

Rewriting and Image Projection of Waldon in the American and Chinese Literary Worlds

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[Abstract] Drawing upon Lefevere (2004, p. 1)'s famous hypothesis that rewritings, in the form of book reviews, critiques, literary history, and anthology, and translation etc, carves out various images for a literary work in different cultures and periods and such rewritings are subject to the constraints of ideology, institution and sponsor and poetics, this paper examines the different images projected by the rewritings in the American and the Chinese literary worlds, focusing on particularly two similar critical conflicts that occurred both in China and also in the United States over Henry David Thoreau and Waldon. In so doing, this paper tries to unravel the mystery that a book hailed as having shaped the American character should be enjoying popularity almost the same way as it does in the original country, in the two countries where almost opposing political ideologies prevail.

[Keywords] rewriting; image projection; Waldon; Thoreau; in two different literary worlds

Introduction

Waldon, hailed by Yardley (1985) as one of the 10 literary works in the history that has shaped the character of the people of the United States, “a keystone of the ninth-grade canon” (Yardley, 1985), “a staple of the high school curriculum” (Schulz, 2015), has uncannily been enjoying popularity in China too. It is very popular in the Chinese education sector, as shown in the *Waldon* mailed to new students together with the admission letter by Qinghua University and its then president Mr. Yong Qiu so that they could appreciate the power of serenity by writing a response paper to it. And the students' papers have been compiled and published as a book entitled *The Power of Serenity: Qinghua Students' Readings of Waldon*. In addition, excerpts of *Waldon* has been also included in a Chinese language textbook for high school students as published by Jiangsu Education Press, entitled *God's Drop*. Thoreau and its *Waldon* and other literary works have been even introduced to the Chinese children, as a series of picture books dedicated to children telling the story of Thoreau have been published in China by Guangxi Normal University Press Magic Elephant.

Waldon is highly appreciated by the literary sector in China. From the 1980s up to the present time, there have been dozens of translations of *Waldon* in the Chinese language by different translators. A review of the readings and researches of *Waldon* by the literate and the scholars since the 1980s indicate that the Chinese scholars and literary readers see in it the culture of hermitage, the teachings of Confucianism, Taoism, and even Mohism. They imagine Thoreau in the way they imagine Hui Yan, one of the most famous students of Confucius. And they envision the scenery of *Waldon* pond the way they envision the fictional village beyond the spring surrounded by blooming peach trees in the Chinese imagination, a safe haven, spiritual and physical, in the dangerous war-stricken world.

Waldon even forms an important part of resources available for the research of ecological literature and ecological protection in China. It is reported that Thoreau has influenced positively the emergence and development of ecological literature in China, especially such writers as Mr. An Wei.

Such popularity seems very strange as *Waldon* is included by an article published on *American Heritage* among the 10 most important literary works that have contributed to the American character. This double agent seemingly serves two opposite ideologies. Even the attack against Thoreau as a backwoods scum sounded also very similar (Cheng, 1996; Mark, 2017), and again, the rebuttal against such criticisms sounded also so familiar: so what? An eminent writer does not have to be a perfect human (Wang, 1996; Zhang & Xu, 1997; Mark, 2017).

This paper draws upon the rewriting theory of Lefevere to gain an understanding of the rewritings of *Waldon* in both the United States and China to capture the subtle cultural and ideological and poetical differences in the rewritings of *Waldon* and of course the different reasons why it is canonized in both countries.

The Theoretical Framework

Lefevere (2004, p. 5) proposes the concept of rewriting, including the rewriting involved in the compilation of literary history, anthology, and in translation, book review, and criticism. Rewriters carve out many images for a literary work. Images coexist with the reality, though in contrast, the one factor that can be perceived by a lot of people and can reach out and influence a lot of readers is image or images, rather than the work itself. Images are powerful, and they lead to preconceived ideas about a literary work.

Images are projected by rewriters. More often than not, when readers claim that they have read a certain literary work, they do not actually mean that they have read that specific literary work per se; rather they mean to a very large degree that they have read a certain form of rewriting of that work, such as translation, book review, critique, excerpts etc.

What images are constructed/projected depends on the institution and the poetical tradition where the rewriter belongs and the ideology that the rewriter serves. Thus, rewriters create an image for the literary work via poetic and ideological manipulation. And this image serves to maintain or subvert the literary work's canonized status in the literary context.

Image Construction and Revision in American Rewritings

The image of *Waldon* and its author Thoreau have been constructed and revised via rewritings by American critics.

Waldon and American Character

Yardley (1985) argued that without some influential books the United States would have been totally different, so much so that it would be unrecognizable to the world as it is today. The first book that has been listed as having had a lasting impact on the social, cultural and domestic life, if not political life, of Americans is *Waldon*. The reason, as Yardley explained, is that this book deals with the themes that the Americans are most interested in, or in his own words, that “run right to the heart of American life”: the thirst for independence, identifying with the natural scenery, and a healthy doubtful attitude towards government and formal social institutions. Whoever you are in the American life, according to Yardley, environmentalist or vegetarian, the ideal of Americanism in your eyes can find something useful and enlightening in *Walden*.

Therefore, independence, nature writing and a distance from government and formal social institutions were all regarded in the 1980s as central themes in the social, cultural and domestic life, if not political life of the American

people. Besides, Thoreau was celebrated for the role of his civil disobedience during India's independence drive and in the protests of the Vietnam war during the 1960s. Thoreau attained his image as the national conscience of the United States (Schulz, 2015), he was deemed "the voice in the American wilderness" (Schulz, 2015), which urge people to be true to themselves and to live harmoniously with nature.

From the Conscience of the United States to Pond Scum

30 years later, in 2015, Thoreau received the most severe attacks in the United States on the prestigious *The New Yorker*. He was called "Pond Scum". And he was criticized against the many prevailing ideological norms such as sympathy, optimism, curiosity, charity, civilization, logic and reason, democracy, and government and the dominant poetical norm such as coherence and consistency. The accusations include his apathy towards other people as revealed in his writing about the immigrants killed in a northeaster, his lack of logic and reason in arguing that most people live in quiet desperation, his parochialism in that he claimed that there was actually nothing new happening in the world, therefore, he refused to read newspapers, and his contradiction and caprice as he obviously learned the news of John Brown's raid of the slaveholders through the newspaper. And he was resented as he wrote, "objects of charity are not guests". He was particularly scorned for his hypocrisy as he did not actually live as described in his book *Waldon*. There is nothing falsier than a sermon that its own author does not follow.

In response, other critics wrote defenses of Henry David Thoreau, specifically, Mark (2015), Purdy (2015). First, with regards to the accusation of being a hypocrite, it was argued that although Thoreau impresses the American readers as a "wilderness hermit" (Mark, 2015), but this is what people misremember. He wrote in *Waldon* that he had visitors, and his closest neighbor was just a mile away. He did not preach an extreme approach to real isolation and hermitage in wilderness; instead, he followed a middle path. He lived among family and friends in the countryside where the nature was partly cultivated. In this border area of human civilization and the nature, he ventured both into the city and into the wilderness occasionally. Nature for him was just a tonic for spiritual and intellectual development.

Second, Schulz (2015) envisioned that the typical behavior of Henry David Thoreau was to turn his back on the rest of the world, or in other words, his posture was condescending, disdainful, and withdrawn. There seemed to be always a barrier between Thoreau and the other people. His resistance against the government and formal social institutions is a separation from other people and even from civilization. In defense, Purdy (2015) reminded that as a writer, Thoreau returned repeatedly to the other people in his books, speeches and essays. In the ultimate sense, Thoreau lived in the world of people.

Third, regarding the accusation that Thoreau betrayed himself as being inconsistent and full of contradiction in his book *Waldon*, Purdy (2015) argued that canonized literary works do not give consistent lessons; rather, they tend to be patterns of contradictions. Contradictions are not a bad thing, so long as they are generative of new ideas and interpretations. In other words, so long as the themes proposed by canonized works are still relevant to the modern society, they remain worthy of reading. To Purdy, Thoreau displayed a communitarian spirit that the injustice of the community affected everyone in it, and such a spirit was quite useful in the tackling of common problems, such as climate change. To Mark, Thoreau's over-2-year stay at Waldon Pond and his experience there was regarded as very relevant to Americans in their modern life. (Mark, 2015) It persuaded the people that via thrift, people could enjoy more free time, which they could choose to spend as they saw fit. To Schulz (2015) even, reading the description of outdoors activities on the Waldon Pond was quite a pleasure. Therefore, Waldon is still relevant and significant to modern readers in a time totally different from that when Thoreau lived.

Construction and Revision of the Image of *Waldon* and its Author Thoreau by the Rewritings among Chinese Critics

The Image of Waldon and Thoreau has been constructed and revised via rewritings by Chinese critics.

Waldon and the Power of Serenity

Thanks to the research of Liu (2011), it is recognized now that the introduction and rewriting of *Waldon* and Thoreau in the Chinese language started as early as in 1926, when Mr. Zhenduo Zheng profiled Thoreau as a nature writer, whose language was fluent and beautiful, and whose thinking was radical. Then in 1929, Mr. Xubai Zeng listed Thoreau as one of the 15 representative American writers. Mr. Dafu Yu, a famous Chinese writer, remarked in 1934 that his appreciation of *Waldon* came from its similarity to the spiritual pursuit of the Chinese literate, but this book was not suitable for young people, as its advocate of serenity, quietness and escape from the world may be dangerously misleading to them. Then Mr. Yutang Lin, author of many English best-sellers, noted that among the American writers, Thoreau's was the closest to the Chinese outlook of life, so much so that if his works were translated into Chinese and announced to be written by a Chinese author, no one would find it doubtful. Ultimately, Mr. Chi Xu translated *Waldon* into Chinese as a part of a series of American literature books to be introduced to the Chinese readers.

After a lapse of over 30 years, *Waldon* emerged again in the Chinese literary world as a canonized American literary work. Numerous readers and scholars have written appreciative and academic papers on the themes of quietness, solitude, elements of Chinese Confucianism, Daoism, Mohism, hermitage, landscape writing, and eco-literature and so on. Among so many themes, the spiritual pursuit of serenity amidst the frantic chases of material gains in the opening-up and reform drive was most dominant, which was quite similar to Thoreau's time, when the United States expanded fanatically to seek new lands and new power and new wealth, and gold rush was in its full swing. Serenity was deemed a form of power, enabling people to dedicate themselves to their education, or their career, or the public undertakings without the disturbance or distraction of material pursuits.

From the Serene Hermit to a Shattered Myth

Very mysteriously and coincidentally, in 1996, 20 years before the American counterparts, one of the Chinese critics launched a scathing attack of *Waldon*. After traveling to Waldon Pond in person, Ms. Yinghong Cheng found the media applause of serenity, hermitage, talk to the nature, with material life reduced to the minimum, covered up a totally different story. She called Waldon experience a myth, a construction instead of the true reality.

Similar to Schulz, Cheng (1996) called Thoreau a hypocrite as Waldon was too close to the civilized world for him to lead a true life of a real recluse. Of course, Thoreau's close connections to his family and friends were cited as support for his hypocrisy. But a bit different from Schulz, who attacked Thoreau's lack of sympathy for the immigrants killed in a windstorm, Cheng attacked his lack of responsibility and his cowardice. Not only Thoreau was an idler, but he was the one who burned down the local woods covering 300 acres. He and his friend started a fire in the spring of 1844 to cook some fish soup when he knew that it would be dangerous to do it and he shouldn't do it. When the fire was spreading, he ran to get help, but did not return together with the others to fight the fire. Instead, he climbed to a nearby slope to appreciate the burning woods. As a result, the local resentment was so intense that he was called "the damned rascal". And it turned out that this had happened before he moved into the cabin near the pond. Such coincidence was cited to suggest that he went to live near the pond just to escape from a reputation crisis.

Cheng concluded that Waldon's popularity originated not from Thoreau's writing, but from the modern people's illusion and pretention. She attacked the modern rural sightseeing not as a pursuit of simplicity and spiritual sereni-

ty, but a new form of luxury and greed. She called on people to appreciate the urban life and to learn to get along with each other, rather than to imagine being a solitary soul in the wilderness.

This attack was thwarted by defenses immediately, just like what happened in the United States 30 years later. Wang (1996) admitted that Thoreau collapsed like plaster in his mind after reading Cheng's article. However, he maintained that even if modern readers tend to idolize their favorite writers, which was a mistake, their need for an ideal, or a myth, or a spiritual guidance amidst their daily struggles was true and strong. Even with the myth of Walden shattered, the modern people still have the need to seek spiritual pleasure in this book.

Conclusion

Lefevere (2014) contends that rewriting is subject to ideology, poetics, and sponsor and other factors. This paper explores the underlying reason for the popularity and image revision of *Walden* in both US and China. The criticism and defenses of *Walden* in the US reflects a change in the American character, perhaps to a certain extent, from individualism to communitarianism. The popularity and criticism and defenses of *Walden* in China reveal a strong spiritual need for serenity among the Chinese people, perhaps a home, physical, perhaps more spiritual, to return to when they are tired of the greed, the struggle, and the stress of daily life.

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Don Quixote's Influence on Chinese Traditional Life

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[Abstract] *This paper takes the introduction of Don Quixote to Chinese society as a breaking point, discussing the acceptance of the image of Don Quixote, and its influence on literary works and traditional cultural spirits in China. It points out that a diversified Don Quixote is connected not only to the personal cultural qualities and different views of readers, but also the social environment and literature thoughts. It is also the very reason why Don Quixote can keep giving people inspirations. Don Quixote's mental character has penetrated into Chinese traditional life.*

[Keywords] *Don Quixote; Chinese traditional life; Influence; Acceptance*

Introduction

In the novel Don Quixote, Don Quixote was already a fifty-year-old man in the village of La Mancha, a poor country squire. He was addicted to a large number of popular fictions about Knight and determined to be a knight-errant, who fought against the strong and helped the weak. Then he put on the broken armor which was a legacy from his grand grandfather, huge rusty lance, a scrawny horse, persuaded a neighbor named Sanchez Shag Pan to be his retinue and selected a country woman named Dulcinea in the neighborhood as his ideal "beloved". (Zhang, 2017)

He ever took adventure three times in succession. He imagined he was like the Knights in myth and determined to help those who were being humiliated and oppressed. He started with Knight Thought which added the fantastic idea to the novel. In the eyes of Don Quixote, life was full of magic. (Zhang, 2017) As a result, when he met a windmill, he even thought he was fighting with a giant. He considered the flock of sheep as an army and tried to fight with them, ending up being black and blue all over. He mistook a gang of criminal for persecuted gentlemen. They were saved by Don Quixote, but bashed him up. Don Quixote imitated Knight everywhere. (Zhang, 2017) His actions led to many ridiculous things. He not only harmed others but also made himself vulnerable to be attacked and suffered badly from being beaten. Finally, Don Quixote was beaten by the white knight (Jiaerlashi) in 1986 and he had been completely bedridden from then on. At the same time he knew that books were purely nonsense. He began to repent but it was too late. He exhorted his only niece not to marry the person who ever read novels about Knight; otherwise she would not inherit his legacy. The novel Don Quixote depicts a typical "Mad Cavalier", which was a sharp stroke on the Spanish society and the merciless upper ruling class. And it had the deepest sympathy for the average people. (Hegel, 1954)

Chinese Don Quixote—Ah Q

After reading Don Quixote, it reminds us of one of Lu Xun's characters— Ah Q. The Story of Ah Q is one of Lu

Xun's most famous novels, written from December 1921 to February 1922, which has nine chapters. The story is set in the old Chinese atmosphere after the 1901 Revolution, keeps the blocked rural district as background and creates a typical peasantry whose character is seriously distorted. Ah Q and Don Quixote are two enduring figures on the world literary history. Although they lived in different countries and had different cultural backgrounds, they had a lot of things in common, such as their thought, their languages, their behaviors, their fates and their personalities. (Zhang, 2017) Sometimes it is hard to distinguish between Ah Q and Don Quixote. These two figures gave some elementary methods in the field of literary creation and transmitted the knowledge to the descendants. Ah Q was a farmer but in no possession of any farm. He didn't have a stable job. He was good at farming but as poor as a church mouse with no house or family. He was deprived by the rulers of everything. He could only make a living by casual labor. On one hand, the miserable position made him sorrowful and painful. On the other hand, he never found his weak points but self-deception. He escaped the reality with "spiritual victory" method and concealed his slavery position. Later, Ah Q went to Mr. Zhao's home and helped him to do some farming. Because he asked the servant, Wu Ma, to marry him, he was driven out of Zhao's home. In order to support himself, Ah Q was compelled to rob in town which made him glorious among his old fellows. At first he was against revolution. But after he found that the lords were all afraid of the revolution, he began to support the revolution and pretended to be a revolutionist. He was immersed in his day-dream and claimed that he had joined the revolution. But the happiness was short and ended up with endless sorrow. The revolution failed in the end. The pure and simple Ah Q was sentenced to death. Ah Q even couldn't understand his own tragedy until the last moment of his life. Lu Xun, the writer, revealed the essential mental weakness in average Chinese peasants and criticized the "spiritual victory" method. Although the article was not a good medicine for old society, the glorious figure aroused a lot of Chinese people to walk out of the darkness and pursue the brighter future.

The Comparison between Don Quixote and Ah Q

Hegel said that if someone could distinguish between a pencil and a camel, it was not the smart point in evidence. We wanted the person who could find out the tiny discrimination in the similar commodities and told some differences from the twins. (Hegel, 1954). Similarly, when we compare the different articles, the search for the otherness in inter community and the inter community in otherness is essential in literary researching. Indeed, the two characters were both born in two different eras and belonged to two completely different traditional cultures. Both of them embodied their own national character and consciousness. Therefore, the differences between Don Quixote and Ah Q are obvious and we have no reasons to confuse them. But if we dig the essences under their different surfaces, it is very easy to find the same groundwork to make sense of their different behaviors.

Lenin said that if you wanted to compare the different events, the first thing that you had to pay attention to was to find out the similarities between them, otherwise you were running off at the mouth (Lenin, 1988). Don Quixote and Ah Q were both unpretending and brusque. Lu Xun realized that Don Quixote was not the one who had to support himself by deceiving others, but the one who was very unpretending even if he was facing the death. He must follow his heart and never pretended to cover anything. He always discovered all his thoughts which made him become the target of all the people around. Ah Q was a farmer who was plain and foolish, even ridiculous sometimes. But he was not a gangster. (Lu, 2000). He was unversed, simple and honest and ignorant. As a result, he became the target of the idlers living in Weizhuang. They were both the less beings who would often be bullied and humiliated by the whole society. They both hoped to find an exit and had a strong desire to prove themselves. Don Quixote named himself a hero knight, whose glory had derive from the famous Nine Knights in history. He realized that his achievements went beyond all his predecessors and would never be exceeded by his descendants. Because of the strong desire to escape

from the desperate reality, they both wanted to become the stronger in order to protect their glory and self-esteem. But becoming a strong person was just a dream, the protection of the dignity, self-treasure, even complacency and weakness-covering would be another method for escaping from the attack, saving himself from the hard time, even offering a happy medicine for the unfortunate people. It was another “victory” for the loser. We could find out the similar characteristics in both Ah Q and Don Quixote in this field. Don Quixote was often proud of his falling trips which were full of braveness in his mind. But he was bursting to “advertise himself” when no one wanted to give him affirmative answer. When he heard that someone wrote down his ridiculous journey, he gained great satisfaction because it was a wonderful feeling for him to hear that a good guy was reading his “great adventure” (Chen, 2005). But he realized that it was inappropriate to expose his embarrassment in the article, which would destroy his heroic image.

After all, the reality is the reality; self-respect and complacency are ultimately useless. Owing to their humiliation soul, they got hurt both in their heart and body. Finally they had to resort to “spiritual victory” method. This method is not only the core of Ah Q’s character but also the essence of Don Quixote’s mind (Qin & Lu, 1982).

Don Quixote’s Influence

Don Quixote’s Influence on Chinese Literature

From the The May Fourth Movement to the founding of New China in 30 years, modern Chinese popular novels had been very popular and a large number of popular fiction writers emerged. Many of their classics were made into films and achieved great success. After that the styles were made, including an article called “Ridiculous Knight”. Coincidentally, this novel was similar to Don Quixote.

New Culture Movement made a historic contribution for our readers to understanding Don Quixote and played an important role in promoting the new Chinese literary. Until 1930, Zhou Zuoren wrote an article entitled “The Ancient City of Spain”, which said that he wanted to read carefully *Don Quixote* at the break, because this book included quite a bit of Spanish feelings, “I wonder if the things described by the writer is a bit like a dream home”. (Zhou, 2011) Although we do not have enough information to substantiate that Lu Xun wrote *Lunatic’s diary* before reading *Don Quixote*, their similarities are obvious. *Don Quixote* is one source of *Lunatic’s diary*. The crazy and stupid image included in *Lunatic’s diary* coincidentally has the same viewpoint with Don Quixote, who happened to be stupid and ridiculous. The deranged lunatic with his own two keen eyes saw through the China’s feudal nature, and revealed the original character of the unsympathetic people who lived in this community but turned a blind eye to corruption, or even drifted with the current mentality without their own opinions. After reading the novel about the knight, Don Quixote fell deep into the world described by the novel and following became an obsessed fan, losing the fundamental control of his weak mind. In Lu Xun’s novel, the lunatic was similar to Don Quixote. He read a classic philosophy book, *The Morality*. (An, 1981) The novel *Mr. Unwarranted*, published in 1932 by Fei Ming, can be truly said to be Chinese *Don Quixote* in the 1930s. The writer said that Mr. Unwarranted inhaled and exhaled the same air with Don Quixote. The similarities between them can be seen everywhere: *Don Quixote* called himself as a knight and *Mr. Unwarranted* regarded himself as a “hermit”. They were both “outdated” and their actions were inconsistent with the social environment. Don Quixote parodied the Knight fiction and Mr. Unwarranted involved in the biographies, letters and folklore. Meanwhile, in the study of the 20th century Chinese literature, countless scholars were inspired by the link between literature and the history of the objective spirit, so that they could deeply look into the intellectual courses of human beings. In order to find the inherent logic of the human intellectual development, some famous professors in China recognized the character of Don Quixote as a special stream in Chinese thought.

As the experience of Chinese society, the Utopian ideals corresponding to the spirit of Don Quixote’s spirit was gradually abandoned. However, it was a more profound penetration in the new historical choice which was subtler and

more difficult for people to understand ways to influence modern China. Almost all the Chinese important modern writers have varied degrees of emotional ties with this immortal classical figure. In 1960s, the first generation of Chinese modern intellectuals, who grew up in a closed cultural atmosphere and were full of beliefs, ideals, romantic spirit, seemed to have the same temperament with Don Quixote. They fell in the world and were filled with purely absolute truth, goodness and beauty ideal. They were serious, even naive. Gradually, we call those who don't follow the traditional trace like average people, nor follow the vulgar flow, and doggedly maintain persistent pursuit of the art of intellectuals as "Don Quixote in China".

Gu Cheng, known as a Romantic poet, said that his inspiration was derived from Don Quixote. He said that the idea of Don Quixote was living in his own imaginary story and he felt that the most important part of life was suitable environment. Gu Cheng wrote a lot of poems about the Knights and fantasy, one of which, "The Knights' Mission" said: "I waved my sword / to combat with wind / to guard Castle and beat back the vines climbing /with copper shields / to block rainstorm's spears / to cry to the cross-border Cloud / frenzied cry." (Gu, 2010) Gu Cheng's self-imagination was an ideal omnipotent hero. He hoped that he could obtain a lofty honor and conviction through the imagination of the inherent fighting spirit. Wang Xiaobo, the deceased outstanding freethinker, also thought that it is not enough for people to have only a life of this world. He should also have the poetic world. He claimed to be "the worried capacity knight", which is the alias of Don Quixote. We can imagine that if the Knights did not contain the spirit of lofty social values, it would not become the ideal life in the centuries of time. Don Quixote's charm is that his extremely rich and exaggerated views were illusory. He gave the extraordinary guidelines to his posterity. No wonder the Spanish popular saying said that "Even if we had nothing to the time, at least, Don Quixote" (Gui, 2003).

Don Quixote's Influence on the Traditional Chinese Culture

Every era has its own theme. Riding a horse, with a blunt sword in hand, this worried-looking knight went mad after reading the knight legendary. He went adventure and did many absurd and farcical things. As an ironic image, Don Quixote was a great success. It mercilessly refuted and ridiculed the Knight Literature respected by the feudal rulers for several centuries and the prettified Knight Errant. Like a heavy shell, it was this ironic image that completely swept the domain of the Knight novel at this feudal age. As a result, it went without saying that Don Quixote enjoyed the immeasurable social significance at that time. However, as Knight Literature disappeared along with the greatly changes of the social and historical vicissitudes, the specific time colors which was embedded in the image of the figure have undoubtedly faded in the end. If we always judge and comment on Don Quixote with the prefixed mind, then for the future readers, the value of the image is no more than an "archaeological finds", which is only used for people to learn and understand the declined history of that time. In fact, when the modern readers try to explore the spiritual interior of Don Quixote with their souls, they are always attracted by the deeper things inherent in the image. They can always find the corresponding-point between the present time and the image of Don Quixote from different angles, making him full of vitality and become the immortal artistic model of that time.

In the middle of the 20th century, with the great development of the science and technology, Don Quixote finally gained a new life in this rapidly changing new era. His image changes from the traditional ironic model to an idealistic hero. It is widely divergent from the previous evaluation, and this change just reflects the modern people's values and spiritual aspirations. At the same time, it is not far-fetched and eisegesis for the character itself. When Cervantes created the character of Don Quixote, he endowed him with the noble quality of the relentless pursuit of humanism, making this ironic image have humanism thinking. Don Quixote tried to maintain the justice, annihilate the strong and help the weak, eliminate the human grievances. He regarded all of these as his own responsibility. He could fight for the justice and idea without thinking about his own safety. He could sacrifice his life to protect the society. He

held the boundless loyalty of sacrifice to his own beliefs. He had the perseverant belief to his own goals and no matter what happened, his choice never changed. He took it as a pride instead of a disaster when he was treated as a lunatic in a cage and suffered the inhuman insults and crucifixion. He calmly said that: “this disaster is inevitable when we do this trip.” (Cervantes, 2015) “I doomed to run big risks and achieve big success.” (Cervantes, 2015) In *Grundlegung zur Metaphysik der Sitten*, Kant said: “a good will is good not because of its implementation or effect, nor because of its prefixed purpose inclining to a plan. It only depends on the decision itself, that is to say, it is good itself.” (Kant, 2005) Don Quixote had a good starting point. After he treated his ideal as “absolute rule”, he just heard the inner voice. He tried to fight and rescue around with the blunt sword and the horse. He would never stop fighting and he viewed the failure as a pride. He did all of these just because his absolute rule would never think about the realization of the ideal but only the existence of the ideal. Only the idealism which was non-utilitarian and never pursued success and failure was the most powerful idealism. Just because of this point, Don Quixote won the laurel of the great hero. Many writers also view him as a great hero. A German writer gave Don Quixote such excellent evaluation in his famous book “Six Persons” which made him a new look among the figures of the classic novels. And the famous contemporary Soviet writer also spoke highly of Don Quixote in his late river novel “the Play”. People will regard him as an idiot at the beginning of the reading, but gradually they will find that Don Quixote is a great hero. Don Quixote is immortal.

The Forever Enterprising Don Quixote

Why do so many modern idealists have such a strong spiritual resonance with Don Quixote? The reason is simple. In modern society, as Marx pointed out: “Technology victory seems to be based on the deterioration of the moral cost”. Rapid development of science and technology and abundant substance form a great contrast with moral and spiritual decline rapidly. Worldwide consuming stream makes people easily buy the cheap and massive goods from any place all over the world. As a result, the vast majority enjoy pursuing substantial entertainment, like a consumer machine. They choose a special way for their common life, in which keeps earning money becomes the most important thing in their daily life. In their spare time, they always put nothing in their mind except themselves. They lose their traditional moralities which are as the precious legacy inherited from the ancestors. The pursuit of money, power, pleasure and endless desire could be seen as modern fashion. No longer can it be like Don Quixote: Be willing to fight with the enormous enemy and kill a bandit for his beloved woman who just belongs to his imagination; Be willing to trudge through the country to find an ideal soil; Be willing to endure heavy stress and physical sufferings just for a belief in his heart. It is in the desertification of social commodities spirit, in the torrent of relentless trifles that we call the idealists, like Don Quixote, who neither cares about utilitarian terms nor cares about the success or failure. (Qi, 1991).

Conclusion

Just like Belinskiy said, “Don Quixote is a forever enterprising image”. We can give a more universal and valuable proposition that our predecessors left us with glorious figures in their works, which will shine our souls forever. But we want to wake them up, and share their immortality and revivals of real life, and then highlight them. In a word, the story of Don Quixote and his spirit will never come to an end, because as a main character in the book, Don Quixote is as impressive as Shakespeare’s Hamlet. The readers will keep them in mind forever.

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Part III :
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Effects of Online Peer Review in EFL Writing Context: A Research Design

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[Abstract] *This paper is a brief review of previous studies on effects of online peer review in EFL writing context. And then the authors propose a design of study on effect of online peer review on Chinese college students' writing performance. The control group attends classroom-based writing activities and every student gives face to face peer feedbacks to other 4 students, while experimental group attend writing class in the computer laboratory and provide peer feedback to randomly assigned 4 students. The research question is whether there is writing performance difference between the control and experimental groups.*

[Keywords] *effects; online peer review; writing performance*

Introduction

Entering the 21st century, Chinese government has increasingly recognized the emergency to improve the English ability of college students, because the country is in great need of internationalized talents to compete in the global market and political arena. Facing the fact that the average English ability of Chinese college students still belongs to the lower level, the Chinese government has adopted a series of reform strategies to improve the college English curriculum and instructions. In 2007, Department of Higher Education issued the new college English curriculum framework “College English Curriculum Requirements”, and in 2015, issued another new college English curriculum framework “College English Curriculum Guidance”. The two curriculum polices indicate that a paradigm shifts in college English curriculum and instruction. In the section of teaching method of 2015 curriculum policy, teachers are encouraged to use more cooperative approach in teaching, and in the teaching instrument section, the use of modern information technology is highly recommended. Therefore, the trend of instructional reform provides the opportunity of peer review, particularly online peer review platforms or systems to be introduced into the college English classroom in China, among which Peerceptiv is a widely adopted online learning platform in the field of EFL writing. Peerceptiv provides better learning experience through peer engagement and cooperation, thus naturally scales development of their writing skills. In the following years, integrating internet technology into Chinese EFL writing class will become a more and more widely practiced approach to the field of language education. The studies that investigate the effects of online peer review compared with traditional classroom-based peer review is of great value.

Peer Review and online Peer Review

In recent years, peer review or peer assessment has emerged as a popular alternative method that differs from traditional teacher centered approach in English writing class (Sheen, 2010). Peer review has been explored in ESL or EFL writing literature (Hewett, 2000; Liu and Hansen, 2002). Although peer review in L2 context has been commonly questioned in terms of the poor quality of student comments or the lack of honest comments (Lin and Yang, 2011), more and more scholars tried to reveal the benefit for everyone involved in the process of peer review. Peer review is now regarded as an effective way to improve the writing capabilities of college students (Xiao and Lucking, 2008). With the integration of internet technology with instruction, peer review can be facilitated by modern information technology. The writing class based on online learning platforms provide more opportunities to develop students' writing skills and critical thinking. Online writing systems are believed to provide extra benefit for improving students writing ability (Honeycutt, 2002). Given the lack of adequate empirical evidence demonstrating the effects of online peer review on Chinese college students writing performance, this paper proposes a research design by using Peerceptiv. The major research question to be answered is which peer feedback intervention mode (experimental group of online peer review vs. control group of face to face peer review) is more effective?

Method

Participants

The study will be conducted in a normal university in Northeastern part of China. Two classes of about 60 non-English majors from different departments (freshmen) will participate in the study. The students are randomly selected into the two classes. For the control group, students are randomly assigned into 6 groups with 5 students in each group. For the experimental group, students are randomly assigned to give peer feedback to other 4 students by the online system. The students' English proficiency level are similar in terms of the proficiency test at the beginning of the semester.

Online peer review system

All of the peer review activities occurred in an online instructional system outside the classroom. Peerceptiv is an online peer assessment tool that allows students to receive quick and actionable feedback from their peers to improve their writing skills and critical thinking. With the help of internet technology, the availability of peer review activities is greatly accelerated. Since all the documents are assessed anonymously, the quality of peer feedbacks is supposed to be more objective and students are expected to produce more peer feedbacks than face to face peer review activities.

Effect of peer review

The effect of peer review is a multi-level concept. Some scholars investigated the effect of peer feedback in terms of student participation (Guardado & Shi, 2007), the writing performance (Tai, Lin & Yang, 2015), the overall number of comments (Liu & Sadler, 2003), and the impact of revision on the quality of written drafts (Tuzi, 2004). This study chooses to focus on the student perception of online peer review, quantity and quality of peer feedbacks produced between the two groups. As for the perception of online peer review, the researcher wants to reveal the experiences and their attitude towards online peer review. As for the quantity and quality of peer feedbacks, the hypotheses of the study are: (a) the overall number of comments provided by online peer review is larger than that by face to face peer review; (b) the percentage of revision-oriented comments provided by online peer review is larger than that by face to face peer review; (c) the percentage of revision-oriented comments that will improve the grading of the doc-

ument by online peer review is larger than that by face to face peer review; (d) the percentage of revision made based on the revision-oriented comments that will improve the grading of the document by online peer review is larger than that by face to face peer review; (e) the score improvement of the revised draft by online peer review is larger than that by face to face peer review.

Procedure

The two classes are taught by the same teacher with the same teaching plan. All the students are given the same content about how to write the essay, and the same training about how to give appropriate peer feedbacks. The only difference between the two groups is the form of peer review (face to face vs. online). For the control group, the face to face peer review takes the form of an opinion-gap task to promote the student engagement and cooperation (Manning, & Jobbitt, 2018). Each member of the group is given a copy of the first draft and adequate time to write down their feedbacks on a feedback question sheet. When the review session starts, each member of the group in turn gives his or her about 3 minutes monologue of opinions on the written draft following the order of the feedback question sheet. And then the peer reviewers will have a 5 minutes discussion together, while the writer remains silent until the discussion is over. Then the writer is allowed to enter the discussion to clarify or ask for further information about the peer feedback. During the process, all the major peer feedbacks are recorded by the writer in order to revise the first draft. As to the experimental group, the students are required to upload their first draft in Peerceptiv and give feedbacks to the drafts assigned to them by the system according to the rubrics in accordance with the feedback question sheet. Both of the two groups are required to finish writing the first draft within a week. Then students are supposed to provide feedbacks to their peers within another week. After receiving the peer feedbacks, they are asked to make revisions according to the feedback received in the third week, and then the revised drafts are collected. The whole process cycle of a single task will take 3 or 4 weeks for unexpected delays, so usually not more than 4 writing tasks are suggested to be conducted in one semester. The writing tasks are of the same for all the students, and all the tasks are argumentative essays such as:

Writing task 1: College students often feel just as much stressful as working adults. What are some of the causes of this stress, and how does it affect individual students? Write an introduction, three body paragraphs and a concluding paragraph for an essay which discusses causes and effects with at least 250 words.”

Writing task 2: Some people prefer to spend their entire lives in one place. Others move a number of times throughout their lives, looking for a better job, house, community or even climate. Which do you prefer: staying in one place or moving in search of another place? Use reasons and specific examples to support your opinion. You need to write a 5-paragraph essay of 250-300 words.”

Writing task 3: Some people say that the Internet provides people with a lot of valuable information. Others think access to so much information creates problems. Which view do you agree with? Write a 5-paragraph essay of 250-300 words. Use reasons and specific examples to support your opinion.

The score of the first draft is taken as pre-test score and the score of the revised draft is taken as post-test score of the first writing task. The grading criteria developed by Brown and Bailey (1984) is adopted, which consists of five equally weighted (20%) dimensions: content is about the logical development of thesis and ideas; organization is about whether the document contain introduction, body (three supporting evidence), and conclusion parts; grammar; mechanics and style. Two experienced English teachers are invited to grade the documents according to the rubric at the same time to ensure the reliability of the grading. When all the writing tasks are finished, the students in the experimental group are asked to fill in an online questionnaire through wenjuanxing (wjx.cn). The items of the questionnaire revolve on the student experience and perception of online peer review, such as : 1. It is a good experience to

use online writing system and complete collaborative writing tasks with my peers; 2. The online writing system is user friendly designed and easy to operate; 3. It is easier for me to give honest comments through online writing system than that of face to face peer review; 4. The peer feedbacks provided are helpful to revise my essays; 5. I feel my writing skills improved after using the online writing system; 5. I fell more confident in using internet technology after using the online writing system; 6. I would take another course using online learning system, etc. The questionnaire uses a 5-point Likert scale.

Data analysis

The data of every student coming from face to face peer review is transcribed and sorted in an Excel spreadsheet. the data of every student coming from online peer review is provided by Peerceptiv data base. For both groups, the total number of peer feedbacks given by every student, the percentage of revision-oriented peer feedbacks by every student, the percentage of revision-oriented peer feedbacks that will improve the score of the draft are counted and calculated. The revisions made based on the revision-oriented comments that will improve the grading of the documents are spotted and evaluated by two independent researchers. And then the percentage of those revision made is calculated. At last, the score of the first draft and revised draft are collected for analysis. All the data from the writing task are analyzed by SPSS25. For the first four hypotheses, independent sample t-test is adopted to analyze the data sets, because it involves making comparisons between the means of the control and experimental groups. For the last hypothesis, a mixed factorial ANOVA is employed to analyzed the data sets, because it conducts overall analysis of pre-test and post-test analysis in one step and minimize the level of error. Moreover, an analysis of three tasks are made to get more information about the effect of online peer review over a period. The data collected from questionnaire is analyzed to gain insights into student perception of online writing system.

Presenting Findings

The study firstly tries to investigate whether there is a difference of quantity and quality of peer feedback between the control and experimental groups. For the quantity of peer feedbacks, the number of overall peer feedbacks produced from the two groups is compared to see whether there is a significant difference. For the quality of peer feedbacks, the percentage of revision-oriented comments, the percentage of revision-oriented comments that will improve the grading of the document, and the percentage of revision made based on the revision-oriented comments that will improve the grading of the document are analyzed to tell whether there is a difference between the two groups. Then the study tries to explore whether there is a writing performance difference between face to face peer review and online peer review. A 2 (Pre-test and Post-test) plus 2 (face to face and online) mixed factor ANOVA is designed to evaluate the difference between the two groups. The Pre/Post-test by F2F/Online interaction effect is further analyzed by using a simple main effects analysis. At last, a set of descriptive statistics are used to present the results of questionnaire, which includes the mean score, frequency and percentage of each item.

Conclusion

The research hopes to conclude that the use of online writing system which based on peer assessment technology will help Chinese college students to form a more positive attitude toward online cooperative learning experience. Online writing systems such as Peerceptiv can serve as a beneficial tool for EFL writing class. When students either as peer feedback provider or receiver are actively involved in the writing process, they begin to build up their own knowledge and learn to practice the skills acquired. The use of online writing system will enable Chinese college students, particularly non-English majors not only improve their writing performance, but also become more confident

about their capabilities as EFL learners. Therefore, online writing systems such as Peerceptiv can be an alternative way to EFL writing class.

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An Ideational Analysis of CET Writings

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[Abstract] *This paper aims at finding the differences and similarities in language objectivity, formality and authority between shared topic English writings of CET4 and CET6. An ideational functional analysis indicates that the differences in relational and verbal processes show that language objectivity of CET6 is a slightly more proper than in CET4 writings. However, material processes indicate that their awareness of choosing more objective language is not necessarily superior to CET4 writers; mental processes show that both CET4 and CET6 writers turn to be at the same level with regard to their employment of excessive personal expressions.*

[Keywords] *material processes; mental processes; relational processes; verbal processes; CET writings*

Introduction

Writing teachers seem to feel that the most serious problem confronted by non-English major college students is in learning to write adequate expositions. Many college students in China, having acquired a relatively high level of proficiency in English reading, listening and speaking, have still made apparently little progress in English writing. This could be manifested by writing scores of many authoritative English tests nationally (CET4 and CET6) and internationally (IELTS and TOEFL). Indeed, despite the progress made in vocabulary and grammar knowledge with the increasing number of years spent studying, students often lack ability or awareness to make appropriate use of vocabulary and grammar knowledge when writing. There seems to be a lack of understanding as to which words correspond to which functions in which contexts. Therefore, it is urgent to raise students' awareness that the use of language must be appropriate to specific contexts. Currently, few textbooks or course materials stress the need for such contextual learning. Even if students are aware of their lack of writing proficiency, such lack of resources makes the problem unsolvable from a student's perspective. However, if such course materials are ever to be properly constructed, a thorough study of the current pitfalls of student writing must first be undertaken. Therefore, by applying Ideational function—one of the three Meta functions of SFG, this thesis intends to investigate whether there are differences and similarities in language objectivity, formality and authority between the shared topic writings of CET4 and CET6.

Data Collection

All data in this study are obtained from CLEC (Chinese Learners English Corpus), a large-scale corpus consisting of roughly one million words of English compositions. The writings to be analyzed in this study are randomly sampled from CET4 and CET6 that received passing scores when writing on the topic "Health Gains in Developing Countries". For the purpose of the study, thirty English writings on the same topic of CET4 and CET6 were collected. Each band was studied by applying ideational function of SFG theory. Log-Likelihood Calculator, a freeware program available online (<http://ucrel.lancs.ac.uk/llwizard.html>), was used for CET4 and CET6 corpus comparison to conduct

statistical analyses.

Ideational Analysis

The Ideational function – one of the three meta-functions of systemic functional grammar works from the premise that linguistic structure exists as a way of representing patterns of experience. The transitivity system is the core of the ideational function. MATERIAL, MENTAL and RELATIONAL processes are the three main types of processes in the English transitivity system. BEHAVIORAL, VERBAL, and EXISTENTIAL are processes on the borderline between the others.

Material Processes

Material processes are processes which involve doing words. The participant of this type of action is called the actor. In the writings to be studied, the actor may not appear explicitly in the clause. For example: “...the infant mortality is decreased, or many health organizations had been established....” Examples of what traditional grammar calls Passive Constructions have been identified as one of the prominent features of academic and composition writing. Use of the passive voice is often intended to create an impersonal, indirect and detached style and project the writer’s objectivity (Douglas, 2004, p. 111). Therefore, passive constructions should be encouraged in writings of exposition.

Item	CET6	%1	CET4	%2	LL
Word	35	0.87	48	1.17 -	1.75

Figure 1. The statistical study of passive construction

35 and 48 are the observed frequencies of use of passive voice in the corpus of CET6 and CET4. 0.87 (%1) and 1.17 (%2) values show relative frequencies in the texts of CET6 and CET4 respectively. A minus “-” indicates less use in CET6 writings relative to CET4 writings. The statistical score “LL” 1.75 is much lower than 3.84, which means that the difference in using passive voice is not significant between writings of CET4 and CET6. This reveals that the difference in their language objectivity is statistically insignificant.

Mental Processes

Mental processes are the processes of feeling, thinking and perceiving. Within the overall category of it, Halliday labels three subtypes as: (1) Perception (seeing, hearing, etc), (2) Affection (liking, fearing, etc), (3) Cognition (thinking, knowing, understanding, etc). Statistics show that affection type does not exist in both CET4 and CET6, which is reasonable, as this type will interfere with the objective tone of the writers’ in exposition.

Table 1. Mental processes in the sample writings

number \ Type	CET4	CET6
Perception	6 (see)	9 (see)
Affection		
Cognition	18	10

The table above shows that perception type verbs occur 9 times in CET6 and 6 times in CET4 writings. In this type, most of the sensors (the conscious being that is feeling, thinking or seeing.) are “we” (candidates of CET4 and

CET6 as well as the raters). For example: “from the picture, we can see that life expectancy in developing countries...” Even though “we” sensor in perception type could show a kind of involvedness, it is unlikely to appear in learned formal writing. Hence, this construction should be devalued in exposition. (Figure 2)

Item	CET6	%1	CET4	%2	LL
Word	9	0.22	6	0.15 +	0.68

Figure 2. The statistical study of MENTAL PROCESSES (Perception type)

9 is observed frequency in Corpus of CET6 and 6 is observed frequency in Corpus of CET4. 0.22 and 0.15 values show relative frequencies in the texts of CET6 and CET4 respectively. A plus “+” indicates greater use in CET6 writings relative to CET4 writings. The statistical score “0.68” is much lower than 3.84, which means that there is no significant difference in the use of perception types of mental processes between writings of CET4 and CET6. To be specifically, there is no difference in formality between the two levels.

Candidates employ “cognition” type of mental process for the sake of describing inner actions of knowing. The sensors (i.e. the student writers) themselves are the participants of this action through the use of “we” and “I”. In Meyer’s study (2002) of the difference between spoken texts and written texts, the writer found that “I” or “we” are informal and less likely to occur in learned formal writing. Especially when these pronouns (I, we) are combined with know or think, the effect is to make an assertion tentative and speculative. Furthermore, the verb “think” is used to express an opinion about the truth of an assertion being made. If the assertion is being made by an “I” sensor, the tone of the writing seems to be highly personal. Consequently, these combinations will excessively discount the authority, objectivity and the formality.

Item	CET4	%1	CET6	%2	LL
Word	12	0.29	9	0.22 +	0.36

Figure 3. The statistical study of MENTAL PROCESSES (Cognition type)

12 and 9 are observed frequency in Corpus of CET4 and of CET6. 0.29 and 0.22 values show the relative frequencies in the texts of CET4 and CET6 respectively. This indicates greater use in CET4 writings relative to CET6 writings. The statistical score 0.36 means that there is no significant difference in use of cognition types of mental processes between writings of CET4 and CET6. Therefore, from the perspective of cognition type, writings of CET4 and CET6 prove to have no difference in language authority, objectivity and formality.

Relational Processes Analysis

Relational processes are typically realized by the verb “be” or some verb of the same class (known as copular verbs) (Bloor and Bloor, 2001, p. 120). In general, the relational process is the most frequent process type employed in the expository writings of both writers of CET4 and of CET6. This is not strange since “be”-copula conveys the existential meaning of supplying and/or presenting information and it is common in descriptive and expository writing. Although some very sophisticated scientific writing uses “be” a lot, the difference is that students in this test use “be” to link two very simple things while scientists use it to link highly complex noun phrases that hide processes in nominalized expressions.

Item	CET4	%1	CET6	%2	LL
Word	140	3.40	92	2.29+	8.90

Figure 4. The statistical study of RELATIONAL PROCESSES

140 and 92 are observed frequency in writings of CET4 and of CET6. 3.40 and 2.29 values show relative frequencies in the texts of CET4 and CET6 respectively. “+” in the column indicates greater use in CET4 writings relative to CET6 writings. The statistical score 8.90 means that there is a remarkable difference in using relational processes between writings of CET4 and CET6. That is to say, candidates (writers) of CET4 adopt more simple linguistic structures when modeling the “goings-on” of the outside world and their minds, which indicates a more informal style.

Verbal Processes

Verbal processes are processes of saying, which covers any kind of symbolic exchange of meaning. The verbal processes convey information in a more proper way which suited to the reported language in expository writing. In the writings to be studied, there are merely two verbal processes in CET4 but eight in CET6 writing. (Figure 5)

Item	CET4	%1	CET6	%2	LL
Word	2	0.05	8	0.20 -	4.00

Figure 5. The statistical study of VERBAL PROCESSES

2 and 8 are the observed frequency in the corpus of CET4 and of CET6. 0.05 and 0.20 values show relative frequencies in the texts of CET4 and CET6 respectively. A minus indicates under-use of verbal processes in CET4 writings relative to CET6 writings. The statistical score 4.00 means that the difference between writings of CET4 and CET6 is noteworthy since the score is greater than 3.84. Namely, this difference indicates that writings of CET6 conveyed the information in a more objective voice.

Research findings and Suggestions for Candidates

There are mainly two differences at the clause level. Firstly, the difference in relational processes indicates that writers of CET4 show more inclination to informal style. The greater number of relational processes the candidates of CET4 employed means they are using a simpler way of modeling “goings-on” around them and inside them. Secondly, the difference in verbal processes proves that CET4 writings are weaker in language objectivity than CET6 writings. By the choosing verbal processes writers of CET6 created a more objective tone in modeling the “goings-on” around them and inside them.

However, not all aspects of CET6 writings prove to be better than CET4 writings. The passive constructions of material processes indicate that even CET6 writers are at a higher band level, but their awareness of choosing more objective language is not necessarily superior to CET4 writers. Mental processes show that both CET4 and CET6 writers turn to be at the same level with regard to their employment of excessive personal expressions.

The differences and similarities in this research will show students how to make choices in certain contexts. First, the differences in relational processes of the ideational function indicate that one should pay attention to syntactic variety and complexity when modeling “goings-on” both outside and inside the speaker/writer. Since relational processes are typically realized by the “be”-copula, writers need to aware that the feeling of simplicity or spokenness

it brings to writing. Second, the difference in verbal processes of ideational function suggests that the proper choice on sayer will create a more objective tone in the writing. Thus the writer can conceal an overt assertion by presenting it from the sayer's mouth.

In addition, students ought to be made aware of these similarities in their writing. First, the finding of material processes suggests that passive constructions should be encouraged in exposition since it carries an objective tone. Second, the study of mental processes reveals that one should be cautious of employing this process in expositions since they are used to describe people's inner action of thinking, knowing and understanding of certain phenomenon. Especially, students should be made aware of the choice of its sensor when it is linked with "think" or "know". An improper choice of sensor will lead to highly personal style.

Based on the research findings, it could be summarized that writing proficiency of candidates of CET6 may not necessarily superior than that of candidates of CET4 from the perspective of language objectivity, formality and authority. Namely, it is far more likely that writing proficiency would be enhanced as the increasing number of years study. Therefore, the candidates should be made aware of the relationship between lexico-grammatical knowledge and its correspondent function in certain wiring.

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Research on the Infiltration of British and American Cultures in College English Teaching

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[Abstract] In the second decade of the 21st century, the world is experiencing the integration and intercommunication of diverse civilizations. Every nation is becoming more interdependent and interrelated than ever before. The cross-cultural communication has become increasingly frequent. Therefore, the cultivation of the students' cross-culture abilities is becoming more and more important. However, in teaching practice of the college English in China, the current situation is not satisfactory. This paper will propose the solution that is to introduce British and American culture knowledges in college English teaching and explain its necessity. Besides, the specific implementation strategies and approaches will also be put forward.

[Keywords] English and American cultures; college English teaching; cross-cultural communication ability

Introduction

In the second decade of the 21st century, the world is experiencing the integration and intercommunication of diverse civilizations. Every nation is becoming more interdependent and interrelated than ever before. Economic globalization and cultural diversity have made intercultural communication competence a new requirement for high-quality talents in the 21st century (Chen, 2012). Due to China's national conditions and disciplinary characteristics, foreign language education has become the main channel for the cultivation of intercultural communicative competence, which has become one of the important teaching objectives of college English teaching from the perspective of the cultivation of high-quality talents. However, in teaching practice, it is often found that although many students have a good command of language knowledge, including a large vocabulary and solid basic language skills, they often make mistakes in practical application and even apply the language communication standards of their own culture to foreign languages. This phenomenon is basically caused by the mechanical imitation of the foreign language and the neglect of cultural factors, which are bound to have a negative impact on the cultivation of college students' comprehensive English quality. After summarizing the current situation and problems of college English teaching, this paper will propose the solution that is to introduce British and American culture knowledges in college English teaching practice and explain its necessity. Besides, the specific implementation strategies and approaches will be also put forward so as to communicate with the other colleagues from the foreign language teaching field in this respect.

The Current Situation of College English Teaching

The Influence of Traditional Teaching Examination System

Under the influence of market economy, the whole society overemphasizes the certificate of CET-4 and CET-6 leading to the phenomenon that the content of college English teaching has been occupied by one of the examinations which totally neglect the humanities spirit inheritance. Therefore, the evaluations of the students and the teachers' teaching effects mainly depend on the scores of these examinations. Although some teachers are full of humanistic feelings, they do not have the courage or ability to challenge the existing evaluation system, and they can only follow and conform to it. Against this background, there is a gap between satisfactory English education and teaching practice.

The Teachers' Teaching Philosophy

The teachers are the leading force in teaching, and their teaching level and teaching attitude will directly affect the teaching quality. According to the current situation of English teaching, the content and method of English teaching are one-sided. Many teachers believe that English teaching is mainly to cultivate students' English skills and basic knowledge, and they do not pay enough attention to the teaching of British and American cultures. In addition, the teachers seldom combine the knowledge of British and American cultures with the teaching content in class. Most teachers just take the teaching of British and American cultures as a way to adjust the classroom atmosphere, and do not realize the real importance of it. Secondly, the way the teachers carry out British and American culture teaching is monotonous.

The Insufficient Teaching Materials and Cultural Teaching Conditions

The current college English textbooks are arranged with a large amount of language knowledge, which makes it difficult for students to meet the requirements of intercultural communication ability in learning, and they often misunderstand British and American cultures in and out of class. In order to complete the teaching tasks, the teachers still teach according to the order of textbooks, without flexible application and integration of textbooks, and rarely extend and expand the content of British and American cultures in the classroom.

The Necessity of Integrating British and American Culture into Teaching

Although the current situation of college English teaching is still dominated by traditional teaching methods and the teaching content is mostly according to the content of CET4 and CET 6. However, with the acceleration of global economic integration, different countries and nations have different cultural backgrounds, and the cultural differences often form communication barriers. The new situation also puts forward higher requirements for education. In college English teaching, some teachers have realized that language and culture are inseparable. However, in the academic world, the education of cultural awareness in college English teaching is gradually attracting attention (Zhao, 2013). Its necessity is summarized as follows:

1. Language and culture are inseparable. As the American linguist Kramsch (1983) thinks that language expresses, carries and symbolizes the cultural reality, and the two cannot be separated. The interdependent relationship between language and culture determines the important status of culture in language teaching. The inclusion of target language culture in foreign language teaching has been widely recognized by linguists and educators.

2. Most people are in a state of subliminal acceptance of their own culture. Without conscious guidance and stimulation, people seldom reflect on the culture they live on. Even if they have such impulse, they are often confused

about how to start because of the complex cultural factors. Therefore, One of the tasks of cultural teaching is to enhance students' awareness and understanding of their own culture through studying the English and American cultures, which is conducive in eliminating or weakening the ethnocentrism. Thus, an open and flexible way of thinking could be cultivated and the students could understand their own values and behavior habits.

3. In the background of diversified development of international communication, foreign language teaching must shoulder the historical responsibility of spreading and carrying forward the excellent traditional Chinese culture in international communication. That is to say, the goal of foreign language teaching in the new era should be to learn the culture of the target language, enrich the culture of the mother tongue, and enable students to become talents with a multicultural view.

The Strategies of Integrating British and American Cultural Knowledges into College English Teaching

With the in-depth development of China's opening-up policy, cross-cultural communication has become increasingly frequent. In this background, the Ministry of Education of China (2007) formulated and promulgated *College English Curriculum Requirements* in 2007, and explicitly pointed out that the goal of the current college English teaching is to cultivate students' English comprehensive application ability and improve the students' English communicative ability, through which they can use English to communicate effectively and skillfully in the future work and social activities. Therefore, it is particularly important to educate students in British and American cultures and improve their intercultural communication ability.

Increasing the Proportion of British and American Culture in Textbooks

In a non-English environment, it is not possible to acquire a systematic knowledge of English culture in only a few years through several books. Especially for college English teaching, there is much content and little class time. But in any case, there is still a necessity for cultural teaching to be carried out. In view of the current situation, we believe that an expedient approach is to make full use of the existing college English textbooks and use them as a model for cultural teaching. In fact, so far, our country has published many sets of college English textbooks. The texts in these textbooks are all selected from the original textbooks, and in many of the texts, language and culture are integrated with each other, forming an organic whole, which can be used not only to learn English language knowledge, but also as materials to introduce English culture. As long as we dig deeper into these teaching material contents and stick to make full use of these materials, can we make students quickly and accurately grasp the essence of American and English cultures and cultivate their intercultural awareness.

When using textbooks to introduce British and American cultures we must adhere to the principle of relevance, that is, when teachers are carrying out cultural teaching, they must impart cultural information related to the text content, which is not arbitrary or boundless. At the same time, it is necessary to consider the possible careers of the students in the future. For example, if a text is about time management, we should introduce the differences between Chinese and western time concepts to the students, so that the students can have a clear understanding of it in their own language and the western cultures, especially the British and American cultures. For example, the British and American people see time as a straight line extension, while the Chinese culture views time as a circle that rotates. Therefore, the previous view focuses on the future, while the later one emphasizes the past. In addition, in western culture, the westerners have a strong sense that time flies and the efficiency comes first. Meanwhile, the circular view of time in Chinese culture makes the Chinese people believe that there is still time to make up for what they have lost so the Chinese people are prepared for a change and slowly expect a change.

Changing Teachers' Ideas and Improving Their Knowledge and Cultural Literacy

First of all, as college English teachers, they should set up correct teaching objectives, change their ideas and fundamentally realize that foreign language teaching is not only the teaching of language symbols, but also that language is closely related to society and culture (Wang, 2002). Therefore, it is necessary to combine foreign language learning with cultural learning, and guide foreign language learning with cultural language view, so that students can have a large amount of contact with the target language culture while learning foreign language pronunciation, vocabulary and syntax.

Secondly, when teachers correct their teaching concept and start to pay attention to cultural teaching, teachers should also break through the limitations of their own ability and be willing to spend time to supplement British and American cultural knowledge and improve their English cultural literacy. This includes not only paying attention to the understanding of the culture, society, local conditions and customs of English-speaking countries, but also paying attention to and expanding the learning of English culture courses.

Finally, for the college English teachers, both of the Chinese culture and the western cultures are of the same importance and cannot be biased. Therefore, the teachers should actually increase the comparative study of Chinese and Western cultures and finally realize the teaching purpose is that the students could communicate smoothly with the people from English-speaking countries.

Expanding Students' Extracurricular Reading of British and American Literature

Given the condition that the time of the college English class is limited, the more practical and feasible measures are as follows:

1. Through the form of lectures

As the college English teacher, we should hold enough lectures, the topics and content of which could be British and American writers the Chinese students are quite familiar with such as Shakespeare, Shelley, Dickens, etc. Besides, we can also introduce British and American cultural knowledge through photo exhibitions, "English corner" and other activities, so as to provide students with opportunities and materials for cross-cultural learning (Zhang, 2004).

2. Reading English and American literatures after class

Language and culture are inseparable. Literature embodies the essence of a country's culture as well as its national values, ways of thinking and cultural connotations. Therefore, Learning British and American literatures is an important way to understand western cultures. It can make the students get access to the deep individual culture that supports the surface culture, namely the fundamental viewpoints and value judgments in western cultures. Only by studying British and American literatures and having a deep understanding of western cultures, can international talents become adept in international cooperation and competition and remain invincible (Yang, 2012).

Adding the Test Content of British and American Culture Appropriately

Every culture has its own established communicative customs and interests. If the idiomatic rules of daily verbal communication of the target language are not understood in cross-cultural communication, communicative mistakes will often be caused. In view of the strangeness of Chinese students to the English and American culture points, we can add some cultural contents to the English tests, especially the contents involving the differences between Chinese and western cultures. Such as the assignment of Chinese and foreign cultural comparison as the theme of the English essay. Teachers can also design some questions such as asking students to use case analysis, with examples to illustrate a cultural point.

As mentioned above, not every Chinese student has the opportunity to meet British and American people and experience various cross-cultural communication activities. Therefore, in order to cultivate students' intercultural communication ability, teachers should provide conditions and simulate the environment for students in daily teaching. The content of the final exam on British and American cultures need not be limited to the written test content, but can be changed to simulate the real life situation in which the students can join the activities such as: playing the role, greeting, chatting, telephone appointment and others to test the students' practical application ability, flexibility and appropriateness in handling problems.

Cultivating the Students' Cultural Insight

The so-called cultural insight means that students can get rid of the fixed traditional shackles and be ready to accept new changes and accept the existence of another culture at any time. The purpose of integrating the British and American cultural knowledge into college foreign language teaching is not to ask the students to give up their original cultural value orientation and to accept another culture but rather to put students in two kinds of culture. Additionally, the students are neither national nihilists, nor narrow nationalists. On one hand, the college English teachers in the teaching of British and American cultures should always bear in mind that the purpose of foreign language education is to help students expand their horizons and absorb foreign culture essence. On the other hand, they should consciously lead to cultural comparison, let the students learn more about native culture essence of which they are proud, and master their corresponding language expression.

Conclusion

Liu Ruiqing (2001) thinks that the Chinese students have already completed the basic vocabulary and grammar knowledge in foreign language learning in middle and primary schools. Therefore the content of college English teaching should not stagnate in the language knowledge learning, which cannot meet the intellectual requirements of the adults. On the contrary, we should treat the language as a carrier to convey information and encyclopedic knowledge to students so that they could intake encyclopedic knowledge unconsciously. The interdependent relationship between language and culture determines the importance of culture in language teaching. Nowadays, foreign language teaching must take on the responsibility of cultivating intercultural people with multi-cultural vision, making them highly sensitive and tolerant to the differences between different cultures. In addition, the students should enrich Chinese culture while learning the culture of the target language. Obviously, integrating British and American cultural knowledge into teaching is the only way to achieve this goal.

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Investigating Language Learners' Abilities in Online Settings

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[Abstract] *Internet and Web 2.0 technology has been widely used in language learning. However, researchers found that technology, no matter how intelligent it is, doesn't automatically produce active learning and active engagement with technology doesn't necessarily guarantee effective learning too (Winke & Goertler, 2008). Thus this study investigated students' abilities to self-regulate their online learning process and achievements. 530 freshmen from the first grade of a northern university in China participated in the study. A survey and semi-structured interviews were conducted. The results revealed the factors that influenced how proficient the students are in self-regulated learning in online settings and the reasons why they are deficient in some aspects of self-regulated learning.*

[Keywords] *self-regulated learning; language learning; learners' abilities; online settings*

Introduction

Recent advances in Internet and Web-based technologies have opened up various potentials for language learning (Thorne, Black & Sykes, 2009; Zhao and Lai, 2007). Therefore, language learners are more and more encouraged to explore online learning materials to teach themselves especially after class. However, technology cannot guarantee automatic occurrence of learning nor the progress. Online language learning has to be goal-oriented and task-focused. Students need to regulate themselves by controlling learning process, using proper learning strategies and metacognitive skills to fit in. Thus this study will investigate college language learners' abilities of self-regulation in online language learning and the reasons why they cannot regulate themselves in this case.

Literature Review

Self-regulated learning (SRL)

Self-regulated learning (SRL) has become an important topic in educational and psychological research over the last three decades. It was first put forward by Albert Bandura (1986). He regarded self-regulation as the process in which individuals produced their own thoughts, behaviors in order to set and achieve personal goals. Then Zimmerman and Schunk (1989; 2011) defined SRL as the process that learners planned to regulate their thoughts, feelings and actions, which were systematically oriented toward the attainment of learners' own goals. Pintrich (2000) considered this kind of learning as an active and systematic process during which learners specified aims for their own learning and then tried to regulate, control and supervise their cognition, motivation and behavior. There are other definitions from the perspective of setting goals, using strategies, feedback, and self-evaluation (Pang, 2000). Although every theoretical view lays emphasis on various aspects of motivation, self-awareness, the whole process, the

environment of social and physical perspective and learning capacity, they agree that self-regulation involves several components: cognitive, affective, motivational and behavioral components that provide the individual with the capacity to adjust his or her actions and goals to achieve the desired results in light of changing environment conditions (Zeidner et al., 2000). That means SRL ability is essential to learning achievements especially in autonomous environment. It is therefore desirable to study self-regulated learning in order to be able to improve these skills in learners.

SRL in a web-based environment

As learning technologies are widely used in educational settings, the need for students to self-regulate their learning becomes increasingly significant (Azevedo et al, 2005). Since some open and networked information systems lack modules for evaluating the learning process, learners are required to develop certain strategies to specify their learning objectives, monitor their learning process and assess their learning achievements. Hence, even though web-based learning environments provide much more learning opportunities, they impose numerous new demands on learners. In a web-based learning environment, learners, in addition to setting their learning objective, have to plan, conduct, regulate and evaluate the learning process independently (Boekaerts, 1997, 1999; Zimmerman, 2001). Consequently, they must master a large number of demands, for example, preparing learning activities which match their learning objective, conducting and monitoring these activities as well as searching for feedback on their learning progress (Winne, 2001; Winne & Hadwin, 1998).

The previous researches show that successful self-regulated learners should be able to: recognize a need to learn; make wise choices in relation to that need; and satisfy that need efficiently and affordably.(Antonio & Steffens, 2006)Thus this study, by investigating students' online learning behaviors and abilities, primarily behavior those related to goal-setting, task strategies and self-evaluation, aims to discover specific students' problems in online self-regulated learning and make implications for future instruction and learning.

Research Questions

The following questions will be examined in this study:

1. How proficient are they in each aspects of SRL?
2. What are the reasons why some students are deficient in SRL?

Research Design

A mixed-method design will be used in this study. Both quantitative and qualitative methods, i.e., a self-regulation behaviors and abilities survey and focus group interviews will be applied to elicit a comprehensive picture of college students' self-regulated learning abilities.

Participants

The participants in this study consist of 530 English learners randomly selected from the first grade of a northern university in China. They aged between 19 and 21. 328 of the participants were females and 202 were males. All of them enrolled in the course of College English I. They are expected to pass CET 4 at the end of the semester. The curriculum doesn't include preparation for the test, but the teachers encourage students to learn online materials on the test out of class and suggest them some websites they can refer to. The students will all finish a questionnaire in which questions on self-regulated learning are asked during learning experience. A few of them will be interviewed on the reasons for their answers at the end of the semester.

Data collection and procedures

The study lasted for 2 month from April to June in 2019 spring semester and ended before CET 4. Before the experiment, the teacher introduced to the students the concept of self-regulation and strategies on how to regulate their online language learning experience. The participants were expected to learn online materials on CET4 twice each week out of class without any supervision from the teacher or the system. At the end of each week, participants answered the questions on their self-regulation abilities. They did not need to answer all the questions on the questionnaire once. They could select the questions related to their weekly learning activities to answer each time, but they should finish all questions at the end of the experiment. The questionnaire on online self-regulated English learning compiled by Barnard (2009) was applied in the survey on the participants' online SRL. The questionnaire was designed to measure English Learners' abilities of self-regulated learning in online settings. It includes 30 questions which cover six aspects of SRL: goal setting, environment structuring, task strategies, time management, help-seeking, and self-evaluation. These six factors reflect students' level of self-regulation in online contexts. The questionnaire uses the format of 5-point Likert-type scales (1=strongly disagree and 5=strong agree). The composition of the questionnaire as well as the specific items for each aspect is manifested in the Table 2. This study focused on three of the six aspects, i.e., goal-setting, task strategies and self-evaluating, which are the core abilities of SRL. The subjects were required to make a choice from the five-point Likert Scale: from "strongly disagree (1) to strongly agree (5)". The data were collected and analyzed to reveal how sufficient the participants are in SRL in online settings. Those who were evaluated as deficient in SRL were interviewed. Their replies would help to discover the real reasons why they were unable to regulate themselves and make implications on how to make them SRL-proficient.

At the end of the experiment, the 5 students from the bottom in each aspects of SRL were interviewed. They were asked what problems they had in online language learning settings, why they were unable regulate themselves, whether they developed strategies to solve the problems and whether they were effective. Their answers were collected and analyzed.

Results and Discussion

The Questionnaire Data

For the data in the present study, the author mainly concerns about grades, percentage, and mean of each aspect. Then the software SPSS17.0 was applied to analyze the data collected.

The questionnaire was distributed to 530 students which were randomly selected from the first grade of a northern university in China. Before the students started to learn online and fill in the questionnaire, the teacher introduced the concept of self-regulated learning and its effect in learning performance and achievement especially when supervision is absent and gave instructions on the survey and the knowledge of Likert Scale. In the end, all of them were collected back. They were all entirely completed and generally regarded valid for the study. The data in three core aspects of SRL, i.e., goal-setting, task strategies and self-evaluating, are shown respectively in Table 1, Table 2 and Table 3.

Table 1. Frequency and percentage of the students' ability in goal-setting

	1(strongly disagree)		2 (disagree)		3 (neutral)		4 (agree)		5 (strongly agree)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Q1	82	15.5%	164	31.0%	163	30.8%	81	15.3%	40	7.5%
Q2	160	30.2%	151	28.5%	116	21.9%	65	12.3%	38	7.2%
Q3	130	24.5%	189	35.7%	127	24.0%	54	10.2%	30	5.7%
Q4	188	35.5%	163	30.8%	87	16.4%	46	8.7%	46	8.7%
Q5	116	21.9%	101	19.1%	135	25.5%	97	18.3%	81	15.3%
M	135.2	25.5%	153.6	29.0%	125.6	23.7%	68.6	12.9%	47	8.9%

Table 2. Frequency and percentage of the students' ability in task strategies

	1(strongly disagree)		2 (disagree)		3 (neutral)		4 (agree)		5 (strongly agree)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Q11	103	19.4%	264	49.8%	102	19.2%	41	7.7%	20	3.8%
Q12	161	30.4%	251	47.4%	63	11.9%	34	6.4%	21	4.0%
Q13	39	7.4%	57	10.8%	62	11.7%	180	34.0%	192	36.2%
Q14	130	24.5%	156	29.4%	110	20.8%	70	13.2%	64	12.1%
Q15	61	11.5%	70	13.2%	110	20.8%	158	29.8%	131	24.7%
M	98.8	18.6%	159.6	30.1%	89.4	16.7%	96.6	18.2%	95	17.9%

Table 3. Frequency and percentage of the students' ability in self-evaluation

	1(strongly disagree)		2 (disagree)		3 (neutral)		4 (agree)		5 (strongly agree)	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
Q26	116	21.9%	174	32.8%	98	18.5%	80	15.1%	62	11.7%
Q27	140	26.4%	217	40.9%	90	17.0%	48	9.1%	35	6.6%
Q28	159	30.0%	216	40.8%	72	13.6%	52	9.8%	31	5.8%
Q29	108	20.4%	120	22.6%	125	23.6%	95	17.9%	87	16.4%
Q30	156	29.4%	121	22.8%	95	17.9%	77	14.5%	81	15.3%
M	135.8	25.6%	169.6	33.92%	96	18.1%	70.4	13.3%	59.2	11.2%

Table 1 shows that more than half of them were unable to set short-term (everyday or every week) learning goals or long-term (every month or every semester) ones. Nearly a quarter of them did that occasionally. Only a little more than 20% of the students set goals before learning and nearly 9% set a definite goal for their learning. The data reveals that a majority of the students didn't have clear objectives before they start online learning. As shown in Table 2, the percentage of students who choose "strongly disagree" and "disagree" is close to 50% and that of those who choose "agree" and "strongly agree" is about 36%. In the aspect of task strategies, nearly half of the participant couldn't apply proper strategies to achieve their learning goals and about one third of them could use strategies like note-taking, thinking aloud, consulting dictionaries, preparing questions before learning and doing extra excises to facilitate their learning. In the aspect of self-evaluation as shown in Table 3, about 60% of the subjects fail to evaluated their progress and achievements and only nearly a quarter of them clear know how competent they are in language. The students who choose "agree" and "strongly agree" usually summarized what they had learnt afterwards, asked themselves questions on the learning materials, turned to teachers or peers to evaluate their own performance and progress.

The Interview Data

The five subjects from the bottom in each aspect were invited to participate in the interview, in which they were asked questions on what problems they had and what they did to solve them. The students who didn't set goals before learning didn't have either a clear objective or specific feasible one. Some of them, although making specific plan for each time, didn't have a comprehensive picture of the final goal. Some others, to the opposite, had a final goal but they failed to split it into small tasteful sub goals for each time. They usually started online learning due to peer pressure or course requirement. They often only browsed the materials they have interests in and neglected those they dislike although they were helpful in learning. The participants who failed to apply strategies to facilitate their learning often skipped the difficulty they met in online environments instead of managing to remove them. Some of them didn't know how to do or what to do and others just didn't want to make efforts. They usually neglected the problems. The students who were deficient in self-evaluation have usually never thought of evaluating themselves. They focused more on the process instead of the results. They didn't care what progress they had made or whether they had achieving the learning goals. They were satisfied with how much materials or how much time they had done.

Conclusion and Suggestion

The evidence presented in this study shows more than half of the students are deficient in SRL in online settings, especially in goal-setting and self-evaluating. They lack either the awareness of SRL or strategies to regulate themselves. In task strategies, the participants, although nearly half of them lacked ability to apply strategies, performed a little better than in the other two categories. Some of them had a clear idea that there were distractions online, there was no supervision or learning schedule from the teacher and they needed to help themselves. They actively use various methods to remove the problems and facilitate the learning process. The reasons why they were incompetent in SRL include that they lacked both awareness and knowledge of SRL, and they also lacked means to achieve SRL ability, such as methods for time management and distraction prevention and tools to facilitate learning process and evaluate the progress.

By examining the level of SRL in web-based environments, the study, on one hand, discovered the factors that makes students fail to regulate themselves; on the other hand, implied that SRL in online settings is significantly important to guarantee learning progress and achievements. However, it is hard for students, who are easy to be distracted by irrelevant resources, to achieve it themselves. Therefore, instructional intervention is necessary. Online learn-

ing is not purposelessly surf the internet, but goal-oriented activities. The teacher should reorganize the vast complicated online learning materials into structured learning units, design scaffolds to help student to regulate themselves when the teacher is absent, demonstrate the steps of SRL and be ready to give them help when they need.

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Translingual Practices in College English Classrooms for Intercultural Sensitivity and Intercultural Competence

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[Abstract] *Language and culture are inseparable and interdependent because they influence each other. The cultivation of intercultural sensitivity of students facilitates to eliminate cultural barriers and promote cultural integration, which in the end would improve the intercultural communication competence of the students. On the basis of the teaching materials, teachers introduce the cultural knowledges of the target language and explain their background in the classroom. Taking the classroom as the platform, the student as the center, and teacher as the mentor, the participant carries on the thorough analysis on the culture of the target language together with the students.*

[Keywords] *College English teaching; Intercultural sensitivity; Intercultural competence*

Introduction: Language and Culture

Language and culture are inseparable because of mutual influence and mutual restraint. Language is not only a symbol, but also a cultural carrier and a communication tool. Culture is the essence of language. Language and culture are closely linked, interdependent, and also different from each other. Reflecting the culture, Language is the mirror of a national culture and spirit, through which a nation or ethnic customs, lifestyles, ways of thinking, values and other cultural characteristics must be expressed, so culture is inseparable from the carrier of language. It is difficult for language to be separated from culture. Language, including the way of using language, cannot go beyond the culture and exist independently, and cannot be divorced from the belief system handed down by a nation and determined by the national life and customs (Qi, 1994, p. 16). The development of culture can promote and boost the advance of language, while, in turn, the update and progress of the language is also the prerequisite for cultural development. However, language is only a part of culture, an aspect of culture, not the whole part of culture. Culture is a system of shared belief, values, customs, behaviors and artifacts that the members of a society use to cope with their world and with one another, and that are transmitted from generation to generation through learning (Bates and Plog, 1990, p.164). Language teaching and culture teaching are inseparably connected. Culture should be the central part of the second language course content (Chen, 1999). Culture teaching can help the English learners gain more knowl-

edge about English culture.

The Importance of the Cultivation on Intercultural Sensitivity

The so-called intercultural sensitivity refers to the fact that a cultural subject who can deeply understand his native culture, when learning the culture and language of the other, can grasp the meaning of this culture and language correctly through the process of observation, understanding and memorizing at the cognitive level, and comprehend the differences between the two cultures without misunderstanding; can make further understanding, acceptance, appreciation, respect for the language and culture at the emotional level, and resonate with them; finally can adjust his behavior based on the occasion of communication and scenarios at the behavior level, and make a reasonable response (Hu, 1994, pp. 228–229).

The cultivation of intercultural sensitivity is gradual basis, and its development can be divided into five stages (Kang, 2014, p. 165):

The first stage: the unawareness with incapability stage. It refers to a cultural subject who has neither intercultural awareness, nor experiences of the corresponding intercultural ability training, and consequently has difficulty in the effective and smooth communication with cultures of the other.

The second stage: the awareness with incapability stage. It refers to a cultural subject who has the intercultural awareness, but has no the experiences of the corresponding intercultural ability training, and therefore just understand the cultural differences between the two sides but do not know how to communicate in the right way.

The third stage: the awareness with capability stage. It refers to a cultural subject who has both intercultural awareness and the experiences of the corresponding intercultural ability training, and thus knows how to do it correctly and is able to communicate with the entity of the other cultures in the effective and smooth communication.

The fourth stage: unawareness with capability stage. It refers to a cultural subject who has been able to carry out subconsciously the accessibility of intercultural communication with the different cultural subjects, so-called an intercultural person.

The fifth stage: the unawareness with super capacity stage. It refers to a cultural subject who truly comprehends the similarities and differences between the parental culture and the cultures of the other, and can freely change the cultural identity to achieve the desired purpose of communication in the actual intercultural communication.

The Cultivation of Intercultural Sensitivity for College Students

Insisting in the combination of practice with the gradually in-depth learning

The fact that students often have a great deal of enthusiasm on practical knowledge requires teachers to focus more on those that are closely related to the knowledge of the student's language learning or to their daily life, while instructing students to learn about cultural backgrounds, so as to allow students to better use their knowledge. In addition, because college English teaching is aimed at students who are non-English major and whose language foundation is weak, college teachers should adapt themselves to the students' condition by gradually and deeply determining the content of cultural knowledge based on the students' language foundation, learning interest and understanding ability. In the teaching process, the college teachers should also give full play to students' subjective initiative, so that the students will change their cultural learning from the passive to active learning.

Utilizing modern teaching means

It is not enough to rely only on traditional classroom teaching in order to better carry out cultural teaching because of the richness and colorfulness in English and Chinese language as well as profoundness in Chinese and West-

ern culture. College teachers can use pictures, movies, television, multimedia courseware and other visual teaching aids to organize teaching process. For example, teachers can play some recorded movies that describe the social situation in the West. The visual image allows the students to have an immersive feeling and experiencing of the differences among exotic cultures, which are much deeper than the book on impression. At the same time, teachers can also use the network to assist teaching, so that students can understand the latest cultural phenomenon through the network too.

Helping students establish right cultural perspectives

Culture has so many forms of expression that different cultures have their own rationality of being without the distinction between high level and low level. Therefore, the teachers, at the time of guiding students to learn the cultural background knowledge about England and America, should also emphasize that students should love the excellent part of their own national culture, so that they are able to treat different cultures with equal, open, speculative view in intercultural communication.

Offering the elective courses closely related to the target language and culture

In the case of maintaining the current curriculum system and the credit system as a whole, we should further break the boundaries between liberal arts and science and engineering, English majors and non-English majors, and increase the number of elective courses on cultural knowledge. Although the situation in different colleges and universities is varied, but generally speaking elective courses such as “The Survey of English-speaking Countries”, “Appreciation of Famous English Film”, “Intercultural Communication” and so on should allow and encourage students on science and engineering to elect. At the same time, based on the existing college English lesson, a series of cultural knowledge courses taught in English can be set up such as “World Regional Culture” and “Introduction of World Religion”, which are used to introduce the cultural patterns of the world including the cultures of the third world, in order to improve students’ English ability, enable them to learn knowledge, broaden their horizons, help them master the similarities and differences between cultures, strengthen their intercultural awareness, provide the necessary knowledge reserves for their intercultural sensitivity.

The Development of Intercultural Competence in College English Teaching

Walker pointed out that the global citizen should have the systematic combination of three kinds of quality: the rigor of knowledge, the human compassion and intercultural sensitivity (Walker, 2006, pp. 21–22). The cultivation of intercultural sensitivity of students facilitates to eliminate cultural barriers and promote cultural integration. Professional trainings in foreign language class enable students to discover and take the initiative to learn the differences between the parental culture and other cultures, reduce the possibility of various cultural prejudices and cultural orientation, strengthen cultural identity, improve the adaptability to different cultures, and ultimately promote barrier-free and effective communication between students and people from different cultural backgrounds. The cultivation of foreign language education on students’ intercultural sensitivity is mainly through the following methods:

Focusing on the teaching materials

On the basis of the teaching materials, teachers introduce the cultural knowledges of the target language and explain their background in the classroom. This is currently the most commonly used method in foreign language classroom, and also the most simple and feasible one. The contents of teaching can be the national history, ethnic groups,

social humanities, economic and legal system, social customs, values and attitudes of the target language culture. Students can improve their intercultural awareness level by comparing with the corresponding or similar things in the native culture to understand the cultural differences. There are two ways in detail:

Cultural teaching through the analysis of literary works

The analysis of literary works is a popular means in language teaching, and its use in foreign language teaching activities is also a common way in foreign language classroom of China. Many teaching activities must be carried out through analysis and appreciation of the literary works. Because of the rich and colorful culture content in the lines of the literary works and its perfect combination of language form and culture content, it is the most reasonable and effective way to carry out language and culture teaching at same time in the process of appreciation of literary works. In order to make better use of the advantages of literary works on the perfect combination of the language content and culture content, teachers should change the explanation of the content of culture teaching from a subordinate, secondary status into a parallel position with content of language teaching so as to achieve their own teaching objectives.

Cultural teaching through the vocabulary teaching

Vocabulary, as one of the basic elements in a language, is an important part of the language, so the cultural differences between different languages can be reflected from the vocabulary. When you learn the vocabulary of a language, you can understand the cultural information behind the vocabulary through the deep meaning and cultural connotation of the vocabulary in a language. For example, the cultural information represented by “dog” in English is completely different from that of the corresponding character “狗” in Chinese. In the cultural circle of Anglo-America, people love dogs and treat dogs as friends or family members. Many people name their dogs with their loved ones’ name. Many phrases and idioms related to the dog in the language of English always contain positive meaning, such as “top dog”, “a jolly dog”, “a lucky dog”. On the contrary, “dog” in the cultural circle of China is more often a derogatory word, such as “狗胆包天”(monstrous audacity), “狗急跳墙”(A cornered beast will do something desperate.), “狗杂种”(bastard) and so on. At present, in the college English teaching, teachers in the classroom either do not explain the vocabulary, or just present to the students the interpretation of meaning on the dictionary or textbook, without the introduction of the cultural connotation behind the vocabulary to the students. Students in the learning of new words are also in a passive state of memory. English words are seen as a series of symbols composed of English letters. Students take the way of rote rather than the pursuit of the etymology and cultural connotation behind the word, resulting in the low efficiency in word learning. Teachers should comprehensively introduce to the students the meaning of the word, extended meaning and the cultural origins of the word, and allow the students to master the word in the actual use. For example, the word “secession” is “formal separation from an alliance or federation”. It is enough to talk about this word alone, but if the teachers are able to introduce the cultural origins of the word to the students, which specifically refers to the outbreak of American Civil War, the students can fully understand the meaning of the word, and totally understand why it is “Anti-Secession Law” not “Anti-Separation Law”.

Focusing on the classroom

Taking the classroom as the platform, the student as the center, and the teacher as the mentor, the participant carries on the thorough analysis to the culture of the target language together with the students. The following three means can be taken Specifically:

The combination of the teaching of reading with teaching of culture

The combination of reading instruction and cultural teaching doesn’t mean teachers simply choose the reading materials containing cultural content to read, but the cultural teaching should be included in the teaching objectives of reading. Upon clarifying the teaching content and objectives, teachers should take into account the needs of cultur-

al teaching. Teachers should pay more attention to the cultural information contained in the reading materials of the target language while they are committed to improving the speed of reading and the ability of reading comprehension. The use of case analysis is a good idea. For example, when students are reading a chapter on the Anglo–American wedding customs, teachers put forward some questions about wedding customs of the native culture, and then ask the students to read the materials with the questions, and think about the differences between the Eastern and Western wedding customs. After reading students will be able to answer questions related to the chapter. In this way students could improve their ability to observe the cultural differences and accommodate different cultures. Teachers can allow students to play role–playing, simulate the wedding process in Western church, in order to help students in intuitive analysis of differences between the East and West in thinking, values, and behavior, and ultimately improve the student’s intercultural sensitivity.

The combination of audio–visual teaching with teaching of culture

Audio–visual teaching uses more sensory organs than teaching of reading does in the field of cultural learning, so the understanding of learning objects will be more intuitive. The teaching materials in audio–visual must be real and typical, and fully reflect the different aspects between the culture of target language and native language, meanwhile the cultural content should be systematic. Only the comprehensive, real, and systematic culture and topic can enable students to learn cultural knowledge effectively and improve their intercultural sensitivity. In the audio–visual course, teachers should take full advantage of multimedia teaching methods, which can effectively mobilize the enthusiasm of students, so that students have an immersive feeling. The various sensory organs of students are stimulated so as to achieve the ideal effect that reading courses and other types of courses can’t reach. In the practical operation, network and video clip can be used to offer Western religious rituals, holiday celebrations, sports carnival, family life and so on to students for observation. Students are allowed to search online for film and television information related to cultural contents, which can be brought to the classroom for discussion together.

The combination of teaching of writing with teaching of culture

Teaching of writing can be systematically combined with different stages of teaching of English writing, because teaching of writing runs through all stages of foreign language teaching. In the primary writing stage, students should focus on the various phenomena on culture of the target language, including the treatment of the various festivals in the West, compared with the introduction of the holidays in the native culture. The advanced writing stage includes personal writing, official writing and academic writing. Personal writing needs to be combined with teaching of reading, because personal writing involves personal life experiences, ideological values, etc. Writing in foreign language requires a lot of language input and cultural input, so writing is a long–term and comprehensive cultural teaching methods, which need teachers to develop detailed, systematic, long–term teaching planning and to embed cultural knowledges systematically into the teaching plan of writing. Students should pay attention to the cultural habits of the target language when practicing official writing and academic writing in foreign language. When explaining the norms of official writing, teachers should introduce its rich cultural connotation from the aspects of format, wording, structure and content. In the teaching of academic writing, teachers should also introduce to students the different requirements of different cultures to academic writing. For example, the requirements of American academic field tend to focus more on empirical research in papers writing which has to use a large number of data analysis based on the practice as a support, while Chinese academic papers, especially those of liberal arts resort more to literature survey, which adopts qualitative research more than quantitative research. The different requirements to academic writing under different cultural backgrounds are very important for the teaching of academic writing.

Focusing on the practical experiencing

In addition to the cultural explanation in the classroom, the training outside the classroom is also an important channel to improve the students' intercultural sensitivity. The participation of foreign teachers and students plays a very important role in this process. College students need to interact and experience by themselves with foreign teachers and students to increase the sensitivity towards the culture of target language. In the interactive activities represented by foreign languages corner, college students should observe, experience and develop their own empathy. With further understanding the similarities and differences between the native culture and the culture of target language, the students should improve their ability to cope with different cultures and resolve cultural conflicts. In detail, you can take a simulated interview with foreigners to analyze how they introduce the opening remarks, how they talk further, how they negotiate information, how they intervene, how they end the talk, and so on. In the process of actual communication, college students can feel the existence of cultural differences, and deeply understand nonverbal communication such as eyes, gestures and body distance. For those students, who have received a certain degree of professional training, and mastered a certain intercultural sensitivity, should further observe the foreigners for their joy, fear, surprise, worry, impatience and other facial expressions, so that their intercultural sensitivity reaches a new height.

Conclusion

Students' intercultural sensitivity plays an important role in the cultivation for college English. Teacher should lay more emphasis on the combination with the practice and gradually in-depth learning; the utilization of modern teaching methods; the help to students on establishing right cultural perspectives; and opening the elective courses closely related to the targeted language and culture. The principles above could facilitate the cultivation of intercultural sensitivity in foreign language education. On the basis of the teaching materials, teachers introduce the cultural knowledges of the target language and explain their background in the classroom. Teachers as the mentor and the participant carry on the thorough analysis on the culture of the target language together with the students. Teachers should also provide students with practical experiencing as possible as they can.

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On the Formation Mechanism of English Loanwords in China English

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[Abstract] *There are quite a few English loanwords from Chinese which find their way into English, and there is a trend that these words that have become English entries are under an increasing way. This paper first defines what transliteration is, and then expounds the principles of transliteration, including the following three ones: the conventionality of translating Chinese personal names and place names, the associative phonetic adaptation, and the standardization of transliterated words. And then, the mechanism of transliterated loanwords from Chinese is analysed, and three mechanisms are explored: phonetic loans; semantic and phonetic loans, and phonetic loans plus annotation. This paper suggests some issues that should be addressed in transliteration, and points out the significance and value of carrying out in-depth transliteration research.*

[Keywords] *definition and principle of transliteration; transliteration; mechanism*

Introduction

China English is an English variety that reflects Chinese things in English based on English standard grammar and writing standards. China English is named due to the fact that it is mainly characterised with the distinguished Chinese culture, and with the features that no other English possesses. More often than not, one can find that words that contain Chinese elements do not have corresponding words in English as a result of their prominent Chinese characteristics. Based on Chinese phonetic alphabet system, transliteration can be used to translate Chinese words when free translation finds no way to do so. At present, there are many ways to translate words with Chinese characteristics, and the formations of transliterated words are diversified, which need to be unified and standardized. What is the essence of transliteration, how to define transliteration, and what principles should be provided in transliteration are the issues that need further research and discussion.

Man has entered an intelligent era of network information. Whether information can be effectively disseminated will be an important factor affecting the progress of a country and society. As the main tool of international communication, China English is playing an increasingly significant role in spreading Chinese culture and publicizing China. In the promotion of China, China English has its own advantages and it is irreplaceable as a foreign language, and it is one of the best solutions to translating words with Chinese characteristics.

Literature Review

The impact of China English in the world is becoming stronger, and as an English variety it has established its place in world Englishes. Now China English has become one of the significant means for the Chinese to introduce

China to the world, and it is also one of the main channels for the world to know China. As is known, the important mission of translation is to spread culture. China English has become a tool for providing much information about China in real time, which has become one of the main sources for all the countries the world over to get information about China. (Hao, 2018, pp. 90–100) In doing so, it will inevitably encounter words or phrases loaded with Chinese features and those with no corresponding ones in English. Therefore, the formation mechanism of English loanwords in China English will come into play.

The word formation mechanism of English loanwords can be mainly divided into three categories, which are phonetic loans; semantic and phonetic loans, and phonetic loans plus annotation. (Cheng, 2005, pp. 2–5) The Chinese Pinyin Scheme is a generalized standard for Chinese personal names, place names and Roman letters in Chinese references, and is used in areas where Chinese characters are inconvenient or cannot be used. Transliteration of Chinese personal names is a method we must adopt. (Pan, 2008, p. 235) After the transliteration of Chinese personal names, their additional meanings are completely missing. If transliteration is used for place names, their pragmatic meaning cannot be reproduced. However, place names should and can only be transliterated. (Guo, 2007, p. 68)

The so-called half-tone and half-translated loanwords are composed of two parts, that is, half is translated from phonetics and the other half is translated from semantics. Part of such a word is transliterated and paraphrased, and the order of transliteration or paraphrasing is not fixed. Usually, the expression of phonetic and semantic translation is the transliteration plus attribute. Transliteration mixing method, specifically, half-pronunciation and half-translation, forms transliteration hybrids. (Yang, 2011, pp. 93–95)

Some words have unique Chinese cultural connotations, and no corresponding words can be found in English to express these cultural phenomena. If the words are simply expressed by “equivalent words” or synonyms, it will either distort the transmission of cultural information contained in Chinese or create ambiguity in English. (Wang, 2004, pp. 111–113) If it is necessary to retain the material and cultural characteristics of the source language, transliteration plus annotation can be used. If the purpose of doing so is to introduce Chinese culture to the text, then the method can be adopted. Some important and unique cultural concepts can be further explained by transliteration plus annotation as well as transliteration or literal translation. In order to maintain the ethnic characteristics of the original text, literal translation or transliteration plus annotation and interpretation extension can be used. Transliteration plus annotation can retain the special cultural associative meaning of such words.

Definition of Transliteration

Chinese characters are an ideograph different from the alphabetic writing. Words with Chinese characteristics difficult to translate will be done by means of Chinese Pinyin system. As far as transliteration is concerned, there are generally three solutions as follows. One is to use transliteration to substitute sense, that is to say, to use loanwords to record the phonetic form of Chinese words. The second one is to express words in Chinese with words similar or identical to their pronunciation in English. And the third one is the conversion of literal signs in Chinese into literal signs in English.

Transliteration is a practical and feasible translation method when translation of one language or conversion of another language is limited by language and culture, and no matter what translation method is adopted, it cannot convey the true sense. Translating words full of Chinese characteristics with the help of Chinese Pinyin system, even though it is not fully fulfilling their senses, is still more expressive and energetic than words with lengthy explanations in the target language.

The Conventionality of the Translation of Chinese Personal and Place Names

The conventionality of the translation of Chinese personal names is the established rule in transliteration. And this rule is the use of transliteration. First of all, the translation of Chinese personal names, like the translation of English personal names, is based on pronunciation. If the name is translated literally or freely, it will be harmful to the linguistic image created by pronunciation. The image of Chinese personal names is composed of sound and sense, and the sound image is the first image of a personal names. As for the sense of a word, it contains rich cultural connotation, and it is very difficult to grasp it accurately, so literal translation or free translation cannot be used. Regarding the transliteration of place names in China, although the vast majority of place names are translated according to Chinese Pinyin, place names in China were transliterated according to Wade–Giles system before the introduction of the Chinese Pinyin Scheme. Wade–Giles system had a great influence on the translation of place names, and some current place names in English attribute to historical origins.

With the continuous increase of people's international communication, transliteration, as an effective translation method, greatly facilitates the communication between people who speak different languages and has become an indispensable method and means in cultural translation. To put it simply, translating, based on pronunciation, is transliteration. As far as China English is concerned, the pronunciation mentioned here covers the pronunciation of Putonghua, dialects and even minority languages.

Transliteration is not an unprincipled translation based on pronunciation, but a method used when sense conversion is limited in the process of the conversion of source language to target language.

However, the translation of place names is involved with many aspects. Among them, scenic spots and historic sites, rivers and lakes are both place names and sites with historical and cultural marks. The translation methods include transliteration and free translation, complete free translation, etc. 趵突泉 is translated into the Baotu Spring, and 汴河 is translated into the Bianhe River. 沧浪亭 is translated into the Canglang Pavilion Garden, which is a combination of transliteration of Chinese Pinyin and interpretation of its sense. Similarly, as a site, 永定门 is translated into the Gate of Eternal Stability, 坤宁宫 into the Hall of Earthly Tranquillity, and 社稷坛 into Imperial State Shrine. And these place names are translated by means of free translation.

Associative Phonetic Adaptation

Different sounds represent different senses. Pronunciation can make people think of sense and vice versa. When spelling English words according to the Chinese pronunciation, we should first consider borrowing words or senses in English, so that the transliterated words from Chinese can find a way into English more easily. However, the probability of transliteration of loanwords by borrowing words or senses is not high. As a rare case, such a loanword as *gelivable*, which is formed by *gei+li* (Chinese Pinyin) + *-able* (English suffix), has been successfully integrated into English. Secondly, homophones should be taken into account, for they might bring appreciative or pejorative meanings to the transliterated word in English. The transliterated words from Chinese are neither purely Chinese nor the defamiliarized ones of it. On the premise that the source language culture is absent, the target language readers will encounter obstacles in understanding these words and even reject them. Therefore, associative phonetic adaptation is an effective method for transliteration.

Standardization of Translated Names

The standardization of transliterated translation lies in that the translated name uses standardized Chinese Pinyin, and its pronunciation conforms to the English phonetic standard, conforms to the Chinese and English language rules, reflects the Chinese linguistic and cultural characteristics, and is easy to remember.

天涯海角风景区 is translated into Tianya-haijiao Tourism Area. Tianya Haijiao is a place name, in which “Tianya” refers to “the end of the sky” and “Haijiao” refers to “the end of the sea”. Because the end of the sky and the end of the sea have their own references respectively, the two parts are divided with “-” to reflect the standardization of writing and the integrity of meaning expression.

The transliteration of 天宫 2 and 神州 11 are transliterated into Tiangong 2 and Shenzhou 11 respectively, which effectively retain the Chinese cultural characteristics of the source language and embody standardization, which are easy to remember.

Mechanisms of Loanwords from Chinese

According to translation practice, the mechanisms of transliterated words can be summarized and analysed. The formation mechanism of transliterated words can be abstracted from samples with universal significance. The specific transliteration mechanism includes: phonetic loans; semantic and phonetic loans and phonetic loans plus annotation.

Phonetic Loans

Phonetic loans refer to the words translated by using only Chinese Pinyin. The translation of these words can be divided into three stages by time. One is the stage before the “Chinese Pinyin Scheme” (1958). The second stage is from the promulgation of the “Chinese Pinyin Scheme” to the Reform and Opening-up in China (1958–1978). The third is from the Reform and Opening-up in China up to now (since 1978).

In the first stage Chinese transliteration loans are transliterated by means of Wade-Giles system, including “typhoon”, “mahjong”, “Canton”, “Tai chi chuan”, “sampan”, “I-Ching” (the Book of Changes), “Sun Yat-sen” (based on a dialect), “Soong Ching Ling” (based on a dialect), etc.

In the second stage, phonetic loans with the help of the Chinese alphabetical system of writing for words come into use, which include: “Reminbi” (RMB), “fen, jiao”, “pinyin”, “fengshui”, “yin, yang”, “Putonghua”, “suanpan”, etc.

In the third stage, as China’s Reform and Opening-up drives to a climax, a number of transliterated loanwords reflecting new things come into being one after another, including “gaokao” (college entrance examination), “hukou” (household registration), “dama” (aunt), “tuhao” (rich and lavish people), “fenqing” (angry youth), chengguan (urban management officials), etc.

Semantic and phonetic loans

Semantic and phonetic loans refer to common words with both Chinese characteristics and clear senses, which can be translated by transliteration and free translation respectively. For example, Peking Opera, in which the former part Peking is transliterated based on Wade-Giles system, and the latter is the English word “opera”. Taoism and Confucianism are respectively formed by the combination of Wade-Giles system’s phonetic transliteration Tao and Confucius plus the English suffix -ism which refers to a religious sect. Taikonaut (Chinese astronaut) is blended with taikong (space) and astronaut.

Transliteration plus Annotation

Transliteration plus annotation means that some important information with cultural features and historical background in the source language should be preserved, and the target language should be properly annotated to prevent readers from misreading or even understanding.

Source Language: 桃花源始建于晋,初兴于唐……

Target Language: Taohuayuan (the peach flower source) was first built in the Jin Dynasty, began to take shape in the Tang Dynasty ...

Transliteration is first used 桃花源 (Taohuayuan), and then the translator explains the exact meaning of the transliterated words by annotating in brackets.

Issues Addressed in Transliteration

Chinese transliteration loanwords are words spelled according to Chinese pronunciation. It should be noted that translation by pronunciation alone may cause mistranslation, and the meaning of Chinese characters should also be checked.

Let's analyze the translation of 功夫茶. Gongfu tea is a very exquisite way of drinking tea in southeast China. The pronunciation of "kungfu" and "gongfu" here are the same, but the words and meanings are different. "Kungfu" is a common name of Chinese martial arts, which was originally translated by using Wade-Giles system and has been used to till now. 功夫茶 is transliterated into Gongfu Tea according to Chinese Pinyin (Tea is actually a transliterated word). The first part (Gongfu) is transliterated, while the second part (tea) can be regarded as translated according to its sense. If it is translated into Kungfu tea, people may be at a loss of it and cannot make a sense out of it.

Conclusion

The choice of transliteration or free translation, which seems to be a cultural sign, is essentially a choice of value orientation. Each character contains its feature, rhythm and elegance, being expressive, showing its impact with its sound and shape and conveying its speech. Therefore, the choice of translation methods for the words with Chinese cultural elements that are difficult to convert between English and Chinese is mainly based on whether transliteration can realize communication, make people understand, and bring convenience in reading and understanding.

Since China's Reform and Opening-up, more and more transliterated words containing Chinese elements have become English entries, which is a new trend in the development of Chinese transliterated loanwords in English. It is of great practical significance and academic value to systematically, objectively and comprehensively summarize and study the mechanism and frequency of these words in use. At present, China is implementing the Belt and Road Initiative, therefore it is of much significance to study. To learn and use Chinese transliteration loanwords are conducive to enrich Chinese-English translation vocabulary and to the development of Chinese cultural translation and sharing Chinese culture with the world.

The study of transliteration of words with Chinese elements in Chinese depends on the mechanism of Chinese Pinyin, the mechanism and motivation of English lexicalization, and more on the investigation and study of the acceptance of transliterated loanwords in the target language. Since 1978, the number of Chinese transliterated loanwords far exceeds the sum of the previous number. With the deepening of translation studies, phonetic loans, semantic and phonetic loans, and phonetic loans plus annotation with Chinese characteristics can only increase. The use of Chinese transliterated loanwords will also constantly remove barriers to cultural exchanges, making cross-cultural exchanges more natural and smooth.

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The Key Competencies of EFL Learners in Tertiary Education

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[Abstract] Cultivation of students' key competencies, which is the soul of educational reforms, has become a hot topic in the field of education. Most researches on key competencies in China focus on the elementary and secondary education. There are corresponding teaching modes and training objectives for every educational phase and each subject has its own unique contents and requirements. The connotations and frameworks of key competencies as regards certain disciplines in different educational periods should vary accordingly. This paper is targeted at probing into the specific key competencies of EFL learners in colleges and universities and it is hoped that the research will be helpful for the further construction of students' key competencies.

[Keywords] Key Competencies; English Subject; EFL Learners; Tertiary Education

Introduction

The term “key competencies” originates from western countries. The word “key” means very important and essential, and “competency” refers to the quality of being adequately qualified to do something well. The plural form “key competencies” indicates learners’ comprehensive abilities and emphasizes the all-around education of students.

The topic of key competencies has attracted wide concern in many countries and regions since 1990s. It is commonly accepted that key competencies, which show the directions for educational activities like the setting of curriculum objectives, the choice of instruction contents, the application of teaching theories and methods, or the assessment of teaching qualities, are of great significance for the advancement of education. The cultivation of students’ key competencies is really a vital issue that deserves great attention for all the people who care about education. It is indispensable for all the disciplines at different stages of education and should be throughout the whole educational procedure. Among the diverse branches of knowledge, the subject of English is quite special and has its own particularities. As a universally-used language, English is the foreign language that is most widely learned in China. With the rapid development of technology and acceleration of globalization, there are more chances for the Chinese people to be exposed to the intercultural communication and engaged in the international cooperation. It is no wonder that the future society will demand more and more people who are good at English and the standards for English talents will be higher and higher. As regards EFL learners, the language proficiency is not the only requirement. What is more crucial is the formation of their competencies which cater to the social development and needs.

This paper delves into the key competencies of EFL learners in tertiary education. After reviewing the development skeleton of key competencies in China and abroad, the distinction and relationship between the comprehensive

“key competencies” and “key competencies for a specific subject” are analyzed. Based on the above discussion, the five dimensions of key competencies as to the EFL learners in colleges and universities are fully explored and elaborated afterwards.

Related Researches at Home and Abroad

In 1997, the Organization for Economic Cooperation and Development (OECD) took the lead in launching the project on key competencies, namely, Definition and Selection of Competencies: Theoretical and Conceptual Foundations (DeSeCo). On the basis of their in-depth research and analysis, the authoritative report *Key Competencies for a Successful Life and a Well-Functioning Society* (2003) was published 6 years later, which is a landmark move for the study and investigation of key competencies. The DeSeCo project, which begins the new era of researching key competencies, builds a conceptual framework that classifies the key competencies into three broad categories: use tools interactively, interact in heterogeneous groups and act autonomously (OECD, 2005). The project achievements set a model for people to figure out the criteria of a competent individual and understand how the cultivation of key competencies can benefit both individuals and societies.

Thereafter, the European Union (EU) (2006) puts forward the eight key competencies for lifelong learning: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship, and cultural awareness and expression.

Besides these international organizations, there are some countries actively involved in the research on key competencies, such as America, France, Finland, Germany, Japan, Singapore, etc. They probe into key competencies from different perspectives. For example, the USA presents a relatively holistic framework of key competencies to promote the success of students in the new global economy. The framework stresses on the relationship between the 21st century students' outcomes, which include life and career skills, learning and innovation skills, as well as information, media and technology skills (Xin & Jiang, 2015), and the innovative support systems that intend to help students master the various abilities of different dimensions. The construction of the framework is targeted at the future professional needs.

The key competencies proposed by the Ministry of Education of Singapore highlight personal values and attitudes towards the society. The framework displays the ideal educational outcomes from four aspects: confident person, self-directed learner, active contributor and concerned citizen. The realization of these outcomes rely on three core competencies: communication, collaboration and information skills; civic literacy, global awareness and cross-cultural skills; critical and inventive thinking (Chu, et al., 2015).

The researches concerning key competencies in China are still at the beginning stage. In 2014, the Ministry of Education of China put forth the concept of “key competencies” in the official document in which such questions as “what kinds of people are needed in the future” and “how to cultivate them” are well answered. It is also stated that the construction of the system of key competencies should be regarded as one of the critical steps to promote further educational reforms. According to the CNKI database, there were only 117 articles on key competencies published in 2014. The number increases dramatically afterwards and it grew almost 105 times within 5 years from 2014 to 2018. However, with regard to the issue concerning the key competencies for the English subject, most scholars, such as Xu Yangping (2016), Li Mingyuan and Peng Huaqing (2016), Wang Zhihu (2017), concentrate on the English instruction in elementary education or secondary education. Therefore, this paper tries to explore the key competencies of EFL learners in colleges and universities.

Interrelationship Between Learners’ “Key Competencies” and “Key Competencies for a Specific Subject”

“Key competencies” is an integrative and dynamic concept which is dissimilar to “key competencies for a specific subject”. Key competencies are the overall reflection of students’ abilities and qualities, including knowledge, skills, values, attitudes etc. Regarding the key competencies for specific subjects, they should conform to the basic contents of key competencies and treat the key competencies as the central criteria for the implementation of any educational activities. The acquisition of students’ key competencies is supported by the learning process of various subjects. Learners’ comprehensive competencies and specific competencies for subjects are interrelated with each other and under mutual supporting relationship (Figure 1). In order to cultivate students’ key competencies successfully, the competencies for each individual subject should be carefully nurtured.

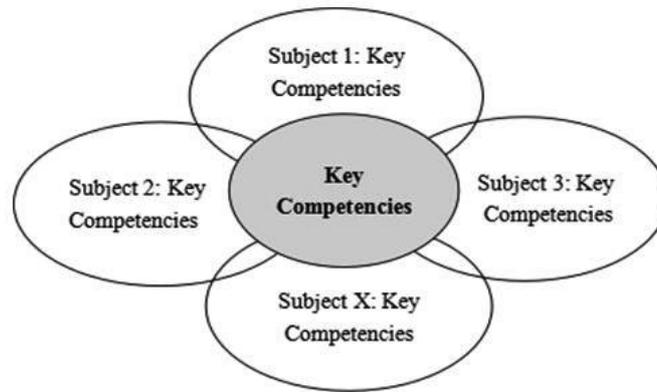


Figure 1: Relationship between “key competencies” and “key competencies for a specific subject”

Dimensions of Key Competencies for EFL Learners in Colleges and Universities

Comparing with other subjects, English subject is quite unique. It belongs to language education, but learning English is not learning the language only. It is also about the immersion of another culture. Through the study of English, students can get close to the the customs, history, social life, political status and economic situation of other countries. English is not only a tool for intercultural communication or a medium of the technological society, but also a mirror of the western culture. The process of English learning enables students to observe the world in another thinking pattern. It has the humanistic nature as well. Globalization and knowledge-driven economy make the international cooperation and cross-cultural communication increasingly prevalent. More and more English learners are needed for the society, but what are the key competencies for them to acquire? With regard to the key competencies for the English subject in senior high schools, four aspects are always mentioned: linguistic competency, cultural competency, thinking competency and learning competency (Cheng & Zhao, 2016). English learning in colleges and universities is the extension of the foreign language study in elementary and secondary education. Thus the EFL learners in higher education are expected to bear more effective core skills and abilities: linguistic ability, cultural awareness and global awareness, learning ability, critical thinking and innovation skills, and information literacy skills.

Linguistic Ability

Linguistic ability includes both linguistic knowledge and linguistic skills. The former emphasizes the contents of pronunciation, vocabulary, grammar, discourse etc. which are mainly about the rules and principles of language use

or expression. The latter stresses on the practical application of linguistic knowledge, such as the skills of listening, speaking, reading, writing, translating or interpreting.

The skills of communication and discourse analysis are particularly important for the 21st century English learners. Communication is not simply the piling up of words. Although it refers to the act of imparting or sharing information by means of listening, speaking, writing or other skills, the effective communication also involves the pragmatic ability, i.e. “the ability to communicate properly by employing language” (He, 1997, p. 201). In terms of discourse analysis, on the one hand, learners are required to understand the contents of the discourses. They should find out the ideas conveyed by the authors or the organizational structures of the texts. On the other hand, EFL learners should also improve their ability to express their own standpoints, understandings, judgments or analyses based on the discourses that they have read.

Cultural Awareness and Global Awareness

Language is the medium and reflection of culture. In order to carry out a successful intercultural communication, the acquaintance with another culture is of great necessity. Comparing to Chinese, English is a totally different language which belongs to the Indo-European language family. During the process of learning English, students should apprehend and study the corresponding culture, within which people have different beliefs, different customs, different behavioral principles, and different thinking patterns. As language learners, students also have to make head or tail of the historical background, political system, or economic development of the related countries and keep abreast of the current international affairs with a global outlook. While constructing their knowledge system, they form their own understanding of certain cultural or social phenomena and improve their capacity of perception at the same time. The cultivation of linguistic ability and reinforcement of cultural awareness and global awareness can be advanced side by side.

Learning Ability

Learning ability is vital for the success of students no matter in schools or outside schools. Learning activities should be throughout one's whole life. As to the Chinese EFL learners in colleges and universities, they do not have enough environments or contexts to communicate with native English speakers. Thus, they have to make good use of the learning skills to acquire language abilities. Students in tertiary education are more independent than pupils and the students in junior or senior middle schools and they have more free time that they can manage, so their great initiative in language learning should be better aroused and displayed. The 21st century students are in an era of information explosion. Various kinds of information and knowledge are delivered by multifarious channels and media. It is much easier for students to find out the English materials that they are interested in, like English movies, novels, news broadcast, speeches. Since 2012, massive open online courses (MOOC) have stepped into students' life and had quite an effect on students' learning style. The contents of MOOC are mainly targeted at college and university students, and the resources are generally provided by world-famous universities. In a word, there are a great many sources that are quite helpful for students to study English, as long as they actively indulge in the process of language learning. In addition to initiatives, the construction of one's learning ability is also related with his or her other attitudes, such as one's motives of learning, one's self-confidence in intercultural communication, one's desire to cooperate with others, etc. Positive attitudes are beneficial for fostering and advancing students' learning skills.

As to EFL learners, “learning ability refers to the quality of the learners who actively extend the way of learning English and apply learning strategies to improve learning efficiency” (Chen & Liu, 2016, p. 51). That is to say the learning ability of EFL learners cannot be obtained without effective learning strategies. The application of learning

strategies is actually a process of executing a series of study plans and also a process of conscious self-management. Every language learner has his or her own advantages and each learning task has its features. The learners themselves should choose and employ the most appropriate and suitable learning techniques to achieve the desirable outcomes. They have to be clear about the learning objectives, learning orders and learning modes. During the employment of learning strategies, it is needful for students to monitor the whole process and reflect on as well as evaluate the degree of learning efficiency. If it is necessary, they sometimes have to adjust the learning strategies for a better effect before they go into the next round of learning activities.

Critical Thinking and Innovation Skills

The cultivation of an EFL learner's key competencies has a close relationship with the construction of his or her mindset, i.e. a person's way of thinking. Different thinking patterns will produce different interpretations of the same phenomenon and display dissimilar responses, because people observe the world in varied ways. Critical thinking and innovation skills, which are a must for the students to get prepared for the increasingly complicated working environments and changing market demands, should be identified as one of the most important criteria for the evaluation of successful education. The EFL learners in colleges and universities are not only hoped to think critically in their mother tongue, but also hoped to think critically in English. Unfortunately, under the influence of China's exam-oriented educational system, there are still many English tests focusing on students' mastery of basic linguistic knowledge, but neglecting students' comprehensive ability to apply English. What's more, numerous English teachers are accustomed to the traditional educational modes. They impart the knowledge directly to students but ignore the significance of inspiring students to think independently and encouraging them to strive for new knowledge on the basis of their own practices. As a consequence, students get used to learning by rote and dare not put forth their different ideas, let alone the opposing viewpoints. All of the above results in students' lack of innovative capacity and critical thinking skill which are pivotal competencies for students' future success. EFL learners in higher education are individuals who tend to be independent in life and mature in thoughts, and they always have the opportunities to experience cultural shocks in language learning. Hence it is essential for them to cultivate the critical thinking ability that facilitates their sound reasoning in understanding, logical analyses of information, as well as correct judgments and decisions. Innovation skills accentuate creativity and originality, but the novel ideas cannot be generated without the functioning of critical thinking. Likewise, the process of thinking critically involves the production of creative ideas. Critical thinking and innovation skills are interdependent and they are the integral parts of EFL learners' key competencies.

Information Literacy Skills

People in the 21st century live in a technological era suffused with an abundance of information. In order to keep up with the rapid development of society and meet the social demands, EFL learners in higher education must enhance their information literacy skills. They should be versed in retrieving, collecting, and analyzing information, evaluating information in a critical manner and taking advantage of information accurately. The information literacy skill is a prerequisite for students' academic achievements and success in the future workplace. Nowadays, plenty of updated information is presented in English. English learners have the language advantage. They can keep pace with the social trends and broaden their horizons and increase their global awareness by tracing the newest national and international affairs. Meanwhile, EFL learners can learn of the latest progress and current focus of certain academic fields by reading related English periodicals and books. Moreover, the training of information literacy skills can promote the enhancement of critical thinking, for the students who are information literate are likely to identify the view-

points or values that are indicated, examine how the messages are interpreted, analyze and synthesize the information to shape their own ideas. What's more, by means of various communication tools and networks, it is more convenient for English learners to access the sufficient resources to gain the linguistic knowledge and practise English skills.

Conclusion

Although the educators and scholars of different countries, regions or organizations present their different interpretations of key competencies, what is certain and identical is that key competencies are the reflection of the needs of personal development as well as the requirements of social development. Therefore, only by identifying and figuring out the distinctive connotations and frameworks of key competencies for different subjects at various academic stages can we further the implementation of quality-oriented educational reforms and help students to acquire their lifelong competencies which are the requisites for the realization of their self-development and social values.

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A Contrastive Study on Compliment Responses between Native Speakers of English and Chinese Learners of English

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[Abstract] *This study compares the use of compliment responses by native speakers of English, and Chinese learners of English through DCT (Discourse Completion Questionnaire), in which participants are asked to write down what they would respond to a compliment in a specific situation. The aim of the study is to see the distinctive features of compliment responses used by the two groups and especially observe the pragmatic routines used by Chinese learners of English and then put forward some pedagogical implications to facilitate the learning or acquisition of contrasting patterns of discourse and sociolinguistic features so as to stimulate a deeper examination and appreciation of the rich diversity of our cultural inheritance and to develop creative applications that explore this diversity in the 21st century classroom.*

[Keywords] *oliteness strategy; DCT; compliment responses*

Introduction

The present paper compares the results of a small-scaled study of compliment responses by native speakers of English and Chinese learners of English by using the DCT (Discourse Completion Questionnaire) and analyses the data in the culture and language specific context.

Literature Review

Compliment responses, beginning with the pioneering work of Pomerantz, have been the object of considerable research. Miles (1994; cited in Rose & Kwai-fun, 2001) provided a useful category for compliment responses. It includes acceptance (e.g. *Thanks*), agreement (e.g. *I like it, too*), disagreement (e.g. *No, it's not really that nice*), self-praise avoidance (e.g. *Anyone can do this*), return compliment (e.g. *You look good, too*), and comment history (e.g. *My mother gave it to me.*). Farghal and Al-Khatib (2001) categorized compliments responses into simple response (i.e. responses featuring one illocution, e.g. thanking, offering, denying, and responses which are exclusively non-verbal) and complex responses (i.e. responses featuring two illocutions, e.g., thanking + offering and doubting + denying).

In Herbert's (1989) data, 66% of the American compliment responses are Agreements, out of which 29% are Acceptance Tokens and 7% are comment Acceptances; American English Speakers (AESs)' use of Accepting and Returning together (58%) which makes up 61% of the responses.

Most of the Chinese Speakers (CSs)' compliment responses belong to the category Rejecting (96%), which includes sub-categories of Disagreeing and Denigrating (51%), Expressing embarrassment (26%) and Explaining (19%).

In analyzing her Chinese data, Ye (1995) divides compliment responses into three categories: Acceptance, Acceptance with Amendment and Non-acceptance. Ye finds that only 24.3% of the Chinese compliment responses fall into the category of Acceptances. Though her result shows a higher percentage of acceptances (24.3%) by Chinese than Chen's (4.4%), there is still a marked difference between Chinese compliment strategies and those mentioned previously.

Chen explains that the AESs' compliment acceptance is primarily motivated by Leech's Agreement Maxim (1983): minimize disagreements between self and others and maximize agreements between self and others.

Chen further explains that the CSs' compliment rejection and self-denigration can be explained by Leech's (1983) Modesty Maxim: minimize praise of self and maximize dispraise of self. Gu's "self-denigration maxim (1990): denigrate self and elevate other" can also be used to account for most of the Chinese compliment responses.

The Present Study

Subjects and Instruments

Altogether two groups of subjects are studied. One is native speakers of English (NSE) and the other is Chinese learners of English (CLE). NSE group is made up of 13 native speakers of British, American, Canadian and, Australian teachers, who teach English in China's universities, 8 females and 5 males, aging from 25 to 50. CLE group consists of 28 sophomore English major students at Nanjing University of Finance and Economics, coming from almost all provinces of China. The two groups are asked to fill in the same Discourse Completion Questionnaires (DCT).

Data collection and Analysis

Questionnaires include 10 scenarios involving compliment use. The scenarios evenly represented two contexts: family and school. We now address the questionnaires.

The DCT required the participants to provide the compliment response for each of the 10 scenarios. The following are the sample items from the DCT:

Situation 3:

Your teacher overhears you answering your classmate's questions on how to use the computer and tells you that you are good at computers. What would you respond?

Your teacher: You are really good at computers.

You: _____

Questionnaires were administered individually to the two groups.

Open questions required subjective coding so the coding of DCT results must be rigorous and consistent (Golato, 2003), and any statistical analyses conducted with such data must be carefully considered.

The coding schemes applied in the analysis were based on the compliment responses literature discussed earlier. After coding, the compliment responses strategies used by each respondent in the test are compared to evaluate the effects.

Results and Discussion

Responses are broken down into simple vs. complex responses dichotomy. The option for a simple response may indicate decisiveness on the part of the complimentee (Farghal & Al-Khatib, 2001), because simple responses can be taken to be straightforward expressions of one illocutionary force, e.g. appreciation as in *Thanks*, compliment return as in *You swim well, too* and downgrading as in *Just so so*. Complex responses, by contrast, involve two speech acts which may alternatively point to indeterminacy, e.g. confirmation + expressing gladness as in *Really? I'm glad to*

hear that or reinforcement e.g. appreciation + agreement as in *Thanks, I like it, too.*

Table 1. DCT Compliment Responses (Simple Response vs. Complex Responses)

CLE				NES			
	simple	complex	Total		simple	complex	Total
total	156	96	252	total	77	40	117
%	61.9	38.1	100.0	%	65.8	34.2	100

Table 1 showed that in the test, both groups use simple responses (61.9 % in the CLE group; 65.8 % in the NSE group). This indicates native speakers and Chinese L2 learners both prefer to use simple responses.

A total of 369 compliment responses were elicited from the DCT in the test. In order to make the analysis simpler, it is necessary to do a bit of data reduction. So all the response strategies were reduced to the following six:

- Acceptance (e.g. *Thank you.*),
- Offer (e.g. *If you like it, I want to give it you.*),
- Doubt (e.g. *Do you really think so?*),
- Downgrading (e.g. *Just so so.*),
- Rejection (e.g. *Don't say that.*), and
- Other (e.g. *Oh, Mum!*).

The results are as follows:

Table 2. DCT Compliment Responses by CLE

	Acceptance	Offer	Doubt	Down-grading	Rejection	Other	Total
total	234	1	2	7	2	6	252
%	92.9	0.4	0.8	2.8	0.8	2.4	100.0

Table 3. DCT Compliment Responses by NSE

	Acceptance	Offer	Doubt	Down-grading	Rejection	Other	Total
total	87	1	1	11	9	8	117
%	74.4	0.9	0.9	9.4	7.7	6.8	100.0

The surprising findings from Table 2 and Table 3 are the higher percentages of compliment acceptance (92.9%) and lower percentages of compliment rejection (0.8%) by CLE compared with NSE's compliment acceptance (74.4%) and lower percentages of compliment rejection (7.7%) in my study. They are quite opposite to the result from Chen's study (1993) for the Chinese subject.

One of the reasons is that sophomore English majors in Chinese universities acquire some cross-cultural knowledge either from the textbook, their English teachers or even native speakers of English and are much more conscious of acceptance of a compliment instead of rejection of it in English.

The other reason is that they overuse simple responses, such as "thank you!" to a compliment, for they are normally informed that the appropriate response to a compliment in English is to accept it with 'Thank you'.

Nevertheless, they don't understand that a native speaker would very often take compliment as an opening to negotiate a relationship with another speaker. The Chinese is often misled into making response 'Thank you' which have exactly the opposite of the desired effect -- response which create distance rather than solidarity between him/

her and the English interlocutor, for example,

Situation 1: English female student speaks to her Chinese male classmate.

A. *Your English is good.*

B. (hesitation) *Thank you.*

In the above example, the compliment about addressee's English proficiency illustrates what may be regarded as almost formulaic conversation opener used by native to nonnative speakers. In situations as such, a Chinese need learning to know how to respond in ways that help to support a continuation of talk, rather than a modest *thank you*.

Although sometimes native speakers of English may seek to minimize compliments, or reject them completely, the means by which this downgrading is accomplished is very different from those used by Chinese. Typically, he/she responds to compliments by giving unfavorable information about the object or by transferring the credit for the accomplishment or the object complimented to someone or something for which he/she has no responsibility, for example:

Situation: two female English people talk to each other.

A. *I like your jumper.*

B. *It's so old; my sister bought it for me a long time ago.*

These two aspects need being given special notice by CLE.

In fact, acceptance may include many substrategies such as appreciation (e.g. *Thanks a lot.*), agreement (e.g. *I think so, too.*), compliment return (e.g. *You are a good swimmer, too.*), explanation (e.g. *I have learned it for 6 years.*), expressing gladness (e.g. *I'm glad you said that.*), promise (e.g. *I'll do it better next time.*) and shifting credit (*Thank you for your help.*) because all these could be considered as either direct or indirect acceptance of the compliments.

Table 4. Detailed DCT Compliment Acceptance Responses Strategies by CLE

	Appreciation	Agreement	Return	Explanation	Gladness	Shifting	Promise	total
total	135	12	11	22	10	4	21	215
%	62.8	5.6	5.1	10.2	4.7	1.9	9.8	100

Table 5. Detailed DCT Compliment Acceptance Responses Strategies by NSE

	Appreciation	Agreement	Return	Explanation	Gladness	Shifting	Promise	total
total	59	1	1	20	1	0	2	84
%	70.2	1.2	1.2	23.8	1.2	0.0	2.4	100

In these two tables, similarly, both NSE and CLS use appreciation most frequently. In contrast, Chinese Learners using a lot of promises such as *I'll keep on studying hard* is another way of being modesty. NSE uses a lot of explanations such as *I've been studying computers for a while*.

Chinese L2 learners' compliment-responses are reflections of their interlanguage changes and their traditional virtues. On the one hand, they learned how to respond appropriately in English, which means positive responses such as *Thank you*. On the other hand, Chinese virtues and ideas are deeply rooted in their mind. They try their best to show politeness and modest instead of self-conceitedness.

Confirmation questions (e.g. *Really?*) is another feature in my data. However, they are seldom occurred singly, which means they are followed by another strategy, for instance, + appreciation (e.g. *Really? Thank you.*); + expressing gladness (e.g. *Really? I'm glad you like it.*); + agreement (e.g. *Really? I like it very much, too.*); + promise (e.g. *Really? I'll do better and better.*); + explanation (e.g. *Really? That's what I want.*). So nearly all compliment responses

with confirmation questions fell into the category Acceptance except that confirmation questions such as (*Do you really think so?*) express doubt and confirmation question + down grading.(e.g. *Really? I think it's just so so.*)

On the whole, there are more confirmation questions in CLE group than those in NSE group.

The above analysis also serves as another reason that CLE group has more percentages of acceptances than rejections for acceptances may include so many sub- strategies.

Implications of the Study

The marked decrease in the use of rejection, downgrading and offering in the CLE group indicated that Chinese learners of English are making progress in the pragmatic use of compliment.

However, there are still some limitations of Chinese learners.

To begin with, there are differences in compliment responses. Chinese Learners over-uses of acceptances such as *thank you* and promises such as *I'll keep on studying hard* are reflections of their contradiction between their inter-language and deeply rooted traditional virtues. They try their best to show politeness and modest instead of self-conceitedness while pursuing the English principle.

Furthermore, sometime both NSE and CLE use the same acceptance token such as *thank you* and none acceptance token such as rejection in different context, however, they may produce different sociapragmatic effect.

Therefore, such limitation may result in communicative interference in cross Chinese and English culture communication. If they are not aware of the strong tendency to negotiate their roles through opening speech sequences involving compliment responding, the great majority of Chinese learning English will not know how to interpret or respond to native English speaker compliments in a way that would lead to the formation of closer relationships. Even worse, they may offend their interlocutors and break their relationships

Consequently, in order for students to understand politeness principle fully and use appropriate language to express politeness or even fully understanding culture and use language appropriately in specific culture, we need pay more attention to cultural aspects in our teaching and cross -cultural communication.

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Research on the Practical Teaching and Learning Mechanism of “Panoramic Industry Chain” of Design Majors in the Context of the “Education of Business Startups and Innovation”

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[Abstract] The value of art lies in innovation. Ideas in different fields are the driving forces for innovation and design. Therefore, carrying out the Education of Business Startups and Innovation is required in the current era, which is also a great opportunity to cultivate talents and update the teaching concepts, contents and methods in art and design majors. This paper, under the background of Business Startups and Innovation, discusses how to integrate resources in multiple art and design majors based on the characteristics of individuals and the concept of Grand Design, so as to form a long-term operation mechanism of “panoramic industrial chain”. In this way, the design education and Business Startups and Innovation can be integrated with each other and practical teaching methods and strategies can be provided.

[Keywords] Business Startups and Innovation; Resource Integration; Panoramic Industrial Chain; the Concept of Grand Design

Introduction

Origins of the Issue

For students majoring in art and design, artistic thinking means innovation, which can transform into productivity. The usual process of students’ work contains concept—design—technique, which is cost-effective with quick returns. However, these new-established brands always find it difficult to protect their legitimate rights. Despite the fact that more attention has been attached to Business Startups and Innovation among students, some design majors fail to comply with the new requirements of talents cultivation and Business Startups and Innovation, simply doing what they are being told to do. (Ji, 2018, p. 37) This can cause many problems: poor integration of talents cultivation and Business Startups and Innovation program, inadequate attention to Business Startups and Innovation education, and lack of diversities in courses relating to Business Startups and Innovation.

In general, it cause the fact that there is no close bond between art and design education and Business Startups

and Innovation education. In other words, creativity is not as commonly used in education as that in design.

Analysis of Current Business Startups and Innovation Education in Art and Design Majors

Western countries have seen the early development of Business Startups and Innovation in art and design majors. Bauhaus created the Workshop education model, combining learning and doing together. Today's working modes are the extended versions of Bauhaus Workshop, which aims to meet the increasing demands of talents in universities. (Du, 2013, p. 225) It is an open teaching model with more practical skills. Universities from UK and USA lay more emphasis on the transformation of research achievements. Workshops in these universities can always get financial support from related businesses. Likewise, for universities in countries like Germany, Japan and Singapore, multi-level courses with design concepts are favored. For instance, Nanyang Polytechnic has successfully launched the "factory in school" program, which can be seen as the "dual track" talents cultivation mode.

There is a rapid development for art and design majors in China, among which Tsinghua University takes the lead. After integrating the resources and information in Academy of Arts & Design, Department of Computer Science and Technology and School of Journalism and Communication, Tsinghua University provides more choices in these three majors in which students can choose different courses, subjects and supervisors, and then get corresponding degrees in Design, Engineering and Arts under the guidance of these supervisors. Supervisors can use the workshops or research groups as channels to integrate different subjects such as interactive designs, animation, programming and photography. In this way, different subjects can enrich itself by extending its border to other fields.

Research Basis

New Requirements for Design Concepts in the Internet Plus Era.

The development of Internet Plus today has made art design leap from reading mode to interactive one. It is uncommon to see that ethnic culture, creative ideas, IP, technology and other forms of contemporary art have better integrated design and technology. For example, at the closing ceremony of the PyeongChang Winter Olympics, Zhang Yimou's extraordinary "Beijing Eight Minutes" successfully integrated cutting-edge technology with culture and art: 24 AI robots controlled the "ice screen" under the changing ground projection with another 24 frolicking skaters dancing with each other. Inevitably, this requires the innovation of design and interdisciplinary talents, which poses new challenges to the training of design professionals in colleges and universities.

"Panoramic industrial chain" under the concept of Grand Design

Grand Design is a new concept which aims to reintegrate different art and design forms based on the design thoughts, design functions and design cooperation. It serves as a business certification for young designers' products, a major tool cultivating students' abilities to practice and innovate as well as a guarantee for talents cultivation and social competitiveness.

After considering the development trend of the industry at the top level and analyzing the design market, technology and professional skill set at various levels, the so-called panoramic industry chain in design majors should establish multiple platforms with sound database support. Universities' art and design majors can adopt joint-workshop system, joint-teacher project training system, Student Innovation and Business Startup Program, school-enterprise deep cooperation system, so as to form a "panoramic industrial chain" according to the production process and modes of the enterprise. All of these can boost students' professional ability and employment competitiveness.

Program Building

Concept of the Program

The principle of “Strengthening Foundation, Multiplying Directions and Constructing Platform” should be adhered to along with the real-scenario methodology in the “panoramic industrial chain”. Contained engineering programs and innovation practices in class, universities should rely on the joint-workshop system and school-enterprise cooperation system, cultivating innovative designers with distinctive tastes and skills, so as to reach the goal of this program.

Significance of the Program

(1) The close integration between Business Startups and Innovation and conventional education in universities paves the way for national education mode, management and courses. It can allocate resources in technology, products and service and cultivate talents in the current art and design industries.

(2) A combination of Business Startups and Innovation education and courses in art and design majors is required in today’s society. (Wei, 2019, p. 28) More talents in art and design majors can be better employed with the help of this platform.

(3) The concept of Grand Design can be generally applied in art and design majors, which is universal and promising. The deep integration of art and design majors and multifaceted allocation of resources will remove the obstacles ahead of the Business Startups and Innovation program and conventional education in universities, giving more space for the development of Industry–University–Research.

Research Method

Investigation and research are conducted via questionnaires, interviews and information collections in fields such as Business Startups and Innovation program, society and enterprises’ talents need as well as universities’ art and design major education. A number of solutions are presented through data analysis and case analysis, and a feasible proposal is made concerning the deep integration of Business Startups and Innovation program and professional education for art and design majors. For example, see Figure 1.

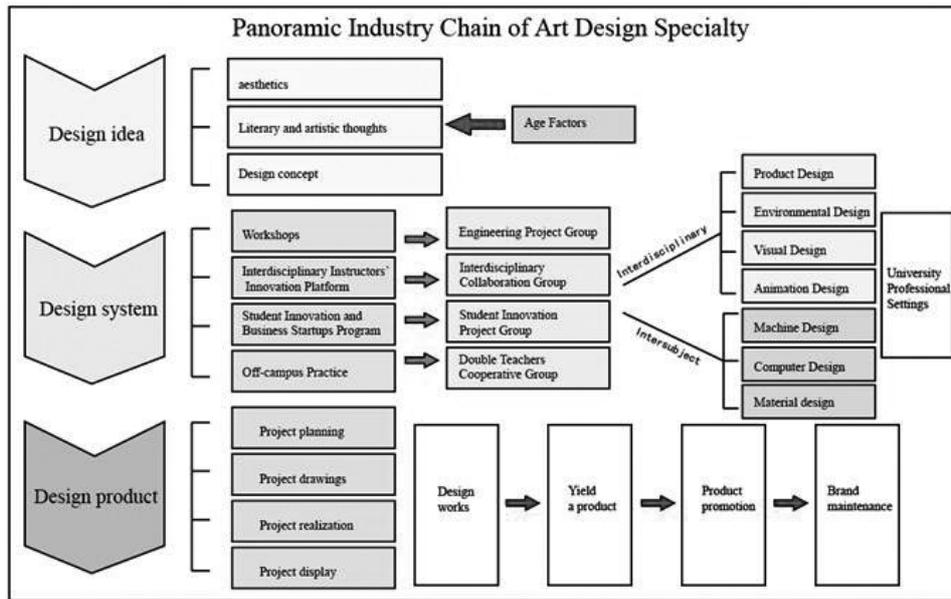


Figure 1. Panoramic Industry Chain of Art Design Specialty

The Implementation of “Panoramic Industry Chain” in Teaching

Before implementation, the author of this paper analyzes the professional division of labor and cooperation mechanism through seminars, faculty joint agreements, collective preparations, and group works. The art department and architecture department, the mechanical department, the software school and other units have signed cooperation agreements on scientific research, teaching, and resource sharing. The propose of the “panoramic industry chain” is based on the project, combining the planning, art style, expansion design, technical design, program construction, display and others, which can break the professional barriers so as to form a joint training system for students in art and design majors. Students who have their own workshops or small companies during their school years have the ability to improve their skills through related projects and generate certain economic value. The “panoramic industry chain” practical teaching model includes a number of intra-school innovation platforms such as workshops, interdisciplinary instructors’ innovation platforms, and Student Innovation and Business Startups Programs.

Workshops

In the practical teaching process, the project will be used to promote teaching and case teaching. The front-line employees of the enterprise and the school teachers will provide joint courses, ensuring the production standards and forward-looking professional technology.

Interdisciplinary Instructors’ Innovation Platform

Guided by various scientific research projects of the instructors, the students will be fully integrated into the “panoramic industrial chain” of the art and design majors. Taking the project as the main goal, this platform encourages multiple instructors from different majors to train interdisciplinary students jointly. The multi-disciplinary students use their own professional advantages to work together and complete comprehensive practical projects.

Student Innovation and Business Startups Program

The Student Innovation and Business Startups Program is a program within different grades and majors in universities. Students in different years and majors can participate in programs such as the innovation and entrepreneurship project and the Internet Plus innovation and entrepreneurship competition. Under the guidance of instructors, the students can carry out innovation and entrepreneurship activities accordingly. Through the incubation of the Student Innovation and Business Startups, this program can coordinate teaching resources such as teaching teams, research projects and engineering practices. All these can be integrated into the classroom, breaking the credit limit, encouraging students to carry out large-scale activities and achieve related results.

Off-campus Practice

Through the in-depth cooperation between schools and enterprises, off-campus practice can provide students with internship opportunities, related equipment and information, which can help them establish small-sized startups. The platform can be extended to various fields in and off campus, giving more opportunities for students to realize their ideas. Once the great ideas of students are accepted by Student Innovation and Business Startups Program, students can have easier access to related programs in enterprises with financial support. The practice lays the foundation for their future entrepreneurship. At the same time, through the establishment of the “School-Enterprise Cooperation Agreement”, “Enterprise Project Access System”, “Internship Management Regulations”, “Student Entrepreneurship Management”, “Enterprise Feedback” and other management systems, the quality of internship can be guaranteed.

Conclusion

The “Business Startups and Innovation” is a natural result of China’s deepening education reform and a major way improving students’ capabilities in innovation and practice. Under the concept of Grand Design, we must prioritize the role innovation played in art and design majors by combining academic and research programs, Student Innovation and Business Startups Program and workshops together. Building “Panoramic Industry Chain” can sustain the momentum of innovation-driving teaching methods and long-lasting entrepreneurial mechanism.

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The International Education of Chinese Language: Current practice, Challenges and Prospects

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[Abstract] This paper reports a holistic study on the international education of Chinese language. The study finds that Chinese international education programs have so far been operated basically in two directions: teaching Chinese to international students here in China and teaching Chinese to speakers of other languages in their own home country. The two types of programs share some common features as in core contents, teaching approach and technology prospects. They also show striking differences in terms of students age, students composition and learning-aid activities. These differences pose varying challenge to course teachers/instructors. However, digital technology has changed education landscape, making great impact on Chinese international teaching. Teachers need to keep pace with technical progress, update their instructional techniques and pedagogical concepts.

[Keywords] Chinese international education; home programs; offshore programs

Introduction

China, as the largest host country in Asia for international students and the second largest economy in the world, is becoming increasingly attractive to international students, especially to the students in the Belt and Road countries. In the past decade, the Chinese language programs both inside and outside China grew pretty fast. The number of international students coming to China has been increasing year on year. According to statistics (MOE, 2019), there are 492,185 foreign students studying in China in 2018. On the other hand, Chinese education programs outside China also keep expanding. Confucius institutes and classrooms have become the backbone for international education of Chinese language. By the end of 2018, there had been 548 Confucius Institutes, 1,193 Confucius Classrooms, and 5,665 teaching sites established in 154 countries/regions. Over 60 countries have included Chinese language teaching into their national education system and over 170 countries have established Chinese language courses or majors (Hanban, 2019). One example is enough to show the influence of Chinese international education: The program “Chinese Bridge” Chinese Proficiency Competition attracts over 100,000 teenagers worldwide participating in its preliminary and final contests every year. The increasing demand of foreign learners motivates us to have a close examination on the current Chinese education programs around the globe.

Current Practice of Chinese International Education Around the Globe

The international education of Chinese language has so far been operated basically in two lines: teaching Chinese to international students here in China and teaching Chinese to speakers of other languages in their own home country. The first line can be referred to as domestic teaching or home teaching programs while the second line as off-shore teaching or overseas teaching programs.

Shared Features

A holistic investigation conducted by the authors of this paper finds that the home teaching programs and off-shore/overseas teaching programs share some common features, as in core content, teaching approach and technology prospects.

- core content

The most obvious common feature in the two types of Chinese programs is the core contents established for both. No matter it is teaching Chinese at home to international students or teaching Chinese to the local learners in a foreign country, the goal of teaching is generally the same. Both aim to cultivate learners' Chinese language competence in listening, speaking, reading and writing. Naturally teachers or the class instructors have to focus on Chinese phonetics, lexicology and grammar, etc. Classroom activities often are designed to know and to learn Chinese characters, Chinese phonetic system Pinyin, tone, writing system, daily vocabulary and basic sentence structures. Teachers or educators also have to identify learners' Chinese language proficiency. When learners have acquired basic Chinese competence, they are instructed to move further to acquire advanced skills such as Chinese writing and culture-related competence.

It's a common sense that language and culture are indispensable. So Chinese programs basically cover two areas: Chinese language and Chinese culture. Usually, the primary goal of the program is to help speakers of other languages to acquire Chinese language skill. Therefore, some key language courses are developed at elementary, intermediate and advanced levels. These language courses are often taught in small classes. Integrated Chinese books are developed to train learners listening, speaking, reading and writing abilities. In addition, cultural courses such as paper cutting, Chinese knots, Chinese martial arts, Chinese painting and calligraphy appreciation are also established to enhance learners' perception into Chinese culture. On the basis of classroom tasks, series of language practice activities are commonly designed and organized, such as Chinese proficiency contest, Chinese speech contest, Chinese writing contest, or even calligraphy contest.

- teaching approach

In terms of teaching approach, many teachers and educators agree that teaching Chinese as a second language (CSL) follows the general laws of worldwide second language education and meanwhile, should also be based on an in-depth research on the characteristics of the Chinese language and the special laws pertinent to Chinese teaching and learning (Liu, 2014). Accordingly Chinese teachers or instructors proactively study the pedagogical development in second language education and try to integrate these pedagogical philosophies into Chinese teaching.

The Structuralist school and the Functionalist school are the most influential two schools over the history of second language education. The Structuralist school focuses on learners' acquisition of language features such as the sound (pinyin), the tone, the form and the components of a Chinese character, words, sentences, etc. They emphasize that the output, no matter it is spoken or written, should be descent Chinese without deviation or discrepancy in terms

of sound, tone and grammar (Zhou, 2015). This pedagogical philosophy is demonstrated typically by the traditional grammar–translation approach and audio–lingual approach. While the Functionalist school emphasizes learners’ acquisition of the meaning or function of language so as to realize successful communication with Chinese native speakers. Therefore the teaching of this school focuses on fluency rather than accuracy and the notion is demonstrated typically by the task–based and content–based teaching approaches.

Based on research and practice, Chinese teachers and instructors have developed a unique approach to avoid the drawbacks of the above two schools and try to find balance between accuracy and fluency in terms of learners’ output. Some scholars call this approach “three–in–one” (Zhang, 2018), that is, integrating language structure, function and cultural awareness into one session of teaching. Nowadays, no matter it is domestic teaching or offshore teaching Chinese to non–native speakers, classroom teachers or instructors basically follow this procedure: ① define the teaching objective→ ② warm up to arouse interest→ ③ introduce learning materials→ ④ explain language points→ ⑤ (students) practice in pairs or small drill groups→ ⑥ (students) perform designated communicative task or topic–based task→ ⑦ briefly review the language points for the given session of learning activity.

It should be noted that step ① is often skipped and the instructor directly begins class with step ② warm–up activities, if the program is targeted at kids. It also have to be noted that throughout the procedure, most time and energy are spent on the steps ④⑤⑥, especially step ⑤ and ⑥, which are students–centered, teacher–guided activities. Among these steps, ④⑤ and ⑦ demonstrate the idea of Structuralists school, while step ⑥ demonstrates the idea of Functionalists school, and cultural elements may be observed throughout most of the steps. In terms of application, the teacher or instructor will assess students current Chinese language skill and accordingly decide how much time will be spent on step ④⑤⑥ respectively. So the teaching process seems more or less the same, but when it comes to each specific step, the time allocated varies from program to program, based on students language proficiency. Of course, classroom instructions are bilingual— given in Chinese and English.

Different Features

Although there exist similarities in teaching Chinese as a second language to foreigners home and abroad, the most striking feature of these two types of programs lies in their differences.

- different age group, different student composition

Chinese education abroad generally is targeted at all age groups of learners, covering a wide range of students from kindergartens, primary schools, secondary schools, throughout colleges and universities, with most learners beginning their Chinese learning at a lower grade. According to Li Yuming, a Prof. of Beijing Language and Culture University, the number of foreign primary and middle school students learning Chinese has so far exceeded 50% and even reached 60% the total number of overseas learners (Liu & Li, 2019). So Chinese teaching programs abroad recruit both kids and adult learners.

When a Confucius institute get established on a foreign land, the teaching staff proactively promote its program in the college/university, communities, elementary and secondary schools to attract potential learners. Kids appear more often than adult learners in the promotion pictures of many Confucius institutes. As it is known to all, the learning mechanism of kids is somewhat different from that of adult learners. Their learning is not rational but intuitive acquisition. Teachers or instructors have to pay much effort to create a learning environment which brings about happy learning experience of this group of learners. Generally, course ingredients such as pictures, animated graphics, games, competitions, tasks and group learning, etc. are frequently integrated into offshore classroom activities to make learning fun and interesting.

While home education basically is targeted and designed exclusively for international students at college/university level, with only a small portion of learners who work here learning Chinese for communication with their local Chinese partners. Students in home programs are generally adult learners. Unlike kids, adult learners don't have advantages in memory or imitation. However, they exhibit good logic and analytical ability in learning things. Games and activities are no longer the major instructional tools in classrooms. Instructors focus more on language features rather than activities, introducing learning materials, elaborating key language points usually by comparison or contrast, guiding students to understand new materials by means of induction, and then encouraging them to do much drills or practice in well-designed classroom tasks. Of course, games or designed performance add stimuli to students during this process. The combined method of lectures, language drills, games and performances has been proved to be quite effective in teaching Chinese to speakers of other languages here in China in the past 3 decades.

In addition to the age difference, student composition also differs in the two systems of Chinese language programs. Participants in overseas programs are basically mono-culture background, coming from the same host country of the program. They share some common values and more or less similar learning style. So it is relatively easier for teachers to organize classroom activities and tasks. While students receiving education in China are mostly multi-culture background, coming from different countries/regions. They prefer different learning styles. The authority vested in the teacher also varies from culture to culture. Therefore, It is more challenging for teachers to organize classroom activities.

On the part of students, those who attend overseas Chinese programs stay on their native land. The learning environment doesn't change much and they can enjoy a relatively easy life. Of course, they can't have immediate and convenient access to Chinese speaking communities. Therefore, they may need more language support (IEAA, 2008). While for domestic programs here in China, the students have to adapt themselves to the new environment which in turn creates favorable learning opportunities for them. They are immersed in Chinese language and culture. And that is to their advantage to speed Chinese acquisition.

- varying learning-aid activities

For offshore Chinese programs, the activities organized in foreign countries to facilitate local learners to learn Chinese are quite limited, due to the lack of physical Chinese environment and necessary resources. The most common activities designed and conducted in overseas Chinese classrooms include singing Chinese songs, paper cutting, practicing simple Taichi movements and Chinese folk dance, small scale Chinese culture-related competitions or folk arts performance. Learning aid activities organized by home educational institutes, on the other hand, are more inclusive and extensive, covering various cultural trips to enhance an in-depth insight into China, apart from those routine activities organized on foreign land. Learners can gain more direct experience of Chinese culture and Chinese people. For example, the Chinese Speech Contest is usually held almost every year in every institution that has established the program. In addition, learners can truly experience the joyous and festival atmosphere of Chinese holidays, the social convenience brought about by the powerful WeChat and the daily convenience by mobile payment. Some even have acquired the performance skill "Changing Face" of local Sichuan drama, the bamboo clipboard skill and Chinese crosstalk skill (Pku, 2019). These direct experiences may deepen their perception into China and Chinese people. The in-class and out-of-class activities join together and build up a positive learning continuum, greatly enhancing student acquisition of Chinese and Chinese culture.

Challenges

As has indicated at the end of Introduction part, worldwide demand for learning Chinese language has kept ris-

ing. The international education of Chinese language demonstrates very good development. Being optimistic about the rising trend, we also have to be aware of the challenges in promoting Chinese language programs in the global context.

Based on our study, the biggest challenge originates from the current textbooks and it is mainly related to overseas Chinese teaching programs. Textbooks adaptive to the cognition of local learners need to be vigorously developed. That means localized teaching materials have to be developed with regard to the given social-cultural context. When “transferring” from home country to other countries, the quality of education programs is greatly affected by the changes of teaching practice, social contexts and students. And educational services are hard to be copied from country to country. Some scholars appeal educators in this area to pay much attention to the key issues of 3Ts (teacher, teaching and textbooks) to ensure the sustainable development of Chinese language programs abroad. In terms of the 2 issues of teacher and teaching, the headquarter of Hanban organizes pre-job training for every batch of teachers to be sent abroad; these teachers, upon arriving in the given country, often receive entry training for the incoming teaching task; and later on receive in-service training. Through the successive education & training programs, the quality of teacher and teaching can be improved. There left only one problem hasn't being sufficiently dealt with, textbook. Scholars (An Yalun, Zhang Xinsheng, Liu Li, etc.) express on different occasions a basically same idea: Although there are a great number of Chinese textbooks and teaching materials having been developed and launched, many of them are not necessarily suitable for the practice of Chinese teaching in a given country, especially some domestically developed textbooks. To achieve better results, textbooks and teaching materials suitable to the cognition of local learners need to be developed and launched.

Prospects: Technology as a Bridge to Chinese Language and Culture

As we know, teacher competencies usually help to bridge culture and learning in the classroom. And teacher's competency can be enhanced by advancing technology and its application to learning activities. Nowadays, computers or computer-aided devices have already found their way into most classrooms around the world. Almost everyone is using a smart phone. And 5G network is going to be established in the near future.

Meanwhile, more and more mobile apps are developed for users to conveniently install in their smart phones. Teaching related software programs are designed and launched to market. A wide variety of MOOC (massive open online courses), now plus SPOC (Small Private Online Courses), have been developed and put on line for students to choose and learn. These provide students customizable learning experience. As teaching-aiding programs become more refined and economically available, a blended learning mode——integration of online courses and traditional classroom activities——begin to take shape. Diverse learning styles existed in current linguistically diverse classroom can be accommodated by these advances in education technology.

As for the teachers, modern digital technology allows them to conveniently select a picture from a comprehensive catalog of images, a video clip or a narrated animation from countless sources. Today it only takes minutes to pull together a visual show. While in the past, it may require hours of work to organize. As children and young people are increasingly being labeled the “game and video generation”, educational technology that is entertaining and interactive is becoming a popular way to instruct. Educational technology is making classroom teaching more interesting and interactive, getting speakers of other languages closer to Chinese and Chinese culture.

Conclusion

Teaching Chinese to international students here in China and teaching Chinese to speakers of other languages in their own homeland are the two areas of Chinese international education. They share some common features; they also differ in some aspects. The home teaching programs have been run for several decades. Whereas the offshore teaching

programs are relatively young. So far, the offshore programs have played a major role in Chinese international education. Meanwhile, domestic programs for international students continue to expand, especially in the past decade.

Although showing very good development, the Chinese language programs abroad also face some challenges and one of it is the lack of localized textbooks/teaching materials. Textbooks suitable to the cognition of local learners need to be developed and launched. The major limitation to the current practice of Chinese language programs home and abroad is that information about China today is relatively less focused in most Chinese classrooms. These should come to the focus of educators/teachers.

Digital technology has changed the education landscape of how people acquire and spread knowledge, making great impact on Chinese international teaching and learning. Teachers engaged in Chinese language programs have to keep pace with technical progress, update their instructional techniques and pedagogical concepts. A combined approach of both online and offline resources will be to the advantage of a diverse Chinese learning.

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Three Key Arguments Against Learner-centered Education under the Background of Higher Education Expansion in China

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[Abstract] Learner-centered education is an essential part when people discuss the practice of education. This paper mainly attempts to discuss critically about three key arguments against learner-centered education under the background of higher education expansion in China.

[Keywords] learner-centered education; higher education expansion in China; the practice of education

Introduction

The development of learner-centered education is an important part when people discuss the practice of education. Gibbs (1992) offers a useful definition of learner-centered education, which includes child-centered education. He states that learner-centered education “gives learners greater autonomy and controls over choice of subject matter, learning methods and pace of study” (Gibbs, 1992, p. 23). Education should start from the learners’ needs and their interest. The teachers’ target is to motivate learners by building their own interest. Students should be educated in a free, happy atmosphere. They cannot be commanded. In allowing for individual differences and learners to develop at their own pace, teachers need to teach and plan curriculum for individuals (Darling, 1994). The accumulation of knowledge or skill that results from direct participation in events or activities. Students need to obtain the abilities to learn from experience and learn how to learn by themselves. As Rousseau said, ‘what he knows is really his own; he has no half – knowledge’ (Darling, 1994, p. 13). Dewey is another representative and he argues that good educational aims must be flexible because everyone is a unique individual (Dewey, 1933, p. 89). Personal aims vary greatly and change dramatically with learners’ growth. Therefore, educational aims should be changed as well.

Learner-centered education has been introduced into China and influenced Chinese higher education in recent decades. With the development of science and technology, China needs to raise its reputation to a higher position in order to compete with other countries. The “Open Door policy” has made education an integral part of the national strategy for socioeconomic development. Science and technological policy has become the common policy for strengthening national power since the eighth session of the State People Representative Conference in 1996. The concept of “science and technology as the first productive force” and “developing education as a priority” were gradually accepted by the Chinese people (Deng, 1998 on line at: <http://xcb.ysu.edu.cn/jdzz/dxp/kxjs.htm>). Under this situation, the Chinese universities need to be expanded in response to: “the rising social demand for university level education and the increasing demand for a more highly skilled labor force” (Scott, 1995, p. 33). Besides, higher education institutions are regarded as parts of the national network instead of independent units. It is also believed that

higher education is a potential market, which can partly motivate consumption and increase the demand of consumer.

This paper will cast doubt on learner-centered education under the background of higher education expansion in China.

Three Key Arguments against Learner-centered Education

Under the background of higher education expansion in China, three key issues are presented against learner-centered education.

Learner-centered Curriculum

Curriculum is “synthetic structure of diverse learning activities unified by the ends or objectives which they subserve” (Kleinig, 1982). It usually includes the sequence of the contents, the books, curriculum guides and materials. Teachers need to know the curricula as well as the aim of teaching, in order that they could know their roles or positions in the process of teaching and have a clear picture in deciding teaching methods.

During the 1960s, Dewey insisted that “the curriculum should embody what he called the sociological and the psychological principles” (Peters 1977, p. 109). The general plan of the learner-centered curriculum, first of all, needs to meet those above requirements. Therefore, the practical activities such as sewing, cooking, weaving should be taught in schools (Peters, 1977). Additionally, Dewey stressed that man, as a problem-solving being, should concern about controlling over his environment (Peters, 1977). Therefore, some traditional ‘subjects’ in the curriculum, such as history and geography, should also be taught. Finally, the curriculum should include communication skills such as reading, writing, mathematics, and foreign languages. And Dewey mentioned that the best time to teach students the techniques of communication is when they need to communicate and share the experiences with others (Ibid, 1977).

This paper manages to narrow the general learner-centered curriculum down to the curriculum in second language teaching. A basic principle of student-centered second language teaching is that learners decide the learning contents. One of the major questions is how teachers plan the learner-centered curriculum. An assumption is that teachers need to collect the information and the requirements from students, which may be the first step to implement learner-centered curriculum. After that, teachers need to form curriculum according to students’ requirements. When teachers’ authority is lower compared with its in traditional education, they may lose the leading roles in deciding the curriculum. However, the selected language items and the sequence of them should be taught according to linguistic grounds and only teachers know these linguistic grounds instead of the students. This is because teachers are more professional and more experienced than their students, and they can do more and better than students. Teachers’ decisions are more suitable for inexperienced learners (Nunan, 1988). Although some students learn a lot and well, they may not have a systemic structure about their further study. It is necessary to gain aids from teachers about learning contents and studying materials.

The second challenge to the learner-centered curriculum is that it is impossible to teach students everything which they are interested in. This is because students’ interest might change, but the curriculum must be maintained for a certain amount of time. Students may show little interest in a subject before they know deeply about it. However, with the process of learning, the more they learn, the more they are interest in it. And with the increasing number of students after the expansion in higher education in China, teachers have difficulty in choosing teaching contents and relative issues in classrooms. Therefore, teachers may lose the main direction if they follow the students’ requirements and their decisions. To sum up, learning contents should be decided by professionals in order to guarantee the integrity and stability of the knowledge. With the college expansion in China, the number of the classes and students

grows rapidly, teachers are likely to use the limited class time as effectively as possible to teach the language knowledge which they think to be most urgently required (Nunan, 1988).

The Role of the Teacher in Learner-centered Education

From the learner-centered educationalist's point of view, a good teacher should have an ability to hold students' attention, introduce or explain new factors or practice to students, and make what they teach seem valuable and interesting to students. And a good teacher should be an agent who takes actions based on students' interest, and he should not be a powerful person who controls students' thoughts and behaviors (Peters, 1977). In brief, "Education needs to be individualized" (Darling 1994, p. 6). Secondly, a good teacher should think and plan the teaching contents according to students' interest as well as the nature of the knowledge. In order to succeed in teaching, teachers need to study each student, observe their expressions and watch them talking with each other, try to discover their interest and communicate with them.

However, with the expansion in higher education in China, students are taught as individuals according to their interest is not practical. The teacher is the authority in the classroom in order to complete the teaching tasks. If the number of the students is large, teachers may not have enough time to plan individual lesson; teachers could not meet each student's requirement and need; they could not stimulate each student's interest and move their learning to deeper level; they may not engage every student in meaningful games or simulations; and they may not pose questions that bring to light new or puzzling dimensions of a topic. For example, in the course of my teaching career, the number of the students in one class, for the most part, is more than 60. Sometimes, the number of the students is more than 100. It takes teachers many hours to prepare lessons according to the syllabus. Although teachers try to talk with students about their requirements and focus on students' individual interest, they could not take every student's interest into consideration. It is impossible to be a facilitator to meet each student's requirement in a forty-five-minute class. As a matter of fact, when a teacher is exploring how to be a counselor or a director, he encounters obstacles. This is because not every student has the same opportunity to be treated. What a teacher could do is that he tries to ask for feedback about his lessons and collects some suggestions from students. In most cases, he could not look after the quickest students and the slowest ones, because a large percentage of the students is in the middle.

Another problem is that students may not recognize what kind of knowledge they want to learn. Under this circumstance, teachers should play their roles as commanders in order to instruct students to learn. If one student has grown up in a child-centered educational environment since he is born, he may have an ability to make the decision about his interest and learning contents. In contrast, most Chinese students have grown up in a teacher-centered educational environment since they are born. They may obey the rules implemented by schools or teachers for more than 12 years. Doing what teachers say becomes a habit to them. When they go to university or college, which follows the instruction of student-centered education, they may not have enough ideas about their interest. In this case, teachers may have difficulty in implementing the learner-centeredness. Therefore, it is exceedingly important to set the learning and teaching aims when a teacher serves as a decision-maker, or a manipulator. That could be beneficial for the students who do not have a clear picture about their interest and needs. In a word, in Chinese traditional educational environment, some students seldom thought about what their interest are, and this is because they get used to traditional education and most of the language knowledge is not familiar to them. When they learn some new factors, they could only understand them. Under this situation, teachers are central and should be very active in the classroom. If they control the direction and pace of teaching and learning, their authority could help students learn effectively.

Teaching Methods of Learner-centered Education

In regard to the implementation of learner-centered education, teachers need to discover some individual methods to achieve learners' success at different levels. A modern theory of 'discovery methods' appeared in Rousseau's *Emile* (1762) in the eighteenth century. Children in a discovery lesson are exploring under conditions of a free discipline and are learning from what they find. In Rousseau's opinion, teaching methods are leaving the children alone and keeping them develop 'naturally', and he says that children should be taught by experience alone. 'Instruction' seems a bad word, because in the past, children had received instruction without comprehension and understanding (Bantock, 1971).

The author argues critically about whether or not 'discovery methods' can really educate students in solving problems. Rousseau asserts, "Our first teachers in natural philosophy are our feet, hands and eyes", and "experience precedes instruction" (Rousseau, 1762). Therefore, the theory of "experience" is the foundation of a learner-centered teaching method, and it also forms part of the discovery methods. Discovery methods provide opportunities to children for a wide variety of experience by which they may make sense of what is happening around them. However, this does not mean students' experience can solve the problems. For example, people trust the good services of engineers if anything goes wrong with their TVs. Indeed, one knows nothing about its function. When a TV does not work, the user tries to turn it on, opens its back, and faces the inner workings; he sees it, touches it, and even listens to it; but because he has no idea about the meaning of what he sees, his 'experience' is useless; and TV still does not work. The fact is that experience may not be useful to solve the problems if he does not have a set of relevant concepts or knowledge to his experience. In other words, it is not a good idea for teachers to set students free in classroom and to ask students to experience naturally. The students will only experience what they already know. They may ask questions about some of the factors they already know, or only ask 'what is that' about something they do not know at all. In the Chinese expansion background, students need lexical items when they learn second language in higher educational institutions. What they need are the linguistic and cultural resources, which could not be learnt by experiencing. Rules and principles should be presented by teachers and obtained by reading. Rousseau also urges, "Let child not be taught science, let him discover it" (Bantock 1971, p. 114). The problem is whether children can obtain systematic knowledge by experiencing everything they are interested in or not. In addition, life does not arrange itself as systemic 'academic' subjects. On one hand, children need to be taught in some environment that interests them. It is very difficult to remember facts or arguments. On the other hand, teachers must help children to build a structure of concept and to "conquer in some sort of logical order" (Bantock, 1971, p. 115). And this is just what the school is for.

Traditionalism is an educational practice that had been common in the 1950s and before. Traditionalists believe that learner-centered education lowers academic standards compared with traditionalism. The second point of complaint is about moral standards (Cox, Jacka and Marks, 1977). They believe that learner-centered education may lead to loss of respect for authority and older people. Specifically, it lacks formal structure. Traditionalists also worry that learner-centered education may lead to loss of personal discipline. In addition, informal methods of child-centered education may not teach students how to differentiate between right and wrong (Boyson, 1975), even in the higher education level. In the view of liberal educationalists, there are several points on which to challenge learner-centered education. Firstly, liberal education attaches great importance to method rather than content in the process of learning. Liberal education focuses on the child's developmental stages. Secondly, liberal educationalists argue that teachers should have a positive and direct role in delivering knowledge and understanding of the subject. Thirdly, in terms of children's needs, educators should know the distinction between what is desired and what is desirable. Fourthly, Children may interest in some kinds of factors, but not every interest is good to develop (Warnock, 1993).

The limitation of this paper is that the author argues too many issues siding with traditionalism, and it takes little arguments into consideration siding with others. Some suggestions may be given at the end of this paper. An appropriate practice may be implemented between learner-centered and knowledge-centered education. Learner-centered education provides students some unstructured knowledge, while knowledge-centered education ignores the requirements from students. If teachers can combine both learner-centered and knowledge-centered education together, the practice of teaching may succeed.

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A Comparative Study on the Credibility of Three Automated English Essay Scoring Systems Applied in China

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[Abstract] By means of an empirical study and data analysis, this study attempts to examine the credibility of three automated English essay scoring systems developed and applied in Mainland China. Results show as follows: two (Juku and Bingo) of the three systems' scoring results are proved to be more credible compared with human scoring; while the third essay scoring system (iwrite2.0) needs more improvements. In addition, writing genres have no significant effect on the credibility of the two systems (Juku and Bingo), while some obvious negative impacts on the credibility of the third system (iwrite2.0) are found. These findings would cast some light on our college English writing instruction and assessment.

[Keywords] automated essay scoring; human scoring; scoring credibility; writing genres

Introduction

Writing has always been regarded as the most difficult for EFL learners to master among the four English skills, especially in Chinese universities where English is taught in an EFL context as a compulsory subject, since writing in a second language requires both syntactic and semantic knowledge. However, as a means of language output, English writing is becoming increasingly important and demanding in the age of entire communication via email and other communicative technologies. On account of its importance, many colleges expect teachers to offer more writing courses even for non-English majors as compulsory or elective courses. Previous research found out instant and overall feedbacks to students' English writing are helpful to improve students' language accuracy and writing proficiency (Ferris, 2002). Nevertheless, it seems less feasible for English teachers in Mainland China to give prompt and effective feedbacks for learners in English writing teaching practice on account that they have to devote considerably much time and energy to giving feedbacks and assessment of students' written works due to the large size of class in college English teaching context. Consequently, English learners, especially non-English majors at Chinese universities, are reluctant to practice more to improve their unsatisfactory writing proficiency.

Luckily, in this information and technology era, computer automatic scoring (CAS) opens a new world for English writing by greatly relieving the English writing teachers' burden as well as encouraging student writers to practice English writing more effectively. In fact, several automated essay scoring (AES) systems (e.g., IEA: Intelligent Essay Assessor; E-rater: Electronic Essay Rater; IntelliMetric; Writing Roadmap2.0) have been developed and applied since the first AES system—PEG (Project Essay Grading) emerged in US in 1966. However, these AES systems mentioned above have been specially designed for learners whose English is their first language. So, their scoring credi-

bility for Chinese English learners needs more empirical proof since English writing of Chinese learners have unique features. Notably, some scoring models (e.g., Juku;iwritte2.0, Bingo) for Chinese students have been recently constructed.

Hence, this study endeavors to explore the scoring credibility of those three most influential AES systems in China, aiming to provide some useful guidance in the application of those AES systems for both teachers and students as well as some constructive advice for the AES system developers.

Automated Essay Scoring

As stated earlier, there are several influential automated essay scoring systems (e.g., IEA; E-rater; IntelliMetric; Writing Roadmap2.0) since the first AES system —PEG came out in 1966 in US. Lots of scholars have made significant and deep research into AES in the past five decades with greater emphasis on comparing those AES systems grading criteria and testing their credibility and validity. As a pioneer, PEG's grading showed high correlation (0.87) to human grading (Valenti & Nerf, 2003) and it can point out some student writers' errors correctly (Dekli, 2006). However, Kukich (2000) found out it focused too much on essay structure and would neglect semantic meanings. Then, IEA, which was developed in 1997, pledges it can judge the semantic correlation more accurately, but it won't evaluate the language quality or analyze the essay structure (Liang & Wen, 2007). Later in 1999, E-rater was applied in GMAT tests and its grading correlation with human grading was between 0.87 to 0.94 (Dodigovic,2005). At the beginning of 21 century, IntelliMetric was developed and research showed its higher correlation with human grading (0.97–0.99). Among all those systems outside China, Writing Roadmap 2.0 is the newest. Soon after its application in 2008, scholars (Riche et al. 2008; Wang, 2011; Gao & Luan, 2013) proved its high grading credibility and explored its advantages and shortcomings as well.

Comparatively speaking, domestic studies on automated essay scoring are much later. Relative studies started with the introduction to foreign systems. Domestic scholars are first more interested in either comparing those systems or reviewing on previous research conducted abroad (Liang & Wen, 2007; Ge & Chen, 2007; Ge & Chen, 2009; Xie, 2010). Then, they shifted their attentions to the application of a certain foreign system (writing roadmap2.0) in college English class in China (Wang, 2011; Gao & Luan, 2013).They introduced how to use the scoring system specifically and pointed its advantages and disadvantages. However, these initial empirical studies only used questionnaires to find out the users' attitudes, and no more qualitative analysis were conducted. Meanwhile, some scholars endeavors to construct automated essay scoring models for Chinese English learners (Liang, 2005). Up to now, there are mainly three influential automated essay scoring systems developed and applied in China—Juku, Bingo and iwritte2.0. Among the three, Juku and Bingo are earlier, so existing empirical studies mainly touch upon their scoring reliabilities and effects on learners' writing quality. Wu and Zhang (2011) found out the Pearson correlation between Bingo and human grading is 0.68, while Zeng (2014) and Gu & Wang (2012) proved the implications of Bingo and Juku scoring systems can both significantly improve Chinese learners' English writing proficiency. Moreover, Bingo was proved to be effective in stimulating learners to adjust better learning strategies as well as improve their English writing quality (Lu et al., 2012) . Shi (2012) stated that most student writers (78.3%) in an investigation claim they have confidence in improving their English writing by using Juku system. Nevertheless, the inconsistency of internal correlation of Bingo was found out by comparing its instant grading result and grading 48 hours later (Yang, 2012). Few empirical studies compared the different systems. Chen (2013) illustrated their different functions, while Yin et al. (2015)'s study showed the Pearson correlation between Juku and Bingo's scorings reached 0.689. There has been no empirical study to compare Juku and iwritte2.0 systems because iwritte2.0 has been only applied by Chinese colleges in recent 3 years.

To be reckoned with the above-mentioned practical and theoretical reasons, the current research will compare Juku, Bingo and iwrite2.0 scoring systems at attempts to complement some empirical corroboration in this field.

The Study

This research is to investigate, by conducting an empirical study in the college English class and collecting and analyzing data, whether the automatic scorings of the three automated essay scoring systems (Juku, iwrite2.0, Bingo) are credible. The study is set out to find the answers to the following four questions: (1) Are there significant correlations between teachers’ scoring and the three automated essay scoring systems’ grading respectively? (2) Are there significant correlations between the scorings of any two systems among the three system? (3) Is there any significant difference between the teacher’s scoring and any of the three automated essay scoring systems? (4) Does the writing genres have an effect on the credibility of the three systems?

This study was carried out in college English class for non-English freshmen in a second-rank university in Southeastern China. The 156 subjects are from three teaching class, covering arts, science, management, engineering, with broad representation. As scheduled, they were required to finish three writing tasks in the first semester via the three English essay scoring systems at the same time. In the three systems, the same scoring criterion were chosen (College English Test Band 4 criterion) with an expected mean score of 70 (the full score is 100) . The following Table 1 illustrates the three writing tasks and the number of students who finished the tasks in three systems as required.

Table 1. Description of the three writing tasks

Writing tasks	Number of students who finished the tasks	Due date of the tasks
Topic 1	129	10/31/2018
Topic 2	144	11/30/2018
Topic 3	138	12/31/2018

Note: Topic 1= Should Higher Education for All Students

Topic 2 = Online Learning VS Traditional Learning

Topic 3= How to Solve the Problem of Aging Population

At the end of the semester, the author collected all the automatic scoring results of subjects’ essays in the three systems first. Then, the author and another colleague with more than 10 years’ college English teaching experience graded the English essays respectively. The Pearson correlation (0.781) between the two teachers’ grading is satisfactory, thus ensuring the accuracy and credibility of the results. To reduce the possibility of individual bias in human grading, the mean score of the two teachers’ grading on the same essay was calculated to compare with the systems’ scorings. The data were analyzed by the Software of SPSS19.0. Firstly, the three systems’ scorings and the teacher’s scoring were made Pearson correlation test analysis respectively. Secondly, paired-sample T-test was made to find out the differences between the three systems’ scorings and teacher’s scorings.

Results and Analyses

From Table 2, there are obvious differences between any of the three systems’ scorings and the teacher’s scoring of three topics. Except for topic 3 with Juku’s higher mean scoring 78.2935, the teacher’s scoring mean is the highest in the remaining two tasks (79.3837 and 76.0938 respectively), while iwrite2.0’s mean scoring is the lowest except for task 3. What’s worthy noticing, the Mean of Juku’s scoring is always the highest among the three automat-

ed essay scoring systems in all three tasks, which is closest to the Mean of the teacher's scoring. Therefore, it is not difficult to conclude that the Juku's scoring is most similar to the teacher's. What's more interesting, the Mean of Bingo's scoring is the second highest except for topic 3. In addition, as the standard deviation data show, Bingo's scoring's standard deviation is always the highest among the four variables in three topics, which indicates Bingo admits bigger individual difference between better essays and worse ones than the other two systems and the teacher while grading.

Table 2. Descriptive statistics of scoring results

Variables	Group	N	Mean	Std. Deviation
Topic 1	Juku's	129	73.4535	5.62606
	Bingo's	129	70.1907	9.51650
	iwrite2.0's	129	66.5814	5.69140
	The Teacher's	129	79.3837	5.72103
Topic 2	Juku's	144	74.3021	6.75462
	Bingo's	144	69.4083	8.45259
	iwrite2.0's	144	69.2500	4.93576
	The Teacher's	144	76.0938	3.89306
Topic 3	Juku's	138	78.2935	5.29001
	Bingo's	138	69.9935	8.43128
	iwrite2.0's	138	76.5652	6.10884
	The Teacher's	138	78.0000	5.49166

Note: The full score is 100.

In order to further explore the differences between the three automatic essay systems' scorings and the teacher's scoring, the current study divides them into 6 groups: Group 1 (Juku VS Teacher), Group 2 (Bingo VS Teacher), Group 3 (iwrite 2.0 VS Teacher), Group 4 (Juku VS Bingo), Group 5 (Juku VS iwrite 2.0), Group 6 (Bingo VS iwrite2.0). Then, the collected data were treated with Pearson correlation Analysis and Paired-sample T-test analysis. As can be seen from Table 3, there is positive correlation within group 1 and group 2 respectively in three topics, which means either Juku's scoring or Bingo's scoring has a high positive correlation with the teacher's scoring. However, iwrite 2.0's scoring is only positively correlated with the teacher's scoring in topic 1 ($r=.391, P=.010<.05$), with no positive correlation in topic 2 ($r=.073, P=.624>.05$) and a surprising negative correlation in topic 3 ($r=-.292, P=.049>.05$). The above-mentioned analyses reveal that among the three automated essay scoring systems, Juku and Bingo's scorings show higher positive correlations with the teacher's scoring compared with iwrite2.0, and the positive correlation between Juku and Bingo is always highest in three topics ($r=.701, .622, .669$ respectively).

Table 3. Pearson correlation analysis on three systems' and the teacher's scorings

Variables	Group	N	r	p
Topic 1	Group 1	129	.532**	.000
	Group 2	129	.475**	.001
	Group 3	129	.391**	.010
	Group 4	129	.701**	.000
	Group 5	129	.126	.422
	Group 6	129	.074	.638
Topic 2	Group 1	144	.652**	.000
	Group 2	144	.579**	.000
	Group 3	144	.073	.624
	Group 4	144	.622**	.000
	Group 5	144	-.161	.274
	Group 6	144	-.132	.372
Topic 3	Group 1	138	.447**	.002
	Group 2	138	.499**	.000
	Group 3	138	-.292	.049
	Group 4	138	.669**	.000
	Group 5	138	.133	.380
	Group 6	138	.120	.429

Note: (**r > .1, P < .05)

Group 1= Juku VS Teacher Group 2 = Bingo VS Teacher

Group 3= iwrite 2.0 VS Teacher Group 4 = Juku VS Bingo

Group 5 = Juku VS iwrite 2.0 Group 6 = iwrite2.0 VS Bingo

Although the three automated essay scoring systems' scoring results are significantly correlated with the teacher's scoring in most cases as showed in table 3, there are some groups with less lower correlation (group 5 & 6 in topic 1 & 3) or even negative correlation (group 5 & 6 in topic 2). For the sake of investigating the differences between automated essay scoring systems and the teacher's scoring, the collected data were treated with Paired Samples T-test. Table 4 displays that all 6 groups reveal significant difference in topic 1, whereas no significant group difference is found in topic 2. With respect to topic 3, three of the six groups (Group 2, 4 & 6) are found significant difference. Hence, it can be considered that writing genres have some influences on the credibility of the three automated essay scoring systems. In other words, the three systems mostly score statistically lower than the teacher's grading in three topics, yet the difference is not always significant.

Table 4. Paired-sample T-test analysis on three systems' and the teacher's scorings

Variables	Group	N	Mean	Std. Deviation	t	df	Sig.(two tailed)
Topic 1	Group 1	129	-5.93023	5.49034	-7.083**	126	.000
	Group 2	129	-9.19302	8.45913	-7.126**	126	.000
	Group 3	129	-12.80233	6.29875	-13.328**	126	.000
	Group 4	129	3.26279	6.86454	3.117**	126	.003
	Group 5	129	6.87209	7.48259	6.022**	126	.000
	Group 6	129	-3.60930	10.7221	-2.20*	126	.033
Topic 2	Group 1	144	-1.79167	5.14816	-2.411	141	.020
	Group 2	144	-6.68542	6.96195	-6.653	141	.000
	Group 3	144	-6.84375	6.06012	-7.824	141	.000
	Group 4	144	4.89375	6.78623	4.996	141	.000
	Group 5	144	5.05208	8.98535	3.895	141	.000
	Group 6	144	-.15833	10.33480	-.106	141	.916
Topic 3	Group 1	138	.29348	5.67140	.351	135	.727
	Group 2	138	-8.00652	7.42124	-7.317**	135	.000
	Group 3	138	-1.43478	9.33206	-1.043	135	.303
	Group 4	138	8.30000	6.27623	8.969**	135	.000
	Group 5	138	1.72826	7.53194	1.556	135	.127
	Group 6	138	6.57174	9.80233	4.547**	135	.000

Note: (*t < .05, **t < .01)

Group 1= Juku VS Teacher Group 2 = Bingo VS Teacher

Group 3= iwrite 2.0 VS Teacher Group 4 = Juku VS Bingo

Group 5 = Juku VS iwrite 2.0 Group 6 = iwrite2.0 VS Bingo

Further Discussions

By collecting and analyzing the data, the study results show that the scoring results of Juku and Bingo are positively correlated ($r=0.47-0.65$) with the teacher's scoring in three topics, which corroborates the previous findings of Wu & Zhang (2011) and Yin et al. (2015). This means both Juku and Bingo's scorings are credible in the three writing topics in the study compared with the teacher's scoring. However, iwrite2.0's scoring result is not so satisfactory, with a significant positive correlation in topic 1, no significant positive correlation in topic 2, and even a negative correlation in topic 3. Thereby the research reflects that both Juku and Bingo are more credible than iwrite2.0 in terms of their credibility compared with human scoring result. In addition, Kroll (1994) pointed out the universally accepted

satisfactory correlation for language writing testing is 0.8 (Wu & Zhang, 2011, p. 178), and all the foreign scoring systems' correlations are above 0.8 as we stated earlier, thus the three automated essay scoring systems developed by Chinese scholars all need more improvements compared with this standard.

In regard to the three automated essay scoring systems, it's noteworthy that Juku's grading is positively related to Bingo's grading, the correlations are .701, .622 and .669 in three tasks respectively, which means the scoring results of the two automated English essay scoring systems are quite similar. Nevertheless, iwrite2.0's grading in three tasks is not significantly and positively correlated to either Juku or Bingo ($p > .05$). Thereby the research reflects that both Juku and Bingo automated essay scoring systems share much in common in grading standards and results, while the grading standard of iwrite2.0 is different from the other two systems and needs more improvements.

Besides, the study discloses that writing genres have an effect on the credibility of the three automated essay scoring systems. Comparatively speaking, either Juku or Bingo is less influenced by the writing topics. Although Juku and Bingo show higher positive correlation with human grading in topic 2 ($r = .652/.579$, $p = .000$), the correlations in the other two topics are both positive, too. Whereas iwrite2.0's grading result is more obviously affected by writing genres. In topic 1, the correlation between iwrite 2.0 and human grading is significantly positive ($r = .391$, $p = .010$), while the positive correlation becomes insignificant in topic 2 ($r = .073$, $p = .624$). Unfortunately, the correlation is negative in topic 3 ($r = -.292$, $p = .049$). To a certain extent, the writing genres will surely affect the grading of automated essay scoring systems, but the influence should be controlled within a reasonable degree so that the credibility of the scoring system is ensured. To put it simply, both the system developers and teachers should realize the influence of writing genres.

Conclusions and Implications

In fact, the current study presents some explicit answers to the four research questions. On the whole, the three automated English scoring systems show different grading credibility compared with human grading. First of all, there are significant positive correlations between teacher's scoring and Juku's as well as Bingo's grading respectively in the three tasks of different topics. However, iwrite2.0's scoring is only positively correlated with the teacher's in one of the three tasks. What's more, among the three automated essay scoring systems, Juku's mean score is the closest to the teacher's. In addition, Bingo's scoring can reflect bigger individual difference, since its standard deviation is always the biggest. Secondly, there are significant positive correlations between Juku and Bingo, but there is no significant positive correlation between iwrite2.0 and either Juku or Bingo. Thirdly, there is significant difference between the teacher's scoring and the three automated essay scoring systems in one task of the three. Lastly, the writing genres have an effect on the credibility of the three systems, among which the iwrite2.0 is more negatively influenced. Thus, in English writing instruction, teachers should realize these differences and guide students to use proper automated English essay scoring systems accordingly.

First, on one hand, English teachers in China are encouraged to apply Juku and Bingo automated English essay scoring systems to assist their English writing teaching practice since their scoring credibility is proved and they can greatly relieve the teachers' burden. On the other hand, English learners should also be encouraged to write more English essays with the help of these automated essay scoring systems to improve their English writing proficiency because they can receive instant and effective feedbacks. Second, teachers should try to combine human scoring and the system's scoring to make up the shortcomings of those systems. Meanwhile, students should be conducted to understand and use a variety of English writing skills, which would make them truly utilize the automated English essay systems. Last but not least, to meet the ideal universally recognized standard of correlation (0.8), all the three systems' developers are expected to adopt effective measures to update the systems to improve their systems' grading

credibility. Especially for iwrite2.0, developers are supposed to pay more attention to the impacts of writing genres on the system's scoring credibility.

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A Brief Study on the Training of Peer Review Practice in the EFL Writing Class

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[Abstract] *Process writing approach has been used in the EFL writing class over the last few decades. It involves the comprehensive application of social, cognitive and linguistic strategies in the process of writing. Peer review as one of the four phases of the writing process plays a more important role and arouses the teachers and the researchers' great interest. Proper use of peer review will help to improve both the writers and the reviewers' writing technique and achievement. This study shows that non-English major students need more guidance and support from the instructors for the better practice of peer review.*

[Keywords] *process writing; peer review; training*

Introduction

The process writing approach has aroused the researchers' great attention ever since it was put forward in the 1970s. It has been gradually applied in the English writing class for EFL learners. Different from the traditional teacher-based method that mainly focuses on the grammar and the form of the composition, the process-centered approach emphasizes that writing is a comprehensive task involving cognition, writing and social interaction processes. Through a series of cognitive and interactive activities in the writing process, the students are expected to understand and internalize the approach of process writing and actually improve their writing ability.

Although there is no universally acknowledged definition, process writing mainly consists of following four phases in many studies at home or abroad (Graham, 2011; Zhao, 2018). Prewriting task, also a phase of preparation, is the first phase during which the students are supposed to choose and narrow a proper topic, collect the information they need and outline their compositions. Then the students actually produce their compositions, which is the second phase—drafting. When the first drafts are done, the revising work begins. In this phase, the drafts are evaluated and reviewed either by the teacher or the students, or both. The last step is the editing phase. The students who receive the evaluation or the reviews are now to edit and modify their first drafts. They are presumably expected to reorganize the content or correct the mistakes in their drafts. When their final drafts are submitted, the whole process may come to an end. In the whole process, the students are required to actively take part in all the four activities, especially the prewriting and reviewing parts that are often ignored for one reason or another.

Research has shown the positive effects of process writing on EFL learning. Based on the interaction theory, process-centered pedagogy emphasizes the necessity and value of cooperation in language learning. Focusing on the structure, grammar and vocabulary helps the EFL learners to some degree to write a regular English composition, especially for those with relatively low language proficiency. However, only focusing on the written product is not

enough to improve the students' language ability on the whole. Language study, like many other subjects, requires a large amount of thinking and practicing. Process-centered learning offers them the opportunity of experiencing the exploratory and creative nature of writing (Barnes, 1983), which actually takes place in their inner space and embodies internalization in its real meaning. In each session of the process writing, the students must actively participate in the group experience. They learn not only to think independently and critically, but also to cooperate with other students to explore the problems, look for evidence to prove or disprove their ideas and find ways to solve the problems. Meanwhile, this process also helps to complete the transition from developing students' general learning ability to cultivating their self-directed learning ability.

Graham and Harris wrote an article in 1997 discussing process writing. As the title of their article "*Does one approach fit all?*" suggests, this writing strategy still could be problematic. The effects of process writing approach appear differently among different student groups. Research has shown that process-oriented writing approach impairs rather than improves EFL learners' writing ability, especially for those with low language proficiency. Students with relatively high language proficiency tend to work on every task actively and seriously. The response from these students is generally positive. The students who are lack of foundational language skills have difficulties in getting involved in the activities to a great degree, so that they perform poorly in many aspects of the whole process and are less likely to acquire the needed abilities. Another problem is when "the process" as a concept is overemphasized, the learning of basic language skills is often ignored. Not enough attention is devoted to the training of foundational writing skills. This phenomenon often appears in the EFL writing class. Because of the teacher's encouragement and instruction, the first phase is generally well conducted in class with the individual efforts or through the group cooperation. However, the students sometimes fail to express their opinions clearly and accurately when they start writing (the drafting phase), which will further influence the quality of review and even the editing phase.

Peer review as an important part of the writing process

Peer review, also known as peer feedback or peer assessment, as part of the process writing has similar advantages and disadvantages for the EFL learners. There are empirical evidences indicating the benefits of using peer review in EFL writing class. As an essential phase of process writing, peer review encourages collaborative learning among students, cultivates their abilities of critical thinking and exploratory studying, and helps to improve the students' writing performance. These benefits and gains have been supported by many studies (Deni and Zainal, 2011).

Meanwhile, it is noteworthy that there are problems in practice that need to be solved. Some studies show that peer review generates negative effects on EFL learners' motivation and performance (Deni and Zainal, 2011). Some students argue that peer review doesn't have efficient and beneficial uses since there is no obvious improvement in the writing ability. Students are doubtful about the correctness and helpfulness of the comments they receive from the peers and would rather their compositions receive assessment and comments from the teachers. Some students admit that they lack of confidence in committing the peer students' writings. Some seem to be getting fed up with the reviewing task after a couple of assignments. They think they are doing some dull and routine work.

EFL learners tend to focus more on grammar, spelling and punctuation problems in the peer students' writings. The comments focusing on these problems are categorized as the mechanistic dimension that appear in EFL students' feedbacks quite often and comprise a large proportion of the contents they make. When students pay more attention to those surface problems, less attention is paid to thesis, flow, logic and depth of meaning problems, which are mainly characterized as content problems. The students either ignore the content problems or fail to detect them. Attributed to relatively low language proficiency, the students have difficulties in detecting, identifying and giving suggestions to solve the problems in the peer students' writings. Some may even misunderstand the writer's original

idea or even provide incorrect feedback. This may well explain why some students prefer to get their writings rated and corrected by the teachers. In addition, students under certain cultural background offer less critical and negative comments. Praise appears in the students' feedbacks more often than criticism (Zhao, 2018). It may be attributed to the cultural requirement of being polite or maintaining interpersonal harmony.

Previous research on peer feedback training and teacher's intervention

Various studies indicate that EFL students' review ability can be improved through feedback training. Feasible and reliable rubrics are useful guidance to direct the student reviewers to read, analyze and make comments on the peer students' writings. Teachers' instruction and explanation of the guidance in detail will help to clarify many abstract concepts and ideas. Especially when peer review practice and the rubrics are new to the writing class, both the writers and the reviewers will be better aware of the requirements of their writing and reviewing tasks. During the feedback practices, teachers' timely intervention also has great influence on students' work. This is even more practical since unexpected problems often occur in the review process. The teacher will offer concrete guidance and correction according to the specific problem faced by the individual student (Chang, 2015; Yu, 2017).

The study

30 first-year students from a normal university in China participated in the study. All the students were non-English majors. During the 17-week semester, they were asked to write two essays. The four-step writing process (brain-storming, first draft, peer review, back review and second draft) was conducted in-class and out of class. Except the brain storming part, the rest of the task was conducted on an online peer review system Perceptive. Students did the review work after class on their own. Both of the two assignments were argumentative writings to keep the results more comparable and persuasive. In order to present the importance of feedback training and teacher's intervention, both of the assignments followed the same routine with the only exception of teacher's instruction in the peer review part. Before doing the first review work, the students received the rubrics of comment. It was the first time for the students to use the online peer review system, so that the teacher instructed them how to use the platform. Meanwhile, the teacher generally explained the reviewing rubrics to the students so that they would have a basic knowledge when they started commenting the peer students' writings.

When the first assignment was completed, the teacher checked the students' comments and interviewed several students. In the interview the students expressed the difficulties they had in the review part. Interestingly, the students' worries and confusion were in accord with some features of their comments. First of all, they didn't quite understand the rubrics. When the review task was conducted out of the class and conducted by the students independently, they were unwilling to ask for help from the teacher or discuss with other students when problems occurred. Therefore, some "smart" students just copied the expression of the rubrics, and added some simplest comments such as "*rebuttal used to disapprove the fallacy of the counter argument*", "good". Another problem is the students failed to answer some *how or why* questions listed in the rubrics, such as "*to what extent does the content effectively address the writing task?*" or "*how well does the writer...*". They neglected the questions that needed specific explanation and preferred to answer in the yes-or-no way. Some admitted that they actually found some problems, but they had greater difficulties in expressing their ideas. Some students politely expressed their disbelief about the feedback they received. "*I don't agree with the guy who commented on my composition, and I'd like to talk with him if possible*". Some directly pointed out that some of the comments were not helpful by saying "*I found the comments didn't help at all when I tried to edit my second draft*". The latter two problems were not the focus of the present study, but they did disturb the students in their review work.

In order to solve the problems that occurred in the peer feedback practice, the teacher carried out a series of training in class. Since the students had applied the rubrics to their review work, they accumulated certain experience. The rubrics were now illustrated with some real examples so that the students would have a clear and intuitive understanding. The students were also allowed to discuss in small groups to settle the disputes and differences of their opinions. After the group discussion among the students and the further elaboration of the rubrics from the teacher, one of the students' writings was selected as a sample and the copies of the composition were distributed to the whole class. All the students were asked to give feedback on the sample based on the rubrics in class. The teacher offered proper instruction while the students doing their review work. At last, the teacher gave the suggested answers and further explained when it was necessary. After the peer feedback training, the teacher assigned the second writing task. The whole writing process remained the same. When the second writing task was completed, the data of the students' comments was collected and compared with that of the first assignment. Another interview was conducted as well.

The study examined the difference between the students' comments they made before and after the feedback training. Firstly, the basic data including the length of the comments and the number of idea units were collected and calculated. The results of the comparison indicated that after the feedback training the students tended to give longer comments. The average length of the feedbacks increased from 88 to 165 words given by per reviewer. Meanwhile, they tended to give comments from more perspectives, with the number of idea units increasing from 10.25 to 16.75. One of the students said in the interview that he had more confidence in commenting on the peer students' writings in the second round of reviewing task. Similar response from the students were "*there was less confusion when I tried to give comments*" and "*I did the review work more quickly because I knew what the problems were and how to express my ideas*". Then the specific features of the peer feedbacks were further examined and analyzed. The feedbacks were categorized into general comments and specific comments. When the reviewers read the peer students' writings, they made global comments like a summary of the original work. Feedbacks like "*the article is clear in thinking and the argument goes deep step by step*" were quite typical. This type of comments was mainly positive or neutral. The specific comments focused on problem detecting and solving. The reviewers detected and diagnosed the problems in the peer students' writings and tried to give a suggestion where it was necessary. The results showed that before training, the student reviewers gave more comments summarizing the content or the features of the peer students' compositions than comments focusing on problem solving. Each reviewer offered 7 global comments and 4.25 local ones averagely. By contrast, after the training the students paid more attention to the specific problem occurring in the compositions. The result indicated that there were 9.25 general comments and 9.25 specific comments in each reviewer's feedbacks on average. Although the difference of the numbers of general comment was not very significant, the number of the other type of comment increased to a great extent. It was also noteworthy that before training the reviewers offered less suggestion to solve the problem they found in the compositions and seldom definitely pointed out where the problem was located. Only 7.7% of the total specific comments pointed out the precise location of the problems and 23.1% were about how to solve the problems. The two numbers increased to 27.0% and 43.2% respectively in the second review task, which indicated that the reviewers had a better awareness of critical thinking and the practical use of peer review. The difference can also be found in the follow-on interview. Some students said that "*thank the reviewers very much for their comments. They helped me a lot and the problems they pointed out were very specific, which made me understand my problems very clearly*" or "*these comments are helpful to me, and I really should reconsider the use of words in my composition*". One of the students admitted, "*when I read the other students' writings, I realized that I had made the similar mistakes*".

Conclusion and pedagogical implications

The findings of the study show that the peer feedback training and teacher's instruction help the students to make effective and useful comments on the peer students' compositions. Through the sequential and interrelated writing tasks, the students had a personal experience of process-centered writing practice. They gradually established a proper awareness of critical thinking and actually enhanced their self-efficacy. In this study, the students held both roles of writers and reviewers. Therefore, except from receiving comments and suggestions from the peer students, the students were able to reflect on their own writings from a different perspective. To the purpose of better application of peer feedback, the design of the rubrics, the training environment and training strategy, and the assessment of the teacher's qualification to instruct the students' review activity are truly worthy of further study.

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A Study on Features of Lexical Chunks in Senior High school English Textbooks

—based on the textbook of *New Senior English for China (NSEC)*

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[Abstract] *This study adopts a self-built corpus based on textbooks of New Senior English for China (NSEC) published by the People's Educational Press, trying to find out the features of lexical chunks in this set of textbooks. After the analysis and manual work, it has found that lexical chunks in this set of textbooks are occurring quite frequently and structurally, the 4-word lexical chunks that incorporate noun phrase and prepositional phrase fragments take up the largest percentage among three structural types, while those incorporate dependent clause fragments account for the smallest part. And functionally, referential expressions chunks are the most common type, while discourse organizers chunks are the least common one.*

[Keywords] *lexical chunk; English textbooks; corpus-based approach*

Introduction

A variety of studies in the last four decades have demonstrated the prominent role of lexical chunks, especially their role in language teaching and learning. As proved in some related studies, lexical chunks may function as a short-cutting device which can help saving time and effort for processing information and allowing the speaker and the hearer to pay attention to elsewhere in a conversation, for example, to the social aspects of an interaction rather constrained within linguistics aspect (Peters, 1983). Some researchers even stated that learners need to learn not only generative grammar but also lexical chunks in order to achieve native-like proficiency (Pawley and Syder, 1983). Besides, lexical chunks bear functions of expressing stance, organizing discourses, referring entities in texts. Biber and his partners (2004) detailed the structural and functional classification of the lexical chunks. According to him, the structural classification goes into three types and further into seventeen sub-types and similarly the functional classification goes into four types and eleven sub-types (as shown in table 3 and 4 respectively).

There is still a continued passion on studying lexical chunks particularly in the field of Second Language Acquisition (SLA). It is the corpus linguistic development that makes possible the studying on lexical chunks distributing in large texts. The development of corpus linguistics gains its speed since 1980s when bunch of studies on lexical chunks adopting corpus-based approach were conducted. With the help of computer technology and the Internet,

scholars are capable of collecting and analyzing the enormous data within minutes even seconds, so some of them investigate the lexical chunks in students’ writing and spoken texts and compare these lexical chunks with those used by native speakers. Some of the scholars go further and work out the Lexical Approach for SLA, which put emphasis on lexical chunks rather than traditionally–emphasized grammar. Thus, as the corpus linguistics develops, the lexical chunks gain more attention especially in SLA.

The New English Curriculum Standard for senior high school, which is issued in 2017 by the Chinese Ministry of Education and has been implemented since January 2018, also puts significance on lexical chunks and requires that vocabulary learning is not a mere word memory, nor an independent word practice, but a comprehensive language practice activity carried out in combination with specific themes and in a specific context. In addition to guiding students to understand and use the vocabulary more widely, the high school vocabulary teaching should focus on cultivating students’ awareness of lexical chunk in context. In class, teachers should pay attention to the presentation of lexical chunks to help students notice and get access to the habitual collocation and expression of verb phrases, prepositional phrases, noun phrases, adjective phrases and adverbial phrases.

Additionally, teachers of English as Second Language (ESL) are often encouraged to increase their use of extra teaching material rather than use their textbook as the single resource of providing language input to their students. However, the textbooks are still the major and direct material of language teaching and learning that teachers and students can first turn to. Thus it is necessary to investigate the lexical chunks in senior high school textbooks for teachers and students to make better use of the textbooks and facilitate language teaching and learning.

To sum up, lexical chunks has a prominent influence on SLA and therefore many scholars concentrate their research on lexical chunks and the *2017 New English Curriculum Standard for senior high school* lays emphasis on lexical chunks in vocabulary learning too. Besides, textbooks are the most dominant materials for teaching and learning. So the study exploring the features of lexical chunks in textbook is necessary and the corpus analysis software makes it possible. Thus, with both necessity and possibility, this study is conducted.

Description of the research

In this part, corpus and tool used in the study, and major research procedures will be described.

Research Corpus and tool

In order to investigate the feature of the lexical chunks in senior high school English textbook, a corpora are built based on New Senior English for Chinese (NSEC), published by People’s Education Press. The corpus used in this study is self–built based on the reading texts in book 1–8 of NSEC. The main research tool of this study is AntConc (3.5.7.0). It is a free yet powerful corpus analysis toolkit developed by Laurence Anthony of Waseda University in Japan. It has seven major functions as shown in Figure 1: Concordance, Concordance plot, File View, Clusters, Collocates, Word List and Keyword List. Three functions are used for this study and they are Word List for counting the total number of word types and tokens in the texts, the Clusters for identifying and extracting the lexical chunks occurred in the texts and the Concordance Plot for retrieving a certain lexical chunk back into the context where it appears.

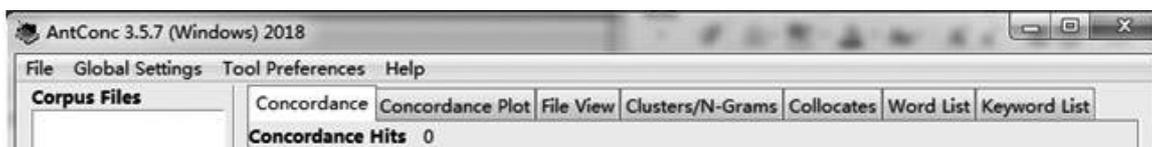


Figure 1. A screenshot of AntConc’s major functions

Research Procedures

The first step is corpora building by selecting the reading texts and then filtering the texts. Non-text contents like tables, figures, graphics, and references are deleted to make plain texts, also the disordered structure are modified and finally compile them into txt. format files, as requested by AntConc. The final sizes of the corpus is 28,049 words.

The second step is extracting the data (lexical chunks) with the help of AntConc. Then operate the Word List function to produce a list of word types and tokens and calculate the word type-token ratio (TTR) manually, which is a measurement of word density. Next, Clusters/N-Grams function helps with creating lists of reoccurring lexical chunks. The criteria of selecting lexical chunks from the corpora are mainly based on frequency and the size of the lexical chunks. Actually, about the cut-off point of frequency, scholars have different opinions. Biber et al. (1999) apply a cut-off point of 10 times per million words. Then in 2004, Cortes adopted 20 times per million words as his research cut-off point. Biber and Barbieri (2007) apply a stricter criterion of 40 times per times words. Basically, the higher the frequency of a lexical chunk, the more valuable and significant the lexical chunk is. This study thus follows the strictest and the most conservative standard of 40 times per million words. So according to the formula proposed by Ma (2009), the frequency cut-off point of lexical chunks in this study can be calculated.

Original Frequency= Standard Frequency*Total Tokens/1,000,000

NSEC: $40 * 28,049 / 1,000,000 = 1.12$

Therefore, the frequency of the lexical chunks investigated in this study should be at least twice to ensure the lexical chunks occur 40 times per million words. Then with the limit of this frequency criterion, lists of 3-6 word chunks are produced.

The third step is analyzing the data. After the extraction of lexical chunks following the procedures mention above, here comes the manual work of examining these lexical chunks. Frequencies of 3-6 word chunks are analyzed to investigate the overall distribution features. Then the structural and functional features of 4-word chunks are further discussed because 4-word chunks present a wider range of structures and functions while are far more common than 5-word and 6-word chunks, and 4-word chunks are the most common research subject in other scholars' studies.

Findings and discussion

The presentation of the findings and the discussion will follow the order of overall distributions, the structural and the functional classifications and the relationship between the structural and the functional classifications of the 4-word lexical chunks in the reading texts of NESC.

Overall distributions of the lexical chunks in the reading texts of NESC

Firstly, the words distributions are presented as the background information of the reading texts. The overall distributions of the words in the reading texts of NESC are displayed in the table 1, which shows the number of word types and word tokens of the reading texts in them.

A word type is the abstract word form while a token represents an individual word in a piece of text. And every single word token belongs to its type, which means that when we calculate the occurrences of a word in a piece of text/corpus, we are counting the word tokens that belong to the same word types. For example, sentence "I see a cat and a dog." contains seven tokens but six types (the type "a" occurs twice).

Table 1. Distributions of words in the reading texts of NSEC

corpus	Word Types	Word Tokens	Type–token ratio
NSEC	4104	28049	14.63%

It can be seen that for the chosen corpora the number of word types and number of word tokens are in the same order of magnitude: 4000 something and 20000 something. But only with these two statistics, it is still hard to measure the precise distributions of the word because there are still some detailed differences. Thus, the type–token ratio (TTR) serves as a measurement of vocabulary variation within a text. To put it in another way, TTR can be used to monitor word density within a text, namely how much information contained in a text.

Similarly, the type–token ratio of lexical chunks can be seen as a measurement of lexical chunk density in a piece of text. Therefore the chunk type–token ratios are calculated in the following table.

Table 2. Distributions of lexical chunks of the reading texts in NSEC

Size of lexical chunks	No. of lexical chunks in NSEC	
	Types	Tokens
3–word lexical chunks	1098	2709
4–word lexical chunks	248	551
5–word lexical chunks	69	149
6–word lexical chunks	30	63
Total	1445	3472
Chunk Type–token ratio	41.62%	

For the following presentation and discussion, only 4–word lexical chunks are analyzed because 4–word lexical chunks present a wider range of structures and functions than 3–word lexical chunks, so generally speaking, the shorter lexical chunks are incorporated into their corresponding ones. For example, “in the same” and “the same way” can be incorporated into 4–word chunk “in the same way”. While 4–word chunks are shorter than 5–word and 6–word chunks, so 4–word chunks bear more chances to form different longer chunks thus are more common and more representative than 5–word and 6–word lexical chunks. Furthermore, most researchers take 4–word lexical chunks as their research focus. So does this research.

Structural classifications of the 4-word lexical chunks in NSEC

Table 3. The structural classifications of 4–word lexical chunks in the reading texts of NSEC

classifications	No. of 4–word chunks in NSEC	Percent of 4–word chunks in NSEC
Lexical chunks that incorporate verb phrase fragments	85	34.27%
(connector+) 1st/2nd person pronoun+ VP fragment	9	3.63%
(connector+) 3rd person pronoun +VP fragment	30	12.10%
Discourse marker +VP fragments	2	0.81%

Verb phrase (with non-passive verb)	33	13.31%
Verb phrase with passive verb	3	1.21%
Yes-no question fragments	6	2.42%
WH-question fragments	2	0.81%
Lexical chunks that incorporate dependent clause fragments	31	12.50%
1st/2nd person pronoun+ dependent clause fragments	4	1.61%
WH-clause fragments	4	1.61%
If-clause fragments	3	1.21%
(verb/adj.+)-to-clause fragment	16	6.45%
That-clause fragments	4	1.61%
Lexical chunks that incorporate noun phrase and prepositional phrase fragments	133	53.63%
(connector+) Noun phrase with of-phrase fragment	35	14.11%
Noun phrase with other post-modifier fragment	19	7.66%
Other noun phrase expressions	27	10.89%
Prepositional phrase expression	48	19.35%
Comparative expressions	4	1.61%
Total	248	100%

As shown in table 3, the number of *noun and prepositional phrase* lexical chunks in NSEC is the largest of 133, and within this type, the distributions of each sub-type are different: the prepositional phrase expression (like “*in the centre of*”) is the largest of 48 while the number of *comparative expression* (like “*and more than fun*”) is smallest of 4. The number of verb phrase lexical chunks is the second largest of 85, and within this type, the verb phrase chunks with *non-passive verb* (like “*was a time when*”) takes up the largest number of 33 while the *WH-question* (like “*what do you think*”) and *discourse marker +VP* fragments chunks (like “*I am afraid that*”) both take up the smallest number of only 2. The number of dependent clause chunks (like “*I was able to*”) is the smallest of 31 and within this type itself, each sub-type is distributed evenly except the to-clause fragments (like “*to live in a*”) much more than the rest sub-types.

Functional classifications of the 4-word lexical chunks in NSEC

From Table 4, the lexical chunks of the *referential function* are the most in NSEC with the number of 121, within which the identification lexical chunks contribute most with the number of 50, while the *imprecision indicators* only 5. Lexical chunk of *special conversational function* are of the second largest number and within this type of function, the distributions of each sub-type is quite uneven: 0 *politeness chunks*, 5 *simple inquiry chunks* and 57 *reporting chunks*. The numbers of *stance expressions* and *discourse organizer* fall into the third largest and the smallest respectively. And each sub-type within these two types is distributed evenly compared with the other two types.

Table 4. The functional classification of 4–word lexical chunks in the reading texts of NSEC

Classification	No. of 4–word chunks in NSEC	Percent of 4–word chunks in NSEC
Stance expression	36	14.52%
Epistemic stance	14	5.65%
Attitudinal/modality	22	8.87%
Discourse organizer	29	11.69%
Topic introduction/focus	18	7.26%
Topic elaboration	11	4.44%
Referential expression	121	48.80%
Identification	50	20.16%
Imprecision indicator	5	2.02%
Specification of attributes	26	10.48%
Place/time/text/multi–function	40	16.13%
Special conversational function	62	25.00%
politeness	0	0
Simple inquiry	5	2.02%
Reporting	57	22.98%
Total	248	100%

Conclusion

This study investigates the lexical chunks, especially 4–word lexical chunks, in the reading texts of NSEC by adopting a corpus–based approach and tries to find out what are the features of lexical chunks in NSEC. As a result of extracting, classifying, and analyzing the 4–word lexical chunks, it has found that:

Firstly, lexical chunks are occurring quite frequently. By calculating and comparing the word type–token ratio and the chunk type–token ratio, which can be seen as the measurement of word density and chunk density, it is found that chunk density is much higher than word density.

Secondly, 4–word lexical chunks follow certain structural and functional features as following: structurally, the *noun and prepositional phrase* lexical chunks are the most while the dependent clause the least among three structural types and functionally, *referential expression* chunks are the most common type while the *discourse organizer* chunks are the least among four types of function.

Textbooks are still the major and direct material of teachers’ teaching and students’ learning. Reading texts in the textbooks consist of a large number of lexical chunks and lexical chunks are helpful in fascinating understanding

of the message. Thus it is necessary to figure out how to make use lexical chunks in the texts and based on the major findings of this study, here are some implications:

On one hand, textbook developers may give consideration to including more variety types of lexical chunks and put more emphasis on those core lexical chunks in textbooks; on the other hand, both teachers and students should raise the awareness of the fact that language consists of large number of lexical chunks and that there are larger number of lexical chunks should be further raised, especially for NP-based, VP-based and PP-based chunks which are the most common chunks in the textbooks; third, some activities that help students notice the lexical chunks in the texts can be developed and teachers can employ more lexical chunks in their classroom teaching.

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The Construction of the Multi–role and Multi–evaluation Model in the Writing Course from the Perspective of Key Competencies

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[Abstract] This paper aims to apply the key competencies and sociocultural theory into the teaching of English writing by the construction of a multi–role and multi–evaluation model. From the theoretical perspective, this model is designed to assist the teaching of English writing by combining the multiple roles of both teachers and students.

[Keywords] multi–role and multi–evaluation model; key competencies; sociocultural theory

Introduction

With the development of international research on second language writing, more and more attention has been paid to the problems of college English writing in China, such as the absence of students' speculative thinking, the neglect of students' subjective role in writing. In order to explore the ways to solve writing problems, researchers try to innovate writing teaching methods, such as length writing, experiential writing, process teaching under the network environment, and critical writing based on social and cultural perspectives. At the same time, the research results of international second language writing are also emerging. Therefore, theoretical research on teaching needs to be realized urgently. It is worth discussing how to effectively apply the theoretical results to the classroom teaching of writing, how to construct a teaching mode with strong popularity and operability, and how to effectively improve the students' writing level. This paper aims to apply the key competencies and sociocultural theory into the teaching of English writing by the construction of a multi–role and multi–evaluation model.

A Review of the Study of Key Competencies and Socio–cultural Theory

Key competencies is a research area in the field of education at home and abroad. Key competencies refer to the ability of students to face the needs of future learning, development, survival and competition, the ability to solve complex problems in uncertain situations, the necessary basis for the development of other general literacy, has the characteristics of generality, non–disciplinarity and transferability. (Slee, 1989, p. 64; Dunne et al., 1997, p. 513). Unlike subject knowledge, key competencies are a combination of knowledge, skills, attitudes and values.

Key competencies reflect the characteristics of the intellectuals in essence. Scholars at home and abroad have proposed many key competencies models, which generally include critical thinking ability, problem solving ability, communication and cooperation ability, information literacy, self–development and management ability, learning abil–

ity and so on (Bennett et al., 1999, p. 78). Language competence is the “core” of the key competencies of English subject. The key competencies of cultural character not only refers to understanding some cultural phenomena and emotional attitudes and values, but also includes evaluating the cultural traditions and social cultural phenomena reflected in texts, explaining the cultural traditions and social cultural phenomena reflected in texts, comparing and summarizing the cultures reflected in texts, and forming their own cultural standpoints and attitudes, cultural identity and cultural discrimination abilities. As a core quality, thinking quality is different from thinking ability in general sense, understanding ability and expression ability in language ability core quality, but some thinking quality closely related to English learning. The concept of “learning ability” is used to replace the “learning strategies” in previous versions of English curriculum standards, which further highlights the importance of learning to learn. Students need not only to use learning strategies in the process of learning and using English, but also to form the ability to learn English, creating conditions for autonomous learning and sustainable learning.

In view of this, this study aims to construct a multi-role participation and multi-evaluation model for college English writing to realize the educational value of key competencies, from the perspective of sociocultural theory, applying the research results in the field of second language writing and hoping to provide some reference and inspiration for college English writing teaching.

Socio-cultural theory emphasizes the socio-cultural context of cognitive development and holds that the motivation of cognitive development comes from the latest development areas created by learners at different levels; development is most likely to occur among learners at different levels, so social interaction in the latest development areas is a necessary condition for promoting cognitive development (Vygotsky, 1978). From the perspective of social-cultural theory, students get motivations for development through interaction. Therefore, in writing, students should not only be the object of teacher guidance (Murphy, 2000), but also gradually acquire autonomy in their learning practice (Willis, 2011).

Teachers from the perspective of social culture are not authoritative writers, but equal writers with students (Murphy, 2000). Their main role is to create situations to encourage students to play a subjective role and provide effective guidance for them (Hawe & Dixon, 2014). In the multi-role model, teachers design abundant classroom activities according to the needs of the writing process to provide students with a variety of support and help, so that students can think independently about the topic in a more comprehensive and detailed way, so as to revise the article repeatedly in the writing process and achieve multi-manuscript results. In the process of writing, revising and evaluating, we should cultivate the relevant ability of key competencies, and ultimately reach the goal of English cultivating value.

The Multi-role Participation and Multi-evaluation Model

The multi-role participation and multi-evaluation model based on the cultivating value in the key competencies aims to provide different classroom activities and create conditions for students’ multi-directional interaction and cooperation. In this process, students realize the role transformation and experience the conception, writing and modification, the whole composition process, giving full play to the students’ subjectivity of writing. Thus, based on multi-role and multi-evaluation model and the characteristics of college English teaching, the author puts forward the multi-role participation model in writing teaching.

Overall framework

Based on the multi-role and multi-evaluation model of the key competencies value of educating people, by creating different classroom activities, we can create conditions for students’ multi-directional interaction and coopera-

tion, enable students to realize role transformation in the writing process, experience the whole process of article conception, writing and revision, and give full play to the subjective role of writing in order to cultivate students' learning ability, thinking quality and writing. In the end, the goal of educating people in English will be realized by changing their character and language ability. Therefore, based on the multi-role model and the characteristics of English major teaching, this study proposes a multi-role participation and multi-evaluation model for college English writing teaching.

The main contents of this study

Multiple correspondence between multiple roles and key competence. Students' multiple roles in writing process include thinker, author, editor, reader/referee. These roles in writing process have multiple corresponding relations with cultural character, language ability, thinking character and learning ability in English key competencies. That is to say, while students play these roles in the process of writing, they also develop the abilities in various core qualities of English, and ultimately realize the educational value of English subject. For example, as an editor, students have trained their thinking quality (logical ability, expressive ability), language ability (emphasis on language wording and rhetoric) and learning ability (grasp the method of self-revision) in the process of revising the second draft.

Multiple teaching methods. Breaking through the traditional teaching form of "one speech and one lecture" in writing class, under the influence of "multiple teaching evaluation mechanism" to promote learning by evaluation, teachers and students teach together, classroom teaching and extracurricular network interaction are combined. Especially the operation mode of multi-feedback after class extends the group teaching after class to ensure that every student receives sufficient feedback. In the second stage of the "multiple teaching evaluation mechanism", the group peer review exhibition aims to let students further understand their own writing problems. Through the reflection of the review process, it presents specific writing and evaluation problems, and solves the related problems through classroom discussion. At the same time, it also realizes the function of training peer peer review.

Multi-technology support. In order to achieve student-centered teaching objectives, multi-teaching, multi-feedback and students' autonomous learning, our writing course is supported by a large number of text data, various learning software and resource platforms. First, students write with Word documents. Secondly, students exchange homework through QQ or Wechat. Thirdly, students can save their own data on the corrective network and keep checking, thus realizing the data aggregation and association. Fourthly, in the group presentation of reciprocal evaluation, students can use Power Point to show the problems encountered in the group reciprocal evaluation to the whole class. Fifth, students can share their writing texts to the whole class through network technology.

Multiple teacher-student interaction. With the help of educational technology, the interactive communication between teachers and students in this course has the characteristics of diversification, digitalization and convenience, increasing the "effective information input" (Krashen, 1985). Teachers and students interact in many ways: (1) Synchronization and asynchronization: In terms of communication time, real-time communication and asynchronism communication can be used. Classroom teaching, group discussion, question answering, writing process, summary and other activities can be achieved through real-time communication; teachers can upload courseware, students browse courseware, provide feedback suggestions, teachers describe tasks and assignments, students submit homework, teachers can provide text feedback information, online discussion and so on can be achieved through different forms of communication. (2) The combination of reality and virtual: in the communication space, we can adopt the way of real communication and virtual communication. The corner of classroom, restaurant and campus provides real communication space, and the network platform provides virtual communication space. (3) The combination of face-to-

face and digitization: In terms of communication mode, it can be divided into face-to-face communication and digitized text communication. The former includes classroom teaching activities and group activities, while the latter is realized through electronic text and hypertext.

Multiple classroom management. With the help of various technical platforms, a three-dimensional communication bridge is built between teachers and students. In addition to the homework submission platform such as the correcting network, direct communication between teachers and students can be achieved through QQ and Wechat between one-to-one and one-to-one groups. In group teaching, the whole class is managed by cooperative learning among groups, including classroom attendance management and homework submission. The group decides to submit an assignment to the teacher (one third of the total assignment per assignment) and the assignment will receive one-to-one feedback from the teacher. This can not only effectively reduce the workload of correcting homework in the process of teaching, but also stimulate the learning enthusiasm and self-learning consciousness of individual and group students.

Multiple learning outcomes. Under the effect of “multiple teaching evaluation mechanism” to promote learning by evaluation, group cooperative learning is introduced, students can combine freely, choose their own theme and write in teams. Team learning occurs in the process of writing, and learners are encouraged to volunteer to form a three-person team according to their respective specialties and hobbies. Students’ multi-learning achievements have achieved the following sharing of “shared skills”. Firstly, group cooperation ability and writing software operation skills. Machines can’t completely replace human beings, and can’t judge the subjective parts of articles such as intention, text structure, cohesive means, phrases and sentences, but they can form a benign technical supplement with the three-level evaluation model to complete self-evaluation and peer-to-peer evaluation. Second, document management (preservation and naming of document originals). Document management is a new skill that needs to be learned in the era of electronic writing. Third, the etiquette of sending mail. Whether e-mail is sent smoothly or not is an important guarantee for the actual operation of network writing. The setting of automatic recovery of each group’s mailbox ensures that the other party receives the mail in time. After receiving the mail, the group will respond manually and effectively, and inform the other party whether the file can be opened normally. Email naming, attachment sending and other details of email sending need to be shared experience and learning. Fourth, time management. Learn to abide by deadlines and arrange time reasonably. Fifth, get along with peer team members. All in all, these skills are the basic skills of digital academic writing.

Multivariate data teaching, learning, research, management and application. In the era of big data, teachers can build a database on the basis of teaching for teaching, evaluation and research. Through the exploration of teaching practice, we have established a sample database of students' writing tasks to provide reference for students’ writing. They can refer to the evaluation criteria of specific tasks to understand teachers’ “expected performance”. In the evaluation, we also try to set up a small-scale evaluation corpus to give feedback on a certain kind of composition problems, so as to reduce teachers’ repetitive work. In the evaluation process, with the help of online software such as marking network, online preservation of students’ writing process, data extraction is convenient. In terms of research, students’ writing reflection records and writing texts are good research materials, which provide a good research basis for the continuous innovation of teaching and evaluation.

In order to improve the feedback quality, formative evaluation is adopted in multi-role model. In the five drafts written by students, the first draft is only used as a reference and not evaluated. The other four drafts are not compared horizontally with other students, but are compared vertically with students’ own compositions. That is to say, the progress of each draft relative to the previous draft is examined, and the students’ acceptance of constructive feedback and the corresponding revision are mainly concerned. At the same time, the self-evaluation of students, the

evaluation of peer composition and the evaluation quality of the group are all the contents of teacher evaluation.

Implications and Conclusion

This study constructs a multi-role and multi-evaluation framework for key-competencies-centered writing teaching, and applies the concept of key competencies to specific teaching practice. Although key competencies is a concept put forward by the new curriculum standard of senior high school, it is also a kind of ability and accomplishment of sustainable development in the stage of University education, which has reference significance for college English education. College English writing course can also bear the responsibility of cultivating students' learning ability, language ability, thinking quality and cultural character, so as to realize the educational value of English subject. Based on the key competencies as the guiding ideology and the social and cultural theory, this study establishes a set of complete writing training framework, and forms a complete writing training process of teaching, writing, re-writing and evaluation.

From the perspective of social culture, the writing process is social (Tudge, 1992). Writing is not only a process of meaning construction, but also a process of consultation and dialogue between the author and potential readers. The author should not only express his personal views, but also consider the rationality of his personal views and the reader's acceptance. Through designing different classroom activities, creating appropriate situations according to the needs of writing process to promote the dialogue between the author and himself, editor, reader, referee and other roles, so that the author can examine the given topic from multiple perspectives, test the acceptance of the article, and reflect on his personal position, which not only helps students improve the quality of their composition in terms of language, content, structure and logic, but also helps them to improve the quality of their composition, to deepen students' understanding of the dialogue and enhance their thinking ability.

The multi-role participation model in College English writing teaching proposed in this study applies the research results of second language writing, creates different activity situations according to the teaching content, promotes students' social interaction and cooperation, and establishes the latest development zone, so as to give full play to students' subjective role in writing and provide impetus for writing progress. The study finds that this model effectively improves the quality of students' writing and has a sustained impact on the later development of students' writing ability and the cultivation of their autonomy. At the same time, the model can be simple and complex, providing detailed operational steps, without thematic and genre limitations, and has the possibility of promotion and application.

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The Impact of Self-Assessment Skills Training in College English Writing Class on Students' Self-Efficacy

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[Abstract] In recent years, more and more attention has been paid to self-assessment that emphasizes the cultivation of students' independence and autonomy. This paper aims to systematically execute the self-assessment skills training and explore the influence of self-assessment skills training in English writing class on students' self-efficacy and writing level, so as to test the effectiveness of the application of students' self-assessment in English writing classes in China.

[Keywords] impact; self-assessment; self-efficacy; College English writing class

Introduction

Self-assessment (SA) is promulgated as a useful tool to promote self-efficacy through assessment. Compared with the external assessment of learners' ability, it is more challenging to realize the systematic internal self-assessment of students. In the past two decades, in comparison to extensive research on formative assessment in foreign language teaching, there has been a lack of sufficient attention paid to the research on students' self-assessment of writing in higher education at home and abroad, especially in college English writing classes in China. Additionally, there are few empirical studies on how students play a leading role in the process of English writing, and how students realize self-efficacy of self-assessment and the multifaceted analytical self-assessment of writing texts in English writing class. Teaching students self-assessment skills in writing class is complex and time-consuming, so few teachers integrate the systematic self-assessment into their teaching. In view of this, to research on the students' self-assessment skills training through inquiry is crucial to the realization of writing self-efficacy.

Self-Assessment in Writing Class

Self-assessment attaches importance to the participation of students in the assessment process, so as to turn the assessment process into a part of learning, which is the cornerstone to realize students' independent learning and lifelong learning. As early as last century, the positive role of students' self-assessment has been recognized by many scholars and applied in many fields. Many foreign scholars conducted a large number of empirical studies on self-assessment from the perspective of theoretical value and practical significance. The abundant number of studies has indicated that SA is crucially effective and significant in developing the language skills and learning strategies and in raising the awareness and motivation necessary for language learning (Anderson & Freiberg, 1995; Baldwin, 2000; Boud & Falchikov, 1989; Coombe, 1992; Loacker & Jansen, 1988; McNamara & Deane, 1995; Oscarsson, 1997; Sluijs-

mans, Dochy & Moerkerke, 1999).

Arasian (1994) believed that classroom self-assessment can not only diagnose students' problems, but also judge their academic performance and provide valuable feedback for future teaching. Dickinson (1987) pointed out that self-assessment is an important part of autonomous learning and an important means for learners to evaluate, monitor and test their learning level and understanding ability. While in class, self-assessment is a behavioral assessment from the perspective of students, which can help students set learning goals, encourage students to supervise their independent learning, and develop students' awareness of self-monitoring. Bachman and Palmer (1989) believed that self-assessment is an effective evaluation method of linguistic communicative competence. Through self-assessment, students can have a more comprehensive understanding of their advantages and disadvantages (Upshur, 1975). Compared with peer evaluation, self-evaluation can promote learning, improve self-consciousness, understand the purpose of learning, reduce the burden on teachers, expand the scope of evaluation and urge after-school learning (Oscarson, 1989). Although some studies at home and abroad have recognized the role of self-assessment in language teaching and ability cultivation, some problems that cannot be ignored in self-assessment have also been put forward: students cannot accurately assess their own abilities, and often overestimate or underestimate. However, it has already come to the consensus that self-assessment seems apt to be included in the language learning syllabus.

Writing is an important part of English teaching, and it is a necessary skill to cultivate and reflect students' English level and ability. However, due to the boring teaching content, teaching effect is often not satisfactory. Writing teachers need to put a lot of time and energy into correcting students' work, but students pay more attention to the comments and scores, and often ignore the details of the evaluation.

Self-assessment requires students to be responsible for themselves, repeatedly evaluating, testing, and modifying the essay. Self-assessment in writing class fully develops students' subjective initiative, promotes their self-improvement of writing ability, and maximizes their learning potential. In writing class, it not only evaluates and tests students' writing ability, but also helps students to implement positive influences on their writing. However, it is particularly necessary to study how to verify the effect of students' self-assessment skills training in writing class, and how to realize students' self-efficacy and improve their writing level. Self-assessment itself demands skills training, and in this research, self-assessment is introduced as a task for skills training to help to develop students' criteria for success in their writing classes.

Implementation of Self-Assessment Skills Training in Writing Class

This research attempts to examine Chinese college students' self-assessment skills training can help to improve the clarity of the structure, the profundity relevance and fairness of the content, the logic of paragraphs, the accuracy, fluency and complexity of the language and grammar through training students in self-assessment skills in writing class, aiming to explore the effect of Chinese college students' self-assessment skills training on their writing.

With 2 weekly class hours and 64 total class hours, the research is scheduled to be completed in 32 weeks. The experimental group and the control group were set up, and the data were collected through the combination of qualitative and quantitative research methods. The subjects of this research are students (n=120) from Jilin International Studies University, as well as their writing classes and teachers (n=2). The students in the experimental group and the control group had the same major and the same teachers. The pre-test scores of writing (see table 4) and the pre-test data of self-efficacy (see table 1) showed that there was no significant difference between the experimental class and the control class in writing level and self-efficacy. The experimental group carried out self-assessment skills training in writing class, while the control group used a combination of teacher evaluation and network automatic evaluation system after class.

Research in general can be divided into two stages: in the first phase, all participating students do the questionnaire of self-efficacy scale; meanwhile, all students will take an essay writing test (pre-test) within the time required, grade and evaluate their own writings based on the linguistic features under guidelines of the self-assessment rubrics. Students' writing texts and self-assessment results will serve as the benchmark for students' writing proficiency and self-assessment ability. In the second phase, two participating teachers taught English writing courses to the experimental group and the control group respectively. All students will be randomly divided into experimental group ($n=2*30=60$) and control group ($n=2*30=60$). Under the guidance of the teachers, the students in the experimental group will be trained with self-assessment skills in the writing class. Practice in class is conducted with a series of activities associated with self-assessment skills in order to gradually improve students' self-assessment ability in terms of summary, narration, description, exposition and argumentation. Students' understanding and use of the rubrics can help to improve their essay writing, while the teaching for the control group is carried out according to the original syllabus, and it is ensured that the control group has no access to any related self-assessment skills training. At the end of the research, all participating students will do the questionnaire of self-efficacy scale again, and within the prescribed period of time to take an essay writing test (post-test) and grade their own writings under the help of self-assessment rubrics. To ensure the reliability and validity of the exam (pre-test and post-test), students have not been exposed to similar topic. Two experienced experts confer students' writings on an analytical assessment from a variety of linguistic features and average as the final evaluation results.

The experimental tools used mainly include self-efficacy scale, writing test (pre-test and post-test), and writing self-assessment rubrics. According to self-efficacy and its testing principles proposed by Bandura (2006), the self-efficacy scale in this experiment was developed from the questionnaire for "Measuring Self-Efficacy in College English Writing" designed by Shell et al. (1989) and "General Self-Efficacy Scale" (GSES) compiled by Schwarzer et al. (1999). This experiment uses the writing self-efficacy scale in combination with the practical situation of teaching in the proper adjustment and revision. The fifteen questions of the scale comprise the format, punctuation, diction, cohesion, coherence, logical structure and textual content, covering writing skills self-efficacy and task self-efficacy. With the five-level scoring system, 1=completely unsuitable, 2=relatively unsuitable, 3=uncertain, 4=relatively suitable and 5=completely suitable, the total score is 75. The higher the score is, the higher the writing self-efficacy will be. In the research, 120 effective questionnaires were issued and recovered, and the recovery rate was 100%.

Research preparation

At the beginning of the research, the teacher explained the scoring criteria in detail for the experimental group and assisted the students to carry out and complete the self-assessment of their writings. Students should be clear about key points of scoring, master the methods and skills of self-assessment, and gradually build up confidence in self-assessment.

Teacher's demonstration evaluation

The teacher in the experimental group made comments on the students' model essays with reference to the scoring standards. The selection of model essays should be typical and reflect the common problems of students at different levels. Through the teacher's demonstration evaluation, students fully understand how to evaluate their writings.

Students' self-assessment

One of the most effective ways to improve students' self-assessment ability and strengthen their cognition of assessment principles is the trial assessment of students. The teacher's explanation and demonstration help students to

realize the grading principles of the writing task. In the assessment, the teacher selects 4 essays representing different levels and evaluates them. The students discuss in groups and try to reach a consensus of the assessment results according to the scoring principles and standards. After the assessment, the teacher announces the assessment results and emphasizes the assessment steps, principles and bases. The teacher gives heuristic solutions to the problems arising from the self-assessment process to help students form a unified cognition of self-assessment.

Teachers’ feedback

The teacher asks the students to reflect on the evaluation criteria of different writing styles, and helps students to objectively evaluate themselves, recognize their own writing level, and constantly find ways to improve the shortcomings of their essays, highlighting the dominant position of students in the writing process.

Analysis of Quantitative Research Results

SPSS20.0 was used to conduct T (independent sample) and M (mean value) for the self-efficacy of the experimental group and the control group. Table 1 shows that the pre-test M for the self-efficacy of students in the experimental group is 43.635+1.506 (M for each item=2.909) and that of students in the control group is 43.395+1.085 (M for each item=2.893). The research results display no distinct difference, and $P=0.327 > 0.10$, which meets the research conditions that the experimental group and the control group are of the similar self-efficacy. In the research, the students in the experimental group were trained in self-assessment skills systematically and put into a large number of practices in class, while the work of the students in the control group was evaluated by teachers and automatic evaluation system “PiGaiwang” in China. After 32 weeks of research, the results of self-efficacy for the experimental group before and after the test were significantly different, $P=0.000 < 0.05$.

Table 1: T and M Tested for Self-Efficacy of EG and CG in Pre-test and Post-test

	EG (the experimental group)			CG (the control group)			
	N	(M)Mean	Std.Deviation	N	(M)Mean	Std.Deviation	Sig.(2-tailed)
Pre	60	43.635	1.506	60	43.395	1.085	.327
Post	60	50.270	0.060	60	44.087	1.219	.000

Table 2 shows that before self-assessment skills training students’ self-efficacy for the number of nouns, tenses of verbs, sentence patterns, correction of spelling, and punctuations is high, M (pre-test) =3.390 > 3.0, while the efficacy for the accuracy of words, the complexity of the grammar, fluency and complexity of the sentences, and generalization of the gist, cohesion and coherence of sentence, the clarity of the structure, the profundity relevance and fairness of the content, the logic of paragraphs is not that high, for M (pre-test) =2.825 < 3.0. M (mean value) in pre-test and post-test of the experimental group reflects that after 32 weeks of self-assessment skills training, the self-efficacy has been significantly improved. The mean value ($M > 3.0$) has been improved to be above 4.0 ($M=4.095$), reaching a high level ($M > 4.0$), while the mean value ($M < 3$) has been significantly improved, reaching a medium level ($M=3.735 > 3.5$, see table 2).

Table 2: M Tested for Writing Skills Self-Efficacy in EG

Self-efficacy of writing skills	M(pre-test)	M(post-test)
1. I can use the singular and plural forms of nouns accurately in my English composition.	3.73	4.02
2. I can use verb tenses accurately in my English composition.	3.38	4.13
3. I can fluently write English sentences.	3.41	4.01
4. I can use punctuation marks accurately in my English composition.	3.04	4.22
5. I can use accurate and proper words according to the context in my English composition.	2.97	3.65
6. I can correctly use grammatical patterns such as compound sentences, participle structures or clauses in my English compositions.	2.75	3.96
7. I can spell all the words in the English composition accurately.	2.92	3.64
8. I can write topic sentences that integrate information and ideas.	2.77	3.55
9. I can use proper cohesive words in my English composition to improve the coherence of paragraphs.	2.87	3.97
10. I can complete the corresponding writing tasks according to the requirements and reflect my writing style.	2.67	3.64

M for writing task self-efficacy in the experimental group before and after the test shows that after 32 weeks of self-assessment skills training, the writing task self-efficacy is significantly improved, that is, students' writing self-efficacy for summary, argumentation, exposition, narration and description has dramatically increased from M = 2.68 to M = 3.974, reaching the medium level (M > 3.5, see table 3).

Table 3: M Tested for Writing Task Self-Efficacy in the EG

Self-efficacy of writing skills	M(pre-test)	M(post-test)
11. I can write an effective and convincing argumentation in English.	2.73	4.02
12. I can write a coherent exposition in English.	2.59	4.13
13. I can summarize a long English article in English and cover its main idea.	2.54	4.01
14. I can write a fluent, detailed and descriptive narration.	2.80	3.79
15. I can write a descriptive essay with vivid details and vivid images in English.	2.47	3.92

Table 3 reflects that after 32 weeks of self-assessment skills training, students in the experimental group have an overall improvement in self-assessment ability. Self-assessment has a positive impact on students' writing, giving full play to their subjective consciousness, helping students to define writing tasks and learning objectives, and improving their writing skills and task effectiveness.

Table 4: T and M Tested for Writing Scoring before and after the Test for EG and CG

	EG (the experimental group)			CG (the control group)			Sig. (2-tailed)
	N	(M)Mean	Std. Deviation	N	(M)Mean	Std. Deviation	
Pre	60	64.966	2.018	60	64.776	1.835	.235
Post	60	80.500	0.243	60	77.087	1.359	.000

Table 4 shows the T and M tested for writing scoring before and after the test for the experimental group and the control group. The post-test M of the experimental group is $M=80.500+0.243$, while the post-test M of the control group is $M=77.087+1.359$. Both the experimental group and the control group had significant changes in the scores before and after the essay writing test, but the experimental group had slightly higher scores after the test than the control group. T results showed that after 32 weeks of self-assessment skills training, students in the experimental group showed significant improvement in writing performance, with $P=0.00<0.05$. The students in the control group, who had not received relevant training, improved their English level with the help of the teachers' evaluation and the automatic evaluation system. It can be seen obviously that self-assessment, teachers' evaluation and the automatic evaluation system can improve students' writing ability to some extent.

Implications and Conclusion

This research is on introducing “student-centered” self-assessment in writing class, changing the traditional teaching mode of college writing for English majors in China, and deepening understanding and practice of the self-assessment patterns for the school, teacher, student themselves. It aims to explore the impacts of self-assessment skills training in college English writing class on the improvement of students' English writing self-efficacy and the enhancement of students' English writing quality by changing traditional teaching concept and designing classroom assessment. This research is of great value in English writing in terms of the reform of classroom assessment model, the innovation of teaching method, the establishment of a diversified feedback mechanism, the realization of students' English writing self-efficacy, and the improvement of metacognition and autonomous learning. At the same time, the cultivation of students' English writing self-assessment ability is in line with the 21st century society's demand for excellent independent thinking talents, which makes this study more practically significant.

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Adaptation of the Activity Design in New Standard English

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[Abstract] *The research focus of the current paper is on the design of activities “Listen and Read” and “Pronunciation and Speaking” in the first volume of New Standard English intended for grade-two juniors. The critical evaluation shows that the design of activities in “Listen and Read” is not conducive to the development of learners’ competence in listening and reading, and the training included in “Pronunciation and Speaking” dissociates learners from the context motivating dynamic and meaningful communication. Thus, relevant remedies are proposed to ensure a better prospect in achieving learning outcomes.*

[Keywords] *adaptation; activity design; rewriting; omission; addition*

Introduction

The textbook chosen for adaptation is the first volume of *New Standard English* (Chen et al., 2007) intended for grade-two juniors. This commercial textbook claims to be in line with the National English Curriculum Standards. Its compilation of each module follows the principle of “topic–function–structure–task”. Every module of the textbook comprises three units. The first unit serves a lead–in part of new vocabulary and the targeted structure. The second unit contains a reading text concerning the particular theme of the module and requires students’ intensive reading. The third unit incorporates various exercises to help students reinforce the vocabulary and the structure learned in the previous two units.

The research focus of the current paper is on the design of activities “Listen and Read” and “Pronunciation and Speaking”. Both of these activities are components of the first unit of each module. In the following part, problems concerning the design of these two activities will be discussed respectively. Suggestions about possible adaptation will be made as well. The paper will end with a conclusion.

“Listen and Read”

The initial part of the first unit of each module usually concerns the presentation of new vocabulary. “Listen and Read” is the subsequent part following that vocabulary presentation. Its content is a dialogue around the particular topic of each module. Some everyday expressions embedded in the dialogue are highlighted in this part. The dialogue also acts as the shop window for new vocabulary and the targeted structure of the module. After the activity “Listen and Read”, the following parts of the textbook deal with some reading comprehension exercises based on the content of the previous dialogue.

Problems of the design of “Listen and Read”

The purpose behind this activity seems a little confusing. Maybe the textbook writers want students to follow the tape to imitate the intonation of spoken language. This is valid, but this kind of imitation work may not be effectively accomplished unless students have understood the dialogue already (Grant, 1987). Thus it would be pointless asking students to listen and read when they have no idea what they are reading.

Furthermore, as students are required to finish some reading comprehension exercises based on the dialogue, it stands to reason that students are encouraged to gain information from the dialogue through reading aloud. However, effective reading is not dependent on students' ability to discriminate sounds of words or to demonstrate appropriate intonations. In real life people usually do silent reading when attempting to gain information from different texts. “Reading aloud does not play an important part in developing reading skills and if it is overdone, it can slow students' reading speeds down” (Grant, 1987, p. 68). Obviously, the design of the activity “Listen and Read” is detrimental to the development of reading skills.

Suggestions about possible adaptation

To make this activity more justified, its focus could be shifted to listening itself at first. Thus, the listen-and-read part can be rewritten as an activity to practise listening comprehension. Some pre-listening questions concerning the main idea of the dialogue can be devised. After listening, students should be expected to answer the pre-listening questions, thus rendering the practice purposeful. It is recommended that teachers begin the reading practice of the dialogue after the listening-for-gist activity is done. And the shadow reading after the tape should be postponed until students gain a good understanding of the dialogue through the previous stages of listening and reading.

Thus the “Listen and Read” activity is transformed into a listening activity. With pre-listening questions, listening becomes purposeful for students. This kind of listening is more like the listening in real world for people generally listen for certain purposes. Besides, these questions concern the gist of the whole dialogue. Thus it can teach students that they can understand quite a lot, even if they cannot grasp every word read to them. Consequently, they are likely to be encouraged by this kind of listening training. Moreover, understanding the main idea of the dialogue will pave the way for further detailed reading comprehension, which is aimed at in the subsequent exercises in the textbook.

“Pronunciation and Speaking”

The activity “Pronunciation and Speaking” is the immediate part following the reading comprehension exercises based on the dialogue. It is aimed at the development of students' ability to talk about the particular theme of each module. Certain features of spoken language, like stress, intonation and rhythm, are also emphasized in this part. This activity is divided into several components. The listening-and-repetition practice is the universal component included initially in this activity across different modules. Other components range from simply repeating the content of the listening-and-repetition practice again, short controlled writing practice, reading of the written contents in turn within a group, pair work of answering questions to dialogue concerning the theme of the module. In short, the activity “Pronunciation and Speaking” in different modules comprise different kinds of components.

Problems of the design of “Pronunciation and Speaking”

As aforementioned, the initial component of this activity for each module is certain listening-and-repetition practice. Obviously the textbook writers' intention here is to make students appreciate some features of spoken language, like intonation, stress and rhythm, and the corresponding functions that these features can perform. Besides, this listening input can prepare some relevant language patterns for the following exercises. Although this kind of pro-

nunciation drill is helpful in arousing students’ awareness of characteristics of spoken language and will benefit their later formation of good oral English, it does not equal the actual mastery of spoken language (Grant, 1987). Exercises which require students to use the targeted language to communicate orally should be included.

However, an overview of the textbook reveals that only five modules out of twelve, namely Modules 1, 6, 7, 8, and 9, extend the content of the pronunciation drill to speechwork involving meaningful communication on students’ part. The remaining modules either ask students to simply repeat the content of the listening–and–repetition practice again (Module 2), or require students to rehearse what they have written to each other (Modules 3, 4, 12), or completely fail to include any corresponding component that requires students’ oral practice of what the previous pronunciation drill is aimed at (Modules 5, 10, 11). The problems of the design of “Pronunciation and Speaking” will be demonstrated by the following table.

Table1: Problems of the design of “Pronunciation and Speaking”

Modules	Problems of the Design of “Pronunciation and Speaking”
2	Students are simply required to repeat the content of listen–and–repetition practice again.
3	After the listen–and–repetition practice, students are required to do some relevant controlled writing, like writing or completing sentences. Then students are instructed to read what they have written to each other either to carry out an artificial dialogue or simply to check who has written down the most.
4	
12	
5	No components are included to extend the content of the listen–and–repetition practice to any oral practice of what this pronunciation drill is aimed at.
10	
11	

From the above table it can be seen that the major deficiency in the design of “Pronunciation and Speaking” is the lack of appropriate exercises extending the content of the pronunciation drill to meaningful oral communication. Although some modules incorporate certain oral practice, it is just a reproduction of the content of the listening–and–repetition practice, or the elicitation of students’ speaking totally dependent on what they have written. Consequently, students will just read to each other what is printed in the textbook or what they have written down. The textbook does not provide the proper stimulus that will inspire meaningful and dynamic communication among students. The components of the activity “Pronunciation and Speaking” in most modules are still restricted within the layer of mechanic drills. Therefore, students are likely to become bored with this kind of exercises which is usually lacking in meaning and purpose. Moreover, students will lack the opportunity to use language in context as well. Their speaking ability cannot be developed efficiently in this way.

Suggestions about possible adaptation

For Modules 5, 10 and 11 which do not contain any corresponding exercises requiring oral practice of the content of the pronunciation drill, certain activities should be added to stimulate purposeful communication among students which will involve the targeted language.

For Module 2 which requires students to repeat the dialogue in the listening–and–repetition practice, this repetitive imitation work can be omitted. Instead teachers could replace it with some activities which may motivate students to create their own dialogues to achieve certain communicative purposes. Again the activities should ensure the use of

the targeted language in students' free talking.

For Modules 3, 4 and 12 which ask students to do oral practice based on what they have written, the oral activity should be rewritten to avoid students' simple rehearsing of the written contents. For example, teachers may add certain information gap to the activity to increase the unpredictability of the oral communication.

Conclusion

As argued by many scholars (Cheng, 2002; Maley, 1998; McDonough & Shaw, 2004), there is no perfect textbook and any textbook has potential areas for adaptation. The gap between what textbooks contain and what learners need is a primary force to impel teachers to depart from textbooks from time to time. By making changes to the activity design discussed above, such as rewriting, omission and addition, it is hoped that the textbook can be used in a more suitable and effective way.

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Empirical Analysis of the Short-term Influences of Mindsets on College Students' English Learning Performance

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[Abstract] *Mindsets, as a non-intellectual factor, are increasingly drawing people's attention and playing a prominent role in students' academic achievements and their personal career development. Besides, mindsets have exerted a far-reaching influence on students' English learning performance whereas in a short term, the affect has remained unknown. Through some empirical analysis (statistics)—one-way ANOVA and Regression Analysis Prediction Method—this paper tries to figure out the relations between mindsets and English learning achievements in CET4 of college students in a short term, with the aid of statistical tool SSPS and a quantitative analysis method.*

[Keywords] *mindsets; empirical analysis; statistics; English learning performance*

Introduction

There are many factors that affect students' English learning, including intellectual factors and non-intellectual factors (Dweck, 2008). As a non-intellectual factor, mindset plays an important part in our life and academic performances (Hochanadel & Finamore, 2015). Based on the theories of mindsets and the findings of influences of mindsets on people in a long term, advocated by Professor Dweck, this paper intends to explore, in a short term, how the non-intellectual mindset influences English learning performance of Chinese college students in the independent colleges in their CET4 (College English Test band 4, a national English test in China) performances. This paper applies two ways of statistic analysis—One-way ANOVA and Regression Analysis Prediction Method (Qin, 2003), trying to find out the short-term relations between mindsets and English learning performances, based on an online survey and the records collected from a group of undergraduates in an independent college in China. The verification process goes through two steps. The first step is to conduct an online survey of the sampled students and classify their mindsets into two groups at the very beginning of one semester (<https://mindsetonline.com/testyourmindset/step1.php>). The second step is to monitor English test performances of those three groups of participants at the end of the semester—their CET4 scores. Finally, this paper analyzes and compares those records (including comprehensive scores and the writing scores) of the two mindset groups by SPSS software, to explore whether mindset has a significant impact on the students' academic performance of English learning in the short term.

Researches of the Relations between Mindsets and Academic Performances

Professor Dweck, a psychologist at Stanford University, put forward the concept of *Mindset* in the 1970s. She did

a lot of investigations and follow-up experiments with primary and middle school students, and put forward the fixed mindset and the growth mindset (Dweck, 2006). It has a great impact on students' academic achievements, performances and future life (Scott & Dweck, 2012).

There are two modes of mindsets. One is that intellectual factors are inherent and difficult to change, so some people with such a mindset make relatively little effort in their growing, so they usually amount to nothing, both academically and in the future. Such a mode of thinking is called a *fixed mindset*. The other way of thinking, *the growth mindset*, is the opposite. Those with growth mindsets think that intelligence can grow over time (Aneeta, 2015). People with fixed mindset will think that there is nothing they can do about the lack of ability to make mistakes. So their self-confidence is easily frustrated (Dweck, 2008). In the attitude towards hard work the fixed type is also different from the growth type. Those fixed-mindset types take a negative attitude towards hard work, and believe only those who are incompetent need to study hard while people with talent and high IQ can succeed even if they don't work hard. (Dweck, 2008).

In 2015, Aneeta Rattan studied the relationship between students' types of mindsets and academic performance, and gave advice on how to cultivate students' perseverance (Rattan et al, 2015). Although many foreign experts have conducted in-depth researches on the long-term impact of mindsets on academic performance, whether it has an impact on academic performance in the short term, and whether the impact is significant, there are few experts in China and abroad to study this field (Duckworth & Qinn, 2009). In order to make up for the gap in this study, the purpose of this paper is to analyze the college students' mindsets and make an empirical study on their academic achievements on English learning---CET 4 performances (Wen & Wang 1996). Based on Professor Dweck's mindsets theory, this paper intends to conduct a psychological test on the college students from the author's College, divide their mindsets types, and analyze the influence of mindsets on their academic performances in the short term. The purpose is to verify whether mindset has a significant direct influence on the English learning of college students in the short term, so as to explore the correlation between the mindsets and the students' achievements.

Analysis and Statistics of Students' Mindsets Types

With help of the online questionnaire guided by Professor Dweck's theory, a total of 130 undergraduates in the same year of college were selected as participants. The students completed 16 online test questions concerning their mindsets on the Internet. The test questions are all non-intellectual factors. After the test is completed, the test results will be displayed on the web page in time, and the students will feed back the test results to the data collector. A total of 130 students were asked to participate and 130 questionnaires were returned.

It can be seen from the statistics that among the total sample of 130 people, the number of students with growth mindsets is obviously up to 52%, which accounts for more than half of the total. The growth thinking mode of students determines the students' ability to make positive progress and study independently. For this group, the motivation of English learning and other non-intellectual and non-cognitive factors are better than those of other types of mindsets. In the long run, the academic performance of this part of the students will be better than that of the fixed type of thinking mode. Relatively speaking, 38% of the students belong to the category of fixed mindsets. This part of the students' autonomous learning ability and the degree of efforts shown in all aspects of learning is not enough and they are easy to lose the fighting spirit of English learning, lack of patience and willpower, which in turn affect their academic performance. However, the part in the middle state of the two modes of thinking accounts for 10%, indicating that the students' mode of thinking is affected by some internal and external factors and is unstable. In order to ensure the rigor and accuracy of the results, this paper only selects two groups of participants of the fixed and growth mindsets as the next research goal.

Since there are differences in the types of thinking patterns between the two groups of students, in a short term of one semester, whether this difference has any impact on their following academic performance, or whether this difference is reflected in their academic performance——those doubts will be analyzed in the following analysis.

Empirical Analysis of Influence of Mindsets on English Learning

As students' academic performances are influenced by internal and external factors such as the characteristics of the curriculum and the subjectivity of teachers, in order to ensure the objectivity of academic achievement and analysis results, this paper takes the writing scores and comprehensive scores of 130 students who took part in the National College English Test Band 4 after one semester as the analysis data. After the first part of the screening results, the results of 13 students of the middle mindset type are removed.

Next, the following two statistical methods——one-way ANOVA and dummy independent variable regression analysis, are employed to analyze whether the influence of mindsets on students' performance is obvious in the short term as well as whether there exists a great discrepancy between English test scores of the two groups of different mindset types.

Before we take one-way ANOVA analysis, mean explore method is adopted to compare the means of the two groups. From the statistics, the average comprehensive score of fixed mindset group is 436.74, slightly higher than that of growth type 430.38. However, the standard deviation of the fixed group was 62.425 Ltd., and the growth group was 65.193, indicating that the comprehensive performance of the fixed mindset group was more concentrated, while that of the growth group was relatively scattered. From the comparison of the above data, it can be concluded that there is no significant difference between the two groups, and there is no significant difference in comprehensive performances and writing performance between the two groups. But we still need other two main methods to verify the above conclusion.

One-way ANOVA Analysis

The following are two tests before the one-way ANOVA analysis. Test of normality and Test of Homogeneity of Variance are conducted to prepare for further analysis and are two prerequisite conditions for one-way ANOVA analysis.

According to Tests of Normality, it can be seen that in the two groups, whether in Kolmogorov-Smirnova or Shapiro-Wilk test, the significance level values of 0.200, 0.266 and 0.516 are all greater than 0.05, and the zero hypothesis can not be rejected, so we can draw such a conclusion: at different levels of thinking patterns, the scores of students in both groups are subject to normal distribution. Meantime, in Test of Homogeneity of Variance, the four significance values of the four indexes are all above 0.9, greater than 0.05, and the zero hypothesis of equal variance cannot be rejected. The results of the two groups meet the homogeneous variance so that One-way ANOVA can be carried out.

It is seen that the CET-4 scores of the two groups are subject to the normal distribution, the homogeneity of variance test meets the conditions, the variance is equal, and the parameter test can be carried out. Therefore, next this paper will use one-way ANOVA to analyze and compare the relationship between mindsets and those participants' comprehensive performance. See Table 1 for more statistics.

Table 1. One-way ANOVA Statistics

ANOVA					
Comprehensive scores					
	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1103.358	1	1103.358	.269	.605
	1103.358	1	1103.358	.269	.605
	1103.358	1	1103.358	.269	.605
Within Groups	451264.321	110	4102.403		
Total	452367.679	111			

In Table 1, it is very clear that the variance test F value is 0.269, and the significance value is 0.605, greater than the significant level 0.05, indicating that the zero hypothesis cannot be rejected, and therefore there is no significant difference between the two groups.

It can also be seen that the sum of squares of the total deviation between the two groups is 452367.679, in which the sum of squares between groups caused by different levels of control variables is 1103.358, and the sum of squares within groups caused by random variables is 451264.321. That is, the influence caused by the control variable and mindsets is obviously smaller than that caused by other factors.

Therefore, the above methods literally prove that in the short term, the type of mindsets has no significant impact on students' academic performance.

Linear Regression Analysis with Dummy Variable

In order to further verify whether mindset has a more direct impact on students' academic performance in the short term, the second method is a regression analysis of the writing scores and comprehensive scores of those students in CET-4. In this paper, the dummy independent variable regression analysis is used to analyze their English performance. Let the mindset be the dummy variable D. If the value of the independent variable D obtained from the analysis result is an effective D value by T test, it shows that in the short term, the achievement of CET-4 is significantly affected by the mindsets. On the contrary, it is not obvious.

Next is the realization process: the writing scores of this group of students in CET-4 is set to be the dummy independent variable X1, which is the quantitative variable, and the mindset the second independent variable--- the dummy variable D, which is the qualitative variable with the value of fixed mindset as 0 and the value of growth mindset as 1; the dependent variable is the comprehensive score Y.

The results of SPSS19, operation results are as follows:

Table 2. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.712a	.507	.498	45.253
a. Predictors: (constant), d, x1				

In the statistics of the model, it can be seen that the correlation coefficient R is 0.712, while the determination coefficient R^2 equals 0.507, and the adjusted determination coefficient $R^2 \geq 0.498$, both of which are around 0.5, less

than 0.8. It shows that the goodness of fit of the regression equation is not large. The degree of interpretation of independent variables to dependent variables is general, and therefore it can be judged that the contribution of mindsets and writing performance to the change of comprehensive performance is general, the degree of joint influence is not significant, and the representativeness of regression equation is not significant. Next is followed by Variance Analysis in Table 3.

Table 3. Variance Analysis

Anova ^b						
Model		Sum of Square	df	Mean Square	F	Sig.
1	Regression	229152.781	2	114576.391	55.950	.000a
	Residual	223214.897	109	2047.843		
	Total	452367.679	111			
a. Predictors: (constant), d, x1						
b. dependant variable: y						

However, in the variance table 3, F is 55.950 with the probability value P less than 0.001, which reveals that there is a linear regression relationship between the independent variable X1 and the dependent variable Y, that is, there is a significant linear regression relationship between the students' writing performance and their comprehensive scores. However, it cannot explain the role of the type of mindsets.

The following Table 4 indicates more statistical proof for the conclusion.

Table 4. The Estimated Coefficients

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	80.723	34.377		2.348	.021
	x1	2.520	.239	.715	10.553	.000
	d	4.869	8.730	.038	.558	.578
a. dependant variable: y						

From the estimated value of the regression coefficient in Table 4, it is concluded that the constant term is 80.723, the regression coefficient 1 is 2.520, and the regression coefficient 2 is 8.055 with the probability values of the regression coefficients 0.021, 0 and 0.578 respectively. The probability value of the regression coefficient for X1 in T test is less than 0.05, so is the same with constant probability value, which means that the above two coefficients are significantly different from 0, and the coefficients is meaningful. But for the qualitative variable virtual coefficient D, the mindset, the probability value of the regression coefficient in T test is greater than 0.05, which means that such a coefficient is not different from 0, and has no significance in the regression equation.

Through the above analysis, it can be seen that there is a significant linear regression relationship between students' writing performance and comprehensive performance, whereas in the short term, the influence of mindset variables on comprehensive performance is not significant.

From the above two methods, one-way variance analysis and dummy independent variable regression analysis, the same conclusion is drawn. The influence of mindsets of the participants from the author's college on their academic achievements is not obvious in the short term.

Conclusion

Through a questionnaire survey of the thinking patterns of English majors, this paper finds that most of the English majors surveyed in the sample belong to the growth mindsets, the advanced mode of mindsets, and a small number of them belong to the fixed mode. Very few of them belong to the intermediate type, but the types of thinking patterns of the students from colleges and universities of the same level need to be further investigated and analyzed.

As an important non-intellectual factor, mindset has an important impact on students' academic performance and their future life, but the short-term impact discussed in this paper is not significant. It can be seen that the role of the mindset on people should be a long-term and sustained impact, not a short-term and effective impact. On how to guide students to change from fixed or intermediate mindset to growth pattern, teachers also need to carefully choose teaching materials, contents, methods and so on, taking some of the students' needs into account to do further explorations.

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Exploring English Learning Burnout and Academic Self-efficacy in SPOC Setting

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[Abstract] *The present study explores English learning burnout and academic self-efficacy of university students in the SPOC (Small Private Online Course) setting in Xinjiang. Results shows that the participants have a low-level English learning burnout, and experience the medium high level of academic self-efficacy. Significant differences are found on participants' English learning burnout in terms of gender, major, and place of birth. No significant difference is revealed in respect of gender and major on participants' academic self-efficacy, though a prominent difference is shown between participants from rural area and urban area. Furthermore, Pearson Correlation coefficients displays a negative correlation between English learning burnout and academic self-efficacy among participants.*

[Keywords] *SPOC; English learning burnout; Academic self-efficacy*

Introduction

The rapid rise and widespread application of MOOC in education is changing the mode of traditional teaching and learning tremendously. Applicants are free to choose any of the courses they want to learn out of their personal interest on MOOC platform, and they can also abandon the course at any time as they wish. SPOC (Small Private Online Course) is the counterpart of MOOC. "Small and Private" in SPOC is contrasted to massive and open characteristics in MOOC. In SPOC setting, the access to online courses is restricted. Only applicants who meet the requirements set by school can be involved in SPOC. SPOC is compulsory and students can't give up halfway.

Literature Review

Learning Burnout

Burnout is the physical and emotional exhaustion caused by working conditions (Freudenberger, 1974, p. 160). The research on burnout was originally done at workplaces. Then the studies of career burnout were extended into learning burnout. Pines (1980) and Meier (1985) define learning burnout as the exhaustion of energy because of continuing academic pressure and burden, the enthusiasm of school work and activities gradually disappeared, and the alienation of students and their negative attitudes towards their studies. Ramist (1981) and Meier & Schmeck (1985) found that learning burnout leads to higher absenteeism and dropout rates, lower motivation, and so on. Slivar (2001) categorized six factors that affect burnout such as learning pressure, lack of harmonious and effective interpersonal relationships, lack of incentives, excessive expectations from the outside world, conflict of values in school, family and society, and poor channels for active participation in important aspects of the teaching process.

Academic Self-efficacy

An increasing number of studies uses the self-efficacy theory to interpret burnout (Schaufeli, Maslach & Marek, 1993). Bandura (1977) defined self-efficacy as individual's judgment, belief or self-control and feeling about whether he can accomplish an activity at a certain level. Self-efficacy beliefs are receiving more and more attention in the educational environment. Some studies have proven the relationship between burnout and self-efficacy (Yang & Farn, 2005). Duran et al. (2006) explored the indicators of academic participation and burnout to find out pressure and academic self-efficacy are associated with learning burnout.

Relationship Between Burnout and Academic Self-efficacy

Some studies investigated the relationship between burnout and academic self-efficacy in MOOC settings. Research showed that 90% of students could not complete MOOC (Belanger, & Thornton, 2013). Cui (2015) attributed the problem to learning burnout. Research on burnout has dramatically increased in the environment of MOOC while less is done in SPOC setting. This study aimed to explore English learning burnout and academic self-efficacy in SPOC setting where applicants are not allowed to give up during the English course.

Research Methodology

Research Background

In this study, the participants involved were taking College English course in a university in Xinjiang. The course was set in the form of blended learning. The participants were to take traditional English course in the ordinary classroom setting for 3 hours a week while they were also required to study textbook related videos and to do relevant exercises and tests on the platform of SPOC.

Research Questions

What is the condition of English learning burnout of the university students in the SPOC setting?

What is the condition of academic self-efficacy of the university students in the SPOC setting in English learning?

What is the relationship between English learning burnout and academic self-efficacy of the university students within the SPOC?

Participants

The sample participants consisted of 693 non-English majors including 187 male students and 506 female students. Among them, 452 were of science background, and 241 were art students. In addition, 232 of them came from a city or a town, while 461 of them were from rural areas.

Data Collecting Instrument

Two questionnaires were adopted to conduct the survey. The first questionnaire is English Learning Burnout Scale (ELBS). It was developed by Zhang (2011) which includes 22 items to investigate the three dimensions of burnout: negative emotional response (8 items), low English academic self-efficacy (8 items), and negative English learning behavior (6 items). This is of a 5-point Likert scale ranging from fully nonconformity (1 point) to completely conformity (5 points). The higher score students chose, the higher the level of their English learning burnout. In this survey, Cronbach's alpha of the questionnaire is 0.956. The KMO and Bartlett's Test coefficient is 0.965. Data indicates that the questionnaire has a good validity in this study. The second questionnaire is Academic Self-efficacy Scale

(ASE). It was compiled by Liang and Zhou (2000) with reference to Pintrich and De Groot's (1990) questionnaire. The questionnaire consists of 22 5-point Likert type items, including learning ability self-efficacy (11 items) and learning behavior self-efficacy (11 items). The higher score students choose, the higher level of academic self-efficacy they possess except for item 14, 16, 17 and 20, for which scoring is the reverse. The Cronbach's alpha is 0.896 in the present study. The KMO and Bartlett's Test coefficient is 0.946. Data indicates that this measure has a good validity in the study.

Results and Discussion

English Learning Burnout

The mean of English learning burnout in general is 2.309, which is below the medium level of 3. It indicates that the students have a rather low level of English learning burnout in SPOC setting. In other words, participants have a positive emotional response to their English learning. The independent sample t-test was utilized to probe the differences on learning burnout concerning individual differences on the issues of gender, birth place and major.

Difference on Gender.

There is a significant difference between male and female students on learning burnout ($\text{sig}=0.016<0.05$). The means show that the male students (2.45) exceed the female students (2.26) in English learning burnout.

Difference on Major.

Art students and science students have significant difference in English learning burnout ($\text{sig}=0.001\leq 0.001$). Arts students (2.47) are significantly higher than those of science (2.22) on English learning burnout. The finding is different from Zhang's study [14], which reported that there is no obvious difference between arts and science students on their English learning burnout.

Difference on Birth Place.

There is a significant difference ($\text{sig}=0.001\leq 0.001$) between students from rural and urban areas on their English learning burnout. The mean of the students from rural areas (2.39) is higher than that of urban students (2.15). This result could be supported by the result of Chen and Dong's (2013).

Academic Self-efficacy

The mean score of general academic self-efficacy of the current study is 3.47, which shows that students are at the medium high level of academic self-efficacy. Self-efficacy beliefs affect students' emotional reactions, selection, resistance, effort and purposes. High academic self-efficacy helps to create calmness when in the face of tough activities and tasks (2015). The independent sample t-test was conducted to explore if difference exists on participants' academic self-efficacy concerning the participants' gender, birth place and major.

Difference on Gender.

Though the means of academic self-efficacy of female students (3.49) is slightly higher than that of male students (3.40), no significant difference is indicated between them ($\text{sig}=0.082>0.05$).

Difference on Major.

As to academic self-efficacy, no significant difference ($\text{sig}=0.605>0.05$) between students of art and science is found.

Difference on Birth Place.

There is a significant difference ($\text{sig}=0.012<0.05$) between the students from rural area (3.43) and the students from urban area (3.55) on academic self-efficacy. Correlation between English Learning Burnout & Academic Self-efficacy. In order to study the connection between learners' burnout and their academic self-efficacy in English

learning in SPOC setting, Pearson correlation analyses are performed.

Table 1 Pearson correlation between learning burnout and academic self-efficacy

	NER	LEAS	NELB	ELB	LAS	LBS	AS
NER	1	.826**	.741**	.942**	-.548**	-.485**	-.570**
LEAS	.826**	1	.770**	.943**	-.573**	-.518**	-.600**
NELB	.741**	.770**	1	.880**	-.486**	-.513**	-.540**
ELB	.942**	.943**	.880**	1	-.584**	-.543**	-.618**
LAS	-.548**	-.573**	-.486**	-.584**	1	.672**	.953**
LBS	-.485**	-.518**	-.513**	-.543**	.672**	1	.865**
AS	-.570**	-.600**	-.540**	-.618**	.953**	.865**	1

** Correlation is significant at the 0.01 level (2-tailed).

Notes: NER=Negative Emotional Response

LEAS=Low English Academic Self-efficacy

NELB=Negative English Learning Behavior

ELB=English Learning Burnout

LAS=Learning Ability Self-efficacy

LBS= Learning Behavior Self-efficacy

AS=Academic Self-efficacy

Table 1 shows that a significant negative correlation between English learning burnout and academic self-efficacy exists at 0.01 level. This result is consistent with the previous research literature (Belanger & Thornton, 2013). Three components (Negative Emotional Response, Low English Academic Self-efficacy, and Negative English Learning Behavior) of English learning burnout have significant negative correlation with two components (Learning Ability Self-efficacy and Learning Behavior Self-efficacy) of academic self-efficacy at 0.01 level. In addition, there is a positive correlation within the three dimensions of English learning burnout, and there is a positive correlation between the two dimensions of academic self-efficacy.

Conclusions

This survey has investigated that the participants experience low level of English learning burnout and a medium high level of academic self-efficacy in the SPOC setting. As the findings demonstrate that a significant negative correlation exists between English learning burnout and academic self-efficacy. The results imply that students with medium high level of academic self-efficacy tend to have willingness to find out the solutions for the academic difficulties and problems without giving up. Furthermore, they tend to encounter lower stress and burnout because they are more likely to possess more confidence than the average. It was hypothesized that SPOC settings would increase students' pressure, because the participants had no choice in quitting the course, thus SPOC setting might produce much more serious sense of burnout in English learning. On the contrary, as the results show that the College English course in the SPOC setting makes the participants experience a rather low level of burnout. The causes of such findings are to be investigated further.

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**Part IV :
Translation**

(Volume A)

The Comparisons between Two Chinese Versions on “Ode to a Nightingale”

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[Abstract] Keats is the representative of English Romantic Poet in the 19th century. His works are characterized by rich imagination and beautiful artistic space. This paper will briefly analyze the linguistic features of Keats’ s masterpiece “Ode to a Nightingale”, including emotional expression, image features, phonological and implicit beauty, cultural differences, puns, allusions, etc., to demonstrate the translation skills of English poetry, including meaning translation, differentiation and domestication. This study will enrich the study of poetry translation in the field of translation and arouse more attention in this field.

[Keywords] Ode to a Nightingale; Poetry Translation; Translation skills

Introduction

John Keats is the greatest poet in the Romantic period of English literature. Keats’ real life is tragic, but he can also hear and appreciate the wonderful singing of the night. The pain of real life has not stopped him. For he is a positive romantic poet with his pursuit of natural beauty, and in his poems, we can enjoy the poet’ s emotional changes; experience the greatness of his soul. The great poem “Ode to a Nightingale” describes how the melody inspires the poet’ s inner expectation of freedom and gets rid of all the pain and sorrow of life when he hears the wonderful song of the nightingale. Throughout the poem, a clue is represented by the nightingale that is imagined as the world of conflict with the real life of the poet, namely, full of songs, melodies and wine, which is full of pain, unease and anxiety. On the one hand, the poet looks forward to flying the nightingale into a beautiful world; on the other hand, despite the existence of such expectations, he will remind himself of the cold world. Constant conflicts make the poet to leave the imaginary world, enter the real world, and awake to the real world. Therefore, taking “Ode to a Nightingale” and its corresponding multiple versions as an example, this paper briefly analyzes the linguistic characteristics of English literary works, and demonstrates the translation skills of English literary works.

An Overview of “Ode to a Nightingale”

From the perspective of the phonetic level, poetry not only has clear literary beauty, expressive beauty, but also the rhythm of stagnation. The beauty of phonology is the basis of the artistic charm of poetry. It is mainly reflected in rhythm, cadence, etc., and achieves prominent purpose by means of variation. The rhythm of English poetry is composed of the alternating appearance of accented syllables and light syllables, and the continuous fluctuation of pitch. There are four common rhythms, namely, iambic, trochee, anapest, and dactyl. The “Ode to a Nightingale” is a total of eight sections. Each section has ten lines. Each section has a major theme, which is intrinsically related to the adja-

cent verses. The whole poem is based on the most common stagflation in English poetry. Each verse excerpts the eighth sentence as three-step stagnation. The other nine sentences are pentatonic yang, and the rhythm of poetry adopts the ababdecde rhythm pattern. The application of this rhythm pattern makes the whole poem have the rhythmic musicality, ups and downs, so that people can feel the beauty of harmony and stagnation, and appreciate the connotation of poetry.

In “Ode to a Nightingale”, such as “cool’d” in section II, “cover’d” in section V, “fam’d”, “tis” in section VIII, they are abbreviations for “cooled”, “covered”, “famed”, “it is”. The application of provincial sound strengthens the sense of rhythm, reads aloud, and strengthens the beauty of rhyme. In terms of vocabulary selection, Keats, through simple image selection, can describe a beautiful picture, seemingly simple vocabulary, but contains a wealth of imagination. The poetic idea of “negative ability” should be brought into full play. In “Ode to a Nightingale”, the lexical level is mainly reflected in the use of a large number of proper nouns and the combination of images.

In “Ode to a Nightingale”, the poet often chooses proper nouns with specific meanings, the most notable being and the reference to the proper nouns in Greek and Roman mythology stories. The allusion of these words enriches the connotation of poetry. At the same time, the creation of dreamlike artistic conception played an inestimable role. In the poem, the poet does not directly describe the nightingale, but uses a series of techniques to sing the nightingale from the side, using rhetoric including symbolism, synaesthesia, allusion, ranking, repetition, metaphor, exaggeration, etc.

The nightingale in the poem is a typical symbol. The poet’s feelings for the nightingale also develop and change with the progress of poetry. At first, when the poet heard the song of the nightingale, he was full of love and awe, likening it to the tree god as an immortal bird, but in the last section, he called it the “deceiving elf”. The song of the nightingale was also changing in the poet’s eyes, and the poet began to feel that the song of the nightingale made people forget the world’s trouble. In the sixth verse, the “Nightingale’s requiem” had a sense of burial song. In Section VIII, it became “thy plaintive”. In fact, the poet’s feelings gave the nightingale the process of gradually returning to the world from the immortal bird and becoming a common bird in the real world. But the nightingale’s symbolic meaning is strengthening, its singing has magical magic, become the poet’s mind happy and beautiful incarnation. At the same time, the nightingale also symbolizes the poet imagines the free perfect world. The poem depicts a dreamy world of unifying space and time, which revolves around the circular pattern of “reality–fantasy–reality”, and in the delicate choice of images and the construction of artistic conception of poets, It mainly shows two main themes—the antagonism between ideal and reality, and the opposite between eternity and short-term. The poet described the pain, drowsiness and numbness of real life, like “as though of hemlock I had drunk”, “emptied some dull opiate”, yearning to drink the water of the fountain, and forgetting the pain in death. The beautiful world of nightingale represents the ideal, which is a great contrast with the reality of suffering and worry in the world. The poet even made it clear that “I have been half in love with easeful Death”, “Now more than ever seems it rich to die” and that the nightingale became “Thou wast not born for death, immortal bird!”. This is the liberation of the incarcerated self-spirit, and this instant death brings the poet into the beautiful world created by the nightingale song and becomes eternal. Motivation, in the reality of grief in the elimination of trouble, encourages people to pursue a better world, the pursuit of eternal beauty.

A Study on Zhu’s Translation of “Ode to a Nightingale”

Zhu’s translation of “Ode to a Nightingale” is also consistent with the form of the original poem, and the length of the line and the reading of the sentence are also reasonable (Luo, 1998). However, what is not good is that the whole translated poem basically has no final rhyme. Although there are occasional rhymes in a small range (such as

the rhyme of the fourth sentence after the third verse: 怀、灰、亮、悴, the fifth, sixth and seventh lines of the seventh verse, the last three words: 房、乡、行, etc. According to the rhyme of ancient Chinese poetry), but it is far from meeting the requirement of the rhyme of the ode, which makes the beauty of the original poem's rhythm not fully reflected. However, poetry is difficult to translate, and its ideological content is difficult to translate. It is absolutely exacting to ask that the prosody of the original poem be translated. Although it doesn't rhyme, the translated poem reads quite well. Similar or repeated structures often appear in translated poems, such as the three four-character structures used before the word “地方” in the first verse, “满长绿榭、音韵悦耳、无数阴影”. “Singing of summer in full-throated ease” is translated into two four-character phrases, “引吭高歌, 赞颂美夏”. The second poem Festival In the third verse, “full of sorrow / And leaden-eyed despairs” was translated into “忧伤满怀, 眼睛疲乏, 万念俱灰”, and two “忘却” were used in the third verse: “Tasting” was translated into two “appreciative”, and the third verse “full of sorrow / And leaden-eyed despairs” was translated as “sad and full of sorrow, tired eyes, all lost in mind”. The sixth verse of the “尽情倾吐” and “肺腑之言”. In the seventh section, the words “也许就是” are similar in repetition to the phrase and sentence structure of the four words, highlighting the rhythm of translating poetry and making the translated poetry very musical. There is no shortage of good translations in this translated poem by Mr. Zhu. The last sentence of the second verse, “And with thee fade away into the forest dim,” translated into “偕你归隐到阴郁的森林,” is quite old-fashioned, very artistic conception, just this sentence, abandoning the final rhyme is understandable. The last two lines of the fourth verse, “除了微风从苍穹吹来的弱光, 穿过青翠的黄昏和苔藓的曲径”, and very evangelical. The “dewy wine” of the fifth verse is translated into “露浆” The word “浆” has the associative meaning of “nectar”, which not only implies the meaning of “wine”, but also adds a bit of aesthetic sense. In the seventh verse, “也许就是打动露丝悲哀的心房/那一首歌, 那会儿她怀念故乡, /站在异国的麦田中泪滴千行” was particularly vivid, and three words and two words outlined a lifelike picture. It feels real. In addition to these fine translations, one of the outstanding advantages of Mr. Zhu's translation is that there is little omission (the only obvious one in the second verse “Provençal song”). “vencal” by default. “Provence” in southern France along the Mediterranean Sea, the climate is warm, in the Middle Ages known as the troubadours love poetry. There are, of course, some deficiencies in the translation. The translation of the first verse “melodious plot” into “音韵悦耳的地方” may be intended to maintain the rhetorical device of the original poem, but it is far-fetched in Chinese. In the fourth verse, “starry Fays” is translated as “星星的妖精”, “Fays” is the meaning of “fairies, 仙女”. In the fifth verse, “mid-May's eldest child” was translated into “五月中旬的大孩子”. In addition, in the last line of the festival, “嗡嗡青蝇出没之所” will create the beauty of the first few lines of painstaking effort. The artistic conception has been destroyed. The words used here are not appropriate in terms of emotional color, and the word “出没” is not translated well. In the sixth verse, “把我宁静的气息带入空中” is rather obscure, and it is impossible to understand the meaning of this action is “death”. In this verse, “如今死亡要比以往更壮丽, 在半夜毫无痛苦地死去, 你却如此狂喜地尽情倾吐你的肺腑之言,” the phrase “while” is translated into “却”. It was like the nightingale gloated when someone else died, and let the previous one “死亡……更壮丽” can't be explained. In fact, the poet means to be accompanied by nightingales, death is more beautiful than ever, so the word “却” is not appropriate here.

An Analysis of Zha Liangzheng's Translation

It is no accident that Zha chose to translate Keats' works. He accurately understands the deep feelings of the poet. In *Mu Dan's Translation Collection (Volume 3)*, there is such a description: “he seems to say that the real world is tragic and ugly, which is not worth watching. But there is beauty, let us pursue this happiness, because it is higher reality” (Mu, 1989, p. 21). In order to preserve the poetic meaning of the poem as much as possible, Zha strives for ingenuity and refinement of the words in order to be close to the original poem. The rhyme, the image and the emotion.

The May Fourth New Culture Movement has enabled the creation of new poetry, and the emergence of new poetry has also led to a new question of the development of a poem: whether the law should be retained and how to be retained. Zha, as a poet of new poetry, does not reject the rhyming, but uses his own foreign language advantage to use the western rhyming mode to write poetry. In the immersion of western literature, Zha also paid great attention to the reference and kept the foreign law in the course of the translation of the poem. He expressed his “rhyme with the original format (only a few exceptions)” in the translation of Keats’ poems. “The final rhyme arrangement of the whole poem generally maintains a strong sense of rhythm in ababdecdecde” (Xu, 2006. p. 78). In order to retain the rhyme of the original poem, Zha adopted a poetic style similar to that of the original text, and the rhyme arrangement was basically consistent with the original poem, taking section 3 of his translation as an example:

Fade far away, dissolve, and quite forget 远远地、远远隐没, 让我忘掉
What thou among the leaves hast never known, 你在树叶间从不知道的一切,
The weariness, the fever, and the fret 忘记这疲劳、热病、和焦躁,
Here, where men sit and hear each other groan; 这使人对坐而悲叹的世界;
Where palsy shakes a few, sad, last gray hairs, 在这里, 青春苍白、消瘦、死亡,
Where youth grow Where but to think is to be full of sorrow 在这里, 稍一思索就充满了
And leaden-eyed despairs, 忧伤和灰色的绝望,
Where Beauty cannot keep her lustrous eyes, 而“美”保持不住明眸的光彩,
Or new Love pine at them beyond to-morrow. 新生的爱情活不到明天就枯凋。
spale, and spectre-thin, and dies; 而瘫痪有几根白发在摇摆;

We can see that the translated rhyme “掉”, “切”, “躁”, “界”, “亡”, “摆”, “了”, “望”, “彩”, “凋” and the original rhyme “forget”, “known”, “fret”, “groan”, “hairs”, “dies”, “sorrow”, “despairs”, “eyes”, “morrow” ababdecdecde. In line with the original rhyme, there is also verse sixth, in which the translation of rhyme “次”, “亡”, “辞”, “茫”, “丽”, “间”, “怀”, “喜”, “见”, “块” and original rhyme time, “death”, “rhyme”, “breath”, “die”, “pain”, “abroad”, “ecstasy”, “vain”, “sod” are basically the same. In addition, the other sections of the translation and the original rhyme are also roughly the same. In general, the length of each line of each verse is equal, basically reproducing the rhythm and formal beauty of the original text. In order to construct a rhyme equivalent to the original work, Zha has also carefully considered the choice of words. As in verse sixth of the original poem, “To take into the air my quiet breath”, Zha translated “求他把我的一息散入空茫”, rhyme with “death” across the lines above. In addition, the rhyme setting of poetry also has a method, that is, “if there is a side-by-side element at the end of the poem, if the pre-element contains rhyming elements, the original order can be adjusted to make the rhyming elements as far as the end of the line”, For example, in section 5, line 5, “The grass, the thicket, and the fruit-tree wild” was translated to “赋予这果树, 林莽, 和草丛”, and “grass” translated as “草丛”, which was adjusted to the end of the row. The setting of rhyme is realized. The fourth line of verse 2 is also translated as “想起花神, 恋歌, 阳光和舞蹈” also adjusts the position of “dance” in the original poem to rhyme at the end of the sentence. The translator does not affect the artistic conception and content of the original poem by adjusting the position of the words in the line in order to realize the rhyme form of the original poem, so it is a clever translation method.

The construction of imagery is also an important aspect of preserving poetic meaning in poetry translation. In the second verse of the poem, the song of the nightingale was likened to a wine buried for a long time by metaphorical means, and the poet’s inspiration was inspired by its sweet taste, thinking of the green nation full of flowers and gods, songs of love, sunshine, dance, and so on. The poet longed to drink the spring of inspiration and hide in the forest with the nightingale. This section of imagination is strange, delightful, and expresses the poet’s yearning for good things. Two of the words “Tasting of Flora and the country green/Dance, and Provençal song, and sunburnt mirth!” translated

by Zha, “一尝就令人想起绿色之邦, /想起花神, 恋歌, 阳光和舞蹈!” The images in the translated poems have been adjusted, and the images of “花神” have been retained according to the original meaning and adjusted to the second sentence. For “Provençal song”, the original meaning is the love poem of the local bard in Provence in the 12th century. In order to preserve the whole form and style of the poem, the translator translated it into a love song without destroying the poetic meaning. And “sunburnt mirth” is Keats’ reservation of a synaesthesia image, linking the burning sun of the senses to the joy of the heart. The essence of the translation of poetry is to convey the emotion of the poet’s creation. Poetic feelings are often hidden between the lines of words, requiring the translator to ponder carefully and carefully understand.

Poet Keats is brilliant, young but seriously ill, difficult to combine with his lover, suffering from physical and mental suffering. In *Ode to a Nightingale*, the poet’s focus is not on the nightingale itself, but on the prominent opposition between imagination and reality, the opposition to the sentimental evasion of reality and the eagerness for the beauty of nature. The poet felt very painful at the thought of his present life and longed to dive into the mountain forest with the nightingale, but the discovery was difficult to realize. The poet’s rich emotion makes the poetic mood fuller, the two sentences of verse one “My heart aches, and a drowsy numbness pains/My sense, as though of hemlock I had drunk” translated by Zha “我的心在痛, 困盹和麻木; 刺进了感官, 有如饮过毒鸩”. The poet likened himself to physical and mental pain as if he had swallowed opium, translators translate “pains” into “刺”. The poet’s numbness of pain is more intuitively revealed, as if the drowsiness and numbness were like a sword piercing into the senses, the moment at the beginning was pain, but only numbness was left after. From the point of view of love of life, while praising the nightingale’s natural world, Keats trapped all kinds of human suffering not only into love nature, but also into the reality of sadness. Zha’s translation is more accurate in words and reproduces the poet’s emotional appeal.

Conclusion

Based on the linguistic features of vivid image, emotional expression, implicit beauty and melodic beauty of English literature, literary translation should not only be specific, but also conform to the reading habits of Chinese readers to the greatest extent. This urges the translation of English literature to adopt such translation techniques as free translation, domestication and foreignization, so as to effectively suck the readers’ interest in reading and help them improve their understanding of English literary works. Most important of all, the principle is to convey the language and meaning of the original text. According to the linguistic characteristics of English literature, translators should master and apply translation methods flexibly, and at the same time improve the cultural level and literacy of Chinese and English.

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The Inter-subjectivity and Intertextuality in the Process of Translation from the Perspective of Interculturality

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[Abstract] *The emergence of the concept of interculturality is supposed to effectively overcome the obstacles brought by multiculturalism and cultural integration to translation. It can enhance the translator's awareness of cross-cultural communication and establish a tolerant attitude towards cultural differences. This paper discusses the inter-subjectivity and intertextuality in the process of translation from the perspective of interculturality, thus providing an effective way for translators to better understand the variability of intercultural communication.*

[Keywords] *translation; cross cultural communication; interculturalism*

Introduction

Translation is a semiosis, i.e. a process of revealing signs. However, this process is involved with the language in use. Translation is involved with the transfer of senses from one set of linguistic signs to another. From this perspective, linguistic signs are in various contexts, which can be cognitive, social and cultural. The translation process is not only the conversion of linguistic signs, but it deals with language environment and cultural communication purposes as well. Therefore, translation can also be regarded as a dialogue activity between cultures. And it is a kind of human cross-cultural communication activity, which promotes the communication and dissemination between different cultures. During the process of translation, one culture encounters another culture and establishes a meaningful association with it. What kind of meaning reorganization will occur in this association is precisely the result of the interaction of two perspectives. Translation is the real encounter of heterogeneous cultures. And different cultural subjects negotiate one another in the form of dialogue in this process.

Interculturalism is a philosophical concept that has been applied and developed in translation practice. It expounds the meaning and purpose of cultural transfer in the process of translation. It is an inclusive and indirect process of cultural translation. Only in the social context can language signs determine their specific meaning. From the functional view of language in use, interculturalism translation approach is the dynamic process of meaning generation and negotiation, and regards language in use as a social behavior firmly embedded in the context and influenced by the real world.

Literature Review

Language is closely related to culture. Kramersch (1998, p. 3) believes that “language expresses cultural reality, embodies cultural reality and symbolizes cultural reality”. Because of this, as a cross-cultural communication activity, the translation process is not only the conversion between language signs, but also the communication and dialogue between foreign culture and domestic culture, which is the communication between the source language culture and the target language one. In this way translation takes on the characteristics of two languages and cultures.

Translation refers to the activity of transforming information in one language into the one in another. On the one hand, the narrow translation theory is based on the functional theory of language and only takes the applicability of translation methods to text forms into account. On the other, the broad translation theory takes the whole language system into consideration and pays attention to the orientation, meaning, association and other aspects of the overall principle of language. In recent years, there have been two obvious trends in translation studies: one is that translation theory is deeply engaged with communication theory; the other is to focus more on cultural transformation instead of language transformation. Combining these two tendencies, translation is regarded as an act of cross-cultural communication. (Guo, 2000, p. 69)

Eugene A. Nida (2001, p. 115) points out that translation is an exchange between two cultures. For a truly successful translation, familiarity with two cultures is even more important than mastering two languages, for words can be meaningful only in the cultural background of their function.

Language and Cultural Communication

Language reflects culture and is the carrier of culture. It not only expresses the cultural reality, but also reflects and symbolizes it. Therefore, when people using different languages communicate orally or in writing, the implicit presentation must be the exchange and dialogue between foreign culture and domestic one. Each culture is formed in its own unique way. There is such a thing that distinguishes cultures from each other and gives the structural whole of each culture unique outline features. National character, perception, sense of time, sense of space, thinking, language, nonverbal communication, values, behavior patterns, social collectives and relationships are all structural features of culture. These structural features should be interactive, and their values must be revealed in the overall structure, which are all components of a whole.

Culture is closely related to communication. In the relationship among language, culture and cross-cultural communication, language reflects culture and culture affects the use and development of language. In cross-cultural communication with a language as the medium, communicators have to abide by the cultural and pragmatic rules of the language. However, it is not difficult to find that when a language is widely spread outside the native place and used by people in many other regions under the action of various factors, there is a rather complicated relationship between language and culture. In cross-cultural communication with the language as the medium, the rules of language use observed by both parties in communication may also be different. Language and culture are a dynamic process of continuous development and change, and they are not absolutely one-to-one correspondence. In some cases, several cultures may act on the same language, causing the language to change and form different variants. From this point, we may come to know that the ultimate goal of language learning is to improve cross-cultural communicative competence, in which culture learning is an important part. Of course, the main purpose of language learning is to communicate, to learn the culture behind the language, and ultimately to improve one's communicative competence.

In short, in the relationship among language, culture and cross-cultural communication, language reflects culture and culture affects the use and development of language.

Interculturality

The emergence of interculturality has effectively overcome the obstacles of multiculturalism, cultural integration and other related concepts, whose basic feature is recognition of differences in culture. It believes that culture should be open and cultural dialogue is a power relationship. Only by maintaining differences, seeking common ground while reserving differences, and through close exchanges and contacts, can the space for tolerance be expanded. In short, interculturality aims at promoting mutual respect, tolerance and understanding among different cultures. Here, differences are particularly important. It is precisely because of the differences that different cultures have the possibility to learn from each other and refer to each other, and to form a deeper understanding of themselves in comparison with each other.

Interculturalism is the manifestation of inter-subjectivity, which reflects the dialogue between subjects subordinate to two different cultures and their generated texts. It also shows the characteristics of coexistence of cultures, communication and mutual understanding, and meaning reproduction. Intercultural translation approach has opened up more academic space and a new research dimension, thus obtaining a broader research perspective. Cultural adaptation is a basic concept that reflects cultural characteristics and cultural functions. Language reflects the essence and values of a culture and can best show the differences between cultures. In translation, we must understand the expressive characteristics, taboos and metaphors of various languages, and use the languages that foreign readers can understand to transmit linguistic and cultural information.

Cross-cultural dialogue attaches importance to unique cultural context and also emphasizes interculturality by attaching much attention to differences. We can enhance our sensitivity to observe things and enable us to better understand ourselves. Cultural blending not only reflects the interculturality of different cultural subjects, but also shows the cultural individuality of different cultural subjects.

Translation involves text analysis. So how to do the text analysis? Intertextuality was first established by French contemporary literary theorist Julia Kristeva (2013, pp. 1-11), who points out that any text is an absorption and transformation of another text. Which means the meaning of a text is not isolated but consists of other texts, and can refer to each other if necessary. That suggests that the interpretation of the text is not only the text analysis, but also the text should be examined from a broader perspective of culture. Translation involves the social and cultural context that often occurs in the text translation process between the author and the target readers, the source language and the target language, and the source language culture and the target language culture. Translation can be regarded as a communication process occurring in a certain social context, thus translation should embody the cross-cultural equivalence of languages in essence.

When it comes to the analysis of a text before translation, a translator takes the text as a whole. Starting from that, he is engaged with the text in many aspects, such as consciousness, purpose, autonomy, responsibility, freedom, initiative and identity. In this way, he develops a sense of subjectivity. With it, there comes inter-subjectivity. With the gradual reduction of inter-subjectivity, the visions of the translator become farther and farther. And he finally knows where he is in translation and where he is not in it, thus separating the subject from the object.

Inter-subjectivity of translation is a crucial factor for the quality of translation, which includes the connection

and communication among the author, translator and readers. It is far from enough to realize that the translator is the subjectivity of translation, and the intersubjective relationship between this subjectivity and other elements in translation must also be clarified. In other words, the translator should first take the author and the target readers into account, and at the same time, he should also consider the elements such as text, language, culture, history and reality, as well as their interactions, commonalities, unities, mutual influences, constraints and opposites with himself and among themselves.

Interculturalism Translation Approach

In translation activities, when it comes to whether the meanings of the two linguistic signs are equivalent or not, the interculturalities of the two languages should also be considered. Intercultural theory holds that the key to cross-cultural communication is to try to choose a foothold between the two cultures. Translators should adopt an intercultural stance to properly handle the relationship between the source language culture and the target language culture and promote the harmonious development of the culture. By this time the translator is in interculturality and has some degree of interculturality. He interprets the translated Chinese works from the cultural standpoint of “a Chinese”, manipulates the translation in the process of translation as “an intercultural person”, and controls the translation expression from the perspective of “an English reader”, thus realizing the function of author–translator–reader.

The study of translation should not be confined to one cultural context, but should focus on the special cross-cultural research of “interculturality” or “interlinguality”, thus placing translation in two languages and cultures.

Translation study should go back to its key study to highlight the translator and his “interculturality” and to study the role of the translator as a cultural intermediary in such intercultural activities as translation. In 1997, Spanish scholar Anthony Pym put forward the idea of “interculturality”, holding that the translator’s interculturality requires him to be responsible not only for the culture of the source language but also for the one of the target language. (Pym, 1993, p. 150) Translators are at the junction of the two cultures and do not belong to any one of them.

Translators, especially literary translators, must have “interculturality” and the ability to be an intermediary to realize intercultural understanding. The evaluation of translation lies not only in language criteria, intention criteria of faithfulness to authors, but also in intercultural criteria. The more “intercultural” the translated work is or the less cultural commonness it has, the more interpretation errors and understanding obstacles will be caused.

Conclusion

From the perspective of the translator’s role, the translator plays the role of “intermediary” in communication with the text author and readers, and that is an inter-ness activity. Therefore, the introduction of intercultural theory into cross-cultural translation will help to resolve the cross-cultural conflicts in translation and help the translator to do the intercultural thinking of equal dialogue between the two cultures.

The introduction of intercultural theory into the study of translation process is a product of cross-cultural communication and integration between China and the West. Translation is a highly integrated subject of cross-cultural communication, which changes rationality from “subject-centered” to “inter-subjectivity-centered”. The subject culture influences and restricts the translation process, and at the same time injects new vitality into the subject culture and the object culture. From a cross-cultural perspective, studying the translated text can provide insight into the degree of interculturality between the target language and the original text, which is helpful to promote the study

of translation theory and practice.

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A Study on the Lexical Translation of Legal Texts of Indian Higher Education

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[Abstract] *To update the higher education system in India, Indian government is enacting and establishing a series of acts, rules and regulations in the field of education. By doing so, this country enhances the reputation of high education worldwide. The author studied 25 pieces of legal documents in the higher education field in India and concludes the typical language characteristics of legal language at the lexical level as well as the principle and methods translators can rely on in the process of translating the legal texts of India higher education.*

[Keywords] *Lexical Translation; Legal texts; Indian Education; Higher Education*

Introduction

With the development of globalization and the age of information exploration, all the countries are paying due attention to update their higher education system since talents cultivation is regarded as the basic foundation and crucial element for the development of a nation. As one of the four great ancient civilizations in the history of human beings, India is a nation famous for its education since the ancient times. India government is endeavoring to promote its higher education. One of the major approach adopted is enacting and establishing a series of acts, rules and regulations in the field of education. By doing so, this country enhances the reputation of high education worldwide. Actually, the Legal language is entirely different from other daily languages with typical characteristics, which has its own attributes and requires specialized translators to translate the source texts into the target texts precisely in the whole process to avoid the misunderstanding and false interpretation. Generally speaking, the final drafts of translation are able to reflect objectively not only translators' language proficiency, but also the comprehensive ability of translation skills and techniques. However, translating legal texts has always been regarded as a difficult task as law is a culture-dependent subject field. Many a scholar considers that translation of legal texts is a time-consuming but low-efficient process to those who are unfamiliar with the knowledge of legal texts. Meanwhile, wrong translation can lead to expensive and serious consequences. In order to translate the legal texts of the higher education in India, translators should both increase the awareness of features of legal texts at the lexical level and apply proper translation skills and methods on the basis of translation theories.

Typical Lexical Features of Legal Texts in Indian Higher Education

Legal English is to define the rights and obligations of legal subjects and parties. Therefore, the most important thing is to express accurately and clearly to avoid ambiguity and misunderstanding. Therefore, the characteristics of legal English determine that it must have a frozen style either for lexical or syntactic level. Also, legal language has a specific terminology and is featured by a unique and noticeable set of language characteristics at the lexical level.

The author studied 25 pieces of legal documents in the higher education field in India and concludes the typical language characteristics of legal language as follows:

First of all, it has many terms of Latin and French origin. One of a obvious features of English legal lexicon is the existence of Latin terms in its texts. Alcaraz and Brian (2002) analyze the reasons that law texts are rich in the presence of Latin terms, including that the language of law system was controlled by the power of the Roman church over Europe for a long period of time. Thus, it is inevitable for English law to reflect the influence of Latin terms. On the other hand, the Roman law has an incredible power to the modern coherent written system in the legal terminology. There are abundant words and phrases with Latin origin such as “Bona fide”, which means good faith or in good faith; “Res judicata” which means an issue or a matter already adjudicated upon that cannot be raised again; “Bes nova” which means a new thing or an undecided question of law; “Stare decisis” which means the legal principle of determining points in litigation according to precedent. Additionally, the apparent existence of French terms is another typical feature within English legal language. Since the Norman Conquest in 1066, the language of French the gained an undeniable place in the legal field of England with many a legal French terminology (Crystal & Davy, 1986). For instance, policy, contract, proposal, terms, conditions, alias, quash and schedule and so on. The *National Early Childhood Care and Education (ECCE) Policy* in Indian higher education documents says: “The Government of India have had under consideration a National Early Childhood Care and Education (ECCE) Policy to reiterate the commitment to promote inclusive, equitable and contextualized opportunities for promoting optimal development and active learning capacity of all children below 6 years old of age.”

Secondly, it has the feature of archaisms. In order to show the sanctity and authority of legal language, old English and middle English are widely used in legal English to distinguish from common English. Archaic terms belonging to formal style. Tiersma (1999) states that “legal language often strives toward great formality, it naturally gravitates towards archaic language.” For example, the adjective aforesaid, adverb hereinafter, the verb arraign (to contest a claim, suit, etc), and the noun surrejoinder (a plaintiff’s reply to the defendant’s rejoinder). Besides, the modal shall in legal texts, carries an obligation or a duty as opposed its common function: expressing futurity (Tiersma, 1999). The *National Early Childhood Care and Education (ECCE) Policy* in Indian higher education documents says: The Government of India recognized the significance of ECCE, through the amended Article 45 of India Constitution which directs that “The State shall endeavor to provide ECCE for all children until they complete the age of six years.” According to the Commission for Protection of Child Rights Act, 2005: “The commission shall ordinarily hold its meetings in its office located in Delhi but may in its discretion, hold its meetings at any other place in India if it considers it necessary or expedient to do so.”

Thirdly, legal texts abounds in synonyms. It is widely believed that it is very difficult to make the choice in deciding words in some cases. However, to keep the consistency and effectiveness of a legal document, legal drafters may use different synonyms to convey the same intention without too much repetition of the same terms. Therefore, using a bunch of synonyms is another prominent feature in legal texts at the word level. For example, assign and transfer; breach and violation; clause and provision; contract and agreement; promise and assurance; void and ineffective (Haigh, 2004).

Lexical Problems of Legal Texts in Translation

Words with multiple meanings usually create great obstacles during translation. Bell Tiremadi (Bell, 1991) believes that lexical problems is one of the two major translation problems. In the interpretation of lexical problems, he states that, although words are entities that refer to objects or concepts, a word in one language may not be substituted with a word in another language when referring to the same concepts or objects. Bell divides lexical problems into five

subcategories, namely, straight/denotative meaning, lexical meaning, metaphorical expression, semantic voids and proper names. According to Bell Tiremadi (Bell, 1991), lexical meaning refers to words or phrases which seem to be equivalent, although in that situation this may not be the case. For example, in the document of “National Early Childhood Care and Education (ECCE) Policy” issued by the Ministry of Woman and Child Development, the word “order” is used at the very beginning of the document and followed by “Ordered that a copy of the resolution be communicated to all Ministries and Departments of the Government of India, all State Governments and Union Territories, the President’s Secretariat, the Vice-President’s Secretariat, Lok Sabha Secretariat, Rajya Sabha Secretariat, Cabinet Secretariat, Prime Minister’s Office and the Planning Commission.” The word “order” has many meanings according to the *Oxford Dictionary of English* published by Oxford University Press, including the arrangement or disposition of people or things, an authoritative command or instruction, a particular social, political, or economic system, the degree of complexity of an equation, expression, etc. In this case, the translator must be aware of the intention beyond the words in order not to misrepresent the author's message. In legal documents, translators should overcome the difficulty of lexical problem to make the process quick and painless.

Principles and Strategies of Lexical Translation of Legal Texts in Indian Higher Education

Lexical level is the smallest portion of a sentence in terms of translation units. It is the initial step to move to the texts translation. There are many principles and strategies a translator can apply to excel his work. First of all, make sure that the translation is accurate. Due to the particularity of law, legal language is also endowed with the exclusive nature of law, which requires to strive for the accuracy of words in expression without any ambiguity. Legal terms should be expressed accurately and understood by the recipient, especially when translating legal texts. The word “order” in the document of “National Early Childhood Care and Education (ECCE) Policy” should mean “an authoritative command or instruction”. In this case, legal translator should often refer to specialized bilingual law dictionaries. Secondly, be aware of the cultural differences between source texts and targets texts. The absence of equivalent terminology across different languages due to cultural backgrounds usually lead to the problem during the process of lexical translation. In this study, the most common difficulty regarding lexical level is due to the difference of culture-specific legal system between India and China. Thus, translator should have cultural awareness and must consider the legal document in the cultural context with background information to clarify the word meaning in the source texts.

In terms the strategies translators can rely on, we can generally use the following ones: firstly, relying on the method of literal translation. Literal translation is the most commonly used and important translation method in English translation. If the direct corresponding words with the same meaning can be found in the source text, this method is very suitable, but it is not very suitable when encountering uncommon words. Secondly, using free translation method. In the process of translating legal words, we often translate according to the meaning, as long as the same meaning is expressed. This translation method can break the limitations brought by traditional translation methods and has no rigid requirements in form. Thirdly, adopting the method of amplification. The so-called amplification translation method refers to the method of adding words based on the source texts. In this way, the translated legal sentences can fully express the cultural context of the region where laws are enacted. The most important thing is to stick to the lexical association consistent with the original text, so as to fully ensure the high unity between the source text and the target text.

Conclusion and Implications

In conclusion, terminology, jargon, archaic words, loanwords, synonyms in legal language are often creating great difficulties for translators. Therefore, based on the typical lexical features of legal texts in Indian higher education,

translators should actively solve the lexical problems of legal texts in the process of translation by using various techniques and strategies.

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A Study of English Translation of *Gnomic Verses about Water and Tree* in the Light of Eco-translatology

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[Abstract] In the 21st century, the world ushers in “Mega Eco-era”, under the background of which we attach great importance to the construction of the eco-civilization. In terms of the translation, Eco-translatology theory reviews the translation under the translational eco-environment based on “three-dimensional” transformations at the micro level. This paper mainly analyses the feasible application of this theory in Ethnic Classics translation. It concludes that this theory is conducive to maintain, harmonize and reconstruct the system of source/target language. What’s more, it provides the methodological guidance and reference for the cross-cultural exchange of Chinese classics translation, and boost the harmony between the typical elements of human and natural ecological environment.

[Keywords] *Gnomic Verses About Water and Tree*; “three-dimensional” transformations; Eco-translatology

Introduction

Tibetan gnomic verse, one of the unique Tibetan literature genres, which is at that time a culture mainly concerned with harmony and keeping balance with the natural balance with the natural world. These verses not only largely present the central passion of the Tibetan Buddhist culture in order to achieve the highest human spirit, but also are designed for the secular and spiritual men, owing to the beauty, neat and simple forms, profound philosophy and rhyme devices (Khedrup & Hurley, 2012, p. 2). The ethnic classics translation entails multi-dimensional, multi-aspect and multi-level adaptive selections and transformations. As for Tibetan classics translation, *Gnomic Verses About Water and Tree* is undoubtedly necessary to carry out multi-dimensional adaptive selections and transformations in the “worlds” of the source text and the source/target languages (i.e. the translational eco-environment) so as to produce target texts with high degree of holistic adaption and selection. Therefore, the application of “three-dimensional” transformations in the ethnic classics translation is conducive to re-exam the original gnomic verse language, accurately convey the Tibetan culture and information, and verify the feasibility of eco-translatology theory.

Linguistic Ecology Dimension

Ecological-globally trend has raised in the 20th century because of the worsening ecological environment. Against the background of this trend, natural environment protection has been put on the agenda with the increase in consciousness of the ecology. At present, human beings usher in the “Great Ecological Era”, when the construction of ecological civilization has also become the national strategy and state will of China (Hu, 2019, p. 125).

Eco-translation theory gives priority to the translator, whose central role is played. It regards the translation as a translator's adaption and selection activities in a translational eco-environment that encompasses the "worlds" of the source text and the source/target languages, the linguistic, communicative, cultural and social aspects of translating, as well as the author, the client, and the readers (Hu, 2004, p. 40). Linguistic dimension mainly refers to the linguistic expression of translated text. Each language has its own patterned system and writing structure. Generally speaking, English gives priority to hypotaxis, while Chinese to parataxis.

Buddhism terms in *Gnomic Verses about Water and Tree* manifest the rich religious culture and profound and obscure religious philosophy. Therefore, the wording in religious terms translation calls for the better understanding of the Tibetan Buddhist cultural connotation against the specific background of the Tibetan linguistic eco-environment. In order to express the author's thoughts and reproduce the content of the original text, it is necessary to change the Chinese linguistic form, especially for the transformations of the wording category. In the process of translating classics into English, Pro. Li Zhengshuan proposes that the poetry translation, such as Tibetan gnomic verses, should pursue "faithful equivalence" as much as possible, so as to preserve the charm of the original works. Faithfulness and equivalence are an unity of mutual connection and interdependence. Faithfulness is the premise of equivalence. If the translation is not faithful to the original text, willfully exert, surpass and misinterpret the original text, even reduce the information to be conveyed by the original text, or change the style of the original text, then such translation cannot make readers understand the meaning reflected by the original text "on an equal basis", let alone appreciate the elegance of the original text (Li, 2016, p. 108). Here the typical example quoted from the 94th stanza of GVAW:

ST:

六道轮回无边无际，
八暇齐备十分稀奇；

TT:

The six great divisions in the wheel of karma are boundless;

The Eight Exclusions being all ready is scarce. (Li & Li, 2017, p. 48)

This stanza mentions the Buddhism terms, such as "六道", "轮回", "八暇" in the first two lines of the source text. It is known to all that in Buddhism, it primarily advocates such thoughts as "merits and virtues", "wheel of life" etc. In target text, Li selects foreignization to translate these Buddhism terms literally so as to retain the cultural features in source text that aliens from the target reader groups. In Buddhism, six destinies defined by Buddha according to the accumulation of the blessings by karma, are divided into the heaven and humanity, humanity, animal, asura, hungry ghost, and the hell. "Samsara" in fact, is the ups and downs of the circulation of life and death, not really like the wheel in general circle. In target text, the term "six great divisions" had better be replaced by "six destinies", for the word "division" may not make the readers clearly understood this Buddhism term. In Buddhism, there is a saying of "Eight Exclusions and Ten Completeness", among which the "Exclusions" refers to eight kinds of "conditions" and ten kinds of completeness. In target text, Li directly adopts the word-for-word translation method to illustrate the terms and remain the information and form of the source, as well as the mystery. Given this, the terms that featuring cultural or ethnic characteristics need to be added notes hereafter the terms in detail to help readers understand the connotations. On account of this, terminology with special connotations had better adopt the literal translation plus the annotations to illustrate the real meaning.

Cultural Ecology Dimension

In today's cultural globalization, people pursue the harmonious coexistence between the foreign culture and the local culture, rather than the assimilation of foreign culture by local culture. In translation process of foreign language-

es, the translator and the original text belong to the same cultural background, so the translator should make the adaptation to the foreign cultural background to the greatest extent. The adaptive selection and transformation of cultural dimension means that the translator in translation process focuses on the transmission and interpretation of bilingual culture connotation, and on the source language culture as well as the target language cultural differences in the nature and content, so as to avoid distortion from the point of view the target language culture. Meanwhile, translators in the original linguistic transformation must pay attention to and adapt to the whole culture system which the language belongs to (Hu, 2011, p. 13).

Gnomic Verses about Water and Trees contains rich Tibetan Buddhism culture and ethnic customs, against the background of which the translators firstly adapt to this cultural eco-environment, then properly select appropriate approaches to make ecological balance between the source culture and the target culture. Gnomic verses are abundant in cultural-loaded allusions which the target readers know nothing about or cannot understand absolutely. China has a time-honored history of Buddhist culture, and its influence is deeply ‘rooted. Therefore the translator needs to select proper translation strategies to fill in the cultural blanks and integrate the culture of the source text into that of the target text in a view to reconstructing the source text. What’s more, the subjectivity of the translator is an act of the recreation.

Allusion, usually interpreted as canonical examples, usually refer to historical stories and words with sources quoted in literary works (Huang, 1986). Generally speaking, the sources of allusions mainly include Confucian classics, historical books, books by philosophers of different schools, the Buddhism language, literary works and myths and legends. Edward T. Hall (Hall, 1977, p. 16), as cross-cultural scholars, pointed out, “There is no aspect of human life that is not influenced or changed by culture.” Owing to the differences of the nature and the content between the source language culture and target language, the translator needs not only the source language transformation, but also the adaption to the whole cultural system that it belongs to so as to avoid the misunderstanding of the the source text from the view of the target language culture to make sure that bilingual culture connotation can be transferred successfully in the translation process. (Du, 1998, pp. 235–236)

In *Gnomic Verses about Water and Trees*, the author, Gungthang Tenpai Dronme, uses many Buddhism allusions thereof to vividly illustrate the profound Buddhism philosophy and intensify the artistic appeal of the source text. Tibetan gnomic verses is home to abundant allusions with regard to Buddhism myths, legends, fables. Considering this, the translator should adapt himself/herself to the Tibetan cultural environment and conduct proper transformations to bridge the cultural gap between the Chinese and the West, so as to let the foreign readers further understand the unique Chinese culture and evoke their brandnew reading interest. Dealing with the allusions, Li Zhengshuan mostly adopts literal translation to maintain the flavor of the source text that conveys the cultural connotations hidden in allusions. In fact, most of the allusions from the *Gnomic Verses about Water and Trees* originate from Indian legends. Here is an example quoted from the 50th stanza of GVAT:

ST:

学者具有渊博学问，
虚怀若谷非常谦逊；
就像果实累累之树，
枝头低垂欢迎主人。

TT:

*Scholars have profound learning
But are quite modest and humble,
As those trees bended and fruitful*

Welcome hosts with their heads bending. (Ibid., p. 98)

In the first two lines, the four-character Chinese idiom “虚怀如谷” means a man keeping the modest mind is like a hollow valley. He is able to accommodate others’ ideas humbly. This idiom derives from Lao Tseu (a philosopher, the founder of the Taoism in the Spring and Autumn Period) by Li Er in the Pre-qin Dynasty: “敦兮其若朴, 旷兮其若谷”. This sentence depicts a modest man as simple as the jade never curved and polished, and as vast as the hollow valley. Here the author of the source text uses the metaphorical and hyperbole to show the man with modest quality. Li Zhengshuan renders “虚怀若谷” into “modest and humble”. He adopts the domesticating strategy that inclines to the dominant position of the target language, makes the target language close to readers, overcomes cultural differences, and achieves equivalence to the greatest extent. Given this, Li Zhengshuan tries to adapt himself to these cultural eco-environment elements, such as the west customs, ideology, cognitive level etc., and makes the Chinese idioms hidden in Tibetan gnomic verses easily understood by foreign readers, in case that foreign readers should distort the real meaning of the idioms.

Communicative Ecology Dimension

Adaptive transformations in communicative dimension require the renderings to retain the communicative intention of the source text between bilingual translation. In field of translation studies, especially in the field of classics translation, the target text must meet the needs of cross-cultural communication and reflect the communicative intention of the source text. Owing to the different cultural connotations, information omission and semantic errors often encountered in the process of cross-cultural translation, thus this can hinder the reading comprehension of the target language. In terms of this, translators need to effectively solve various problems in translation practice by means of different translation strategies and methods in order to promote the cultural exchange effectively and provide practical channels for target audiences to better understand heterogeneous cultures.

Translation means communication, and this process depends on what the audience have heard or read (Nida, 1993, p. 86). And also a kind of cross-cultural communication activity, which should not only attach importance to the characteristics of different languages, but also consider the cultural differences between the two languages. Each language carries the traditional culture of its own nation. According to the effective transformation of two different languages, it will build a bridge for the cultural exchange and promote the communication and integration of diverse cultures.

In translation process, domestication and foreignization cannot be organically integrated and used at the same time. In practice, however, this statement is too absolute when it comes to specific translation. Translation requires translators to fully respect the idea and style of the source text, which is different from the target language culture. Therefore, foreignization is undoubtedly the best choice in translation practice. When selecting a translation method, it is not desirable to completely abandon other translation methods, nor does it meet the actual requirements. Domestication and foreignization have their own advantages and disadvantages. When applying foreignization translation method, the main purpose of translators is to expand the scope of practical translation, not to bring confusion to readers' understanding, let alone to make them feel the obvious tone of translation, but to create favorable conditions for readability. Here an example in the 16th of GVAT can be explained in detail:

ST:

从盘古积下的业因,
即使百劫也难损耗;
逾千年的多罗树籽,
一旦有水就会发新芽。

TT:

The enterprises accumulated from Pan Gu the Creator

Cannot be worn down after centum disasters.

Bo-tree's seeds over a thousand years

Generate new buds once they meet water. (Ibid., p. 81)

In source stanza, such Chinese characters as “盘古”, “业因”, “多罗树”, among which particular cultural elements contain legendary and religious color herein in Chinese culture in which these culture-loaded words are unfamiliar to foreign readers. It is known to Chinese people that “盘古”(Pan Gu), one of the famous mythical and legendary figures, is the creator born in the primitive state of the world. While in the west culture, Zeus, different from Pan Gu, derives from the western legend. But these two legendary figures have the similarities that they are both Creators of the world in completely opposite culture. When explaining Pan Gu clearly for target readers, Li Zhengshuan puts the “Creator” behind “Pan Gu” to explain the cultural identity in detail. As for the Chinese character “业因”, a religious term, means a kind of the cause that can bring forth the good and evil outcome. Literally, “多罗树”, a kind of tree which usually appears and is used in religious idioms and literature, but here it stands for a place where Buddha seeks enlightenment. Faced with these religious words that are scarcely touched in foreign culture, Li Zhengshuan adopts foreignization strategy to retain the culture speciality of the source text, and translates these two culture-loaded words into “enterprises”, “Bo-tree” respectively which rouses foreign readers’ interest and imagination and makes the target readers understand much more Chinese religious culture.

The point that to find the proper balance does not refer to the intermediate point between the author and the reader in particular, but should adhere to the following principles to establish a real balance. That is, when close to the author, can not produce a large distance with the reader; When approaching the reader, do not keep too far away from the author. In other words, in the specific translation process, to choose the foreignization method, we must ensure that the translation is smooth and easy to understand. When selecting the domestication method, it should reflect the corresponding characteristics of the source text. In addition, due to the similarities and differences between different languages, translators are required to apply domestication to the language expression forms in the translated content, while foreignization is required to apply foreignization to the cultural elements in the same article. Only in this way can the disadvantages of domestication and foreignization be avoided effectively and the advantages and advantages of these two translation methods be brought into full play so that they can exist together in the actual translation. Through the above analysis, it can be seen that in the process of translation, domestication and foreignization are mutually complementary and mutually affecting dialectical unity, translators should make scientific choice.

Conclusion

From the perspective of the eco-translatology, translators mainly focus on the transformations among linguistic dimension, cultural dimension, and communicative dimension. Under the background of the “Mega Eco-era” and eco-civilization. It is necessary to introduce the theory of ecological translation into the study and practice of the translation of Chinese classics. This makes researchers and translators more deeply realize that classical translation involves multi-dimensional and multi-level interaction and interconnection. This theory emphasizes that when the translation ecosystem of classics is at a harmonious and balanced state, the renderings will be successfully spread abroad and achieve effective cross-cultural communication.

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On the Review of Books on Translation Studies

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[Abstract] Review of books on translation studies is a new subject of translation studies which has been developed in recent years. It is the product of the integration of book review and translation studies, and it is one of the trends in the development of translation studies. The purpose of this paper is to define the concept of translation book review from its source, clarify its attribution, have a rational thought on the problems in translation book review research, and meet the needs of translation studies.

[Keywords] Book review; Review of Books on Translation Studies; Translation criticism

Introduction

At present, the research of review of books on translation studies belongs to the category of minority and marginal research, but its role cannot be underestimated. Its development critically witnesses and promotes the healthy development of translation studies. At present, the field of translation studies is trying to violate “Ockham's razor” spirit, and there are more and more abstract words appearing in it which make translation studies confusing, such as “reconciling translation thoughts”, “the article translation”, “ecological translation”, etc.. These abstract complex words haven't much practical value. Translation books' review is like a wheel, a sieve and a mirror for the development of translation studies. Its role is to provide excellent books on translation studies for scholars or readers in the field of translation and promote the healthy and prosperous development of translation studies. At present, such scholars as Fang Mengzhi, Xu Jianzhong, Geng Qiang, Liang Zhenhui, Wu Wanwei, Liu Jinlong, Guan Jiling and others have carried out relevant discussions on the theoretical research of reviews of books on translation studies. However, its existing research results are still unclear in concept and attribution. Therefore, to solve the existing problems in the study of reviews of books on translation studies is the key to its further development.

The Definition of Review of Books on Translation Studies

Among the scholars in the field of reviews of books on translation studies, Liu Jinlong is the only one to define what review of books on translation studies is in *A Study of the Theory of Translation Books' Review - to visit professor Fang Meng-zhi in Shanghai university*. The article gave review of books on translation studies the following definition: “Review of books on translation studies, refers to comment on the content and the form of books on translation studies, such as translation studies monographs, translation textbooks, translation reference books, journals, proceedings of translation studies, etc. and it is a kind of translation criticism in generalized way and an activity in translation studies.” (2018, p. 127) Liu Jinlong's definition contains the following information: 1) to review books on translation studies is the essential attribute of a translation criticism and translation studies, its concept extension is a book re-

view on books of translation studies, which can be subdivided into five types: book review on translation studies monograph, on translation course books, on translation reference books, on journals about translation studies, on collected papers of translation studies, etc.; 2) translation book review belongs to the category of translation criticism. However, the author believes that there are at least two points worth discussing: 1) the definitions of translated books' reviews are too complex and not exhaustive; 2) there is no doubt that translation books' review is a translation research activity. However, there is not enough theoretical support to confuse translation books' review with translation criticism. Xiao Qian believed that book review is a kind of criticism which is written for general readers of any general books (Xiao & Wen, 2010, p. 4). There is no doubt that the translated book review belongs to the category of book review, but it should have its own uniqueness besides the same characteristics as the book review since it is combined with translation studies. In my opinion, translation books' review refers to the reviews written for all books related to translation studies (such as translation theoretical works, translated works, translation textbooks, translation reference books, translation journals and translation proceedings). According to this definition, the essence of translation books' review is the review of translation books, which can be divided into the following six categories: translation theoretical books' review, translated book review, translation textbook review, translation reference book review, translation journal review, translation proceedings' review. Thus, the connotation and extension of translation books' review are clear at a glance.

Research on the Attribution of Translation Books' Review

The definition of translation books' review is the premise of researching its attribution. The determination of the attribution of translation books' review is a necessary and sufficient condition for its own effective development. It is not easy to change and establish the destination of reviewing books on translation studies, because almost all the scholars who are engaged in the theoretical exploration of translation books' review regard it as a "member" of translation criticism. Therefore, they attribute the worrying development status of the theory of book review on translation studies to the neglect of translation critics whose research does not include that of translation books' review, which makes the research field of translation books' review dismal. However, this kind of affiliated relation between them is skeptical. If the study of translation books' review is indeed a branch of translation criticism, why do translation critics exclude it from their own system and make its "reasonable" status unclear?

From the rational exploration of its phenomenon, it can be seen that the study of translation books' review is completely different from that of translation criticism in terms of what and how to criticize, and who makes the judgment. The target of translation books' review is to review all books related to translation studies, while that of translation criticism is to criticize translated works, translators and other relevant phenomena. Translation books' review is carried out by scholars, readers, publishers, editors and writers in the field of translation. The main bodies of translation criticism are bilingual experts, readers and translators with translation theoretical literacy (Yang, 2017, p. 45). Reviewers and critics have different internal requirements. "In front of the reviewers is a book to judge" (Xiao & Wen, 2010, p. 11), while translation critics in translation career must first be a bilingual people with two high-level qualities, namely "high-level in translation theoretical knowledge" and "high-level in translation competence", in other words, he (she) must be both a thinker with translation theory literacy and an excellent translator (Yang, 2017, p. 46). The benchmark of translation books' review is not restricted by predecessors, but is experienced by reviewers themselves, while the basis of translation criticism mainly comes from the study of translation standards. The difference is obvious. It is a classification error to regard them as species and genera, and they are actually two different branches in the field of translation studies. However, both serve the same purpose, that is, to serve the translation research.

Requirements for Practical and Theoretical Development of Translation Books' Review

Translation books' review is not only a subject of translation research, but also a product of interdisciplinary combination of book review. Based on the methodological theory of book review, it USES some translation theories, translation thoughts, translation viewpoints, translation principles and methods in translation studies to rationally analyze and identify all books related to translation in accordance with certain academic norms, and draw some evaluation conclusions (Liu, 2018, p. 60). These evaluation results eventually form a series of discipline concepts, principles and methods, which reflect the intrinsic activity rules and essence of translation books' review. Therefore, the development of book review and translation studies inevitably leads to the rise and development of translation books' review, and in return, the development of translation books' review is an effective supplement and enrichment for the content of book review and translation studies. In addition, the theoretical study of translation books' review can help distinguish between itself and translation criticism, so as to clarify their respective responsibilities and jointly promote the development of translation research. However, the field of writing practice in translation books' review is full of vitality, while its corresponding theoretical research is dismal, and both of them lack of realistic attention. This situation seriously hinders the development of translation books' review theory. Therefore, in order to get great development and achievement in it, the following requirements must be met.

First of all, in addition to the in-depth rational exploration of its phenomenon, scholars in translation books' review should also establish an evaluation mechanism, and bring it into its theoretical research category, so as to make the review in form standardized and academic, in content objective and serious. Secondly, the improvement of the status of translation books' review can no longer rely on the recognition of translation criticism, but must rely on their own efforts to achieve that. Thirdly, it is hoped that more practical care should be given to translation books' reviews, so that the articles and papers on translated books' review have a place to go and have more and better positions to be published, so that translation book reviewers and translation book review researchers have more space to be accepted and generally recognized in the society, and their papers on book reviews in translation studies can be counted as scientific research achievements and included in the professional title review scope. Zhong Weimin, executive deputy editor of the journal of Tsinghua university, once said: "academic journals must make book reviews, and the failure to do so is the absence of academic journals" (Du, 2014). If there are more voices like this, the academic guarantee for the study of book review and translation books' review will be around the corner. But on the other hand, Zhong Weimin warns: "nowadays book reviews are mostly puffery articles written by authors or publishers, without high academic standards" (ibid.). This shows that the development of book review and even translation book review must start from the inside, and only by improving its academic accomplishment can the book review have the opportunity to be supported and cared for by the external environment.

Conclusion

It can be seen from the above that the theoretical construction of translation books' review is imminent, and its purpose is to standardize and reflect the practice of translation books' review. Meanwhile, the theoretical construction of translation book review itself needs academic guarantee. The practice and theoretical development of translation book review can only flourish with internal self-consciousness and external care, thus promoting the development of translation studies.

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A Preliminary Study of CAT Translation Teaching in Colleges and Universities of China

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[Abstract] *With the development of globalization, exchanges between China and the outside world become increasingly frequent. The link between China and the world is language, which is also the reason for the rapid development of China's translation industry. The development of this industry should synchronize with the advancement of technology. Therefore, in China's language service market, the use of CAT (short for computer-aided translation) technology has been gradually popularized. This trend makes teachers involved in translation teaching of Chinese colleges and universities ponder how to integrate computer-aided translation into the curriculum of translation majors, and explore some new teaching contents, teaching modes and evaluation system in order to cultivate market-oriented and career-oriented professional translators.*

[Keywords] *Translation Industry; Computer-aided Translation; Curriculum Setting; Teaching Contents; Teaching Mode; Evaluation*

Development of Translation Tools

Translation is an effective means of overcoming language barriers in daily communication, and its history is almost as old as the language itself. It is the ancient Greeks who first proposed the concept of machine translation. At that time, some people proposed that effective mechanical means should be applied to analyze languages in order to solve the obstacles caused by a wide variety of natural languages among ethnic groups. After that, the oldest translation machine appeared in 1933 when a French engineer G. B. Arsouni invented the mechanical brain and then applied for a "translation machine" patent. In the same year, a Soviet inventor Troyanski designed a machine to translate one language into another and registered his patent in September that year. After the first computer was born in 1946, British engineer A.D. Booth and W. Weaver, vice president and engineer of the Rockefeller Foundation in the United States, put forward the idea of using computers for automatic translation of languages when discussing the scope of application of electronic computers. In 1954, Georgetown University in the United States successfully developed the first machine translation system with the cooperation of IBM, and this system translated 60 Russian sentences of about 250 words into English. The success of this test marks the real beginning of machine translation system. In 1976, Université de Montréal in Canada and the Canadian Federal Government Translation Bureau jointly developed the TAUM-METEO translation system to provide weather forecasting services, which becomes a milestone in the history of machine translation development, indicating the practical application of machine translation.

As time goes by, people gradually notice the drawbacks in the accuracy and readability of machine translation.

Under this circumstance, researchers began to think about using a new translation system, computer-aided translation (CAT), to replace machine translation. It is different from machine translation, for it does not have to rely on automatic translation of computers. Instead, it combines translation tools and skills, and completes the entire translation process with human participation. Compared with human translation, CAT usually does a better job, and it can also help translators complete translation tasks with high quality and efficiency.

It is known to all that there are numerous repetitive or similar sentences and paragraphs in the process of translation. CAT system has automatic memory and search mechanism, which can automatically store the contents translated by users. When the user translates a sentence, the system will automatically search for the sentences that have already been translated. If the currently translated sentence has once been translated, the system will automatically show the previous translation; for similar sentences, the system will also give the translation for reference. This, to some extent, will avoid the problem of looking up words and phrases while translating, so it improves translation efficiency. Another advantage of using CAT system is that users can directly translate some formats of documents such as Word, Excel, PowerPoint and PDF, without converting the formats or even destroying the formats. Consequently, the time-consuming manual translation process becomes automated, which greatly improves the translation efficiency and quality.

The Status Quo of Translation Market and CAT Teaching in China

As China gradually integrates into the globe, her exchanges with other countries are becoming more and more frequent. As a bridge of exchanges and communications, translation has penetrated into all areas of people's life. Under this circumstance, the challenges we have to face today are huge market demand, small-scale translation agencies, and translation teams that lack overall quality and process supervision. In addition, many translation projects in the translation market are document translations related to some fields like technology or engineering, as well as the translation of audio and video materials (such as movie trailers and product instructions). Faced with these translation tasks, we cannot organize enough human resources in a given time, nor can we rely entirely on manpower to complete translation tasks and guarantee the quality of translation at the same time. This requires us to utilize computer technology to reasonably plan and arrange the entire translation process. Therefore, at present, most of the translation agencies in China begin to focus on translation technology, and they even revise the job requirements, adding that employees should be proficient in the use of some translation software.

In recent years, the rapid development of the language service market at home and abroad has also promoted the cultivation of translation talents in Chinese colleges and universities. A recent survey shows the high demand for talents in the language service industry. The supply of current translation talents graduating from colleges and universities are still unable to meet the growing market demand, which is highlighted by the great gap between the ability and quality of these translation talents and the actual needs of the language service market. Some Chinese scholars of this field such as He Xueyun and Zeng Yanbo (2013), Fu Jingmin and Xie Sha (2015), and Wang Chenshuang and Wen Jun (2016) believe that the main reason for this problem is the lack of understanding of the translators' ability in some colleges and universities or unreasonable curriculum systems caused by the lack of teachers. A great number of colleges and universities of China pay too much attention to the translation ability based on literary translation but neglect the technical ability in using some translation software. In traditional translation classes, we usually focus on teacher's lecturing about translation theory and translation skills, and the materials we use in practice are mainly about literary and social subject matters. What we neglect during this process is the characteristic of practice of translation course. Meanwhile, some colleges and universities are hesitant about CAT teaching. One of the reasons is that the high price of such kind of software as SDL Trados makes it difficult for colleges and universities to install the soft-

ware in computer labs and use it in daily teaching. In addition, CAT course requires high quality of teachers because they need not only translation competence but also the ability to use computer and CAT tools skillfully.

Under such circumstances, we should adapt to the needs of translation market, understand the trend of the development of translation discipline, and follow the pace of the development of the times. We should think about how to apply CAT technology to the teaching of translation majors based on existing teaching contents and models, and propose new teaching contents, teaching mode and evaluation system, providing some courses that combine the characteristics of both vocational education and higher education. This will enable students to master the translation theories and learn to use CAT tools skillfully at the same time in order to become market-oriented and vocation-oriented professionals.

Curriculum Setting and Evaluation of CAT Course

Translation teaching in colleges and universities is a special education category that combines the characteristics of both vocational education and higher education. Li Hongqing and Huang Zhonglian (2004, p. 22, p. 25) think that “the teaching of translation can be divided into three levels: the first is teaching translation merely as a foreign language teaching method; the second is the translation teaching as a course for language majors; the third is the professional translation teaching as a translation major course”. They also note that “the first level belongs to teaching translation, which aims to improve students’ foreign language level; the third level belongs to translation teaching, the purpose of which is to cultivate professional translators; and the second level is the transition between the other two, providing an advanced course for foreign language teaching as well as a primary course for training translators”.

Teaching Contents

The contents of CAT translation teaching covers computer skills, the use of translation tools, translation skill training and many other aspects. Therefore, in order to effectively complete the teaching tasks and achieve the teaching objectives, the curriculum design is crucial. In CAT teaching environment, teachers should help students learn to use several commonly used CAT software. In the process of learning how to use the software, teachers ought to help students know how to build, maintain and share term base (TB) and translation memory (TM), and make full use of the automatic memory and search mechanism of CAT software. Software learning should be combined with translation practice so that students will be familiar with the use of CAT software through translation practice. Moreover, teachers should develop students’ abilities for translation project management, that is to say, students should know how to form a translation team for a designated translation project to complete the translation task. In order to let students master more CAT technology in a limited teaching time, teachers can also encourage students to learn other CAT software by technical knowledge sharing.

Teaching Mode

In terms of teaching mode, we must first make it clear that in translation teaching, the subject should be a student rather than a teacher. However, the traditional “knowledge-imparting” translation teaching mode cannot meet the needs of CAT teaching, so we need to introduce a new teaching mode—“interactive” translation teaching method, which is inspired by the “interactive” language learning method. The “interactive” translation mode emphasizes the initiative of students in learning and the interaction among students as well as between teachers and students. Students should play a leading role in the classroom. And the teacher’s task is to create a relaxing and suitable learning atmosphere for students and guide and inspire the latter to think and learn. Teachers can encourage students to use CAT software for translation practice, summarize and extract common terms while translating in the areas they are in-

terested in, and learn to maintain and update their term base at the same time. Meantime, teachers can also encourage students to do a certain amount of translation practice in the field of their interest, and use the CAT system to build a translation memory, make a bilingual parallel corpus, and share them with other students. These are beneficial to students in future learning, query, comparison, and use of translation memory resources in their translation practice. Furthermore, daily classroom teaching should be like a “workshop”, in which as Xiao Hong (2005, p. 139) puts it, “teachers are mainly mediators, organizers, creators, promoters, supervisors and guides”.

Evaluation

CAT course is different from other translation courses. The evaluation cannot be conducted only based on a final exam paper. Dr. Cui Qiliang (2016) introduces an evaluation method that students’ marks are given based on their performance in classroom activities and in the final exam, or on the combination of students’ performance in classroom activities, their translation project completion and term paper. Dr. Zeng Liren (2011) states that marks given by teachers can be based on students’ research reports after their group work centering on how to use some CAT tools such as online translation websites and online electronic dictionaries. While Dr. Zhu Yubin (2015) suggests that the assessment should be made according to the combination of students’ performance in classroom activities and in the final exam, each taking up 50 % of the total mark. Among them, daily performance can be composed of several in-class and after-class operation tasks and in-class performance; while the theoretical part of the final examination should account for only a small proportion, with the operational part accounting for a large proportion.

Conclusion

Translation as discipline is of wide applicability, and the highly developed informatization and the diversification of social development may bring new challenges to the translation discipline. If computers have become the core tools of translators, CAT technology should be a core part of the computer skills that translators should master. Under this trend, translation teaching should change from the traditional literary translation-based curriculum mode, and attach importance to CAT-centered translation technology, providing enough time and opportunities for students to use computer and network translation tools and translation platforms, and finally become translation talents with translation abilities and proficient mastery of computer-aided translation software.

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A Review on the Granted Programs of the Translation Project of the Chinese Humanities and Social Sciences Academic Boutique (2010–2018)

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[Abstract] *Aimed for introducing Chinese academics and culture to the world, the Translation Project of the Chinese Humanities and Social Sciences Academic Boutique, launched by the National Social Sciences Foundation of China in 2010, is playing a significant role in promoting academic exchange between China and foreign countries. This paper, by data collection and data analysis, conducts a comprehensive study of all the translation projects successfully funded between 2010 and 2018 from the perspectives of numbers, disciplines distribution, language versions, applicants, and effects overseas.*

[Keywords] *National Social Sciences Foundation of China; granted programs of the Translation Project of the Chinese Humanities and Social Sciences Academic Boutique (2010-2018); review*

Introduction

At present, China's national development strategy pursues three goals, to disseminate and promote Chinese culture, to strengthen the influence of Chinese culture as soft power, and to enhance international cultural and economic exchange. *The Translation Project of the Chinese Humanities and Social Sciences Academic Boutique (TP)*, aimed for introducing Chinese academics and culture to the world, was first launched in 2010 by the National Office for Philosophy and Social Sciences. The project mainly sponsors publication and dissemination of Chinese academic works that represent the essence of Chinese culture in foreign authoritative publishing institutions in the form of foreign languages (He & Hu, 2018). The purpose of TP is to enhance global discourse power of Chinese academic works and strengthen soft power of China (Yang, 2014). In this project, a large number of excellent Chinese scholarly works with great reputation have been introduced to the world, which has exerted certain effects. To better promote Chinese culture abroad and enhance cross-cultural communication, it is necessary to review and summarize the granted programs of TP since 2010.

Up to now, many scholars have made attempts to examine the granted programs of TP. For instance, Ren (2018)

examines status quo of the project in the context of the Belt and Road Initiative; He and Hu (2018) investigate into translation strategies from perspective of the Skopos Theory; and Ying (2018) discusses the basic situation of the project and predicts the future of the project based on constructive planning. While these studies are of great value, most of them are specialized studies, and few studies adopt an integrated approach. Notably, there is a limited understanding of the influence of the translation project worldwide.

This study, therefore, intends to review the development of the granted programs of TP based on a comprehensive statistical analysis of all 822 projects funded between 2010 and 2018. To be specific, it explores and discusses funded numbers, discipline distribution, language versions, applicants, and effects overseas to generate an in-depth understanding of the project and provide some implications for future development.

A Study on The Translation Project

Funded Number

Since TP was first established in 2010, 882 projects have been funded by the National Social Science Fund of China (NSSFC). There has been a dramatic increase in the number of TP in the past years. In 2010, 13 projects were funded, but in 2018 there were 185 funded projects (see Figure 1). This suggests a substantial increase in the number of funded projects, which implies that TP has been growingly invested and valued.



Figure 1: The Funded Number of the Translation Project (2010–2018)

Source: National Office for Philosophy and Social Sciences (NPOPSS): <http://www.npopss-cn.gov.cn/>

Disciplines Distribution

Since its implementation, TP has played an essential role in promoting and enhancing academic exchange and communication between China and other countries worldwide. However, TP tends to favor certain disciplines. In other words, there is an imbalanced distribution in terms of disciplines. Thus, a systematic description and analysis of the granted programs of TP is expected to identify academic fields that have so far been neglected, which in turn will allow TP to be expanded to a broader scholastic scope (Zhang, 2015). In terms of successfully funded projects, the most represented subjects are Chinese history (112 items), philosophy (105 items), theoretical economics (82 items), Chinese literature (70 items), law (66 items) and sociology (65 items). In terms of the strategized exports of Chinese culture, these six disciplines are representative of both traditional and contemporary Chinese cultural values and achievements (see Figure 2). In addition, as a support for the policy of “telling stories and conveying the voice of China,” lots of funds have been provided to translations of scholarly works in disciplines such as applied economics (55 items) and international issues (47 items). Works in these domains were selected for translation projects as they can help promote China’s outstanding achievements in social sciences studies. The least represented areas in the researches between 2010 and 2018 were library and information science (4 items), comprehensive research (1 item),

others (2 items), sports science (4 items) and world literature (4 items) (See Table 1). These disciplines are underrepresented and undervalued. This suggests the necessity of paying much more attention to these disciplines so as balance the distribution. This, in turn, would lead to a comprehensive understanding of the essence of the Chinese academic works

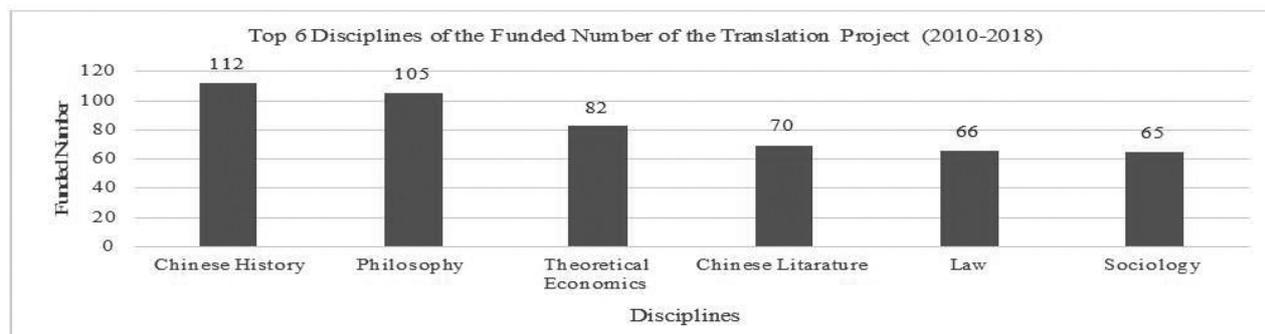


Figure 2: Top 6 Disciplines of the Funded Number of the Translation Project (2010-2018)

Source: National Office for Philosophy and Social Sciences (NPOPSS): <http://www.npopss-cn.gov.cn/>

Table 1: Disciplines Distribution Table of the Translation Project (2010-2018)

Subjects	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
Party-building and Party history				1			1	2	3	7
Marxism and Leninism			5	3	4	4	5		1	22
Philosophy	3	3	10	10	9	15	12	16	27	105
Theoretical Economics	3	7	8	6	8	13	9	13	15	82
Applied Economics		3	11	4	4	6	7	10	10	55
Statistics								1	10	11
Politics	1		2	2	8	7	7	7		34
Law	2	5	3	5	5	7	9	13	17	66
Sociology	1	4	6	5	6	4	14	13	12	65
Demography						2	1	2		5
Ethnic Issues			1	3	3	3	2	3	3	18
International Issues		4	4	4	2	2	8	12	11	47
Library and Information Science		1							3	4
Chinese History	1	4	6	9	12	21	19	14	26	112
World History				1	1	3	4	5	2	16
Archaeology				2	1	1	4	3	6	17
Religion	1	1	1	1	2	2	2	4	2	16
Chinese Literature			7	4	14	5	10	17	13	70
World Literature				1			1	1	1	4
Linguistics			2	1	1	4	4	7	13	32
Journalism and Communication					1	1	2	4		8
Sports Science			1				1	1	1	4
Management	1	4			2	4	3	1	1	16

Education		2	2	1	2	3	8	6	1	25
Arts			6	3	1	6	5	7	5	33
Comprehensive Research				1						1
Book Series								3	2	5
Others		2								2
Total	13	40	75	67	86	113	138	165	185	882

Source: National Office for Philosophy and Social Sciences (NPOPSS): <http://www.npopss-cn.gov.cn/>

As indicated by Table 1, funding for TP involving many disciplines was directly related to the significant domestic and international events (Ying, 2018). For example, Chinese literature failed to receive much TP funding between 2010 and 2011. However, after Moyan' being awarded the Nobel Prize for Literature in 2012, which marks a huge success in terms of exports of Chinese literature, Chinese literature became one of the most funded areas. In addition, only 2–4 items of international issues research had access to TP fund from 2010 to 2015. However, since the implementation of the Belt and Road initiative, TP has promoted the investigations into the translation of global issues. Compared with that of 2015, four and six times more international issues projects were funded in 2016 and 2017, respectively.

Applicants

The successful implementation of TP is inseparable from the applicants from all walks of life. Table 2 presents a list of TP applicants from 2010 to 2018. Applicants can be divided into three categories, publishing institutions, translators and journal publishers. During this period, 571 successfully funded TP applications were publishing institutions, accounting for 64.7%; 299 applicants were translators (33.9%), and 12 were journal publishers (1.4%). The data reveals that publishing institutions have the edge over translators and journal publishers in accessing fund. For example, in 2014, 140 publisher-led projects, accounting for 75.7% of the total funded projects, received funding. However, funding applications by translators have increased substantially since the introduction of the TP, from 3 in 2010 to 44 in 2018. In 2014, the number of translator-led projects exceeded that of publishing institutions for the first time, accounting for 52.3% of the total funded projects. Between 2010 and 2018, only 12 journal publisher-led projects received funding. Therefore, as a whole, publishing institutions are the primary undertakers of TP (Ying, 2018).

Table 2: Successful Applicants of the Translation Project (2010–2018)

Applicants	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
Publishing Institutions	10	33	48	45	41	64	80	110	140	571
Translators	3	6	26	21	45	47	53	54	44	299
Journal Publishers		1	1	1		2	5	1	1	12
Total	13	40	75	67	86	113	138	165	185	882

Source: National Office for Philosophy and Social Sciences(NPOPSS): <http://www.npopss-cn.gov.cn/>

Language Versions

In recent years, Chinese translators have rendered a large number of academic works into different languages, which played a crucial role in promoting cultural and academic exchange between China and other countries worldwide. Table 3 presents the results of the statistical analysis regarding the language versions that received TP funding between 2010 and 2018. It implies the distinct characteristics of funded language versions.

Table 3: Language Versions of the Translation Project (2010–2018)

	2010	2011	2012	2013	2014	2015	2016	2017	2018	Total
English	13	40	49	44	50	67	69	92	89	51
Korean			9	9	13	24	16	17	29	11
Russian			8	4	7	6	20	19	30	94
Japanese			5	5	11	10	16	16	16	79
French			1	1	2	2	3	4		13
German				3	2	1	1	4	2	13
Spanish				1		2	2	3	5	13
Arabic					1	1	2	3	7	14
Uzbek								2	3	5
Mongol								1		1
Vietnamese								1		1
Bulgarian								1		1
Turkish								1		1
Kazakh							1		1	2
Sinhalese								1		1
Kyrgyz									1	1
Polish									1	1
Hebrew									1	1
Total	1	1	5	7	7	8	9	1	1	8

Source: National Office for Philosophy and Social Sciences(NPOPSS): <http://www.npopss-cn.gov.cn/>

As indicated by Table 3, TP funding for specific language versions has increased from 2010 to 2018, and the English version experiences the fastest growth. To be specific, between 2010 and 2018, there were 513 funded English version projects, accounting for 58.9% , followed by Korea–based projects (13.4%), Russia–based project (10.8%), Japan–based ones (9.1%), Arabic based projects (1.6%), French–based ones (1.5%), German–based ones (1.5%), and Spanish language translations (1.5%). Since 2010, fewer than 10 items have been produced in languages other than those stated above. The projects based on languages such as Kilimont, Vietnamese, Bulgarian, Turkish, Sinhalese, Kyrgyz, Polish, and Hebrew only accounted for 0.1%. This suggests that there is a potential for the projects to be expanded to much more languages.

From a linguistic perspective, TP is mainly conducted in English, Japanese, Korean, French, and German. At present, English is a dominant language. This is probably because there are few Chinese translators with proficiency in languages other than those listed above. Currently, the foreign languages majors at the Chinese higher education institutions tend to be narrowed to languages such as English, Japanese, French, and German. In addition, there is a limited number of Chinese translators with proficiency in the minority languages, which results in certain language versions' dominating TP. This, in turn, poses a great obstacle to the achievement of the goal of enhancing academic and cultural ties with countries worldwide, especially the countries beyond English, Japanese, Korean, French, and German–speaking worlds. As a response to the shortage of talents, a market–oriented system should be introduced to train translators (Zhang, 2015).

Effects Overseas

Chinese culture is ancient and profound. In the history of civilization development, China has made a significant contribution to the development of neighboring countries and human civilization as well. However, there is a striking contrast between the influence of Chinese culture on the world and the connotation of Chinese culture itself.

It is generally agreed that reader acceptance predicts success or failure of external communication program (Robinson, 2012). In terms of acceptance, readers tend to be influenced by a variety of situational factors such as cultural and educational background, aesthetic and reading habits and reading expectations (Xu, 2016). Only when reader acceptance is fully understood will translated works produce desired effects in various target markets (Venuti, 2012). Extensive researches (Hung & Wakabayashi, 2014; Cheung, 2009) reveal that the influence of Chinese translations is not as far-reaching as what is expected. Compared with the works of domestic scholars, there are much less Chinese academic works on the shelves of non-Chinese libraries, and the reader acceptance of Chinese works tends to be relatively low. The current low acceptance can be probably explained by the fact that Chinese people have failed to fully realize that translation is more than merely translating a text from one language into another (Zhao & Yuan, 2010). Therefore, translators should prioritize reader acceptance, and foreign Sinologists should be encouraged to participate in TP so as to ensure that translations conform to the norms of target languages (Wang, 2013).

Although Chinese academic translation has captured full attention in recent years, most studies tend to focus on original works rather than reader acceptance. To illustrate this point, the researcher reviewed articles published up to April 19, 2019, sourced from CNKI, a major database in China. The results are presented as follows: no essay was obtained with the keywords “Chinese Academic Translation + Reader,” “Chinese Academic Translation + Acceptance,” and “Chinese Academic Translation + Impact.” The unexpected outcome is incongruent with the fact that Chinese academic translation is continually expanding and that there is a high expectation for translation studies.

This paper intends to conduct in-depth and detailed research into the overseas publishing institutions of foreign translation. Unfortunately, only the data from 2015 to 2018 was collected. As indicated by Table 4, between 2015 and 2018, the United States contained 88 NSSFC-collaborating publishers, the largest number of non-domestic collaborating publishers up to now. In other words, 32.1% off all TP-collaborating foreign publishers from 2015 to 2018 was based in the United States. Following the United States, there were 46 UK publishers collaborating with the NSSFC between 2015 and 2018, accounting for 16.8%, followed by 40 Japanese ones (14.6%), 26 Russian ones (9.5%), 20 German ones (7.3%), 14 Netherlandish ones (5.1%), 10 French ones (3.6%), 12 South Korean ones (4.4%), and 10 Indian ones (3.6%) publishers. Conversely, publishing institutions in Italy, Mexico, Spain, Singapore, Vietnam, Lebanon, Turkey, and Cuba minimally got engaged in TP-based collaborations during this period. The findings imply that TP should seek to expand collaboration-based initiatives and projects in Italy, Mexico, Spain, Singapore, Vietnam, Lebanon, Turkey, and Cuba so as to increase reader acceptance and thereby promote cultural and academic exchange in countries

Table 4: Foreign Publication Situation of the Translation Project (2010–2018)

	2015	2016	2017	2018	Total
America	25	25	18	20	88
England	16	16	7	7	46
Russia	7	7	6	6	26
Japan	16	16	4	4	40
Germany	6	6	4	4	20
Netherlands	4	4	3	3	14
France	3	3	2	2	10

South Korea	4	4	2	2	12
India	3	3	2	2	10
Italy	1	1	1	1	1
Mexico	1	1	1	1	1
Spain	1	1	1	1	1
Singapore	1	1	1	1	1
Vietnam	1	1	1	1	1
Lebanon	1	1	1	1	1
Turkey	1	1			1
Cuba	1	1			1
Total	93	93	54	56	27

Source: National Office for Philosophy and Social Sciences(NPOPSS): <http://www.npopss-cn.gov.cn/>

As of June 2018 (see figure 3), 27 cooperative projects have been implemented between the TP and the American Academic Press, indicating a growing trend. Although no cooperation occurred between the TP and the American Academic Press during the period of 2010–2013, in 2014, only one cooperative project was undertaken. Since 2014, the rate of cooperation has gradually increased. In 2015, there were two projects; in 2016, there were five projects, accounting for 18.5%. There were ten and nine projects respectively, in 2017 and 2018. Based on the annual increase in the number of cooperative publishing projects undertaken by TP and the American Academic Press, it can be predicted that, by the end of 2018, the number of collaborative publishing projects would be the largest yet. The smooth development of such cooperation is fundamentally vital for publications to be integrated into the mainstream media in North America so as to spread Chinese academic achievements.

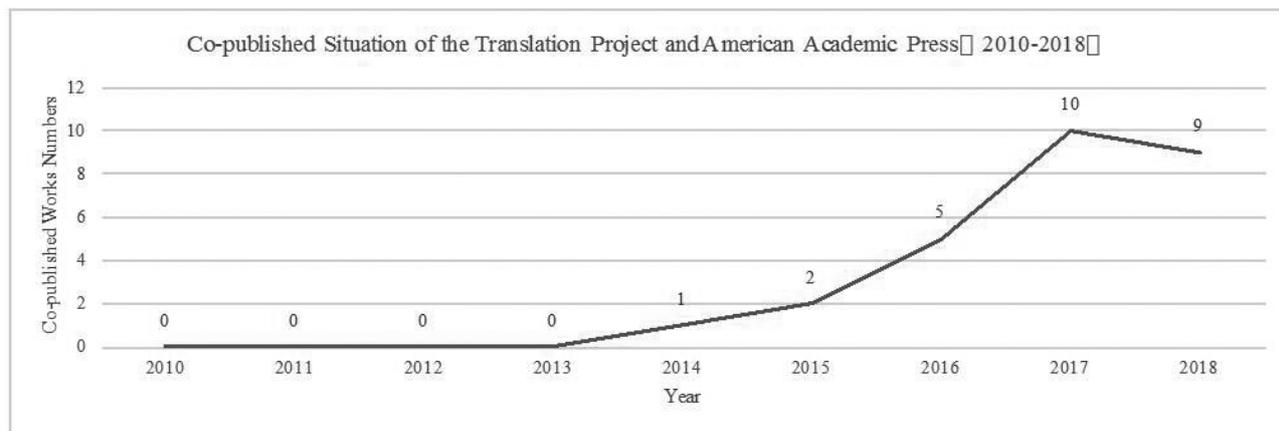


Figure 3: Co-published Situation of the Translation Project and American Academic Press (2010–2018)

Note: No cooperation has been carried out between 2010 and 2013, and statistics are as of June 2018.

Source: National Office for Philosophy and Social Sciences(NPOPSS): <http://www.npopss-cn.gov.cn/>

Conclusion

Since the establishment of TP nine years ago, a large number of outstanding academic works have been translated into a variety of languages and published worldwide, which has enhanced the international influence of Chinese academics. They also played an important role in promoting China's cultural self-confidence.

This study has observed that, since 2010, the number of TP-funded projects has increased as a response to China's national strategy for cultural promotion and academic exchange. Furthermore, TP is suggested to be expanded to include works in more disciplines, which in turn would help promote the comprehensive introduction of Chinese academic works to countries worldwide. An increasing number of applicants demonstrate their enthusiasm in participating in TP. In addition, it is found that the language versions involved in TP are continually increasing over time, which is conducive to the expansion of the influence of Chinese academic works worldwide. Most publishing institutions involved in TP are located in the United States, among which, the most influential institution is American Academic Press. All these indicate great progress. However, the analysis reveals that some problems remain to be addressed. To be specific, there is a great disparity in the distribution of disciplines, too much concentration of publishing institutions, limited supports for the number of minority languages based translated version, and the limited influence of translation.

In the future, much more funded projects should be implemented. Furthermore, the translated academic works need to be expanded to much more fields such as demography, foreign literature, sports, library information, and philology. In terms of applicant-based issues, smaller translating bodies such as journal publishers should be encouraged to participate in TP. Regarding language version-based issues, the current language-based scope of TP should be expanded to include the minority languages of the various countries, especially those involved in the Belt and Road Initiative. Furthermore, the Chinese government should provide policy supports in terms of publication choices. In terms of influence overseas, much more publishing institutions based in countries such as Italy, Mexico, Spain, Singapore, Vietnam, Lebanon, Turkey, Cuba, and other countries should cooperate with TP to expand the influence of it in the world. At the same time, foreign sinologists should be encouraged to participate in TP, and Chinese and foreign translators should work together to produce academic works that conform to the norms of the target language, address needs of the market and capture the interest of readers.

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On Hybridity in the Translation of *Fortress Besieged*

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[Abstract] *Hybrid texts in literary translation should be treated as a natural consequence of cross-cultural barriers in the context of contemporary intercultural communication. The translators' treatment of hybridity in multi-lingual elements in Fortress Besieged is studied to identify the translators' preferred strategy of foreignization and their endeavor to preserve and convey the ST characteristics both in its linguistic forms and cultural elements.*

[Keywords] *hybridity; Fortress Besieged; translation strategy; multi-lingual text*

Introduction

As a bridge or inter-medium between different cultures in communication, translation aims to express and reproduce one language and its reflected culture into another. Translation is hybrid in its essence as unshared cultural headstream, language structure, and thinking pattern lead to heterogeneity and diversity among languages, which defines hybridity as a prominent feature of all translated texts. Hybridity in translation studies has been termed as “the third language” (Wilss, 1981; Liu, 2004), “the third space” (Bhabha, 1994, p. 38), “the space in-between” (Snell-Hornby, 2001) and “the Goethean Model” (Liu, 2003, p. 435) etc. The degree of hybridity in translation is in accordance with translation strategies advocated by different translators. In general, translation featured with foreignization strategy is marked with a comparatively higher degree of hybridity than domesticated translation. The degree of hybridity is determined by many factors, such as the text type, the purpose of translation, subjectivity of translator and acceptability of readers. The English translation of *Fortress Besieged*, a highly hybrid text abundant in philosophical thinking and cross-cultural knowledge, generally gave priority to the adequacy of the source text. The translators' choice of translation strategies and approaches lead to a hybrid target text in English, both linguistically and in the cultural sense.

Hybridity and Translation Strategies in Translation Studies

At the very beginning, it is essential to clarify hybridity in translation studies into three categories, namely linguistic hybridity, hybridity in cross-cultural context and hybridity in postcolonial context. Linguistic hybridity and hybridity in cross-cultural context refer to the common phenomenon of all translations, which is the natural product of putting one language into another and transferring meaning from one culture into another. Therefore, they bear anthropologic imprint based on the equivalence of all cultural streams. However, hybridity in postcolonial context is a notion in cultural studies, which is closely related to hegemony or power relations. Comparatively speaking, Linguistic hybridity and hybridity in cross-cultural context lend themselves to a much broader sense than hybridity in postcolonial context. And the hybridity concept in the present thesis belongs to the categories of linguistic hybridity and hybridity

in cross-cultural context.

Based on the classification of three types of hybridity above, we can see that hybridity in translation refers to the hybrid nature of all translations. Therefore, a hybridity-characterized translation is called a hybrid text. In their joint research, Schäffner and Adab (2001) define a hybrid text as a text that results from a translation process. It shows that somehow seem 'out of place' / 'strange' / 'unusual' for the receiving culture, i.e., the target culture. These features, however, are not the result of a lack of translational competence or examples of 'translationese', but they are evidence of conscious and deliberate decisions by the translator (p. 169).

Although a hybrid text is not yet fully established in the target language and culture, it is accepted because it fulfills its intended purpose in a communicative situation, at least for a certain period of time. Linguistic hybridity and hybridity in cross-cultural context help to link languages and cultures with different origin together, whereas hybridity in the postcolonial context serves the purpose of implementing cultural hegemony or resisting against cultural hegemony. It reflects the tussle of power relations.

The concept of hybridity corresponds to domestication and foreignization directly. According to Venuti (2004), domesticating method is used to describe the translation strategy in which a transparent, fluent style is adopted in order to minimize the strangeness of the foreign text for TL readers. It is identified with a policy common in dominant cultures which are 'aggressively monolingual, unreceptive to the foreign', and which he describes as being 'accustomed to fluent translations that invisibly inscribe foreign text with (target language) values and provide readers with narcissistic experience of recognizing their own culture in a cultural other'. Foreignizing method is used to designate the type of translation in which a TT is produced which deliberately breaks target conventions by retaining something of the foreignness of the original. That is to say, foreignizing method tends to bring alien elements in the source text to the target text and makes the target text a hybrid one, while domesticating method tends to substitute foreign elements with similar expressions in the target culture, thus violate the formation of hybrid text. The exertion of these two translation strategies determines the degree of hybridity in the target text. If the translator mainly adopts domestication strategy, his/her translation will be imbued with lower degree of hybridity. However, a translation dominated with foreignization strategy will have higher degree of hybridity. Concerning the object, relationship, advantages and disadvantages of/between domestication and foreignization, there are still confusion and disparity in the translation studies circle. Hybridity as a new perspective can help us to clarify these matters and enable a comprehensive understanding of the dichotomy of domestication and foreignization.

The relationship between domestication and foreignization should be further analyzed. Schleiermacher held that a translator couldn't mix these two strategies during translating. He suggested that a translator choose one of them and stick it to the end without switching. (Schleiermacher, 2000) But contemporary scholars' viewpoints are basically the other way around, with the opinion that domestication and foreignization are complementary in literary translation. All translations in nature are hybrid. There is no such extreme practice of domestication or foreignization without the least negotiation and compromise with the other side.

The advantages and disadvantages of domestication and foreignization should be clarified on the basis of hybridity theory. Traditionally, Chinese translation studies academies have emphasized domestication, for it is considered to be more acceptable for readers and makes the communication easier. However, just as Wang (2000) pointed out, although domesticated translation well meets readers' requirement for smooth text, it is likely to hinder cross-cultural communication and cheat the target readers unconsciously. Readers can hardly touch alien flavors when reading a domesticated translation. Moreover, over domesticated translation can cause error in some cases. Similarly, foreignization strategy can promote cross-cultural interchange when properly applied as it provides opportunities for readers to experience foreign and unfamiliar culture during reading. The advantage of foreignization strategy is coincident with that of hybridity in essence. However, over too much foreignization will make the translated text hard to read and

comprehend, thus reduce its readability. As pointed out by Venuti (2004), in the Anglo–Saxon society, the cultural nationalism is deeply rooted in most readers’ mind. Foreignization strategy enables readers to wake up to those alien elements that are absent in their own culture and realize the disparity of different cultures, so as to alter their unhealthy cultural attitude. Actually, the strategy of foreignization is more encouraged in nowadays translation field.

Translation Methods and Hybridity in *Fortress Besieged*

In the translation of *Fortress Besieged*, the strategy of foreignization is more widely applied while domestication is also adopted as a necessary supplement. Taking the translation of idioms and proverbs in *Fortress Besieged* as an example, there are abundant idioms and proverbs with traditional Chinese origin and western origin owing to Ch’ien Chung–shu’s erudition and versatility. The two translators appealed to various translation methods, such as literal translation, literal translation plus annotation, free translation plus annotation, paraphrase, omission and compensation, etc. In the following, some specific examples will be analyzed.

Translation of Traditional Chinese Idioms and Proverbs

Although idioms and proverbs are heavily culture–loaded expressions, some of them are transparent in nature in the sense that they can withstand literal translation and go across different languages and cultures without distortion of meaning.

The Chinese idiom “易如反掌” (Ch’ien, 2002, p. 43) is and a simile which refers to do something with much ease and the least effort. Literally rendered into “as easy as turning the palm” (Ch’ien, 2003, p. 42), it reflects the rhetorical device used in the ST and makes sense for the TT readers because there is no cultural barrier concerning the understanding of this idiom. Another Chinese idiom “借花献佛” (Ch’ien, 2002, p. 81) figuratively means to do somebody a favor at the expense of another. When translated literally, both the vivid images of “flowers” and “Buddha” are retained (Ch’ien, 2003, p. 76). The distinctive religious tradition in China can be introduced to Western readers without misunderstanding.

Despite the above acceptable literal rendering of transparent idioms and proverbs, there can be mistranslation if the translator failed to add any annotation for those opaque ones. For instance, we find that “土馒头” (Ch’ien, 2002, p. 199) in the ST is literally rendered into “the coarse steamed bread” (Ch’ien, 2003, p. 185). As we know, “土馒头” in Chinese refers to roughly buried tomb built with no gravestone. However, when this image is literally rendered into English without any annotation, I guess its opaque meaning cannot be understood by westerners. I suggest the translators to sacrifice its superficial image and render it into “roughly buried tombs built with no gravestone” or appeal to literal translation plus an annotation.

Translation of Idioms and Proverbs with Western Origin

As a scholarly novel well–informed in Chinese and western literature, philosophy, logic, customs, law and educational system, *Fortress Besieged* is endowed with quite a few idioms and proverbs originated from the West. The exertion of these idioms and proverbs proves that Ch’ien is a capable scholar of both Chinese and Western learning, but the translation of these idioms and proverbs challenges the translators’ competence and reveals their translation strategies as a whole. Generally speaking, all of the idioms and proverbs with Western origin so far found in *Fortress Besieged* are back–translated into English. If the idiom or proverb is not from an English–speaking country, another version in a related language such as French, Spanish or Latin is provided in parentheses.

Ch’ien’s writing itself is characterized as a highly hybrid text in that he adopts so many western ideas and expressions, in Chinese or in the source language directly. In the translating process, the degree of hybridity in the source text decreases as the translator translates them back into their source language and culture, without the least

cultural distortion. Meanwhile, Ch'ien's writing is a multi-lingual text, which is imbued with expressions in western languages and will be specifically addressed here. Chinese readers of *Fortress Besieged* can easily find out that it is full of alien flavor. Multi-linguistic texts are hybrid on the language and cultural level. When it is back-translated into English, the hybridity in language and culture sometimes disappears as the target readers can not find out the trace of multi-lingual feature of the original text. And English readers will fail to sense the hybridity nature of the original work as they do not know the original one is written with multi languages. For instance, "but the flesh is weak", a proverb of biblical origin was inserted into his Chinese writing (Ch'ien, 2002, p. 303) and the translated text turns out to be an English version without a note (Ch'ien, 2003, 281). In this sense, the hybridity of the original text disappears in the translating process.

Besides, there are idioms and proverbs from Non-English speaking countries in *Fortress Besieged*. For these expressions, the translators not only translated Chinese into English, but also provided the version in the relevant language in parentheses. For example: the in-text annotation *A homem aventureiro a filha lhe nasce primeiro* (Ch'ien, 2003, pp. 15-16) is for a Portuguese saying 运气好的人生孩子, 第一胎准是女的 (Ch'ien, 2002, p. 14). Another annotation *Aut mortuus est aut docet litteras* (Ch'ien, 2003, p. 128) is for an ancient Greek proverb 这个人不是死了, 就是教书去了 (Ch'ien, 2002, p. 139) recorded in Zenobius's Proverbs. The annotation *long comme un jour sans pain* (Ch'ien, 2003, p. 177) is for a French proverb 长得像没面包吃的日子 (Ch'ien, 2002, p. 191).

As illustrated above, both the source text and the target text of *Fortress Besieged* are highly hybrid in language, culture and literary forms. The translation of *Fortress Besieged* is preoccupied with the strategy of foreignization while domestication is also adopted as a necessary supplement. During translation, literally translated Chinese idioms and proverbs cause hybrid text in the context of the target language as they bring heavy Chinese language and cultural flavor into English. Whereas idioms and proverbs with western origin scattered in the source text provide its Chinese readers with western cultural background, the English translation with French, Spanish or Latin imbued in it conveys its hybrid characteristics to English readers. Linguistic hybridity and hybridity in cross-cultural context in the source text of *Fortress Besieged* are different with that in the target text of *Fortress Besieged*. However, both of them fulfill the purpose of cross-cultural communication.

Conclusions

Hybridity in translation is not the result of a lack of translational competence or examples of 'translationese', but it is evidence of conscious and deliberate decisions made by translators. Hybridity theory in translation studies is closely related to translation strategies in that the degree of hybridity in essence is the difference between domestication and foreignization. Translating hybrid source text imbued with multi-languages poses great challenge to translators. In literary translation, the degree of hybridity should be appropriate so as to serve its positive functions such as optimizing the target language culture and resisting against hegemony of strong language culture. Both the source text and the English translation of *Fortress Besieged* enjoy a comparatively high degree of hybridity. Hybridity in the source text mainly consists of linguistic hybridity and hybridity in cross-cultural context resulting from cross-cultural communication between Chinese and English, whereas the translators omit most of the linguistic hybridity in the translating process and successfully convey hybridity in cross-cultural context into the target text. Although it is criticized as a poorly rendered version by some critics, this English version is generally well translated and it succeeds in introducing Ch'ien Chung-shu's novel into English-speaking communities and transmitting Chinese culture to the west.

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