 94% reflection are reflected by interns after the class. The 2 times reflection-on-action is from 2 interns.

Table 1. *The changes of reflection in timing*

Timing of reflection	Reflection-on-action	Reflection-in-action	Reflection-for-action
Before	4%	0%	100%
After	26.3%	39.5%	100%

As is shown in Table 1 shows, the percentages of reflection-on-action and reflection-in-action have increased obviously. The percentage of reflection-on-action has increased from 4% to 26.2%. According to reflective journals and interviews, 6 interns had the awareness of preparing before the class such as looking through the textbook. The percentage of reflection-in-action has increased sharply from 0% to 39.5%. As is elaborated above, although the course burnishing helped interns fix the process, there were also some problems in real teaching such as time arrangement. On the basis of classroom observations, 2 interns finished their whole classes within 45 minutes and 4 interns used about 50 minutes. Interns who finished the class early didn't know what to do. So they said class were over before the bell rings which was forbidden. Interns who didn't finish the class in 45 minutes continued to teach and didn't delete any link.

According to the practicum requirement, every intern needs to teach their lesson in two different classes. Therefore, from the second time of class observations, the number of the time problems decreases a lot. All interns finished their classes in 45 minutes. During the interview, the researcher asked the questions about time arrangement to interns. One intern told the researcher in the second class, she changed the last part into homework because the time was not enough and in the last few minutes, she leaded students to do a summary. English M.Ed. Interns who reflected in action can had the ability to change links according to students' feedback and time. According to the Grushka's model, teachers who reflected on action and reflected in action have the stronger reflective ability. Therefore, the English M.Ed. Interns' reflective ability was stronger after course burnishing.

Content of Reflection

According to reflective journals, the content of reflection can mainly be divided into five aspects: 1)

Teaching design; 2) Teaching method; 3) Teaching skill; 4) Observation; 5) Attitude and Future.

The data of these five aspects are presented as follows.

Table 2. *The changes of reflection in content*

Content of reflection	Teaching design	Teaching method	Teaching skill	Observation	Attitude and future
Before	40%	32%	8%	14%	6%
After	52.6%	30.8%	15.4%	48.7%	10.3%

It is evident to see that all aspects of content have increased except teaching method. Among these aspects, the largest gain is observation. Due to the evaluation and suggestions from the university supervisors and high school mentors, interns started to realize what need to be considered and reflected. As the table shows, the most obvious aspect is observation. Through the reflective journals and interviews, all English M.Ed. interns considered that before the course burnishing, the reflection was teacher-orientated. One intern said before course burnishing, reflection was mainly about teaching process. The reflection at that time was from the perspective as a teacher. However, after course burnishing, the reflection and the teaching were student-orientated. Many interns agreed that after course burnishing, they would ask themselves the question whether the teaching method and teaching process were appropriate to students when making the lesson plan.

Many interns said that they didn't know on which aspect to reflect. One of the interns said before course burnishing, she thought reflection was formal and theoretical. What she should do was finding the shortcomings of the class and writing them on the reflective journals. However, through course burnishing, she knew that every link and every word of the class had to be designed prudently. Reflection was more important and more helpful than she thought.

In brief, the English M.Ed. Interns' reflection in terms of content becomes logical after course burnishing and the content mainly includes three aspects: (1) the teaching; (2) the courses in university; and (3) the teacher.

Level of Reflection

In terms of level of reflection, both of the practical level and critical level have increased after course burnishing while the percentage of the technical level decreased obviously. Before the course burnishing, through the reflective journals, the reflective excerpts of English M.Ed. Interns were mainly descriptive. There are 78% reflection are at the technical level. As is elaborated before, teachers who are at the technical level focus on whether the teaching goals are achieved. The teaching procedure and the teaching method are also important at that level. After course burnishing, the percentage of technical reflection decreased by half than the data before. However, the percentage of practical reflection increased by half. Through the interview, the researcher asked interns the question why they paid more attention to practical reflection instead of technical reflection. Many interns said that before course burnishing, they don't have a clear understanding about the importance of the reflection and the contents of the reflection.

Table 3. *The changes of reflection in level*

Level of reflection	Technical	Practical	Critical
Before	78%	16%	14%
After	44.7%	26.3%	15.8%

To sum up, there are two obvious changes of reflection in terms of level after course burnishing. Firstly, the practical level is going to be the most important level of reflection. Secondly, critical level needs to be paid more attention to.

Conclusion

The English M.Ed. Interns' reflective ability in terms of timing, content and level has increased after course burnishing according to the data and interview. As for the timing of reflection, English M.Ed. interns pay attention to the preparation before the class which is called "reflection-on-action" and the immediate teaching wisdom which is called "reflection-in-action". This change helps interns to reflect comprehensively and makes the lesson better. As for the content of reflection, the suggestions from the university supervisors and the high school mentors during course burnishing make interns reflect from a more systemic aspect. The main content of course burnishing is divided into three aspects: the teaching including the lesson itself such as teaching process and teaching method; the course in university including psychology course and textbook analysis course; the teacher including teaching style, career future and educational environment. English M.Ed. Interns' reflective level also develops from technical level to practical level and critical level. According to the data and interview, English M.Ed. Interns pay more attention to the practical reflection than before. But the critical reflection needs to be emphasized.

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A Study of College English Vocabulary Teaching Based on Students' Vocabulary Learning

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[Abstract] *Vocabulary is one of the basic elements of language composition, and also an important part of college English teaching. In this paper, the authors will explore some students' actuality of English vocabulary learning through the questionnaire survey method, and put forward a few teaching suggestions to improve college English vocabulary teaching.*

[Keywords] *college English vocabulary; learning; teaching*

Introduction

Vocabulary, speech, and grammar are the basic factors of language. The famous English linguist D. A. Wilkins once said: "Without grammar very little can be conveyed; Without vocabulary nothing can be conveyed." (Wilkins, p. 111) It can be seen that vocabulary makes an important impact on language learning and application.

As a result of the lack of English learning environment in China, the college English classroom is still an important place for students to learn vocabulary. The college English teaching materials are not only the basis and carrier for teachers to teach vocabulary, but also the important resources for students to learn vocabulary. The students' vocabulary and the degree of their understanding of vocabulary have an effect on not only their comprehension about reading and listening, but also their linguistic expression and communicative competence. The original lexical level of the students is also an important reference factor for teachers to design teaching objectives and organize teaching activities. Therefore, it is significant and important to improve college English vocabulary teaching by knowing the students' actuality of English vocabulary learning. In this paper, the authors collect and analyze the questionnaire data. With the view of improving the quality of vocabulary teaching, it also presents a few teaching suggestions with a view to provide some reference for college English vocabulary teaching.

Vocabulary Research

The scholars at home and abroad have studied vocabulary from different perspectives and obtained rich research results, which have important guiding significance for college English vocabulary teaching.

Kachroo (1962) found that the words with more than seven repetition in a textbook can be mastered by learners. On the basis of the analysis of college English teaching practice in China, Zhang Yingqiu (2005) explored the application of metacognitive strategies in college English vocabulary teaching so as to make students master certain vocabulary learning strategies and develop their autonomous learning ability. Chen Xiaoxiao (2012) studied the repetition patterns of vocabulary in textbooks. With respect to the phenomenon that the repetition of vocabulary in textbooks is not enough, Chen Xiaoxiao proposed vocabulary teaching suggestions: learn teaching materials repeatedly and increase extra-curricular reading.

Research Design

Research Subject

In this study, seventy freshmen with twenty boys and fifty girls of non-English majors in Changchun Normal University were surveyed. Seventy questionnaires were distributed and retrieved. All of them are valid questionnaires.

Research Problem

The authors investigated the students' English vocabulary learning through questionnaire which mainly includes the following four aspects: the students' vocabulary learning, the students' views on vocabulary in teaching material and the students' vocabulary learning effects. Based on the data analysis, the authors will summarize the problems in students' vocabulary learning, and explore how to further improve the college English vocabulary teaching.

Data Analysis and Discussion

The students' vocabulary learning

Through data analysis, 47.14% of the students are interested in English vocabulary. With regard to the purpose of learning vocabulary, 68.57% of the students are to pass the CET-4, CET-6 or IELTS test; 57.14% of the students are for the sake of passing their final examinations; 51.43% of the students want to better communicate with others in English. With the purpose of expanding their vocabulary, 48.57% of the students learn vocabulary from the teaching material. Besides the vocabulary in college English textbook, 80% of the students learn vocabulary through watching English movies and listening to English songs; 35.71% of students use vocabulary books. 45.71% of the students try to recite less than 10 words per day; 38.57% of students learn 10-20 words by heart a day. 50% of the students can master 30% -60% of the vocabulary they recited; 28.57% of the students master less than 30%.

The students' views on vocabulary in teaching material

With reference to the usage frequency of vocabulary in teaching material, 61.43% of the students consider it is general, and 31.43% of the students hold it is higher. 62.86% of the students think the vocabulary in the textbook is not difficult for them to learn, and 34.28% of the students deem that they have some difficulties in learning the vocabulary. 57.14% of the students deem that the amount of new words in the textbook is moderate; however, 41.43% of the students consider there are a number of new words. Thus, in terms of the difficulty and quantity, the vocabulary in textbook is basically suitable for students' learning. However,

the usage frequency of the words is not high.

The students' vocabulary learning effects

In English speaking and writing, 51.43% of the students can apply 20% -50% of the vocabulary they learned. 52.86% of the students consider that the vocabulary has a general effect on their examinations, but 42.86% of the students think that their vocabulary is very important for them to pass the examinations. About two thirds of the students hold that the vocabulary plays a general role in developing their listening, speaking, reading and writing skills.

In summary, the teaching materials are important resources for the students to learn vocabulary. Watching English movies and listening to English songs are also effective means for them to learn more vocabulary. However, the students who tend to learn vocabulary for examinations are less interested in vocabulary learning. The students can't apply the vocabulary well and their learning efficiency is not high. This may be related to the fact that many students often simply memorize those words' spellings and meanings, and pay little attention to their pronunciations, usages, and the interrelationships among them. Therefore, the vocabulary memorized by the students is isolated and won't be kept for a long time.

A Few Suggestions on College English Vocabulary Teaching

In order to make the students' vocabulary learning better and improve the quality of teaching and the students' learning efficiency, the following teaching suggestions are presented for reference only.

Pay Attention to the Cultivation of Vocabulary Learning Strategies

Vocabulary teaching should fully implement the "teacher-led, student-centered" teaching philosophy. During the process of imparting vocabulary knowledge, the teacher should guide students to understand the meanings and usages of vocabulary and cultivate students' vocabulary learning strategies so as to gradually improve their autonomous learning ability.

Firstly, learn vocabulary in the context. One word may have various meanings or usages due to diverse contexts. In lexical teaching, the teacher should make full use of teaching materials to guide students to guess the meanings of the words or expressions and understand their functions or other information according to the context or some clues provided by the context so that the students accurately grasp their meanings and usages, and effectively memorize vocabulary knowledge. Secondly, construct the vocabulary knowledge network. Vocabulary is interrelated and not isolated. The same meaning often has different expressions in English. There are also some words with similarity spellings and different meanings or usages. In the course of teaching, the teacher can guide the students to summarize those related vocabulary and identify those similar vocabulary so as to construct vocabulary links and help students expand memory capacity. The teacher should also be appropriate to explain the knowledge of word formation to help students use roots and affixes to guess words' meanings and improve vocabulary memory efficiency. In addition, the teacher should fully integrate multimedia information technology and vocabulary teaching to improve students' interest in learning. The students should also take advantage of different multimedia devices for mobile learning, so that the vocabulary learning is not limited to the classroom. This will increase the recurrence rate of the vocabulary. Moreover, the students will learn more vocabulary according to their interests and hobbies.

Strengthen the Vocabulary Consolidation Exercise

For some words, the students only need to know their meanings. However, for some words, the students need to firmly master their meanings, usages and other important information. For the latter, the students need to contact and use them frequently and repeatedly to master those words. When imparting the vocabulary, the teacher can guide students to translate or supplement various language examples associated with their lives or learning, which not only is helpful to improve the students' interest in learning vocabulary, but also makes them understand the words' meanings and practical application. In addition, the teacher can also provide students some words or phrases related to a topic to make them practice writing. During the process of writing, the students will actively think about their meanings and usages, and search other relevant vocabulary. At the same time, they will try to use logical language to express their opinions and thoughts. This will not only promote the students to consolidate vocabulary knowledge in practical application, but also improve their language expression skills.

Concluding Remarks

There are still some limitations in this study. Due to the small number of samples, there are not enough study data. However, the relevant data in this study also have some reference value for teachers to understand the students' vocabulary learning situation. The teachers can rethink their vocabulary teaching and improve teaching methods to improve vocabulary teaching effect.

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Outcome-Based Teaching Model

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[Abstract] Outcome-based education (OBE) is a student-centered educational model that aims to help students develop abilities and achieve outcomes. It emphasizes ability training. In this model, students should have their potential and value realized. Hence teachers need to help them build knowledge, ability and quality systems on the basis of innovation and practice. In Department of Chinese Language & Literature, JNU has been active in exploring the appropriate model for undergraduate teaching and has accumulated some valuable experience for achieving healthy, sustainable development of undergraduate education. The outcome-based teaching (OBT) model involves five key steps, so does the implementation of this model in the course Writing. As a teaching model tailored to undergraduate education, OBT has been proved effective and is thus worth promoting.

[Keywords] outcome-based; undergraduate education; teaching model; education reform

Introduction

Hu, W. & Zhang, Y. J. (2008) proposed to develop, apply and promote the OBT model in university liberal arts education. OBE is a student-centered educational model that aims to help students develop abilities and achieve outcomes. It emphasizes ability training. In this model, students should have their potential and value realized, and hence teachers need to help them build knowledge, ability and quality systems on the basis of innovation and practice.

Some scholars have studied outcome-based education (OBE), for example Schalock, Robert L. (2001), Hernon, P. & Dugan, R. E. (2004). Some American educators started to explore this educational model on the basis of previous studies, and published some monographs from the 1990s, but this model was mostly used in engineering education. In OBE, outcome refers to what students have gained in knowledge, skills, emotion and social communication and what they have grasped to perform a task in a specific situation after a period of learning. For teachers, they need to focus on students and their outcomes in the teaching process, and combine student assessment with educational output, namely, ability with achievements and results with outcomes. The OBT model is based on specialized outcomes. It organizes teaching in the structure of specialized outcomes that comes from specialty and work analysis. It demands acquisition of specialized skills and highlights relevance and necessity of knowledge. The OBE theory is built under the premise that everyone can learn. It is a student-centered, outcome-oriented educational system that stresses ability development and training. It argues that human potential is measurable or demonstrable. OBE envisages that all students can learn well and that since their performance at school is diversified they should be given enough time, guidance and opportunities to learn and demonstrate their ability. The community should provide learners with a good, relaxed environment and a variety of quality services, and facilitate an enhanced

sense of responsibility for education. It should promote democracy, encourage learners to participate in making decisions, and maximize individual potential. The school needs to create the conditions for successful learning with the future as the orientation and students as the center. It should review and revise syllabus requirements to make sure students learn based on personal interests, needs and levels. As for learners, what they should learn are knowledge and skills that derive from experience, that are necessary at present and in the future and that can be made the best of. The needs of each student will be met by a myriad of guiding strategies and assessment methods.

This educational philosophy has been accepted by America, Britain, Canada and other countries. Accreditation Board for Engineering and Technology (ABET) has been taking OBE as one of its important accreditation criteria. There have also been many attempts to adopt this philosophy in the engineering education reform in China since 2013. In dealing with the OBE philosophy and its principles, we should “domesticate” and “re-create” them on the basis of grabbism and sublation.

OBT as One of JNU’ s Practical Experience

JNU’ s DCLL has been actively exploring the appropriate teaching model for its undergraduate students and has accumulated some valuable experience for achieving healthy, sustainable development of undergraduate education. The department was founded in June 1927 as one of first independent departments of JNU after it was upgraded to a university. It was originally called the Department of Chinese Studies in the days of Jinan College. Renowned author Qin Mu used to serve as the department head and writing teaching and research director and has made active efforts in encouraging students to produce more works and outcomes.

The OBT model applies to the teaching of *Writing*, a course designed for Chinese language and literature undergraduates. The teaching of this course needs to attract the interest of students, protect and guide their personality development, and improve their employment competitiveness. As to expectation of what students can achieve, teachers shouldn’ t aim too high but follow the step-by-step principle while allowing students to “jump to pick the peach”. It is very important to cultivate their writing skills which are mainly manifested in their works. The *Writing* teaching may take the writing outcomes that learners are expected to achieve as its assessment criteria to formulate a series of strategies and plans. A myriad of schemes may be employed according to students’ grade, geographical location, learning status, interests and hobbies, tendencies and so on.

As early as the 1970s, JNU created two DCLL journals *Chang Ge Shi Kan* and *Chi Zi Xin* for its undergraduate students to publish their works. This is the early form of OBT. It makes students proud when they hold the academic journals and read their pleasant works. Some say “failure is the mother of success”, but the author of this article says “success is the father of success”. Those small successes will inspire great enthusiasm, foster sustaining motive power, and ultimately result in numerous big successes, the exact purpose of the OBT model.

Prominent poet Wang Guozhen studied Chinese language and literature at JNU from 1978 to 1982 when he published his maiden work in *Chang Ge Shi Kan* and *Chi Zi Xin*. When *China Youth Daily’ s* journalists visited JNU for an interview, they were offered its DCLL journals from which they singled out the poem *A School Day* and carried it in their campus life column April 12, 1979. *A School Day* was the first published

poem by Wang Guozhen. It then sent him onto the road to success.

Inspired by his first success, Wang started to frequent the reading room, writing down various addresses and contributing his poems to newspapers and magazines across the country. Although the rejection was ten to one, he would start all over again every two months. In his spare time, Wang kept writing poems, submitting them and getting rejected. *Love Life* was one of those poems he wrote to express himself and motivate himself. At this time, Wang longed for more creation and recognition. His shift from a passive OBT recipient to an active OBT user for realizing his dream represents an extension of the OBT model to future work and life.

In honor of JNU's centennial anniversary, Wang Guozhen wrote a thank you poem to his alma mater.

Many Thanks (Wang Guozhen)

How should I say thank you

When I came to you

I just wanted to embrace a spring breeze

But you gave me the whole spring

How should I say thank you

When I came to you

I just wanted to hold a blue wave

But you gave me the whole ocean

How should I say thank you

When I came to you

I just wanted to pick a red leaf

But you gave me all the maples

How should I say thank you

When I came to you

I just wanted to kiss a snowflake

But you gave me the whole silver world

Wang had many published collections of poems that win a wide range of readers. His works have been particularly favored by young readers since 1990. The well selling poems have formed the unique "Wang Guozhen phenomenon", which is arguably a cultural miracle of China's poetry circles. At the APEC CEO Summit 2013, President Xi Jinping quoted one of Wang's lines: "No mountain is too high for man to scale and no road too long for man to walk".

JNU's DCLL is one of the nationally accredited institutions offering first-level discipline doctoral programs. It currently boasts 11 doctoral degree programs including in literature and Chinese philology, and centers for post-doctoral studies of Chinese language and literature. Its literature is one of the national key disciplines. All these glories are closely related to the OBT model. The department has made it its mission to inherit and carry forward fine Chinese culture and to train generations of talent through the OBT model.

Steps and Procedures of the OBT Model

DCLL has applied an adjusted OBT model with significant effects achieved. It is an outcome-based, work-centered teaching model that integrates teaching, learning and practicing. But why is it outcome-

based? Only with outcomes will students enjoy the acquisition of knowledge; only with outcomes will they taste the sweetness of fruits; only with outcomes will they achieve more successes. In this way, students will be proud to say “Gently waving my hand, I am not taking away a single fond memory but a number of outcomes” when they graduate.

In the *Writing* classroom the teacher plays a guiding role and devises teaching strategies by analyzing and reflecting the needs of students. It is necessary for the teacher to observe and analyze the actual teaching situation, identify problems, timely adjust strategies and solve problems. This is a process of experience accumulation. It helps students better choose the way they learn and the way they assess their learning so that learning becomes a process of continuous improvement that finally leads to successes, one after another.

In addition, the teacher should give each student enough time and support to facilitate awareness of their own potential. Learning is a continuous process. All available resources must be utilized to meet the needs of students to maximize the possibility of their success. Each student needs to show initiative and responsibility for their own learning, making proper learning choices, conducting self-assessments and attaining successes. In terms of assessment, whether students make progress mainly depends on whether they have mastered the skills necessary for them to independently attain success in the future. In this regard, outcome criteria may be used as a reference point. That is to say, assessment should be conducted in light of the content, level and performance of the various learning stages where students are.

The OBT model can guide and protect students’ personality development and enhance their employment competitiveness. The recording of their outcomes may take the forms of reviews, scores, notes, and classroom display (including images, documents, etc.). Successful experience that students have gained in the writing process should be approved and properly promoted to form a procedure that prepares them for future learning and work.

The OBT model includes five key steps: (1) deciding on the learning outcomes, which should be able to be articulated and assessed; (2) building a curriculum system of which specific courses should support each ability of the ability structure; (3) determining the teaching strategies by use of research-oriented and personality-based teaching methods; (4) self-referenced assessment, which emphasizes the content of outcomes and the progress of individual learning rather than comparison between students; (5) crescendo of learning outcomes, from the primary to the advanced and finally to the peak.

The model is applied to the *Writing* classroom in the following procedure: (1) the teacher assigns tasks in class and describes in detail how to complete them so as to stimulate students’ interest and guide them through the tasks; (2) students draw upon professional writing knowledge of one module or some modules and make use of the library, the Internet and other tools to collect information and find knowledge or methods for efficiently performing tasks; (3) start of writing; (4) teacher review, peer assessment, or expert scoring; (5) outcome display as an encouragement, where students show their works to each other and all their works will be compiled into a e-book for class display. At the end of the course, each student may single out their writings and make a bound portfolio. Students will feel proud with their heavy portfolios in the hands and these works may be published in the future; (6) publication through a variety of channels, first social publication, and then campus publication in journals like *Chi Zi Xin*.

The OBT model aims to develop ability and focuses on teaching practice. It attaches importance to not just imparting but application of knowledge. In this model, the student’s “practice” outweighs the teacher’s

“teaching”; the student’s “outcome” overrides the exam results as they perform tasks. After some practice, the model has proved to be an effective teaching model for the *Writing* course. Furthermore, students have produced many gratifying works thanks to this model. Some of the works came out in influential publications and some others were selected for competitions with fair rankings, such as the first prize at Guangdong Provincial Writing Competition, the first prize at Guangdong Provincial Challenge Cup Academic Competition, and so on. JNU has shown significant improvement in talent training under the guidance of the OBT model.

Lin Peiyuan, a graduate student at DCLL, JNU, is one of the beneficiaries of this model. When he was in high school, Lin wanted to attain success and recognition. At that time, he already started to publish articles. Among his works, “Fish Escaping in the River of Time” was carried in *Outstanding Essays by High School Students* (11th issue, 2006). Lin was more active after entering university. He received the first prize at both 9th and 10th New Concept Writing Competition in 2007 and 2008 for “Old Fleeting Times” and “My Stone Grandfather”. In 2011, Lin started his graduate studies at DCLL. In 2012, he came out first at the novellas contest of the Guangdong Provincial Writers’ Cup Competition. He has published a total of four novels since 2009. It is through continuous conscious creation that Lin has attained success.

Gu Qing, a doctoral student at DCLL, is also a conscious practitioner of outcome based learning. He was the grand champion of the First National High School Students’ Literature Society Relay 2005, a competition co-sponsored by the People’s Literature Publishing House and the Chinese Society of Education. Gu is mainly engaged in research and criticism of Chinese literature and culture and their correlation of the transition period. He is also the host of *Beidou’s Recommended Books*, a feature column of *ibaidu.org*, an original intellectual platform for Chinese college students.

The OBT model is mostly applied in engineering education at home and abroad. It is rarely practiced in the liberal arts classroom. This is exactly why JNU insists on realizing this teaching model in its Chinese language and literature program. It turns out that the OBT model meets social requirements for Chinese language and literature graduates in the context of popularized higher education and that the model itself is highly operational. In order to master a skill, students must value and accumulate each small outcome. Also, teachers should adhere to the people-oriented, outcome-based principle when helping students develop skills in aspects of knowledge acquisition, practice, communication and living. In the teaching process, teachers need to reform their teaching methods and establish new comprehensive OBT ideas to help students solve learning puzzles and increase practical experience in order to lay a solid foundation for future career.

Conclusions

The OBT model is suitable for promotion. It’s designed not only for engineering students but for liberal arts students. This teaching model goes with the characteristics of university education and conduces to employment competitiveness of students. It is in line with the laws and the actual situation of education. It pays attention to student quality improvement and may be implemented in combination with the “Outstanding Student Project” and the “Outstanding Teacher Project”. The OBT model promotes the improvement of talent training and the overall enhancement of student quality. In this model, core course teachers have also benefited a lot, let alone students who have shown stronger learning interest. In this way, outstanding talent

will continue to emerge.

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Suggestopedia in the Application of Tuition-Free Normal English Majors

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[Abstract] Suggestopedia has been widely used in different kinds of teaching all over the world. Not only can it arouse the learners' interest in learning but also can provide a relaxing and lively learning situation for learners. In order to improve the rural area normal education the government carried forward the tuition-free normal students policy in China. However some of the tuition-free normal students are found to be inadequate in learning. Thus the teaching effect is not perfect. If Suggestopedia is used properly in tuition-free normal students teaching, the learners' potentialities can be aroused, motivation can be generated and good teaching results can be achieved.

[Keywords] Suggestopedia; tuition-free; normal students; English majors

Introduction

In order to improve the teaching standard and cultivate some more outstanding teachers, the Chinese government put forward the tuition-free policy for students of normal universities in 2007. It has been ten years since the tuition-free policy came into being, many outstanding students from different majors became excellent teachers today. Definitely, we got great achievement in performing the tuition-free policy in the past ten years, while there are still some problems of the tuition-free normal students. If teachers can find the root of the problems and take efficient measures in their teaching process, more excellent teachers will be cultivated from different normal universities.

Suggestopedia Method

Suggestopedia originated in Bulgaria by a psychologist Georgic Lozanov in the mid-1960s for use in pedagogy. It is also called suggestive method in teaching and it was created as an experimental branch of suggestology. In 1955, Georgic Lozanov cured a patient who was depressed, tired and with failing memory by using Suggestopedia, then he found hints can bring prodigious memory. Meanwhile, he designed courses for adults, beginning with application and enrollment and including testing, instructions to the student, detailed methodological instructions for musical sessions and subsequent class activities, and also put forward suggestopedic method in foreign language teaching (Lozanov, 1988). Initially, the Bulgarian Ministry of Education set up a teaching method group. Then it developed into a research team, and one year later they found Suggestopedia. Then it spread from eastern Europe to the Soviet Union and finally to other countries. Tests in different countries have confirmed that a good learning atmosphere could promote foreign language

learning and improve the learning effects. Suggestopedia is firstly used for the adult foreign language learning, it's used in primary and secondary schools for foreign language test later. Suggestopedia emphasized on the application of person's psychology hint to English teaching. Hints can be facial expressions, other secret signs or gestures. Hints can come from other people while it can also come from students' themselves. With the hint factors the learning process of the learners is in an unconscious way with the unconscious reaction. The unconscious factors can promote the learners' interest and generate the learners' learning motivation, thus the efficiency of the learners can be improved. Suggestopedia also connected students' emotions closely with their consciousness. Suggestopedia can positively stimulate the students' motivation and make best use of their sensory organs. With the consciousness and unconsciousness students can learn in a pleasant way and achieve the double effect with only half of the effort. Students can enhance their own memory, imagination and creative problem-solving abilities in the learning process. Suggestopedia is a kind of teaching method that enhances learning effect, which is using the indirect method of psychological impact on learning.

In 1980s articles concerning with Suggestopedia method was found in some journals in China. It covers a wide range of field, educators use this method in their teaching in primary, secondary and high schools. In higher education this method is mainly used in linguistics, and psychology. Every teaching method has the similar process of being introduced, applied and recreated. Hu Chundong stated that the key success of Suggestopedia is the resonance relationship between environment and humanbeing (Hu, 1990). Because of the high quality demand of teachers and hardware equipment, this method is hard to put into practice in some areas in China.

The method of Suggestopedia meant to establish a conducive teaching mode and establish the students' unconscious psychological tendency, then to promote students' internal learning attitude. The internal attitude of students can influence the learning effect. Teachers should make best use of all aspects of the psychological process, and communicate with students in an effective way, thus the students' learning interest would be fully aroused and a high degree of motivation also could be generated.

The Principles of Suggestopedia

To Create a Relaxing Learning Atmosphere

Suggestopedia tends to make the learners feel that learning is enjoyable and both teachers and students are in cheerful mood in the teaching process. With the lightheartedness the atmosphere of the classroom will be full of fun and cheer. The learners can learn comfortably and effectively in a relaxing way. From psychological point that people's interest, emotion and cognition have mutual influence. Interest is the chief driving force of cognition. Positive emotions can bring active psychological hint, they can stimulate the learners potentialities. While negative emotions can bring negative psychological hint. They can prevent the learners' intellectual development.

To Establish a Unity of Consciousness and Unconsciousness

Suggestopedia highlights the unconsciousness in the learning process. In traditional English teaching, teachers paid too much attention to rational knowledge and believed the conscious abilities of the learners',

neglected the adjustment of the unconsciousness. Teachers often forced students to study hard and accept the knowledge they lectured. But the learning effect were not ideal. Some of the teaching methods even had a negative effects on the learners. With the difficulties they met the learners would loose confidence in learning. While unconscious activities can adjust the learners to the surroundings and make the learning process much easier. All the conscious mental activities are developed from unconsciousness. Daily activities are learning process, even sleeping is a continuity of learning unconsciously. When people learn something unconsciously they will learn more efficiently and extensively. When consciousness and unconsciousness unites, the learners' interest, memory, comprehensive ability will be aroused. Then the coordination of the unconscious and conscious activities can attach to a high degree. The mobilizing of the unconscious activities can stimulate the potentialities of the students. Then students can learn willingly and happily with less burden. The positive emotions and background can produce positive learning effect.

To Establish a Mutual Trustful Relationship Between the Teachers and the Students

English teaching is quite different from other subjects. Students possibly might make some mistakes or have some trouble in their listening, speaking, reading and writing. If teachers could not understand the students properly, students will have different kind of negative feelings, such as fear, tension, restless and self-abasement. So a mutual trustful relationship between teachers and students is surely necessary.

Suggestopedia tends to bring hints to the learning process. Hints not only refer to those the teachers on the learners, but also those hints among the learners. During the learning process teachers should be always patient, kind to the learners, and be ready to help and encourage the learners all the time .With the care of the teachers' the students' self-confidence and self-esteem can be built. With the consideration and wide range of knowledge teachers can also build prestige among students. Teachers' words, behavior, knowledge, techniques, teaching arts all these factors can help to create a harmony relationship between teachers and students. Teachers are the organizers and directors of the class, while students are the center of the class. Under the harmonious and pleasant atmosphere the positive hints can bring positive factors to the students then positive thinking also can be achieved .

The Problems of Tuition-Free Normal English Majors

Be Lack of Motivation in Learning

The government provided tuition and future jobs when the tuition-free normal students enter the universities. General students work hard after they enter universities, since they have to face the competition when they finish their studying. Job hunting is the first thing for most graduates, but for the tuition-free normal English majors, they don't bother going job hunting when they finish their university life. So some of them don't have a clear goal in their future life. Some of them even don't have enough enthusiasm neither have pressure in universities. No matter what kind of achievements they might get they surly have to go back to the rural areas where they come from. So they just take things as they are.

Be Lack of Good Learning Attitude

A set of good learning methods can help the learners to get double the result with half the effort. The tu-

tuition-free normal students mostly come from under-developed areas in China. Comparing with students from other areas the tuition-free normal English majors don't have sufficient knowledge and information. On the one hand they might lack of self-confidence, on the other hand they lack of high ideals. Besides, the lacking of interest in the courses and self-control also influence the students' learning attitude. A proper learning attitude can generate an active and searching method. And good methods can bring good learning effect.

Be Lack of Enterprise

Tuition-free normal English majors are usually regarded enterprise lacking. The negative stereotype is usually the label to them. Because of the future definite jobs, the tuition-free normal students lack of enterprising spirit, they are satisfied with their present state. They do not have the pressure of job-hunting. And some of them even have the idea of no matter how hard they work it makes no difference after their graduation. They are usually negative to the activities in universities. So they are lack of passion to seek new knowledge and face new challenge.

Counter Measures

To Teach in a Psychological Way

Suggestive method is to establish a conducive teaching mode, and build up the students' unconscious psychological tendency. With the promotion of the students' internal attitude the learning result changes. Emotional elements are very important factors influencing language acquisition. No matter what kind of psychological phenomenon can become a positive or negative psychological hint to the students in the learning process. Teachers should understand the importance of all aspects of the psychological phenomenon in class, understand the happiness, the joy, the sadness the anger of the students'. Teachers should make best use of positive emotional stimulation to arouse the strong interest of the students' in learning and generate a high degree of motivation to learn with curiosity and enthusiasm.

To Set Up an Elegant and Comfortable Learning Circumstance For the Students

Good and comfortable learning surroundings can make the learning process much easier and more proficient. Teachers can make best use of the network environment. Classrooms are limited whereas the network is measureless. The network can provide us not only with a lot of pictures but also a lot of teaching materials. With the help of multimedia teachers can provide the students with a beautiful-sounding, rich melody of music learning environment. Students can plunge themselves into the learning content with the enjoyable, romantic and relaxed unconscious mood. Negative mood such as, tension, fear, anxiety, depress, indifference can be reduced. Good mood can lead to a better mental condition in learning, memorizing, participating in discussion, comprehending the new learning materials unconsciously. Thus the passive learning can be converted into active learning.

To Create a Set of Practical Teaching Molds

Language learning is a practicing process. To cultivate the students' communicative competences is the

main task in language teaching. So it is necessary to create a language situation in order to improve the students' communicative ability. In applying Suggestopedia good and careful preparations for every lesson are necessary for teachers. Good preparation can bring any hints into any class activities naturally. It seems that strategies people use to learn languages shows teacher how to train learners to get the greatest benefit from each strategy, and it mixes prose with exercises, questions and prompts for reflection (Macaro, 2001). Teachers can create different types of activities both inside and outside class to arouse the students' interest and make everyone be the participator of the activities. Series second class activities such as English reading contest, English speech contest, English singing contest, English hosting contest, English short play contest can help the students' find another way in learning language unconsciously. Suggestopedia proves that games also play an important role in language acquisition. Language games are language actions. For example, in vocabulary teaching, teachers can divide the whole class into several groups (Hujun & Niuhi, 2012), then ask one from a group to challenge anyone from other groups to have a reading competition. Both the winners and the losers can get something from this challenge. The winners get more confidence in it and become more active in class activities, while the losers make their mind to do better next time, so they work harder than before to improve their reading accuracy and get ready for the next challenge. During the process students can learn English unconsciously with fun and curiosities. Besides, teachers can teach in an artistic way with positive hints, gestures, expressions and kind words to introduce the teaching materials. Teachers can read text with beautiful music, vivid expressions and strong emotions. Music is proved that can not only relax a person but also can help to develop one's mind. So with the beautiful melody of the music a pleasant classroom atmosphere can be built. Thus the students can master the contents intentionally or unintentionally in a relaxed mood.

To Build Up a Mutual-Trustful Relationship Between Teachers and Students

A mutual-trustful and respectful relationship between teachers and students can help teachers to control the emotion of the students. Good emotions can bring positive factors in learning. Teachers can build up prestige by improving their own professional quality and at the same time care about their own dressing, image, personality in daily teaching. And teachers also should be on good terms with students and try to be good companies of their students. Being ready to find the shining points of the students and encourage them whenever they make some progresses in studying is another task of teachers. Close and harmonious interpersonal relationship can create a better learning circumstance. Only the unity of thinking and understanding of the students and teachers can make the students have a better memory and comprehension. Thus the students' proficiency can be cultivated. And students can find that the learning process is full of joy and fun. Good and harmonious relationship between teachers and students is considered to be the basis of good interaction.

To Help the Students Set a Long-Term Programme

Setting up an long-term programme can help the students to realize the duty and responsibility in their future life. Tuition-Free Normal students surely will be teachers in the future, so high quality is required for each of them. Most of the Tuition-Free Normal students choose the major because of the free tuition and ensured future employment. And some of them lack of motivation and enterprise in learning. Many of them

live a careless and passive life on the campus. Setting up an programme is a self-adjustment and self-improvement process. Finding a target and setting a goal can make the students gain the feeling of achievement on the way to realize it. And the students' motivation, passion, mood will develop more positively. When passive factors turn into active factors, the students' interest can be fully aroused. With passion students will participate in different kinds of inside and outside class activities more actively.

Conclusion

The implement of the tuition-free normal English majors education aims to improve the teaching level of the rural areas, and try to train the outstanding students to be future teachers. Teachers should try to solve the the problems existing in tuition-free normal students, meanwhile help them to strengthen teachers' professional educational belief and try to cultivate the gratitude consciousness and dedication. Learning with motivation is an effective way for students in their study. The stronger the motivation is, the more effective a person will learn. Therefore, adopting different kinds of teaching methods, finding ways to stimulate students' enthusiasm and making the students be willing to study is the main task for teachers.

English teaching is a practical communicative process. Suggestopedia is the kind of method that can meet the demand of language learning. It has been proved that Suggestopedia is an effective and flexible teaching method in language teaching even if it is still on the way to be improved and perfect. With the delightful and comfortable learning atmosphere it provides can students learn more effectively and unconsciously. Feelings, perception, moods, preferences and all these emotional elements are concerned with the learners' motivation, attitude and inhibition in language learning process. Tuition-free normal students would find their values and achievement in their future jobs with the improving of their teaching professional identity and learning motivation. Proper Suggestopedia methods can make the tuition-free normal students feel relaxed physiologically and psychologically. Proper Suggestopedia methods in English teaching can not only arouse the motivation and initiatives of the students but also cultivate the characters and creativity of them. Suggestopedia emphasizes student-centered rather than teacher-centered. Teacher act as directors who are behind the screen and students are the performers on the stage to perform. With the guidance of the directors the performers can be promoted both bodies and minds and good learning effect is expected.

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Design for International Cooperation Project TOEFL Course

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[Abstract] *This TOEFL compulsory course is designed for international cooperation projects students. That will help those who are going to transfer to United States of America to continue their studies improve their ability in English. We adopt Content-Based Instruction and Task-Based Language Teaching for reading, listening, speaking, and writing. The TOEFL course is a kind of innovation for College English, which will provide experiences for both teachers and students.*

[Keywords] *TOEFL, critical thinking, student center, strategies*

Introduction of TOEFL Test

TOEFL is the abbreviation for The Test of English as a Foreign Language Internet Based Test, which provides a readily available method of assessing the English language proficiency of non-native speakers who intend to study in the United States of America. It is ETS (Educational Testing Service), the non-profitable educational organization, that develops and administers the TOEFL test. The TOEFL test gives test takers the opportunity to prove they can communicate ideas effectively by simulating university classroom and student life communication. The language used in the test reflects real-life English language usage in university lectures, classes, and laboratories. It is the same language professors use when they discuss course work or concepts with students. It is the language students use in study groups and everyday university situations, such as buying books at the bookstore. The reading passages are from real textbooks and course materials.

The TOEFL iBT test consists of four sections: Reading, Listening, Speaking, and Writing. The entire test is about 4 hours long, and all sections are taken in the same day. The TOEFL iBT test measures all four language skills that are important for effective communication, emphasizing the test taker's ability to use English effectively in academic settings. It also reflects how language is really used with integrated tasks that combine more than one skill, just as in real academic settings. The integrated questions ask the test takers to finish the following tasks, such as, read, listen, and then speak in response to a question, or listen and then speaking in response to a question. In the writing part, the test takers are required to read, listen and then write in response to a question. The TOEFL iBT test is administered via the Internet at a secure network of testing centers around the world. Instructions for answering questions are given with each section. There is no computer tutorial. The test is not computer-adaptive, each test taker receives items that cover the full range of ability. For speaking section, test takers wear noise-canceling headphones and speak into a microphone. Responses are recorded digitally and sent to ETS to be scored. The TOEFL iBT test provides scores

in four skill areas: reading 0-30, listening 0-3, speaking 0-30, and writing 0-30. The total score is the sum of the four skill scores, 0-120. The responses for speaking and writing task are rated on a scale 0-4 according to the rubrics.

The following chart shows the possible number questions and the timing for each section. The time limit for each section varies according to the number of questions. Every test contains additional questions in the Reading and Listening section. These extra questions are being tested by ETS and not count toward the test taker's score.

Table 1. Test Format

Test section	Number of Questions	Timing
Reading	3-4 passages, 12-14 questions each	60-80 minutes
Listening	4-6 lectures, 6 questions each	60-90 minutes
	2-3 conversations, 5 questions each	
BREAK		10minutes
Speaking	6 tasks: 2 independent and 4 integrated	20minutes
	1 integrated	20minutes
Writing	1 independent task	30minutes

Strategies for TOEFL iBT Class

In order to meet the Oakland University and Portland State University's requirement, TOEFL has taken the place of College English as compulsory course, which aims to assist students in improving language skills necessary for their studies abroad. TOEFL course are organized according to the level of proficiency of students. There are total 180 hours for TOEFL, including 36 hours in the first semester, 48 hours for each of the three semesters.

We adopt Content-Based Instruction (CBI) for reading section, and Task-Based Language Teaching (TBLT) for listening, speaking and writing section. In the past, English instruction focused on learning about English (especially grammar), and students could receive high score on tests without being able to communicate. Content-Based Instruction (CBI) refers to an approach to second language teaching in which teaching is organized around the content or information that around the linguistic or other type of syllabus. Krahnke offers the following definition: It is the teaching of content or information in the language being learned with little or no direct or explicit effort to teach the language itself separately from the content being taught. (Krahnke, 1987, p. 65) CBI emphasizes the principle of acquiring content through language rather than the study of language for its own sake. CBI also views language use as involving several skills together. In Content-Based class, students are often involved in activities that link the skills, because this is how the skills are generally involved in the real world. TOEFL iBT reading passages are excerpts from college-level textbooks that would be used in introductions to a discipline or topic. The excerpts are changed as little as possible because the goal of the test is to assess how well test takers can read the kind of writing that is used in an academic environment.

From the following chart, we learn that the TOEFL iBT reading section includes three or four reading passages, each approximately 700 words long. There are 12 to 14 questions per passage. There are 60 to 80 minutes to answer all the questions in the section.

Table 2. Reading Section Format

Length of Each Passage	Number of Passages and Questions	Timing
Approximately 700 words	3-4 passages	60-80minutes
	12-14 questions per passage	

In TOEFL class, the role of teacher and student has changed. The teacher is responsible for selecting and adapting authentic materials for use in class, and create truly learner-centered classroom. As Brinton et al. (1989, p. 3) note: “they are asked to view their teaching in a new way, from the perspective of truly contextualizing their lessons by using contents as the point of departure. They are almost certainly committing themselves to materials adaption and development. Finally, with the investment of time and energy to create a content-based language course comes even greater responsibility for the learner, since learner needs become the hub around which the second language curriculum and materials, and therefore teaching practices, revolve.” That is to say that teachers act as consultants. In addition to help to select the reading materials, teachers are supposed to figure out some methods to improve the skills that will help students perform well on the reading section. The passages cover a variety of subjects. Students should not be concerned if they are unfamiliar with a topic. The passage contains all the information needed to answer the question. All passages are classified into three basic categories: exposition, argumentation, and historical. Often, passages present information about the topic from more than one perspective or point of view. The best way to improve reading skills is to read frequently and to read many different types of texts in various subject areas (science, social science, arts, business, and others). The internet is one of the best resources for this, and of course books, magazines, and journals are very helpful as well. Reading log is an effective way to help students to keep the reading habits. We recommend National Geography and Reader’s Digest as the reading log material. The reading log included three parts: new words and expressions with English-English explanation, making the sentences with the new words, and the summary of the article. We adopt the Flipped classroom for the reading exercise. That is to say the students finished all the reading part after the class, we only discuss the problems they met and share the experiences. That will make the students the center of the classroom.

Task-Based Language Teaching method is adopted for listening, speaking and writing section. Task-Based Language Teaching (TBLT) refers to an approach based in the use of task as the core unit of planning and instruction in language teaching. TBLT is motivated primarily by a theory of learning rather than a theory of language. It emphasizes the central role of meaning in language use.

The key assumptions of task-based instruction are summarized by Feez (1998, p. 17) as:

- The focus is on the process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- Activities and tasks can be either:

those that learners might need to achieve in real life.

those that have a pedagogical purpose specific to the classroom.

-Activities and tasks of a task-based syllabus are sequenced according to difficulty.

-The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

Task-Based Language Teaching proposes the notion of “task” as a central unit of planning as teaching. The task is an activity or goal that is carried out using language, such as finding a solution to a problem or reading a set of instructions. Nunan (1989, p. 10) offers this definition: the communicative task is a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right.

In TOEFL test, the listening section measures the ability to understand spoken English. In academic settings, students must be able to listen to lectures and conversations. The lectures reflect the kind of listening and speaking that occurs in the classroom. The conversations may take place during an office meeting with professor or teaching assistant, or during a service encounter with university staff.

Table 3. Listening Section Format

Listening Material	Number of Questions	Timing
4-6 lectures, each 3-5 minutes long, about 500-800 words	6 questions per lecture	60-90 minutes
2-3 conversations, each about 3 minutes long, about 12-25 exchanges	5 questions per conversation	

From the above table we learn that there are 4-6 lectures and 2-3 conversations. There are six questions for each lecture, and five questions for each conversation. The academic listening is typically done for one of the three purposes: comprehend the main idea, major points, and important details related to the main idea.

Listening log is an effective way to help students to improve their listening. We encourage students to listen to as much lectures as possible from the internet, and to see the American series. We recommend Modern Family. Then they are supposed to put down some useful words and phrases, and to retell the lecture in their own words. The students should draw a mind map in their mind when they are doing the listening exercises, especially for the lecture. In the lectures, the professor does all or almost all of the talking, with an occasional comment by a student. In other lectures, the professor may engage the students in discussion by asking questions that are answered by the students. They will talk or discuss the topic from different perspective. So the mind map will help the students to remember more detailed information.

In speaking section, students should be able to speak English successfully in and outside the classroom. The speaking section measures the ability to speak effectively in academic settings. The speaking section is approximately 20 minutes long and includes six tasks. The first two tasks are independent speaking tasks on topics familiar to students. They ask students to draw upon their own ideas, opinions, and experiences when responding. The remaining four tasks are integrated tasks where students must use more than one skill when responding. Two of the tasks require students to read, listen, and then speak in response by relating the infor-

mation from the reading and listening material. The other two tasks required students to listen and then speak in response. The Chinese students are more familiar to the independent speaking. However the integrated speaking looks more difficult. Note taking is allowed. So it is important and necessary for students to practice note taking after class, which will help them to remember more information in integrated speaking. The teacher should encourage the students to express or talk in the target language. That will also help to improve the speaking.

Finally, it comes to the writing section. The total time for writing section is 50 minutes. Test takers write their responses to two writing tasks: integrated writing, including reading, listening and writing and independent writing, based on knowledge and experience. In integrated writing the students are required to read a short text about 230-300 words on an academic topic. The reading time is 3 minutes. They may take notes on the reading passage. Three minutes later, the reading passage will disappear from the screen. Then the listening part appears. A speaker discusses the same topic from a different perspective. The listening passage is about 230-300 words long. The listening time is about 2 minutes. The task is that the students are asked to write a summary in connected English prose of important points made in listening passage, and explain how these related to the key points of the reading passage. Paraphrase will be an effective way to help finish this task. That means that students express the same meaning using different sentence pattern and vocabulary. The independent writing is a task that required the students to write an essay that states, explains, and supports their opinion on an issue. The teachers help the students to understand the theme and objects of the task, such as brain storming. Students are also given preparation time to think about it. Then students draft what they want to write. Peer editing are encouraged after writing.

Conclusion

TOEFL class is designed for those who are going to study in the United States of America as transfer students. Becoming a compulsory course instead of optional one, it is an innovation for College English. We are exploring effective teaching approaches to help students to have a good performance in academic setting. TOEFL test is performed through internet. That means students will finish all the tasks on computer, which is totally different from the traditional test papers. It is a fresh experience for both teachers and students. The success and failure in TOEFL class are valuable for College English innovation. The TOEFL class helps to develop critical thinking that will improve students' English proficiency.

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To Improve College Students' Oral English with Multimodal Interaction Analysis Theory

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[Abstract] *In today's discourse analysis research field, multimodal study has attracted more and more attention and has been more and more applied in the English teaching. But with the extensive use of English in real life and studies, college students cannot make progress as rapid as we expected. So the multimodal interaction analysis theory is expected to be applied in the oral English teaching to improve college students' oral competence. This paper aims to analyze the advantages of this application and come up with the best ways to achieve the desired purpose.*

[Keywords] *oral English competence, multimodal, interaction analysis, means, spoken English materials*

Introduction

In recent years, rapid progress has been made in widening the range of the discourse analysis research field, which is confined to the language used in the interactive communication. Multimodal discourse analysis expands the discourse analysis research to the use of more modes and forms including language in the communicating process, which is widely concerned in the research and more applied in the daily English teaching. At the same time, along with the increase demand on college students' oral English competence, oral English teaching becomes the breakthrough point in the English teaching reform and all kinds of research results and new teaching methods are attempted to be applied in the oral English teaching in order to yield twice the result with half the effort. Due to the multiplicity of the multimodal theory which corresponds with the immediacy of spoken language, it is more widely applied in the analysis of the spoken English material to improve the college students' oral English competence.

The Theoretical Basis

The research into the multimodal discourse analysis theory starts from the research in the field of semiology, so discourse analysis on the initial stage began with the research into the language being symbol, which is combined with the research in the other fields such as sociology and psychology. In the following stages of the research, the system-functional linguistics, as the basic theoretic mode, paved the way and expanded the directions for the further research of the multimodal discourse analysis. At the same time, different kinds of theories and research methods of the multimodal discourse analysis are formed in the process of the carrying out the research.

Multimodal Interaction Analysis Theory

According to Professor Zhang Zuocheng (2014) from China, the multimodal interaction analysis theory represented by Norris (2004, 2005) is a series of methods to deal with multimodal discourse analysis. In Norris' opinion, based on the research results in many aspects, such as interactional sociolinguistics, mediated discourse analysis and multimodal studies, multimodal interaction analysis is carried out with modern technological equipment such as video cameras and computers. So besides the linguistic phenomenon, the non-verbal means should also be part of the research. Being a media of communication in the interactive process, language usually corporates with the other modal means to achieve the goal of the interaction. Meanwhile, language is not always playing the dominant role in the interactive process. Gestures, actions, facial expressions, eye contact and even something one takes with him may affect the interaction between persons. What's more, the interaction between persons is not an analysis of the static scene but a continuous dynamic process. So the modal transformation and different coordinated uses may bring about the different interactive results.

To improve oral English competence is not confined to the proficiency of English, but involved with the control of the interactive process. One of the requirements for improving the oral English competence is deep understanding, detailed analysis and the coordinated use of the multimodal means.

Multimodal Situated Discourse

As part of the discourse analysis, situated discourse analysis usually focuses on the research into the practical use of the language. Language can be used in different forms for different purposes, but the communication tasks must be carried out in set contexts. What's more, communication task is also a social activity, in which other media play the certain roles in delivering the desired meanings. At the same time, in the process of the communication the use of language is quite flexible under the certain rules. Due to the changes in the context, the use of the language and the participation of other media may also change correspondingly. Then the meaning delivered in the communication process is conveyed through the practice in the changeable contexts. So the multimodal situated discourse has distinctive features. The meaning conveyed by the language must be confined to the contexts, so the multimodal situated discourse is of immediacy. To convey the desired meaning needs the cooperation of both the language employed and the participation of the non-verbal factors (Fairclough, 2003). The performance of the multimodal media in the communication process makes the discourse activities more flexible. What's more, apart from being interactive and dynamic of the discourse itself, the multimodal situated discourse is also repetitive. Under the same circumstances, the same media may be applied to the same discourse activities.

The daily oral activity is a form of the multimodal situated discourse. Based on the multimodal situated discourse analysis theory, the spoken English material can be the example for contrast and imitation in the oral English practice. To use the language flexibly concerning different circumstances is a symbol for improving the oral English competence.

The Advantages of the Application

Along with the social development, students' English fluency, oral English competence in particular, is more and more emphasized. In college English teaching, the teaching methods in oral English teaching are

more and more explored and experimented. Imitation is one of the most productive methods widely used, but the oral English teaching materials need to be selected and analyzed with extra care. So there are incomparable advantages in the application of the multimodal interaction analysis theory in the college oral English teaching.

Firstly, real contexts are beneficial to the cultural input. Based on the application of kind of media in the interaction process, the spoken English materials can be analyzed with the multimodal interaction theory from different aspects, such as the different circumstances and other non-verbal factors (Zhang, 2015). In the process of analyzing the circumstances, the cultural factors are the most important components. The thorough understanding and the appropriate use of the cultural factors is crucial in improving the oral English competence.

The excellent spoken English materials selected with the multimodal interaction analysis are the best models for imitation. The rules in language use summarized from the analysis of the seemingly real contexts can be the essence of language use in oral English practice.

Secondly, more practices are beneficial to increasing the efficiency. The multimodal interaction analysis is not confined to the language itself, so the multimodal changes may lead to the different language use in the discourse activities. According to the different results of the multimodal analysis, students' imitation of the spoken English materials may take on different looks. The same meaning even with the same purpose can be delivered in different forms under different circumstances. Based on the different forms, students' practice must be repeated. Practice makes perfect, so the studying efficiency must be increased.

Thirdly, taking the initiative is beneficial to arousing the interest. One of the focuses in the multimodal interaction analysis is the interaction in the discourse process. The main role in the interaction is played by the speaker himself. Whatever the results of the multimodal interaction analysis are, language practice is carried out by the speaker himself. That is to say, in the imitation task of the oral English teaching activities, the main role is played by the student himself. Students need to take the advantage of playing the main role in the interaction process and use the language accordingly with the appropriate non-verbal actions. Imitation is not just the repetition of the language used, but involved with the attempts and choices of the speaker, in order to achieve the desired goal of the discourse activities. Students have no passion for the puppet imitation, so the taking the initiative in the practice may arouse more interest of the students in the practicing tasks.

The Benefits of the Application

Since the application of the multimodal interaction analysis has incomparable advantages in oral English teaching, it should be widely spread in the college English teaching.

First, it helps to select the excellent spoken English materials. Excellent spoken English materials are rich in the essence of language, thus the models for imitation. To recognize the essence actually helps to improve the oral English competence, but the participation of other non-verbal factors is also the important component of the oral practice. According to the multimodal interaction analysis theory, the non-verbal factors, such as circumstances, contexts, gestures and actions of the speaker and so on, should be taken into consideration in the discourse activities. So the excellent spoken English materials selected can provide the best models for the students' practice, so good as to yield twice the results with half the effort.

Second, it helps to carry out the targeted practice repeatedly. The spoken English materials selected after being analyzed with the multimodal interaction analysis theory can provide the reference for the oral English teaching. In the process of the practice, students can build the contrast between his own performance and the discourse activities in the materials, so that what he is not good at can be found out. Then more rapid progress can be made due to the repeated targeted practice.

Third, it helps to improve the appeal of the language. Communication tasks are not just about the language use and usually the involving non-verbal factors contribute a lot to improve the force of the expression and the appeal of the language. The spoken English materials analyzed with the multimodal interaction analysis theory, the rules for the appropriate use of the language can be summarized and the supplementary means to promote the expression can be noticed. So the multimodal interaction analysis theory can arouse students' more interest in the cooperation of both the language and the non-verbal means, thus improving the power of the language.

Conclusion

With the advance and progress in multimodal research, college English teaching will benefit a lot from the application of this theory in the future with the new direction to develop and the new angle to observe the teaching process. Oral English teaching, being the most important component of college English teaching, may get the new inspiration through the combination with the multimodal interaction analysis theory, which will increase the practicality and the efficiency in the actual practice.

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The Influence of IELTS Writing on Senior High English Writing Based on Memetics

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[Abstract] *To break the traditional writing teaching and explore more effective ways, this article, based on Memetics of replication, recitation, imitation, and association, tries to apply the teaching of IELTS Academic Writing Task II to the Senior High School English writing in four aspects of vocabulary, grammar, coherence & cohesion and task response.*

[Keywords] *Memetics; IELTS Writing; Senior High School English Writing; Influence*

Introduction

IELTS Academic Writing consists of Task One and Task Two. It is suggested that candidates spend around 40 minutes on Task Two and they are required to write at least 250 words. It requires that candidates present an argument, a point of view, a problem, cause or solution. They are assessed based on how to solve a problem, present a position, justify an opinion and how to use an appropriate writing style. In China, however, many senior high school students do not achieve these skills well. According to Wang Qiang (2000), the problems existing in writing for them are as follow: no sense of audience and authenticity, no opportunity for creative writing.... To break the traditional writing teaching and explore more effective ways, this article, based on Memetics of replication, recitation, imitation, and association, tries to apply the teaching of IELTS Academic Writing Task II to the Senior High School English writing in four aspects of vocabulary, grammar, coherence & cohesion and task response.

Memetics

As a relatively brand-new theory in cultural revolution (different from the organism and the group), memetics is gradually recognized and developed by its great supporters. Richard Dawkins first introduced meme, his student Blackmore (1999) further developed meme, she stressed the important role of imitation and believed that cultural evolution would never likely happen if the function of imitation didn't work, the imitation was like a catalyst to make language transmission possible. Among the scholars who had expanded the understanding of meme, Blackmore had not only revealed the typical function of imitation but also integrated others researches. Meme has three traits, that is, longevity, fecundity, and copy-fidelity. When memes survive and are chosen by a host, the life-cycle starts the process of the replication of memes in four steps: assimilation, retention, expression, and transmission.

Memetics was imported to China roughly in the late 20th century. Since then, experts in various fields have shown great interest in the newly-come theory. That can explain why Blackmore was translated into Chinese by Gao Shenchun and *The Selfish Gene* has become a bible for some of the specialists in linguistics. The trying of putting memetics into different areas was fruitful, especially in linguistics. Even in the daily news, memes are spotted. For example, there was a piece of news in *China Daily*, collecting the most popular phrase memes for 2014: Xi Dada, APEC blue, and a new normal among others.

The Application of Memes to Writing Teaching

According to the four steps of meme's replication (Kuang, 2012)--assimilation, retention, expression and transmission--, the writing teaching process is divided into three corresponding steps: input, memorization and output. Take vocabulary teaching as an example.

Input

In the light of the fundamental requirements for assimilation, the first step of meme's replication is input. The input must be interest-triggering, comprehensible and acceptable. Based on the analysis, the teacher collects the required vocabulary for IELTS writing Task Two and categorizes it by the topic they belong to, thereby rendering these words and expressions to learn well-organized, as well as not so formidable. Then the vocabulary teaching follows the rule from a lower level to a higher one, the criterion is the degree of learners' familiarity with the relevant topic. To appeal to learners, all of those compulsory words and expressions are embedded into a sample answer first.

Memorization

The memorization of the newly-acquired vocabulary is the prerequisite of utilizing it. Similarly, the freshly-attained meme needs to hold fascination to its new hosts. Otherwise, it will be sifted out and memorizing it will prove virtually impossible. If the process of retention were focused on reciting new words and expressions without any context, the effectiveness would not be desirable. Therefore, the process of memorization would be advised to be as creative as possible. Here, the given samples once again play a large role. The researcher encourages learners to repeat the content of each sample by memorizing the outline, which seems easier than repeating new words again and again. Then, in the context, those words are repeated. In a word, contexts provide a relatively interesting way to endow words with life, thus maximizing the number of words and expressions remembered.

Output

The third step is to retrieve those words and expressions stored in the mind and put them into practice in the form of discourse, article etc.. The vocabulary itself is a type of memotype, but when it is internalized by a host, some of them will develop into memetics phenotype. For a foreign language learner, when it comes to a particular word on a test, an exam-taker can write or speak it out, and then the preliminary expression is finished. In such a case, these words are memotype. Assign a similar topic and ask students to write an essay using relevant words and expressions. This way is to find a way to express memetics phenotype. In the interaction session, students can transmit what they learn to each other. The teachers can ask stu-

dents to make a presentation using Power Point or other types of media to show what they have acquired. In this way, they restart a life-cycle.

Influence of IELTS Writing on Senior High School English Writing

This article advocates the influence of IELTS Academic Writing Task Two on the Senior High School English writing in four aspects of vocabulary, grammar, coherence & cohesion and task response.

Training on Vocabulary

Vocabulary is focused on lexical accuracy and range. In the light of one of meme's characteristics, copy-fidelity, when using a foreign language, learners or even experts more or less introduce their mother tongue into that language. Language is a kind of meme, be it a foreign or native one. However, compared with a foreign language, a mother tongue is a meme with a stronger life. That explains when doing writing, foreign language learners tend to do some literal translation. The underlined part needs to be corrected or improved and the bold part is a better or correct expression.

1) Health is the last thing we can afford to lose.

Correct: Good health is the last thing we can afford to lose.

2) Tail gas from vehicles is one of the culprits for the air pollution.

Correct: Exhaust fumes from vehicles is one of the culprits for the air pollution.

3) Job hunters need to make a choice of job safety or higher pay.

Correct: Job hunters need to make a choice of job security or higher pay.

4) Friendly colleagues in the work unit are another consideration.

Correct: Friendly colleagues in the workplace are another consideration.

5) Telecommuting offers employees changeable work arrangements.

Correct: Telecommuting offers employees flexible work arrangements.

Through comparing the poor expressions and those better ones, the reason for this has becomes clear. In Chinese, '健康' itself has a positive meaning, while in English *health* is a word with a neutral meaning. In English, *good health* is exactly equivalent to Chinese '健康'. Here, obviously, it means we cannot lose good health not health. Clearly, the improper expressions, tail gas, job safety, work unit, changeable work arrangement, indicate that language users just do direct transitions. Based on the literal meanings, it is easy to find out their respective Chinese meanings: 健康、尾气、工作稳定性、工作单位、可变化的工作安排.

Lexical rang basically tests writers' vocabulary diversity. That is, using diverse words and expressions to express roughly the same meaning, thereby avoiding repetition. Only those attractive and comprehensible memes can be accepted. The following example demonstrates how this happens.

Governments should not have to provide care or financial support for elderly people because it is the responsibility of each person to prepare for retirement and support him or herself. To what extent do you agree or disagree with this opinion?

Alternative key words and expressions for this topic;

1) *provide care and financial support: help*

2) *should not have to provide care or financial support: should receive no support*

3) *elderly people: senior people; retired people; retiree*

Guided by memetics genotype and phenotype, the teacher analyses how the similar expression are given. The most common method is to figure out the synonyms. Here, *elderly people* means *senior people*, *retired people* means *retiree*.

When exposed to some memes, students then can accept the memes. Guided practice is followed, making the relevant points digested by students. Over the whole training session, the teacher leads the students to accumulate more synonyms and anonyms. This assists students to use words and expressions accurately.

Training on Grammar

Over the third period, grammar takes the leading role in writing training. How to use a sentence pattern correctly and how to express a meaning with different sentence structures are the focuses. When a sentence structure is mastered, it can act a source of sentences and produce oceans of sentences with the same structure and different meanings, so memetics phenotype applies to this phenomenon. By contrast, when a meaning can be expressed using various sentences, memetics genotype is applied.

Selected Sentence Structures.

According to the students' English proficiency level, the teacher can decide on the focuses: object clause, attributive clause, cleft sentences, inverted sentences and subjunctive mood with *if*.

1) Object clause

Object clause are one of those most commonly used complex sentences in IELTS writing. The object clause with *that*, *what*, *which*, *who*, *how*, *when*, and *where*, etc. are given in selected paragraphs and essays, and students are required to single them out and make sentences .

2) Attributive clause

Attributive sentences are another most commonly used sentences in IELTS writing. However, different from object sentences, they are at a higher level of difficulty, and that explains why students commit more mistakes. Based on given examples, the teacher needs to offer further explanation about antecedents, relative pronouns, and relative adverbs.

3) Cleft Sentences

Cleft Sentences are mainly indicators that students can use superior sentences, thereby achieving a higher score. The sentence patterns *it is/was ...that...* And *do/does/did...* are thoroughly learned.

4) Inverted Sentences

Inverted sentences are another one employed to indicate a higher level of English proficiency, which are divided into partly and completely inverted sentences.

5) Subjunctive Mood

Subjunctive mood is a complex grammatical point for most students. From economical and practical perspectives, the teacher only requires them to focus on the subjunctive mood sentences with *if*.

When deciding on the sentences as required, which are shown in the essays above, a further explanation is given by the teacher. These underlined sentences make the essays better, which offers a clue that a good essay must include relatively high levels of sentences apart from simple ones. More importantly, students can make numerous sentences copying the sentence structures.

Sentence Diversity.

Sentence diversity refers to using various sentence structures to express roughly the same meaning. Here

is an example:

- 1) *The secretary rushed into the office and she carried a laptop with her.*
- 2) *The secretary rushed into the office; she carried a laptop with her.*
- 3) *The secretary, who carried a laptop with her, rushed into the office.*
- 4) *The secretary rushed into the office, carrying a laptop with her.*
- 5) *The secretary rushed into the office with a laptop with her.*

The example shows that it is possible to pursue sentence diversity. Following these sentence patterns, students themselves can produce diverse sentences with the similar meaning.

Training on Coherence and Cohesion

Coherence and cohesion are another absolutely necessity for a successful writing. In this session, both memetics genotype and phenotype are practiced once again. Based on the level of students' English proficiency, the conductor prepares relevant materials. Here is a question and a good corresponding answer. Students are required to read both of them and underline the.

Question:

Today, the high sales of popular consumer goods reflect the power of advertising and not the real needs of the society in which they are sold. To what extent do you agree or disagree?

Answer:

The role that advertising plays in promoting the sales of goods and products cannot be overstated. It is worth examining however, how much advertising influences the choices that people make and to what extent it reflects the real needs of people.

On the one hand, it would be argued that advertisements are the catalyst of high sales. In a world where advertisements of various media (radio and television commercials, flyers, and billboards among others) about all kinds of products ranging from cheap gadgets to expensive luxury brands can be seen or heard both at home and in the streets. It is therefore practically impossible not to be influenced, consciously or subconsciously. Moreover, the combination of visual effects in the commercials seen on our screens, and the endorsing effects from celebrities is a powerful ploy to force potential buyers to patronize a product. When potential buyers cannot resist the temptation from the media, then the obvious result is a soar in sales.

However, what is the true rationale behind the high sales of popular items? The fundamental reason would definitely be consumers' needs. To put it simply, we cannot underestimate intellect of normal humans. The majority of target groups, who are discerning, may not be easily swayed by the catch phrases, exaggerated images and functions. For example, individuals buy coca—cola, not because 'Things go better with coca—cola, but because they need a beverage to quench their thirst. From an economic standpoint, most people only have limited disposable incomes, so their spending power is usually kept under a tight leash. Understandably, no matter how intensively a certain item is advertised, those who cannot afford it are not likely to purchase it. Hence, even mighty advertising succumbs to affordability.

In conclusion, the driving force when making a decision on buying a product can be intrinsically and extrinsically motivated. Needs and affordability fall under the former while adverts fall under the latter. In the light of this, it is the inner factors that influence the buying habits of consumers.

The underlined words and phrases in the essay above act as coherent markers. *On the other hand* and *how-*

ever are introduced when two opposite opinions are mentioned, both being transition expressions. *Therefore* and *hence* are used to introduce the results. *Moreover* serves as a marker of introducing a new point in a series. *Understandably* is used to emphasize the following content. *In conclusion* indicates that the writer is coming to a conclusion and ending the topic in question. It is due to the presence of the connection markers that the essay in a whole sounds logic. Otherwise, the writing would be loose and even beyond understanding. Through this training, students get more knowledge about how to make a bunch of words sound like a logical whole.

Training on Task Response

Memetics phenotype enlightens the learners to put what they learn into answering different questions. The article demonstrates a complete essay consisting of three elements: beginning, body, and ending, which is suitable for all the questions. An essay is thought of as being analogous to a hamburger. The core part is the pie, while for an essay, the counterpart is the body. Even so, we cannot ignore the role of the two pieces of bread, which have to cover the pie. Likewise, a beginning and ending also need to cover the main content of the body.

How to make a beginning.

A beginning may consist of background information, a topic and the writer's own opinion on the given topic etc.. In a word, the function of this part is to introduce the topic and trigger the readers' interest to keep going. And the key to doing so is paraphrasing, for example,

Question: Some people believe that the best way to produce a happier society is to ensure that there are only small differences between the richest and the poorest members. To what extent do you agree or disagree?

A possible beginning:

A happier society is a Utopia where citizens are treated equally and folk plights vanish. However, shrinking the disparity between the top rich and the bottom poor is far from the most effective solution, because safety would be an equally essential factor for an ideal society.

Through this example, it is clear that the beginning shows what the topic is, which is indispensable for each introduction. However, whether the background information and the writer's opinion are given or not depends.

How to organize a body.

For a body, the key part is a central sentence. When a subject sentence is given, supporting sentences are needed. Generally, there are five methods to support the central idea: explanation, examples, hypothesis, statistics, and comparison and contrast. How to conduct this is demonstrated by the following example.

Little or zero gulf between the impoverished and wealthy citizens indeed contributes to a utopia—like community. There, they equally enjoy social resources such as education opportunities, job positions, healthcare and among others. Therefore, the phenomenon that wealthy people have access to privileges would disappear. If such a gap were enlarged, the disadvantaged group would be suffering more, ranging from being homeless to failing remarkable careers due to poverty. How, obviously, could we build a desirable world if the minority of affluent people build their happy lives comprising the vast needy majority?

In this body, the underlined parts generalize each paragraph. And the following sentences act as proof. When the main idea is given, the writer further explains what a utopia-like community is like, showing how

attractive a society is when there is no gap between the rich and the poor. Then, the writer uses a hypothesis to demonstrate an opposite situation: when wealthy people become richer and the disadvantaged group falls into a worse situation, such a society would be terrible. Therefore, the two quite different ways serve the same purpose.

How to end.

In terms of conclusion, the writer does not need to show a new point. What needs to be done is repeat his/her own idea. If necessary, suggestions can be offered, as the follow:

Overall, on the way of pursuing an ideal kingdom, we would make a huge stride by optimizing the wealth distribution to support the needy, but safety plays as much an important part in such a pursuit.

The conclusion is introduced by *overall*. *To conclude, in conclusion, thus, in summary, to summarize* and *to sum up*, i.e. have the same function. All of these can be used in other writings. As is shown in this example, it just generalizes the main information and repeat the writer's opinion.

Conclusion

English writing is a key skill for senior high school students, generally reflecting their language levels (Liu, 1999). Based on the four steps of meme's replication: assimilation, retention, expression and transmission, we can apply the teaching of IELTS Academic Writing Task Two to the Senior High School English writing in four aspects of vocabulary, grammar, coherence & cohesion and task response. Being trained in this way, the senior high students can come up with original ideas for a writing task, so their lateral thinking can be developed. Given key vocabulary concerning various topics, plus, informed of commonly negative transfers, the students can achieve enough to cope with prior lexical errors to improve the ability of choice of words and expressions. Their sentences in a composition are grammatically more correct and natural by practicing the most commonly used sentence patterns and structures has worked out fine. Finally, Through stressing the importance of coherence and cohesion, and analyzing relevant expressions, the students can make each part of their work connected, and the whole composition is more coherent, and sometimes even seamless.

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A Study on Development Mode of Critical Thinking Skills in College English Teaching

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[Abstract] *With the rapid development of globalization, the competition for the talents is increasingly fierce in the world. Students' critical thinking skills are highlighted in higher education in western countries, especially in United States. At present, the reform of college English teaching has entered a new stage in China. Issues related to critical thinking skills and foreign language teaching have become the focus of research among the experts. However, English teaching in China is always exam-oriented ignoring the development of critical thinking skills. This paper aims at cultivating critical thinking skills of college students and endeavors to construct a development mode of critical thinking skills in order to find an effective way to improve critical thinking skills in college English teaching.*

[Keywords] *college English; critical thinking; development mode; teaching reform*

Introduction

The 21st century is the era of “information explosion” and the upgrading of knowledge is increasingly accelerating day by day. Thus, compared to the traditional higher education, modern higher education tends to attach more importance to stimulating the desire of college students for knowledge and developing their ability to acquire knowledge in addition to teaching them knowledge and skills. Because critical thinking could effectively promote the ability of “probing knowledge” and “seeking knowledge” for individuals, it could help college students develop their own ideas and wisdom. Therefore, critical thinking is becoming one of the major qualities that the highly-competent people must possess in the 21st century.

Critical thinking derives from “questioning”, and it is a high-level intellectual activity. It is used to verify the source, background, reasons, nature and value of information through the way of asking questions, analyzing, interpreting, comparing, inferring and judging. Critical thinking consists of “critical thinking skills” and “critical thinking qualities”. Among them, the critical thinking skills can classify information, make right and logical judgment about its consistency, and finally achieve a reasonable evaluation. And critical thinking qualities include a variety of qualities such as self-confidence of critical thinking, open-mindedness, cognitive maturity, analytical ability, truth seeking, curiosity and systematic ability.

To develop and cultivate critical thinking skills is not only an incumbent upon educators, but also a long-term strategic goal for China. With the rapid improvement of living standard and economic development, interdisciplinary talents, especially those who are creative with strongly independent and critical thinking skills are increasingly needed. It is a tough task for college English teaching to cultivate such talents. There-

fore, modern English teaching in colleges and universities should not be confined to linguistic acquisition, and it should give more emphasis on improving students' overall qualities such as cooperation skills and critical thinking skills.

Concept of Critical Thinking

The concept of critical thinking originates from a kind of thinking skill movement in western world. It is not only a philosophical term, but also a psychological and pedagogical term. Critical thinking is a kind of advanced intelligent activity which could make reasonable judgment on the resource, background, causes and value through questioning, analyzing, interpreting etc.. Critical thinking skills mean skills which help people to find out the problems that are worth researching. They can still be used to gather, classify information and make the right judgment. After that, they can also be used to make a reasonable evaluation and give rational explanation. Critical thinking skills include interpretation skills, analysis skills, evaluation skills, inference skills, explanation skills and self-regulation skills. The emotional qualities of critical thinking consist of truth-seeking, open-mindedness, analyticity, systematicity, self-confidence and inquisitiveness.

Chinese professor Wen Qiufang (2009) proposed a “critical thinking skills level model” (see table 1) in 2009. This model can fully present the multi-dimensional features of critical thinking after referring to many theories. From this table, it can be seen that critical thinking is defined from aspects of self-regulation, cognition and emotion, in which the hierarchy of self-regulation, critical thinking skills and dispositions is highlighted.

Table 1. Hierarchical Model of Critical Thinking Skills

Self-regulation — First Level		
Critical Thinking Skills — Second Level		
Cognition		Emotion
Skills	Standard	
Analysis	Accuracy	Curiosity
Reference	Relevance	Open-mindedness
Evaluation	Logic	Self-confidence
	Depth	Integrity
	Flexibility	Perseverance

Current Status of Critical Thinking in College English Teaching in China

Current Conditions of Critical Thinking in College English Teaching

College English teaching is an integral part of higher education in China. Although college English teaching has gone through several reforms up to date, there are still many problems in it. Students are not interested in English course and always idle in their study. According to a research, the wrong positioning of teaching target and the duplication of teaching content contribute to the less interest in English study of college students. Thinking ability of students couldn't be activated in teaching process. Critical thinking skills have

not been given more emphasis in college English teaching for a long time.

The current teaching objective in college English teaching is still to develop students' linguistic skills in listening, speaking, reading and writing. Then, the courses are designed for training such skills and the evaluation methods are merely those English tests in China. As a result, students tend to attach importance to learning language skills and they do not have a strong sense of desire to develop their critical skills. Therefore, their comprehensive linguistic skills cannot be improved effectively. They are not good at communication in English. Their ability of language organization is not logic and accurate. Their abilities of analysis, reference and judgment in English are less excellent during communication.

The biggest problem in college English teaching is the unclarity of teaching objectives and positioning. There are several reasons for this phenomenon. Firstly, the staffs in educational administrations and teachers don't think critical thinking skills are very important in English teaching. Most English teachers care about college English tests such as band 4 or band 6. Exam-oriented education is still in the dominant position. As for the students, they are just concerned about their scores in those tests and obtain the relevant English certificates. The vast majority of students believe that they would be successful if they could graduate. Secondly, the current college English curriculum is still simple in colleges and universities in China. Most of them only offer compulsory English courses. There are few optional courses about English due to the limited credits and teachers. Thirdly, college English tests put too much emphasis on the assessment of students' abilities of listening, reading etc., and the assessment of critical thinking skills is ignored. Naturally, if the test is exam-oriented, the teachers and students will focus on the language skills teaching and learning and give up the development of other qualities such as critical thinking. Some experts point out that the entire foreign language teaching seems to be increasingly narrowing. Students' curiosity for new things is weakened so that it is hard to find that they pursue the cultivation of critical thinking skills.

English is becoming an international language and is one of important courses in higher education in China. College English teaching has been gone through several reforms in recent years. Although some good results have been achieved, there are still various problems. The Ministry of Educations, the experts and teachers should put joint effort to push the improvement of college English teaching.

Construction of Development Mode of Effectively Improving Students' Critical Thinking Skills in College English Teaching

Construction of New Classroom Teaching Culture and Teaching Environment of College English

The traditional classroom teaching is usually teacher-centered and fails to cultivate students' critical thinking skills. Modern classroom teaching should attach importance to the development of initiative, new ideas and skills of exploring the world. Traditional relation of "teaching" and "learning" between teachers and students should be converted into that of interaction of ideas through pursuing new knowledge in order to cultivate critical thinking skills of students.

Dor. Luo (2003, pp. 53-55) once said in his article: "environment has a great impact on critical thinking development." Compared with traditional culture and environment of college English teaching and learning, the new type of it should have characteristics. Firstly, it is important to encourage students to question boldly in class. Asking questions is one of important psychological factors with inherent vitality during

classroom teaching. It should be a two-way activity, and both teachers and students should ask questions respectively. Asking a question is more important than solving a problem because asking a new question from a new perspective needs developing students' creative imagination and solving a problem may be just a skill in mathematics and experiments. Teachers of college English teaching should put forth effort to guide students to learn to question because questioning could stimulate their strong enthusiasm and sense of seeking for the new. Teachers should not only instruct students to establish their internal learning motivation, but also help them to improve their cognitive skills and lay a solid foundation for the formation of critical thinking skills.

Secondly, it is still essential to focus on personality development of students. English is a public compulsory course in colleges and universities in China. Admittedly, it is impossible to implement teaching in small classes due to the large number of students with limited time and heavy workload of teachers. Therefore, it is difficult to develop students' personal characteristics in such class. However, opportunities and challenges coexist in such situation. Personality development of students in college English teaching is one of important elements of cultivating creative and critical thinking skill of students. It is effective to improve the development of characteristics of students by means of reforming evaluation methods and tools. New evaluation methods and tools could motivate students to explore the positivity and initiative of students and encourage them to build up self-confidence of critical thinking.

Thirdly, it is also crucial to establish a teaching philosophy of cooperative learning. Although students may have something in common such as in knowledge, experience, personality, attitude and hobbies, they are still quite different. College English teachers should learn to know the differences among students first through cooperative learning in class in order to promote mutual understanding and achieve emotional resonance between teachers and students. Thus, to fully mobilize students' enthusiasm, to exploit their advantages and to compete each other could obtain optimal learning outcomes through teamwork. How to develop critical thinking skills of students through cooperative learning is an urgent task to finish right now. It must meet the following demands. In the first place, group members should have the same goal and shoulder responsibilities. In the second place, the common goal should be divided into sub-goals or sub-tasks, and the tasks and responsibilities of group members should be clarified in accordance with the principle of complementary advantages. In the third place, the group members should finish tasks according to the specific plans and maintain effective communication in time. After task completed, each member should discuss and analyze the problems and find out defects in order to gain a better conclusion. In the final place, the overall performance should be evaluated based on each member's performance in the team and the results of tasks. Each member could give evaluation to each other within a group, and groups could give evaluation to each other as well. During the whole process of teaching, teachers are always working as participants, consultants, mentors and supervisors. They pay close attention to the overall progress of the students' cooperative learning and provide them with advice and help during the entire process in order to encourage them to take the initiative to explore, analyze and solve the problems. Cooperative learning could help students develop their critical thinking skills. During learning, students and teachers could not only communicate and discuss with each other, but also exchange ideas and emotions. Therefore, a better and warm relationship between teachers and students could be more harmonious. Students could get more opportunities to think and have more rights to learn what they want to learn.

Last but not least, it is necessary to emphasize humanistic concern. Humanistic concern means giving more care, love and respect to human's survival and development. The role of emotions should be stressed during the process of modern teaching. College English teachers should always be concerned about changes of some emotional factors such as interest, confidence, motivation and attitude of students in daily teaching and timely interact with them in order to establish an equal and harmonious relationship between teachers and students through mutual trust. They still need to guide students to build up a lasting internal mechanism and beliefs so that they could put great effort into English study.

The Training of Critical Thinking Skills Should Be Covered in College English Curriculum Requirements

As *College English Curriculum Requirements* plays an important role in college English teaching, teachers and students are all confined by it during the process of teaching and learning. However, to train students to get critical thinking skills is not included in it and there are no evaluation systems about critical thinking in it either. It is necessary to define critical thinking in *College English Curriculum Requirements* and clarify the core quality of it. It is still essential to stipulate evaluation system for critical thinking in order to achieve teaching goals. Hence, if there is a clear provision for critical thinking skills training in *College English Curriculum Requirements* to ensure the college English teaching, teachers could take the initiative to actively and consciously implement related teaching activities in practice. Meanwhile, Students may pay close attention to critical thinking and change their original concept of learning and accept new leaning motivation.

Combination of Knowledge Learning and Language Learning Based on the Course

According to the theory of critical thinking, the skills of critical thinking can be trained. Students could gradually acquire self-control ability through classing learning and training. They constantly examine, adjust and evaluate their thinking ability so as to give full play to initiative. After that, they would grasp cognitive skills and emotional characteristics by the training of cognitive skills and emotional cultivation.

The training and teaching of critical thinking skills can be divided into two categories: one is an independent course; the other is based on the course. The independent course refers to set up specialized courses about training of critical thinking skills, which students could select and learn to master critical thinking skills. The course based on the content is the course based on teaching methods of foreign language learning. Students could not only acquire language knowledge, but also improve their language skills and critical thinking skills through learning. In western developed countries, there are specialized courses about critical thinking skills training. Although it is logical to set up specialized courses to train students to grasp critical thinking skills, such courses require a large number of professional teachers and resources. At present, many universities are under the pressure of credit hours requirement and compressed hours of non-major courses. It is difficult to set up such courses in practice in China. In contrast, students should not only learn professional knowledge, but also improve their critical thinking skills through studying content-based courses. They would learn to analyze and solve problems through learning the contents of critical thinking and professional knowledge. Accordingly, it is more feasible to set up these content-based courses in China. The improvement of critical thinking skills is indispensable of language expansion. Linguistic skills are the products after the interaction of language and thinking skills.

Reform of Instructional Design

Modern college students are open-minded and keen on mental activities in the era of internet. They are passionate in trying new thoughts due to the influence by the interactive media communication mode such as mobile phone or internet. They have a sharp sense of perception and independent judgment on new things and social issues. They wish they could learn what they like and they hate those “cramming styles” teaching method. The reform of English teaching in China on the first stage focuses on the reform of teaching mode, and does not pay much attention to the teaching process. Although students are the center of teaching process and many teaching methods are improved during reform, the instructional design is still lack of innovation. The organization of classroom activities bases on textbooks and could be out of textbooks to some extent. The design of teaching tasks should be extended and expanded besides that of exercises on the textbooks. There are two aspects which should be changed in instructional design. On the one hand, the existing problems setting should be processed in order to meet the demand of critical thinking classroom teaching. On the other hand, students should be given enough time and space to improve their cognitive skills by means of utilizing their knowledge. In college English teaching, some questions could be designed after language learning, which could mobilize students’ thinking. Students could be more interested in such activities because they could develop their abilities such as analysis and evaluation.

Conclusion

With the rapid development of communication technology, the contemporary college students must have some comprehensive abilities and qualities such as gathering and examining information quickly within a limited period of time, and making an objective and reasonable evaluation to cope with such situation.

To cultivate critical thinking skills of college students is not only associated with the overall development of students, but also linked to the realization of long-term national development strategy. However, the development of critical thinking skills has not been much emphasized in college English teaching in China. Therefore, it is the time to reform college English teaching to ensure that college students could obtain critical thinking skills by creating a warm classroom atmosphere, strengthening independent learning, and reforming evaluation method. Thus, in this new era, college English teaching is becoming a challenging career. The traditional teaching ideas, educational system and method are faced with challenge as well. Constant innovation of traditional teaching mode is of great theoretical and realistic significance.

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An Integration of Multiple Teaching Methods in the Compilation of College English Courses Based on New Technology

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[Abstract] *With the rapid development of technology, the world has gone into the internet plus era. Faced with the situation, everything takes on a new look, so does the college English teaching. This paper explores some new teaching schemes in college English based on new technology, such as internet, computer, mobile termination application, etc. The teachers don't focus on listening, speaking, reading, writing and translating separately, but integrate them together. Meanwhile, the teachers also try to keep a balance between traditional language skills and dynamic teaching model in order to develop the students' learning strategies and widen their international version. The results show that it is beneficial to develop students' English comprehensive ability and self-learning ability.*

[Keywords] *new technology, college English teaching, communicative competence*

Introduction

The internationalization of economy and integration of information has led to the frequent international trade and communication, which requires more and more English talents. China's "Going Out" strategy and the development of higher education have posed new challenges and set new requirements for college English teaching (Shu, 2016). The newly drafted *College English Curriculum Guide* has also listed multiple and multilevel requirements as the major objectives of college English teaching. In the new period, it is necessary for the higher education to seek ways to diversify teaching methods and explore new teaching models of college English teaching in order to achieve new objectives.

The new technologies, including internet, multi-media, and computer have penetrated into every field in the world. What kind of influence the internet plus era will have on the college English teaching and how the teachers should prepare for teaching become heated topics. Thus we need collaborative development between teacher and students in the practice; the teacher has to transform teaching methods quickly and put the students at the teaching center; real learning and virtual learning have to be combined each other. Only in this way, can the college English teaching greatly be improved.

In our English classes, we make good use of new technology, which can provide rich learning resources for students, such as Longman interactive English, iTEST system and the compositions from Pigai Network, etc. In the mean time, the students can learn English in their spare time in library, dormitory, as well as classroom. All of these facilities and methods motivate students to learn English with pleasure. The college Eng-

lish learning is not regarded as a burden, but a colorful and interesting subject. As a result, listening, speaking, reading, writing and translating skills can interact to develop students' overall language competence.

The New Design of College English Courses

The traditional English classes are classified into teaching, speaking, reading and writing mechanically and the students are tired of this course. The college English teaching is in a dilemma. It is vital for us to re-design the content of the courses in order to change the current situation and achieve teaching and learning objectives of college English courses. The new design is filled with a variety of online materials which provide clear and specific objectives. Particularly, the students are closely associated with new technology, such as internet, computer, mobile termination application, etc. Meanwhile, the courses enlighten the students with humanistic values and improve their language competence and autonomous learning.

An English Video course with humanistic and scientific features

The textbooks have to satisfy the learners' demands (Cunningsworth 1995; Cheng & Sun, 2011). It is their objective needs for students to make effective communication in English about study and life. Thus the textbooks ought to offer students support and help. An English video course has a series of characteristics that can match students' requirements.

Output is based on adequate input so that the learners can express themselves with ease. The video course advocates learner-centered and puts emphasis on exploiting learner's potential, which pays much attention to the importance of emotion and attitude. The humanistic purpose of education can develop students' some essential skills, such as coping with stress, getting on well with others and achieving success, etc. and exerts a subtle influence on their characters. On the other hand, the students can learn some language knowledge and strategies in the video course and deal with a variety of academic requirements. On the basis of this course, the students have become familiar with foreign cultural situation and improved their listening and speaking. As a result, they can express themselves about their study and their opinions.

The addition of Interactive English

It is significant for English teachers to foster students' "communicative competence" (Hymes, 1971b). Thus it has become the focus of English teaching to cultivate students' communicative skills in real life and to develop students' communicative competence. Considering the concrete condition, we can't offer adequate real situations for students to communicate with foreigners.

Interactive English - virtual learning on internet is a perfect option which is effective in promoting the students' language proficiency.

The mobile termination application of Interactive English consists of the following characteristics. In the first place, the students can experience the overseas life and work setting which strengthen their listening efficiency. What's more, the program of role-play contributes to improving the students' communicative competence. In the mean time, this application is equipped with standard American pronunciation and supplies the video playback which can help the students read English correctly. Finally, the students can add notes and bookmark to the system so that it is very convenient for them to go over what they have learned.

The experiencing classes about culture

As Lado states, the goal of learning a foreign language is the ability to use it, understand its meanings and connotation in terms of the target language and culture (Lado, 1964). Obviously, our English learning is bound up with culture. The students are eager to acquire knowledge about foreign cultures as well as spread their own culture. Therefore, the culture teaching is increasingly becoming essential in college English.

Experience plays an important part in culture teaching. It can help learners perceive the foreign cultures, for instance, the ways of life, customs, beliefs etc.; it can help learners widen their horizon and avoid the cultural shock; it can help learners master the foreign language and put it into practice. In order to achieve the objectives of college English teaching to improve students' communicative abilities, some courses connected with culture such as English dubbing, English drama performance and English speech are devised and they are popular with students.

The adoption of Pigai Network

English writing is an important part in college English teaching. While the teachers spend much time and energy correcting students' compositions, they will not be satisfied with the teaching results. In order to complete the writing teaching effectively, teachers have been exploring new methods all the time. Even the research abroad suggests that we should make good use of internet resource, which not only can enhance the students' vocabulary and grammar but also their output in writing (Day & Bamford 1998; Grabe 2009; Hedgcock & Ferris, 2009). With the development of new technology, an efficient and convenient App of pigai.org is introduced into college English teaching. and it solves the difficulty of how to save manpower and time in English writing teaching.

Compared with the artificial correcting, pigai.org bears many advantages. Some common mistakes and errors about vocabulary, matching and grammar can be autonomously identified, and in some degree, the teacher has been freed from the very tedious work. In addition, the guidance and suggestions along with grades are put forward so that it is very clear for the students to revise their compositions. And mostly, the system has the function to check whether a student copies or not, which supervises the students to finish their compositions on their own. Based on this internet device, the teacher and the students benefit a lot in English writing.

Effective Methods Integrated in Teaching Practice

The experienced teaching in college English

The experienced teaching is set in a learner-centered situation in which both the teacher and students are involved in the learning process exchanging their feelings and ideas. Just as Liuhong (Liu, 2009) pointed out the research on culture had become the central topic about language and culture teaching. Thus the experienced teaching is mainly applied to English expanding classes-English dubbing, English speech or presentation and English drama performance.

Usually the students are divided into several groups and tasks are finished by the teamwork. The students are given some assignment in advance, which develops their autonomous learning. For instance, the students are required to search for the information such as monologue, voice-over and stage property before

English dubbing and they can learn something about dubbing by themselves. In the class of English drama performance, the students are free to select the play they like and choose the characters they love. They integrate themselves and the characters so that they perform very vividly on the platform and their input, output and language learning interests are all stimulated. In the class of English presentation, the students enjoy some famous people's speech on the internet first, and then imitate and innovate. In general, based on the experienced classes, students improve their manipulative ability and their capacity to communicate in English.

The transformation of roles between teacher and students

According to the traditional principles in class, the teacher makes a plan about what to teach and how to teach. However, in the environment of new technology, the college English teaching becomes more flexible than before. The students are more combined with internet, computer or mobile phones rather than the teacher. To some extent, the teacher and the students transform their roles mutually and English teaching becomes learner-centered. That is, the teacher has changed his central role into auxiliary staff. He is not the sole leader and many leaders come from the students' teams, which can lead to an equal relationship and avoid the frightened feelings toward the teacher. When it comes to valuating students' performance, everyone is entitled to comment on the language, action, emotion and clothes, etc.

The student-centered English teaching is increasingly popular with the students. Much more chances are supplied to students to practise their listening and speaking freely and creatively so that the students can solve problems with what they have learnt and apply them to realities. The teacher, as an adviser, has to monitor the students' interactions and activities; he has to make sure whether they can create more efficient communication; he has to cope with students' exceptional problems; he also needs to summarize and comment on the students' unexpected language activities. Therefore, the teacher still plays an important role even with the help of new technology in college English.

The application of Fun dubbing

As we know, there is a distance between learners' knowledge and their behavior, or between what one should do and what one actually does (Ren, 2004). In order to develop the learners' ability to use English effectively in practical communication, we apply the Fun dubbing in our English and the results show that it is beneficial to motivate the students to learn English.

Fun dubbing is carried out by students in their mobile phone and it is very convenient for them to apply in classes. The students can practise their oral English by dubbing English videos offered on the internet. Especially, every sentence in a video is listed separately so that the students can imitate repeatedly. What appeals to the students most is that they can upload their dubbing records by UGC and share them with others together.

Fun dubbing has the following characteristics and arouses the students' interest in English learning. This APP gets rid of the dull learning atmosphere and students go into a relaxing and funny environment, which is in favour of achieving the study goals. Moreover, the new words in video can be directly translated as long as you click them and the students enlarge their vocabulary easily. In the meantime, it is furnished with abundant learning resources, such as US TV series, cartoon films, etc. The application of Fun dubbing

opens up a new field for the students to learn English in a different way.

Conclusion

The researchers and teachers have embarked on the reform of college English teaching from a different perspective since our life is linked with new technology. Internet, computer and mobile terminal change our life, and so does the English teaching. Based on the technology, both the courses and the teaching approaches have been redesigned to keep up with the modern pace. Faced with the international situation, we formulate new schemes for college English teaching and match them with appropriate teaching methods on the basis of orientation and objectives.

In general, the redesigned English courses embody many new improvements. The multifunctional and stylistic contents are integrated with cultural elements, which provide sufficient input for students to express themselves. The new technology extends students' learning time and space, which is an effective remedy for the limited English classes and develops learner autonomy. At the same time, English teaching is equipped with novel methods that are vivid and dynamic. The teaching model shifts from teacher-centered to student-centered. The integration of various methods proves that it is beneficial for the students to achieve their learning goals and they have improved their comprehensive ability in English learning.

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A study of Correlation Between Metacognitive Strategies and English Listening Proficiency in Cooperative Learning

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[Abstract] *This study investigated the effect of metacognitive strategy on 41 non-English major students in their listening learning. In 16 weeks, the study was conducted via questionnaire survey, the pre- and post-test, metacognitive instruction and interview. The results were as follows: (1) cooperative learning can help students relax their pressure, reconstruct their knowledge and become interested in English learning; (2) metacognitive strategies are helpful to students' listening ability; (3) the cooperative learning, under the guidance of metacognitive strategies, greatly stimulates students' learning enthusiasm and enables students to actively participate in classroom learning activities.*

[Keywords] *metacognitive strategy; cooperative learning; English listening*

Introduction

With the fast development of Chinese economy and the influence of the reform and opening-up policy, the international exchanges have become increasingly frequent in China. English as a world language plays a vital role, especially English listening. According to American linguist W. M. Rivers (1984), in daily language communication time, listening occupies forty-five per cent, speaking thirty per cent, reading sixteen per cent and writing nine per cent. Gary (1975) believes listening comprehension in foreign language teaching and early learning occupies a prime position, and its advantage is reflected in four aspects: cognition, efficiency, practice and emotion.

Present Situation of English Listening

Without language input, it would be impossible to have the language output. Listening is in the dominate position in language learning. Anyone who wants to learn language well, the first problem one should face is listening in almost all language learning. Therefore, much attention should be paid on listening study. Functional linguists preferred that language is rather an interpersonal communication tool than an isolated structural system. Cognitive psychologists believe that listening comprehension is a complex psychological process. It is a positive resolution of the acoustic signal, screening, combination, memory, interpretation, storage and forecasting process. According to information processing theory and cognitive learning theory,

listening comprehension is regarded as a positive message process, information screening process and information rebuilding process. Some people also consider that listening comprehension is the result of the psychological mixed process of what you hear as well as linguistic knowledge and background information. In this study, we believe that listening is a comprehending, active and conscious procedure. Under the guidance of useful strategies, listeners can better understand the materials.

Theoretical Background

Metacognitive strategies

O'Malley & Chamot believes that metacognitive strategies regulate the learning process of learners. It is a high-level technique that can be used to plan, regulate, monitor and guide the learning process. Metacognitive strategies can be divided into three categories: planning strategy, monitoring strategy and evaluating strategy. The planning strategy refers to the planning and arrangement of the objectives, processes and steps of the learning activities before the learner's study. For example: determine learning goals, predict learning time, etc.. Monitoring strategy refers to monitor the whole listening process with consciousness. Evaluating strategy is to evaluate the process and adjust the strategy according to the actual situation.

The relationship between listening comprehension and metacognitive strategies

Early in 1990, some researchers found out that less successful learners were not lack of specific cognitive strategies and skills. Studies have shown that the use of learning strategies in listening comprehension can help to improve listening comprehension, and metacognitive strategies are particularly important. O'Malley & Chamot (1990) once mentioned that metacognitive strategy has a potential role to improve listening comprehension level, also it can effectively help students regulate their listening learning. Nowadays, researchers and teachers are focusing on different study strategies. But study on metacognitive strategy training is less. Therefore, this study attempts to explore the relationship between metacognitive strategies and EFL learners' listening comprehension through experiments.

Cooperative learning

Cooperative Learning (CL for short) has been developing over 40 years since 1970s. Johnson & Johnson (1993, p. 211) defines: "Cooperative learning is the instructional use of small group so that students work together to maximize their own and each other's learning." CL is a formal instructional approach in which students work together to finish their tasks. Every member contributes a little to the whole team. In their learning, students build up an intimate relationship, as well as a study atmosphere in class. Only by doing that, can they learn how to study and how to cooperate with others in their future life.

Research subjects

The subjects of this study are 41 freshmen (20 male students, 21 female students) from a private college in Xi'an, whose majors are Engineering Cost. They have studied English for more than 6 years. But few of them knew listening strategies, let alone the metacognitive strategies. They have English listening class (90 minutes) once a week and are appointed to take

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Listening and Speaking Book I as their text books. The experiment would last for 16 weeks.

In the experiment, the author used the English band 2 test paper to test their English listening level. The reason to choose band 2 test paper as the pre-test and post-test paper is that the subjects' real English level is not high. Meanwhile, they rarely took the listening class in high school. If the test paper is too hard for them, it would be invalid. At the end of the experiment, the same level of the test paper was used in the post-test for both the validity and reliability.

At the beginning of the semester, a pre-test would be given as well as a questionnaire to get the data. Then in the following 15 weeks, they would learn how to use metacognitive strategies in listening class. After that, they would take a post-test and fill in a questionnaire.

Data Collection and Analysis

Data obtained from the pre-test and post-test listening tasks were used to response to the first research question to determine students' improvement in listening proficiency. We analyzed the scores for the following instruments in the quantitative analysis. We had the pre and post listening tests. The statistical method used for analyzing the data was analysis of Paired-Samples T Test using SPSS 17.0 to measure their differences. The reason why the subjects used as one unit and has been tested twice is that the samples are not big and it is easier to see the results clearly and simply. According to Wikipedia, paired samples t-tests typically consist of a sample of matched pairs of similar units, or one group of units that has been tested twice (a "repeated measures" t-test). The quantitative data analysis would give a detailed picture of how they make progress due to the strategy training.

Pre-test and Post-test

Table 1. Paired Samples Statistics for Pre-test and Post-test

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	preT1	8.6829	41	2.69666	.42115
	postT1	11.6341	41	1.81323	.28318
Pair 2	preT2	2.5854	41	2.28008	.35609
	postT2	3.1220	41	2.23825	.34956

As shown in the table 1, the data suggests that there did exist the significant difference between pre-test and post-test by using the metacognitive strategies in listening tasks. The first part of the test paper is 10 short conversations and the total score is 15. The mean score of the pre-test in part one is 8.6829, while the post-test is 11.6341.

It is obvious that after the strategy training, the subjects' score did make a big progress. The second part of the test paper is cloze test. There are 5 missing words in the passage. subjects are needed to fill in the blanks after 3 times of listening.

The pre-test mean score for the second part is 2.5854, while for the post-test is 3.1220. Comparing with the first part, the second part shows no great difference. There are several reasons here. Firstly, the average English level of private college students is not high, let alone their listening ability. Secondly, in their spare

time, they seldom practice listening. Most of them only listen to English in listening and speaking class once a week. Last but not least, cloze test is much harder than multiple choices. After the tests, there was a conversation between the author and some students. One student even said *I can understand the passage and I know which word to be written, but it is hard to write the correct words. Another said I can get the main idea and know the word class, but still I cannot write the right form of the words.* All those mentioned gives researchers and teachers some hints: teachers should change teaching methods according to the reality of their subjects. For those low-level learners(private college students), interests are their best teachers.

Table 2. Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
preT1 - postT1	-2.95122	2.71985	.42477	-3.80971	-2.09273	-6.948	40	.000
preT2 - postT2	-.53659	2.54065	.39678	-1.33851	.26534	-1.352	40	.184

As it is shown in Table 2 that significant difference only existed in part one ($t=-6.948, p < 0.001$). This means subjects made real improvement in listening proficiency in the multiple choices. For the cloze test, there was no significant difference in it ($t=-1.352, p > 0.001$) which indicated that the strategy training did not contribute substantially to the improvement of students' listening proficiency. The pre- and post-test mean difference was too small to be counted; it might be taken as a natural improvement of the course study.

From the data we can answer the question that metacognitive strategies do improve students' English listening scores.

Efficient Listeners VS. Less Efficient Listeners: Application of Metacognitive Strategies

For the further research on the differences between efficient listeners and less efficient listeners' listening strategies, the author interviewed 8 students: 4 are efficient listeners and 4 are less efficient listeners. The first part is an interview of how they usually do in their listening practice.

The following are answers from efficient students:

S1. Apart from finishing my listening homework, I listen to English materials of all kinds: VOA, BBC, CET4, etc. I like English movies a lot, especially cartoons. For one single movie, I always watch more than 5 times. Only by doing that, can I learn something from the movie. I also chat with people in English and I like to make friends with foreigners and it benefits me a lot.

S2. While listening to materials, I am used to writing notes or some key words. Even I fail to grasp one or two key words, I also can get the right ideas from my notes. It is a good habit in learning listening.

S3. For my part, I often pay special attention to the beginning sentences and the last sentences of the listening materials. From that, I grasp the general meaning and can easily do the exercises correctly.

S4. Before the listening begins, I quickly glance the given choices and try to get the general ideas of the following listening materials. After practice it for some times, it is easy for me to get the main idea even before the listening starts. For me, it is very efficient and useful.

Next are answers from less efficient students:

S1. After class, I seldom listen to English. But sometimes I watch English movies with Chinese subtitles. It is hard for me to learn English and I have little interest about it. In listening class, I only try to finish the assignment that the teacher asked.

S2. Each time I try to get every word clearly; if not, it would bother me and I couldn't concentrate on the following listening materials. I know it is a less efficient way on learning listening, but I am used to it. Later I will try to change and do the listening better and better.

S3. Before listening begins, I usually guess which is the right answer instead of listening to the passage carefully. Once I choose what I think is the correct answer, it is not easy to change my idea. It really bothered me a lot. I will find a better way in the future study.

S4. While listening, I am passive to follow the materials. The reason is that I am poor in English, even sometimes I can understand the listening passage, but I cannot write the words correctly.

After the interviews, we can easily draw a conclusion that the big difference between these two groups lies in their learning habits and attitudes. For the efficient learners, they have study plans and schedules in daily life and eager to learn. For those less efficient ones, they don't plan well and seldom practice their listening after class. They are passive in learning and short of self-discipline.

Application of metacognitive strategies

In order to get more information of differences between efficient and less efficient learners, the author asked the subjects to write down their reflection after the listening posttest.

Table 3. Differences of efficient and less efficient listeners in metacognitive strategies

Listeners' MS	EL	LEL
Planning	75%	50%
Monitoring	85%	60%
Evaluating	70%	45%

(MS=Metacognitive Strategies EL=Efficient Listeners LEL=Less Efficient Listeners)

From the statistics, we can easily get the idea that EL use MS more frequently than LEL. 75% EL use Planning Strategies, while for the LEL, it is only 50%. LEL seldom make planning before listening. Most of them don't know what information they will get before the listening. Once the listening materials begin, they are passive in get the key information. Comparing with the planning strategies, monitoring strategies is better in use. Even so, EL(85%) is higher than LEL(60%). Of the three strategies, evaluating strategy is easy to be forgotten. The data on EL in evaluating is 70%, for LEL is 45%--the smallest number of all.

From the data shown above, it is obvious that efficient listeners apply more metacognitive strategies than less efficient listeners. They can adjust their strategies in the process of learning and are good at plan their schedules. Also they have good study habits and are willing to learn. On the other hand, they are eager to learn and are good at learning skills. Even some less efficient learners use metacognitive strategies in their listening process, while they don't use learning strategies appropriately. But as time goes on, they will apply the strategies frequently. Here we can answer the third question that metacognitive strategies do improve learners' awareness in their listening process.

Summary

According to what we have discussed above, a conclusion could be drawn that listening metacognitive instruction has a direct influence on subjects' metacognitive awareness and English listening proficiency. Nevertheless, there are several subjects who think that they haven't made any progress after the listening metacognitive instruction. Their Metacognitive Awareness Listening Questionnaires showed that their average frequency is below 2. They also mentioned that their main barrier of English listening is vocabulary. They couldn't understand most words in the listening passages. Thus we may say that it is their low proficiency that metacognitive instruction hasn't improved their listening proficiency.

The metacognitive training proved the assumptions that metacognitive strategy training can help aware students' listening cognition and improve their listening proficiency. After sixteen-week training, both the test scores and their metacognitive awareness proved that the use of metacognitive strategies in planning, monitoring and evaluating are effective and acceptable by students in private colleges.

Conclusion

Metacognitive strategy training in cooperative learning model can be applied to the teaching of College English listening in private colleges. It can also promote the improvement of students' listening ability. Metacognitive strategy in cooperative learning model plays an active role in enhancing students' confidence in listening and speaking, stimulating students' interest in learning and relieving their anxiety. The author hopes that more language teachers and researchers participate in the study of cooperative learning and explore effective methods for College English listening teaching.

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Cultural Heritage Education in the Curriculum of Nine-Year Compulsory Education of China: Sustainability of Ethnic Languages

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[Abstract] *Ethnic enclaves in China are home to rich and colorful cultural heritage. To boost its sustainable development, the Chinese government has issued a series of policies on heritage sustainability and protection, among which those concerning cultural heritage education are of extraordinary significance. This study analyses the curriculum setting of nine-year compulsory education, with its data selected by random cluster sampling from ethnic enclaves in five provinces in Southern China. Different from the situation in other areas inhabited by Han Chinese, bilingual education (mandarin and ethnic languages) has been promoted in ethnic areas. The results reveal that cultural heritage education is covered in the curriculum of primary and secondary education in these areas, both in tangible and intangible forms. Some core subjects including Chinese, mathematics, and English, where the medium of instruction is mandarin and ethnic languages, reveal the explicit cultivation in students' awareness of ethnic language protection, while such science courses as geography allow students to visit cultural heritage sites in person, which show its implicit education in cultural heritage protection.*

[Keywords] *sustainable development, cultural heritage education, primary and secondary curriculum, nine-year compulsory education, ethnic languages in China*

Introduction

Cultural heritage (CH), a legacy with important values in history, culture, arts and aesthetics, is a live transmission of human civilizations and shared cultures. Besides, it has been deeply rooted in national cultures, and plays an important role in demonstrating national identity and reflecting aspiring national spirit. United Nations Educational, Scientific, and Cultural Organization (UNESCO)'s first definition of CH reflects its importance: "As a constituent part of the affirmation and enrichment of cultural identities, as a legacy belonging to all humankind, the cultural heritage gives each particular place its recognizable features and is the storehouse of human experience. The preservation and the presentation of the cultural heritage are therefore a cornerstone of any cultural policy. (UNESCO, 1989)" As such, cultural heritage is being ref-

erenced in the international agenda for sustainability (Pascual, 2012; United Nations, 2012).

Due to its importance, numerous studies have been conducted on CH either to investigate efficient tools for understanding CH (Mongy, 2014) or to explore its preservation (Perez-Alvaro, 2016). The differences in characteristics and inheritance modes of CHs come with the distinctness of protection mechanism of CH in different regions. As one of the birthplaces of modern civilizations, with time-honored history, abundant natural resources, diverse cultures and rich cultural and natural heritages, China stands as one of the nations with the broadest types of world heritages in the world and ranks 2nd in the world heritage list. By the end of June 22nd, 2014, the number of world heritages in China had reached 47, including 33 cultural heritage, 10 natural heritage and 4 mixed heritage. Chinese CH has been characterized by its wide coverage, variety and high involvement with ethnic groups.

China is a unified multi-ethnic country with 55 minority groups. The ethnic groups have contributed much to preserving Chinese CH, as it is found that most Chinese intangible cultural heritages are presented by the medium of ethnic languages and Chinese dialects, for example, Xinjiang Muqam, Mongolian Longtune, the Dong Chorus, Khoomei Singing, Farming Dance of China's Korean Ethnic Group, Qiang, and Re-gong Art. In addition, literature works written in ethnic languages also contributed to the diversity of Chinese culture, and thus posed dramatic impacts on the Chinese society. These typical works include the Gesar (Tibetan), Manas (Chinese Kirgiz), Creating History (Naxi Nationality), Qin Niangmei (Dong Nationality), all being regarded as treasures of the traditional Chinese national culture.

Due to slow economic growth in the ethnic areas (Bao, 2010), no much effort has been made on CH protection (Yao, 2016), which caught scholars' wide attention. In the past decades, there has been accumulating body of research in CH studies on problems concerning protection measures and solutions in ethnic areas in China. For instance, Zhu (2016) investigated intangible cultural heritages in the ethnic areas in Qiqihar in the North of China, and examined specifically the status quo of ethnic language protection [8]. After analysis, Zhu argued that ethnic language protection should be planned and implemented step by step, ranging from the preliminary phase, the middle phase, to the advanced phase. Besides, Zhu also raised a sustainable protection and development path of ethnic languages, which involves nine steps of investigation, recording, documentation, exploration, allocation, utilisation, development, monitoring, and management (Zhu, 2016). Dai et al. (2013) analysed the space distribution of state-level and regional-level intangible cultural heritages in Guangxi, and summarised their characteristics (Dai et al., 2013). Based on findings, Dai et al proposed setting up preservation area for intangible cultural heritage, with consideration on their spacial distribution features, categories, and administrative region planning. Notwithstanding, little research has been done on cultural heritage protection in Chinese ethnic areas from the perspective of education (Dai et al, 2013). In view of this, this study aims to approach cultural heritage protection from the perspective of curriculum setting, and investigates cultural heritage education in nine-year compulsory education in the five provinces in Southern China.

Nine-Year Compulsory Education (NYCE) of China

Nine-year Compulsory Education of China (NYCE) is required by the Compulsory Education Law of the People's Republic of China, and was reinforced in 2008. The concept of Balanced Education Development, which is the core value of education modernization, interprets the essence of nine-year compulsory educa-

tion (Liu, 2006). In the compulsory education level, huge discrepancy of education resources between regions, cities, towns, schools, and individuals has led to serious social consequences. Thus, nine-year compulsory education is a good attempt to optimize education system and ensure education equality.

As stipulated by law, free compulsory education must be provided to school age children and teenagers. Governments at all levels, schools, and individuals shall not deprive any school age child of the right to receive free compulsory education (Qian, 2006; Ministry of Education China, 2006). The nine-year schooling in primary and junior secondary schools pertains to compulsory education. According to different education mechanism designs, there are mainly three types: 6+3, 5+4 and 9, which means six-year primary education and three-year junior secondary education, five-year primary education and four-year junior secondary education, and straight nine-year compulsory education (Chen, 1999). In some minority areas, eight-year compulsory education is adopted with five-year primary education and three-year secondary education, but the tendency to transit into nine-year compulsory education can be foreseen.

Cultural Heritage Education

CH can be tangible and intangible. Tangible heritage refers to what is physically touchable, such as buildings, surrounding, monuments or paintings. Intangible heritage, on the other hand, is immaterial, such as local custom, way of life, music, dance or literature (UNESCO, 1989). A diversity of CH in the world is the legacy of human-beings and an irreplaceable source of spiritual and intellectual wealth that can be passed on generation after generation. As an invaluable and irreplaceable source, CH has also confronted with a host of natural and man-made threats (e.g., earthquakes, flooding, landslide, military action, and industrial development) (Rabeeh et al., 2017). A number of studies have been made on CH preservation and called for more thoughtful interventions for CH sustainable conservation. Among those studies, some suggest that public awareness of CH preservation can be ideally raised through education (Copeland, 2006; Schindler & Bonebright, 2011).

CH education can be considered as a pedagogical process in which students are able to learn about heritage assets. The learning process is focused not only on knowledge but recognition and importance given to social heritage (Fontal, 2003). For instance, the teaching of history can also be punctuated by visits to some interesting historical towns and monuments except the students' textbooks. In this way, the awareness of CH protection is strengthened in the history course. As Copeland (2004) states that "CH education is not merely to increase students' knowledge of historic sites, but to inculcate a sense of ownership over these historic objects and traditions, thus making them actively responsible for the conservation of that heritage" (Copeland, 2004). Therefore, it can be said that the CH education in different courses at school helps students understand the knowledge of heritage.

With regard to CH protection in China, while the aforementioned research displays promising approaches to CH conservation in ethnic areas, very little is known of how CH education is realised in the school curriculum in ethnic groups. The following section sets out the methodological approach to the present study.

Method

Research Questions

To address the identified gap of previous research, this study investigated curriculum of Nine-Year Compulsory Education in ethnic groups in the southern China. It set out to examine to what extent the curriculum cultivates an awareness of and sense of respect for CH. Specifically, the study sought to answer the following questions:

a. What is the Curriculum of Nine-Year Compulsory Education in the areas inhabited by ethnic group in the southern China?

b. How is the heritage related to the Curriculum of Nine-Year Compulsory Education in the areas inhabited by ethnic groups in the southern China?

Study Area

To address the research questions, this study chose southern China as study area comprising four provinces and one autonomous region. The study area focused on ethnic groups. This was motivated by their education status as bilingual education (Wu, 2010) and by a relative paucity of curriculum research involving these areas. As suggested by previous research (Ma, 2013), teaching subjects in the ethnic areas of China can be classified into two types: the first type refers to those ethnic groups with fair foundation in ethnic languages featured by a relatively comprehensive ethnic language teaching system established in the initial period of the PRC, including Mongolian Nationality, Korean Nationality, Uygur Nationality, and Kazakh Nationality in the Northern China, while the second goes to those ethnic groups in the Southern China, which established their ethnic language teaching system in a late period, and adopts ethnic languages as secondary medium of instruction in the classroom setting. The distribution of ethnic groups can be seen in Figure 1. Conceivably, inclusion of curriculum in the Southern China might shed light on the current studies on education among ethnic groups inhabiting in the south of China.

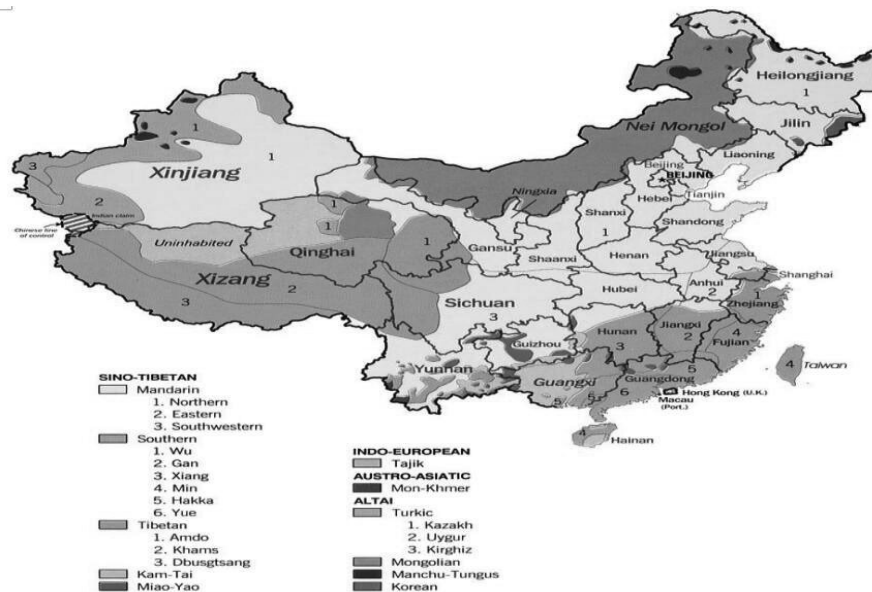


Figure 1. China and Its Main Ethnolinguistic Regions adopted from University of Texas Libraries

The current study mainly analysed the NYCE curriculum setting in ethnic groups in the Southern China, by sampling data from five ethnic enclaves in Sichuan, Guizhou, Guangxi, Yunnan and Hainan (see Table 1). These provinces or autonomous regions were selected as the target study area because there is a sizable and bilingual ethnic language-speaking population in these regions. For instance, as Figure 1 shows, the ethnic group of Miao-Yao is largely inhabited in Guizhou province. The school curriculum and the education of CH in these regions are different from that in Mandarin-speaking areas due to the specific ethnic culture.

Table 1. The study area in the current research

Province or Autonomous Region	Ethnic Groups Included
Sichuan Province	Tibetan Autonomous Region of Muli (100°03'E--101°40'E, 27°40' N ~ 29°10'N), Ebina Yi Autonomous County(103°15'E ~ 103°33'E, 29°15'N), Mabian Yi Autonomous County(103°15'E-103°49'40"E, 28°25'30"N ~ 29°04'14"N), Beichuan Qiang Autonomous County (103° 44'E~104° 42'E, 31°14'N~32°14'N)
Guizhou Province	Qiandongnan Miao and Dong Autonomous Prefecture(107°17'20" E ~ 109°35'24", 25°19'20" ~ 27°31'40"), Qiannan Buyi and Miao Autonomous Prefecture, Qianxinan Buyi and Miao Autonomous Prefecture(104°35'E ~ 106°32'E , 24°38'N ~ 26°11'N)
Guangxi Zhuang Autonomous Region	Nanning City (107°45'E ~ 108°51'E, 22°13' ~ 23°32'N)
Yunnan Province	Dai Autonomous Prefecture of Xishuangbanna(99°55'E ~ 101°50' E , 21°10'N), Bai Autonomous Prefecture of Dali (98°52'E ~ 101° 03'E , 24°41'N ~ 26°42')
Hainan Province	Changjiang Li Autonomous County (108°38'E ~ 109°17'E , 18°53' N~19°30'N), Baisha Li Autonomous County (109°02'E ~ 109°42' E , 18°56'N~19°29'N)

Analytical Procedure

This study first conducted random sampling of at least 10 schools at primary and secondary levels in each ethnic enclave as described above, covering both the rural and urban schools in different regions. The coverage of schools in the study area is described in Table 2, and the list of schools can be found in Appendix A. While discussing the curriculum, we were confronted with an immediate challenge: the curriculum announced by the local ministry of education on the official website is not consistent with the actual curriculum. Therefore, we decided that the researchers should first check the curriculum on the website, and then consult with the main responsible person for curriculum at each school. The curriculum schedule is subject to the version approved and released by the local education administrative departments. To ensure validity and accuracy, the researchers confirmed with the school management team via phone interview. In the process of analysis, the researchers administered phone interviews in certain schools, and discussed issues con-

cerning teachers' perceptions on cultural heritage education in the curriculum setting. The questions of phone interview are as following. First, what the curriculum is at your school. Second, how the curriculum is related to CH. The differences of initiated curriculum among these regions were discussed in terms of local economic development.

Table 2. The coverage of schools in the study area

Province/ Region	Study area	Nationality	Number of School	Name of School
1. Sichuan	Tibetan Autonomous County of Muli, Ebian Yi Autonomous County, Mabian Yi Autonomous County, Beichuan Qiang Autonomous County	Tibetan minority; Yi minority; Qiang minority	39	No. 2 Primary School of the City Area, Central Primary School of Lewu Town, E' bian Middle School, Dabao Middle School, MabianYi Autonomous CountyMiddle School, Tongkou Town Central School, etc.
2. Guizhou	Qiandongnan Miao and Dong Autonomous Prefecture, Qiannan Bu Autonomous Prefecture, Qianxinan Bouyei and Miao Autonomous Prefecture	Dong Minority; Bouyei Minority; Miao minority	27	Chengguan NO. 1 Middle School, Shibing County, The 1st Ethnic Middle School of Liping County, Guizhou, Duyun No. 9th Comprehensive Primary School, Weng'an No. 2 Middle School, Guizhou, Yan'an Road Primary School, Niuchang Middle School, etc.
3. Guangxi	Guangxi Zhuang Autonomous Region	Zhuang Minority	10	Minzhu Road Primary School, Nanning, Tiantao Experiment School(Primary) Nanning, Binhu Road Primary School, Nanning, etc.
4. Yunnan	Dai Autonomous Prefecture of Xishuangbanna, Bai Autonomous Prefecture of Dali	Dai Minority; Bai Minority	19	Jinghong City No.1 Primary School, Yong Jinghong Primary School of Xishuangbanna, Jinghong City No. 2 Primary School, etc.

5. Hainan	Li Autonomous County of Changjiang, Li Autonomous County of Baisha	Li Minority	21	Honglin School for Employees' Children , Wulian Primary School, Changjiang No. 1 Primary School, Changjiang Ethnic Middle School, Haiwei Middle School, Baisha No.1 Primary School, etc.
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Results and Discussion

The curriculum schedule of NYCE in the study area is reported in Table 3. While the subjects of NYCE are similar across the five regions, the academic year is different at each school. With regard to the academic year, a similar pattern was observed. Based on the findings, six-three school year system (i.e., six years at primary school and three years at middle school) is mostly found at public schools, and five-four year school year system (i.e., five years at primary school and four years at middle school) can be found at private schools.

Table 3. The subjects of NYCE in the areas inhabited by ethnic minority group in the southern China

Subjects (Year 1,2,3,4,5/1,2,3,4,5,6)		Subjects (Year 6,7,8,9/7,8,9)	
Core subjects	-Chinese	Core subjects	-Chinese
	-Mathematics		-Mathematics
	-Foreign Language		-Foreign Language
Basic subjects	-Morality and Life(Social)	Basic subjects	-Ideology and Morality
	-Moral Education		-History
	-Geography		-Geography
	-Science		-Science
	-Physical Education and Health		-Physics
	-Arts(Music and Fine Arts)		-Chemistry
			-Biology
			-Sports and Health
Elective subjects	-Inquiry-based Learning		
	-Information Technology		

The core subjects, basic subjects and elective subjects revealed in Table 3 are examined through the local official website and phone interview. After phone interview, we could find that bilingual teaching is adopted in these schools, with Chinese mandarin and ethnic languages being the medium of instruction. Research findings also show that ethnic language courses have been set up in most areas, for instance, two-session Zhuang language course per week in Guangxi Zhuang Autonomous Region. The different forms of CH cul-

tivated in specific subjects are discussed in the following sections.

Chinese

The primary goals of teaching Chinese in primary and secondary schools are to cultivate students' literacy, verbal skills, and writing ability, help them develop good learning habits, and shape their moral characters (Ministry of Education China, 2006). Under such a training scheme, students in ethnic groups are required not only to master Chinese Pinyin, but also acquire the ability to apply the local ethnic language. In this sense, the Chinese subject is more than one that imparts Chinese related knowledge. In the samples we research on, it is found that the Chinese course enables students to obtain basic knowledge of Chinese and ethnic language, as well as develop students' awareness of cultural heritage protection through a tailored design of curriculum delivered in a wide variety of teaching pedagogies such as ethnic-featured folk tales, allegories, fairy tales, novels, and poems.

History

In ethnic areas, History is put on teaching schedule after the seventh grade. History teaching, one of the important tools in training students with lofty ideals, moral integrity, better education and good sense of discipline, plays a significant role in Chinese moral civilization construction and national situation education. History mirrors the present society, and helps predict what is to come in the future. The History course in ethnic areas extends from classroom instruction to social activities. Research results show that in the History course of Kaili No. 9th Primary School of Guizhou Qiandongnan Miao and Dong Autonomous Prefecture, field visits are arranged to such historical sites as Folk-style Architecture of Miao Nationality, Drum Tower of Dong Nationality, and Bridge of Flowers. The emergence and development of every science cannot be separated from the temporal historical conditions, which means good knowledge of history will facilitate the learning of other subjects. The History module in ethnic areas includes tangible and intangible cultural heritage education.

Geography

Geography education in China has in some form been compulsory at NYCE (Ministry of Education China, 2006). Currently, all students in the researched schools are required to have some form of geographical education. Based on the phone interview, geography lessons in the study area and geography teachers are the specific settings in and through which the crucial empirical information, ideas, and CH of this discipline are transmitted. The geography module enables students to better acquaint with their living environment, gain more geographical knowledge about China and the world, and master some skills to cope with problems in real life. In addition to delivering basic knowledge about climate, geology, typography and time difference, teachers also instruct students in understanding local ethnic customs. In this respect, the geography module stimulates students' learning initiative and interest in cultural heritage protection. For instance, geography teachers at Tiantao Experiment School (Primary) of Nanning would fund curricula projects and nurture more outdoor activities (e.g., visiting Shi Mountain according to the phone interview) that in turn would dovetail the students' book knowledge for a comprehensive practise, enabling generating awareness of CH protection.

Science

Through curriculum learning, primary and secondary level students develop science literacy to relate what is seen in daily life with science knowledge, enhance practicality in applying science to solve problems, and develop a scientific way of thinking and behaving. Besides, a better understanding of science enables them to engage actively into scientific exploration, improve curiosity toward surroundings, and increase sensitivity toward scientific phenomena. All these are followed by their increasing concerns on the application of scientific methods in resource and environmental protection. While the science subject taught in ethnic enclaves is aimed for cultural heritage education, bilingual education in this subject serves as an invisible hand in facilitating the use of ethnic languages in science context.

Physical Education and Health

The subject of Physical Education and Health is designed with an objective to enhance students physical health through exercises. With the mission of Prioritizing Health, this subject also encourages students to develop team work qualities, master relevant sports skills, and shape personal characters (Ministry of Education China, 2006). In ethnic areas, traditional ethnic sports or games are instructed to students. In a small part of schools in this research, apart from providing the books of Physical Education and Health through which CH education is imparted in lessons or lectures, supplementary activities are often organised and referred to by both teachers and students of an awareness that prides CH in a sustainable development.

Arts (Music and Fine Arts)

The aim of Arts module is to enhance students expressive, comprehensive and creation skills. In ethnic areas, classical ethnic music and folk songs are delivered to students, and traditional painting skills inherited in the ethnic groups are also instructed. For instance, across the area of Dai Autonomous Prefecture of Xishuangbanna and Bai Autonomous Prefecture of Dali in Yunnan province, nine out of ten schools positively enrich the Music and Fine Arts. From the phone interview, it can be known that students at these schools are cultivated to learn the ethnic music and dance when they enter the school. Notable examples of such education include the Junior Ethnic Dance Competition held at No. 1 Primary School of Jinghong City in Yuan province. This experience holds the memory and imagination of students long after classes.

Other Subjects

The subjects including Mathematics, Foreign Language, Morality and Life (Social), Moral Education, Physics, Chemistry, Biology, etc. do not show any indication of being inclusive of heritage themes in their respective curricula. Table 4 summarising the heritage themes present across all subjects will be discussed in more detail below.

Comparison of the curriculum related to CH across the study area

Table 4 shows what aspect of heritage each subject is focused upon (including tangible and intangible CH). All ethnic groups are trending towards the protection of CH. The subjects that cultivate CH education are Chinese, history, geography, and science. This finding is consistent with Rabeeh et al's (Rabeeh et al, 2017) study on heritage education in the subjects of history and science. With regard to the different loca-

tion of schools, comparisons of the curriculum related to CH in the five regions show marked difference.

Table 4. *Heritage in subjects*

Subjects	Themes	Heritage Aspect
Chinese	Mandarin, Minority Languages	Intangible cultural heritage
Mathematics	-	-
Foreign Language	-	-
Morality and Life(Social)	-	-
Moral Education	-	-
History	National Heritage (minority ethnic traditions); Religions, beliefs, festivals, artefacts;	Intangible cultural heritage; tangible cultural heritage
Geography	National Heritage; Outdoor activities (visiting natural ethnic sites);	Intangible cultural heritage; tangible cultural heritage
Science	Visits to museums, zoos	tangible cultural heritage;
Physics	-	-
Chemistry	-	-
Biology	-	-
Physical Education and Health	Traditional games	Intangible cultural heritage
Arts(Music and Fine Arts)	Traditional music, dance, painting	Intangible cultural heritage
Inquiry-based Learning	-	-
Information Technology	-	-

There was significant difference found across these areas. For instance, in the subject of Science, eight out of ten schools have organised visiting to museums or natural resources of Zhuang ethnic based on the phone interview. On the contrary, only two schools, i.e., Baiyang Primary School and Chengqu No. 2 Primary School in Ebian Yi Autonomous County in Sichuan province, have arranged this kind of activity. Therefore, these two schools do not include cultivating CH in the subject of history. This study examines how many subjects are included with CH education in each school across the study area (see Table 5) and normalises the data, i.e., calculating the number of subjects related to CH education at each school across these area (see Figure 2). The maximum subjects are six and the minimum is zero.

Table 5. The number of subjects related to CH education in the study area

Sichuan Province								Guizhou Province					
Muli		Ebian		Mabian		Beichuan		Miao and Dong		Qiannan Buyi		Qianxinan Buyi	
Sch.	N.of S.	Sch.	N.of S.	Sch.	N.of S.	Sch.	N.of S.	Sch.	N.of S.	Sch.	N.of S.	Sch.	N.of S.
(1)	3	(1)	5	(1)	6	(1)	2	(1)	3	(1)	2	(1)	3
(2)	4	(2)	3	(2)	2	(2)	3	(2)	4	(2)	4	(2)	2
(3)	2	(3)	4	(3)	4	(3)	6	(3)	5	(3)	5	(3)	4
(4)	5	(4)	6	(4)	6	(4)	4	(4)	5	(4)	3	(4)	2
(5)	3	(5)	2	(5)	2	(5)	5	(5)	2	(5)	2	(5)	2
(6)	2	(6)	3	(6)	4	(6)	3	(6)	3	(6)	3	(6)	1
(7)	6	(7)	3	(7)	4	(7)	3	(7)	4	(7)	4	(7)	2
(8)	2	(8)	3	(8)	1	(8)	5	(8)	2	(8)	2	(8)	3
(9)	2			(9)	2			(9)	2	(9)	1	(9)	4
(10)	3		(10)	3									
(11)	6												
(12)	5												
(13)	5												
Guangxi Autonomous Region				Yunnan Province				Hainan Province					
Zhuang				Dai		Dali Bai		LiChangjiang			LiBaisha		
Sch.	N.of S.			Sch.	N.of S.	Sch.	N.of S.	Sch.	N.of S.		Sch.	N.of S.	
(1)	6			(1)	6	(1)	6	(1)	5		(1)	6	
(2)	5			(2)	6	(2)	5	(2)	4		(2)	4	
(3)	6			(3)	3	(3)	3	(3)	3		(3)	4	
(4)	4			(4)	2	(4)	4	(4)	(4)		(4)	3	
(5)	5			(5)	4	(5)	3	(5)	5		(5)	2	
(6)	3			(6)	5	(6)	3	(6)	3		(6)	5	
(7)	6			(7)	3	(7)	4	(7)	5		(7)	6	
(8)	6			(8)	4	(8)	5	(8)	4		(8)	5	
(9)	2			(9)	2	(9)	4	(9)	6		(9)	4	
(10)	4			(10)	3			(10)	4		(10)	4	
								(11)	3				

Note: Sch.=School; N.of S.=Number of subjects related to CH education

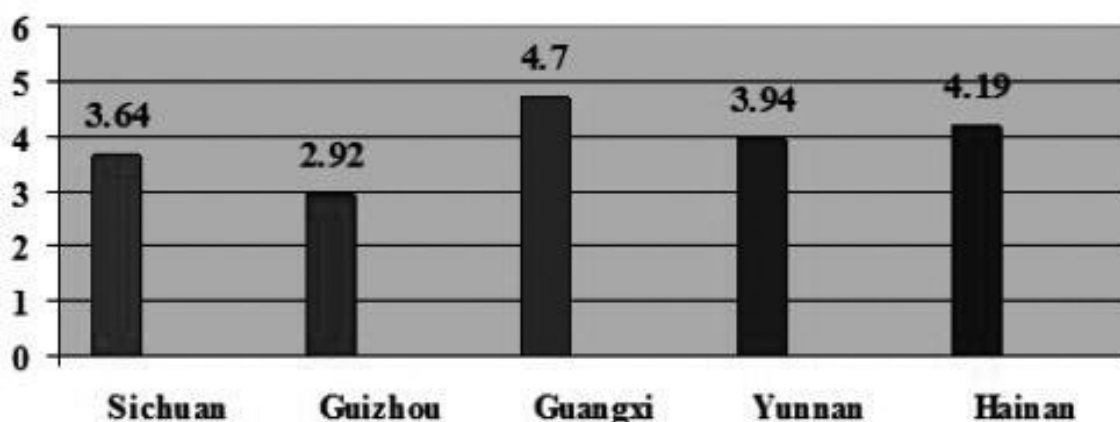


Figure 2. The number of subjects related to CH education at each school in the study area

As shown in Figure 2, Guangxi, Hainan and Yunnan are among the top three areas to cultivate CH in the NYCE in the southern China. The selected schools in the current study in Guangxi are located in Nanning, the provincial capital of Guangxi Zhuang Autonomous Region. Hainan is a popular tourist destination of China (Lu et al, 2013). Dali City, located in Yunnan Province, is the home of the ethnic minority Bai (Wang, 2013). This city has been designated as a ‘National Scenic Area’ and a ‘National Nature Reserve’ by the State Council, and was designated ‘China's Excellent Touristic City’ by the National Tourism Administration (Zhao, 2015). Xishuangbanna Dai Nationality Autonomous Prefecture, located in southern Yunnan Province in southwest China, is culturally diverse, including 12 ethnic minorities such as the Dai, Hani, Bulang, Jinuo, Miao and Yao (Xu et al, 2014). The diverse ethnic culture and holistic management of natural resources have provided considerable income to rural villagers in Xishuangbanna (Yi et al, 2014). The above discussion suggests that the education of curriculum related to CH is pertinent to the local economic development. The developed economy probably explains the extensive education in CH.

Conclusion

This study investigates the curriculum setting at the primary school level in ethnic enclaves in five southern provinces in China, in hope that the integration of sustainable development with education could be observed. With regard to the importance of protecting CH, the study reveals that the Chinese Governments have started the implementation of bilingual education (Chinese mandarin and ethnic languages) in ethnic areas, and required the introduction of cultural heritage knowledge in the curriculum setting. This can be seen in the present study that cultural heritage education prevails in the curriculum of these sampled schools, which played an essential role in preserving the traditional ethnic languages and cultures in the local areas. In a wide range of courses, including language courses, history course, geography course and music course, ethnic languages serve as a powerful medium for students to explore the ethnic cultures and raise their awareness of cultural heritage protection. As indicated in Table 4, primary school subjects are labeled with tangible and intangible heritage categories, most of which belong to the latter. Due to the great variety of ethnic groups in China and their relatively long development history, it is understandable and reasonable that most of the subjects focus on intangible cultural heritage. However, cultural heritage education in a tangible fashion greatly stimulates students’ learning interests in this area.

While this research provides certain references to issues on cultural heritage education, vast new avenues of research may be to concentrate on cultural heritage protection in education settings. Further research topics might extend to teachers' perception on cultural heritage education and empirical curriculum design that triggers students' awareness of cultural heritage protection. In addition, issues on integration methods on optimizing cultural heritage education could be researched from educators' perspectives, including teachers, education leaders, and education researchers. As the success of a course depends largely on teachers' understanding and pedagogies, it is imperative that relevant training programs should be initiated to increase teachers' research interests in this area.

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Appendix A: List of Primary and Middle Schools in the Current Study

Primary and Middle Schools in Province1. Sichuan		
Tibetan Autonomous County of Muli		Ebian Yi Autonomous County
(1)	Chengguan Primary School of Muli County	Baiyang Primary School
(2)	Maidi Town Primary School of Yi Autonomous County of Muli	Xianjie Primary School of Ebian Yi Autonomous County
(3)	Qiaowa Town Primary School of Yi Autonomous County of Muli	Heizhugou Central Primary School
(4)	Shuiluo Town Primary School of Yi Autonomous County of Muli	Chengqu No. 2 Primary School

(5)	Complete Primary School of Yi Autonomous County of Muli	Wule Town Central Primary School
(6)	Middle School of Liangshan Muli County,	Ebian Middle School, Dabao Middle School
(7)	Middle School of Yi Autonomous County of Muli	Ebian Ethnic Middle School of Sichuan Province
(8)	Riying Teaching School of Donglang Town in Muli County	Wudu Middle School
(9)	Yaying Teaching School of Donglang Town in Muli County	
(10)	Xiqiu Town Central School of Yi Autonomous County of Muli	
(11)	Baidiao Town Central School of Yi Autonomous County of Muli	
(12)	Luobo County Central School of Yi Autonomous County of Muli	
(13)	Housuo Town Central School of Yi Autonomous County of Muli	
Mabian Yi Autonomous County		Beichuan Qiang Autonomous County
(1)	Ethnic Primary School of Mabian Yi Autonomous County	Tibetan Town Primary School of Taolong
(2)	Lao Heba Central School	Beichuan Duba Primary School
(3)	Shuiniamba Primary School of Minjian Town	Chenjiaba Primary School
(4)	Xicheng Primary School	Liuhan Hope Primary School
(5)	Xinqiao Primary School	Tongkou Town Central Primary School of Beichuan Qiang Autonomous Region
(6)	Middle School of Mabian Yi Autonomous County	Middle School of Beichuan Qiang Autonomous Region
(7)	Ethnic Middle School of Mabian Yi Autonomous County	Qiyi Vocational Middle School of Beichuan Qiang Autonomous Region
(8)	Qiaoba Middle School of Mabian Yi Autonomous County	Guixi Junior Middle School of Beichuan Qiang Autonomous Region

(9)	No. 1 Junior Middle School of Mabian Yi Autonomous County	
(10)	Ethnic Vocational Middle School of Mabian Yi Autonomous County	

Primary and Middle Schools in Province2. Guizhou			
Qiandongnan Miao and Dong Autonomous Prefecture		Qiannan Bu Autonomous Prefecture	Qianxinan Bouyei and Miao Autonomous Prefecture
(1)	Kaili No. 9 Primary School	Duyun No. 6 Primary School	Xiangyang Road Primary School of Xingyi City
(2)	Chengguan No. 1 Primary School of Taijiang County in Guizhou	No. 2 Primary School of Duyun City	Yunnan Road Primary School
(3)	Kaili No. 8 Primary School	No. 4 Primary School of Longli County	Pingdong Primary School
(4)	Kaili No. 4 Primary School	Duyun No. 7 Primary School	Fengyi Road No. 1 Primary School
(5)	Wengyi Primary School	Duyun No. 3 Primary School	Hongxing Road Primary School
(6)	Chengguan No. 1 Primary School of Shibin County	Duyun No. 9 Complete Primary School	Yan'an Road Primary School
(7)	No. 1 Ethnic Middle School of Liping County in Guizhou	Wengan No. 2 Middle School of Guizhou Province	Niuchang Middle School of Beipanjiang Town in Zhenfeng County,
(8)	No. 1 Middle School of Kaili City in Guizhou Province	Longli Middle School	No. 7 Middle School of Xingyi City in Guizhou Province
(9)	Sansui Middle School of Guizhou Province	No. 3 Middle School of Duyun City in Guizhou Province	No. 8 Middle School of Xingyi City

Primary and Middle Schools in Autonomous Region3. Guangxi	
Nanning, Guangxi Zhuang Autonomous Region	
Minzhu Road Primary School of Nanning	
Tiantao Experiment School(Primary) of Nanning	
Binhu Road Primary School of Nanning, Yifu(Shaw) Primary School of Nanning	
Nanhu Primary School of Nanning	

Xiutian Primary School of Nanning
Dongge Road Primary School of Nanning
Guilin Middle School
Tiantao Experiment School
School of Foreign Languages
Peihong Ethnic Middle School

Primary and Middle Schools in Province4. Yunnan		
Dai Autonomous Prefecture of Xishuangbanna		Bai Autonomous Prefecture of Dali
(1)	Century Golden Primary School	Caicun Complete Primary School of Dali
(2)	No. 1 Primary School of Jinghong City	Shuanglang Complete Primary School
(3)	Yongjinghong Primary School of Xishuangbanna	Xiaguan No. 7 Primary School
(4)	No. 3 Primary School of Jinghong City	Yucui No. 2 Primary School
(5)	Gadong Central Primary School	Experiment Primary School of Dali Prefecture
(6)	No. 2 Primary School of Jinghong City	No. 2 Complete Primary School of Jinniu Town
(7)	Puwen Town Middle School of Jinghong City	Xiaguan No. 1 Middle School
(8)	Xiaojie Town Middle School of Jinghong City	Dali New Century Middle School
(9)	Ethnic Middle School of Dai Autonomous Prefecture of Xishuangbanna	Dali No. 1 Middle School of Yunnan Province
(10)	Yongjinghong Middle School of Dai Autonomous Prefecture of Xishuangbanna	

Primary and Middle Schools in Province5. Hainan		
Li Autonomous County of Changjiang		Li Autonomous County of Baisha
(1)	Changjiang No. 3 Primary School	Zhubijiang Nongchang School
(2)	No. 6 Primary School of Hainan Iron and Steel Company	Baisha No. 1 Primary School

Reflections on the Past and the Future: The case study on empirical study of publications of ICC in ELT in CAFIC of a Decade

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[Abstract] *The internationalized localization with the localized internationalization appeals to the educators in ELT in China as the reason of paying much more attention to the empirical study in ICC in ELT. Compared with that of America, however, the empirical study appears to be less, although it has made progress. The thesis gives a case study on publications of a decade on empirical study on ICC in ELT of CAFIC. The material is from publications in Conferences of 2005, 2007, 2009 and 2013. The aim is to illustrate why there is lacking of empirical studies on ICC in ELT in China. The thesis traces the tendency of ICC study in ELT in China.*

[Keywords] *an empirical study, ICC in ELT, data, reflections*

Introduction

In recent years, the ICC in China develops rapidly. Many theses and works have been published through different channels and media. The quantity and quality of it have been improved much. The internationalized localization with the localized internationalization appeals to the educators in ELT in China as the reason of paying much more attention to the empirical study in ICC in ELT. “Generally speaking, however, compared with the situation of the research on ICC abroad, the study on ICC in China stresses on ELT.” (Hu, 2006, p. 275) The empirical research is not correspondent with the rapidness of the development in ICC in ELT. From the statistics below the empirical study on ICC in ELT (See Table 1) indicates the heel of Achilles. As for this, the thesis will make the illustration on the empirical thesis of ICC in ELT of CAFIC. The material is from the CAFIC of 2005, 2007, 2009 and 2013. The lacking of empirical theses is proved by the author with data analysis relevantly.

The General Situation of Publications of CAFIC of a Decade

Table 1. *The publication of CAFIC (6th, 7th and 13th, 8th and 10th)*

year	pieces	%
2005 (6th)	226	13.3
2007(7th,13th)	635	37.3
2009 (8th)	502	29.5

2013 (10th)	338	19.9
Total	1701	100

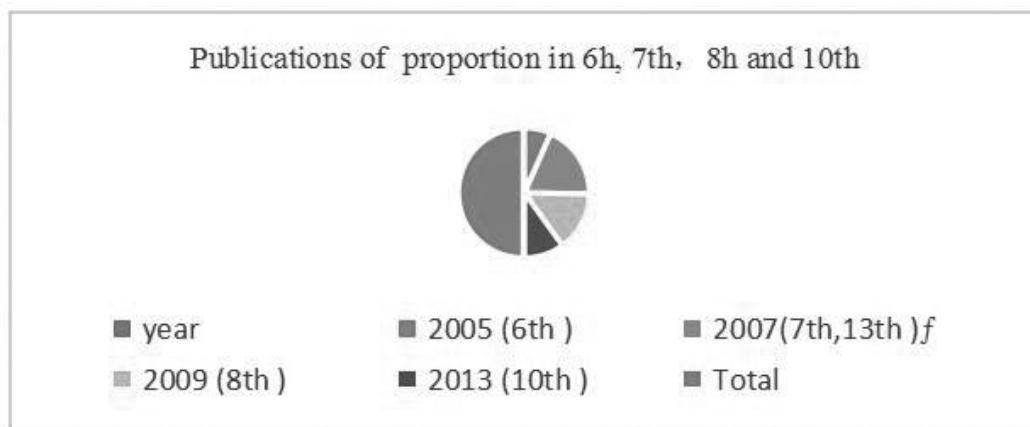


Figure 1. Publications of proportion in 6th, 7th & 13th, 8th and 10th

Above all, the publications in CAFIC is totally 1701 pieces of a decade among which it is 226 in 6th with 13.3 %, 502 in 8th with 29.5 % of the total, 338 in 10th with 19.8% and finally 635 in 7th and 13th with 37.4 %. (See Table 1) The 7th nationally and 13th internationally were the combination. In these two conference/s scholars both from China and the world are in various researching fields as well as teachers and linguists. Secondly, publications of 8th in Beijing with 502 pieces are over 2 times of that in 6th sponsored by Hanjing Normal University. (See Figure 1) The quantity in 8th manifests that the study of ICC in ELT is becoming the hot researching field among teachers and scholars domestically. In addition, BFSU, the sponsor, is located in Beijing, the Capital city where centralizes with large info of politics, economy, culture and education of China. Furthermore, BFSU, in some sense, is the center of ELT in China where is not very far from teachers and scholars' locations individually. This causes them to attend the conference easily if possible. So, the non-intelligent element with the short distance incidentally leads to the big number in participation partially and the prime in number in ICC in ELT in BFSU. As Prof. Hu Wenzhong (2006) points out that publications in CAFIC have been a breakthrough which is beyond fields of ELT teachers and linguists (See Table 1). Finally, from the distribution of pieces readers could see that the 8th one is sort of the same as the 7th and 13th in number, fortunately, with 107 pieces in ELT and with 44 largely in empirical study on ICC in ELT. Compared with 502 pieces two facts are embodied. One is that the body of research on ICC in ELT has not already been the main force in China where the "parade" inserts the force like communication and media etc. The other is that even if it was held in BFSU, the empirical papers are not in large number. This causes teachers of English to think that there is still some room in empirical study on ICC in ELT to be improved.

Publications of ICC in ELT of CAFIC

Table 2. Publications in ELT of CAFIC (6th, 7th and 13th, 8th and 10th)

year	pieces	%	In ELT(pieces)	%
2005 (6th)	226	13.3	46	20.3

2007(7th,13th)	635	37.3	68	10.7
2009 (8th)	502	29.5	107	20
2013 (10th)	338	19.9	56	16.6
Total	1701	100	291	17.1

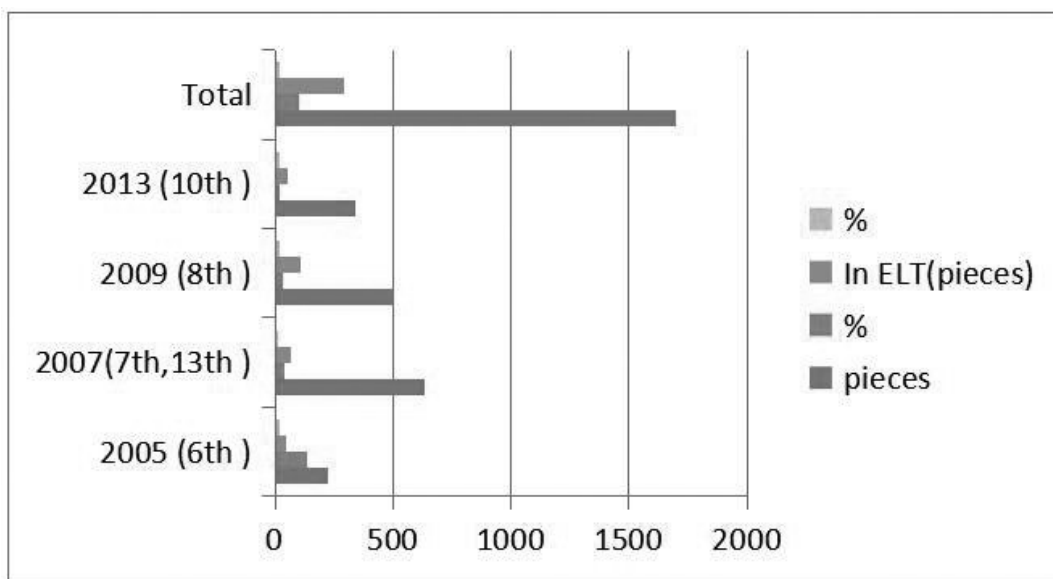


Figure 2. Publications in ELT of CAFIC (6th, 7th and 13th, 8th and 10th)

First, from statistics incompletely above, the publications of ICC in ELT are only 287 pieces in total, among which 46 in 6th, 68 in 7th & 13th, 107 in 9th and 70 pieces in 10th (See Table 2). This embodies the popularizing of research on ICC in ELT in China where the beginning of the research ICC derives from. Teachers of English then are the main body as well as that of linguists. In 1997, in 2th conference, the research on ICC had been a breakthrough which enlarged researching fields. In 6th, 7th and 10th of CAFIC the ICC in ELT increases from 46 to 68 to 70 pieces (See Figure 2) In these three conferences, the teachers on ICC in ELT are still an important part even not the main one or even not with the rapid change. It is grateful that in 8th 103 pieces in ICC in ELT is in prime number. (See Figure 2)

The Empirical Study of ICC in ELT of CAFIC

Table 3. Publications on empirical study in ELT of CAFIC (6th, 7th and 13th, 8th and 10th)

year	Pieces(ICC in ELT)	Empirical pieces	%
2005(6 th)	46	8	17
2007(7 th ,13 th ③)	68	19	28
2009 (8 th)	107	44	41
2013 (10 th)	56	13	23
Total	291	99	34

“The empirical study on ICC is weak currently in China where the ELT of ICC would be improved if the

ICC study deepened. So reinforcing the empirical study on ICC will be a main task in the future in China.” (Hu, 2005, the first section) From Table 3 readers could find that the 8 empirical theses in ELT are in 6th among the total 46. It is less than that in 7th and 13th where 19 empirical pieces in ELT is small in proportion among 68 pieces in ELT. The progress made in empirical study is still small although the number of the total, yet, is over 2 times of the 6th. (See Table 3) “Generally speaking, compared with the situation in ICC study abroad, the ICC study domestically stresses on ELT.” (Hu, 2006, p. 275) This has showed in 8th conference. From Figure 3 readers could find that in 7th and 13th, the empirical study in ELT has not increased very much even though it is a combination of the two. In our country, the typical ELT-oriented research is different from researches abroad. The foreign scholars pay little attention to that in ELT. For instance, in America, the research on ICC derives from communication and media. This is the reason that conference presentations in that of 7th and 13th are little partially.

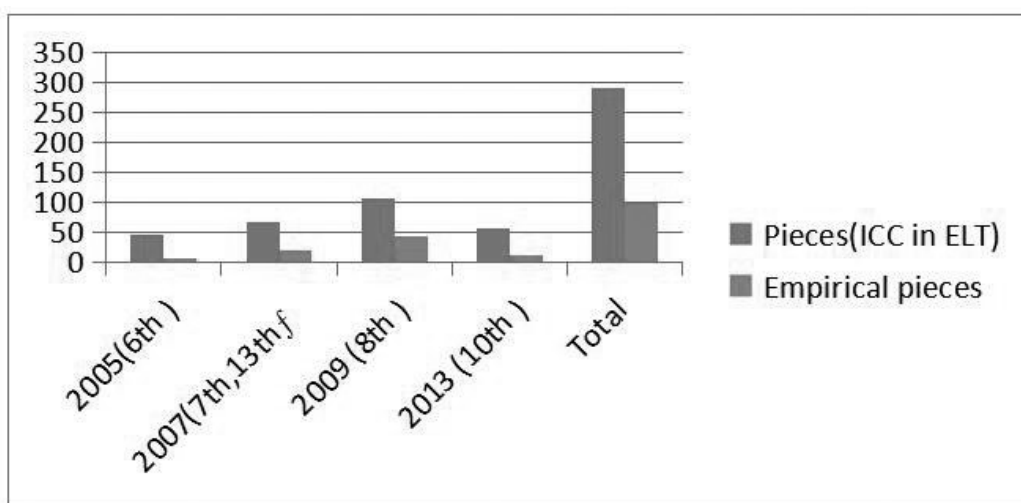


Figure 3. Publications on empirical study in ELT of CAFIC (6th, 7th and 13th, 8th and 10th)

The Classifications on Empirical Study

Table 4. Classifications of publications on empirical study in ELT of CAFIC (6th, 7th and 13th, 8th and 10th)

classifications	empirical study pieces	qualitative				quantitative	other
		case study	contrast and comparison	examination	investigation/survey	observing/	
						Questionnaire/ interviewing	
2005	8	3	2		2		1
2007	19	4	1	2	2		11
2009	44	7	4	2	11	6	15
2013	13	4	3		5		1
total	84	18	10	4	20	6	28

From the statistics above, first, readers could see that the investigation is in the first level with 20 pieces of the whole; The second one is case study with 18 pieces; the third one is contrast and comparison with 10 pieces; the fifth one is examination with presentations of 4 only. The pieces above are studies with qualitative; the study with quantitative is 6 in presentation which is the fourth in level. They are all in number of 58 pieces which is not 58 Essays by Francis Bacon but the true thesis in empirical study on ICC in ELT in China. Case study which is in the second level is because the scale is small in study. It is known that it is easy for the teacher of English to collect the data and to analyze it. The process of doing the case study will be interesting and get the “harvest” after the hard work. This is the way that teachers of English would like to adopt first even though it is more difficult than Questionnaire. Second, Questionnaire and interviewing is not popular presentation only with 6 in number, for the effect in Questionnaire or interview or observing is less conspicuous than investigation or case study when collecting data. This is the reason that the observing or Questionnaire is in small number within some certain analysis without data. Finally, referring to the item of other, the presentation is still in large number among which there are data-based analysis and some textbook-based analysis which are good in analyzing, reasonable in result and deep in meditating. (See Table 4) In addition, the study on language with culture on the ethnic group is deserving of teachers and scholars’ attention.[All data is coming from the abstracts of f CAFIC (6th, 7th and 13th, 8th and 10th) only.

In ELT, there are many elements to impact students’ achievements in language learning. “Some elements among them are co-existed and co-related. One element change will effect change in another one.” (Qin, 2003, p. 237) So some results will be in the process of data collecting and analyzing in which teachers or scholars fail to attend the conference. Because of wanting of data analysis of ICC in ELT, “... Deductive and critical theses are in larger proportion among the whole. Yet, articles which collects materials with the data analysis systematically are not much.” (Hu, 2006, p. 275)The formula of the thesis from presentations are the topic + examples + the conclusion which is arbitrary because of wanting of the data analysis. This has been implied in Figure 3.

The Reasons of Lacking of Empirical Publications in ELT

Distinction in thinking

The Anglo-American scholars like to prove facts statistically. Unlike them, Chinese perceive something. For instance, *The New Mode of CET Being Formed*. (Zhang, 2005) That is the fact. Chinese like to perceive first and analyze something with their mind not with data on anything. In addition, Chinese scholars are influenced by Confucius, Taoism and Buddhism very much. They regard the authors of the articles as the sources of knowledge and the truth in their minds. Since they have written articles based on them, the credibility of the thesis are often based on the author’s background. So in these articles the objectivity of the theses I sup to authors themselves but not facts.

Failure of the lore in linguistic investigation

“The lacking of theory will affect the results of the empirical study” (Wen, 2010, p. 284), or scholars fail to get the feasible methods in their researches in which they often use the critical way arbitrarily. The main reason is that “the teachers of FLT in our country want of the necessary training in methodology in linguistics or the ready methodology with conventional concept is out of mode” (Hu, 2006, p. 279).

Burden on teachers' shoulder

Teachers of English have the burden on their shoulders. Being the teacher of English in tertiary level he or she should be the scholar, yet, they, who are tired of the accomplishment of marks, pay more attentions to the issuing of their articles to gain marks. This causes them fail to set aside the committing time to teach well and investigate into carefully, let alone the collection of data and data analysis. Can the successful fruit in empirical study be squeezed under the pressure?

Being short of fund

Some teachers are in the process of the empirical study. They, however, failed to attend conferences of CAFIC because of being short of fund. Other teachers may gain the good results in empirical study. Consequently, as they failed to attend the conference, readers couldn't share the fruit of their empirical research.

The Measures to Be Taken

On one hand, Go to BFSU or SISU etc to gain further empirical study. To gain the empirical methodology in the certain training subject is urgent. On the other hand, go for experts to lecture in college individually. In this way, more teachers will share the relevant info in empirical research in different locations. Finally, it is necessary for teachers of English to gain college-based training to master the empirical methodology. College should spend time training teachers to master the linguistic knowledge to develop teachers' ability in empirical research. The certain period of relevant training will highlight ICC in ELT.

Conclusion

In recent years, teachers and scholars have paid more and more attention to the empirical study in ICC in ELT. The ICC has already made achievements since 1980s. In China ICC research has made great progress. ICC research in ELT has not already been the main part in study. The achievements in ELT in empirical study in 6th, 7th and 13th, 8th and 10th of CAFIC is embodied in publications conspicuously (See Figure 3). The empirical study of ICC in ELT, however, is little compared with that of American ones. From the statistics incompletely above, the presentations in empirical study in ICC in ELT are still in a small proportion. In the opposite, the large proportion is occupied with the publications with general statement or critical exposition plus some examples without any data analysis. Compared with the situation In ICC abroad, the research focusing on ELT domestically has already changed. (See Figure 2). Finally, the empirical research is the essential research. "Reinforcing the empirical study on ICC will be a main task in China later." (Hu, 2005) The empirical study is essential, yet, "...we, in fact do little." (Hu, 2006, p. 281)

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The Application of Interactive Teaching in College English Audiovisual and Speaking Course

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[Abstract] *With the development of the concept of the modern education and international communication, the oral English level becomes one of the most criteria to measure the comprehensive ability of college students' English learning. Colleges should take advantage of multimedia equipment, establish the teaching method of college English listening and speaking, put forth effort to enhance college students' oral expression ability, cultivate their intercultural communicative competence, deepen their understanding ability to eastern and deepen western cultures. Audiovisual and speaking course contributes to the optimization of college teaching system, the harmonious interactive teaching design, the promoting effect of teachers' oral teaching method, and also the implementation of the students-centered teaching concept. Interactive teaching approach plays a positive role in college audiovisual and speaking class .*

[Keywords] *interactive teaching approach, audiovisual and speaking course, take the student as the center*

Introduction

Our society has changed the demand of English talents from traditional reading and writing ability to listening and speaking ability nowadays. More attention should be paid to the oral communicative competence in college English teaching process. Colleges should also take it as an important goal. College English teaching focuses on the oral communicative competence and takes it as their important goal. Many colleges and universities established audiovisual and speaking lessons which take full advantage of multimedia modern teaching means, and set visual images, audio and video effects, language communication as whole part, emphasizes a new teaching method which takes hearing as the guide, the video image as an auxiliary role, to enhance students' oral communicative ability. Because of the combination of sound and image, language and scene, visual and auditory, in the class, students seem to be in a real environment of foreign language. That can increase their learning interest, and make the atmosphere in class more active. Therefore, multimedia modern teaching means is a great way to enhance the ability of college oral English.

The Interactive Teaching Approach and Its Effect in College English Teaching

Interactive teaching method first appeared in 1970s. It is based on language function, and it focuses on the cultivation of students' communicative competence. This teaching method argued that language teaching must be based on the students, and teachers should play a leading role by providing real and meaningful language materials and creating real and natural environment. Dell Hymen's communicative competence theory and M. A. K. Halliday's language function theory are bases of the establishment of communicative

principles. Dell Hymen thinks that the ability of communication reflects how a person exerts his internal language ability which includes the follow aspects: (a) Grammatical (b) Suitability (c) Appropriateness (d) Practical operation. Halliday thinks that language is a system to express ones' feeling. He proposed that language has three major functions: ideational function, interpersonal function and textual function (Douglas, 2005). The interactive teaching method is based on the communicative principles, in order to cultivate students' language application and communicative ability.

The interactive teaching method emphasizes that as the leading role in class, students should take part in activities positively. Teachers play roles to promote students' study, manage students, concern about students, and mobilize the classroom atmosphere. The interactive teaching method pays attention to the differences between Chinese and Western cultures and the ability to cultivate intercultural communication. Interactive teaching method takes communicative activities as the main form in class, and its materials are all real and practical. The classroom language learning forms are rich and colorful, including the interaction between teachers and students, students and students.

In English and American class, role-play, short play as well as group discussion are all the usual activities. Successful teaching depends on a sincere understanding and mutual trust between teachers and students, it also depends on a kind of harmonious and a safe classroom atmosphere. The novel and colorful teaching content and vivid teaching method can arouse students' attention and stimulate their curiosity to a higher level. The interactive teaching method emphasizes the interaction between teachers and students, and between every foreign language learners. At the beginning of this method, teachers should control the teaching process, and tell students how to use different comprehensive strategies independently during communicative activities. Regulation of teaching forms shift from teachers to students, and it is conducive to fully mobilize and exert students' subjective initiative of learning a language.

Interactive Activities in College English Audiovisual and Speaking Class

The interactive teaching method which advocates students as the main part, teachers as the leading part is beneficial to cultivate students' personality, exercise oral expression ability and promote the development of students' creative thinking, in order to achieve the goal which improves students' language and communicative skills. Students take the multimedia modern teaching means as a medium that help them to know more about the western life, politic and economy, culture, custom, places of interest, environmental protection, physical education etc. Teachers can create a multidimensional teaching environment of spoken English through English speech and debate contest, drama performance, watching original English movies, in order to excise students' listening and speaking ability (Zhai, 2004).

In audiovisual class Teachers can improve students' oral English communication level by taking English speech and debate contest. It can help students to participate in the English atmosphere, and understand how to make a point of their own views and carry out deep communication. Therefore, it can enhance their ability of language organization, implement and improvisation. English public speaking cultivates students' confidence to express themselves bravely and loudly in public. Teachers take full advantage of listening and speaking class to provide students with a platform on which they can express themselves (Wang, 2001). A virtual press conference or group discussion, an interview program about language in their class are all good activities to increase students' interests in English. When they organize these activities, teach-

ers should choose the topic which can attract students' interest and create a harmonious communicative environment, in order to encourage students change the role from "let me say" to "I want to say". Teachers can improve students' intercultural communicative competence by appreciating film and television works. The culture of the film and television media is helpful for students to know more about western culture and improve their comprehensive ability by mastering the English language style, literature culture. Drama performance in class is an important way to achieve the interactive teaching goal. Teachers should provide students with a platform on which they can show their spoken English by the performance of English Drama. In every listening and speaking class, teachers can take 15 to 20 minutes for one group to perform the drama they have prepared in order to let students realize the charm of English performance from this process and motivate their enthusiasm in learning English. It is a good way for students to raise the team spirit awareness and explore their own artistic performance talent and oral English ability.

The Survey and Data Analysis

Survey purpose:

1. To improve that interactive teaching model is an effective way to improve students' listening, learning and speaking ability.
2. How to use the interactive teaching model to improve students' comprehensive English practical ability in audio visual lesson.

A questionnaire and interview were used to investigate the viewpoints of students on interactive teaching activities in audiovisual English class. The participants in the questionnaire were 40 English major students of two class in Anshan Normal University. Each class has 20 students. We have implemented a new teaching mode that is using interactive teaching methods for one class and using traditional method for another class. We applied interactive teaching mode in class one and we used traditional teaching mode in class two. In class one, teachers play a guiding role and students are the masters of the class. Teachers use language materials to help students improve their communicative ability through role play, short play and group discussion and reversal classroom. After a semester, we analyzed and compared the data result of the two classes. Here are the questionnaire and data analysis.

From the first three questions, we can see that the percentages of class one are higher than class two. Especially from question 1, class one is 90%, class two is 45%, and class one is 45% higher than class two. So, we can know that in the new teaching mode, teachers assign tasks for students, which can train students ability to learn autonomously. From question 4 to 7, the percentages of class are higher than class two. Especially from question 6, the percentage of class one is 60%, and the percentage of class two is 35% lower than class one. We can know that students in class one, there is more interaction between students and teachers. This helps students to understand and apply knowledge they have learnt before. From question 8 to 12, the percentages are still higher than that of class two. Especially from question 11. The percentage of class one is 25% higher than that of class two. We can know that students in class one have made more improvement in oral English than students in class two. Because they have more opportunities to practice in class. From question 13 to 15, the percentages of class one are also higher than class two. Especially from question 14. The percentage of class one is 90%. The percentage of class two is 45%. The difference between the two sets shows that students in class one have higher learning efficiency than class two, and they know them-

selves clearly under the direction of teachers. Therefore, interactive teaching model is helpful to improve students' listening speaking and understanding ability. We need to apply the interactive teaching mode by a variety of methods.

And here is the interview with students from two classes.

Interviewer: In the new teaching model, what aspects of your ability have been improved?

Student in class one: We have much interaction with teachers and sometimes we use flipped classroom. So we need to make more preparation after class, it is good for the cultivation of our learning ability.

Interviewer: In class, do you have a good understanding of your teachers' single teaching?

Student from class two: Although teachers make a lot preparation, yet we seldom have interaction in class . And I think it is too boring so I have no interest in it. We can't express our feelings in class and have no chance to practice our listening and speaking ability, it is really a serious problem.

All in all, interactive teaching approach plays an important role in the process of developing comprehensive English ability. We should apply it to improve our teaching quality.

The Implication of the Survey

1. Through the questionnaire , the comparison between two classes showed that the interactive teaching can give students more opportunities to improve their oral English. Students can communicate with foreigners fluently.

2. Most students can make full use of the classroom and after-school time to learn more extracurricular knowledge and cultural knowledge, improve their cultural literacy. So teachers should give students more time to learn and think over by themselves.

3. Teachers should apply the interactive teaching activities in audiovisual and speaking class and teachers should reverse the current situation to an efficient classroom teaching model.

4. From the interview, we also can get the conclusion that students' interactive ability is very important. Teachers can act as organization designer ,the leader, the inspector in college English practice communication on multimedia audio-visual lessons, teachers should design teaching materials and activities related to the subject of teaching according to the course characteristics (Zheng, 2005).

Conclusion

Colleges and universities English teachers should pay more attention to change students' thematic roles in the teaching process, and actively provide them with an environment to learn English , increase their self-esteem and self-confidence. The audiovisual lessons enhance the interaction teachers and students, students and students. In addition to students' own potential, the roles of teachers are also very essential. Teachers and students should work together to explore and update teaching concepts, and help the students to enhance their oral English so as to adapt to the future work and the demand of intercultural communication.

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Appendix

Items	Class 1/Yes	percentage	Class2/Yes	percentage
1. You get used to make preparation before class.	18	90%	9	45%
2. In class, you can understand your teacher very well and have your own standpoint.	15	75%	8	40%
3. After class, you can use your own words to summarize the main idea of the text.	15	75%	6	30%
4. In class, you are happy to respond to what the teacher says.	12	60%	7	35%
5.What the teacher says is vivid and helpful to your construction of knowledge.	17	85%	8	75%
6. You like to discuss with your classmates and make a brainstorming	12	60%	5	25%
7. You can get the whole idea of a new passage.	18	90%	12	60%
8.You have the confidence to communicate with people who speak English	15	75%	8	40%
9.You can express your views clearly and fluently.	18	90%	15	75%
10.You can make a speech in the front of the classroom.	12	60%	8	45%
11.After class, you can not only learn basic oral skills but also learn cultural background knowledge.	12	60%	7	35%
12.You have high learning efficiency in class.	18	90%	12	60%
13.Under the direction of the teachers, you know your weakness clearly and know how to overcome.	10	50%	5	25%
14..You like to exercise your English by taking part in a variety of activities.	18	90%	9	45%
15. You like to say what you think and learn by yourself instead of listening to your teacher.	15	78%	9	45%

A Study on College Students' Experience of E-Portfolios

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[Abstract] *This research presents a critical examination of 102 undergraduate students' experience with e-portfolio in a large-scale multidisciplinary university based on West China. Qualitative data are collected via in-depth interview with those students to explore the advantages and disadvantages of e-portfolios so as to explore room for further improvement. Findings reveal that e-portfolios are effective in terms of new knowledge creation, learning management, reflective learning, test anxiety elimination, as well as student performance assessment. Meanwhile, problems have also figured out, which are of important implications for both teachers and students.*

[Keywords] *e-portfolios; knowledge creation; learning management; test anxiety*

Introduction

The implementation of e-portfolios in education context originates from an increasing interest in formative assessment as well as antipathy toward standard examinations. With concepts such as quality education, innovative education and pressure alleviation, winning gradual support from people in mainland China, aspiration for much fairer and effective evaluation and instruction methods that may reflect students' creativity and problem tackling abilities has gained universal acceptance. Researches indicate that implementation of e-portfolios in academic courses can enhance productive learning, promote students' autonomy, and visibly demonstrate students' progress, thus make formative assessment possible (Yang, 2014; Crisp, 2012). In many developed countries, standardized examinations which mainly test memory and static information have been replaced by series of e-works, such as finished products, videos, lectures, tables, and figures, to name just a few. They are presented on an online system for peer review or teachers' review. In order to produce their e-portfolios, students have to involve in various intellectual activities, for example, collecting information, planning and managing their study, drawing innovative conclusions, etc. This greatly enhanced students' intrinsic interest in learning. What's more, their autonomy is given a full play (Barnett, 2007; Biggs & Tang, 2011). Besides, it is said that once the key word-portfolio is input into ERIC, or Google, or Baidu, numerous doctoral dissertations, journal papers, and research articles may

come into view, which proves from another aspect that e-portfolio has become a hot topic in academic arena around the world. This research is implemented right under such a background. This research is explorative in nature. Qualitative data are collected based on in-depth interview with 102 students who have over one year's experience in fulfilling e-portfolio tasks in a large-scale comprehensive university in the western part of China. Some problems are identified and they may offer food for thought for both teacher and IT staff.

Literature Review

E-portfolio in this research is defined as a set of e-works, including home assignments in doc. form, PPT presentations, web pages created with Frontpage or Dreamweaver, multimedia reports by Authorware, home page animations by Flash and software designed with VB, which are created by students in accordance with the teaching goal established by teachers. Portfolio creation is an active learning process. Creating an e-portfolio involves strategic planning, the acquisition and analysis of information, processing and connection making, synthesis, as well as designing the look and layout of their portfolio, and evaluation and self-regulation as well. The skills required and processes applied in the creation of electronic portfolios help students learn, understand, and implement information literacy (Buzzetto-More, 2010). E-portfolios are used both for formative and summative evaluation in educational context (Imhof & Picard, 2009; Barbera, 2009). However, the latter is highly rated as it may help not only record the whole ongoing learning process (Buzzetto-More, 2010) and demonstrate their experiences and achievement, but also reduce test anxiety aroused by summative evaluations (Ross, 2014; Heinrich, Bhattacharya & Rayudu, 2007). Thus, formative evaluation with e-portfolios can be categorized into low-stake tests. Compared with standard examinations, e-portfolios are able to present information about a student with multiple dimensions based on which teachers are able to make just and objective evaluation. E-portfolios are also employed as self-development tools (Crisp, 2012). Students may have a better understanding about their strong and weak points in the process of producing their e-works, based on which more targeted learning goals may be set (Heinrich, Bhattacharya & Rayudu, 2007). When producing e-portfolios, students may gain confidence and develop responsibilities in the process. It gives a chance for students to practice independence (Barnett, 2007). With e-portfolios, the role of students in the assessment process is underscored. Meanwhile, it offers an opportunity for students to develop whole-life learning skills (Yang, 2014).

Methods

To obtain an insightful understanding of students' experience with e-portfolios, interviews are conducted with 102 students who have reported over one-year experience with e-portfolios. Given the fact that all of the sample students are selected from one single university, this research needs to be reproduced by future studies. However, its merit lies in the careful examination of qualitative data and identification of existing problems, which may act as hints for both teacher and IT staff.

Context and participants

The university under research is a large-sized educational institution based in West China. Originally, it sorely offered petroleum engineering education for undergraduates and graduates. Now, it has moved forward to become a multidisciplinary university providing teaching and research services regarding oil engineering, chemical engineering, foreign language acquisition, Chinese language acquisition, Chinese literature, physical training, arts, new materials, mathematics, physics, and electronic engineering, etc.

E-portfolios are implemented in this university by 22 teachers with pioneering spirits, who presume that e-portfolio is able to improve productive learning and student-teacher interaction as well as enable formative evaluation. The 22 teachers set up qq groups to handle e-portfolios put forward by their students. 902 students majoring in oil engineering (Course A), chemical engineering (Course B), new materials (Course C), mathematics (Course D) and English (Course D) took advantage in e-portfolios to complete various tasks assigned by teachers in the past 2 years. The 102 sample students are randomly chosen from them, among whom 56 are from oil-engineering department, 23 from English department, 10 from chemical engineering department, 5 from new materials department, and 8 are from mathematics department.

Data collection

The 102 sample students were divided into 22 groups with each group including 3 or 4 students. Then, the name list of each group was sent to 30 teachers randomly chosen on campus for this research. They acted as interviewers and were informed of the goal, processes and significance of the research.

Interviews were conducted in different places and time specified by each interviewers. Each took about 30 to 50 minutes and was recorded via voice recorder.

The interview of this research is semi-structured, based on the following questions:

1. How do you think of the effectiveness of e-portfolios in knowledge creation?
2. How do you think of the role of e-portfolios in course evaluation ?
3. How do you think of teachers' role in e-portfolio implementation?
4. Please tell a success or failure story about e-portfolios.
5. Do you think e-portfolios may motivate you to learn more?
6. How do you think of e-portfolio's role in managing and reflecting on your learning?
7. What suggestions would you like to offer on e-portfolios?
8. What else would you like to say about e-portfolios?

Data analysis

The data collected were approached via thematic analysis (Braun & Clarke, 2006). Five teachers analyzed the interview transcripts separately by identifying quotes with key words related to the research. Then, they summarized key points of each quote. Main ideas were figured out by group discussion on the key points of all quotes. These main ideas were classified into several categories, from which codes were developed to further analyze the transcripts. Based on the coded transcripts, themes were identified. These themes were illustrated in the following sections.

Findings

E-portfolios offer opportunities for students to widen their horizons and build new knowledge

Students in Course A, B and C told the interviewers that they were required to present their experiments in video or PPT forms by their teachers. In order to complete their tasks, besides organizing, planning and conducting experiments as well as reading literature, they had to collect information regarding video-shooting skills and PPT producing tips. This has provided them with a good chance to extend their reach and build new knowledge. Students in Course D also mentioned the necessity of reading more materials and reference books so as to produce e-works.

E-portfolios help students plan, manage and reflect on their learning process

Teachers of Course A, B, C and D demanded their students to set up learning plan and put down reflective journals in PPT form, based on which they would offer feedback on a regular basis. This allows students and teachers to manage learning process effectively. In this way, students and teachers can work together to quickly remove obstacles and clarify misunderstanding in a timely manner as well as allows learning occurring in the right direction.

E-portfolios direct teachers and students' attention to learning process

E-portfolios enabled students to clearly present their learning process so as to allow teachers to correct their mistakes made in the process of learning. For example, after watching a video produced by a student of Course B, the teacher quickly figured out the mistakes made by the student during an experiment. A student of Course D pointed out the wrong doing made by one of her peers when exercising English pronunciation after watching the video he uploaded as part of his e-works.

E-portfolios may act as tools for formative assessment

All students of the four courses have mentioned the advantages of using e-portfolios to replace standard examination. They agreed that e-portfolios enabled them to present their products and abilities in multiple dimensions. Instead of indulging themselves in memorizing static information about a course, they now could showcase both their learning products and processes via e-works. This was extremely helpful and practical for students of Course A and B.

Students of all the four courses agreed that compared with traditional examination, e-portfolios could make complicated or abstract knowledge much more vivid, creative and easy to understand. Meanwhile, it may also lower down test anxiety which was commonly seen among test-takers in standard examination (Dong, 2013).

E-portfolios not only help to arouse students' interest in learning, but also enhance their friendship and collaborative spirits

Among the 102 students, more than 50% thought that the creation of various kinds of e-works itself was

exciting. Many students compared construction of e-works to playing games. They enjoyed the new learning style and were willing to explore more. What's more, they were also happy to find that their ties with their peers had been strengthened after cooperating and supporting each other in producing their e-portfolios.

Students' confusion about e-portfolios

However, the path of e-portfolios was not totally smooth and unclouded. Around 30% of the 102 students had expressed their confusion regarding e-portfolios. These students thought that the adoption of e-portfolios was simply part of the globalization efforts made by their teachers who just wanted to follow the fashion. 11.76% students thought that the goal of e-portfolios was to cater for teachers' working-at-home style. With e-portfolios, teachers did not need to carry the heavy load of paper homework back and forth between home and campus. 16.6% students considered e-portfolio a waste of time. According to these students, e-portfolios were fairly time-consuming.

Anxiety triggered by existing technology related with e-portfolios

14.7% students of Course D mentioned the anxiety aroused by e-portfolios. They said that they did not know how to make excellent PPT document and video recording though they had strong expectation for doing it well. They were fairly depressed. And they usually spent more time on form than on content.

0.09% students had conveyed the message that much better, time-saving, education-oriented and easy-to-use application suits need to be developed so as to help them better present their products and enable them to focus their energy on content instead of form.

The validity and reliability of e-portfolio assessment remain a question

Teachers of the four courses all used students' e-works as part of their final evaluation, which accounted for 20 % of the total score. Though all the 22 teachers agreed that e-works were an effective way to conduct formative assessment, more than 68.62% students were skeptical about their validity and reliability. 17 students directly expressed their anger towards teachers and thought that they were not fairly scored. They thought that teachers just made their judgment on personal preference. In addition, they also doubted if the e-works assigned by their teachers were consistent and well-designed and if they may effectively represent the teaching purpose of the course. When asked if they can do better if they are given another chance, most of the 102 students offered a positive answer. Failure stories revealed that most of the students thought that it was the technology, not their learning abilities that prevented them from gaining much better grades.

Students call for timely feedback from teachers

Only 24.5% students said that they had received prompt feedback from their teachers. Most of the students' questions could not be answered by teachers in a timely manner. Students wondered if IT staffs were able to find a way to solve the problem from technology respect.

Privacy issue associated with e-portfolios

4.9% students had mentioned problems associated with privacy issue of e-portfolios. These students did not like to demonstrate their learning plan, processes, questions and products to their peers due to personal reasons. They preferred to communicate only with teachers. However, uploading their e-portfolios to qq group made them feel like being peeped at by their peers, which aroused much anxiety from them. For these students, e-portfolios had defeated their enthusiasm for learning.

Conclusions

E-portfolios play an effective role in promoting productive learning and information literacy, enabling formative assessment and critical thinking, visualizing learning process, reducing test anxiety, and stimulating students' learning motivation.

A careful analysis of the quantitative data reveals the following space for improvement.

1. Current technology infrastructure is far from enough to support timely feedback from teachers.
2. IT support team specific for e-portfolio implementation is needed on campus.
3. Functionality associated with privacy protection should be added to e-portfolio system.
4. IT team should work together with college teachers to develop better and easier-to-use e-portfolio-specific applications.
5. Researches regarding the reliability and validity of e-portfolio evaluations should be conducted.
6. Scientific assessment rubrics should be developed for e-portfolio evaluation.
7. College teachers should develop consistent, authentic, systematic and course-specific e-portfolio tasks.
8. Real e-portfolio system is still rare in West China, which offers good business opportunity for IT companies.

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Part IV: Translation

(Volume C)

On George Kao's Translation Strategies for Culture-Specific Items

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[Abstract] This paper presents a preliminary analysis of the translation of culture-specific items in George Kao's Chinese version of the American classic *The Great Gatsby*. With some typical examples in focus, the author endeavours to give a descriptive and specific account of George Kao's translation strategies employed in rendering the culture-specific items.

[Keywords] George Kao; *The Great Gatsby*; culture-specific items; translation strategy

Introduction

George Kao is a well-known Chinese American author, translator, editor, and journalist. He is best known for translating English-language classics into Chinese and for his efforts to bring Chinese classics to English-speaking audiences. As a typical bilingual and bicultural translator, George Kao's academic career has been closely connected with the communication between the Chinese and English languages.

His Chinese version of *The Great Gatsby*, *Da Heng Xiao Zhuan*, has enjoyed many critics' acclaims since its publication. For instance, Pai Hsien-yung (2016), a notable writer in Taiwan District, once commented on George Kao's translation of the novel *The Great Gatsby*, speaking highly of George Kao's version--Fitzgerald's polished craft in diction reaches its climax in this novel, while George Kao's translation also captured the essence of the original work, which requires an in-depth comprehension and perceive to the quintessence of American culture. George Kao is a very typical example of a writer who can handle both Chinese and English with equal ease. Likewise, Professor C. T. Hsia (2002), another internationally eminent literary critic, also acclaimed the translation's faithfulness and fluency.

Despite the recognitions of Fitzgerald's literary craft and the acclaims of the translator's technique, the research on the translation strategies, especially for the culture-related issues in George Kao's Chinese version is comparatively inadequate. Given the situation, it would be instructive to explore George Kao's translation strategies for culture-specific items.

George Kao's Translation Strategies for Culture-Specific Items

Based on an English-Chinese contrastive perspective, some typical culture-specific items, including those both in the popular songs, and in the dialects and accents have been sorted out, with the corresponding translation strategies illustrated.

Translation Strategies for Popular Songs

Popular songs, possessing distinctive culture-loaded flavor, are widely-acknowledged as mirrors of times in that they, to some degree, reflect language and culture features of a specific period in history. Generally speaking, the translation of English songs should comply with the linguistic rules of song lyrics, retaining the aesthetic and stylistic values to the full extent. The ultimate purpose of the target text is to reach as large audience as possible with the reproduction of the artistic features. It poses great challenge for the translator to retain the rhythm of the lyric in the target text.

There are two popular songs, namely, *The Sheik of Araby* and *Ain't We Got Fun?* in the novel *The Great Gatsby*, both of which were written in the year of 1921. Obviously, it would be effortless for American readers to get a grasp of the basic meanings as well as the time spirit conveyed by the songs. However, in which way can a translator compensate the cultural and social difference and try to evoke the same emotions of Chinese readers towards these songs would be a great challenge.

George Kao (2013, p. 322) once associated his personal experiences in America in the 1920s with his translation process, giving an account of the coincidence: "I can now recollect the lyrics of the two popular songs in the 1920s--*The Sheik of Araby* in chapter four and *Ain't We Got Fun?* in chapter five--Moreover, I can sing some lyrics."

Therefore, it is a great advantage for his translating given his familiarity with these two songs, with the tone, rhythm, content as well as the background taking into consideration.

"I'm the Sheik of Araby.

Your love belongs to me.

At night when you're asleep

Into your tent I'll creep——" (Scott, 1995, p. 83)

“我好比、阿剌伯酋长。

你对我、一见倾心。

夜晚你、香梦正浓，

我偷偷、做入幕之宾——” (Kao, 2013, p. 103)

George Kao divides each line of lyrics into two parts by making advantage of Chinese character's characteristic of character-syllable one-one correspondence relationship. In his version, the former half parts of each line embrace three characters, while the latter four or five, thus producing a neat and finger-popping version. As for the reproduction of the rhyming, in the source text, the pair of words "Araby" and "me" in the first and second line as well as "sleep" and "creep" in the third and fourth line respectively form two pair of ending rhymes; while in the target text, the Chinese character "心" ("xin" in Chinese *Pinyin* system) and "宾" ("bin" in Chinese *Pinyin* system) in the second and fourth line form rhyming, which conforms to the rhyming scheme of the China Tang Dynasty "modern style" poetry, thus producing a text closely connected with Chinese culture. Apart from it, the typical Chinese four-character phrases such as "一见倾心", "香梦正浓" and "入幕之宾" not only enchant the literary and musical flavors of the song but also conform to the Chinese linguistic and cultural conventions.

In the morning,

In the evening,

Ain't we got fun——

*One thing's sure and nothing's surer
The rich get richer and the poor get——children.*

In the meantime,

In between time—— (Scott, 1995, pp. 100-101)

“早上好，

晚上也好，

玩得开心——

金科玉律，天经地义：

富得更富，穷的更——多子孙。

待会儿再看，

待会儿再瞧——” (Kao, 2013, p. 126)

Similarly, George Kao renders the lyrics into several four-character phrases to produce a text of neat structure. Apart from it, the syllable-correspondence relationship between the source text and target text is equally worth noticing. As for the first section of the source text, there are four syllables in each line; it is the same case with the counterpart of the target text. In the second section of the source text, as for the first and second lines, there are respectively eight and eleven syllables; while for the counterpart of the target text, there are respectively eight and ten Chinese characters, namely, eight and ten syllables in it. As for the third and fourth lines, there are respectively four syllables; as for the counterpart of the target text, there are five Chinese characters in each line; however, the Chinese character “儿” is an end sound added to the former character and it would not form one single syllable. Therefore, there are four syllables in the counterpart of the target text.

It is evident that except the second line of the second section, the number of syllables in each line in the target text exactly corresponds to that of in the source text. Therefore, due to George Kao's discerning command exquisite rendering and of the two English songs, both the lyrics and rhythms reproduced in the Chinese version are equally fluent to read and rhymed to sing.

Translation Strategies for Dialects and Accents

George Garrett (2007, p. 111), an American literature critic, once favorably commented on the significance of the employment of American vernacular in Fitzgerald's novel *The Great Gatsby*, stating that the novel is “a marvelous experiment, a triumph of the written American vernacular, the range, suppleness, and eloquence of it”.

On the part of the translator, George Kao (2000, p. 165) held that the dialects are untranslatable. He stated that it is barely possible to render the errors in pronunciations, jargons and dialects in English into Chinese characters. Imagine an excellent translator rendering both the sounds and meanings, if possible, a note attached to the translation is necessarily required. In this case, the target readers have, consequently, no choice but confront two obstacles while reading the target text.

Taking the above statements into consideration, one may find that most dialects and accents in the novel are not reproduced in George Kao's translation. However, there are exceptions. Two examples would be explored:

“I understand you're looking for a business gonnegtion.” (Scott, 1995, p. 75)

“我听说你要找一个干系做生意。” (Kao, 2013, p. 92)

“He is an Oggsford man.” (Scott, 1995, p. 76)

“他是牛劲毕业的。” (Kao, 2013, p. 94)

Both of these two utterances are produced by Meyer Wolfsheim, who is the only acknowledged Jew appearing in *The Great Gatsby*. His portrayal is not so a positive figure as he is portrayed and in this way belongs to the same vague social class as Gatsby himself. He has a peculiar tendency of using the letter “g” to replace “c” in uttering some specific words as exemplified in the above utterances. This changing of letters indicate either his ignorance of the correct pronunciation or his lower origins. At the same time, this mispronunciation of “g” replacing “c”, a typical case on the part of the Jews, could also be seen as a distinctive feature of the New York dialect, probably in Brooklyn, as during the first part of 20th century, most of the Jews lived there.

It has been pointed out that both the words “gonnegtion” and “Oggsford” in the source text are the wrong pronunciation of “connection” and “Oxford”. George Kao reproduces the phonetic features in Chinese by employing “干系” (“*ganxi*” as in the Chinese *pinyin* system) and “牛劲” (“*niujin*” with “*jìn*” in its falling tone in Chinese) in his translation to indicate the correct sounds of the words of “关系” (*guanxi*) and “牛津” (“*niujin*” with “*jīn*” in its level tone in Chinese), both of which can be found in the Chinese language and possess derogatory meanings. Therefore, Wolfsheim’s foreign accent, lower origins, gangland background as well as his indifference to Gatsby’s academic career in the Oxford University have been successfully conveyed to the target readers by George Kao’s tactful rendering of reproducing the sound-meaning correspondence relationship.

To take another example, George Kao tend to employ the Wu Chinese (a kind of dialects mainly used in Chinese cities of Shanghai, Zhejiang, southeastern Jiangsu, parts of Anhui and Jiangxi provinces), for example:

The very phrases were worn so threadbare that they evoked no image except that of a turbaned “character” leaking sawdust at every pore as he pursued a tiger through the Bois de Boulogne. (Scott, p. 70)

他这样信口开河,没有一句令人可信的话,我听了脑中并没有别的构想,似乎只见到一个裹了头巾的印度“阿三”,像塞满木屑的傀儡玩具一样,在巴黎郊外布龙林园里东奔西跑、追打着老虎。(Kao, 2013, pp. 85-86)

“Bois de Boulogne” is a forest located in the timbered garden of the western part of Paris without any tiger inhabitants. Apart from it, “turban” is one of the eastern Muslim’s customs. Fitzgerald employs this vivid description to depict Nick’s satiric and ridiculous attitude towards Gatsby’s clumsy lies. The expression of “印度‘阿三’” is an Old Shanghai inhabitants’ derogatory slang to address the Indian police, especially those in Old Shanghai international settlement, namely, in the regions covered by the dialect of Wu Chinese. The translation not only conveys the irony tone in the source text, but also exerts the familiarity to Chinese readers.

On the issue of the employment of dialects in translation, George Kao (2013, p. 287) once stated: “One should attach much importance to the issue of the employment of dialects when he translates the utterances.... The reason why some dictions originated from the Wu Chinese can be found in my translation is determined by a variety of factors--Obviously, my childhood in Shanghai exerts great influence on it--firstly, I deem the 1920s of New York under Fitzgerald’s description similar to Shanghai society in a particular time.

Secondly, and what is more important, is my notion that the Wu Chinese I occasionally employed serves as the most appropriate medium to convey the meanings of the specific source texts. Moreover, since those words have been introduced to the Mandarin Chinese, in a strict sense, they no longer fall into the category of dialects.”

It is obvious that George Kao’s attitude towards the employment of dialects in translation is prudent. His expectant criterion is whether the dictions have been widely accepted by the target readers and have introduced into Mandarin Chinese.

Conclusion

In translating culture-specific items--especially the intense culture-loaded flavors demonstrated in the English popular songs as well as dialects and accents--in the American novel *The Great Gatsby*, George Kao has basically adopted a domesticating translation strategy, endeavoring to produce a comparatively fluent, idiomatic Chinese version for the sake of the target readers.

The target-oriented translation principle could be attributed to George Kao’s unique education scheme at his early years and his personal preference in translation, which presents another topic yet to be explored.

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Less is More: Selected Translations of Wang Rongpei's Reflections on Translating Chinese Classics

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[Abstract] Being an expert translator of Chinese Classical writings, Professor Wang Rongpei commits himself to the exploration of comparable studies and theoretical reflections. These supposedly paratextual contributions then find their ways into the observation and accommodation of expectant relevant readers, whose compositions in turn promote profundity in academic inquisition and transference of translational acquisition.

[Keywords] Wang Rongpei; paratextual writings; cross-referential perspective

Introduction

A translator is what he translates. As the translation proper is basically confined to the original text, the paratextual writings mostly relate to the translator's presentation of his perspectives on the translated composition. Professor Wang Rongpei has been pursuing the translation of Chinese classics for nearly thirty years, and becomes the prolific figure. Recently, Shanghai Foreign Language Education Press has Wang Rongpei's academic writings compiled, printed and published. The book, is inscribed by Chief Zhuang Zhixiang and prefaced by Professor Wang Hongyin, the head of the Association of English Translation of Chinese Classical Works. This very publication is the first collection of Wang Rongpei's pieces regarding his translation principle and practice. This essay is intended to select some representative arguments for English rendering to boost the academic feedback worldwide.

Through close reading via piecemeal perusing and holistic cross-references, Wang Rongpei's papers are fundamentally inferred as the mixed essays of pre-translational insights and post-translational generalization. Since Wang Rongpei asserts and operates his doctrine of TRANSLATION ONLY (洁译), his translations are impressively vacant except for the proper versions targeting the general readership. In contrast, his post-script writings are creditably appealing to professionals who are virtually informative and critically concerned.

Theoretically speaking, Wang Rongpei's academic works are of the paratextual nature, the term of Genette, the French theorist. In light of Genette's exposition, equivalent paratexts in translation refer to the writings other than the proper translation texts. As the prefix suggests, they are surrounding the translated text for the ultimate purpose of misunderstanding-proof and complete readings. Specifically speaking, Wang Rongpei's reflective works are generally classified as epitext, the type of paratext that is not available within the text between covers. Actually, epitexts are independent of the translated copies, yet they belong with the translation with reference to the name's sake. Usually, epitexts are primarily post-script writings, which

aim to discuss with or shed lights on the privileged reader who are either comfortably completed to varying degrees with reading the translations or those who are peer translators and scholars. Regularly, epitexts are literal domain where the critics claim their say. When the translator steps in and takes over, the value of epitexts reasonably doubled since, first and foremost, they are primary rather than secondary arguments. That partly suffices the justification as to why the author of the paper selects excerpts from Wang Rongpei's special Collection for English rendering. The following highlights translated from Wang Rongpei's work are remarkably informative enough to bring the translated texts closer to the authentic readers who read for refined understandings and scholarly dialogues. Again, if his TRANSLATION ONLY edition is, as evidenced by his repeated confirmation, meant for the average reader. In contrast, once his academic writings are collected and published, the very epitextual nature of "circulating, as it were, freely in a virtually limitless physical and social space" (Genette, trans. Lewin, 1997, p. 344) strikes home.

PARATEXTS OF THE COMPARATIVE STUDY OF RETRANSLATING TAO YUANMING'S POEMS

As a professional translator of Chinese classical works, Wang Rongpei is particularly attached to the pre-Tang poetry. First and foremost, Wang Rongpei is dedicated to the English Translation of the pieces of Tao Yuanming, his most favorite poet. His emotional responses and transportation is so possessive that his responsive paratextual writings turn out to be rewardingly inspiring. Translatorial epitexts by the very translator are understandably more attention-getting than those by others. In Genette's statements, this could be reiterated:

Being an avid reader and lecturer of English literature, Wang Rongpei takes to the scholarly investigation and published some essays. The oft-quoted part from his paper "Two Cultures, Two Culture-specific Pastorals" (see pp. 68-98) in *A Comparative Study of Tao Yuanming's Poetry* (2000) is translated as follows. All the corresponding translations are arranged in the left alignment manner.

Tianyuan Shi, a common topic for Chinese and Western poetic practice, is mainly about rural life. When translated into English, the pastoral poem is supposed to be the proper term. Yet, when the word *pastoral* is to be put into Chinese, Tianyuan Shi (田园诗) or Muge (牧歌) are corresponding genre indicators. Then a puzzle presents itself, i.e. the two terms, Tianyuan Shi and the pastoral, are not significantly identical due to the fundamental differences in implication of meaning, where the shade at the topical level is suggestive of the cultural differences, by way of which, the nature of the distinction is to be revealed.

Naturally, Wang Rongpei's expertise in English literature exerts its very influential tone of authority. Such categorical elaborations appears to be composed of terms intended for insightful peer professionals to fathom in greater scope and depth and mindful regular audience to venture further. Therefore, the purpose of paratexts are instantly accomplished. Then Wang Rongpei continues to write about Marlowe's Pastoral Poems.

The paper is intended to compare Marlowe's pastoral poems with those of Tao Yuanming for the exploration of the poetic similarity and difference with reference to the Sino-western cultural gaps.

Contrary to the common sense of the general readers, Wang Rongpei chooses to start with the western poetic representative as the first section and proceed to discuss our national icon in the second section. The attitude is simply the regular choice of any inclusive scholars. Please see the following attachments of Eng-

lish translations of the first section Marlowe's Pastorals.

Since the third century BC, pastoral has been traditionally the poetic trend in the European literature. The literary talents in the period of Renaissance presents the ideal pastoral life to reflect their aspiration for the long past harmony and romance. *The Passionate Shepherd to His Love*, a piece by Christopher Marlowe, the celebrated British dramatist and poet at the time, is remarkably illustrative of the type.

Marlowe was born to be the son of a cobbler, and finished his university on scholarship. During his stay in London, he associated with people who challenge religion, like politician activist Lorry, playwright Chapman and mathematician Harriot, just to name a few. The group was then known as "Dark Night School", the gathering of atheists. Marlowe was once confided and ended up in jail. In 1593, he had a brawl with two guys in a pub near London and was then stabbed to death. It was assumed that the two might be agents working for the government. Despite his short life, Marlowe left us with seven play scripts and some poems, among which *The Passionate Shepherd to His Love* (Poem Script omitted) is notably popular. The poem features strikingly artistic elements. The apparent sense of a quatrain turns out to be couplets in iambic tetrameter, rhyming in the pattern of aa, bb, cc...nn. Alliteration is recognizable half the poem, totaling 13. While being read, the strong musical rhythm of the poem empowers sensational resonance. If transcribed into modern free verse, the mere reading of the contents is breath taking.

Marlowe has been living in London all the while and almost knew little about the country life. His country carols simply record his "vintage" urban invention and consequentially leads to false portrayal of the natural images. For instance, the birds sing madrigals welcomed by the leisured young men in the age of Elizabeth but rarely accessible to the country birds. More instances are as follows: blooming roses are bright in colors and mellow in fragrance, yet it does not necessarily mean that thorny roses are available for proper sleep. Likewise, the intended straw belt adorned with coral and amber and the slippers with golden ornaments are ridiculously portrayed. What is funny is that the shepherdess appears to be idly indulging in love and romance. Occasionally, she is seen shearing indeed; however, picking one by one is simply bizarre. If so, how pathetic are the lambs!

The shepherd, modified as passionate in the title, actually possesses not that much passion. Nowhere between lines is passion recognizable except for the undue pretense. Instead, the poem sounds as if a wealthy playboy who takes advantage of his identity and attempts to seduce the innocent country lass, or the urban kids just have the house-playing game. Once confronted with Huji in *Linglin, My Love*, Qin Luofu in *Song of the Roadside Mulberry*, they are certain to be refuted and ridiculed. Coincidence happens when a couple of poets express themselves for this particular sake, Walter Raleigh (1552-1618), Marlowe's peer, did so in his verse *The Nymph's Reply to the Shepherd* (Poem Script omitted).

The subjunctive mood is employed by Raleigh in the first stanza and the last as well, suggesting the impossibility of the realization of what the shepherd has conceived: If all the world and love were young ... These pretty pleasures might me move ..., But could youth last ... Had joy no date ... Then these delights my mind might move ... As the season rotates, the nature changes its looks, the magic of the gift fades eventually. Holding that the shepherd merely flatters: "A honey tongue, a heart of gall, Is fancy's spring, but sorrow's fall", the fille responded resolutely, never and ever falling in love: "All these in me no means can move To come to thee and be thy love".

In Donne's (John Donne, 1573-1631) *The Bait* (Poem Script omitted), the fisherman replaces the shep-

herd, meantime, new milieu sets in when the seaside takes the place of the regular ranch. On the golden beach, by the crystal clear stream, the fisherman poses himself using the silky fishing line and the silver fish bait. Identically situated in the fantasy scenario, what makes the metaphysical poets unusually engaging is their metaphorical contribution, the attractive local girl comes and sits by the fisherman, attracting the fish and the fisherman at the same time.

The fantastic imagination of the poets are noticeably impressive, yet the Chinese readers still holds the opinion that they are more fantasy than reality. The European pastoral is the very literary production in the context of the European culture. The antiquity-friendly Greeks and Romans concluded that the most blissful period was none other than the earliest historic time. Bred in Christianity, the literary writers from the Middle Age and the Renaissance insisted that the happiest days are the bygone days before Paradise was lost. The pastoral poems are medium by which they communicate their aspiration for and pursuit of the long past pre-historic dream world.

Finishing up his remarks about Marlowe, Wang Rongpei then change to comment on Tao Yuanming's Tianyuan Shi, which are designed as the comparative, or to be exact, the contrastive reviews. The following renderings of the second section Tao Yuanming's Tianyuan Shi are meant for close reading and closer observations on the side of either the western readers or the domestic counterpart.

The traditional Chinese pastorals can be traced back to as early as 11 BC or 6 BC when *The Odes of Poetry* and other country poems came into being. Such poems from *Shijing as July*, *The Vast Land*, *The Choice Rice and the Large Land* are mainly about farming life. However, Tao Yuanming is considered to be the pioneer pastoral poet in the real sense.

Qian is the given name for Tao Yuanming (365-427), and Yuanliang is his another identity name. Tao Yuanming is also known as Master Jingjie, his stylish name. Tao Yuanming was from Caisang, Xunyang(south-western of the present Jiujiang City). He was born a descendent of a landowner family. His great grandfather Tao Kan was Commander-in-chief in Eastern Jin Dynasty, and his grandfather a prefecture chief in his time. When Tao Yuanming was 8, his father died and the family life turned humbler. He spent his youth years in the countryside of Caisang, Xunyang. Those years remains Tao Yuanming's ever lasting memory. Later on, Tao Yuanming grew up to be ambitious. Living in an age when social turmoil was omniscient, reality clashed with ideality time and time again. While Tao Yuanming was recruited to serve in such lower positions as libationer, staff adviser, the subsequent unpleasant experiences amounted to be intensely conflicting with his aspiration. As he turned 41, he gave up his officialdom and took up the hermit way of living by returning to embrace and labor in the natural field. In the days since retirement, Tao Yuanming composed poems to praise the field life positively and passionately. Though his disposition was identified to be elegant and unaffected, deep down, he could not reconcile with disillusion and even indignation.

Generally speaking, the poems of Tao Yuanming could be roughly classified into three major categories, Yonghuai, Tianyuan and philosophical ones. Thirty poems of Tao Yuanming count as the first type. Such poems as *Back to Country Life*, *Moving Houses*, *Drinking Wine (No. 5)*, *Reading The Book of Mountains and Seas (No. 1)*, etc. are typical and exemplary in elaborating his farming life. Owing to his personal involvement and experience, the quiet regular country life comes alive when transferred to paper. The poet's innermost happiness finds a way into the country living things. Poems like these are symbolic of the poetic effect featuring emotional resonance, spurred by the surrounding scenery yet rationalized in logical reasoning, i.e.,

the signature components of the pastoral poems. Then the prevalent practice ushers in dawning of one of the most important poetic genre in the history of Chinese classical poetry. For Chinese readers, the pastoral poems of Tao Yuanming are extraordinarily appealing. Xin Qiji, the lyric writer from Song Dynasty, admired Tao Yuanming for the fact that not a single word in more than a hundred poems from a millennium ago is perplexing for people to feel and to ponder. Yuan Haowen from Jin Dynasty praised Tao's poems as models of permanently refreshing expressions that are free from any affectionate ornaments. Doubtlessly, These comments are exactly what Tao Yuanming lives by and remembered by. His serial poems entitled as *Drinking Wine* is a proper case for this sense, and the fifth is acclaimed as the most inviting poem, notably the notion of building the house amid the world of men and feeling the pleasure in the faraway Southern Mount and the chrysanthemums beneath the eastern hedge.

The *Drinking Wine* Poems were completed when Tao Yuanming was 53. Apparently, they are works of ideological and artistic maturity. The fifth one portrays the autonomous retreat life and the enjoyable fun, the exploration of life's lessons while indulging in the harmonious and peaceful environments. The first four lines open with the introduction of the absence of intimates despite his residing in the country neighbourhood. This is meant as the evident revelation that Tao Yuanming, unlike those who choose to live in isolation in the distant wilderness, prefers to settle down in the community. Tao Yuanming was capable of ignoring the secular customs and withdrawing from socializing with the celebrity people, simply because he practiced what he believed that the distant mind creating distant place and rid himself of the idea of striving for fame and gain. Dedicated to the harmonious coexistence between man and nature, in the following four lines the poet found himself roaming about, plucking chrysanthemum and occasional gazing into the opposite Southern Hill. Looking at the setting sun amid misty clouds and the birds returning to their nestles, Tao Yuanming entertained us with the metaphorical image and pointed out that people are supposed to look for and decide on a resting place. And he did set an example and was the early bird in making the eastern hedge and the silent forest his destination. For this reason, in the end of the poem, the poet concluded that he was fortunate to be inspired in the Great Nature to understand the truth of the life, which is nearly intangible. Only by attaining the realm did Tao Yuanming seek comforts in the simplicity of the rural life.

Impressive resemblances are instantly accessible in the first poem of Tao Yuanming's five poems *Back to the Country Life*. At 41, Tao Yuanming was nominated as the county magistrate. Eighty days into the title, he resigned out of unwillingness to oblige himself for the relatively sustainable pay, immediately afterwards, he left for the country life, the act alone terminated his on and off official involvements. Written right after his retirement, the poem brings to life the beauty of the country surroundings and the pleasures of the pastoral way of living. The fresh, the natural, the unsophisticated images are sheer reflections of his noble state of mind. Wang Rongpei's English translations of Tao Yuanming's two metaphorical lines are quoted as follows:

Birds in the cage would long for wooded hills;

Fish in the pond would yearn for flowing spills.

This poem provides an account of his choice of returning to the country life and abandoning the official career altogether. According to the poet, all are driven by his innate personality of enjoying staying close to nature and not catering to the secular. How regrettable he felt for the past 30 years when he was, much of a caged bird or a besieged fish, mistakenly bewildered by his mindful obsession of the official promotion. If

an entrapped bird or fish is not oblivious of where it is due, Tao Yuanming could not forget about his feelings for his farmland, then he eventually freed himself from the fussy official world and settled back to farming in the country life as his modest inner nature directed. Intoxicated in the everyday sights and stuff, the land, the residence shelter, the willow, the peach and plum, the hamlet, the cooking haze, dogs barking, cocks crowing, all natural elements keep defining and highlighting the magic essence of the country life. If it is not what he dreams about Tao Hua Yuan, what else is qualified as Shangri-La? If it is not a Utopian model of what Lao Zi's ideal of the small nation with the reasonably-sized population, what else? Being in the countryside and far from the madding world, Tao Yuanming followed his inner mind and lived a quiet and simple life. Back in the wonderful nature he longs for, freed from the worldly confines and defines, Tao Yuanming enjoys naturalization of his way of living to his heart's content: maturity proposes, nature disposes.

The first poem in *Reading The Book of Mountains and Seas* strikes as another remarkable model of pastorals. *The Book of Mountains and Seas* is the compiling of the ancient legends and tales, the national geographical landmarks and species. Inspired by its writing and upon the completion of its reading, Tao Yuanming composes 13 poems regarding this subject matter. The first one reads as the introductory preface, poised towards the quietude in the country cottage and the pleasure of the general reading once retreating from farming chores.

The first four lines are mere description of the views surrounding the country residence in the early April. Grass and trees are growing dense, attracting the hustling birds to nestle. The poet sees all and loves all. The following four lines are close-knit illustration of the pleasure of taking time off farming for reading. Owing to the out-of-sight country neighborhood, the social life is consequentially out of way. The third four lines are basically romantic expressions of the idleness in the country life, sipping the spring brewery, savoring the fresh vegetables, then the mild breeze and the soft drizzle make the idle life extremely enjoyable. The last four lines focus on the poet's intriguing post-drinking spiritual tour across the earth once he is done with skimming *Biography of King Mu*, glancing at *The Picture of The Mounts and the Seas*. In totality, the poetic effect impresses as the carol of the simplicity of the natural beauty, the celebration of the harmonious life free from any hurries and worries.

While Wang Rongpei is completed with both independent and interdependent discussions of the two respective topics, he then commits himself in the conduction of the third section Two Cultures Two Pastorals, for which the equivalent transcriptions are presented as follows.

Similarly identified as pastorals, Marlowe's poems differ greatly from those of Tao Yuanming in terms of poetic institutions. The idealistic representation of the former is evidently recognizable as opposed to the realistic composition of the latter.

For the discussion of the western pastorals, definitions in two dictionaries are to be cited as follows: According to Cudden's *A Dictionary of Literary Terms*, pastorals are defined as "A minor but important mode which, by convention, is concerned with the lives of shepherds. It is of great antiquity and interpenetrates many works in Classical and modern European literature. It is doubtful if pastoral ever had much to do with the daily working life of shepherds, though it is not too difficult to find shepherds (in Montenegro, Albania, Greece and Sardina, for instance) who compose poetry, sing songs and while away the hours playing the flute. For the most part pastoral tends to be an idealization of shepherd life, and, by so being, creates an im-

age of a peaceful and uncorrupted existence.” (From *The Dictionary of World Poetics* by Yue Daiyun, the definition of pastorals goes like this: the pastoral is basically a poetic way of depicting the life of shepherds. It has been existent since the ancient time on and could be read in European classical and modern poems as well. The word itself is derived from the Latin *pastor*, which means the shepherd, and the term of the shepherd’s lyric is just as popular. The third century B. C., the poet Theokritos from Serra of CUSA, Sicily created the poems about the life of the Sicilian shepherds, and for that he was remembered as the father of the pastoral. In other European territories as Greece, Ladiner and Albania, it is nothing rare that shepherds made lyrics and played the flute to entertain themselves. However, further investigation is needed to testify how pastorals are related to the life of the shepherds. Most of the pastorals are absolute euphemism of the general life of the shepherds and therefore mere exaggeration of the modest, peaceful atmosphere of the great nature. Clearly, this very modification mostly reviews what has been discussed in the first definition.)

The second definition that best explains the meaning of pastorals is the quote from the volume of foreign literature in the Great Chinese Bibliography: Pastorals are practiced as the literary genre for the depiction of the life of the shepherds. With this media, poets produce the sharp contrast between the grand nobility of the rural life and the corrupted degeneration of the urban and court life. This genre took its origin in Greece, and Theokritos is said to be the earliest poet of the type. The Roman poet Vergil published his pastorals in 37 B.C. In his poem, the modest rural life of Acadia is exemplified through the idealized people and scenery, and metaphorical it is comprehended as the ode of the splendor of the lost Roman Empire in the form of pastorals. In contrast, the pastoral of Vergil is more sophisticatedly artistic than the ones in Greek time; however, its influence upon the later coming literati is profound. In the time of Renaissance, pastorals become so extensively popular that more versions of pastoral writings come into shape, like pastoral novels and plays with the rural life as the dominant theme. *Arcania* by San Naza Lo from Italy, *Diana* by Spanish writer Monte Monjohnny, the comedy *All Is Well That Ends Well* by Shakespeare, just to name a few best pieces. As for Milton’s *Comus*, it is the typical pastoral elegy with philosophical and religious questing at issue. What is more, by Milton’s *Lycidas* is something of a farce about the playful young men and women. When romanticism is in its heyday, it is through pastorals that man share his evaluation of nature and society. Significantly, Goethe qualifies as an example. Later on, the pastoral finds its way into the melodious presentation of the contemporary music.

From the above definitions, the European Renaissance is a logo carriage of the ancient Greek and Roman Heritage. Under the influence of humanism, the metropolitan poets, who have no exposure to the real life country life busied themselves with inventing pastorals about shepherds to patronize their aspiration of the ideal world and the longing for the noble romance. However, their compositions are more of imagination and the real world are obviously different from what they paint in their pastorals. From Virgil on, the pastoral poets are apparently obsessed with the golden age in the prehistorical time. Empowered by the perspective of Christianity, the golden age is perceived as the Eden. The symbol is nothing but fantasy which is beyond attainment. Therefore, this unrealistic nature contained in pastorals is detached from reality.

Chinese pastorals pioneered by Tao Yuanming is just the opposite. The pastorals are total reflections of the real scenario. China is mainly an agricultural country. Earlier on, some poems in *the Book of Odes* are proper indications of farming stuff. *July* is the typical of the type. Likewise, Tao Yuanming’s *Ferns Gathering* (English Translation omitted) from *Lesser Ode*. is a good illustration of interplay between scenes and

senses.

Nevertheless, in the following thousand years after the popularity of *The Book of Odes*, the poetic writings about country life is extremely few. Not until the end of Eastern Jin, due to social disorders and political unrests, quite a few literati who admired the philosophy of Lao Zi and Zhuang Zi, turned to entertain themselves with natural wonders and sought after hermit way of living. Some others, who were reluctant to get involved in the official circles, worked out pieces of country life once they were motivated by the agricultural thought to experience the farming life. Tao Yuanming's works are the best of them, and his pieces are vivid depiction of his real country life, reminiscent of the principles of Kong Zi and Meng Zi and the instruction of Lao Zi and Zhang Zi. Such is the case, Tao Yuanming's poems are in absolute contrast to the European pastorals. In his early schooldays, Tao Yuanming was educated mostly in the Confucian ideology, and later he accommodated some ideas of the Daoist Metaphysics. Truly, both the thoughts found expressions in Tao Yuanming's poetry. Since Tao Yuanming, a lover of the country surroundings in his childhood, returned to inhabit the country life, the farming stuff unmistakably become his affectionate subject matter. Almost all of Tao Yuanming's farming poems are memorable reminders of the real life in the country, which qualifies them to be ascribed as realistic representatives.

For further clarification of the issue, idealistic and realistic are binary terms for the distinction between the Chinese and Western pastorals. Yet, the difference is far from being specified if it is confined to the dictionary definition of the two terms. Similarities between the western enthusiastic idealism and the Chinese realism of sitting back attitude are reasonably concluded. Even when Tao Yuanming finds permanent peace in the farming life, his wishing for Utopian *Peach Blossom* is elaborated in his writings.

In the broad sense, what is noticeable is that the realistic touch is evident in the western pastorals, for instance, *The Deserted Village* by Thomas Gray (1716-1771). Being a frequenter in the Lake Districts in the northwestern Britain, William Wordsworth produces numerous pastorals focusing on the general life of the ordinary countrymen and the wonderful nature, consequentially bearing resemblances of those by Tao Yuanming. All in all, the Chinese and the western pastorals are greatly distinguishable in multi-dimensional aspects, ranging from contents, forms, implications and styles. All these do not necessarily make the coded transferences unattainable. All the quoted English translations of the ancient Chinese poems in this essay prove to be contextually equivalent and culturally comprehensible.

"Genette systematically analyzes all the phenomena of the paratext-the 'thresholds' or the elements that precede, accompany and surround a text, not to mention the 'palimpsests' – in order to illuminate the text itself, obliquely but effectively. (Biasin, 1996, p. 980) From the above selections, when Wang Rongpei sticks with his TRANSLATION ONLY principle, the mindful professional readers might conclude that the translator's personal revelation and justification of his relevant thinking and behavior are the primary source in authorizing his translations. Supplemented by the package writings, Wang Rongpei's TRANSLATION ONLY editions are to be approached with some presuppositions and circular interpretations. Simply put, Wang Rongpei's epitextual publications about key concerns for Tao Yuanming is multi-functional, exploring translation form and content in light of the literary genre to historical contexts. Ultimately, Wang Rongpei's mutually-dependent comparisons are supposed to endow the western readers with competent recognition, without which the western readers might possibly be immersed in the awkward situations of either arbitrary reading or superficial reception.

To sum up, pastorals, like any other literary genres, whenever put in the perspective of the comparative studies, not only the contrastive individualities are generated, but also the mutual understandings are promoted and even ignorance is justified for due exploration. Quantitatively speaking, the epitextual formulation and verbalization of Wang Rongpei prove to be inspirational food for thought for translators, researchers and the audience; qualitatively speaking, Wang Rongpei's signature cross-referential reviews are interwoven with his close reading of foreigners' renderings. In his comments of Bradstreet's (1612-1672) English translations of Tao Yuanming's *The Flesh, the Shadow and the Spirit*, Wang Rongpei's message rings a bell for native and western readers alike. This translated verse offers a comparable transcription from the cross-cultural perspective, which mirror the instrumental implication of the revival and transportation of understanding Tao Yuanming. (Wang, 2003)

WANG RONGPEI' S EPITEXTUAL COMMENTARY ON TRANSLATING TANG XIANZU' S PLAYS

"While Genette does not deal with paratexts in translated texts, these are increasingly attracting the interest of translation scholars (first by Kowala 1996, latter by, for example Dimitriu, 2009, Harvey 2003, Tahir-Gurcaglar 2002 and VoBschmidt 2008)." (Norberg, eds. Gil-Bardaji, 2012, p. 101) Oftentimes, Wang Rongpei discusses his translation either in his translation edition in the form of Introduction or in his respective academic papers. Due to his innate bonds with both Chinese classical canons and elite English literature, Wang Rongpei rarely fails to exemplify himself as a fair-minded academia who meditate and mediate in the peripheral contexts. The following excerpts about drama translation (Also indented as the above layout) suffice as illustrative persuasion.

Excerpt A

In the case of the script of *The Peony Pavilion*, if the lyrical and poetic parts are rendered in the prosaic way, the absence and loss of the feel and the meter unfailingly lead to the listless, even ridiculous translation. So I choose to present them in the classical metrical pattern of English verse, thus producing touches and tones of the original poetic effect and that of alienation and ensuring the easy access to the artistic features of the original on the side of the western readership. In *Romeo and Juliet*, Shakespeare adopts the poetic diction that is exclusively conducive to the representation of the melancholy mood. (Selection from Wang Rongpei's paper of "Post-translational Retrospection on *The Peony Pavilion*")

When Wang Rongpei writes of the earliest English translations of Tang Xianzu's works in 19th century, he mentions that Tang Xianzu is primarily viewed by the westerners as the greatest playwright, and *The Peony Pavilion* is most popular. (Tranlated from the Preface of *The Nanke Dream*, 2012:Introduction) Just as Wang Rongpei asserts, the reading of *The Peony Pavilion* suggests something unseen in the original once scrutinized in the light of the western peers, say the works of Shakespeare. Consequentially, the priority policy is none other than the doctrine of seeking the dynamic equivalence for engaging the attention and stimulating the competitive reading of the target readership. So translating, the translator's two-way considerations in the process of actual translation are well preserved for the post production of relevant essays, namely epitexts.

Excerpt A (Continued)

When confronted with the English translation of the lyrics and verses, the optimal reservation of the im-

agery is practiced under the prerequisite for facilitating the reception of the English reader. There is no denying that, oftentimes, the responsive colloquial English is prioritized to take over whenever the original images are untranslatable and then dismissed altogether. Although I set my mind on bringing out the poetic effect of the translated version, I could not each one of them resemble the natural flow of the lovely lyrics in *Romeo and Juliet*. I sometimes venture to write in English merely to mirror the beauty of the original diction. Languages evolve as times change. Even for the current native readers, Tang Xianzu's expressions are no longer conveniently intimate. Similarly, the contemporary English readers also find Shakespeare's language distantly-relevant. The translated version are best accomplished if they poses no violation of the colloquial way of English expression and meanwhile being endowed with the tangible disposition of the far away and the long ago. (Selection from Wang Rongpei's paper of "Preface to *The Peony Pavilion* Edition of the Collection of *The Library of Chinese Classics*")

Wang Rongpei's Tang Xianzu-related epitexts appear to be more theoretically-composed than the rest. Unlike what he put into his epitextual writings about translating *Shijing* and Tao Yuanming etc. where he prefers to provide and exemplify parallel case studies, Wang Rongpei chooses to focus on general discussion by all round delineation of the thematic arrangements and characterization arguments.

Excerpt B

English translation of all the five of Tang Xianzu's plays are eventually completed. A preface, intended for the proper review of Tang Xianzu's life, writing and the overseas dissemination, is soon to be worked out for the publication of *The Complete Works of Tang Xianzu* in 2016, right before the 400 anniversary of both Tang Xianzu and Shakespeare. From 1996 when I initiated the translation of the first play of Tang Xianzu to the settlement of the publication date, twenty years passed and all of Tang Xianzu's plays have been translated into English. Undoubtedly, this practice is the unprecedentedly time-consuming and therefore significantly rewarding. I tend to pride myself in the actual participation in China's marching to the outside world, the endless joy is simply beyond wordy transcription. (Selection from Wang Rongpei's paper of "Between The Chinese Classics and I")

When discussing the translator's project choices, the universally acknowledged assumption that a translator is what he translates could be sensibly refreshed and then inferred as a translation is what a translator is. Being a translator of what he nurtures to his heart's content, Wang Rongpei never fails to endear the source texts by prioritizing the innate intimacy complex, which guarantees the natural generation of the target text. In terms of Wang Rongpei's epitextual writings about Tang Xianzu, his attachments to both Tang Xianzu and Shakespeare do create reflective wonders untainable by those who do not. For this reason, Wang Rongpei's current epitexts are enormously impressive.

Excerpt C

Tang Xianzu(1550-1616) and Shakespeare (1564-1616)are peer playwrights in the same century, which make it possible and popular for the comparison of the two. As early as 1946, there was Zhao Jingshen's academic paper Tang Xianzu and Shakespeare. Later on, *Winter's Tale* and *The Peony Pavilion* by Cyril Birch is added to the discussion. (Ibid. Excerpt A)

Excerpt D

The parallel study between Tang Xianzu and Shakespeare has been in existence for nearly a century. *The Peony Pavilion* is constantly analyzed with Shakespeare's *Romeo and Juliet* and *Winter's Tale* as the counter-

parts of the comparative studies. Recently, Xu Shunsheng delivered an essay where Hugo's *Hemani* is referred to as the comparable perspective for *The Peony Pavilion*. In the larger context of world literature, prominent profundity in the plays and poems of Tang Xianzu is sure to be probed and unveiled while diversified cultures are open to intellectual dialogues, which are constantly involved and evolving. (Ibid. Excerpt A Continued)

Viewing Wang Rongpei's epitextual writings, it seems that there is no such a thing as private epitext at all. Whatever Wang Rongpei composes and comments in his academic papers generally transcend the domains of individual involvement and personal cognition. In other words, Wang Rongpei is rarely overwhelmed by the egoistic and narcissistic complex and then set a classical model of stay open-minded and maintain mutual learning. Instead, wherever his epitexts relate to the translational reflections, the visionary cross-cultural and interlingual perspectives are generously permeating the discourses, hidden or surfacing between lines. This kind of epitextual narrative differs a lot from the regular practice of self-centered highlighting and is conveniently available for instant acceptance as public epitexts, then exerting greater influence on those who are similarly broad-minded and ready to benefit from wide-ranging analysis, especially when the practicing translators conduct the world-wide observation and justification.

Excerpt E

Similar to Shakespeare, Tang Xianzu is accepted as a world-known playwright, mostly for his in-depth and wide-reaching quest for the human nature, the true and the affected as well. The real admirable emotions are the passage to knot-tying, and the affected pretense end up in complete disaster in spite of mindful calculations. It is universally acknowledged that human emotions are generally beyond description. Tang Xianzu's plays are vivid transcription of panoramic human emotions, particularly the contrast of the immortal and nether worlds, the celebrity and the general public, the real world and the time-travelling scenario, are all well presented as the playwright's boundless creativity guides him. (Selection from Wang Rongpei's paper of "Saluting Zou Zizhen's *The Complete Plays of Tang Xianzu*")

Excerpt E (Continued)

The Peony Pavilion by Tang Xianzu is sufficiently comparable to Shakespeare's *Romeo and Juliet* and definitely claim a priority foothold among the internationally celebrated plays. With reference to all the translations and researches, what the translators have contributed to the cross-cultural communications is too significant to slip into oblivion. (Selection from Wang Rongpei's paper of "The English Translation and Communication of *The Peony Pavilion*")

In the year of 2011, at the Changsha Session of AETCC(第七届全国典籍英译长沙研讨会), my presentation features the prefaces by Wang Rongpei for other books by means of paratextual analysis, which thereby emerges as the pioneer attempt in that aspect. Likewise, Wang Rongpei's academic papers deserve similar attention, particularly his remarkable remarks of the memorial year 2016 is fairly memorable. This year alone is reminiscent of the coincidental celebration of Tang Xianzu and Shakespeare's literary wonders.

Excerpt F

The year 2016 is the 400 anniversary for the three literary masters, Tang Xianzu, Shakespeare and Cervantes. When Shakespeare and Cervantes are more read in China, Tang Xianzu is not similarly well-known. The awkward situation is improving as China is witnessing tremendous advances in opening up to the inter-

national context. Since the later 20 century, Tang Xianzu has been gaining more reception through the publicity of his masterpiece of *The Peony Pavilion*, the so-termed great epic of an incredibly complex heroin in which literary elements present in Homer's *Odyssey*, Virgil's *The Aeneid*, Dante's *Divine Comedy* and Milton's *Paradise Lost* are united to be justified as the very important access to the traditional Chinese classical plays. (Selection from Wang Rongpei's "Preface to Zhang Ling's *The Peony Pavilion* in the Western World")

Obviously enough, Wang Rongpei aims to present a Sino-western perspective to activate the mutual observation and produce the mutual understanding and even admiration. Over the years, Wang Rongpei means what he proposes. For instance, Wang Rongpei reiterates that Tang Xianzu's plays are to be profoundly analyzed with reference to the parallel study of Shakespearean works. Then Wang Rongpei takes advantage of the bi-directional analysis and identifies a workable norm that is devised to turn the practical straightjacket into the life jacket in most of his translations despite the linguistic and cultural differences. Pairing Wang Rongpei's clean and concise translation with his illustrative and perceptive comments, the intended audience will possibly be more obsessed and contained with dependent reading and purposeful thinking. With Wang Rongpei's paratextual epitexts, in due course and time, the translated Chinese classics are supposed to be more assessable and find their ways into the foreign readers' mindset.

All in all, Wang Rongpei's comprehensive epitextual writings can be analyzed from both the microscopic and macroscopic perspectives. The latter extends the former specific translation process to be a 3 step context, involving consistent behaviors present in pre-translation, in-translation and post translation periods. According to Genette, translation itself is the paratext of the original text. Alongside Genette's point of view, upon publication, Wang Rongpei's reflective writings transform from independent private epitexts to the collective public epitexts, thus making both the translations and the original texts more wide-ranging and far-reaching.

Conclusion

A good translator contributes translated versions, a better translator is consistent with his translation method in all his translations. Those who translate, theorize and proceed to proofread and defend, mobilize and circulate are undoubtedly best of all. As a model of three becoming one, Wang Rongpei, a most popular authority translator of the project of Library of Chinese Classics, unceasingly delights in fulfilling a three-dimensional operation in translation practice, theory and criticism. In contrast to what Wang Rongpei translates extensively, his academic navigations might be associated with the metaphor of the tip of the iceberg. Thanks to the publisher Shanghai Foreign Language Education Press, Wang Rongpei's paratextual group essays tip off more of the translation-related integrations. With reference to his Translations, Wang Rongpei's meditative epitexts are not imposing as the point of departure for imminent reading, yet emerging as Companions to Translations of Chinese Classics, thus disposing of the methodological interpretations which are to assist the chosen readership in achieving authentic reading and reception.

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A Study of International Publicity Translation Strategies On Xi' an Folk Culture Based on the Silk Road Economic Belt

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***[Abstract]** International publicity has been an important way for cultural publicity and image-building of a city or a country. Xi'an folk culture publicity will be effectively promoted with the development of the Silk Road Economic Belt, so the importance and the quality of the international publicity translation should never be neglected. This paper summarizes the importance of international publicity translation on Xi'an folk culture, analyzes the present situation and the existing problems that exist in Xi'an folk culture translation, discusses the translation principles and puts forward the international publicity translation strategies on Xi'an folk culture based on the Silk Road Economic Belt.*

***[Keywords]** International publicity translation; Xi'an folk culture; silk Road Economic Belt; translation strategies*

Introduction

As the new start in Xi'an, including the Asia-Pacific economic circle in the east and a developed European economic circle in the west, Silk Road Economic Belt is considered to be "the longest and most promising economic corridor in the world". Xi'an is the birthplace of Terra-Cotta Warriors and the new start of the Silk Road, which is the publicity theme that Shaanxi Tourism Bureau uses in the foreign countries. The staff of Tourism Bureau in Shaanxi Province said some foreigners only knew Chang'an, one of four ancient capitals, they didn't know the modern Xi'an, so it is necessary to publicize Xi'an in Shaanxi province to foreigners. Xi'an is the ancient capital of the thirteen dynasties. It has rich cultural heritage and strong geographical features. Based on the Silk Road Economic Belt, Xi'an has the opportunity to strengthen cooperation and exchanges with countries along the historical and cultural heritage. To establish Xi'an as an international metropolis characterized by historical and cultural characteristics, the folk culture is the most important part, so the importance of the international publicity translation is self-evident.

The Present Situation and Obstacles in International Publicity Translation

With the development of the Silk Road Economic Belt, Xi'an folk culture can have good chance to get

publicity. International publicity translation adopts foreign languages (here mainly English) as its communicative tool, and takes western audiences as its target reader, the purpose is to publicize. When cultural differences exist between the two languages, it is extremely difficult to achieve a successful transfer. Due to the particularity of international publicity translation, there are often many mistranslations, which is a big obstacle to Xi'an publicity. At present, there are still different kinds of problems in international publicity translation, such as the wordy expressions, the Chinglish and cultural misunderstanding etc. Such translation can make foreign visitors misunderstand and even dislike Xi'an folk culture, which can't attract foreign tourists and give publicity to Xi'an folk culture. The image-building of Xi'an will be affected in the end.

Translation belongs to an intercultural field, and it is not only the transformation of the source language and target language, but also the process of cross-cultural communication, conversation and understanding (Jin, 2003). Because of national characters, Xi'an folk culture also embodies regional personality and folk customs, so to maintain the inherent characteristics of Xi'an folk culture becomes the first obstacle in international publicity translation. Now the translation is a kind of inter-cultural communication, there will be cultural differences and the differences in corresponding language structures, so the differences in language expression are the second obstacle. Understanding is an important step when acquiring the information. Eugene Nida, an American translation theorist, thinks that translation is to translate meaning (Nida, 2000). That is to say, Translation is a process of conveying and creating meaning. The translators take on the main task of translation, which depends on the translator's accurate understanding for folk culture. Therefore, it is important to understand xi'an folk culture accurately (Yu, 2013). This is the third obstacle.

The Translation Principles of Xi' an Folk Culture

The teleology is the core theory of functional translation theory, and any translation behavior is determined by the purpose of translation. According to Skopos Theory, it is important for receivers to understand the translation text first. Whether the translation is equivalent to the original text or whether the translation is "perfect" or not are not the main point, translation should be based on the analysis of the original text and the intended function of the target text, and the best translation method should be chosen according to the contextual factors (Fang & Mao, 2014, p. 31).

International publicity translation is a practical translation that transmits information as the main purpose and also pays attention to the effect. As the translation of Xi'an folk culture, the culture transmission is the main purpose, and at the same time, it is the target reader-oriented translation. To make target readers understand and love Xi'an folk culture, the following principles should be followed.

Principles of Pragmatic Equivalent Effect

Pragmatic equivalent translation does not rigidly adhere to the original form, only to preserve the original content and connotation. Content is more important than form. The content should be expressed with the natural equivalent source languages in order to be equivalent, so that target readers can easily understand it and accept it. (Wang, 2009) Principles of pragmatic equivalent effect emphasizes the original content and translation embodies the style of folk culture and cultural background, so that foreigners can understand Xi'an folk culture. Chinese culture is profound and folk culture has strong regional and national characteristics. To translate Xi'an folk culture into languages that target readers can understand and even help them under-

stand Chinese culture, principles of pragmatic equivalent effect should be followed.

Principles of Focusing on Audience

International publicity translation is mainly for foreigners, here I mainly talk about the English-speaking audiences who come from different education background, different age structures and different cultural reserve, they also have different curiosity and expectation for Xi'an folk culture. They come to Xi'an to understand Xi'an culture and even Chinese culture. But not all the foreigners can understand the translation, so choose the languages that foreign audiences can accept and understand. For example, the diet culture of xi'an folk culture "Niu Rou Pao Mo" can be translated into Beef Stew of Bread, "Yang Rou Pao MO" can be translated into Lamb Stew of Bread, because there are equivalent words "Beef" and "Lamb" in western countries, we can translate into "Beef" and "Lamb" directly.

Principles of Concise Language

International publicity materials are to transmit information and attract foreigners. Because some foreigners know little about Chinese culture and languages, international publicity translation of folk culture should be concise in order that target readers can understand and remember it. For example, there is a translation for "Xi'an guokui", which is "Bread sliced from a huge loaf to eat with soup and other dishes". Although this translation introduced the ingredients, eating method and features, it is wordy and it is difficult to remember for foreigners. So it can be translated into "crispy pastry" or "guokui" according to the principles of concise language.

International Publicity Translation Strategies on Xi'an folk culture

Xi'an is the birthplace of the ancient Chinese civilization. Xi'an folk culture has strong regional characteristics and folk customs and there is profound culture in Xi'an. Folk culture translation is not only the substitution of linguistic symbols, but also the transformation and transmission of a purposeful culture. It is necessary to use following strategies.

Free translation

Free translation, just as its name implies, is based on the source language. This kind of translation pays more attention to the content to achieve better communicative effect, not only the form. Xi'an has its own unique way of life. Xi'an is also reflected in the colorful folk customs and folk arts and traditions. Due to the unique feature of Xi'an folk culture, there are no corresponding words in some expressions of the target culture. If translators do not care about the target culture and target audience, it is bound to result in misunderstanding the folk culture with only literal translation. In this case, free translation can be adopted. For example, there is a popular folk "PIying Xi", which can be translated into "Shadow Play". This translation conveys the main characteristics of Shadow Play and target readers can understand easily. Another example, the unique Opera art "Qin Qiang" is translated as "Shaanxi Opera", which clearly expresses the meaning of the source culture and it is easy to understand for target readers.

Transliteration plus Explanation

The folk culture embodies the unique customs, history and traditions. When translating, if there is only transliteration or simple free translation which contains culture information without explanation, it will not be able to make the readers understand the information. The culture and image can't be transmitted effectively. Therefore, in order to make the readers a better understanding of the source culture, translators need to adopt "transliteration plus explanation" in the process of translation by adding relevant background knowledge, which is helpful for target readers. For example, during the Spring Festival, people in Xi'an are very fond of an activity called "SheHuo", which can be translated into SheHuo (folk art performance given on traditional or religious festivals). Transliteration plus explanation is a better way to introduce the source language culture to target readers.

Literal Translation plus Annotation

The literal translation, in brief, is the direct translation. Xi'an folk culture can be transmitted and preserved in international publicity translation. But literal translation has its limitations. Xi'an becomes civilized ceremonies with very rich cultural connotations. Some words and expressions are not suitable for literal translation, so the connotation of the source language cannot be fully expressed, especially the folk culture with rich regional characteristics and folk customs. Therefore, Annotation should be used in the translation of Xi'an folk culture in addition to the direct literal translation. In this way, translation effects are often unexpected. For example, "Fengxiang Nisu" can be translated directly into Fengxiang clay statuette (an origin art from people's livelihood, the materials of making clay statuettes are mud got from riverbed).

Translation with Illustration

Because of the particularity of Xi'an folk culture, sometimes it is difficult to find a corresponding word in the target language and some target readers know little about Xi'an folk culture. So translating Xi'an folk culture with illustrations will be intuitive and concise, which can explain the culture clearly. For example, the "guokui", a traditional food culture in Xi'an, is a kind of pasta, which is round and similar to baked bread, but there is a little difference between "guokun" and baked bread. At this time, the method of translation with illustration can be used to convey the image, and then target readers will be clear about the food and culture.

Conclusion

Translation and culture are inseparable, and international publicity translation is not only the transformation of two languages, but also the bridge and bound between transmission and communication of national culture. With the development of the Silk Road Economic Belt, the international publicity of Xi'an will also get good chance. In order to embody connotations of Xi'an folk culture, attract foreign visitors, and even publicize Shaanxi culture and Chinese culture, translators should follow the reasonable translation principles and strategies. Xi'an should seize the opportunity of Silk Road Economic Belt and make full use of national policy advantages. Xi'an can also grasp the geographical advantages and cultural advantages in order to speed up the publicity and improve the quality of international publicity translation, in which case, Xi'an can become cultural tourism center, Thus to promote the development of the Shaanxi, even China.

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The Impact of the Translator's Hybrid Cultural Identity on Cultural Translation of Honglouloumeng

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[Abstract] *Cultural identity has become a hot issue over the recent years. This paper, starting from the defining of such concepts as cultural identity, hybridity and their combination—hybridity of cultural identity integrated by Homi Bhabha, probes into the relationship between hybridity of cultural identity and translation from the perspective of the postcolonial theory. Following the analysis of the hybrid cultural identities of Yang Xianyi and David Hawkes and the discussion about the impact of translator's hybrid cultural identity on the cultural translation of Honglouloumeng, it concludes that translation is a cross-cultural activity which occurs between cultures, thus the translator is most likely to cope with the translation of cultural elements and in the meanwhile to be influenced by his cultural identity. Hopefully this paper will shed some light on this important issue.*

[Keywords] *translation studies, Honglouloumeng, cultural identity*

Introduction

Cultural identity has become a hot issue over the recent years. An important development of postcolonial cultural identity is the introduction of hybridity. Hybridity means that when different languages and cultures come into contact and mutual communication, a mixture is created which both keeps the characteristics of the different languages and cultures and is unique and distinctive in its own right. As far as the cultural identity is concerned, it refers to those who own the hybrid cultural identity, for example, the hybridity of eastern cultural identity and western cultural identity. A general fluidity and mixing in languages, cultures and identities is becoming a fact of life.

A translator plays a key role in the whole process of translation. His cultural identity inevitably exerts some impact on the interpretation of the source text messages. On the other hand, a translator's cultural identity is restrained not only by external elements such as the diversity and complexity of the historical, social and political background, but also by internal elements such as the translator's point of view influenced by his education, family background, life history, etc. This paper is an attempt to analyze the hybrid cultural identities of Yang Xianyi and David Hawkes from the perspective of hybridity of cultural identity and the impact of translator's hybrid cultural identity on the cultural translation of *Honglouloumeng*.

The Hybridity of Cultural Identity

This section focuses on the concepts of cultural identity and hybridity, and their combination—hybridity

of cultural identity integrated by Homi Bhabha, expounding the relationship between hybridity of cultural identity and translation from the perspective of the postcolonial theory.

A Brief Introduction to Postcolonial Theory

Postcolonial theory, in response to post-modernism, came into being at the end of 1970s in the USA, and then it spread to Europe and became prevalent among American and European middle bourgeoisie. Both colonial and postcolonial theories have confirmed that the power disparity between the West and the Third World Countries is bound to play a significant role in the translation process. The postcolonial theory is the criticism on post-colonialism which can be roughly defined as intangible cultural colonialism on ex-colonies inflicted by the Western countries after the former get their nominal independence. The national liberation movement and national independence of Third World Countries did not put an end to colonialism. In fact, the ex-suzerain countries resort to cultural control for the sake of cultural assimilation and colonization.

In the same vein, postcolonial studies can be regarded as the new discipline emerging in the literary theory which is based on the historical European colonialism. It is also viewed as part of the interdisciplinary field of cultural theory or cultural studies, which stem from anthropology, ethnography and colonial theory.

Postcolonial theory involves discussion about experience of various kinds: migration, slavery, suppression, resistance, representation, difference, race, gender, place and responses to the influential master discourses of imperial Europe such as history, philosophy and linguistics, and the fundamental experiences of speaking and writing by which all these come into being. (Ashcroft, et al., 1995, p. 2)

As a cultural theory, postcolonial theory aims at the reality of postcolonialism, which means the situation of being manipulated and infiltrated economically and culturally in the East by the West after World War II. Although a global tide of national independence leads to the emergence of the Third World countries and the collapse of the old colonial system, economic as well as cultural imbalance still exists, and many developing countries are getting more and more marginalized in both of the two fields. They are still being colonized by the West in spheres of culture and ideology.

According to Douglas Robinson, Postcolonialism is a state of culture or of cultural studies arising out of the experience of colonialism and its aftermath; concerned with problems of group identity as reflected in language, culture, law, education, politics, etc.; favorably disposed to diversity of all kinds, and suspicious of simplistic solutions to complex problems based on purification. (1997, p. 121)

One of the chief concerns of postcolonialism is the asymmetries of cultural status and the conflict between different cultures. Some cultures control the discourse power because of their advantageous positions in politics and economy, and are regarded as powerful cultures; while other cultures in the disadvantageous positions politically and economically are considered less powerful cultures. In this sense, postcolonial theory changes the previous concentration on pure texts, concerning with the difference of cultural status and struggle of power between different cultures.

To quote Ashcroft and Ahluwalia, Post-colonial theory is concerned with a range of cultural engagement: the impact of imperial languages upon colonized societies; the effects of European master-discourses' such as history and philosophy; the nature and consequences of colonial education and the links between Western knowledge and colonial power. In particular, it is concerned with the responses of the colonized; the struggle to control self-representation, through the appropriation of dominant languages, discourses and

forms of narrative; the struggle over representations of place, history, race and ethnicity; and the struggle to present a local reality to a global audience. (2001, p. 15)

To summarize, post-colonial theory draws on anthropology, sociology, gender studies, ethnic studies, literary criticism, history, psychoanalysis, political science and philosophy to examine various cultural texts and practices (Robinson, 1997, p. 13). As a branch of humanities, it denotes a collection of theoretical and critical strategies used to examine the culture (literary, politics, history) of the former colonies of the European empires, and their relation to the rest of the world. Therefore, postcolonial studies should cover imperial cultures, cultures of the colonized, cultures of resistance that opposed imperialism and relationship between First World metropolitan and Third World peripheral cultures.

Robinson's classification of post-colonial theory offers a more comprehensive and profound insight: (1) The study of Europe's former colonies since independence; how they have responded to, accommodated, resisted or overcome the cultural legacy of colonialism during independence. (2) The study of Europe's former colonies since they were colonized; how they have responded to, accommodated, resisted or overcome the cultural legacy of colonialism since its inception. (3) The study of all cultures/societies/countries/nations in terms of their power relations with other cultures, how conqueror cultures have bent conquered cultures to their will; how conquered cultures, have responded to, accommodated, resisted or overcome that coercion. Postcolonial theorists think that the reason why Western countries can interpret and classify the Third World countries is that the Occident controls the right of discourse. Postcolonial studies are especially concerned with the power that resides in discourse textuality. Its resistance, then, quite appropriately, takes place in and from the domain of textuality, in motivated acts of reading.

In terms of translation, Douglas Robinson points out the roles that translation plays in postcolonial studies: (1) As a channel of colonization, parallel to and connected with education and the overt or covert control of markets and institutions; (2) As a lightning-rod for cultural inequalities continuing after the collapse of colonialism; (3) As a channel of decolonization (1997, p. 31).

According to Niranjana, in a post-colonial context, the problematic of translation becomes a significant site for raising questions of representation, power and historicity. The context is one of contesting and contested stories attempting to account for, to recount, the asymmetry and inequality of relations between peoples, races and languages.

Lawrence Venuti is one of the leading figures who attach importance to the power-related elements in the course of translation. The effects which translated texts have in the target culture are determined by the choice to translate a text and publish it, and also by the way in which these texts are read, comprehended, reviewed, and made use of in social, cultural and institutional settings. Venuti aims to show that translation wields enormous power in constructing representations of foreign cultures. It can create stereotypes of foreign countries that reflect domestic cultural and political values and they can be instrumental in shaping domestic attitudes towards foreign countries (Schaffner & Kelly-Holmes, 1995, p. 2).

Venuti puts forward the view that the smooth translation, in the name of intelligibility, dominated the translation arenas since the 17th century, whose purpose is to forge a norm for foreign cultures on the basis of Western ideology, so it is ethnocentric and imperialism-oriented. Further, the fact of translation is erased by suppressing the linguistic and cultural differences of the foreign text, assimilating it to dominant value in the target language and culture, making it recognizable and therefore seemingly untranslated.

Venuti points out that fluency and transparency have become the yardstick for translation in America and traditionally, translation should be made as if not been translated. This belief, shared network of professionals within the translation industry, including publishers, editors, reviewers, readers, and even the translators themselves, reinforces fairly traditional notions of authorship and colonialist conceptions of constructing an original. The problems with such a situation, according to Venuti, are twofold: first, it marginalizes practicing translators, colonial and non-colonial alike, making them subservient to the author and defining their practices as derivative and secondary; and second, it erases the linguistic and cultural differences of the foreign text that the very act of translation purports to carry over into the receiving culture. By rewriting the text according to the prevailing styles of the receiving culture—in this case invariably the colonizing power—and by adapting images and metaphors of the foreign text to the target culture's preferred systems of belief, translators are not only severely constrained in terms of their options to carry out their task, but also forced to alter the foreign text to conform to the receiving culture's forms and ideas (Gentzler, 2004: p. 16).

Cultural Identity

Stuart Hall delineates two ways of approaching cultural identity. One is to look on cultural identity as “one, shared culture, a sort of collective ‘one true self’, hiding inside the many other, more superficially or artificially imposed ‘selves’, which people with a shared history and ancestry hold in common” (1990, p. 220). The emphasis on shared cultural roots should, therefore, be complemented with the idea of cultural identity as a historical specificity traversed by similarity, and as importantly, if not more, by diversity. Thus, cultural identity is not liable to be reduced to one-dimensional portrayal; rather, it facilitates the making of a complex and sensible identity, so the depiction of a complex cultural identity is important.

Cultural identity, in Hall's second definition, is “a matter of ‘becoming’ as well as of ‘being’. It belongs to the future as much as to the past” (1990, p. 220). Therefore, the concept of cultural identity is complex, and accordingly the representation of cultural identity.

As Hall has theorized, “identities are the ways we give to the different ways we are positioned by, and position ourselves within, the narratives of the past” (1990, p. 225). Hall argues the relation between claiming one's identity and keeping a connection with the past, holding that “cultural identities are rooted in histories. To find one's identity, therefore, it is essential to look back to the past. Otherwise, one's identity in the post-colonial era is problematic—either incomplete or falsely conceived. Identity is not being, but becoming” (1990, p. 225). He further explains that identity is not a rediscovery, but a production grounded in a retelling of the past. “It no longer addresses us as: simple, factual ‘past’ ... It is always constructed through memory, fantasy narrative and myth” (1990, p. 226).

Hybridity

The notions of hybridity of Edward Said and Homi K. Bhabha can cast some light on the discussion of this paper.

In Edward Said's point of view, hybridity is structured around the notions of overlapping and intertwining resulted from colonialism and migration. He explains that imperialism engendered an important overlap between otherwise mutually differentiative national histories, and hence forced a contiguous cultural exchange between the colonizer and the colonized. Thus, imperialism consolidated identities and histories that

would have otherwise remained mutually exclusive. He notes that a new critical consciousness that takes into account the dislocated realities of identity, history, and tradition is needed. These realities need to be resituated “in a geography of other identities, peoples, cultures, and we need to study how, despite their differences, they have always overlapped one another, through unhierarchical influence, crossing, incorporation, recollection, deliberate forgetfulness, and of course, conflict” (1994, pp. 330-331).

Said expounds how writers from the postcolonial world are producing an oppositional discourse by resisting Western ideology. It is not only a resistant discourse but also an attempt at undermining hegemonic aspects of Western ideology. Said suggests the absorption and overlapping of certain practices rather than a sharp break from a dominant, metropolitan culture. In other words, “a form of hybridity that points toward the need to read Western discourse and postcolonial literature ‘contrapuntally’, where neither discourse is privileged, and difference is accepted on equal term” (Sanga, 2001, p. 80).

Bhabha constructs a complicated definition of hybridity that is seminal to colonial and postcolonial theoretical discourse. His definition of hybridity mainly concentrates on the concepts of “splitting” and “doubling”. Bhabha interprets hybridity as the interplaying space between the colony and the colonizer. For him, “hybridity is problematic of colonial representation and individuation that reverses the effect of the colonial impact, so that other ‘denial’ knowledge enter upon the dominant discourse and estrange the basis of its authority” (1994, p. 114).

According to Bhabha, hybridity represents an ambivalent space that is not necessarily the resolution of conflict between two cultures. The notion of splitting is significant because “the colonial presence is always ambivalent, split between its appearance as original and authoritative and its articulation as repetition and difference” (1994, p. 107). Bhabha elaborates that hybridity is the sign of the production of colonial power as well as its shifting forces and fixities. It is the name for the strategic reversal of the process of domination through disavowal, namely, the production of discriminatory identities that secure the “pure” and original identity of authority. Hybridity is the revaluation of the assumption of colonial identity through the repetition of discriminatory identity effects. It displays the necessary deformation and displacement of all sites of discrimination and domination. It unsettles the mimetic or narcissistic demands of colonial power but reimplicates its identifications in strategies of subversion that turn the gaze of the discriminated back upon the eye of power. The colonial hybrid is the articulation of the ambivalent space where the rite of power is enacted on the site of desire, making its objects at once disciplinary and disseminatory (1994, p. 112).

Bhabha develops his notion of hybridity to cover forms of counter-authority which affects the “hybrid” moment of political change. He transforms the idea of hybrid into an active moment of challenge and resistance against a dominant colonial power, depriving the imposed imperialist culture of the authority that it has for so long imposed politically, often through violence (Ashcroft, et al., 1995, p. 121).

Hybrid Cultural Identity

Homi Bhabha is credited with articulating a postcolonial theory of cultural hybridity which characterizes those in-between the more or less fixed identities as they encounter each other. The hybrid subject negotiates a new space that is neither one culture nor the other, “but something else besides, which contests the terms and territories of both in a dialogic process through which emerges something altogether new” (Bhabha, 1994, p. 238).

Postcolonial theory is regarded as a cultural theory, and hybridity is also an important key word of contemporary cultural studies.

Robert Young's notion of hybridity has indicated its relation with different cultures. First, hybridity becomes the form of difference itself and challenges the centered, dominant cultural norms. Second, hybridity denotes a fusion, while it also describes a dialectical articulation. For the "dialectical articulation", hybridity increasingly comes to stand for the interrogative languages of minority cultures. Again it is dialectical articulation that elicits Young's hybridity: "Hybridity works simultaneously in two ways: 'organically', hegemonizing, creating new spaces, structures, scenes; and 'intentionally', diasporizing, intervening as a form of subversion, translation, transformation" (1995, p. 27). Hybridity in inter-culture process implies the creating of a hybrid culture through the fusion with the culture, which is neither absolute eastern culture nor western culture. Its dialectical structure shows that such hybridity is still repeating its own cultural origin, that it has not slipped out of the mantle of the past (Young, 1995, p. 27).

Bhabha states that hybridity is intended to challenge the homogenization of cultural identity, most importantly in the present context, ethnic, national and racial identity. Cultural hybridity is a complex process of exchange and interaction between racial cultures whose authentic differences arise from their particular geographical, temporal, and political situations, ultimate solution, which might be hybridity. As a cultural strategy, its goal is to undermine the assumption that boundaries may be drawn around nationality, ethnicity, and race on the grounds of cultural homogeneity. The cultural significance of hybridity is not only a response to racial, ethnic, and national divisions but also a cultural force to disrupt the hegemony of social and historical categories, and to overcome binary modes of thinking.

The characteristic of hybridity is presented in the hybrid culture as well as the language and literature. Hybridized culture syncretizes the characteristics of two cultures. A culture should frankly face the hybridity in exchanging with others. Bhabha holds that all cultures are now caught up in a continuous process of hybridization. Hybridity is an inevitable result of cultural exchange.

Hybrid Cultural Identity and Translation

Translation is not a purely linguistic-oriented activity but should be viewed in a larger cultural and socio-political context. Approaching translation from the postcolonial perspective involves the establishment of cultural identity. The existence of one culture is related to that of the others. Cultures in the dominant position have great impact on the other cultures at the periphery, and vice versa. Translation becomes a key tool of transmitting the cultural values and contents between different languages. It is a way of reclaiming, of recollecting the cultural identity which discusses the intrinsic quality of a nation, and thus it elevates the status of a nation's culture and language.

Postcolonial theory locates translation in a cultural and historical background in which it has been produced. The hybridized culture is neither the dominant culture nor the dominated culture due to its impurity, which represents natures of both cultures at the same time.

As a bridge between the source culture and target culture, translation can be considered a hybridity, and translation itself is a process of hybridization, which may become a new focus in postcolonial translation studies, paying more attention to the hybridization of discourse and cultural values of the dominant and dominated cultures presented in the translation activity. To be in between the hegemonic and the dominated

cultures, the translator has to speak in a hybrid language which can make themselves visible.

The Hybridity of Cultural Identity of Honglouloum translators

The following is the analysis of formation of the hybrid cultural identity of *Honglouloum* translators, namely, Yang Xianyi and David Hawkes respectively.

Yang Xianyi's Cultural Identity

In 1915, Yang Xianyi was born in a wealthy and influential family in Tianjin, China. Before going to the middle school, he received education at home by a private teacher. Not only had he received the traditional Confucian doctrine such as *The Four Books* and *The Five Classics* systematically, he also had acknowledged Taoist ideology by reading works of *Lao Tzu* and *Zhuangzi*. The education he received in his childhood exerts important impacts on the composition of his eastern cultural identity.

In 1927, he enrolled himself in the Tianjin Anglo-Chinese College which was started by the missionary of London Congregationalism, where he learned literature and history of the world. After graduation from the missionary school, he was educated in Merton College, one of the three oldest colleges in Oxford, specializing in Greek and Latin for two years and English literature for another two years. This period witnesses the formation of his western cultural identity.

Growing up in a semi-colonial and semi-feudal society of China which was still in the period of time of traditional Confucian classics was in conflict with western learning, eastern ideology coexisted with western ideology, Yang Xianyi's cultural identity is unavoidably influenced by the particular social and historical background, reflecting the hybridity of eastern and western cultures, with eastern cultural identity having the advantage over the western cultural identity.

David Hawkes' Cultural Identity

Born in 1923, David Hawkes studied Classics (Greek and Latin) for one year in 1942 and classical Chinese for two and a half years from 1945 to 1948 at Oxford University. From 1948 to 1951, he became a research student at Peking University. Hawkes was Professor of Chinese at Oxford University from 1959 to 1971.

As a renowned Sinologist, David Hawkes translated the poetry anthology of *Chuci* (*The Songs of the South*) in 1959. His *A Little Primer of Tu Fu* in 1967 is an authoritative study and successful translation of the best-known works of this great Tang poet. In 1989, a volume of his essays on Chinese literature, entitled *Classical, Modern and Humane* was published by the Chinese University Press. However, his most outstanding achievement as a translator attributes to *The Story of the Stone*.

As an English, Hawkes' cultural identity is no doubt primarily western cultural. As a Sinologist, a professor of Chinese at Oxford, he devotes nearly all his life to the study of Chinese culture. Besides, his experience as a research student at Peking University from 1948 to 1951 cooperates to confirm his eastern cultural identity. In his hybrid cultural identity, the western cultural identity obviously gains the upper hand.

The Hybridity of Cultural Identity and Manipulation of Cultural Information in Hongloulou Translation

This section examines in some depth the cultural translation of the Yangs and Hawkes of material culture, social culture and linguistic culture based on the influence of translators' hybrid cultural identities on their manipulations of cultural information in *Hongloulou*.

Material Culture

In Peter Newmark's definition, material culture mainly involves terms of food, clothes, house and towns, transport, handicrafts and many other things all of which are nationally colored and without which life, commerce, agriculture and industry would not proceed (2001, p. 95). There are many terms concerning food, clothes, transport, etc. in *Hongloulou* which are embedded with the material culture of China.

Example1: “那薛老大也是‘吃着碗里看着锅里的’，这一年来的光景，他为要香菱不能到手，和姨妈打了多少饥荒。”(第十六回)

the Yangs' version: “Hsueh Pan is another of those greedy-guts who keep ‘one eye on the bowl and the other on the pan’. Look how he plagued his mother for a whole year just to get hold of Xianglin.”

Hawkes' version: ‘You know what Cousin Xue is like: always “one eye on the dish and the other on the saucepan”. Through the whole of his last year, there have been I don't know how many alarms and excursions between him and poor Aunt Xue because she would not let him get his hands on Caltrop.’

“Bowl” and “pan” in the Yangs' version have more Chinese characteristics than “dish” and “saucepan” in Hawkes' version because dish and saucepan are common kitchen utensils used in Western countries. Actually, there is no equivalent in English for “锅” which reflects the Chinese material culture. Even “pan” is different from “锅”, as “锅” has no flat bottom and is thicker and bigger than pan. However, the discrepancy between “bowl” and “pan” is more impressive than that of “dish” and “saucepan”, which can achieve a more vivid delineation of Xue Pan's greed.

Starting from the different cultural identities, Yang and Hawkes translate the Chinese food terms in different ways. The Yangs' version tries to keep the original images and retain the Chinese flavor; while Hawkes changes these images into familiar ones to the English readers to produce a readable and transparent target text.

Example2: 只见门外铜钩上悬着大红撒花软帘，南窗下是炕，炕上大红毡条。(第六回)

the Yangs' version: A soft scarlet flowered portiere hung from brass hooks over the door, and the kang below the south window was spread with a scarlet rug.

Hawkes' version: A dark-red patterned curtain hung from brass hooks over the doorway. Inside, under the window in the south wall, there was a kang covered with a dark-red carpet.

“软帘”和“炕” are the typical housing furnishings of traditional northern China. Yang renders “帘” as “portiere” while Hawkes as “curtain”, which is different in style, with “portiere” being more elegant and closer to the original. Thus, the Yangs' version conveys the cultural connotation of “软帘” more adequately and effectively. “炕” is specific to the northern rural areas of China, which is transliterated into “kang” in the two versions to preserve the freshness and exoticness of the source text. In this case, the eastern cultural identities of both Yang Xianyi and Hawkes are highlighted.

Example 3: (贾政)便竭力内中协助，题奏之日，轻轻谋了一个复职

候缺。不上两月,金陵应天府缺出,便谋补了此缺。雨村辞了贾政,择日到任去了,不在话下。(第三回)

the Yangs' version: The same day that he presented a petition to the throne Yu-tsun was rehabilitated and ordered to await an appointment. In less than two months he was sent to Chinling to fill the vacated post for prefect of Yingtien.

Hawkes' version: He exerted himself on his behalf to such good effect that on the very day his petition was presented Yu-cun's reinstatement was approved, and before two months were out he was appointed to the magistracy of Ying-tian-fu in Nanking.

Yang reserves the historical color of “金陵” by translating it into “Chinling”, the ancient name of Nanking. Hawkes, from his western cultural identity, changes the original name in the source text to the modern name “Nanking” that is more understandable to the targeted readers. Although both Yang Xianyi and Hawkes bear the hybrid cultural identities, their major cultural identities are different, which can be illustrated in their translation.

Example 4: “我先在家里,吃两三斤好惠泉酒呢。……”(第六十二回)

the Yangs' version: “...At home, in the old days, I used to be able to drink two or three catties of good Huiquan wine...”

Hawkes' version: ‘...when I was still at home I used to drink two or three catties of rice wine at a sitting...’

“惠泉酒”, a kind of wine made from rice, is regarded as one of famous Chinese wine, especially in the Ming and Qing dynasties. The culture-specific elements in the source text and Chinese syllables have been maintained and conveyed in the Yangs' version. Hawkes, however, does not touch upon the original place as well as the complicated Chinese syllabic system and neutralizes the cultural setting, using the term “rice wine” which is more accessible to the English readers.

Example 5: 只见妙玉亲自捧了一个海棠花式雕漆填金云龙献寿的小茶盘, 里面放一个成窑五彩泥金小盖钟, 奉与贾母。(第四十一回)

the Yangs' version: ... a carved lacquer tea-tray in the shape of crab-apple blossom, inlaid with a golden design of the “cloud dragon offering longevity”...

Hawkes' version: ... a little cinque-lobed lacquer tea-tray decorated with a gold infilled engraving of a cloud dragon coiled round the character for “longevity”.

The original sentence meticulously portrays the uniqueness and delicacy of this tea-tray. The author employs a Chinese-specific plant “海棠花” to describe its shape. Yang translates it literally into “crab-apple blossom” by a word-for-word translation, which is source culture oriented; while Hawkes paraphrases it by way of a heterofunctional translation as “cinque-lobed”, emphasizing its shape: like a flower having five petals, producing a smooth and readable target text.

Example 6: 一个旁边有一耳,杯上镌着“颁廸昇”三个隶字,后有一行小真字是“晋王恺珍玩”,又有“宋元丰五年四月眉山苏轼见于秘府”一行小字。(第四十一回)

the Yangs' version: One with a handle and the name in uncial characters: Calabash Cup. In smaller characters it bore the inscriptions “Treasured by Wang Kai of the Tsin Dynasty” and “In the fourth month of the fifth year of the Yuan Feng period of the Sung Dynasty, Su Shih of Meishan saw this cup in the Imperial Secretariat.”

Hawkes' version: One of them, a cup with a handle, had THE PUMPKIN CUP carved in li-shu characters on one side and Wang Kai his Treasure in little autograph characters on the back, followed by another column of tiny characters: Examined by Su Dong-po in the Inner Treasury Fourth month Yuan-feng era anno 5.

“頒爬罈” is a kind of gourd-like cup. Cao Xueqin deliberately selects this rarely used term to emphasize its rarity and preciousness. Yang, in the same vein, chooses “Calabash Cup” which is similarly uncommon and unfamiliar to the targeted readers to render it, highlighting its rarity and evoking a certain cultural distance. On the other hand, Hawkes uses the common word “pumpkin” which is known to everyone to render this term. His version is so fluent and transparent that the English readers may understand its meaning without any difficulty. However, this smooth translation failed to indicate the exoticness of this cup, thus being inadequate to render the source text message.

In the translation process, the translator's cultural identity will play an important role in the comprehension of the source text, manipulation of the original cultural information and representation of the target text, which can be witnessed by the above-mentioned examples.

Social Culture

Social culture system relates to forms of the social organization, containing social classes, kinship system, politics, the law, education, sports, entertainment and customs, etc. Since *Honglouloumeng* is an encyclopedic novel, it covers various aspects of social life of Chinese people. Furthermore, in *Honglouloumeng*, there are many allusions, idioms and proverbs that are closely connected with the traditional customs and historical background of China. How to handle these cultural factors reflects the translator's cultural identity.

Example 7: “自古道, ‘女子无才便是德’, 总以贞静为主, 女工还是第二件”。(第六十四回)

the Yangs' version: “ ‘Lack of talent in a woman is a virtue’. The important thing for us is to be chaste and quiet, feminine accomplishment being secondary.”

Hawkes' version: “ ‘A stupid woman is a virtuous one’, that is what the old proverb says. A girl's first concern is to be virtuous; her second is to be industrious.”

In the feudal society, according to Confucian ethics, the principle of so-called “three obediences and four virtues” was advocated as the appropriate mode of behavior for a virtuous woman. “Three obediences” refer to a woman's submission to her father before marriage, to her husband during the married life and to her son in widowhood. “Four virtues” denote a woman's fidelity, physical charm, propriety in speech and efficiency in needle work.

In ancient China, women's social status was extremely low. They were required to obey the principle of “three obediences and four virtues”. The implication of “女子无才便是德” means that a virtuous woman is supposed not to be able to read and write because reading and writing are recognized as man's patent. The Yangs' version well conveys the original meaning and its cultural connotation; while Hawkes' version is not so faithful to the source text and somewhat misleading since “无才” is not necessarily equivalent to “stupid”. Yang's eastern cultural identity helps him fully comprehend the implied meaning of “无才” and its significance of recording the feminine inferiority and humiliation in Chinese feudal society. Hawkes' version is not accurate and adequate probably because his western cultural identity hinders his understanding of the ethic codes of feudal China.

Example 8:好似木雕泥塑的一般,直坐到二更多天方才睡了。(第二十七回)

the Yangs' version: There she stayed motionless as a statue, not lying down until after the second watch.

Hawkes' version: It had already been dark for some hours when she finally lay down to sleep.

“更”, the traditional time expression, is Chinese culture-specific since it is unfamiliar or even strange not only to the English readers but also to the present-day Chinese, “更” is a measure for telling the time, denoting one of the five two-hour periods of night. Since there is no equivalent in English, this term results in a semantic vacancy in English culture. Yang renders it literally as “the second watch”. “Watch” means any of the period into which the night is divided or a part of the night, which bears the similar meaning of “更”. Yang conveys the original meaning and transfers the cultural information successfully due to his profound knowledge of Chinese culture. On the contrary, Hawkes' version failed to reproduce the cultural image, replacing the specific period of time by a general one, which makes his version ambiguous and inaccurate. Again, Hawkes erases the cultural peculiarity of the source text. According to Venuti, a translated text should be the site where a different culture emerges, where a reader can get a glimpse of a cultural other, and resistance. A translation strategy based on an aesthetic of discontinuity can best preserve that difference, that otherness by reminding the reader of the gains and losses in the translation process and the unbridgeable gaps between cultures. Thus, it can never and should never aim to remove these dissimilarities entirely (1995:306).

Example 9: 凤姐儿想了一想,笑道:“一家子也是过正月节,合家子赏灯吃酒,真真的热闹非常。祖婆婆,太婆婆,婆婆,媳妇,孙子媳妇,重孙子媳妇,亲孙子,侄孙子,重孙子,灰孙子,滴滴搭搭的孙子,孙女儿,外孙女儿,嫡表孙女儿,姑表孙女儿……”(第五十四回)

the Yangs' version: “In the middle of the first month”, she began, “during the Lantern Festival a family having a fine lively time, enjoying lanterns and drinking together. There were the great-grandmother, grandmother, mothers-in-law, daughters-in-law, grand-daughters-in-law, great-grand-daughters-in-law, grandsons, grand nephews, and a pack of great-great-grandsons, as well as grand daughters and grand-nieces on the paternal and maternal sides, and grand-nieces on the brothers' and sisters' sides...”

Hawkes' version: ‘A family was celebrating the First Moon festival, just as we are doing admiring the lanterns and drinking wine together. It was a very lively party and everyone in the family was there: the grandmother, the great-grandmother, the daughters-in-law, the granddaughters-in-law, the great granddaughters-in-law, the grandsons, the great-nephews, the medium-grandsons, the granddaughters, the great-nieces, the first cousins once removed, the first cousins twice removed, the second cousins two-and-a-half times removed...’

Chinese people regard family as the most essential cornerstone of society and families form the basis for the traditional Chinese community. With strict patriarchal clan systems, people have developed abundant and complex kinship terms. According to traditional Chinese culture, everyone should be given a clear title in a large family. The intricacy of kinship terms is embodied in *Honglouloumeng* since the Jias is a big family with a great number of relatives living together.

In this short dialogue, the author mentions 16 kinship terms, whose relationships are so complicated that even the Chinese cannot distinguish one from the other clearly at the first glance. Yang renders literally and faithfully these terms in the same order as the source text, whose version presents the most typical feature of Chinese kinship terms — distinction between blood affinities (the inner and outer) by translating the last

four kinship terms as “grand-nieces on the paternal and maternal sides” and “grand-nieces on the brothers’ and sisters’ sides”, thus reserving the characteristics of Chinese kinship system. Hawkes, on the other hand, does not represent these kinship terms systematically and adequately in the target text, paying little attention to the transference of this Chinese cultural trait.

Example 10: “况且这通身的气派,竟不像老祖宗的外孙女儿,竟是个嫡亲的孙女。”(第三回)

the Yangs’ version: “Her whole air is so distinguished! She doesn’t take after her father, son-in-law of our Old Ancestress, but more like a Jia”.

Hawkes’ version: ‘And everything about her so distingue! She doesn’t take after your side of the family, Grannie. She’s more like a Jia.’

As we have discussed, Chinese kinship terms have a unique distinction between the inner and the outer. China is defined as a male-centered society in which the family name often passes down through the paternal line. In a traditional Chinese family, the maternal granddaughter, bearing a different family name, is considered an outsider or a guest, while the paternal granddaughter, with the same family name, is regarded as an insider, closer in blood relationship than the former. Nevertheless, in English culture, whether a granddaughter is on the paternal side or the maternal side makes no difference, which is quite distinct from the Chinese feudal perception of valuing the paternity while devaluing the maternity. Without being aware of implications of close or distant blood relationships, the English readers may not make it out that the original sentence is a deliberate flattery to “our Old Ancestress”.

The two versions offer a free translation of these Chinese kinship terms and present their implied meanings explicitly. However, the Yangs’ version is more faithful and adequate since Yang is so familiar with the kinship system in Chinese culture that he can define the kinships skillfully. Hawkes’ version also reflects his eastern cultural identity as a Sinologist who has some access to the complicated system of Chinese kinships.

Example 11: 大家厮见,先请人大观园内嘉荫堂,茶毕更衣, (第七十一回)

the Yangs’ version: After greetings had been changed the guests were invited to Auspicious Shade Hall in the Garden to drink tea and freshen up...

Hawkes’ version: After the initial salutations were over, the visitors were conducted Prospect Hall inside the garden, where they took tea and “changed clothes”.

In ancient China, there is a custom of leaving in the course of a banquet to “更衣” during which one can change clothes, make up or have a rest. Yang’s eastern cultural identity determines his adequate and comprehensive understanding of the Chinese custom. He makes every effort to pursue faithfulness of the sense in his version even at the cost of his usually-used foreignization. With the major western cultural identity, Hawkes adopts word-for-word translation, aiming at expressing the macro-features of Chinese dietetic culture. However, his version is not adequate to convey the original meaning.

Linguistic Culture

Language is the carrier of culture. It is through language that one culture can be spread and transferred to another culture. On the other hand, language and culture are intertwined and inseparable in that no language can exist unless it is steeped in the cultural context. There are a great number of expressive and vivid proverbs and idioms in *Honglouloumeng*, which embody the linguistic features of the Chinese language. Proverbs

and idioms, abundant with profound cultural connotations, are correlated with the geographical environment, historical background, social customs and psychological characteristics of a nation.

Example 12: 万两黄金容易得, 知心一个也难求! (第五十七回)

the Yangs' version: Ten thousand tael of gold are easier come by than an understanding heart.

Hawkes' version: Easier a golden hoard to win than find one understanding heart.

In the original sentence, “万” is a fuzzy term which functions as a hyperbole to suggest a great number or intensify the degree. Yang puts it literally, preserving the original image, while Hawkes gives up this word and adopts the free translation by replacing it with “a golden hoard” to explain its figurative meaning, which is natural and smooth to the English readers.

Example 13: “你一个媳妇虽然帮着, 也是天天丢下耙儿弄扫帚”。(第四十七回)

the Yangs' version: “Though your daughter-in-law helps her, her work is never done.”

Hawkes' version: ‘It’s true that she has Lian’s wife to help her, but she has so much to do that she hardly knows which way to turn — always “putting the rake down to pick up the broom.”’

The figurative meaning of “丢下耙儿弄扫帚” describes a person who accomplishes nothing though making himself rather busy. Yang just summarizes the meaning of this phrase and removes the original images since they are not so culture-specific. Hawkes' version is more literal because he keeps the original images intact in his version.

Conclusion

In conclusion, translation is a cross-cultural activity which occurs between cultures, thus the translator is most likely to cope with the translation of cultural elements and in the meanwhile to be influenced by his cultural identity. As the translators of *Honglouloumeng*, Yang Xianyi's and David Hawkes' hybrid cultural identities on the basis of their cultural backgrounds, families, birthplaces, religions and social identities, etc., are the hybridity of the east and west. In detail, Yang's cultural identity is mainly eastern while Hawkes' western. Reflected in the manipulation of cultural information in *Honglouloumeng*, Yang Xianyi seeks to keep the Chinese language and culture as much as possible in his version, aiming to introduce the Chinese culture to the English world, highlighting his eastern cultural identity. Hawkes, however, tries to reproduce a fluent and readable target text at the expense of the original cultural messages in some cases. His domesticating strategy embodies his western cultural identity. In addition to the influence of the major cultural identity, Yang's western cultural identity and Hawkes' eastern cultural identity do exert impacts on their translation; Yang Xianyi sometimes resorts to free translation though he makes great efforts to reproduce and transplant the source cultural information and preserve the linguistic and cultural divergences of the source text by adopting foreignization as his main translation strategy. Hawkes, likewise, employs literal translation in some cases to keep some of the cultural characteristics of the source text, even though his main translation orientation is domestication which usually accommodates the Chinese cultural elements as far as possible to those that English readers are familiar with in order that they may feel at home because of the minimum or even zero presence of the foreignness and strangeness of another culture.

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Gnomic Verses about Water and Tree: Translation and Transmission

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[Abstract] *In the 19th century, Konchok Tenpai Dronme wrote Gnomic Verses about Water and Tree. This book is very good in instructing and moralizing people. It provides reference for enhancing humanistic quality and morality. It has a strong ideological content. The author took the habits and characteristics of water and tree as vehicles, linking Buddhist philosophy and individual behavior together. He expressed advice and opinion on things in light of Buddhism and taught people to behave well, to be good at differentiating good and evil, to improve the cultivation continuously and to make contribution to the society actively. In 1986, the Tibet People's Publishing House published Professor Geng Yufang's Chinese translation of Gnomic Verses about Water and Tree, together with Dgaldan Gnomic Verses. Li Zhengshuan and Li Shengxuan translated Gnomic Verses about Water and Tree into English. It was published by Changchun Publishing House in 2013. It is recently discovered that a book entitled The Water and Wood Shastras was published in the United States in 2012. We guess it is the English translation of Gnomic Verses about Water and Tree. Nowadays, in the context of globalization, it is of great importance to promote the spread of Chinese minorities' classics in the world and to read excellent classics of other countries. It is conducive to people all over the world to understand each other, to love each other and to contribute to the peace of the world.*

[Keywords] *Gnomic Verses about Water and Tree; translation; transmission*

Introduction

“Tibetan Gnomic Verses are the literary works in which Tibetan sages used Buddhist thought to educate and moralize people.” (Li, 2013, p. 9) Authors often learnt from folk stories or practice, described the feelings about life and wrote about life experience in order to inspire people, influence people and educate people to worship the good and contempt the evil. Among Tibetan Gnomic Verses, *Gnomic Verses about Water and Tree* is one of the main representative works. “It consists of two parts: one part takes ‘water’ as a metaphor, the other takes ‘tree’ as a metaphor. *Gnomic Verses about Water* contains 139 verses and *Gnomic Verses about Tree* contains 100 verses.” (Li, 2013, p. 11) Konchok Tenpai Dronme (1762-1863) “was the third Kuntangcang living Buddha” in Labrang Monastery. (Li Jianwen, 1980: 82) He was a learned scholar in the upper Buddhist circle. In *Gnomic Verses about Water and Tree*, he linked Buddhist philosophy and human behavior together to express Buddhism's advice and insights to the world, and to expose the darkness of the society and expressed his sympathy for the working people. Besides, he also analyzed the relationship between monarch and subjects, or social status. He explored problem of life at different levels and taught peo-

ple to develop good moral quality and improve their own self-cultivation constantly. The metaphors about “water” and “tree” are vivid and have profound meaning and ideological connotation. They are unique in Tibetan Gnostic Verses.

Tibetan Gnostic Verses have been praised by people since ancient times. Why is it widespread? Translation made its contribution. The translation and transmission of Tibetan Gnostic Verses made the cultural values of Tibetan classics fully excavated so that other readers besides Tibetan language readers at home and abroad can enjoy the unique charm of Tibetan culture. The translation of Tibetan Gnostic Verses is the protection and promotion of Tibetan culture and the inheritance of the outstanding ethnic minority cultural heritage. It can make people better understand Tibet both at home and abroad and strengthen communication among different ethnic groups, which is beneficial to enhance national unity and to maintain social stability. Also, it reflects the Party and the state and the people’s attention to Tibet and their concern for Tibetan compatriots.

“The intercultural communication of Tibetan Gnostic Verses began in the 1950s, and then entered the downturn. With the reform and opening up and the development of modern society in China, the need of cultural transmission increased. Thus, the translation work of Tibetan Gnostic Verses began to develop in the early 1980s. Till now, it mainly contains Chinese translation and English translation.” (Li, 2014, p. 82) The first Chinese translation of *Gnostic Verses about Water and Tree* was translated by Professor Geng Yufang and published by the Tibet People’s Publishing House in 1986. The title of this book is *Dgaldan Gnostic Verses, Gnostic Verses about Water and Tree*. In 2013, Changchun Publishing House published Li Zhengshuan and Li Shengxuan’s English translation and it was anthologized into *Tibetan Gnostic Verses Translated into English*. The publication of this English translation filled the gap in the field of *Gnostic Verses about Water and Tree*’s English translation at home. It played an important role in international communication and the spread of Chinese minorities’ classics.

The Chinese Translation and Transmission of Gnostic Verses about Water and Tree

The Chinese translation of *Gnostic Verses about Water and Tree* began in the 1980s at home. In 1986, the Tibet People’s Publishing House published Professor Geng Yufang’s Chinese translation. This is the first Chinese translation of *Gnostic Verses about Water and Tree*. After the publication, many scholars made comments on it. The publication of this Chinese translation promoted the spread of *Gnostic Verses about Water and Tree*.

Professor Geng Yufang (1929-), a professor of Tibetan studies in Minzu University of China, studied successively in East China University, Shandong University and Central Academy of National Minorities from 1949 to 1954. He was proficient in Tibetan language, Tibetology and Tibetan culture. He was a postgraduate tutor of Tibetan literature, concentrated in studying Tibetan language and engaged in Tibetan researches. He published many relevant academic papers in core journals. He wrote the book *Tibetan Contemporary Literature*. His translation works mainly contained *Moral Cultivation of Kings*, *Dgaldan Gnostic Verses*, *Gnostic Verses about Water and Tree*, *Loose Otolith* and so on. He co-authored *History of Tibetan Literature*, *Tibetan Folk Song Selection* and other books. *History of Tibetan Literature* was awarded the Outstanding Teaching Materials Award of National Universities. Professor Geng Yufang’s academic achievements in Tibet studies were inseparable from his integration into Tibetan life. His deep understanding of Tibetan culture helped his trans-

lation practice. He himself was awarded the second Outstanding Translation Award of National Minority Literature in 1985.

Professor Geng Yufang's translation and publication of this Chinese translation was closely related with the social background and national policy. Historically, the Central Government has always supported the development of Tibet. The Party and the State attached great importance to Tibet. From 1980 to the present, six work meetings on Tibet have been held. Professor Geng Yufang's Chinese translation was published in 1986. Before this, in 1980 and 1984, the Central Government had held the first and second meeting on Tibet. These two meetings played an important role in promoting Tibet's development in every field. The Central Government strongly supported Tibet in economy, culture, education and so on. For example, the first meeting gave the call that "we must vigorously and fully develop the economic, culture and education of Tibet under the premise of adhering to the socialist orientation." (Wang, 2003, p. 94) The publication of Geng Yufang's Chinese translation conformed to the development of Tibet, spread the Tibetan cultural heritage to all ethnic groups and played an important role in the construction of Tibetan culture. In addition, around the 1980s, Western anti-China forces had been supporting separatists for ethnic separatist activities. The lack of understanding of Tibet at home and abroad is one of the reasons for social instability in Tibet. Professor Geng Yufang's translation of Tibetan Gnostic Verses helped people achieve a better understanding of Tibetan culture both at home and abroad, and was also of great significance in maintaining national unity and national security and stability.

In addition to the translation of Professor Geng Yufang, we found another complete version of the current domestic Chinese translation. In November 2001, Khenpo Sodargye (1962-) from Larung Wuming Buddhist Institute in Sichuan Province, gave a reinterpreted Chinese translation of *Gnostic Verses about Water and Tree* and included the Chinese translation in Volume One of "Treasure of Sutra and Tantra" (Khenpo Sodargye's translation work collection)—The Collection of Dharma Instruction, by the name of *Gnostic Verses about Water and Tree* and published it in two versions: *Gnostic Verses about Water* and *Gnostic Verses about Tree*. (Wang, 2016, p. 3) Khenpo Sodargye went to Larung Wuming Buddhist Institute when he was 23 years old. He is proficient in Dharma and has promoted Dharma in many countries and also made speeches in many well-known domestic and foreign universities, using simple and easy language to benefit the audience. He is good at using the ancient Buddhist wisdom to help people solve problems of life. His works and translations are mainly collected in "Treasure of Sutra and Tantra", "Treasure of Supreme Dharma" and "Treasure of Wisdom and Compassion". 39 translations including *Gnostic Verses about Water and Tree* are collected in "Treasure of Sutra and Tantra". Khenpo Sodargye has a deep influence at home and abroad, and has promoted the spread of Tibetan Buddhism and Tibetan culture all over the world.

In addition, *Gnostic Verses about Water* also has another Chinese translation. "In September 2014, under the auspices of the Jiexiang Buddhist Charity Foundation, Shi Yunhong released his new translation of *Gnostic Verses about Water* which took him two years to translate from 2012. The title of the book is *Gnostic Verses about Water* and it is a Chinese-Tibetan version." (Wang, 2016, p. 3)

Comparing these three Chinese translations, we can find that in Professor Geng Yufang's translation, each verse contains four lines, just the same way as the original Tibetan version. But the number of words in each line is not always the same in each version. Most verses take the format of eight words in each line while the rest are nine or ten words, even in the same verse; the number of words in each line is also differ-

ent. “Although the Chinese translation of Khenpo Sodargye has maintained the uniformity of the whole translation, it has adopted the four-line six-word format. Similarly, Shi Yunhong’s translation took a four-line five-word format.” (Wang, 2016, p. 7) Konchok Tenpai Dronme’s original Tibetan version takes the format of seven words in each line. These Chinese translations and the original Tibetan version are not exactly the same. The language difference between Tibetan and Chinese is an important factor in causing this discrepancy. But if we can agree with the original Tibetan version in form, we can be more faithful and equal in translation and preserve the style of Tibetan Gnostic Verses.

Professor Geng Yufang’s Chinese translation is the most widely circulated one in China. Studies of *Gnostic Verses about Water and Tree* from all aspects are mainly based on this translation. The study is mainly focused on academic papers. In 1980, Li Jianwen published “Brief Discussion on *Gnostic Verses about Water and Tree*” in *Journal of Qinghai Nationalities University*. It introduces the creative background of *Gnostic Verses about Water and Tree* and takes a number of typical verses as examples to analyze the content of Buddhist thought; in 1991, Kong Qingzhu published “On the Ideological Content of the Tibetan Classical Literature *Gnostic Verses about Water and Tree*” in *Journal of Northwest Minzu University*. It summarizes the thoughts and feelings expressed in *Gnostic Verses about Water and Tree* and some basic questions discussed in it, such as monarch-subject relationship, problems of life, social status, etc.; Cai Xiaojing published “On the Harmonious Society Thought in Tibetan Gnostic Verse” in *Journal of Fujian Institute of Socialism* in 2011. It analyzes the harmonious thought and the reference to the present construction of the socialist harmonious society in Tibetan Gnostic Verses, including *Gnostic Verses about Water and Tree*. In 2013, Li Zhengshuan published “Brief History of the Translation of Tibetan Gnostic Verses” in *Journal of Yanshan University* (Philosophy and Social Science Edition). This paper introduces *Sakya Gnostic Verses*, *Dgaldan Gnostic Verses* and *Gnostic Verses about Water and Tree*, presents a brief history of Chinese translation and English translation of them, compares and evaluates the different translation versions of *Sakya Gnostic Verses*.

Professor Geng Yufang’s Chinese translation promoted the research process of Gnostic Verses about Water and Tree. There appeared some theses for the degree of master of art. In 2009, Cai Xiaojing’s thesis “A New Exploration of the Philosophic Thought of the Tibetan National Minority Motto Poem” summarizes the development of Tibetan Gnostic Verses and also analyzes and interprets the text of *Gnostic Verses about Water and Tree* in it. In 2016, Wang Xuanli’s thesis “A Study on Buddhist Thoughts of Gungthang bstan pa’ isgron me’s Water and Trees Proverbs” presents the recent situation of translation and research of *Gnostic Verses about Water and Tree*, and explains the Buddhist thought in the text. The author also attempts to complete the translation of *Gnostic Verses about Water and Tree* based on his learning of the two Chinese translations and one English translation. The whole text takes the same form as the original Tibetan verse. Each verse contains four lines and each line contains seven words. The whole translation is listed in the appendix.

Professor Geng Yufang’s Chinese translation has been the basis of the study of *Gnostic Verses about Water and Tree* in China and opened the way for the translation and transmission of it. The translation and studies of *Gnostic Verses about Water and Tree* based on Professor Geng Yufang’s translation further promoted the spread of it at home so that more readers can learn the contents of Tibetan Gnostic Verses and know more about Tibetan culture. In strengthening the cultural exchanges between Tibetan and Han nationality, it made its greatest contribution.

The English Translation and Transmission of Gnostic Verses about Water and Tree

At present, the complete English translation of *Gnostic Verses about Water and Tree* only has one version at home. Li Zhengshuan and Li Shengxuan took Professor Geng Yufang's *Gnostic Verses about Water and Tree*, *Dgaldan Gnostic Verses* as source text and translated *Gnostic Verses about Water and Tree* into English. The translation was started in 2009, completed in 2011 and published by Changchun Publishing House in 2013. It was anthologized in *Tibetan Gnostic Verses Translated into English*. After the publication of this book, some scholars made comments on the English translation. The book is divided into four parts: *Sakya Gnostic Verses*, *Dgaldan Gnostic Verses*, *Gnostic Verses about Water*, *Gnostic Verses about Tree*. As we can see, *Gnostic Verses about Water and Tree* is published in two parts. "This book also filled the gap that *Dgaldan Gnostic Verses*, *Gnostic Verses about Water and Tree* have no English translation at home and abroad till now." (Li, 2014, p. 83) Based on the principle of faithful equivalence, Li Zhengshuan's translation aims to be faithful to the Chinese version to the maximum extent and to preserve the form of the original Tibetan version as much as possible so as to better convey the Buddhist philosophy to the readers and help them appreciate the artistic charm of the Tibetan Gnostic Verses.

Bei Ta, a famous poet and translator, made an objective evaluation of Li Zhengshuan's translation in the article "Indirectly Faithful: a Great Achievement in the Translation of Ethnic Classics—a comment on Li Zhengshuan's new work *Tibetan Gnostic Verses Translated into English*". In this paper, he thinks Li Zhengshuan's translation is faithful to the original Tibetan version indirectly. The paper makes a comparative study of Li Zhengshuan's translation and Davenport's translation, thinking that Li Zhengshuan's translation is faithful to Cidan Doje's Chinese translation to the maximum extent and is faithful to the original work indirectly. It does not affect the artistic features of the original. Bei Ta thinks that translation is circumspect and points out that "This indirect loyalty guarantees the unity of the translation style, the subjectivity and initiative of the translator." (Bei, 2014, p. 62) For the delicate differences of cultural background and text connotation in Tibetan Gnostic Verses and poetry of nationality, Professor Li Zhengshuan's translation has also properly handled, "he hardly imitates translations in dictionary and does not use the established English idioms and proverbs in his translation without thinking and distinguishing." (Bei, 2014, p. 65) In the use of rhyme, Li Zhengshuan advocates as follows: "To rhyme when it is possible, but no striving when it is not." This effectively avoids the inaccuracy of meaning. It is also an important embodiment of the principle of faithful equivalence.

Li Zhengshuan and Ye Hongting published the article "Translation of Chinese Classics into English should Pursue Faithful Equivalence---Take *Gnostic Verses about Water and Tree* as an example" in *Journal of Xi'an International Studies University*. This article explains the principle of faithful equivalence from aspects of the equivalence of understanding, style, rhyming and reproduction of culture. It proposes that the translation principle of "faithful equivalence" should be observed in English translation of Chinese Classics, "in order to enhance the spread of Chinese traditional culture. Only in this way can target readers understand and appreciate our Chinese Classics as original readers do." (Li, 2016, p. 107) Li Zhengshuan's translation of *Gnostic Verses about Water and Tree* complied with the principle of "faithful equivalence" and conveyed the original content, thoughts and feelings accurately to the target readers. The translation helps readers appreciate the authentic Tibetan Gnostic Verses as the original readers do and feel the culture of ethnic minorities. Shan Chang and Ye Hongting also analyzed Li Zhengshuan's translation in "The Analysis of *Gnostic*

Verses about Water and Tree's English Translation Style". The article points out that the style is reflected in four aspects: "translating in poetic style and pursuit form beauty; attention paid to rhythm and effort for beauty of sound; semantic apt and be faithful to the original; flexibly transfer the cultural image." (Shan, 2015, p. 92) In addition, there is also a MA thesis studying the English translation of *Gnomic Verses about Water and Tree*. In 2017, Li Jiecong in Hebei Normal University finished her thesis "A Study on the English Translation of *Gnomic Verses about Water and Tree* in Light of Reception Aesthetics". By using reception aesthetics a literary theory flourishing in the 1960s, this thesis analyzes Li Zhengshuan's English translation thoroughly. It starts from the three concepts of "horizon of expectations", "fusion of horizons" and "response-inviting structures" in reception aesthetics. By listing abundant examples, it analyzes the language expression, rhythm form and cultural-loaded words in the translation to show the readers the ideological content of the source text and reproduce the original beauty of the text. The author pointed out that Li Zhengshuan really takes readers into consideration in the process of translation and his translation meets the aesthetic needs of readers.

As the first complete English translation of *Gnomic Verses about Water and Tree* at home, Li Zhengshuan's translation is of significance. First, for the target readers, the English translation opens a door for readers at home and abroad who wish to know about Tibet and helps eliminate the language barrier, so that more people can learn Tibetan culture, appreciate Tibetan Gnomic Verses and feel the unique artistic charm of Chinese minorities' classics. Second, this English translation brings Chinese minorities' classics into the English world. It builds a bridge of culture for the spread of Chinese ethnic literature and contributes to cultural exchanges. It can effectively promote communication of people's heart and promote the process of mutual learning of different civilizations and to enhance the influence and inspiration of Chinese culture in the world and the international community's understanding of our country. This also conforms to the national development strategy, having important practical significance to enhance national unity and national security and stability. What's more, Konchok Tenpai Dronme's Gnomic Verse, a classic of Tibetan Buddhism made literary, advocates Buddhist thoughts. So the release of the English translation can also benefit the Buddhists at home and abroad. In addition, the English translation also has important value for academic research. On the one hand, it provides important text reference and research materials for Tibetan Gnomic Verse researchers all over the world. On the other hand, it can provide help for the majority of Tibetan researchers.

The appearance of the domestic English translation has aroused international concern: this book will soon be published in three languages, namely, Tibetan, Chinese and English, in three Buddhist countries.

The Overseas Translation and Transmission of Gnomic Verses about Water and Tree

Recently, we found another version of *Gnomic Verses about Water and Tree* was published in the United States in 2012. Its title is *The Water and Wood Shastras*. According to the text description, we guess this book is the English translation of *Gnomic Verses about Water and Tree*. "Shastras" is a Hindu terminology, meaning "canon". The title translated into Chinese should be *Canon about Water and Tree*. It sounds like *Gnomic Verses about Water and Tree*. What's more, the author is The Third Gungthang Rinpoche, Venerable Konchok Tenpai Dronme. Since the author is Konchok Tenpai Dronme, *The Water and Wood Shastras* should be the

English translation of *Gnomic Verses about Water and Tree*. The translators are Yeshe Khedrup and Wilson Hurley, seeming like a Tibetan scholar and an American translator. The publisher is Karuna Publications (US) and the publication date is November 16th, 2012. Karuna means “mercy” or “compassion” in English.

Professor Geng Yufang’s Chinese translation of *Gnomic Verses about Water and Tree* appeared until 1986 and the English translation is published in 2012 and 2013 respectively. It can be seen that its translation at home and abroad started late. Therefore, the translation and transmission of *Gnomic Verses about Water and Tree* need more Tibetan Gnomic Verses translators and researchers. To make Chinese minorities’ classics go global and let the world understand the Tibetan culture, we should spare no efforts to strengthen the national cultural soft power.

Conclusion

There are several characteristics of the translation and transmission of *Gnomic Verses about Water and Tree*. First, the translation started late. It was not until the 1980s that the first Chinese translation appeared. Second, the number and type of translation are few. There are only two complete Chinese translations at home, and there is only one complete English translation. Third, the number of researches on the translation and transmission of *Gnomic Verses about Water and Tree* is obviously small. There is still much room to be desired in terms of research on it. The small number of translation of *Gnomic Verses about Water and Tree* is extremely unfavorable to the spread of Tibetan Gnomic Verses. Nowadays, in the context of globalization, it is of great importance to promote the spread of Chinese minorities’ classics in the world. It is conducive to people all over the world to have a more comprehensive understanding of Chinese traditional culture, and to eliminate cultural barriers and let people feel the profound and extensive Chinese culture. It is more beneficial to maintaining national unity and national security and stability. This asks for a higher demand for translators of Chinese minorities’ classics. It can be seen that there is still an enormous space for the translation and transmission of Tibetan Gnomic Verses represented by *Gnomic Verses about Water and Tree*. We are in bad need of concerted efforts for the translation of Chinese minorities’ classics.

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The Study of the Contrast Structural Beauty between English and Chinese Sentences from the Perspective of Aesthetics

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[Abstract] *With the development of international exchange activities, translation is one of the most important links. To further improve the quality of translation, aesthetics has a relationship with the translation. This article is to study the structural beauty from the aesthetic view between English and Chinese, through the examples, and analyze the reasons for the different beauties of structures. From Skopos theory, the readers can get a better understanding of the target text, and then improve the whole translation level. To study the various beauties of sentence structures can give us inspiration in the future translation industry.*

[Keywords] *aesthetics; aesthetics perception; sentence pattern; structural beauty; translation*

Introduction

Translation is the conversion from one language into another language, there are also some criteria, among which the most basic is Yan Fu's "faithfulness, expressiveness and elegance", qualified translators try to pursue a higher quality, which can be regarded as a kind of translation with aesthetics. After all, our translation thinking tends to be subjective rather than objective, emotional rather than rational. Its most basis is a sense of beauty, and then viewing the comparison translation between Chinese and English, they are different in pronunciation, vocabulary and grammar, and also are different in history, culture, way of thinking and national psychology. And when viewed from the point of beauty, the structural beauty embodied in Chinese and English is different. This thesis studies the contrast translation between Chinese and English from the aesthetic perspective, analyzes by some typical examples, and also uses the Skopos theory. We can explore its structural beauty that reflects the various different aesthetic feeling, which will bring translation career in artistic conception.

Related Aesthetic Concepts

Life is full of beauty everywhere, although everyone can feel the beauty, one does not have enough aesthetic knowledge, and will not be able to get more and more rich aesthetic experience. The emergence of aesthetics is the product of the Western countries. It raises the question of the essence of beauty in ancient Greece, which shows the tendency of western culture and is a subject with oriented aesthetics. Aesthetics is the knowledge of beauty. The original name is aesthetics, which is evolved from the Greek and is described as a word meaning, feeling, and perception. Later on, it is connected with philosophy, developed into other

tribes, became empirical science, illustrated science, and turned into art. It could also be called art science. Italian philosopher, esthetician Croce thinks that beauty is a kind of “intuition”, the attitude and manner, the soul of things, and the combination of intuition. The subject is the feeling of beauty, when people do not know the way to intuition, neither can they have a sense of beauty, nor the beauty will appear again. In China, many masters are also studying aesthetics. Now in the modern life, aesthetics has a category with internal relations.

View Translation from the Perspective of Aesthetics

Translation is a science, also an art, a kind of skill, and translation is an independent discipline, it is the study of translation theory and translation skills, like any other subjects, which have their own unique laws and rules, and we need to comply with the principles of the translation, and every translation work is shown with different translators’ style, which sends out a unique charm, so it seems that translation is an art. Art is always full of beauty. Many thoughts in translation contain rich aesthetics, and translation theories also have distinctive aesthetic features. From an aesthetic point of view, almost every work is from the creation of art. They are basically developed coordinately and with mutual penetration (Li, 2013). Translation is also like this, since translation has certain maneuverability in practice. It develops with the development of literal translation and free translation, most of the arguments are based on free translation. Translation is the art of writing in fact, and it should have a sense of beauty, but the pursuit of the beauty between Chinese and English is not the same. So when we do the translation, we should follow their different pursuits of beauty, for example, the contrast structural beauties between English and Chinese sentences, and then the whole translation can work well.

Structural Beauty in Chinese and English Sentence Patterns

A sentence in the text refers to a linguistic unit, which is smaller than a chapter but bigger than a word, and belongs to the microscopic linguistic structure. Sentences are made up of some words in a certain order, and this combination has certain rules to follow. According to the types of verbs in English, we can divide the sentence patterns into five basic patterns: SV type, SVC type, SVO type, SVOO type, SVOC type. These are the five basic sentences in English, the other is a variant of these sentence patterns, in fact, Chinese sentence structure can be simply classified into five basic sentence patterns, this is the basis for the two languages to express. According to their structure, English sentences can be divided into simple sentences, compound sentences and complex sentences. Now we study the following examples:

A Whole Structure of Chinese and a Personal Structure of English

As Chinese and English are different in terms of vocabulary, pronunciation, semantics and grammar, the structures of the sentence patterns between Chinese and English are certainly different. Please look at the examples below:

Eg:

(1) Around the pond, far and near, high and low, are trees, most of them are willows. (compound sentence)

(2) I like a serene and peaceful life, as much as a busy and active one; I like being in solitude, as much as

in company. (compound sentence)

译文1: 荷塘的四面, 远远近近, 高高低低都是树, 而杨柳最多。

译文2: 我爱热闹, 也爱冷静; 爱群居, 也爱独处。

The above examples are compound sentences, we can see (1) Its basic sentence pattern is: Around the pond are trees, most of them are willows. (2) I like a serene and peaceful life, I like being in solitude. The English and Chinese sentence patterns are different. When translating into Chinese, we should use skopos theory, which can make it clear to the readers. The Chinese sentence follows the basic law of the beauty of “change in order”. In the diversity and variety of sentence arrangement pattern, it shows the internal harmony and unity, the translation “高高低低都是树, 而杨柳最多”, “而” showing a change of direction, but ultimately maintaining a harmonious and unified relationship with the front, translation 2 shows tidiness and orderliness, highlights the overall beauty, balance and symmetry of the overall beauty, but in the original text 1, “around” makes the beginning, “pond” is modified with “far and near”, “high and low”, it’s a simple sentence, but has very personalized arrangement, the original 2, “as much as” likes a link phrase, with a distinctive personality beauty.

A Tomato Stick Structure of Chinese, and a Deer Horn Structure of English

Although the Chinese structure is loose, it has the whole beauty after all. The structure of English is compact, and it has a beautiful personality. Please look at the following examples:

Eg:

(1) At the same time, they must firmly practice austerity, refrain from taking on more than they could handle, act diligently and frugally in all their dealings, oppose extravagance and waste, avoid launching new projects indiscriminately, never do things for appearance’s sake. (complex sentence)

译文1: 同时要牢固树立过紧日子的思想, 坚持量力而行、勤俭办一切事业, 反对铺张浪费, 力戒滥铺摊子, 不要做表面文章。

(2) 建于19世纪中叶, 单层, 砖木结构, 四坡顶, 四面有外廊, 室内设壁炉, 为“英国”在亚洲“外廊式”建筑, 建筑面积为800平方米。(complex sentence)

译文2: Built in the middle 1800s, it is a single-story building that covers an area of 800 □ in brick and wooden structure with hip roof and verandas attached to its four-sided slope-shaped roof, featuring its outdoor aisles of British style in Asia at that time.

From the above examples, we can see English is more complex and huger in the general sense, while Chinese is smaller and compressed. In the original text 1, the main sentence is “they must do sth”, 4 clauses are grafted by different verbs. Each clause has its own clause and has the feeling of deer horn structure, when translated into Chinese, using some skills, following the skopos theory. We can generally see Chinese is a parallel horizontal narration and is followed by a layer after a layer, step by step, it seems like a Tomato Stick structure and strings each clause up, with a sense of fluency. In the original text 2, there is no correlative word, and the relation is expressed by the expansion of sentence meaning, its basic sentence is: Built in the middle 1800s, it is a single-story building. So its center word is “a single-story building”, then the predicate verb is determined according to the logical relation, and then arranges it according to the meaning and the English grammar. In the translation, the main structure is prominent (it is a single-story building), with many clauses (built in the middle 1800; featuring its outdoor...) and many subordinate clauses (that covers)

with the help of connectives in the main clause affiliated. Each key points graft other modification, which has a beauty of deer horns and branches feeling, while Chinese sentence is carried out step by step, the whole is like water flowing toward the waves after waves, progressive layers, has a beauty of a Tomato Stick.

A “Little House Jasper” Type Structure of Chinese, and a “Swaying and Glittering” Type Structure of English

Chinese and English are different in structure and feeling. Please look at the following examples:

(1) 我们相信,在21世纪,中美两国人民,世界各国人民也都绝对不允许开倒车,走老路。今天搞对抗、打热战、打冷战哪怕是温战都是很不得人心的、也绝对行不通的。(complex sentence)

译文1: We are convinced that in this 21st century, neither the Chinese and American peoples nor people of other countries will allow history to repeat itself or the cause of advancement to backpedal. No attempt to stir up confrontation and stage war, be it a hot war, a cold war or even a warm war, will be popular in today's world. Now will such an attempt lead to anywhere.

Analyzing the example, Chinese is a horizontal frame, a layer after a layer and has a sense of pushing forward, the type of “…搞对抗、打热战、打冷战…” the sentence pattern is refined, fresh, restrained, implicit and not flattering. The natural connection has a harmonious beauty, like a daughter of a humble family, not artificial, not with much modification, has a feeling “little house jasper”. Compared with the English, when translating into English, we use the skills, also according to the Skopos Theory, the translation method, we find that it is clear, we can see that the English is open, copious and fluent, has a strong sense of hierarchy, “be it a hot war, a cold war or even a warm war” has a poetic beauty; as a whole, the use of many modifiers makes the content complex, mysterious and attractive, has a very strong concave and convex, English has a very curved beauty with a variety of forms, which is a swaying and glittering of the beauty.

An Analysis of the Reasons for Different Beauties of Sentence Structure between English and Chinese from an Aesthetic Perspective

Differences in Ways of Thinking between Chinese and Western

Chinese and foreign scholars have different views on the relationship between thinking and language. The thinking styles of Chinese and western nationalities are influenced by different natures and human conditions. We can sum up in three different ways: (1) Chinese are integrative thinking, while English is analytic thinking. Chinese traditional thinking is closely related to the whole thinking mode. China emphasizes the harmony between the whole and the inside, and the harmony between man and nature is the highest. The Western synthetic thinking focuses on the universal connection and interaction among different parts of the thing, and regards the part as an indivisible united body. (2) Chinese is intuitive and experiential, while English is logical and empirical. Chinese traditional thinking pays attention to practical experience, focuses on whole thinking, and uses intuition to realize, Westerners are rational thinking, good at logical thinking, rationalism. (3) Chinese is curvilinear thinking, and English is linear thinking. “Kaplan believes that the Chinese thinking is a spiral, English thinking is linear” (Wang, 2009, p. 34), the Western emphasize on individual, advocate individuality, directly express their views and attitudes. Their thinking pattern is linear.

Chinese people are more euphemistic, and their thinking pattern is spiral.

Differences in Cultural Background between Chinese and Western Aesthetics

The “whole view” of Chinese traditional culture is embodied in Chinese traditional aesthetics, which is not only the aesthetic principle of Chinese traditional aesthetics, but also the principle of artistic creation. Western classical aesthetics attaches importance to the individual, emphasizes the beauty of individuality, the vividness and novelty of artistic images, and pays more attention to the beauty of the individual or the beauty of one part.

Differences in Language Features between Chinese and English

Chinese is a semantic type language, English is a morphological language. Chinese grammar is flexible and implicit, unlike English, Chinese has revealed external form, not by form or shape to represent language components, but the semantic itself to show the meaning. English grammar is dominant and simple, it uses ten lexical categories, six components and seven kinds of sentences to summarize all sentences. English has the advantages of compact structure, its relationship and hierarchy is clear. While Chinese has a long sentence, there is no space among words, its subject and predicate has no formal signs.

The Inspiration of the Structural Beauty between English and Chinese Sentences to Translation Practice

To study it can increase our aesthetic sense of translation, improve the quality of translation. Translation will be much more authentic. As a result, it can better spread the culture. For the translators, it's important to study how to increase the beauty in accurate translation and make the works more authentic, so we must first master the sentences' all kinds of beauty, which is the key to our translation practices.

Conclusion

To sum up, translation career has a long arduous way to go, which also needs much aesthetic knowledge, our translators should find more aesthetics in the future, which can better improve our translation level.

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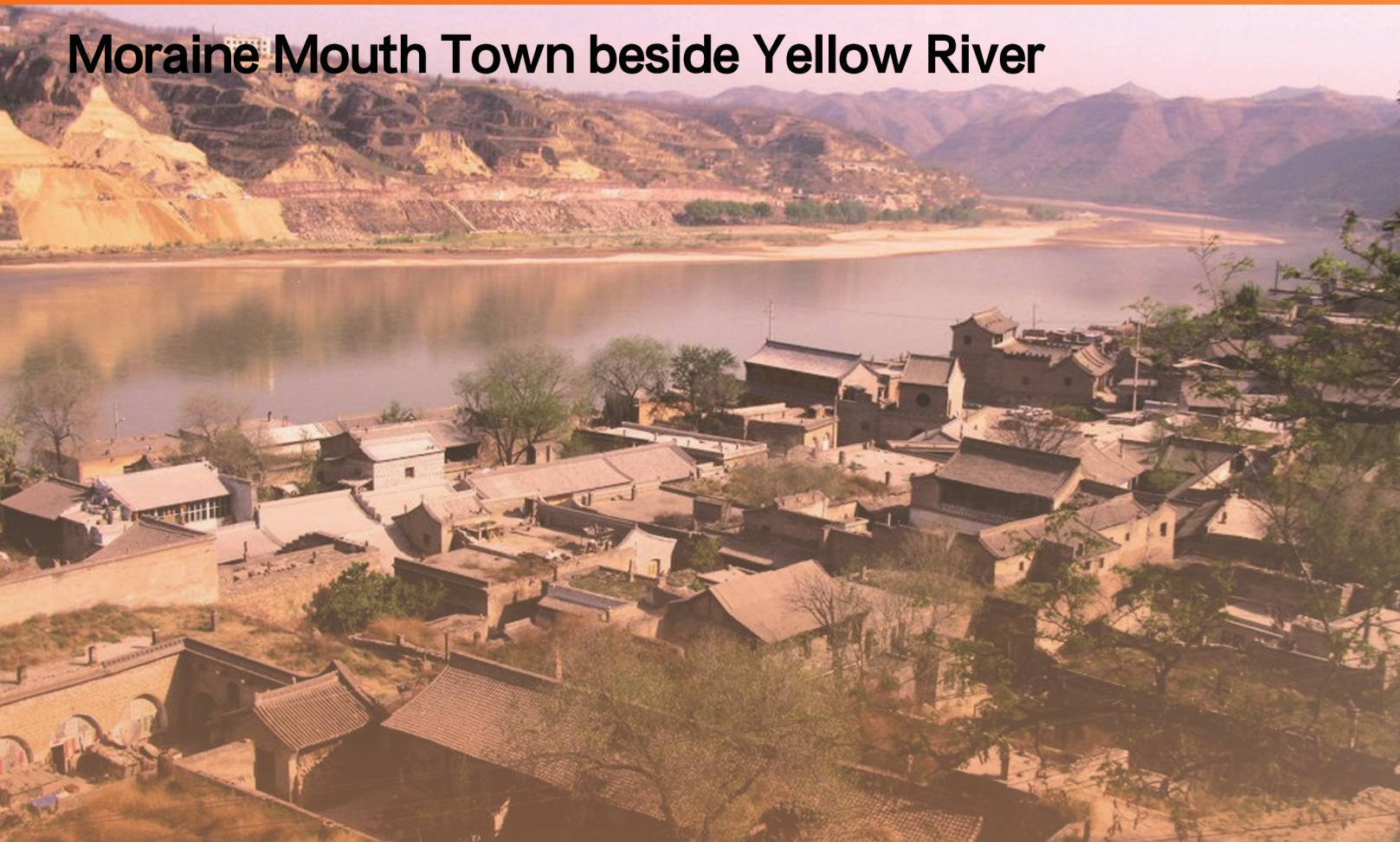
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