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PREFACE

What is presented here in this volume is a series of selected writings submitted to the Northeast Asia International Symposium on Linguistics, Literature and Teaching (NALLTS) held in Hulunbuir, Inner Mongolia between June 23rd and 24th, 2018. Altogether 135 papers have been received and 109 have been chosen for publication. These papers do not only present a holistic view of current research interest of theorists and practitioners in the areas of linguistics, literature, and English language teaching, but also represent the plenary speeches, papers and workshop presentations from scholars in China and other countries around the world.

The Northeast Asia International Symposium on Linguistics, Literature and Teaching (NALLTS) is held annually in China and has become increasingly popular with scholars at home and abroad. The proceedings from the symposium have become a very significant platform for scholars to air their views on different subjects in various fields.

It is hoped that the publication of this volume will help readers build up knowledge and understanding of related subjects and contribute to the development of research in the areas of linguistics, literature and language teaching. It is also hoped that scholars from all countries will continue to support NALLTS so that mutual understanding and academic exchanges between scholars can be established and promoted.

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Keynote Speech I

The Impact of China's Standards of English Language Ability on English Language Teaching in China

Hongchen XU

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[Abstract] *China's Standards of English Language Ability (shortened as CSE) has been issued by the Ministry of Education of China in April, 2018, and it has been implemented since June 1, 2018 nation-wide. This is the first national standards of English language ability in China and it will exert great influence on English language teaching, learning and assessment. The speaker will commence with a brief introduction to China's Standards of English Language Ability (CSE), namely, its background, structure, and its features. Then, he will illustrate its influence on English language teaching in China with one of the scales from CSE as an example.*

[Keywords] *China's Standards of English Language Ability (CSE), English language teaching in China*

Bionote

Hongchen Xu received his Ph. D from Peking University (China) in 2009. Then he conducted his postdoctoral research in language assessment and English language teaching in Beijing Foreign Studies University (2009–2011). Since 2011, he has been teaching English as a foreign language in China Foreign Affairs University (CFAU) and he is currently a full professor in applied linguistics in the Department of English and International Studies, CFAU. His research area covers sociolinguistics and second language acquisition, especially motivation and identity. He is also interested in quantitative studies of applied linguistics. He is now conducting a nation-funded project on Chinese college students' listening ability to comprehend Englishes of Outer and/or Expanding Circles. He has published, domestically and internationally, over 30 papers and 3 books on English-learning motivation and identity, English-medium instruction, and quantitative studies in foreign language teaching. Now he is co-authoring a volume on China's Standards of English Language Ability, a foreign teacher teaching Oral English classes to the second year English major students. It will look at the characteristics of a good English teacher as perceived by the students and will report on their experiences of Public speaking and Debating classes. It will also overview students' general experiences of learning English at a university level and look at their changing expectations.

Keynote Speech II

Image Reactualization and Meaning Construction in Poetry Translation

Dong Guangcai

Liaoning Normal University, Dalian, China

[Abstract] Image is the typical characteristic of poetic language. The nature of poetry translation is the meaning interpretation, such interpretation mainly represents the image re-actualization, without the image re-actualization, there is no poetry translation in the real sense. The meaning construction in image re-actualization involves various levels of words, sentences, phrases and discourse. Through the case analysis of the poem translation between Chinese and English, the conclusion can be summarized : Poetry translation takes image re-actualization as the start point, the meaning construction as foothold; image re-actualization is the base for meaning construction, meaning construction is the safeguard for image re-actualization.

Bionote

Professor, English Department, School of Foreign Languages, Liaoning Normal University. Executive Director of the Joint Management Committee, College of International Business. President of Liaoning Translators' Association.

Keynote Speech III

Gothic Literary Imagination and Modern Culture

Audrone Raakauskiene

Vytautas Magnus University, Kaunas, Lithuania

Hebei Foreign Studies University, Shijiazhuang, China

[Abstract] Western culture has given birth to many different metaphors of cultural change, one of these being the cultural metaphor of the Gothic. When encountering the term “Gothic”, we have a whole spectrum of ideas and images ranging from the barbarian northern tribes to Gothic architecture of the Middle Ages to the eighteenth and nineteenth century literature of terror (the most famous representatives of which are Horace Walpole, Ann Radcliffe, Mathew Gregory Lewis, Bram Stoker and Robert Louis Stevenson) to modern Gothic (Stephen King’s horror novels, Angela Carter’s fiction, Alfred Hitchcock’s and David Lynch’s films being good examples of it) to the Goth subculture with its aesthetic of gloom and despair. The present talk is an attempt to look at what the term “Gothic” means in our culture placing a special emphasis on Edmund Burke’s philosophical treatise *A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful* as its ideas became the aesthetic background of this phenomenon. It will also discuss the functions of literary space and the possible meanings it implies in Gothic fiction. Juri Lotman’s semiotic approach to space in a literary work is especially useful for the present analysis which is based on the following works: *Struktura khudozhestvennogo teksta*, *Universe of the Mind*, *Izbrannyye statyi v trekh tomakh, vol.1*, and “*The Origin of Plot in the Light of Typology*”.

Bionote

Audrone, Dean in charge of teaching, School of English, Hebei International Studies University. In 2001, she received her Ph.D. degree in Warsaw University, Poland (Doctoral Degree at NFQ Level 10). The fields of interest are Literary Studies, Literature and Culture, Gothic Fiction, Cross-Cultural Communication, Academic Writing, EFL/ESL and Gestalt Psychotherapy.

Keynote Speech IV

A Sketch of the History of Translating Tibetan Gnostic Verses

Li Zhengshuan

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

[Abstract] *The translation of Tibetan Gnostic verses played an active role in spreading Chinese culture and thought. It not only linked up the feeling between different nationalities and enhanced mutual understanding, but also promoted the cultural exchanges between different countries and the development of Tibetology. This paper makes a simple summary of the translation phenomena of Tibetan gnostic verse in different regions at different times and forms a simple history by dividing it into eight periods: the beginning period of translating Sakya Gnostic Verses into Mongolian in the 13th and 14th centuries; the follow-up period of translating it into Mongolian in the 18th and 19th century; the beginning period of translating it into foreign languages in the 19 century; the period of translating the whole of Sakya Gnostic Verses and comparative studies in the first half of the 20th century; the beginning period translating it into Chinese in the 1950s of the 20th century; the flourishing period of translating it into many languages in the latter half of the 20th century (1960-1990); the flourishing period of translating Tibetan gnostic verses into many languages in the 1980s of the 20th century; the peak period of translating many Tibetan gnostic verses into many languages.*

[Keywords] Tibetan gnostic verses; history of translation; period division

Bionote

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

He is a member of the English branch of Foreign Language Teaching Steering Committee appointed by China’s Ministry of Education, a member of the Coordination Group for Teaching in Translation Major appointed by China’s Ministry of Education, member of the academic board in the third national MTI education committee appointed by the office of the academic degrees committee of the State Council, council member of China Translators Association, expert member of China Translation Association, standing vice-chair and secretary-general of the Committee of Translating Chinese Classics into English in China Association for Comparative Studies of English and Chinese, standing council member of China Association for Comparative Studies in Chinese and American Culture, standing council member of All-China Association for English Literature, council member of English Literature Branch of China Asso-

ciation for Foreign Literature Studies, Chair of Foreign Language Teaching Steering Committee of Hebei Province, Chair of Hebei Foreign Language Teaching Research Association for Universities and Colleges.

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

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

Keynote Speech V

A tentative norm principle of Chinese English and its implementation

Tian Zhenjiang

Hulunbuir University, School of Foreign Languages, Inner Mongolia, Hulunbuir

[Abstract] English has been upheld as the most valuable foreign language in China and the rise of different English usages from the English standards of native countries takes place in China. It becomes controversy to judge whether these differences are errors against the exonormative standards, or innovations made by Chinese English speakers in the pragmatic context of China. This article is to present the linguistic feature of Chinese bilinguals of English with the data analysis in *China Daily*, discuss how to judge errors or innovations of English performed by Chinese people, and demonstrate a tentative norm principle of distinguishing innovations from errors.

[Keywords] language errors; language innovations; Chinese English; World English norms

Bionote

Professor, Dr. TIAN, Zhenjiang received his Ph. D from Free University of Berlin in 2011. His research interests are in world English varieties, English teaching, and Chinese–English translation. His Doctor dissertation *Norm orientation of Chinese English: a Sociohistorical Perspective*, published in Germany in 2011, explored English usage in the pragmatic context of China; Teaching English in Hulunbuir University since 1996, he has been doing the research on topics of English teaching and learning such as study motivation, cultural identity in intercultural communication, English for specific purposes and etc; His recent study is on Chinese–English translation of cultural heritage of Mongolia and other ethnic groups in North Inner Mongolia.

Keynote Speech VI

Simultaneous Interpreting: The Role of Theory

Yang Junfeng

Dalian University of Foreign Languages, Dalian

[Abstract] Is conference interpreting a craft and a profession or is it also an academic subject in its own right? To many of my colleagues, theory of simultaneous interpreting is a preposterous proposition and to some extent, I think, they are right. Yet, when we come to classroom teaching, we often find that it has obvious limits. In this paper I will try to argue for and outline an integrative theoretical framework and to suggest where and when in the curriculum as well as if and how in the classroom such a theory is to play a role in the training of professional conference interpreters.

Bionote

Yang Junfeng is professor of English at Dalian University of Foreign Languages. He served as Vice-president of the university from 2012–2017. He currently serves as President of Foreign Language Association of Liaoning. He has held regular or visiting faculty positions at various universities in China. He worked as an English Proficiency Test designer at Cambridge University and studied at Carleton University in Canada.

Yang has received multiple awards, including the DUFL Graduate School's outstanding graduate mentor award, DUFL university award for outstanding teaching. He has received the Provincial Best Translation Award for literary translation, the State Council Award for distinguished contribution to Higher Education.

He is author of 5 books, 30 articles and edited volumes. He is also co-translator of over 30 books. He is most proud of the many graduate students with whom he has worked who have gone on to careers at major research universities, some of whom have received awards for their early career contributions.

Keynote Speech VII
**A Study of American Identity and
Bilingual Education**

Zhou Yuzhong

School of Foreign Languages and Cultures, Ningxia University

***[Abstract]** The paper has investigated the four traditional concepts of American identity and bilingual education, and discussed the relationship and effect between them from the perspective of multiculturalism. It has six parts: 1. American identity; 2. four traditions of American identity; 3. attitudes of four traditional American identity concepts towards American language policy; 4. American bilingual education; 5. kinds of American bilingual education; 6. features and nature of American bilingual education.*

***[Keywords]** American identity; language policy; bilingual education; the features and nature*

Bionote

Zhou Yuzhong is a Professor and a Doctoral Advisor in the School of Foreign Languages and Cultures at Ningxia University. He received his PhD in literature from Shanghai International Studies University in 2008 and once studied abroad in the Department of English at the University of Pittsburgh. He is the President of Translators Association of Ningxia and the President of Foreign Language Teaching Research Association for Ningxia Higher Education. His teaching and research interests are in the areas of American literature, translation, and language planning and language policy.

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Part I :
Linguistics

On the Embodiment of “China English” in Ideological Manipulation of China-related News Report

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[Abstract] *China English is a variant that both reflects Chinese culture and way of thinking with Chinese characteristics and conforms to the International English. Language, as the most basic way of transmission between countries, highlights the cultural soft power of a country. This paper aims to clarify differences between the concept of Chinglish and China English by means of literature research and case study, analyze translation techniques of proper nouns and production techniques of news reports by mainstream media, and explore the influence of ideology on the process of news translation and production by focusing on China-related news reports of mainstream American media.*

[Keywords] *Chinese English; ideology; foreign reporting; translation strategies*

Introduction

It is an inevitable trend that the language transmission will lead to the further integration of culture in the context of globalization. However, “China English”, which is “alienation-oriented” culturally, allows Western readers to understand the differences between Chinese and Western cultures more personally on the scene in the context of cross-cultural communication, thus becoming a language platform contributing to cultural diversity. In recent years, many scholars, such as Fan Yong (2010), Gu Jing (2005), Jia Hui (2008), Wang Xiangbing (2002) and other scholars who once carried out analysis of English translation of “China English” in news reports involved Chinese affairs by taking the mainstream American media like *The New York Times*, *Newsweek*, *Times*, *The Washington Post* and so on as corpus, have paid attention to topics which carry out case studies of translation of Chinese affairs by the mainstream American media. Due to different cultural backgrounds and social mainstream values, ideologies vary in different countries and regions, which lead to the coverage of the same event from different perspectives and by different means by media in different countries (Fan, 2015). In the past 30 years, language and ideology were always the core research topic in the process of news production. The United States is a capitalist country whereas China is a socialist country. In the book “*Language in the News: Discourse and Ideology in the Press*”, Fowler (1991) expressed that as an important tool for the ruling class to disseminate its ideology and culture, news reports are the entrance and means for people of all countries and regions to understand the world events and affairs, thereby bound to be manipulated by the ideology of different countries. A comparative analysis of news reports from different countries on the same event, and the discussion of the influence of ideology on news translation and the process of news production can facilitate the audience’s understanding of different media reports.

Influence of Ideology on News Translation and Production

With the continuous development of society, people yearn for increasingly more information from other countries and regions in the world, so news translation and production arise at the historic moment. News in broad sense refers to features, commentaries, reports and so on. News production refers to a series of processes, including news covering and writing, comments, editing and more (Van Dijk, 1988a). Political news tends to be more frequently influenced by ideology (Van Dijk, 1998). The media generally have their own preferences. News production is a kind of human behavior, thus, it will inevitably be influenced by the ideology of an individual or a state. Lefebvre, a manipulation scholar, introduced ideology into translation theory. He believes that translation is rewriting which is equal to manipulation. Wang Dongfeng (1998), a professor at Zhongshan University, believes that translation is bound to introduce the cultural value of countries of the target language.

News is defined as the reporting of latest events, which reflects the two notable characteristics of authenticity and timeliness. However, in terms of the reporting of international news, news production and translation will be influenced by ideology (Van Dijk, 1988). At present, the world ideological camp is divided into the bourgeois ideology camp and the proletarian ideology. China's news reports are based on the latter while the mainstream media in the west are based on the former. Many western mainstream media tend to recognize and identify themselves with "China Threat Theory" when they report on China-related affairs.

Interpretation and Guidance of News Reports about China under the Influence of Ideology

First of all, here is an example of mainstream western media's translation of Chinese nouns, *Newsweek* once reported: "How many times does Mao roll over in his grave per minute as a result of China's open door policy to the West? (*Newsweek*. April 21, 2006)" The translation "open door policy" is inaccurate and obviously influenced by the American political ideology, for it refers to the "open door policy" of the Qing government at the end of Qing Dynasty which is completely different from the reform and opening policy advocated by the New China. The "open door policy" refers to a policy of aggression against China after the Opium War had been launched by America, while the present "policy of opening to the outside world" is an important strategy for China's active entry into the economic globalization. The former was forced while the latter is of its free will. Therefore, it should be accurately translated as "the policy of opening to the outside world". *Newsweek* translates it in this way in order to make use of the semantic ambiguity of China English to demonize and smear China, which is quite ridiculous (Lei, 2015). This example is an effective proof that attitude of journalists who report on China-related affairs in the US do have been influenced by the capitalist ideology.

Secondly, in terms of China-related affairs, *TIME* chose the words "the Senkaku Islands" addressed by Japan, which deliberately suggests the Diaoyu Island being supposed to belong to Japan, and indicated "Diaoyu Islands" addressed by China in parentheses when reporting the "Diaoyu Event" in 2012, which evidently reflects the attitude of capitalist countries in favor of Japan due to the influence of the capitalist ideology, which is against the will of the Chinese people.

In terms of production of coverage of China-related affairs by the media, *the Washington Post* code the phrase -- "a man in control" to show the status of President Xi Jinping in China when reporting China's Parade, but the phrase tends to indicate that the president of a socialist country like China is a dictator, indicating that the capitalist countries have always maintained a skeptical attitude towards the socialist country due to their insufficient understanding of the national conditions of China. Therefore, influenced by the ideology, the derogatory phrase is chosen. But in fact, the president of China also handles foreign affairs on the basis of the decision of the National People's Congress or

the Standing Committee of the National People's Congress, rather than dictate them arbitrarily.

It can be seen from the above examples that ideology has great influence on news translation and news production and that the mainstream western media tends to be influenced by the ideology of its own country when translating the China-related events into English, which indicates that the translation behavior tends to be influenced by the ideology. As news belongs to the superstructure, the mainstream media in the west certainly have their own ideology. For the capitalist powers, China is a great power with increasingly powerful strength (Van Dijk, 1988).

For example, *the Newsweek* translates “the rise of China” into “peaceful rise”, which has imposed a negative impact on the image of China, so Chinese scholars suggest translating it into “peaceful development” to avoid the deliberate publicity of “China threat theory”. “Because different countries have different social backgrounds and mainstream ideology, some countries may find it difficult to reach consensus in terms of political stand. Journalists from different countries represent the interests and positions of their own countries respectively, which leads to biased report on the same event (Van Dijk, 1998). As Keda Liu (2013, p. 54) said that news, as a superstructure ideology, is to serve certain classes, and thereby cannot really get rid of ideological control.

Journalists in China should abide by the principles of Journalism and the integrity of journalists and satisfy the psychological demands of Chinese citizens to let them know better about the latest events in the world in translating news. Secondly, we should increase the publicity of foreign countries, safeguard the national image by means of foreign propaganda, and take the initiative in establishing a positive image of our country to avoid the interference of ideology on the political and economic life of any country.

Implications and Conclusion

Research methods, such as literature review and case study are adopted in this paper. Analysis of the translation techniques of the proper nouns and the production techniques of news reports by the media is carried out by case study on the translation of proper nouns and other key events by the mainstream western media, and the influence of ideology on news translation and the process of news production is discussed by focusing on the news reports of the mainstream American media on China-related events, through which the conclusion is drawn as follows: Ideology has a great influence on the process of news translation and production of China-related events, which is mainly manifested in the inaccurate translation of the proper nouns, and inadvertent or deliberate distortion of the original meaning of the Chinese vocabulary of China-related events. In terms of the news production, the meaning of the original language is broken; the real events that do not conform to the ideological demands are cut down, and the events that conform to the American ideology are added or recklessly reported, so as to conform to the psychological demands and expectations of the western people and constantly publicize to them the capitalist values. Media and foreign propaganda workers should take the initiative in establishing a positive national image and avoid ideological interference in the political and economic life of any country, and uphold the spirit of fairness, integrity and objectivity.

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A Comparative Study of English and Chinese Ditransitive Constructions

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[Abstract] *Based on the theory of construction grammar, this study makes a contrastive analysis between the English ditransitive construction and the Chinese ditransitive construction. It is found that there are differences between the two constructions both on the forms and meanings. To be exact, English ditransitive construction can express more senses than the Chinese ditransitive construction yet it has fewer forms than its Chinese equivalence. The verb classes used in the two constructions are also different. Based on the findings above, some pedagogical implications are proposed for teaching ditransitive construction to the foreign language learners.*

[Keywords] *English ditransitive construction; Chinese ditransitive construction; constructional grammar; first language transfer*

Introduction

The ditransitive construction (DC) is one of the frequently used sentence patterns in various languages. It is traditionally defined as a three-place argument with a verb followed by two noun phrases:

(1) a. *Liza bought Zach a book* (Goldberg, 2003, p. 221).

b. Tā gěi wǒ yīběn shū.

He gave me a book.

Many researchers have paid considerable attention to the DCs since this type of argument structure poses great learning difficulties for language learners. Inagaki (1997) shows that both the Japanese speakers and the Chinese speakers cannot distinguish the DCs containing Throw-class verbs from those with Push-class verbs. The author contributes the results of the test to the transfer of their first languages (L1).

From this study and many other previous studies, it is found that foreign language learners from different countries may encounter different learning difficulties when they are trying to acquire the EDC. Thus, in order to better promote the acquisition of the EDC for Chinese foreign language learners, it is necessary to first make a thorough contrastive analysis between the EDC and the Chinese ditransitive construction (CDC).

In this study, cognitive construction grammar approach (CCGA) is adopted to analyze the EDC and the CDC. Then, some pedagogical implications will be posed for teaching the EDC to the Chinese foreign language learners.

Cognitive Construction Grammar Approach

In construction grammar, constructions are considered the basic unit of language. Goldberg defines construction as: “learned pairings of form with semantic or discourse function, including morphemes or words, idioms, partially

lexically filled and fully general phrasal patterns” (2006, p. 5). In this definition, as long as some aspect of its form or function is not strictly predictable from its component parts or from other constructions recognized to exist, the linguistic pattern is recognized as a construction.

Traditional verb-centered view takes verb as the most important factor in a sentence. It is the verb which determines the form and meaning of the sentence and also the types and numbers of the arguments in the sentence. As for the construction-centered view, it is the argument construction which determines the meaning of the whole sentence. For the construction grammarians, although verbs do take some information, they are not enough to be used to predict the meaning of the whole sentence.

Goldberg differentiates two different roles, one of which is the participant roles and the other is argument roles. Verbs are associated with rich frame-semantic knowledge. Part of a verb’s frame semantics is the demarcation of the participant roles. As verbs are associated with frame-specific roles and constructions are associated with more general roles like agent, patient, recipient, participant roles are actually different from argument roles.

As for the relations between verb and constructions, Goldberg differentiates different event types. Ev is the event type designated by the construction and Ec is the event type designated by the verb.

1) Ev must be related to Ec in the following ways:

- a. ev may be a subtype of ec
- b. ev may designate the means of ec
- c. ev may designate the result of ec
- d. ev may designate a precondition of ec
- e. To a very limited extent, ev may designate the manner of ec, the means of identifying ec, or the intended result of ec.

2) ec and ev must share at least one participant.

Comparison between English and Chinese Ditransitive Constructions

Guided by the CCGA, a comparison between the EDC and the CDC from the four aspects will be made: constructional senses, verb types, semantics of arguments, and dative construction.

Comparison of Constructional Senses

As Goldberg (1995) points out, constructions are the basic data type just like morphemes. Just as morphemes are polysemous, constructions should also have polysemous senses instead of only one sense. Goldberg (1995) calls this phenomenon constructional polysemy: “the same form is paired with different but related senses” (p.33). One sense usually serves as the central sense which is generally concrete, and the other senses are peripheral senses which are more abstract or metaphorical.

Comparison of the Central Senses

The central sense of the EDC is the successful transfer of an object to a recipient, with the referent of the subject agentively causing this transfer. It can be represented as ‘X CAUSES Y to RECEIVE Z’. The EDC concerns only one construction: ‘V+NP+NP’. The verb *give* is the most prototypical ditransitive verb:

(2) John gave Mary a book.

As for Chinese, there are two central senses of the CDC: CAUSE-RECEIVE and CAUSE-LOSE.

(3) a. Wǒ sòngle tā yīběn shū.

I gave him a book. (CAUSE-RECEIVE)

b. Tā tōule wǒ yīběn shū.

He stole a book from me. (CAUSE–LOSE)

CAUSE–RECEIVE means the patient is transferred from the agent to the recipient. CAUSE–LOSE means the patient is transferred from the indirect object to the subject. The two senses integrated into one sense: CAUSE–TRANSFER. In addition, there are two constructions in the CDC: ‘V+NP+NP’ and ‘V–*gei*+NP+NP’. Actually, there are controversies on whether the construction ‘V–*gei*+NP+NP’ is the DC or not. Here, following Li (1985, 1990), Huang and Mo (1992), Huang and Ahrens (1999), and Liu (2001), it is admitted that *gei* forms a compound verb with the preceding verb. Thus the two constructions ‘V+NP+NP’ and ‘V–*gei*+NP+NP’ share similar meanings and are all CDCs. It can be seen that the CDC is more complicated than the EDC.

Comparison of the Peripheral Senses

Goldberg (1995, p.38) lists five peripheral senses of the EDC:

- a. Conditions of Satisfaction imply X CAUSES Y to RECEIVE Z: Verbs of giving with associated satisfaction conditions: *guarantee, promise, owe*...
- b. Conditions of Satisfaction imply X CAUSES Y not to RECEIVE Z: Verbs of refusal: *refuse, deny*
- c. X ACTS to CAUSE Y to RECEIVE Z: Verbs of future transfer: *leave, bequeath, allocate, reserve, grant*...
- d. X ENABLES Y to RECEIVE Z: Verbs of permission: *permit, allow*
- e. X INTENDS to CAUSE Y to RECEIVE Z: Verbs involved in scenes of creation: *bake, make, build, cook, sew, knit*...; Verb of obtaining: *get, grab, win, earn*...

(4) He promised me an interview.

Tā xǔle wǒ yīgè miànshì.

(5) She refused him a kiss.

*Tā jù jué tā yīgè wěn.

(6) He left her a message.

Tā liúgěi tā yītiáo xìnxi.

(7) The guards permitted the prisoners three hours’ exercise a day.

Yùjǐng dāyìng gěi fànren měitiān sān xiǎoshí de shíjiān duàn liàn.

(8) Mary baked me a birthday cake.

*Mǎ Lì kǎo le wǒ yī gè dàn gāo.

The sentence *He promised me an interview* does not imply that I can actually get the chance to interview. The transfer is implied by the ‘conditions of satisfaction’ associated with act. So a satisfied promise will imply that *I* can get the chance to interview. The CDC can also be used to express this sense.

For the second sense, there is a possibility for the *kiss* to be transferred, but the agent refused to accept the transfer. If the corresponding Chinese verbs are used to make similar sentences, some ungrammatical sentences would be obtained. Therefore, the conclusion can be made that there is no Chinese construction to express this sense: X CAUSES Y not to RECEIVE Z.

Example (6) shows that The government had granted their permission, but they do not leave the country immediately. The action will happen in the future time. The CDC can also express the same meaning but in some sentences, the verb *gei* should be added.

For example (7), when the sentence is translated into Chinese, the verb *gei* should also be added after the verb to make the sentence grammatical and express the same sense.

The fact that the English sentences are grammatical while the Chinese equivalents do not in example (8) show that the CDC cannot be used to express the meaning of X INTENDS to CAUSE Y to RECEIVE Z.

In conclusion, EDCs can express more senses than CDCs.

Comparison of Verb Types

In this part, a comparison of the classification of verbs in English and Chinese will be made.

For the sake of contrastive analysis of the semantic classes of English and Chinese DCs, Goldberg (1995) and Zhang (2010)'s classifications are adopted here. For the convenience of comparison, as the metaphorical class in Goldberg's classification contains two types of verbs, the two types in Pinker's classification will be kept but the verbs that are misclassified like *pose* and *pin* are excluded. Moreover, one more verb classes to Zhang's classification will be added because it is thought that the verb class that Zhang did not mention can also be used in the CDC: Verbs of continuous causation of accompanied motion in a deictically specified direction.

Similarities

By comparison and contrast, it is found that eight classes of English verbs that can enter the EDC can be literally translated into Chinese verbs and they express the same meaning:

Table 1 Similarities between English and Chinese Verb Classes

	English verb classes	Chinese verb classes
1	Verbs that inherently signify acts of giving: <i>give, pass, hand, lend, serve, feed, ...</i>	Verbs of giving: <i>gěi (give), jiè (borrow), ràng (let), shǎng (award), ...</i>
2	Verbs of instantaneous causation of ballistic motion: <i>throw, toss, flip, fling, poke, slap, shoot, blast, ...</i>	Verbs of instantaneous causation of ballistic motion: <i>rēng (cast), pāo (toss), diū (throw), sāi (stuff), tǒng (stab), ...</i>
3	Verbs of sending: <i>send, ship, mail, ...</i>	Verbs of sending: <i>jì (send), yóu (post), huì (mail), chuan (pass), ...</i>
4	Verbs of future transfer: <i>leave, bequeath, allocate, reserve, grant, ...</i> Verbs of giving with associated satisfaction conditions: <i>guarantee, promise, owe, ...</i> Verbs of permission: <i>permit, allow, ...</i>	Verbs of permission and assignment: <i>dāyìng (promise), xǔ (allow), ānpái (arrange), fēnpèi (assign), ...</i>
5	Verbs of communicated message: <i>tell, ask, teach, show, write, pose, ...</i>	Verbs of message communication: <i>bàogào (report), dá fù (answer), gàosù (tell), jiāo (teach), ...</i>
6	Verbs of continuous causation of accompanied motion in a deictically specified direction: <i>bring, fetch, take, etc;</i>	Verbs of continuous causation of accompanied motion in a deictically specified direction: <i>dài (bring), qǔ (fetch), ná (take), etc;</i>

1) Group one: number 1, 4, and 5 in table 2 belongs to group one. In this group, the English sentences can be literally translated into Chinese:

(9) John fed Mary a cookie.

John wèile Mary yīgè bǐnggān.

2) Group two: number 2, 3, and 6 in the table belongs to this group. In this group, many Chinese sentences should add *gei* after the verb to be grammatical:

(10) He threw me a ball.

*Tā rēng wǒ yīgè qiú.

Tā rēnggěi wǒ yīgè qiú.

Differences

The differences are more complicated than the similarities. Some English verbs that can enter the EDC cannot find the equivalents in Chinese and vice versa. Some English verbs can find their equivalents in Chinese; yet, they express different meanings. There are three different cases in all.

Table 2 Differences between English and Chinese Verb Classes

	English verb classes	Chinese verb classes
1	Verbs of instrument of communication:	<i>No Chinese equivalents telephone, email, etc;</i>
2	Verbs of creation: bake, make, cook,	<i>No Chinese equivalents build, knit, sew, pour, toss, fix, ect;</i>
3	verbs of refusal: deny, refuse	<i>No Chinese equivalents</i>
4	No English equivalents	Verbs of nomination: <i>chēnghū (name), jiào (cry), mà (curse) ,...</i>
5	No English equivalents	Verbs of depletion: <i>chāichú (demolish), dānwù (delay), huā (spend), shāo (fire), yǎo (bite) ,</i>

(11) He emailed me a document.

* Tā diànzǐyóujiàn wǒ yīgè wénjiàn.

* Tā diànzǐyóujiàngěi wǒ yīgè wénjiàn.

(12) Tāmān mà wǒ dà lǎnchóng. (They cursed me as a big goldbrick.)

*They cursed me a big goldbrick.

(13) Tā tōule John liǎngzhī jī. (He stole two chickens from John.)

*He stole John two chickens.

To summarize, the EDC has one form: ‘V+NP+NP’ and express one meaning: GIVING; while the CDC has two forms, ‘V+NP+NP’ and ‘V-gei+NP+NP’ and express two meanings: GIVING and ACQUISITION. There are similarities and differences between the English and Chinese verbs that can enter the DCs. It is thought that the differences may bring some problems for the Chinese EFL learners.

Comparison of the Features of the Three Arguments

There are semantic constraints on the major arguments of the construction. In this section, the semantic constraints on the three arguments of English and Chinese constructions will be compared.

Comparison of the Features of Agents

The agent is the doer who takes the actions of transfer. The prototypical semantics of the agent is that it should claim the properties of volitionality. However, with the extension of metaphor and metonymy, the agent could be abstract.

(14) The medicine brought him relief. (Goldberg, 1995, p. 144)

Dān wèi fàng le wǒ liǎng tiān jià. (The company gave me two days’ leave.)

In Chinese, by the extension of metonymy, the places can be used as agents. However, in Chinese, the inanimate beings cannot appear in the position of agent. For example:

(15) The news gives us a shock.

Zhèzé xīnwén gěi wǒmēn yī jīng. (Huang, 2006, p. 20)

Therefore, it can be concluded that in English and Chinese DCs, the prototypical semantics of agent is that it

should be animate. However, with metaphor and metonymy, the agents could also be abstract. The difference lies in that the inanimate beings in Chinese cannot be used as agent while in English they could be.

Comparison of the Features of Patients

Patient is the object that is to be transferred. Prototypically, the patient should be an inanimate and concrete object. However, by metaphorical extension, the patients could also be abstract objects. However, the abstract patients in the EDC and the CDC are not the same.

(16) He nodded Mary a welcome.

* Tā diǎntóu mǎli huānyíng. (Huang, 2006, p. 20)

In English, nouns are preferred as patients; while in Chinese, verbs are preferred to represent the actions instead of nouns.

Comparison of the Features of Recipients

Recipient is the acceptor of the transferred object. The prototypical semantics of the recipients is that the recipient should be animate and should be a willing recipient. However, just like the agent, the recipient could also be abstract by metaphorical extension. The recipients' willingness or unwilling could also be irrelevant.

(17) Bill gave the driver a speeding ticket.

Wǒ sòng gěi Mary yī fú huà. (I sent Mary a picture.)

Thus, it can be concluded that the features of recipients in English and Chinese are pretty similar.

In conclusion, as for the semantics of the three arguments in the DC: agent, patient, and recipient, they all have their prototypical meanings and metaphorical meanings. Compared with the constructional senses and the verb classes, the differences between the two constructions on the argument roles are much less.

Pedagogical Implications and Conclusion

In teaching the EDC, traditional teaching method put much emphasis on the grammatical forms. The teachers explain the rules to the students. The students have to memorize the forms and the rules and do lots of exercises to review what they have learned. This teaching method makes the learning of the EDC difficult and boring.

Guided by constructional grammar, as constructions are pairings of forms and meanings, both the forms and the meanings of the English DC should be taught. The teaching contents are divided into different parts. The first part is form. There is only one form of the EDC: Subject-Verb-Object1-Object2. The second part is the central sense of English DC: 'X CAUSES Y TO RECEIVE Z' and the three groups of verbs to express this sense. The third part is the five peripheral senses and all the verb classes. As language transfer is one important factor to influence the students' learning, more emphasis should be given to the different parts between them. The teaching and learning of EDCs should be in different contexts, thus the communicative teaching method should be adopted.

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More than the Heart: The Interaction of Chinese Metaphor and Metonymy

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[Abstract] This paper proposes that figurativity access should be done within a continuum of metaphor and metonymy. By explicating how metaphor and metonymy occur in mutual combination and intertwine to give rise to the figurative meanings of *xin* ‘heart’ primarily based on image schemas and ICMs, I first stress that the experiential basis of conceptual metaphors is both bodily and cultural. Second, I argue that there exists a culture-specific image schema in the conceptual processes .

[Keywords] metaphor; metonymy; interaction

Introduction

It is very common that physiological symptoms of body parts are used to express the emotions. As the heart is one of the most important human organs, not surprisingly, an abundance of linguistic expressions can be found relating to it, and these expressions are so widespread in our daily conversations. For example, Yu’s (2008) analyses of metaphors and metonymies demonstrate that the conceptualization of the Chinese HEART as the seat of emotional and mental activities is based on ancient Chinese philosophy and traditional Chinese medicine. Yu’s analysis has made significant contribution to the discovery of the close relationship between the heart and emotions. However, a drawback can still be detected. For instance, he didn’t try to explore the process of the heart conceptualization in Chinese and present the connection between metaphorical and metonymic expressions. By contrast, Niemeier (2000) has made a lot of effort in trying to prove that metaphor has a metonymic basis for the heart idioms in English. But Niemeier does not reveal the interaction of the two cognitive–semantic mechanisms, either.

To depict a clearer picture and at the same time to improve the drawbacks of Yu’s and Niemeier’s studies, in this paper, I would like to examine the interactional patterns of Chinese metaphors and metonymies involving *xin* ‘heart’ primarily based on image schemas and Idealized Cognitive Models (henceforth ICMs). I attempt to explicate how metaphor and metonymy occur in mutual combination and interact with each other in determining the figurative meanings of the heart. Following this introduction I will review and compare the relevant studies conducted by Ning Yu (2008) and Niemeier (2000), then I will present their models of conceptualization of the heart which have been explored in Chinese and English.

Yu’s (2008) and Niemeier’s (2000) Studies on the Heart

Yu (2008) tries to study the traditional conceptualization of the Chinese *xin* ‘heart’. In his article, Yu explores the origin of the Chinese conceptualization of *xin* ‘heart’ and suggests that the heart is traditionally believed to be

the central faculty of cognition as well as being the physiological center of the human being. According to Yu, the heart is seen as governing the body, including the brain, as illustrated in THE HEART IS THE RULER OF THE BODY and THE RULER IS THE HEART OF THE COUNTRY. And by metonymic association it can also mean “thoughts; ideas; emotions; feelings”. One critique for Yu’s views is that he only recognized that metaphor and metonymy are very important instruments in the conceptualization of the heart as the central faculty of cognition, but did not explore how heart expressions obtain the interpretations that they do. Therefore, it is not very clear how metaphor and metonymy interact to give rise to their figurative meanings.

Compared with Yu, Niemeier (2003) tries to explore the metaphorical and metonymic bases for the heart idioms in English. According to a different degree of connection between the metaphors and the metonymies involved, she sorts the heart idioms into four major categories: (1) HEART AS A METONYMY FOR THE PERSON (e.g., *a lonely heart club*), (2) THE HEART AS A LIVING ORGANISM (e.g., *make one’s heart bleed*), (3) THE HEART AS AN OBJECT OF VALUE (e.g., *to win one’s heart*), and (4) THE HEART AS A CONTAINER (e.g., *to open one’s heart*). Niemeier claims that the metaphors of the heart idioms in the first category have the most obvious metonymic basis, which degrades its obviousness from the first category to the fourth category. As she notes, in the second category, the metonymic basis is still visible but not as evident as in the first category and the metonymic basis is even less obvious in the third category. In the fourth category, only when the complete folk model is focused upon, the relationship between metaphors and metonymization becomes evident. Unfortunately, Niemeier’s observations are felicitous but incomplete. She doesn’t elucidate the possible interaction process behind the interpretations of the heart idioms.

Chinese Metaphorical Conceptualization of *xin* ‘heart’

***Xin* ‘heart’ is a Container**

There are a lot of examples in Chinese showing us that *xin* ‘heart’ can be treated as a container of emotions and feelings, as illustrated by the following expressions:

(5) *chang-kai xin-huai* (widely–open heart) ‘opening up one’s heart widely’

A glance at example (5) would give the impression that the heart is first conceptualized as a enclosed container full of feelings through the HEART IS A CONTAINER metaphor. When someone opens this container, he tries to reveal the contents of the container. In this expression, one metaphor (REVEALING IS OPENING) and one metonymy (CONTAINER FOR CONTAINED) conform to the Invariance Principle. For example, something inside the container is mapped onto the feelings inside the heart, and the person who opens the container is mapped onto the person who reveals the feelings inside the heart. Also, in example (5), an IN–OUT parameter is found. The door of the heart is widely open, and one’s innermost thoughts and feelings which are stored inside are free to come out. Apparently, there is free access to the speaker’s emotional world which is conceptualized as the container’s contents.

While the feelings can flow out of the container, movement in the opposite direction, namely towards and into the container, may be involved as well. The following example will pose the image of opposite movement:

(6) *qin-ru xin-fei* (soak through one’s heart–door leaf) ‘saturates one’s heart and gladdens it’

As in example (6), heart container has a “door” which acts as the entrance of the innermost of the self. Therefore, the heart possesses whatever is taken to it (STATES ARE LOCATIONS (POSSESSION IS LOCATION to be specific)), and since the heart is traditionally believed to be the organ that we use to feel, the meaning of feeling something is obtained through the metonymy OBJECT INVOLVED IN AN ACTION FOR THE ACTION.

It is commonsense that pouring more fluid into a container will result in the fluid level going up, the same as adding more objects to a pile will result in the pile getting higher, and this common experience is the basis of the

widespread MORE IS UP metaphor. The experiential basis in this case is the fact that there exists a correspondence between the conceptual domain of quantity and the conceptual domain of verticality. Since any container is finite, it also could be fully filled with the continuing action of IN. In Chinese, understanding satisfaction in terms of quantity is so utterly common in Chinese everyday experience that a human being will be satisfied as soon as his heart is full, as example (7) illustrates:

(7) *xin-man yi-zu* (heart–full mind–full) ‘completely satisfied’

As in (7) above, *xin* ‘heart’ is explicitly conceptualized as a container which focuses on its fullness. The content *yi*, whose original meaning is “the thinking of the heart”, is treated as the object that the heart contains. As mentioned above, the continuing action of IN will make the container full. Benefiting from the PLUS value of IN, the concept of FULL has positive implications. For instance:

(8) *man-xin huan-xi* (full–heart happiness) ‘one’s heart is full of joy; overjoyed’

As shown in (8), the heart is conceptualized as being full and especially full of such good feeling as happiness. One interesting conceptualization of *xin* ‘heart’ is that it is also affected by negative emotions. Another example is:

(9) *wo-xin* (nested–heart) ‘feels irritated, feels vexed’

Examples (9) evokes the image of the heart–container being “closed up”, as opposed to that of “fullness” in (8). It is interesting to point out that the image of “entering” and “fullness” will bring to such positive connotations as happiness and satisfaction, while the image of “closing up” is found with negative vexation and provides the negative axiological value.

It is worth mentioning that the XIN IS A CONTAINER metaphor seems at first sight to be unrelated to a conceptually prior metonymic conceptualization, but as we can see in example (7), it has a metonymic basis. As a result, the heart is not only an organ that can be full but also stands metonymically for a person’s feeling. It is likely to be the case that varying quantities of the feeling of satisfaction are considered to be inside the heart. And in example (8), we have access to the feelings inside through the CONTAINER FOR CONTAINED metonymy, too. This metonymy in turn triggers the metaphoric mappings between the size of a container and the quantity of the contents (QUANTITY IS SIZE).

In this section, examples discussed above exhibit an embedment of a metaphor XIN IS A CONTAINER in the metonymy CONTAINER FOR CONTAINED. I will then attempt to demonstrate that *xin* can be conceptualized as some other concrete objects.

Xin ‘heart’ is a Solid

It is not surprising that *xin* ‘heart’ can be conceptualized as a solid since it is a concrete object. In Chinese, *xin* ‘heart’ will be lifted by negative emotions like anxiety and worry. Conversely, it will come back down to its normal position when relieved from those emotions. At this point, it seems to be appropriate to say that the image of “up” is found to be negative while that of “down” is positive. Consider:

(10) *fang-xin* (lay down–heart) ‘set one’s mind at ease; rest assured; feel relieved’

Example (10) gathers the expression of relief related to the heart. In the case when the heart is in a particular position, it may stir up feelings of restlessness. In consequence, in Chinese people’s mind, *xin* ‘heart’ is stable and unmovable. Conversely, if *xin* ‘heart’ is handled by some actions and lacks “stability”, a person will enter into bad emotions. For example, the deep concern and worry for others will “lift” the heart. As a result, *xin* is associated with action verb which refers to emotion, as shown in (11):

(11) *ti-xin* (lift–heart) ‘be concerned about; be anxious about’

The above expression follows the UP/DOWN schema and demonstrates the degree of insecurity, which presents

the Chinese negative expression of emotion involving in *xin* ‘heart’. It is obvious that anxiety which represents abstract feeling cannot be possibly lifted or suspended, but the anxiety-related organ of the heart can be lifted instead to simulate the condition of anxiety. In other words, we can view that someone lifts his heart to make his heart float suspended as the metonymy ACTION FOR RESULT is evoked. The target of this metonymy in turn becomes the source of metonymic mapping through the CONTAINER FOR CONTAINED in which the source, his heart is up in the air, is further mapped onto the target that he has a sense of anxiety.

It is important to point out that the Chinese *xin* ‘heart’ has its own particular position and location, and any change of the location may suspend the heart in the air and give rise to a negative connotation. Accordingly, as shown in example (11), a bad condition (e.g., worry) results when *xin* ‘heart’ is raised higher. Intriguingly, it may never even occur to the hearer to wonder whether the heart will move right or left or forwards or backwards in Chinese. Conversely, a way to conceptualize positive emotions is to imagine an opposite perspective (e.g., the case when *xin* ‘heart’ is situated in a particular position), as shown in examples (10). On account of this specific custom deeply planted in Chinese people’s concept, it seems to be appropriate to say that it is different from English example where UP was positive connotations whereas DOWN was negative. For instance, according to Lakoff & Johnson (1980) and Kövecses (1991), a major conceptual metaphor for the notion of happiness is HAPPY IS UP, as in “I’m feeling up”, and “lift (up) one’s heart” is also found to be linked to ‘be or cause to be encouraged, hopeful or joyful’. On the other hand, “someone’s heart sinks” actually refers to ‘a person becomes sad, disappointed, or fearful’.

Being a solid, *xin* ‘heart’ is also modified by various kinds of adjectives. The expressions shown below illustrate this:

(12) *ku-kou po-xin* (bitter-mouth-grandma-heart) ‘lovingly intended advice put in unpleasant words’

In the case above, two compounds in juxtaposition are formed in a combination of conceptual metaphors. Other than sharing the HEART IS SOLID, (12) keeps intact with the underlying metonymic basis. More precisely, “bitter mouth” in (12) is contrasted with ‘grandma heart’ to refer metonymically to the contrast between “unpleasant speech” and “loving intention”. It is obvious that the modifier “grandma” is used metonymically in that a kinship term whose referent is typically associated with loving intentions refers to loving intentions.

To say that *xin* is a solid is still much too general. As a matter of fact, there are many complicated ICMs which give rise to specific conceptual metaphors, such as XIN IS A BRITTLE OBJECT, XIN IS A FOOD WITH FLAVOR, XIN IS AN INSTRUMENT. Relevant to the above conceptual metaphors are the following Chinese examples:

(13) *xin-sui* (heart-fragmented) ‘the heart is broken’

In (13), we have access to a scene that a person’s heart is broken. When someone’s heart becomes a group of separate pieces with no configuration, we can fully comprehend that he is in an absence of functionality and he is physically in a bad condition (PART OF A THING FOR THE WHOLE THING). The scene that a person is suffering from a physical pain is then mapped onto the scene that the same person feels psychologically terrible through the metaphor PSYCHOLOGICAL PAIN IS PHYSICAL PAIN, which is subordinate to the higher mapping ABSTRACT IS CONCRETE. The part/whole schema, at the same time is endowed with a negative axiology.

(14) *doufu-xin* (tofu-heart) ‘heart made of tofu, a Chinese food—metaphorically indicating kindness’

(15) *dong ren xin-xian* (stir ones heart-string) ‘rouse one’s tender emotions’

As in (14), a culture-specific food of a soft texture, *doufu* ‘tofu’, stands metonymically for softness. This softness, in turn, is a metaphor for sympathy, because touch in the sensory domain is mapped into the domain of social emotion. In (15), *xian* ‘string’ is a general term for musical instruments. Apparently, a part-whole metonymy is operating in this example to present the metaphorical conceptualization of excitement.

We have examined some properties of the heart as source in some compounds of heart above. In view of these ex-

amples, it is crucial to note that metonymy also plays an important role and may be the initial process through which the compounds are formed. These metonymically based expressions indicate the metonymy–metaphor interaction and reflect the intertwining of both conceptual processes. In the following section, I will work on the metonymical analysis of *xin* ‘heart’ expressions.

Chinese Metonymical Conceptualization of Xin

As Zoltán Kövecses and Günter Radden (1998) suggest, “a defining or essential property may evoke, or stand for, the category it defines.” In what follows, we shall consider the subtypes in turn.

Property of Xin ‘heart’ as Source

In Chinese, *xin* ‘heart’ can be used as a metonymic vehicle providing mental access to personality and we can find a clear metonymic basis in the following compound words:

(16) *xin-kuan* (heart–broad) ‘has a big heart’

Example (16) involves metonymy that employs heart as a body–part to characterize a person. Based on HEART IS A CONTAINER and metonymy CONTAINER FOR CONTAINED, we have access to the feelings inside the heart through the heart. The output in turn triggers the metaphoric mapping between the size of a container and the quantity of the contents (QUANTITY IS SIZE). This metaphor is based on our conception that a bigger container can accommodate more items inside. The bigger the heart is, the more positive feelings a person has. Hence, we consider a person with a big heart as having many positive feelings.

In Chinese, there are also many heart compounds with which different qualities are associated. These qualities can be connected with a person’s personality which then stands for the person. Consider (17):

(17) *xin-ruan* (heart–soft) ‘soft–hearted; kind–hearted’

As in the above expression, the body–part *xin* ‘heart’ defines the conceptual space in which to understand the meanings of the respective expressions as the space of psychological state by means of metonymical mapping. In (17), a man with benevolence is said to have a special kind of heart that is made from soft materials. However, this item can not be analyzed as simply metonymic. Rather, the juxtaposition of *xin* ‘heart’ and the adjective which describes palpable property indicates the interaction between metonymy and metaphor. To be specific, *ruan* ‘soft’ is metaphorical because literally it describes texture in the sensory domain. It expresses how people’s character can be judged by the degree of the heart’s sensitivity. Thus, this expression represents an embedment of metaphor in metonymy in the conceptualization of softheartedness.

The functional salience of the heart is also evident in expressions where *xin* ‘heart’ is paired with other body–parts. In what follows, I’d like to explore two metonymies in which the property of the heart is paired with that of the other organs in the conceptualization of personality.

(18) *xin-zhi kou-kuai* (heart–straight mouth–quick) ‘frank and straightforward’

(19) *yan-da xin-fei* (eye–big and heart–fat) ‘be proud and arrogant’

Obviously, the idiom in (18) contains a metaphorical mapping that is embedded in the metonymy based on the property of the heart. The adjectival predication *zhi* ‘straight’ originates in the domain of geometric property and it is mapped into the domain of temperament to refer to the straightforwardness. It should be pointed out that expression (19) provides a culture–specific description that a ‘fat–hearted’ (fat and big are synonymous) person is proud and arrogant. In English, people who think too highly of their own importance have a ‘big head’ whereas those who are ‘big–hearted’ are generous people.

Heart Compounds Displaying Others

The following expressions will show us that the metonymic concept *xin* ‘heart’ is responsible for mental activities as well in Chinese.

(20) *tong-xin* (with one heart) ‘two hearts that beat as one’

Expression (20) is an interesting example, through the metonymy THE MATERIAL CONSTITUTING AN OBJECT FOR THE OBJECT (HEART FOR PERSON to be specific), we can get that two hearts are said to beat as one when two people match in every aspect. We thus have this physical harmony (e.g., same heartbeat tempo), as a trigger for the activation of the scene that two people are spiritually harmonious, especially in thoughts and ideas (SPIRITUAL HARMONY IS PHYSICAL HARMONY).

It is interesting to point out that in Chinese people’s mind, the value of love can be conceived of in monetary terms and the heart can be treated as a resource similar to money, as what we can see in the expressions shown below:

(21) *ying-de fang-xin* (win get female’s heart) ‘wins someone’s heart’

The expression in (21) is based on the interaction between the HEART IS PRIZE metaphor and CONTAINER FOR CONTAINED metonymy. In this expression, through the HEART IS A PRIZE metaphor, the heart is first metaphorically conceptualized as some kind of prize that can be won, and the person’s love, which is culturally represented by the heart through the CONTAINER FOR CONTAINED, becomes something that can be won. Furthermore, winning love is reviewed as gaining love by GAINING IS WINNING. Therefore, the winner becomes the gainer, and something won becomes something gained.

In short, the expressions in this section utilize that the figurative meaning of the heart compounds emerging from the interaction between metaphor and metonymy. It is apparent that these expressions involving *xin* ‘heart’ are not simply metaphorical or metonymic.

Concluding Remarks

In this article, much effort has been put into the explication of how metaphor and metonymy interact and interplay in intricate ways to give rise to the figurative meanings of heart compounds and idioms in Chinese. In sum, I would like to emphasize that:

(i) It is worth stressing that the experiential basis of conceptual metaphors is both bodily and cultural. The evoked knowledge schemes are also deeply grounded in cultural practices and shaped by cultural understanding.

(ii) To get a full understanding of Chinese *xin* ‘heart’, we can’t simply interpret it as a mere metaphor or metonymy. The figurative meaning should be derived compositionally from the interaction of metaphor and metonymy. This occurrence is due to the fact that they are compatible when they intertwine to derive the figurative meaning of heart compounds. In this connection, I assume that we need an integration process in interpreting the Chinese *xin* ‘heart’.

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The Exploration of Foundations of Presupposition: Semantic, Pragmatic or Cognitive

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[Abstract] *Presupposition is engendered by semantic logic or held belonging to pragmatic category, which is a lasting issue derived long ago and expressed various ideas from different lights in all circles concerned. In cognitive linguistics, meaning is generally reputed to be foundations of language analysis and basis on which any versions within are built, for meanwhile as they come to know the surrounding world of existence people tend to reflect their perception and sensation with linguistic symbols. This notion being applied to its operation mechanism, it is found to be pale and exhaustive to argue over the so-called semantic and pragmatic divergence. Governed under such cognitive principles as figure/ground segregation, any clues previously entrenched may be serving as ground including parts carried by literal meaning, information covered in actual situations or potential supply of encyclopedic knowledge, etc. Thus in discussing the presupposition the holistic views ought be adopted with sememes subsumed under relative cognitive models, then to further probe into its compositional characteristics and motivation in cognitive domains.*

[Keywords] *presupposition; figure/ground segregation principle; linguistic representation; idealized cognitive models*

Introduction

Theoretical retrospect

The term ‘presupposition’ was firstly put forward by the German philosopher Frege (1892). Then under the recommendation and publicity of the British linguist (1950; 1952) it aroused widespread interest and universal attention among those in circles in 1970s, thus receiving multiple rounds of baptism from intro-clausal to inter-clausal and discussions from multitudinous parties (Russell, 1905; Karttunen, 1973; Stalnaker, 1974; Levinson, 1983; Dryer, 1996; Yule, 2000). So far its polemic is restless, but as a whole the focus quarreled about remains hierarchies and reductionism of presupposition.

Demarcation

What on earth is presupposition? To begin with, its definition awaits demarcation. Generally three types of infor-

mation are usually contained in the semantic structure of a clause, namely asserted, entailed ones or presupposed meanings, for example:

- 1) Agatha accused Bill of stealing the book.
- 2) John has stopped beating his wife.
- 3) It wasn't Mary that ate the cake. (He & Chen, 2004)

In the above sentences it is just all the facts that existed in advance that makes possible the sufficient logicalness of their meanings. In other words, Bill stole the book, John beat his wife, someone ate the cake are the grounds or basis to guarantee the appropriate realization of their utterance. This kind of background information hidden in the asserted is called presupposition of a sentential paradigm.

Online Operations

Semantic triggers

Phrases or constructions making the establishments of presupposition are termed to be triggers. Karttunen (1973) compiled 31 types of presupposition triggers in his *Presuppositional phenomenon*. Following his enlightenment and the practice of Levinson's (1983) we hereby built our cut and sorted out list of typical ones, e.g.,

- (1) attributive or modifying
- 4) The king of England visited/didn't visit us.> >There exists a king in England now. (Definite descriptions)
- 5) The flying saucer came/didn't come again.> >The flying saucer came before. (Iteratives)
- (2) part of verbs
- 6) John realized/didn't realize that he was in debt.> >John was in debt. (Factive verbs)
- 7) John forgot/didn't forget to lock the door.> >John ought to have locked, or intended to lock it. (Implicative verbs, others include regret, happen, avoid, ...etc.)
- 8) John stopped/didn't stop beating his wife.> >John had been beating his wife. (Change of state verbs)
- 9) Agatha accused/didn't accuse Ian of plagiarism.> > (Agatha thinks) plagiarism is bad. (Verbs of judging)
- (3) sentence patterns
- 10) She cried/didn't cry before she finished her thesis.> >She finished her thesis. (Temporal clauses)
- 11) It was/wasn't Henry that kissed Rosie.> >someone kissed Rosie. (Cleft sentences)
- 12) Carol is/isn't a better linguist than Barbara.> >Barbara is a linguist. (Comparisons and contrasts)
- 13) If Hannibal had only had twelve more elephants, the Romance languages would/would not this day exist.> > Hannibal didn't have twelve more elephants. (Counterfactual conditionals)
- 14) Is there a professor of linguistics at MIT?> >Either there is a professor of linguistics at MIT or there isn't. (Questions)

From the logical perspective the key judgment of a sentence being presupposed of a proposition ensues from the remaining of truth value derived while the latter is negative. As is shown in the above the negation of the listed sentences never sufficiently overthrows their actual presuppositions on the surface, esp. on the conditions of lack of the guide of any concrete contexts. Accordingly it seems that presupposition is specifically designed for certain phrases or structures, or, at least possessing similar motivations of classification to their own. But we maintain that it doesn't touch upon the most sensitive and essential side lingering inside presupposed.

Cognitive foundations of their transference

According to Yule (2000), presupposition is made simply invented by the speaker, but not the sentence made alone. What is specially memorable is that it is never carried by words or phrases themselves. Instead only speakers

are capable of designating it, whose semantic section serves as model roles not uniform or pertaining to one all the time either. Their state of survival depends much on pragmatic factors now and then, as is seen in the following examples,

15) A : The king of England visited us.

B : The king of England doesn't exist!

16) A1 : Where was Harriet yesterday?

B : Henry discovered/believes that she had a job interview at Princeton.

A2 : But she didn't. I saw her yesterday in the supermarket.

17) a. John will regret doing linguistics.

b. If John does linguistics, he'll regret it.

18) A : What's that guy doing in the parking lot?

B : He's looking for his car or something.

15) involving the so-called extra-clause cancellation of presupposition when it contradicts the knowledge shared among interlocutors or the conclusion drawn from the universe of discourse. In 16) the major focus information is usually undertaken by embedded clauses in those composed of predicate verbs that easily trigger off presupposition. Speakers aim to seek taking advantage of this manner of reply the sufficient evidence to support the event of embedding, say, the source or trustworthiness of information. Meanwhile it shows that the speaker performing the utterance lack the commitment to the truth value of focus being uttered, thus leaving enough space of stepping back. When being attacked as is seen in A2 one evades embarrassment. (Simons, 2007) The presupposition of 17) a. 'John is doing/will do linguistics' is sure to be lost along with its pragmatic extension. If directly negating its state, the immediate or wide scope ambiguity effect arises in case of uncertain contextual messages or involvement of inexact context. Two explanations are possible, one is 'John does not have any regrets, but he is doing/will do linguistics' in which verb action can't be cancelled yet; the other being 'John will not regret because he is not doing linguistics', directly directed at the whole event frame. (Fillmore, 1985) Other scholars (Grundy, 2000) lays emphasis on the latter's being meta-negation, namely showing the speaker's meta-pragmatic consciousness is to negate the mention of such propositional contents while not affecting its truth value to mean 'I didn't criticize Bill for mumbling-not that he did anyway'. The case in 18) further sheds light on the proposition's being information nucleus latent in speaker's mind, subject to the real-time adjustment of focus information. So here 'or something' functions a lot as such filters as to be iterated in the following, making trifling or immaterial the existential proposition denoted by 'his car'.

From the perspective of mental space in cognitive linguistics the pragmatic motivation can fully be embodied in its float through the projection principle. Generally speaking proposition floats smoothly from the space being built to the base space. But once the symbol string or something contrary overtly appears in the base space, the float process comes to a halt immediately (Fauconnier, 1997) In other words, the trigger-off and transference is related to optimization principle of space, not all connected with the overt words essentially (Chen & Wei, 2004) as in the version of 'holes', 'plugs' and 'filer' by Karttunen (1973). It, though its great influence, exactly suggests on the other side that proposition be the incidental outcome of speaker's mind, but not carried in words themselves inherently. All the examples touch on the linguistic factors, but the cancellation of proposition may be gendered by non-linguistic factors in contexts (representation of knowledge). Examples are seen in

19) a. She cried/didn't cry before she finished her thesis.>>She finished her thesis.

b. She died before she finished her thesis.>>She finished her thesis.

The proposition 'She finished her thesis' in b. does not float any more for the meaning of die against the component parts in the base space, thus rendering us feeling that it is cancelled superficially. One more example,

20) I imagined that Kelly was ill and nobody realized that she was ill.

The respective propositions brought about in first and second half P1 and P2 countervails directly against each other, $P1 = \sim P2$ and $P2 = \sim P1$, then $S1 \& S2 > \text{not } P$.

Feature analysis

In view of its defeasibility and context dependence more and more linguists tend to hold the view of regarding it as a pragmatic not semantic phenomenon. In so doing the stylistic features are to be subsumed multiply. Levinson (1983) maintain the two basic features of proposition in use, appropriateness or felicity and mutual knowledge or common ground. Apart from them Chen Xinren (1998) adds subjectivity to it in understanding utterances. Exactly as in

21) A woman sitting on a long bench of a park with a dog crouching in front of her. Then a man moves up and lowers.

M: Does your dog bite? W: No.

The man reaches down to pet the dog. The dog bites the man's hand.

M: Ouch! Hey! You said your dog doesn't bite. W: He doesn't. But that's not my dog. (Yule, 2000)

Here it is not presupposition itself that causes the errors present, but that the speaker subjectively rates the dog crouching there to be of the woman spoken to, which naturally leads to the uni-directionality of presupposition coding. The so-called uni-directionality refers to the supposition made by the speaker alone and objective reality of its existence singly relative to him/her prior to the hearer's subsequent treatment in communication where it ought be shared by both.

Deepening Its Understanding

Early in 1927 Ogden & Richards has made more elaborations in detail on the relationship between word symbol and its referent or concept, see the figure below,

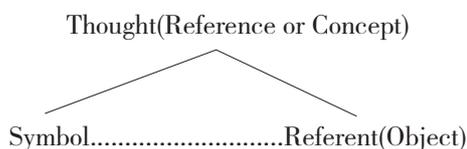


Figure 1 Semantic triangle

It is obviously seen that word symbol is not directly linked with its referent or concept, but requires the process and treatment by human mind or thought in between, leading to the self-disruption of semantic autonomy as a version. Based on it, scholars regard as primarily important subjectivism in ideas of meanings, emphasizing semantic subjectivity in cognitive linguistics. For example, the notion of 'purchasing one with one free' possesses the default presupposition, namely 'purchasing one with one of the same more'. But it refers to the subjective conjecture shared among people in given culture or period of time. Thus some merchants strive to make it 'purchasing one with one of less important more' by taking its literary advantage. As soon as it grows into the newly established thinking trend, its

① 'slots' referring to the predicates permitting presupposition in the embedded clauses to get raised to be that of the main clause, e.g. Tom regretted that he lost the game. 'plugs' blocking presupposition as component parts of a clause from being that of the whole clause. Compare the following three sentences, a) The referee announced that Tom lost the game. b) I believed that Tom lost the game. c) Tom lost the game. 'filters' including a group of logical connectors such as 'and', 'if ...then', 'or' and so on, which permitting presupposition in part of clauses to get raised while blocking it in other parts of clauses meanwhile. (Zheng Yanan & Huang Qidong, 2007)

② > =>entails; denoting illogical or ungrammatical presupposition or proposition; ~ meaning the negative form of proposition.

original conclusion will be toppled down with another emergent meaning producing the new effect (Li Na, 2007). Starting from the wider or more extensive perspective, there are a great multitude of human cognitive activities in speech and world of existence. At the very beginning of coding the language as a tool of reflecting human experience carries the burden of subjective scope. The causal root of defeasibility of presupposition lies with it (He & Chen, 2004), due to whose influence it becomes oversensitive to contexts. There is not subjectivity alone but the construal capacity inside of the meaning. To make theoretical outline with construal requires the following factors be included, scope, background, perspective, profile and specificity (Wang, 2007). The language structure as a whole is discrete but with the lopsided or selective subjective scope. The contradiction between the reflectors and what is reflected forms that of information items on stage and off stage, focus and presupposition/background knowledge when embodied in speech encounters, all of which are on earth owing to the conflict between holistic view and single perspective (Chen, 1999). A few more typical examples to name,

22) a. Mary's not stingy > she's really generous.

b. Mary's not stingy > she's thrifty.

The ratings in a. is made in the dimension of stingy—generous, while b. in thrifty—wasteful. No contradictions might be obtained. (Marmaridou, 2000)

Although the limitations and subjectivity carried by construal makes a complicated impressions of presupposition, it can be caught the necessity to define it from the more general perspective ensuing from this. Pragmatists firmly hold that presupposition is an implied meaning falling into the boundless state of mixture with no clear-cut distinctions drawn between it and implicature. As to the human cognitive structure, it seems more proper to adopt the following theory of presupposition being part of hidden situations in idealized cognitive models (ICM) of conceptual framework comprised of the sharp contrast formed of the structurally implicit or explicit background information and focus information on stage. Governed by the segregation cognitive principle of figure and ground the amount of background information provided by presupposition varies with focus. The wider sphere the focus covers, the less the amount of presupposition is, or vice versa. And along with the movement of focus, presupposition becomes interchangeable with it. When the given information steps up onto the stage serving as new and emergent, another element in the background continues to follow up. The turning progress of communication rounds being dynamic, this procedure starts to flow from the very beginning over and over again, always ready to get in collaboration with building contexts until the intention in turn-taking is achieved or comes to a halt. For example, in 17), only when the state of regret or the action of doing linguistics is regarded as a unified idealized cognitive model (ICM), can one find the meaning of 'John is not doing linguistics' in 'John will not regret doing linguistics'. Likewise in 22) two utterances combined together seem to explain the issue of $P + \sim P >$ not on the surface. As a matter of fact, the negation of the whole framework in which stingy—generous functions does not exclude the probability of the speaker's entry into another framework of thrifty—wasteful. Thus 'not stingy' performs the two-fold function here, one is 'not stingy' as what is said literally; the other being 'not to be judged thus', and its certainty depends much on specific contextual filtration.

Conclusion

Language and reality is not barely linked side by side directly and autonomously, while the process or treatment derived from human minds intervene. Things, events and situations ought to go through the imagic filtration in mind forming certain linguistic representation and being output in the form of speech activities. Then foregrounded in real situations of language use subject to singleness and randomness of view scope, it grows into presupposition in the background information which inevitably displays dynamic, hierarchical nature and heterogeneous composition.

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A Critical View of Construction Relations in a Perspective of Construction Hierarchy: The Case of DC

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[Abstract] *According to most constructionists, human language is considered as a structured inventory of conventional linguistic units: symbolic units and constructions. Constructions are closely related to one another, and they form a family of closely related constructions. How can we investigate the inner relations of constructions? Here we combine insights from construction taxonomy and hierarchy to study further construction relations by means of analyzing the various construction relations of detachable constructions. We begin by sorting out what have being made clear of the relations and further analyze the ones being left out. We find that in terms of construction of hierarchy paradigmatic dimension, it is usually instances that inherits from schemas, while in terms of syntagmatic dimension, larger constructions are integrated from smaller constructions. Also, a new type of construction coercion, i.e. construction on construction, is put forward based on the other three types of coercions.*

[Keywords] *Construction relations; Taxonomy; Hierarchy; Coercion Inheritance*

Introduction

According to most constructional opinions, human language is considered as a structured inventory of conventional linguistic units: symbolic units and constructions. (cf. Langacker, 1987) Constructions are closely related to one another, and they form a family of closely related constructions. Human language is a highly structured lattice of these constructions. This network is an ordered system with clear taxonomy and hierarchy. Unlike most scholars' indiscriminating treatment of them, taxonomy and hierarchy are two different but related features of constructions, with the former among the latter, and the latter the former. There is something of each in the other, but this does not imply that we can not distinguish them. This study is to make construction relations clear in the perspective of construction hierarchy and taxonomy by means of analyzing the case of detachable constructions.

Construction Taxonomy and Hierarchy

Construction hierarchy is further subdivided into two dimensions: syntagmatic and paradigmatic dimensions.

Construction Taxonomy

Construction taxonomy means that various constructions can be classified into different groups according to different standards. For example, they can be divided into: intransitives, transitives, ditransitives and existentials ac-

cording to their structures; according to their functions there are: declaratives, negatives, interrogatives and interjectives. Goldberg (1995) has discussed four kinds of constructions, i.e. ditransitive construction, caused–motion construction, resultative construction and the way construction, to achieve her purpose to rethink argument structure in construction grammar approach. Under normal conditions, constructions relating to taxonomy can be in so–called hierarchical relations with each other, and they are not exclusively distinctive.

Construction Hierarchy

As set forth, constructions in different hierarchies can also be thought as different types, but these types of constructions hierarchically related differ from those distinctively in taxonomy with no hierarchical relations. Construction hierarchy can be focused on from two dimensions:

(1) Paradigmatic Dimension: Schematicity–instantiation

Construction hierarchy of the paradigmatic dimension refers to the hierarchical relations between the relative abstract constructions and the relative concrete constructs. This relation is formed in the cognitive process of generalization and abstractness, so an abstract construction is generalized relative to its concrete constructs, and if a construction is of generalization, it implies its hierarchical property. Between abstract constructions and their concrete constructs it posits a gradable continuum, which can be generalized as “Schematicity–Instantiation”. “Schema” is an abstract structure generalized from many concrete constructs by categorization, and “instances” are concrete expressions sanctioned or licensed by generalized constructions. Fillmore, Kay & O’Connor (1988) distinguished syntactic constructions by degree of schematicity. A more schematic construction describes a complex structure with few component units specified as particular morphemes. (Croft, 2005, pp. 274–275) For example, the declarative passive construction, which can be represented as something like [SBJ be–TNS VERB–en by OBL], is largely schematic, except for the specification of the auxiliary verb “be” and the oblique preposition “by”. The following table shows a continuum of “Schematicity–instantiation”:

The syntax–lexicon continuum		
Construction type	Traditional name	Example
Complex and (mostly) schematic	syntax	[SBJ be–TNS VERB–en by OBL]
Complex and (mostly) substantive	idiom	[Kick–TNS the bucket]
Complex but bound	morphology	[NOUN–s], [VERB–TNS]
Complex and schematic	syntactic category	[DEM], [ADJ]
Complex and substantive	word/lexicon	[this], [green]

The above table illustrates that the fully generalized notion of construction allows for a uniform representation of grammatical knowledge. Meanwhile, each abstract schematic construction and its instances form a gradable continuum. For example, it is a gradation relationship among the most concrete construct “kick the bucket” and its upper level schemas:

- [SUB VERB PHRASE]
- [SUB VERB–THS PHRASE]
- [SUB VERB–TNS OBJ]
- [He VERB–TNS OBJ]
- [He kick–TNS OBJ]
- [He kicked OBJ]
- [He kicked [the bucket]]

The above examples show us a “Schematicity–Instantiation” network with hierarchies. They are of different degree of abstractness, with the top level of highest degree of abstractness, generalization and schematicity. Each lower level construction inherits certain information from its upper level, and this inheritance ends until the lowest level, the most concrete expression.

(2) Syntagmatic Dimension: Intersection–integration

Langacker (1987) thinks that “Grammar involves the syntagmatic combination of morphemes and larger expressions to form progressively more elaborate symbolic structures. These structures are called grammatical constructions”. “Constructions are therefore symbolically complex, in the sense of containing two or more symbolic structures as components”. From this definition, we can easily conclude that two or more symbolic units as component elements are integrated into a construction; smaller constructions can be progressively integrated into a larger one; larger ones are intersected into larger ones, and so on. This tallies closely with the hierarchy and recursiveness of human language. Langacker’s words prove this well: Hierarchy is fundamental to human cognition. Cognitive processing involves multiple levels of organization, such that elements at one level are combined to form a complex structure that functions as a unitary entity at the next high level, and so on. (Langacker, 1987, p. 310) For example:

My friend’s father

The above construction is integrated from “my friend” and “father”, and this structure can be further integrated with other constructions to form a larger one. For example:

My friend’s father’s house

Detachable constructions (DC)

The detachment phenomenon or specifically DC in Chinese four–character idioms is the object of our study, such as:

笔精墨妙, 比手划脚, 安邦定国, 变躬迁席, 变容改俗, 拔旗易帜, 报诚守真, 不知不觉, 变脸变色, etc..

It seems that these idioms are simple both syntactically and semantically at first sight, but the truth is at opposite poles. If we think it over carefully, a lot of idiosyncratic points will be revealed from the behind. Their meanings are not the simple whole of the parts, their structures seem to obey some rules, and these idioms reveal some close relationships with the related two–character words. Semantically, meanings of these detachable idioms are not the whole of the two minor constructions, but the inner elements still count to some extent. For example, “笔精墨妙” is not equal to “笔墨+精妙”, nor to “笔精+墨妙”, but there are special relations among these minor structures. Syntactically, these idioms are related to some two–character words, and are formed by the detachment, reunion and merger of them which are integrated into new structures. Means of matching of language elements in these idioms are varied but not in disorder. They are structured from one or two two–character words’ separation of their inner elements, such as: 笔墨, 精妙, 比划, 手脚, 安定, 变迁, 改变, 旗帜, 真诚, 知觉, 脸色. The separated elements insert into the four slots of the idioms, and the modes of inserting obey some rules. All of these phenomena imply a universal rule about how Chinese words and sentences are structured.

The case of this paper, DC, is a kind of construction that integrated from smaller constructions. Relations between DC and its component constructions, not the ultimate elements, are mixture of construction relations both from syntagmatic and paradigmatic dimensions of construction taxonomic–hierarchy, so some current researches into construction relations such as Goldberg’s research are not sufficient to explain its inner structure and production mechanism. Two representative scholars in construction research field, Goldberg and Langacker, have focused on two dimensions unconsciously, with the former (1995, 2006) paying attention to construction taxonomic relations from paradigmatic dimensions and the latter on the relations of symbolic units and constructions, and relations among symbolic

units from syntagmatic dimensions. Through the study of DC, this thesis aims to explore the relations among DC and its direct and indirect component constructions, which actually are mixture of both dimensions, with the construction relations from syntagmatic dimension as a focal point, in order to fill the gap of the current research.

Discussion of construction relations under construction hierarchy

Construction relations include both coercion relations and inheritance relations. According to the previous description of the difference of construction relations from syntagmatic and paradigmatic dimensions, it is argued here that coercion relation can be treated respectively, in order to make theories more clear and explanatory. And the author further argues that inheritance relation, strictly speaking, is of no hierarchy, as constructions related by inheritance form a network in which constructions are intersected. Many scholars have discussed construction relations from angles of construction coercion, inheritance and integration, without mentioning which dimension their discussion is made from, because many of them do not notice the importance of respective treatment. For example, when inheritance relations are stated, Goldberg (1995, p. 73) has put forward four inheritance links, polysemy link, metaphorical extension link, instance link and subpart link. Constructions related by these links all follow the rule that the lower node construction inherits from the upper one, no matter on which hierarchical dimensions these constructions are. Look at the following example (cited from Goldberg, 1995, p. 75):

A: “X CAUSES Y TO RECEIVE Z” (central sense)

B: Joe gave Sally the ball.

In the above example, A and B are related by instance link. Construction B, as an instance of A, inherits from A, and then A motivates B and dominates B. B is an instance of A, and is on the daughter node of A.

However, things become much more complicated when it comes to the following example of DC (detachable construction):

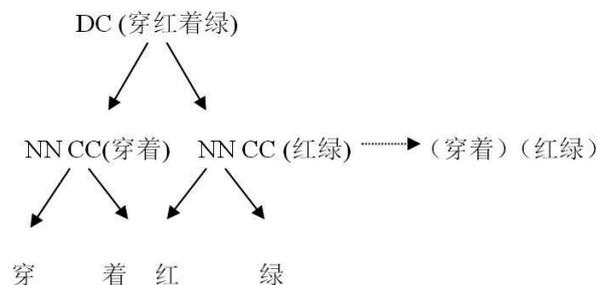
A: detachable construction. (1—3, 2—4 DC)

B: 穿红着绿

B1: NN coordinative construction (穿着)

B2: NN coordinative construction (红绿)

In this example, A and B are related by instance link, but the inheritance relation among A, B1 and B2 differ. In our study, we find that detachment mechanism actually inherits from several closely related constructions such as NN coordinate construction, VV coordinative construction etc. A inherits from B1, but we can not say that A, B1 and B2 are ranked on any hierarchies. If we must put it on any hierarchal ranks, it can also be roughly represented as follows:



①“笔墨” belongs to the category of synonymic partial compound word. Similar examples are “手脚”, “旗帜” etc. Besides synonymic partial compound word, partial compound word also includes other two types: antonymic partial compound word and inclusive partial compound word. In our data, these three types are all involved.

In the inheritance network, it is DC such as “穿红着绿” that inherits information from two-character words such as “穿着”, but their relation on the construction hierarchy is different, in that “穿红着绿” is on the mother node and “穿着” indirectly on the daughter node. Construction hierarchy and inheritance hierarchy in the inheritance network of constructions are confused by many constructionists. The two can be the same and also can be inconsistent. As what has been said before, construction hierarchy itself can be distinguished from two dimensions, paradigmatic dimension and syntagmatic dimension, based on which it is argued that in inheritance relations, it can be that the lower level construction inherits information from the upper level information, which is advocated by most constructionists, but also that the upper level inherits from the lower level. However, when inheritance relations are investigated, it seems that construction hierarchy and inheritance hierarchy are not distinguished, and the inherited and dominating constructions are called upper level constructions and the inheriting and dominated ones are lower level constructions, which results in inconsistency of terms.

Therefore, the fact that the upper level construction inherits information from its lower level construction goes in the opposite direction. Construction inheritance relations are complicated, and constructions related in inheritance form a network, not being neat like the strict construction hierarchical relations. In terms of construction of hierarchy paradigmatic dimension, it is usually instances that inherits from schemas, that is exactly the lower inherits from the upper; in terms of syntagmatic dimension, larger constructions are integrated from smaller constructions, so that it is the upper that inherits from the lower. As a matter of fact, from the investigation of mechanism of DC construction in the following sections, it will be argued that a construction is decided in the process of interaction of various elements, not merely by a single inheritance relation or a coercion function. Therefore, to avoid confusion of terms and theories, we choose the terminology of “upper level and lower level” or “mother node and daughter node” to describe hierarchical relations of construction itself and the terms of “inheriting construction and inherited construction” to describe inheritance relations between constructions related to each other in the inheritance network, with the hierarchical relations being avoided.

As for coercion relation, three types of relations between construction and lexical word, i.e. construction’s coercion on lexical word, lexical coercion on construction and lexical word, have been discussed by scholars both at home and abroad, with another possibility, construction on construction, being left out. As a matter of fact, these coercion relations mentioned previously belong to different hierarchical dimensions. Construction’s coercion on word and lexical coercion on construction are relations under paradigmatic dimension, and the other two are under syntagmatic dimension. Coercion relation under the same dimension will share similar characteristics. To make it clear theoretically, we distinguish discussion of coercion relations under paradigmatic dimension from that under syntagmatic dimension.

Conclusion

The starting point for the present paper is to make construction relations much more clear in a perspective of construction hierarchy. By means of analyzing the various construction relations of detachable constructions, the present paper finds that constructions related in inheritance form a network, not being neat like the strict construction hierarchical relations. In terms of construction of hierarchy paradigmatic dimension, it is usually instances that inherits from schemas, that is exactly the lower inherits from the upper; in terms of syntagmatic dimension, larger constructions are integrated from smaller constructions, so that it is the upper that inherits from the lower. Also, a new type of construction coercion, i.e. construction on construction, is put forward based on the other three types of coercions. Construction’s coercion on word and lexical coercion on construction are relations under paradigmatic dimension, and the other two are under syntagmatic dimension. Coercion relation under the same dimension will share similar

characteristics.

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Part II :
Literature & Culture Studies

Chinese School of Comparative Literature: 40 Years of Development

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[Abstract] In the present paper, the 40 years of development of the Chinese school of comparative literature is reviewed. The authors argue that at first what concerns Chinese school is its own internal theorizing issue, but later on it turns its focus gradually onto participating in global cultural communication and putting forward universal theories. The new theories, based on cross-civilization studies and variation theory can be taken as the complementary of that of French and American and will promote the theorizing of comparative literature studies.

[Keywords] Chinese School of Comparative Literature;illumination method;cross-civilization study;variation theory

Introduction

With its theoretical importance in the discipline of comparative literature in China, the concept of “Chinese School of Comparative Literature” cannot be easily neglected. Even though the Chinese school has been labeled as “the most ambitious” by Meng and Chen (2017), its underlying theoretical self-awareness has to be traced back to Taiwan in the late 1970s.

In the late 1970s the term was first christened by a group of comparatists from Taiwan, including Zhu Liyuan, Yan Yuanshu, etc. who were caught in between the abundant modern western literary theories and the uniqueness of the traditional Chinese literary works. The major research issue they wanted to tackle then was to systematically study the rich reservoir of traditional Chinese literature. With sufficient training in western literary theories they adopted the so-called Method of Illumination as their research framework. The idea even attracted John J. Deeney (1977), the American comparatist, who took it as the refreshing of world literature and foresaw that the comparative literature research in China mainland would be the potential force of Chinese School.

Opinions and Relating Researches

With the recovery of the comparative literature as an academic discipline in China mainland in the late 1970s, the establishment and the development of Chinese School were actively engaged in by the comparatists in mainland with both the unique theories and methods under discussion. Its 40 years development can roughly be divided into four phases: the first phase (1978–1987) is its rooting stage; the second phase (1988–1997) is its budding stage of constructing its basic theoretical features and methodological systems; the third phase (1998–2007) is its stemming stage of new theory being put forward; and the fourth phase (2008–2018) is its flourishing stage of independence.

From the very beginning, prestigious scholars in China mainland have put forward many constructive suggestions and comments on the idea of Chinese School. As earlier as in 1982, Professor Ji Xianlin (1987) clearly argued

that with the richness of our literature recourses and solid, long standing history we can definitely construct the Chinese School as long as hardworking and careful researches are carried out. From then on, various articles on its subject matters, its unique methodology and its future development were published, all of which contributed to the establishment of the Chinese school. During this period, Huang Baosheng (1985) eventually brought the research into an actual operational stage.

In the following decade, while Professor Yang (1988) considered the Chinese School as a way of breaking through Eurocentrism, Yuan (1988) first made it clear that cross-cultural matters should be a prospect on the theoretical features and methodological systems of it. The heated discussion concerning the topic finally brought the theoretical features and methodological systems of Chinese School come into being. With the review of the previous literature Cao (1995) set up the corner stone by the generalization of its theoretical features and methodological systems. Later, he even nailed down the point that cross-cultural matters should be the hard core with a series of papers. The strong reactions evoked from the domestic academic circle was the sign of immaturity in its theoretical features and methodological systems. At the end of this phase, however, the term “Chinese School” was roughly accepted among the academic circle.

At the turn of the millennium, when Xiong (1998) firstly pointed out its dynamic internal force, Wang (2003) criticized its research method of illumination. Besides, Wang (2006) reconsidered the notions of “Chinese School” and put forward the 4th conception of it. In fact, in the decade from 1998–2007, the comparatists were caught up in the predicament of the gaps of western approaches and Chinese literary practices. Then Cao and Wang (2009) declared that the Chinese comparatists needed their own theories and should take an independent path of academic innovation, which is exactly the construct of Chinese school. Later, on the basis of the heterogeneity in cross-civilization study, Cao proposed the theory of Variation and formed the theoretical framework of the Chinese school.

Debates on Chinese School

From the moment it was coined, the constant controversies have embraced “Chinese School”. The major ones focus on three aspects mainly: the necessity of establishing an academic school on regional basis, the uniqueness of its methodology and its outstanding features.

Fokkema (1990) attacked the idea from international viewpoints by claiming the establishment of Chinese School would be to replace one form of isolation with another. However, his standpoint was refuted by Sun Jingyao who successfully and convincingly demonstrated the Eurocentrism in the claim. While in domestic academic circle, Yan (1996) showed his hesitation to it, Deeney (1981) felt optimistic about it because it indicated a circle of well-informed comparatists discussing and testing alternative ways of reading literature from a Chinese perspective. Nevertheless, after the debates on its theoretical features and methodological systems, a consensus was formed. Obviously, a regional school means comparatists confronting new research problems, discussing and testing alternative ways of literary reading from new perspectives.

Illumination method can be defined as the application of western literary theories to Chinese literary works. The main problems with this method are that even with wide practices it not only relegated traditional Chinese literary theories but lost actual comparison in essence. Later, “two-way illumination” was proposed (Cao, 1997) in hoping that Chinese literary scholars would incorporate the traditional Chinese literary theories in reading both modern Chinese Literature and non-Chinese literature.

Nearly ten years later after Yuan Haoyi’s (1988) clear statement of the research focus of Chinese school, cross-cultural matters, Cao (1995) took a further step by claiming that the research of cross-cultural matters is the basic theoretical feature of Chinese School which distinguished Chinese school from its counterparts, French and Ameri-

can. Though He emphasized frequently “cross-cultural” in the academic context that Chinese comparatists have to relate to means to cross heterogeneous cultures, misunderstandings emerged. For the sake of clarity, he corrected it into “cross-civilization”. However, voices of disapproval and questioning were brought up. All of those clustered into the following three: the expansion of the border of comparative literature studies once again, the difficulties in finding the comparability among cultures and the study of literariness. For all the objections Cao (2013) responded that the definition of civilization he employed is the social community with same cultural conventions (conviction, value and thought), and it is a shift of the research objects from literary texts to literary communication, therefore, the aspects as to literary communication are focused on, but not the similarities among different cultures, last but not least literariness cannot be studied away from its related social, cultural and historical context.

Those debates around Chinese school of comparative literature have truly reflected what Chen (2009) calls “cultural consciousness” problem. According to him subject identity were still absent in academic studies back then in China, our disciplinary conceptions were tested by the scale of the West and the problem of the others, the paradigm of the others and even the standard of the others were considered as our own accordingly.

Theorizing of Comparative Literature Studies

Although many traditional cultural norms have been alive for a long time and could be reconstructed for the contemporary context, scholars often chose to neglect this traditional Chinese discourse of productive and interpretive conventions at the time when Western scholarly paradigms flooded and dominated in Chinese academia. When terms and discourses like romanticism, realism, deconstructionism and etc. became prevalent in Chinese academic arena, traditional Chinese cultural norms and conventions were fading away. Most of the new concepts and ideas introduced from the west after May 4 Movement reflected the Chinese scholar’s anxiety and dilemma of traditional roots and foreign influence. Frankly speaking, the collision between heterogeneous cultures and traditions of the old and new triggered innovation in modern Chinese academic field to some extent on one hand, but impeded the academic theorization on the other. For a time, the imitation and emulsion of the west became so rampant that it seemed as if Chinese had lost faith in their own culture. Once most of frameworks researched referred to were those of western’s and surely failed to solve our own academic problems, and the results of research went downhill.

Once diagnosed the problem with our own academic research, the next steps of reconstruction of our own academic discourse were soon taken. Cao (2014) theorized the findings on literary variation as Variation Theory and put forward that literary variations can be studied on multi-levels aiming at studying literary communication from various perspectives. Previously comparative literature study paid much emphasis on search for the common elements among different cultures in hoping to facilitate the communication between different cultures, while variation theory stresses on the verified phenomenon in the communicative contexts in searching for other possibilities among cultures and to approach an approximate truth from different angles. The research objects of variation theory do not only delimit in the single culture systems and its method is the combination of comparative literature and culture studies as the result of interdisciplinary cooperation. Although the highlight on “heterogeneity” and “cross-cultural” is not something brand new among the academic research of comparative literature in China, Cao is surely the first one who made the attempt to systematically theorize them, just as Fokkema (2014, p. v) pointed out that “The variation theory is an answer to the one-sided emphasis on influence studies by the former 'French school' as well as to the American focus on aesthetic interpretation, inspired by New Criticism, which regrettably ignored literature in non-European languages”. This first attempt is the positive and unique approach of Chinese School to explore a new academic path of independence which distinguished itself from both French School and American School since he stated out the reason he proposed variation studies is to characterize the proposed Chinese school with this new approach: “the ultimate goal

of variation is to achieve harmony and even the effect of ‘harmonious yet different’ through ‘seeking for otherness’ and mutual elucidation and variation among literatures from heterogeneous civilization. It should be commonly accepted that facts should speak for themselves and comparison is an implicit inspiration. Therefore, the essential relation between civilization heterogeneity and the variation of comparative literature is to first acknowledge commensurability and otherness and then to establish comparability” (Cao, 2014, p. 236).

Conclusion

On the 40-year course of development of Chinese School of Comparative Literature, the tradition is inherited on one hand, and new problems and new field are explored. Even though “Chinese School of Comparative Literature”, as an academic concept, is firstly coined by American scholar John J. Deeney, with the recovery of the comparative literature studies in China mainland in the late 1970s, the establishment and the development of Chinese School have been actively engaged in by the scholars in mainland. During the past 40 years both the unique theories and methods were brought into discussion though their academic attempt and hard work did not receive much resonance in Western scholarship. However, with China becoming the second largest economy and one of the world's powers, more attention may be paid in the study of Chinese literature and culture. While the long-standing bias of Orientalism cannot be easily neglected, the value of Chinese culture and literature has to be recognized and incorporated into comparative literature studies and it is here where the Chinese school can fit in.

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Exploration of Willy Loman in Death of a Salesman Based on Typographical Personality Model

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[Abstract] *Death of a Salesman* is an American drama written by the distinguished playwright Arthur Miller in 1949. The play, which is based on New York in 1930s, describes the tragic story of the salesman Willy Loman's pursuit of success and self-destruction. Based on Freud's typographical personality model: the Id, the Ego and the Superego, this paper analyzes the five psychological defense mechanisms of repression, denial, fixation, displacement and undoing adopted by Willy Loman, thus revealing that Willy's imperfect personality is the major reason for his tragedy.

[Keywords] *Death of a Salesman; Willy Loman; personality; defense mechanism*

Introduction

As early as Fourth century BC, the Greek philosopher, the literary critic Aristotle once used the psychoanalysis method to illuminate the definition of classical tragedies. He believed that the tragedy is a kind of art which arouses people's compassion and the fear, purifies the human's mind. By the end of 19th century and early 20th century, the literary psychological analysis criticism began with Sigmund Freud psychoanalysis as the theoretical basis of literary criticism. The so-called psychological criticism is to analyze the meaning and value of the literary works from the psychological angle of the writers, readers and the characters, which is a new and important method of literary criticism. The psychological analysis of the character image is the focus of the psychological analysis. The psychology of the character image is a kind of dynamic organic system, which needs to pay attention to psychological contradictions. This paper uses psychological analysis to explore the leading character Willy Loman in the drama called Death of a Salesman which was written by an American dramatist Arthur Miller in 1949. The drama, which is based on the New York of the century the era, describes a tragic story of the salesman Willy Loman who dreams of success through his own efforts, but ultimately dreams are mercilessly destroyed by reality. From the perspective of Freud's typographical personality Model, this paper analyzes psychological defense mechanisms of Willy Loman, revealing the subjective cause of the tragedy and the motivation of his behaviors.

Freud's Typographical Personality Model and Psychological Defense Mechanism

The typographical personality Model of the famous psychologist Freud not only has great influence on the study of psychology and psychiatry, but also has been widely used in the field of literary criticism because it can explain the inner contradictions of characters in literary works well. According to the theory, personality is composed of "Id", "Ego" and "Superego". Human beings' "Id", "Ego" and "Superego" have never stopped interplaying with each

other, and they operate in an unconscious state. As the first level of human thought process, “Id” refers to the human instinct impulse, but also the most hidden part of personality. It follows the “pleasure principle” and strives to immediately meet the needs of instinct. “Ego” is responsible for directing and managing “Id”, which is the part of “Id” that touches the outside world and is affected by it. It satisfies the need of “Id” according to the possibility of reality, and has to deal with the relationship between the individual and the outside world. It follows the “reality principle” and tries to protect the individual from external stimulation. “Superego” is also called “Ego Ideal”, which represents the human conscience and social ethical norms, which is the moral part of personality. The Ego measures itself according to the higher demands of the “Superego”, trying to emulate the higher standards and strive to satisfy them. “Superego” is the carrier of morality, following the “moral principle” (Freud, 2004).

Based on the typographical personality theory, Freud’s term “psychological defense” was developed by his daughter Anna Freud (1973). Being “the representative of the external world to the Id” (Freud, 1960, p. 35), the Ego is born with the job to connect the Id with the external world. Another major job exerted on the Ego is dealing with the anxieties caused by the extrinsic dangers or the unendurable thoughts and effects. The Ego may adopt relevant methods to alleviate the anxieties, and the methods the ego adopts are called the defense mechanisms. So the psychological defense mechanism is the individual's habitual subconscious reaction, used to describe the Ego’s struggle against pain and unbearable emotions, such as worries, anxiety, danger and threat from the outside world. “Ego” adjusts the contradiction between desire and reality in a certain way unconsciously. For example, when “Ego” is disturbed by the “Id” and the “Superego”, the pressure from reality will cause “Ego” to have a strong anxiety. The “Ego” treats anxiety as a dangerous or unpleasant signal, so it reacts unconsciously and protects the “Ego” in a way that distorts reality. By doing this, it calms or eliminates discomfort or pain, and thus maintains inner peace. This is one of the typical means of psychological defense mechanisms. If these defense mechanisms can be properly used to maintain balance and do not exhibit any undesirable behavior, then the use of psychological defense mechanisms is beneficial to humans. But if the psychological defense mechanisms are improperly used, they may result in internal unhappiness or disharmony with others or the outside world. If this happens, the psychological defense mechanisms will have undesirable consequences and cause tragedy.

The Psychological Defense Mechanisms Adopted by Willy Loman and Its Manifestation

The psychological theory applied to interpret and evaluate a literary work can reveal how and why people in the story behave as they do, thus bringing us a different view and better understanding of the characters in the work. According to the psychological defense mechanisms discussed by Anna Freud (1973) in her book, this paper will explore the drama *Death of the Salesman*. Among the fifteen types of the defense mechanisms, five types that closely related to the protagonist Willy Loman in *Death of a Salesman* will be elaborately analyzed which contains repression, denial, fixation, displacement, and undoing, thus revealing the subjective causes of his tragedy. Through the psychological analysis of the protagonist, we can better adjust their attitude toward life, restrain the desires, and overcome personality defects so as to achieve a harmonious state of life.

Repression

Repression is the psychological attempt to direct one’s own desires and impulses toward pleasurable instincts by excluding them from one's consciousness and holding or subduing them in the unconscious. According to psychoanalytic theory, repression plays a major role in many mental illnesses, and in the psyche of the average person. Repression is a key concept of psychoanalysis, where it is understood as a defense mechanism that "ensures that what is

unacceptable to the conscious mind, and would if recalled arouse anxiety, is prevented from entering into it (Davis, 2004, p. 803). Repression is the most important psychological defense mechanism of human being, and it is the pre-condition of other defense mechanisms.

In *Death of a Salesman*, the leading character Willy Loman employs repression. His “Ego” strives to restrain the desires, impulses, thoughts, emotions and memories that cannot be accepted by his “Superego”, thus excluding them from consciousness. Because repression requires “Ego” to continue to consume so much energy to suppress a lot of strong desires and impulses, “Ego” may have no extra energy to consume. Without a strong “Superego”, the defense mechanism will fail, and it will not be able to maintain a stable personality.

In the first act, Willy Loman, who was rushing to sell goods all day, comes home exhausted, telling his wife Linda that he sold five hundred gross in Providence and seven hundred gross in Boston. When Linda took out a pen to calculate the commission, he faltered, “Well, I didn’t figure it yet, but... Well, I – I did – about a hundred and eighty gross in Providence. Well, no – it came to – roughly two hundred gross on the whole trip. The trouble was that three of the stores were half-closed for inventory in Boston. Otherwise I woulda broke records.” (Miller, 1966, p. 58) As the breadwinner of the family, his “Superego” makes him aware of his obligation to make money for the family. He is unwilling to accept the fact that he had sold so little, so he tried to keep this unpleasant fact out of consciousness. By minding that he had not figured, he intended to protect his self-esteem and reduce anxiety. However, Linda calculated that the commission is only 70 dollars or so, and she also pointed out the truth. Including installment payment of the refrigerator, washing machine and vacuum cleaners, plus the cost of repairing the roof and cars, a total of 120 dollars are needed. Willy’s just eased anxiety due to repression was offset by this situation and caused more anxiety again.

Willy’s repression can also be seen the second act, Willy’s son, Biff’s classmate, Bernard told Willy that Biff had failed in math and would fail to get to college. What Bernard has not yet understood is this: why make Biff leave home very angrily and disappointedly after he went to Boston to find Willy, his father. He had always admired his father so much and wanted his father to intercede with his teacher. When Bernard asked Willy for the reason, Willy had a hostile, angry attitude toward Bernard and denied that it was related to him. In fact, Willy knew that the reason for Biff’s desperation was that Biff accidentally bumped into a disgraceful love affair between the father himself and a romantic woman in a Boston hotel. The father’s betrayal had hurt Biff so much that he didn’t want to do anything in his life. In fact, Willy repressed himself, unwilling to recall this immoral experience, and he tried to exclude this memory from the consciousness in order to ease the feelings of guilt and anxiety.

At the end of the play, when Biff and Willy quarreled fiercely, Billy asked him to come into the house to see Linda. But Willy froze and refused, feeling guilty and extremely nervous. From the reaction of Willy, it can be seen that the long-term repression of the “Ego” consumes a lot of energy, and the defense mechanism has been on the verge of failure.

As Anna Freud (1973, p. 49–50) says, “Repression is more capable of controlling powerful impulses than other defenses, but it requires constant energy consumption to counteract the increase in instinctive strength.” Repression is also the most dangerous mechanism, and the detachment from “Ego” caused by the withdrawal of consciousness such as instinct, emotion or memory may permanently destroy the integrity of the personality.

Denial

Denial is the most common defense mechanism and an alternative to repressed ideas. Because repression prevents the instinct from entering the consciousness level, the “Ego” has recourse to denial in order to avoid realizing pain. Denial means that an individual distorts an idea that makes him miserable or anxious, or does not acknowledge

that an unpleasant event has occurred in order to avoid anxiety for the time being. In order to prevent the denial of external stimuli or repress instinctive impulses from entering the consciousness level and avoid causing anxiety and unhappiness in the “Ego”, the “Ego” needs to constantly consume energy to maintain the balance between instinct and external stimuli.

According to Anna Freud (1973), individuals gain pleasure by entering fantasies that are contrary to reality. Fantasy represents not only compensation for unhappiness and insecurity, but also an attempt to control intense anxiety. In *Death of a Salesman*, Willy, harboring the American dream, does not admit to being an ordinary salesman, has repeatedly denied reality through illusions. He boasted to his two sons that he had seen the mayor in Providence and drank coffee with the mayor. Then went to Walter and sold a large number of goods. Then he went to Boston, a few cities in Massachusetts, people there recognized him. Also, he never had to queue up with other people to see the buyer, just shouted “Willy Loman!” Willy escapes from reality by denying the fact that he is not a good salesman, imagining that it can make others think he is successful through unconscious denial.

Willy’s denial is also reflected in his fantasy that he will succeed someday. Even though the 34-year-old Biff achieved nothing on the western farm, Willy still hoped to hear everything get better. Willy sometimes blamed Biff for laziness, but immediately found a reason for Biff -- Some people are late-bloomers. He had always imagined that Biff would succeed one day, and that it would make Biff successful by simply committing suicide in exchange for insurance compensation.

In addition to the illusion, the defense mechanism of the denial that Willy takes is reflected in his words and actions. Willy was a salesman for the year, and now the company is only giving him commissions and no longer paying him. He could only drive hundreds of miles to sell his products to new customers, but he ended up with nothing. Neighbor Charlie asked him why he was at home, and he refused to tell the truth, claiming there was something wrong with the car. Charlie wanted to offer him an errand, but he said he had a job and had a good career. He went to his neighbor Charlie every week to borrow dollars to repay his house loan, telling his wife that he had earned the money. Willy protects the fragile self-esteem by distorting and denying reality to defend him. However, Willy later confessed to his wife that people didn’t seem to like him very much and were laughing at him. From the changes in his behaviors, we can see that once the “Ego” is unable to provide more energy for denial, the defense mechanism becomes ineffective and the individual sees the real world again and tells the truth again.

Willy also adopted a defense mechanism against Biff’s education. When Biff’s classmate Bernard pointed out Biff’s flaws, Willy denied that his son had no shortcomings at all. He had boldness and good personality. He insisted that he always taught his son to do decent things. In fact, Biff’s frequent theft has a lot to do with Willy’s education. Willy gave the encouragement to Biff’s theft. For example, to build the porch, he asked his two sons to get some sand from the construction site. After it he praised them for being fearless. In addition, after Biff stole the new football from the locker room, Willy told him to return the ball first, but then praised him, saying that the coach might praise his son’s initiative. He reassured his son by saying that “Coach’ll probably congratulate you on your initiatives! That’s because he likes you. If somebody else took that ball, there’d be an uproar” (Miller, 1966, p. 517). Willy denied that Biff’s stealing the ball was theft, failing to stop and educate him in a timely manner, which unavoidably made Biff’s form a habit of stealing, resulting in a frequent loss of his job, which was a major impediment to Biff’s success.

Willy escapes reality and pain by denying reality and obtains temporary psychological comfort. But the more denial he uses the less contact with reality he has, which ultimately leads to the loss of balance in his personality and greater suffering.

Fixation

Fixation is another psychological defense mechanism, which refers to a person's psychological stagnation at a

certain level, unwilling to shake off the old ideas, lifestyles or circumstances to accept new ideas, lifestyles or circumstances. Freud believes that people who hold on to a certain idea for a long time tend to eventually become a dreamer and unrealistic optimist.

Willy's fixation can be seen when Linda, his wife offered him a new kind of cheese. Linda said, "Willy, dear, I got a new kind of American-type cheese today. It's whipped." Willy answered, "Why do you get American when I like Swiss?" Linda said, "I just thought you'd like a change..." But Willy answered, "I don't want a change! I want Swiss cheese." (Miller, 1966, p. 5) From this conversation, we can recognize that Willy is reluctant to accept new ideas and hates to make any change.

Willy's fixation is reflected in his perception of success, which he has always believed to be successful in popularity. He told Biff the good-looking person would succeed in doing business. He ever encouraged his sons and said: "Bernard can get the best marks in school, y' understand, but when he gets out in the business world, y' understand, you are going to be five times ahead of him. You take me, for instance. I never have to wait in line to see a buyer. 'Willy Lowman is here!' That's all they have to know, and I go right through" (Miller, 1966, p. 520). He also said to his brother in the illusion that success did not depend on what you do, but on who you know, the smile and the relationship. Charley had sent a query to the business: "Why must everybody like you? Who liked J. P. Morgan? Was he impressive? In a Turkish bath he'd look like a butcher. But with his pockets on he was very well liked" (Miller, 1966, p. 572). However, Willy told his neighbor, Charlie, that there was nothing to worry about when a man was good-looking and attractive. This fixation that he firmly believed popularity is the secret of success caused him to wander out of reality and indulge in this misbelief.

One the other hand, he thought that getting rich was the only standard of success, like his brother Ben. In Willy's view, Ben was a very wealthy man who walked into the jungle when he was seventeen years old and walked out with gemstone when he was only twenty-one years old. In Willy's memory, Ben came to talk with him a lot of times and told him to go and fight for his wealth in Alaska, where opportunity was everywhere. Willy thought that Ben made a hit and his experience in Alaska meant success. Another thing that attracted Willy was the alleged legend of Dave Singleman, a very successful salesman. Therefore, he hesitated about whether to leave for Alaska to make a fortune like Ben or stayed in New York to be an excellent salesman like Dave Singleman. In Willy's mind, the two persons were real examples of success. In the loss of which way to select, Willy ultimately got support from the inspiration of Dave Singleman.

In the story, he said, "And he was eighty-four years old, and he'd drummed merchandise in thirty-one states. And when I saw that, I realized that selling was the greatest career a man could want. When he died, hundreds of salesmen and buyers were at his funeral. (Miller, 1966, p. 559) Willy is obsessed with this idea of success because it could give him a good fortune and make him earn honor and social status in the city. This kind of fixation causes that ultimately he chose to stay in New York and earn his living as a traveling salesman.

The relationship between "Superego" and "Ego" abides by the rule that you should be like someone. Willy's "Superego" requires "Ego" to be as successful as his brother. The domination of the "Superego" to the "Ego" becomes more severe later on -- is manifested in the form of conscience or in the form of a subconscious sense of guilt. "Ego" is mainly the representative of the outside world, the representative of reality. "Superego" is the representative of the internal world, the representative of "Id". The conflict between "Ego" and the ideal will ultimately reflect the opposition between the reality and psychology, the external world and the internal world. Willy tried to take this defense approach just to ease the confrontation, but did not really eliminate it. Therefore, he was unwilling to change the "old ideas" or face the reality. So he became blindly self-confident and self-deceptive, inevitably leading to psychological collapse and the disillusionment.

Displacement

Displacement means that for some reason, unable or unwilling to express a certain emotion directly to others, people will subconsciously transfer this emotion to other objects, so that their feelings are catharsis.

Willy's wife Linda took good care of him and appreciated him, and was obedient to him all the time. However, she had no way to relieve Willy of pressure and loneliness. Willy could not relieve his loneliness and stress at home, so he had affairs with another woman in Boston hotel. Despite Willy kept this secret from Linda, he felt his guilty obviously. Willy became angry with Linda for no reason when finding her mending shabby stockings, and he even shouted at her when recalling the hotel woman's laughter in his mind. Willy first displaced his source of comfort from his wife to the hotel woman, and then transferred his guilt to being domineering in order to seek protection from anxieties.

In addition, as the head of the household, Willy failed to gain wealth from society. As a salesman, he couldn't achieve some higher social status. In order to maintain his place in the home, Willy transferred this desire of authority and control to his wife and children, who were required to obey and give in. When Biff said he was going to borrow money to do business with Oliver, Willy was immediately excited. In a cordial conversation between father and son, his wife Linda chimed in several times, and Willy shouted at his wife every time, not allowing her to butt in. Willy's behavior is mainly because he tried to show his authority at home, trying to vent his chronically repressed bad feelings on his wife and seeking psychological balance.

On the other hand, displacement used by Willy is also shown in this way. For more than 10 years, his son, Biff, who had worked on the farm but had done nothing and had less than 35 dollars a week. He believed that Biff would make a big deal in the future. So when Biff said he was going to borrow money from his former boss Oliver, Willy eagerly asked how much he could borrow. And to make sure that he could borrow money, he gave Biff a full range of instructions, such as not wearing sweatshirts and slacks, talking little and being serious when entering the door. He also told Biff not to disclose that he had worked on the farm, or say it was in the West business. Willy always felt unpleasant about Biff's accomplishing nothing, but he did not want to vent this resentment directly on Biff. So he shifted the anger to Linda and shouted to stop her interruption. Through displacement, he maintained the inner balance once again.

Undoing

Undoing is a person with symbolic action, words and behaviors to counteract the unpleasant things that have happened in order to make up for the guilt.

After a long business travelling, Willy said to Linda with great feeling, "You're the best there is, Linda, you're a pal, you know that? On the road — on the road I want to grab you sometimes and just kiss the life outa you. Cause I get so lonely — especially when business is bad and there's nobody to talk to. I get the feeling that I'll never sell anything again, that I won't make a living for you, or a business, a business for the boys. There's so much I want to make for..." (Miller, 1966, p. 35) Actually Willy was haunted by the memory of his love affair with the woman in Boston hotel. He wanted to show his wife intimacy to offset his guilt. But when he said this, his mind was full of that woman's laughter. His "Superego" wanted him to be a good father and husband, but his "Id" betrayed the "Superego", and his "Ego" failed to deal with the relation between "Id" and the outside world.

Undoing can also be seen from the second act. Two sons were going to invite Willy to dinner in a restaurant after Biff went to borrow money from the former boss. Willy, who had just been sacked by his boss, came to the restaurant hoping to hear the good news that Biff successfully borrowed money. But when Biff confessed to him that he had not borrowed any money, the father and son had a fierce quarrel. After Willy's own dismissal, his hopes for his son shattered, which became the last straw. Willy thought he had been a lifetime salesman and didn't leave anything for his

son, so he went to buy the seeds and planned to plant them in his own garden. The land in the garden was small, and there was almost no sunlight there, so nothing was ever planted or reaped. He planted seeds, while in the illusion he murmured and talked to his brother Ben that a man who came to this world empty-handed could not leave empty-handed. He had to leave something. He wanted to make up for his unsuccessful career by planting something in the garden to reduce his guilt, which was actually his "Id" was talking.

The imbalance between Id and Superego, between Ego and real world becomes more and more serious and eventually goes out of control. The defense mechanism goes beyond the limit and does not consistently reduce his anxiety. Willy still thought it was best to actually leave something to his son. He came up with an idea that he thought was very good—a suicide for a 20,000-dollar insurance. He was sure that Biff would excel with the 20,000 dollars in his pocket. Eventually Willy excitedly rushed out of the house and went away in his car. He committed suicide successfully this time with a thought that once the letter of indemnity notice arrived, Biff would be more successful than Bernard. Willy's suicide just proved what Biff said, "Take it away, burn it, or else it will happen." Willy always mistakenly thought that if Biff had money, he would succeed. He willingly traded his life for the cost of doing business to make up for his failure to give his son something valuable.

Implications and Conclusion

Willy Loman pursues success in career and desired wife's appreciation and children's piety. In fact, he suffers double pressure from the Ego desire and the real world because his Ego can't control his powerful "Id". In the meantime, his "Superego" brings him heavy pressure. Even though he adopts some defense mechanisms, they all fail.

In summary, the psychological defense mechanism does not guarantee that people completely overcome anxiety. These defense mechanisms have a limit. Once beyond this limit, they cannot play a role. Once the defense mechanism fails, the "Ego" loses its reliance and falls back into pain and anxiety, which eventually leads to a mental breakdown. When Willy Loman in *Death of a Salesman* was in the pursuit of "Superego", that is, the ideal of self, the pressure of reality and the unhappiness unconsciously activated the psychological defense mechanism. But the balance between the "Ego", the "Id" and the real world could not be achieved. The imbalance and defects of the personality and the inability to employ the psychological defense mechanism in a proper way ultimately led to the tragedy. Only if with self-recognition and brave confrontation with the inner part of life, can individuals have a healthy and balanced state of mind, thus avoiding the tragedy like Willy Loman.

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The Aspiration for Holistic Harmony—— An Ecocritical Interpretation of *Lady Chatterley's Lover*

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[Abstract] *By applying ecocriticism to the interpretation of D. H. Lawrence's novel Lady Chatterley's Lover, the paper aims at exploring and affirming Lawrence's ecological consciousness conveyed in his description of various devastations of industrial civilization upon nature, alienated human relationships and distorted humanity caused by anthropocentrism, as well as his aspiration for holistic harmony including man and nature, man and woman, body and spirit.*

[Keywords] *Ecocriticism; Harmony; Natural ecology; Social ecology; Spiritual ecology*

Introduction

D. H. Lawrence ranks among the greatest writers as well as the most controversial men of letters in the 20th century. Over his fluctuant literary career, it wasn't until the middle 1950s that he finally obtained his deserved reputation as one of the greatest and most influential modern novelists of any time (Leavis, 1986). *Lady Chatterley's Lover*, Lawrence's novel, has ever been banned in several countries for its sexual content. It tells of the love affair of Constance Chatterley, the frustrated wife of an aristocratic mine-owner who has been wounded in the war and left paralyzed and impotent, is drawn to his gamekeeper, Mellors, the misanthropic son of a miner, and finally divorces her husband and leaves her class for a life with her beloved one. In this novel, Lawrence directly and candidly describes the sexual relationships, the individual regeneration of his characters and complexity of human relationships, simply meant to convey his strong aspiration for holistic harmony in the modern society. Therefore, this paper first synthetically summarizes the existing research of Lawrence and his works and analyzes the possible and effective approach of ecocriticism to this study. Second, it examines the multi-disharmony between human beings and nature, man and woman, as well as body and spirit, caused by the devastation of mechanized civilization depicted in the novel *Lady Chatterley's Lover*. And finally, from the three aspects of ecocriticism: natural ecology, social ecology and spiritual ecology, it applies ecocriticism as a possible way to explore and affirm Lawrence's aspiration for holistic harmony.

D. H. Lawrence and Ecocriticism

The term Ecocriticism was defined as "the study of the relationship between literature and the physical environment" (Glotfelty, 1996, p. 18). Ecological perspectives began to be more widely articulated in literary studies, espe-

cially in the United States (Rueckert, 1978). Today the theory of ecological ethics flourishes more as a theoretical approach to the study and inquiry into the relationship between mankind and nature, with the ecocritical purpose to fight against anthropocentrism and to achieve the harmonious coexistence of man and nature. But gradually, scholars have found the deeper and richer contents of ecocritical ethics, and ecological literature should be based on the ecocritical holism, and the basic precondition of the vision of ecological holism is “decentralization”. The fundamental feature is to emphasize the inherent connection between the whole and the parts, not to regard certain part of the whole as the center of the whole (Wang, 2003). What ecological literature explores is to balance the whole benefit in the whole ecological system and to maintain the overall harmonies stable and sustainable. Coincidentally, it is endorsed in professor Lu Shuyuan’s trichotomy of ecological ethics: natural ecology, social ecology and spiritual ecology (Lu, 2006).

The contemporary study of Lawrence and his works mainly covers the women character analysis in his works from thematic, feministic psychoanalysis, gender and even stylistic perspectives. Critics generally claim that Lawrence showed a serious critical consciousness for the industrialism, mechanical civilization. But most of them just paid more attention to Lawrence’s direct description of sex, the psychoanalysis of his characters, complexity of human relationships, his attitude towards feminism and so on, but less attention to the deeper ecological theme of Lawrence’s writing. As a matter of fact, Lawrence’s works throw light on the natural environment devastated by the modern social civilization and industrial machines, human beings alienated and dehumanized, human relationships distorted, human’s ego disintegrated, and finally he the effort to seek self-integrality in such background, from which he holds a firm conviction that modern people suffer too much from the devastation of advanced industry and machinery, so he views sex and blood consciousness as the key to arouse human beings’ social and individual consciousness and a possible way to conciliate various disharmonies caused by industrialization.

Through Lawrence’s life, he always tried to go close to the nature, enjoyed and sought the natural life for his own physical recovery, and based his works on the setting of destruction of natural environment. He describes the industry and mechanized civilization’s dominance over everything in the world so that people’s spirit, humanity, morality and relationship suffer a lot. Hence his writing has exercised a particular fascination over deep ecologists who claims that Lawrence “saw man as part of an organic universe” (Garrard, 2004, p. 89). He is also commented as “a man of letters who can be claimed as an early ecocritic... of primitive nature and what he saw as its invigorating effect on literature” (Mazel, 2001, p. 11). Apparently, Lawrence, living in harmony with nature and showing strong disgust for the industrialized society and mechanized civilization, is eager to find a way out for the endangered relationship between man and nature, the distorted human relationships, and the oppressed and alienated ego under such social conditions, which can be supported by his own writing “...landscape is always waiting for something to occupy it...a backdrop to an intense vision of life, so to my feeling painted landscape is background with the real subject left out” (Lawrence, 1936, p. 561). His strong consciousness of ecological ethics is self-evident and he regards nature the most important of all in the universe, but without human beings, nature seems to be nothing, so he means to pursue the balanced and harmonious relationships, the vital interaction among all living things—humanity included. So it is of great significance to interpret his works from the perspective of ecocriticism to prove and affirm his ecological consciousness of yearning for holistic harmony.

Multi-disharmony—The Consequences of Anthropocentrism

With the rapid development of modern industry and technology, the equal and harmonious relationship between

man and nature has been greatly destroyed. During recent years, an increasing number people realize the serious environmental crisis caused by the industrial and mechanized civilization. The equality and harmony between man and nature has been increasingly claimed and appealed, with which Chinese ancient philosophic Confucianism and Taoism both agreed.

Disharmony of natural ecology is fully reflected in Lawrence's biting disclosing the direct outcome of anthropocentrism, disharmony between human and nature, further influencing human beings' daily life and their mind, causing a new breed of human beings with mechanized, alienated and distorted minds and spirits, all of which are clearly to express his strong hatred for the industrialism. For him, Industrial Revolution is evil, and the industrialized machines destroy the beauty of nature and human beings' primitive instinct as well. At the very beginning of the novel *Lady Chatterley's Lover*, Lawrence acutely points out, "ours is essentially a tragic age...the cataclysm has happened, we are among the ruins...we have new little hopes" (Lawrence, 2005, p. 1). Compared with this large environment of the society and British country, Clifford and Connie's home is vividly described as "...a warren of a place without much distinction...with its clouds of steam and smoke, and on the damp, hazy distance of the hill...trailed in utter hopeless ugliness for a long an gruesome mile...willful, blank dreariness" (Lawrence, 2005, p. 8). The ugly, polluted and devastated natural environment displayed here results in the unbearable living conditions full of the stench of this sulphurous combustion of the earth's excrement, the smell of something under-earth: sulphur, iron, coal, or acid (Lawrence, 2005, p. 9). The "dark" environment is "the utter negation of natural beauty, the utter negation of the gladness of life, the utter absence of the instinct for shapely beauty which every bird and beast has, the utter death of the human intuitive faculty was appalling" (Lawrence, 2005, p. 132). It is apparent that the mechanized industry and advanced technology exert a terribly destructive effect on the natural world and human beings.

Disharmony of social ecology is fully embodied by Lawrence in the relationship of Connie and Clifford. Clifford is a typical symbol of the industrial civilization, wounded in the war, "with the lower half of his body, from the hips down, paralyzed forever...could never have any children" (Lawrence, 2005, p. 1). The war destroyed not only his body, but his soul as well. Losing his sexual capability, Clifford completely denies the significance of sensuous passion. For him, "sex was merely an accident, or an adjunct: one of the curious obsolete, organic processes which persisted in its own clumsiness, but was not really necessary" (Lawrence, 2005, p. 2). Sir Clifford ignores the significance of sex in one's life because of his impotence, "the casual sex thing is nothing, compared to the long life lived together". In their relationship, they don't have physical passion, no spiritual one too, so Connie's healthy body soon begins to become thinner, pale and withered. Their relationship lacks not only physical sex but also spiritual love, not to mention a harmonious marital relationship.

Disharmony of spiritual ecology is fully reflected in Lawrence's works. Human beings' life is not merely physical, social, but also spiritual, of which Lawrence was invariably in favor. The wheelchair-bound Clifford Chatterley in *Lady Chatterley's Lover* becomes a person completely lacking physical love with his wife, which proves that he is not a whole man to a large extent. And more importantly, he is a person whose spirit has already been destroyed by the industrialism and war. For him, "money is the seal and stamp of success" (Lawrence, 2005, p. 42). Spiritual and physical morbidity make him consider the workers and colliers just as machines, and he looks down upon the working class, "He was altogether rather supercilious and contemptuous of anyone not in his own class" (Lawrence, 2005, p. 10). He takes for granted that everything in the world can be sold, "Everything is sold. And you don't give one heart-beat of real sympathy" (Lawrence, 2005, p. 159). But in terms of his business, he is a strong and real "man" but spiri-

tually–distorted.

Aspiration for Holistic Harmony

Ecocritical viewpoint acknowledges us human beings as a part of the whole ecological world. We should respect, protect nature, but also love and return to nature. Therefore, human beings are encouraged to deconstruct the values and lifestyles of anthropocentrism, to develop the natural ecological values, to have the green, everlasting and sustainable living environment, and to rebuild a new harmonious man–nature relationship, to coexist and cooperate with other creatures rather than to “kill, exploit, and suppress” (Carson, 1962, p. 1). Lawrence is so keen to explore and portray the diverse disharmony for no other reason than to express his strong aspiration for the harmonious world from the natural ecology, social ecology and spiritual ecology.

Harmony in natural ecology in *Lady Chatterley’s Lover* is reflected in Connie, a person who loves nature very much. Only in the natural forest can she feel safe, free, and peaceful. Before she got married, she and her sister often went out to the forest to walk and enjoy themselves, “they tramped off to the forests with sturdy youths bearing guitars, twang–twang! They sang the Wandervogel songs, and they were free. Free! That was the great word. Out in the open world, out in the forests of the morning, with lusty and splendid–throated young fellows, free to do as they liked, and——above all——to say what they liked” (Lawrence, 2005, p. 2). After she got married, she often took a walk in the forest to seek for safety and peacefulness, “Connie walked dimly on. From the old wood came an ancient melancholy, somehow soothing to her, better than the harsh insentience of the outer world. She liked the inwardness of the remnant of forest, the unspeaking reticence of the old trees, a very power of silence, strong and aristocratic silence, the silence of strong trees” (Lawrence, 2005, p. 54). In the wood Connie feels herself a free and healthy woman. The wood is a natural paradise to save her withering body, where she is excited, energetic and dynamic, and where Connie wants to get rid of her void life with Clifford and to break away from Clifford’s spiritual control over her. The wood serves as a refuge for Connie to obtain safety and her spiritual integrity, to cure her inherent hurt by breathing the fresh air. In the wood, Connie is a lively and a regenerative one physically and spiritually.

Harmony in natural ecology is also embodied in human beings’ returning and mixing with nature, mainly depicted in Connie’s lingering in the wood, and her love–making with Mellors in the wood. Bored with her dull and meaningless life with Clifford in Wragby, Connie goes to the wood to find another world to relax and free herself, “She was like a forest, like the dark interlacing of the oak–wood, humming inaudibly with myriad unfolding buds, Meanwhile the birds of desire were asleep in the vast interlaced intricacy of her body” (Lawrence, 2005, p. 120). Mellors is also presented as a child of nature. He hates the external world and the mechanized civilization, seeking his desire for peace and freedom in the wood, returning to nature, “Driven by desire and by dread of the malevolent Thing outside, he made his round in the wood, slowly, softly. He loved the darkness and folded himself into it...But the men were all outside there, glorying in the Thing, triumphing or being trodden down in the rush of mechanized greed or of greedy mechanism” (Lawrence, 2005, p. 126). Especially Connie’s naked running in the rain with Mellors, “She was ivory–colored in the greenish light...She ran out with a wild little laugh, holding up her breasts to the heavy rain and spreading her arms, and running blurred in the rain...It was a strange pallid figure lifting and falling...repeating a wild obeisance” (Lawrence, 2005, p. 194). They two are just like two wild animals running crazily in the wood, completely mixed with nature. They enjoy themselves, enjoy the pure wildness of nature and their own wild nature. Then they return their primitive instinct to seek for sexual love consummation, “She was nearly at the wide riding when he

came up and flung his naked arm round her soft, naked-wet middle. She gave a shriek and straightened herself... chilled female flesh that became quickly warm as flame, in contact. The rain streamed on them till they smoked...in the roaring silence of the rain, and short and sharp, he took her, short and sharp and finished, like an animal (Lawrence, 2005, p. 195). This is completely primitive intercourse, entirely natural mixture, just like Adam and Eve's love. They two mix with sky, earth, rain, flower, grass, everything in the wood, reaching the highest of the integrity and unity of man and nature.

Harmony in social ecology can mainly be found in pursuing the harmonious human relationship, the important part in the ecological holism. Industrial civilization forced human beings to be more mechanized and alienated, and distorted human relationships. Lawrence aims at calling on people to bridge the class gap and build a kind of equal and harmonious human relationship between different classes and to finally fulfill holistic harmony in the whole ecological system. In *Lady Chatterley's Lover*, by depicting Connie and Clifford's unsuccessful marriage, Lawrence just means to highlight the later harmonious relationship between Connie and Mellors, mainly embodied in the unison of physical passion and spiritual love. It's very possible for Mellors, an energetic man, a child of nature to have true love, true consummation, and harmonious man-woman relationship with Connie, as is such put, "only if the woman can give herself to the man can the sex act be creative—only then can it bring the woman, and the man, into connection with nature and the universe, and thus enable them to fulfill themselves as man and woman—as Connie and Mellors fulfilled themselves as man and woman" (Burns, 1992, p. 92). In their love in the woods, they two experience physical and spiritual love, reach the ultimate harmony after striding over the class gulf to bravely and hopefully fight for their happy marriage in the end, as written in Mellors' letter with which the novel ends, "So they won't be able to blow out my wanting you, nor the little flame there is between you and me. We'll be together next year. And though I'm frightened, I believe in your being with me...a great deal of us is together, we can abide by it, and steer our courses to meet soon...with a hopeful heart" (Lawrence, 2005, p. 268), Lawrence here also expresses his expectation and yearning for building the harmonious human relationships in the modern society.

Harmony in spiritual ecology for ecocritics is to call on human beings not only to realize the external influence of anthropocentrism, but also to pay more attention to the state of people's spirit and to rearrange their existing spiritual state. In modern world, true nature originates from the awakened humanity, to function as an indispensable integrity one in the worsening ecological universe and to foster an aesthetic value of natural evolution from all aspects and diversity. The whole world is an organic entirety including social being, natural being and spiritual being which are interactional and indiscernible. So only by adapting human beings' thought patterns can ecological predicament the human are facing be overcome and fulfilled thoroughly. Lawrence always tries to portray the disintegrative human beings whose body tends to be mechanized and spirit alienated and distorted by the modern industrial society. By portraying various disintegrative human characters and their inward struggling, Lawrence aims to express his strong aspiration for the integrity of ego. For him, people can self-fulfill themselves and awaken only when their spirit and flesh are in unison. This pursuit of the spiritual harmony was, for Lawrence, a highly moral inquiry since it was an exploration of the individual's deepest self (Salgado, 2005, p. 106). For his part, Human beings can achieve their true self-integrity in the sexual intercourse. He first focuses on the physical pursuit of self-integrity by Connie's trying to find her ego via physical intercourse with Mellors. She has been "born, a woman," through a good many genital couplings, and where the effect is again one of final purging and of sensual self-acceptance (Spilka, 1992, p. 284). Thus, Connie becomes "her sensual ego," a different woman. She becomes more female, more intelligent as her body was revived

through sexual connection with Mellors. So that the flowering of her body leads to the flowering of her mind...in fact her whole being...and she becomes a woman as Mellors is a man (Burns, 1992, p. 91). Secondly, Lawrence also concentrates on the Spiritual pursuit of self-integrity by Connie's trying to escape from her collapsed marital life and seeking for her true integrity of ego in the wood, then by her first sight of naked Mellors, she feels something different inside her, "Connie had received the shock of vision in her womb...In the wind of March endless phrases swept through her consciousness" (Lawrence, 2005, p. 72). Until their first love-making in the wood, Connie really feels it is the natural world that stirs her desire for physical consummation, and it is Mellors who gives her successful realization of her integrity of ego. By retuning to nature, attracted by Mellor's vitality, the sensuous consummation of both body and spirit, Connie gradually achieves her self-integrity. Their love develops from physical attraction to their spiritual purification by nature and then to their spiritual impact upon each other. Lawrence shows his dream and love for the integrity of body and spirit by depicting Connie and Mellors, more importantly, his strong aspiration for the man-nature harmony, and here nature not only means the natural world, but also the human being's natural instinct.

Conclusion

Social development and scientific advancement not only bring much convenience to human's daily life, but also make the natural world destroyed, humanity distorted, human relationship alienated and ego split and separated from the whole. Under such social background, the application of Ecocriticism to literary study is considered urgent and realistic. Lawrence's criticism of industrial machines and his concern about nature, humankind, society and man's spirit prove him a writer with deep ecological consciousness. He turns to the natural world to heal human beings' spirit and eliminate the social evils. He describes various disharmonies in the natural, social and spiritual world just in order to warn human beings of the harmful outcomes of anthropocentrism and to stir up human beings' consciousness of building an all-sided harmony by depicting some beautiful, pastoral natural scenes in which man and woman accomplished their final harmony and find their integrity of ego. Lawrence wants to arouse human beings' ecological consciousness of regulating the traditional attitude towards nature and developing a healthy, stable and sustainable relationship with nature. His desires for unison or entirety in the ecological world from which man derives are mainly manifested in man's relationship to nature, woman, to humanity, and to everything in the cosmos. Lawrence's sexual or physical awakening to create a new world of authentic harmonious relationship between human beings and nature may be a bit excessive, but it is the fundamental state of human beings. His unique way to expect or pursue the harmony out of the industrialization is really very apocalyptic to us human beings and of great value for a harmonious ecological world.

By interpreting and analyzing D. H. Lawrence's *Lady Chatterley's Lover* from the perspective of ecocriticism, Lawrence's ecological consciousness of creating an integral harmonious world from the natural ecology, social ecology and spiritual ecology, especially his strong aspiration for the holistic harmony is fully conveyed to us. Therefore, it is no exaggeration to say that Lawrence is one of the pioneers who tries to arouse people's consciousness of protecting the environment and coexisting with the other creatures in the ecological world.

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The Subversion of Traditional Family Ethics in *The Girlhood of Shakespeare's Heroines*

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[Abstract] *From the perspective of New Historicism, this paper aims at exploring the traditional family ethics and its tentative subversion in *The Girlhood of Shakespeare's Heroines*, the fifteen-tale prequel to William Shakespeare's dramas written by Mary Cowden Clarke. With close reading, the paper categorizes the major negative male characters, namely, the erotic predators and the incompetent fathers, and then makes a detailed analysis of these characters to dig into the subverting power the depiction of these characters brings about upon the Victorian family ethics. And finally, it points out the significance of such subverting efforts in heralding the improvement of women rights and the feminist movement.*

[Keywords] *Mary Cowden Clarke; *The Girlhood of Shakespeare's Heroines*; New Historicism; Family Ethics; Subversion*

Introduction

The first cry of a new-born baby girl in Victorian England is her Declaration of Dependence, announcing her life-long dependency upon her father before marriage, her husband after marriage and even her son(s) when in widowhood. Even though there are outcries and protests against the unfairness and inequality imposed upon her and haunting her lifelong, her tentative attempt to subvert the oppression, without any exception, proves to be vain in the society of patriarchy. And loud and piercing as the cry might be, it goes unnoticed in such an era, since her obedience and dependency have long been stereotyped, internalized, and finally contained in the overwhelming power of patriarchic family ethics. However, this doesn't necessarily mean that the cry is meaningless and insignificant; it sheds some light upon the ethical dilemma and predicament Victorian women have long been trapped in, and sows the seed of forthcoming feminist movement. Mary Cowden Clarke, one of the earliest professional women writers on Shakespeare, utters such a resounding cry for women in her highly successful *The Girlhood of Shakespeare's Heroines* (1850–52).

Thanks to the demand of growing youth market for Shakespeare in the nineteenth century, women writers such as Mary Lamb, Henrietta Bowdler and Mary Cowden Clarke could devote themselves to adapting Shakespeare plays for tales, editing simplified plays, or composing imaginative prequels to the plays, with the purpose of introducing and

popularizing Shakespeare's plays as well as educating the juvenile readers in entertaining ways. Drastically different from the pioneers of Shakespeare drama adaptation for children, with Henrietta and Thomas Bowdler highly expurgating and purifying Shakespeare's plays for family reading, and Mary and Charles Lamb tactically simplifying the plays for girl readers, Mary Cowden Clarke, with slight efforts of protecting women readers from profanity, obscenity and horror, describes the traumas of the early years of Shakespeare's heroines up until the point at which Shakespeare's play begins. Filled with horrifying scenes of seduction, abandonment, death, morbidity, violence, "poverty, child labor, and prostitution the fourth-largest female occupation in Victorian period" (Sigworth, 1980, p. 77), the tales daringly explores such issues as the marital relations, the repressions in the family, the stereotyped model roles, and the dual standards of family ethics, reveals both the pathetic experiences of the heroines as well as the oppression and persecution of the male predators, and to a certain degree subverts the deep-rooted patriarchic family ethics in the Victorian era.

Subversion: The Deconstruction of Victorian Family Ethics

The Victorian era is noted for high moral standards and rigid family ethics, in which family members are generally assigned different gendered familial roles. As the head of the family, the father has everything and everyone in his family under control; the mother is expected to play the role of House Angel and/or House General, fully preoccupied with housekeeping and taking care of the children who are required to be obedient to their parents and the father in particular. However, this ideal goes astray in real life and Mary Cowden Clarke depicts the distorted family ethics in *The Girlhood of Shakespeare's Heroines* by means of sketching surprising gender roles and their mutual relations. Miscellaneous negative male characters and unconventional female characters (For the interpretation of female characters in *The Girlhood of Shakespeare's Heroines*, please refer to "Penelope's Web and Mary Cowden Clarke's Shakespearean Young Adolescent Heroines" by the author) are juxtaposed in the tales, with the former being loosely disciplined and constantly getting away with their wrong-and-even-evil doings, while the latter being forced to abide by rigid ethical rules and suffering or even being ruthlessly destroyed for their careless mistakes or inadvertent violations of ethical rules. The contrast of their moral characteristics, fates and experiences casts doubt upon the impartiality, the legitimacy and the rationality of the Victorian family ethics and its double standards, and ultimately undermines and subverts the mainstream family ethics to some degree.

In *The Girlhood of Shakespeare's Heroines*, the male characters mainly fall into two negative categories, that is, the erotic male predators and the inept fathers, both of whom go against the expectations of the male ideal in the Victorian family ethics.

The male predators in the tales are generally greedy, tricky, cold-blooded, aggressive and possessive. Driven by their animal-like sexual desire, these predators are flagrantly blatant in seducing and pursuing pretty lasses, and show mercilessly a total disregard for their feelings and sufferings, whose selfishness and cold-bloodedness often lead to the emotional and physical destruction of the preys. For instance, the "ugly odious" (Clarke, 2009, p. 197) Ulf, who is the idiot son of Ophelia's nurse Botilda, is probably the most terrifying male predators of all. "Cruel and malicious" (Clarke, 2009, p. 198), Ulf and his barbaric nature are noticeable in many aspects --- in his name that sounds like "wolf", in his disgusting physical appearance resembling wild animals, and in his beastly acts of killing flies, eating singing-birds, stealing honey, tearing up roses, and attempting to rape Ophelia. Similar to Ulf, Gabino and Marquis Fontana are also driven by their sexual desire to philander with beautiful lasses in the tales. Gabino took full advantage of every occasion to harass Viola sexually and tried to coerce her to be his mistress; Marquis Fontana kept flirting Viola with words "proceeding from compliment into open flattery, and from flattery, into undisguised insult of admiration" (Clarke, 2009, p. 383) and some "still plainer and more offensive terms of adulation and proposal"

(Clarke, 2009, p. 383).

Apart from the apparently ill-intentioned ones, the honey-lipped seducers are much more fatal to the unworldly girls. Disguised with their handsome appearance, good education, flawless etiquette, high social status, or dazzling wealth, they indulged themselves in the ceaseless pursuit of girls of beauty or wealth by means of skillful cheating and coaxing. For example, Marquis of Montferrat, who later was found out to be “a notorious and confirmed gambler, and an unscrupulous libertine” (Clarke, 2009, p. 68), concealed his infamy so well that he almost deceived Count Guido into marrying her daughter Portia to him. For another, Lord Eric Kronstein, a practiced seducer, succeeded in inducing both Jutha (daughter of Ophelia’s foster family) and Thyra (Ophelia’s friend from an aristocratic family), and abandoned both at last, leaving Jutha a “white, still, rigid thing” (Clarke, 2009, p. 214) and Thyra “a mere heap of inanimate matter —an image, —a corpse” (Clarke, 2009, p. 247). In addition, the arrogant young duke of Milan was attracted by Beatrice’s wit and beauty and tried to “amuse” himself with Beatrice the “charming sparkler” (Clarke, 2009, p. 80) playfully while contriving to win the heart of Hero. In another example, Chevalier Dorfaux enchanted Astrella (the adopted sister of Olivia) who was “unpractised in the ways of the world, unsuspecting, unguarded” (Clarke, 2009, p. 138) with his “insinuating address, elegant person, and persevering court” (Clarke, 2009, p. 138), cheated her adoptive family to agree on his proposal to her, but he ruthlessly abandoned her after squandering away all her belongings and even accidentally killed their daughter when taking revenge on Astrella’s adoptive family.

In other cases, the male predators are anonymous, which implies the pervasiveness of the lurking dangers around the naïve girls. Anna Nanni, for example, was seduced by a man whose name readers could never locate in the tale. After being bereft of virginity, she had to be a woman of pleasure to make a living, and as “a creature branded with sin, steeped in infamy” (Clarke, 2009, p. 13) and “fallen among ruffian companions, insulted, outraged, spurned even by them” (Clarke, 2009, p. 12), she had nothing in front of her but shame, torture and death.

Incompetent fathers are the second kind of negative male characters created by Clarke. As the master of his house, the father is supposed to be the guider and guardian for his children and his daughter in particular; however, most fathers in the tales are either dictatorial, self-righteous, irresponsible, sentimental, indifferent, or clumsy in communicating, and the daughter-and-father relationship is mostly distant, unfriendly and even hostile. There are many examples of innocent daughter suffering unfair treatments such as being deliberately distanced, abandoned for years, sent away in adoptive families for uncertain periods and even bitterly abhorred by the father.

It is not rare to see sentimental fathers in the tales, who are most likely to be completely lost in the grief and thus fail to fulfill the paternal obligations once they are bereft of their beloved wife. In tale three, for instance, Gautier Gerard (Helena’s father) abandoned himself to the grief of his wife’s death, fully devoted to his job as a physician to save the sick poor, but he totally neglected his duty as a father. For another, Duke Gaston “sank into deep despondency on the death of his wife” (Clarke, 2009, p. 275) and “the stupor of grief” (Clarke, 2009, p. 275) so that he “shrank from all society”, and forgot his duty to his people and his daughter. For Astrella’s biological father, “his wife was to him all the world; friends, society, enjoyment, happiness, were all comprised to him in her single self. In her possession he had possessed all. In her loss he had lost all” (Clarke, 2009, p. 100), and when his wife died in giving birth to Astrella, he was “smitten, in his anguish, with a brain fever”, so that being murdered might be interpreted as a relief for him, but Astrella was left as an orphan. Sebastian was so fraught with the loss of his wife and the bitterness of recollection that he plunged into “the bustle and stir of the world” (Clarke, 2009, p. 321) and left Viola and her twin brother “in the care of a certain Marcella, the widow of one of his former clerks” (Clarke, 2009, p. 321) with whom the twins pulled through their childhood. Guido di Belmonte ascribed the death of his wife to the birth of his daughter Portia, regarded her as an “innocent murderer” (Clarke, 2009, p. 57) responsible for “the destruction of his

earthly happiness” and left the new-born baby to his brother-in-law for years. Upon his return from years of self-exile, he shew his possessiveness of Portia “in his craving wish to behold her unceasingly, to enjoy her presence exclusively” (Clarke, 2009, p. 58), and his jealousy in beholding “her eyes, her words, her attention directed to any other object but himself” (Clarke, 2009, p. 58). And he interfered in Portia’s marriage by forcing her to pledge her word to dispose of herself according to the plan set forth in his last will (the three caskets), which “placed her disposal at the mercy of a lottery” (Clarke, 2009, p. 86).

Being incompetent to communicate with children is the major quality of the second kind of inept father. As “the father of a family, and the master of his own house” (Clarke, 2009, p. 195), Antoine Gerard was despotic to his son Gautier (Helena’s father), and his “well-known strict maintenance of patriarchal authority” (Clarke, 2009, p. 74) led to the breakup of the father-and-son relationship. Old Thane Kenneth believed that he “did not possess the requisite qualifications to render himself beloved by womankind, that he seldom detained her with him above a few minutes, but gave her back to the nurse’s care and women’s tendance, as to society more congenial than his own could be” (Clarke, 2009, p. 108). Thus he was aloof to Grouch (Lady Macbeth in maidenhood), and failed to fulfill his duty as a father and was responsible to a great extent for the callousness and cold-bloodedness of Grouch who was determined to achieve her goals at any cost. “For want of early discipline and care” (Clarke, 2009, p. 104), Katharina grew out to be a rebellious “shrew” in her parents’ eyes, and her father’s prejudice and constant reproach made her “shrewdness” even worse.

Other fathers went far more astray in their relation to their children, and two cases in point are Lord Polonius and Darfaux. As an “ambitious courtier” (Clarke, 2009, p. 186), Lord Polonius cared nothing but the pursuit of power, so that his wife has to “place her child herself in the arms of its foster-mother” to help him realize his ambition, which almost ruined little Ophelia when she was raised in the poor cottage with barbaric Ulf. Darfaux, the rogue and inducer who cheated Astrella for her dowry and left her unattended when giving birth to a dead son, stole and murdered their daughter after his failure to blackmail and take revenge on Astrella’s adoptive family.

Daring and unconventional the depiction of negative male characters is, the endings of the male predators are much more controversial and irritating to the readers. No matter how heinous the crimes these predators had committed, they could always get away with their blunders—the attempted crime of Ulf was never revealed to the public; Gabino enjoyed the heritage he cheated out of Annuccia; Marquis Fontana kept his fame as an upright and honest youth; Marquis of Mantferrat was just expelled from Portia’s house and received no further punishment; Lord Eric of Kronstein “under favor of darkness, embarked in a vessel bound for the Archipelago” (Clarke, 2009, p. 244); young duke of Milan turned to new targets after his scheme to pursue Hope and Beatrice aborted; Chevalier Dorfaux was still at large after ruining Astrella and her adaptive family; and the man who ruined Anna Nanni merely disappeared from the tale. However, the controversy about the fates of the male predators, together with the revelation of both their evil deeds and the prevalence of incompetent fathers, leads the readers to reflect on and then question the deep-rooted traditional family ethics. It is in such a way that Clarke shows her disappointment, dissatisfaction and indignation with the Victorian family ethics, under which male predators ceaselessly seek carnal pleasure and filthy lucre, and inept fathers act capriciously and dispose their daughter at liberty, and then intensifies the power of shaking and subverting the very foundation of the Victorian family ethics and its double standards to such a degree that it gives a vent to the discontent of Clarke as well as the general readers.

Conclusion

As “a popular writer, a Shakespearean scholar and critic for the masses, and... a teacher of her vast audience on the subject of Victorian womanhood” (Gross 1972, p. 38), Mary Cowden Clarke educates the readers of *The Girlhood*

of *Shakespeare's Heroines* ethically while providing literacy education and reading entertainment. In the tales, she reveals colossal ethical constraints and unfavorable conditions the heroines have to live with, which are permeated with sinister male predators, incompetent fathers, and various examples of influential dual standards of family ethics. Such depiction tends to arouse in the readers the sympathy toward the tragic female characters, the disappointment with the incompetent fathers, the disgust and abhorrence against the male predators, the dissatisfaction and misgiving about the dual standards of family ethics, and finally achieves the effects of subverting dominant family ethics.

Although it is quite clear that it is out of the question to bring about fundamental changes and make substantive achievement in the traditional family ethics through the tales, the depiction of such male characters as erotic predators and inept fathers succeeds in stimulating them to brood upon the inequality between men and women from the immunity of negative male characters to any severe punishment and the tragic fates of the “fallen” female characters, alerting girl readers to the potential dangers lurking around, helping them to be fully aware of the unamendable and catastrophic consequences of any misstep, and partially subverting the overwhelmingly powerful patriarchic social order. To sum up, Clarke’s tentative subversion of the Victorian family ethics serves as an outlet of the discontent, question and rebellion against the ruling ethical codes and the predominant social ideology, and heralds the forthcoming feminist movements and the improvement of women rights.

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The Acculturation Study of Overseas Students of Chinese Origin in China

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[Abstract] *With the proposal of “the Belt and the Road” Initiative, the number of international students in China is increasing year by year. Overseas students of Chinese origin is an important component of international students in China. This thesis takes a Chinese-American student in China of CLS, an American scholarship project, as the object of case research and uses the correlation theories on cross-culture to analyze her acculturation in China so as to provide short-term Chinese training programs with some examples and experience.*

[Keywords] *overseas students of Chinese origin; cross-cultural communication; acculturation; case study; expectations for identities*

Case Selecting

Description of the programme

CLS is an American overseas training programme in summer that is sponsored and established by American government aiming at a global strategic language——Chinese. In summer each year, the American State Education Commission will select and choose some excellent college students through examinations, and they will then be sent to China to accept an eight-week of Chinese training. The base of Chinese teaching is in several colleges and universities in China. Each year, there is a uniform teacher training which aims to improve students’ ability to communicate with Chinese and their intercultural communication competence in a short term.

Information of the case

The research object of this thesis is a female Chinese–American international student of CLS (hereinafter referred to as the student) who is 20 years old and a college student in her freshman year in an American university. She has a rather good understanding of China and once went to Guangzhou. The main aim that she comes to China to study is that she wants to improve her Chinese in a short period. She has an open personality and is glad to communicate with Chinese. Meanwhile, she is interested in Chinese culture.

The reason why she is chosen as the case

There are totally 27 international students in China in this CLS, among whom 16 are Chinese–American students, occupying 60% of all international students in this programme.

This student is a rather representative second-generation Chinese–American immigrant who have settled down

in America for a long time. Therefore, her cultural adaptive behavior in this period of studying in China is representative.

Firstly, this student has a clear motivation in learning Chinese. The short-term motivation and long-term motivation promote each other, so she has strong consciousness to express in Chinese.

Secondly, the student makes good use of her extracurricular time to communicate with Chinese college students. The content is mainly about Chinese traditional culture and rural culture, which obviously shows the consciousness of seeking roots for ethnic Chinese and their ability of cross-cultural adaptation that surpasses overseas students of non-Chinese origin.

Thirdly, her dual identity of blood lineage as a Chinese and an American makes this student have some psychological conflict on her identity in this period of studying in China, which is also reflected on other overseas students of Chinese origin.

Characteristics of Cross-cultural Adaptation of the Case

Periods of acculturation

The field of international Chinese teaching is more likely to approve the four-stage theory on cross-cultural adaptation proposed by Oberg, that is to say, “roughly divide the process of acculturation into four stages, namely, honeymoon stage, hostile stage, recovery stage, adjustment stage.” (Yan, 2008, p. 138) However, according to our follow-up survey and deep interview, the adaptive behavior above doesn't occur to the case and other overseas students of Chinese origin in this CLS programme.

The research object of this thesis has the family background of being ethnic Chinese, so she has a understanding of Chinese culture. Meanwhile, she once stayed and lived in China for a short time. Therefore, at the initial stage when she came to China, she didn't appear to be extremely excited or have other obvious maladjustment. Instead, she was quickly accustomed to learning and living with Chinese cultural characteristics and did well in her academy and interpersonal relationship.

Through making a general survey of the eight-week Chinese training, the acculturation of this student cannot be divided into obvious stages and there was not culture shock. Instead, her acculturation was very smooth. Therefore, the case shows that Oberg's acculturation theory can not reflect the acculturation condition of short-term international students in China.

Learning motivation

Because the short-term international students in China are from different places, their learning motivations are also distinctive, which is clearly shown in the comparison of overseas students of Chinese origin and overseas students of non-Chinese origin. “[M]ost students of Chinese origin hope to keep their identities as Chinese through learning Chinese while students of non-Chinese origin hope that learning Chinese can help with their work as Chinese is becoming more and more popular.” (Sun & An, 2010, p. 68) The learning motivation of the research object in this thesis, and her identity as an ethnic Chinese are relevant with the long-term adaptive motivation of Chinese culture in the future. On the one hand, her short-term motivation is to improve her Chinese ability and get good grades when the programme finishes. On the other hand, her long-term motivation is to learn Chinese well and learn more about Chinese culture, which is also the expectation of her parents and her own expectation for her identity as a second-generation immigrant.

In order to realize her short-term learning motivation, the student studied hard during the extracurricular time and often studied to one clock in the morning or the whole night. She slept only several hours every day and usually

went to class after drinking a bottle of coffee. After completing the course, she ranked the second, which was better than other students of non-Chinese origin. This is the best evidence for her identity as an ethnic Chinese. On the closing award ceremony, she said: "when I go back to America, I will continue to learn Chinese. After graduating from college, I will come back to China and find a desired job." from this, it can be found that the short-term and long-term learning motivations of overseas student all have an effect on their learning attitude and state of acculturation.

Academic adaptation

CLS programme is not a programme of learning tour and each overseas student needs to take an eight-week high-intensive learning and training. If they pass the final examination, they will get the credits that are equal to learning in America for a term. Therefore, for overseas students in China, learning is their most important task.

After the overseas students come to China, they may have some simple rests and reorganization and then they will be tested in different classes the second day. Meanwhile, there are some other activities like meeting their Chinese teachers, language partners and roommates. On the third day, they will begin to take high-intensive course. Therefore, their environmental adaptation, living accommodation and communicative adaptation to China are all closely connected to academic adaptation, which is in the dominant position. It can be said that "academic adaptation is an important indicator of social and cultural adaptation and whether their academic adaptation is good or bad will influence their assessment on their experience in China, which will then make them have an assessment on the overall education of the host country...." (Sun & An, 2010, p. 69)

The student quickly adapted herself to the curriculum design, teaching hours and teaching methods of the programme. Moreover, she thought highly of the precise and careful teaching attitude of Chinese teachers. She thought that Chinese teachers of language class helped her a lot and they often helped her to correct her pronunciation over and over again until she can read them correctly. In order to express her thanks, she presented a bouquet to her language teacher on the graduation ceremony.

The programme chooses Chinese undergraduates who major in Chinese international education to be the language partners and roommates of these international students, which truly creates an environment of cross-cultural communication. When communicating with Chinese students, the student constantly adjusted her learning methods. She would actively review the Chinese language points that she learnt on the day with her language partner and talked about the hot topics discussed in class. Meanwhile, she also tried to listen to Chinese audio programs and songs with APPs so as to improve her Chinese listening. Moreover, she insisted to watch Network News Broadcast everyday so as to learn about Chinese current affairs and culture. The academic adaptation of the student was improved together with her ability of cultural adaptation, which shows that the two adaptive capacity in the short program can be developed and promoted synchronously.

Expectations for identities

During the training, like all the other international students, the student was full of enthusiasm in learning Chinese and was curious about China, so she could actively learn about Chinese culture. However, as for the cross-cultural identities of overseas students of Chinese origin, it seemed that they had some intrapsychic conflict. The overseas students chosen in the program are usually some second-generation or third-generation Chinese-American immigrants. Although some traditional Chinese culture is still reserved in their family environment, they themselves have already integrated into the melting pot of American multicultural. Everything from their language and value to their expectations for identities is American style. It can be said that, this chance to study in China can be taken as an Intergenerational reentry adaptation. The Chinese culture told by their families is greatly different from the Chinese

culture that they have experienced by themselves. Meanwhile, their Chinese appearances don't accord with their disfluent Chinese, which will make them doubt their identities as Chinese and bring great inner impact to those overseas students of Chinese origin.

An experience of this student is a representative case. On day, she told her language partner that she was extremely angry that day as when she bought food in the canteen in the afternoon, she was asked where she was from by the waiter. She told the waiter that she was an American and came to China to learn Chinese. The waiter then said that she was much like a Chinese southerner than an American. She explained that she is a Chinese-American and the waiter nodded at her without saying anything. She said that such things happened several times. She didn't know how Chinese people thought about her and why her identity cannot be understood by them, so she was sad.

From this, it can be found that overseas students of Chinese origin are rather confused about their group identities instead of their individual identities. The identity can be regarded as the "social expectation system on individuals and others" (Bradford, 2003, p. 83). When the expectations for their group identities of overseas students of Chinese origin themselves are different from the expectations of Chinese people for them, their intrapsychic conflict begins to emerge and their ego defense mechanism works.

On one occasion, the student told her Chinese friends that "I don't know where I am from and where my home is. In America, I can only say I am an ethnic Chinese. However, when I come to China, I can only say I am an American who comes to China to learn Chinese. Therefore, I think myself a neutral person...." on the weekend of the fifth week after she came to China, she went to Shenyang and bought a T-shirt printed with three big characters--- "an ethnic Chinese" from a night market. This clothes gave her great confidence, so she often wore it and said to surrounding people with pride: "I am an ethnic Chinese." she said that "it is this clothes that makes me no longer need to explain to others where I am from and it is like that I have found my true identity. I am really happy." Identity can be understood from many aspects and the coexistence of multicultural identities is normal. However, most Chinese have the tendency of collectivistic value and they usually start from their social identities when defining the identities of other people. For example, their nation, nationality, and race are used to distinguish their identities. The overseas students in China should try their best to adapt Chinese expectation mode for identities on other people and this is an important factor to help them to integrate into Chinese culture.

Intercultural communication competence

As CLS program applied the interactive learning and communication mode between Chinese students and foreign students to improve their efficiency of learning Chinese and intercultural communication competence, the student gradually formed the inter-cultural communicative awareness and made many friends in China. Before graduating from the course, she wanted to buy some local products of northeast for her families, so she went to a pharmacy with Chinese herbal medicine and got the local products she wanted. Moreover, she became good friends with the pharmacist there and they exchanged WeChat accounts. The student is the representative of overseas students of Chinese origin in this program and each of them has improved his intercultural communication competence in eight weeks' of learning and living and strengthened his confidence in cross-cultural communication.

Enlightenment

Through this thesis, the adaptive characteristics of overseas students of Chinese origin in China for a short term can be concluded:

Firstly, as overseas students of Chinese origin have some understanding of Chinese culture, there will not be obvious cultural shock and the cultural adaptive periods are not that clear.

Secondly, overseas students of Chinese origin have clear learning motivations and the long-term motivation to work in China can promote the short-term cultural adaptation to come to China.

Thirdly, the academic adaptation and cultural adaptation of the overseas Chinese students supplement each other.

Fourthly, when these overseas students of Chinese origin come to China, they will be confused about the definition of their own identities and some mental adjustments are needed for their expectations for social identities.

Therefore, the teachers who work for short-term Chinese training of these overseas students with Chinese origin should have a better understanding of their cultural background and long-term learning motivation. They should also observe and analyze their academic adaptation and cultural adaptation and then timely adjust teaching programme and teaching method and carry out differentiation teaching. Meanwhile, teachers and administrative staff should be equipped with rather strong capacity of cross-cultural training and can timely dredge overseas students when they meet some sensitive problems on cross-cultural communication. The author hopes that this thesis can reflect the cultural adaptive behavior and mental characteristics of overseas students of Chinese origin in China so as to bring some experience to international Chinese teaching and management of cross-culture.

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The Gender Relations Reform in U. S. during the Vietnam War and American Vietnam War Fictions

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[Abstract] *The Vietnam War in the middle of the 20th century impels the Women's Rights Movement of the same time in U. S., intensifying the gender relations reform during and after the war. American Vietnam War fictions reflect the changes of gender relations of this period artistically. This paper analyzes how women revolt against their identity as the other in Donald Pfarrer's *Neverlight*, Bobbie Ann Mason's *In Country*, Philip Caputo's *Indian Country* and Tim O'Brien's "Sweetheart of the Song Tra Bong" to explain the reformation of the gender relations reflected in these works and provides evidences for the effects of the Vietnam War in American culture.*

[Keywords] *The Vietnam War; gender relations reform; the other; American Vietnam War fictions*

Introduction

Vietnam War is frequently referred to as a dividing line in American culture, witnessing the dawn of an era of intense social conflicts followed by a series of reforms (Chomsky, 1982; Lewis, 2013). The Women's Rights Movement in America in 1960s when America escalated the Vietnam War blows the horns for another stage of reforms of the gender relations in the context of the war and anti-war campaigns, and intensifies conflicts over the powers distributed among men and women and the disputes over preexistent gender relations, which continue into the decades to come. Just as Randy Shilts (1993) comments on the conflicts between men and women in the years after the Vietnam War, "men tried to reassert the old roles while women were trying to adapt the new" (p. 416), women's effort to set up new gender roles is a thread to understand the variation of the gender relations after the Vietnam War. As the artistic products of these years, the four American Vietnam War novels and stories in the 1980s, Donald Pfarrer's *Neverlight*, Bobbie Ann Mason's *In Country*, Philip Caputo's *Indian Country* and Tim O'Brien's "Sweetheart of the Song Tra Bong" in *The Things They Carried*, intermingle women's stories related to the war with the reforming gender relations, providing a literary stage for the dramatized gender conflicts. This paper, analyzing female roles in the sphere of family and war in the context of gender relations reform after the Vietnam War in these works, aims to provide a glimpse into the gender relations in the post-Vietnam-War era in U. S. so as to make a possible exploration into the changes the Americans experience after the Vietnam War.

American Women's Rights Movement and the Vietnam War

Americans organized a surge of Women's Rights Movement during the 1960s. With the Vietnam War and the

anti-war movement as the context, the gender politics intermingles with the war-related campaigns.

American women's attendance in the Vietnam War continues their forefathers' fights for gender equality during the previous wars. Heather Marie Stur (2011) stresses that American women on the Vietnam War battleground make the conflicts between the force to reinforce the traditional gender relations and the changing gender relations conspicuous. For example, the Red Cross Supplemental Recreational Activities Overseas program aimed to set up gender stereotypes by sending female university graduates between the age of 21 and 24 to the battlefield to boost morale of U. S. troops. These women, nicknamed donut dollies, however, "sought to escape the pressure to marry and start a family" (Stur, 2011, p. 71). The brochure of the Women's Army Corps focused on anything including the opportunities to meet future husband but the war. But recruitment in the army, providing chances to be trained in "communications, technology, finance and intelligence" (Stur, 2011, p. 111), did show the changing gender roles.

The anti-Vietnam-War campaigns spark female members' sense of equality as well. Many scholars have noticed that the anti-war campaign is dominated by male chauvinism (Bates, 1996; Jeffreys-Jones, 1999; Burgin, 2011). Shulamith Firestone, for example, realizing the dilemma anti-war movement female members were in, organized a radical women's rights movement, Redstockings of Women's Liberation Movement (Echols, 1992).

Therefore, the Vietnam War, escalated in the 1960s coinciding with surges of intense protests, provides the battleground for the intensified gender wars and accelerates the gender relations reform in America with the Women's Rights movement in the decades to come. Some Vietnam War fictions do combine the war stories with the gender politics of the decades after the 1960s, raising the consciousness of the changing gender relations with the characterization of females in the new era. In the two parts below, the analysis will be about the characters' views about their roles in family and on the battleground, to shed some light on the new roles to adapt to and the varying gender relations.

The Transforming Gender Relations in Family in Fictions

R. W. Connell (2005) lists the power relations as one aspect of the structure of gender, which is explained as "the overall subordination of women and dominance of men" (p. 74). The role of men as the gazer of women conforms to this aspect. In such relation, with men as the unmarked subject and women the sexually marked other, women are the ones to be dominated under men's gaze. When women not only comply to but also internalize the standards set by the gazer and discipline their bodies, they take the feminine place in the gender relations, leaving the masculine to men, and apply themselves to the construction of the traditional gender relations. In turn, they can be devoted to reforming the gender relations by refusing to be gazed as the other. The comparison between two types of women in these works illustrates the gender relation that is forming.

June in Philip Caputo's *Indian Country* is characterized as a woman who accepts men's domination by viewing herself as the other, the object of men's desire. She saw the symbol of sex in herself. Having sexual relationship with her future husband was considered as a sign of fulfilling her duty as a woman. Having discovered her veteran husband's psychological problems, she sought for resort in sexually stimulating her husband. With the consciousness of herself as the sexually marked other, she was always aware of men's standards regarding women's attraction. This reinforces the dominating power relations between men and women by subordinating women to men's control.

June accepts values of traditional gender relations which American women after the 1960s work to reform. Bobbie Ann Mason's *In Country* and Tim O'Brien's "Sweetheart of the Song Tra Bong" characterize women who discard the norms that identify women as the other and imply the changes of the gender relations. Sam in *In Country* negates male's power to gaze at her. There is just one scene where Sam's body is in the foreground. When her friend Dawn pierced her ear, she looked at her face in the mirror and thought she was not pretty because "her face was too

round, and she had buckteeth” (Caputo, 2004, p. 39). Although June in *Indian Country* gave similar comment about her look, these comments differ in some aspects. June made such comment when she considered whether she would be attractive to men. Sam, however, was not waiting anxiously for men’s decision about their future partners. Thereby, Sam has no intention to discipline her body so as to satisfy men’s desire. Secondly, Sam consciously violates men’s standards of beauty and refuses to be the disciplined body, suggesting her revolts against men’s power. She made running her hobby. Running is not exclusively an exercise for men, but the exercises render Sam’s body muscular, a physical feature which is labeled as masculine and attached to men, shaking the biological foundation of masculinity. A veteran, Tom, once was surprised by Sam’s body features when he touched Sam’s muscles, “I’ve never felt muscles on a girl like you’ve got” (Mason, 1985, p. 129). From Tom’s perspective, Sam’s body presented some masculine features and violated the gender norms. But Sam took this as a compliment and appreciated the masculine female body, making her sense of the varying gender roles clear. She even reverses the hierarchy of male/female and gains the power to gaze at men. When Sam wanted to join her uncle Emmet’s veteran group, one of the veteran, Jim, requested to sit by Sam, suggesting the potential dangers posed to her as a woman in the men’s social group, and hoping to drive away her idea to join the group. But when Jim emphasized on Sam’s identity as the object of men’s gaze and his power to gaze, Sam unexpectedly requested to look at Jim’s tattoo, making Jim the one to be gazed. When another veteran, Tom, led Sam to his apartment and intended to have sexual relationship with her, Tom, on the contrary, became the one gazed by Sam. Sam found that “his posture wasn’t so bad…his shoulders were strong and stiff” (Mason, 1985, p. 126). Such reversal of the hierarchy of the gazer and the gazed indicates the appealing for equality, and Sam, therefore, is the one with stronger sense of gender equality and illustrates the effect of gender relations with higher levels of equality upon individual.

In Tim O’Brien’s “Sweetheart of the Song Tra Bong”, Mary Anne, the only woman on the battleground refuses to conform to men’s standards of beauty and to discipline her body as well. This story tracks the changes in the way Mary Anne presents her body and dramatizes her challenges to male gaze. Mary Anne, first arriving at Vietnam as the girlfriend of a medic, Fossie, and a spectator of the war, maintained the binary of male/female and the self/ the other by presenting her as the object of men’s desire. “She wore cut-off blue jeans and a black swimsuit top” to please the guys; sometimes she gave off “come-get-me energy” (O’Brien, 1990, p. 107). By that time, she was aware of male gaze and acknowledged men’s power to gaze. Two weeks later, when Mary Anne joined the bloody rescue work, she stopped wearing cosmetics, the jewels and even wrapped her short hair in a bandana. Later, when she joined the Green Berets, “she wore a bush hat and filthy green fatigues. She carried the standard M-16 automatic assault rifle; her face was black with charcoal” (O’Brien, 1990, p.113), minimizing the differences between the dresses of women and men. After Anne joined the war in the jungle, she completely freed herself from the traditional female roles. She wore a necklace of human tongues, which reminded one of the killing in the jungle and was bare feet. The discarding of all the female features in dresses implies Mary Anne develops a gradually increasing sense of being the subject rather than the object to be dominated by men and intends to discard the feminine position, therefore, shaking the established gender relations.

The Transforming Gender Relations on the Battleground in Fictions

Jean Bethka Elshtain (1987) points out that “we in the West are the heirs to a tradition that assumes an affinity between women and peace, between men and war” (p. 4). Maureen Ryan (1994) attributes this tradition to the explanation that “no institution is more paradigmatic of the male preoccupation with power than war, the activity that most cogently presents the manifestations and negotiations of power as it works in society” (p. 42). To summarize, the man-made exclusion of women from the activity of war aims to safeguard the power system in which men dominate. It is be-

cause of the intermingling of gender roles and power in the war that women's role in the war should be studied as a sign of the gender equality in the whole society. And this part will focus on how women deconstruct the stereotypes in the war so that the war activity shouldn't be attached to men exclusively. The analysis of the women's roles in the war represented will make it possible to study how the gender relations on the battleground are changing from the traditional one where man dominates.

In the three novels, *Neverlight*, *Indian Country* and *In Country*, in which women are not recruited in the war, the activity of fighting in the war is represented as the mystique of men beyond women's understanding. If this logic is followed, women will be the other in the war narratives. Women in the three novels try to understand war and men's war experiences so that the stereotypes of strong men and weak women, and the gender relations based on these would collapse by themselves.

Holding the logic that women can't understand war, men in the novels usually hold that established gender roles are determined by nature. Richard in *Neverlight* refused to share his experiences in Vietnam War with his wife and explained it as "mystique of combat" (Pfarrer, 1982, p. 74). To justify that explanation, Richard explained the mystique of combat by resorting to physical differences between men and women. "You are nothing but a girl. A female. In the brief intervals between being depressed because of your period, you stupid little shit, and being nervous because you're ovulating, there's hardly any time for you to learn anything about the world" (Pfarrer, 1982, p. 75). In *In Country* and *Indian Country*, none of the veterans would like to share their experiences with men, making women the other in the war narratives, which reinforces the established gender roles and the gender relations.

To revolt against the inequality, June in *Indian Country* and Katherine in *Neverlight* both expressed their needs to learn about the war through men and join the realm of war dominated by men, shaking gender relations which keep the image of strong men and weak women. Sam in *In Country*, while failing to get access to the first-hand war stories, rationally understood war as repeated individual behaviors, which women could follow as well, rather than something that was determined by nature. Sam suspected that men attended the war just to identify themselves with the other men (Mason, 1985, p. 87). In other words, masculine identity is established in practices, just as Judith Butler (1990) holds that "the action of gender requires a performance that is repeated" (p. 140). Then the identity of man and women is not determined by their biological differences but constructed by acquirable behaviors. This deconstructs the hierarchy of men/women and the self/ the other. To understand war, Sam imitated the soldiers' behaviors in the war. She didn't take bath as the soldiers in the jungle and took canned beef and beans to the bog to learn about their life in the jungle, deconstructing men's war experiences into understandable individual behaviors. This helps to deconstruct the traditional gender relations based on the belief that man is naturally more suitable for war than women and makes it possible for women to earn equal rights in society.

Mary Anne in "The Sweet heart by Song Tra Bong" is the only one who joined the war and changed the gender relations on the battleground. Being a warrior in the jungle, Anne secured herself the power as the subject in the war narratives by attending the war. It was from her that the medics learned about the war after her first patrol. She even excluded her boyfriend from the war and deprived him of the right to narrate. "You are in a place...where you don't belong...you don't know what it's all about" (O'Brien, 1990, p. 121). Susan Jeffords (1989) argues that the right to attend the war is what unites the men together, taken as men's difference from women. Earning the power to narrate, with her necklace of human tongues as a symbol, Anne negated men's exclusive right to attend the war and becomes the subject in the war narratives while the medics, hiding behind the fortress, became "the other". Henceforth, Anne freed herself from the feminine position in the gender relations. Besides, this story makes women's attending the war significant in term of gender politics. After she joined the war in the jungle, Anne gradually changed her plans for marriage and family. When she joined the medical work, she altered the plan of marriage right away and bearing three

kids. After the patrol in the jungle, the plan for marriage was totally cancelled. Finally, her life in the jungle drove away her wishes to turn back to U. S. following her boyfriend's order. Anne's final refusal of marriage and family signifies her challenges to the allocation of tasks for men and women, the gender divisions of labor in general, characterizing her as a woman with sense of gender equality in the new age. In this perspective, Tim O'Brien is highly aware of the changes in gender relations which are directed towards a higher level of gender equality after the Vietnam War, and attaches this war story much more closely to the current gender politics issues.

Conclusion

The Vietnam War provides opportunities for Americans to modify the existing gender relations to achieve gender equality by raising American women's consciousness of existing gender inequality, and providing them chances of escaping from marriage and family and constructing new roles. The four fictional narratives analyzed in this paper reflect the changes in gender relations after the war. Compared to women adopting the traditional gender roles, heroines in these works challenge women's identity as the other in family and in the war. Within the sphere of family, June in *Indian Country*, aware of man's gaze, is characterized as one conforming to traditional gender norms. In comparison, Sam in *In Country* and Mary Anne in "Sweetheart of Song Tra Bong" revolt against women's identity as the object of men's desire, rather than disciplining their bodies according to men's standards judging women's attraction. This comparison displays the conflicts between the old and the forming gender norms. Considering the stereotypes on the battleground, the four heroines deconstruct men's needs to make the war man's exclusive realm by gaining knowledge of war. Successful or not, these efforts pave the path towards a new system of gender relations where women should not be the marginalized ones. These characters also illustrate the effects of the changing gender relations brought about by the contemporary women's rights movement upon the widespread views regarding women's identity. This possibly proves that the Vietnam War is a dividing line in American culture, marking a new stage of social reforms in terms of gender.

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On Ambiguity of Metaphorical “Barriers” in Frost’s Poetry

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[Abstract] Barriers are distinctive conceptual metaphor in Frost’s poetry. They are erected between not only nature and man, but also self and others, man and man. They may emerge in the metaphorical form of concrete objects, and appear as invisible blocks as well. Barriers are employed as a shield to preserve individual’s integration from the mysterious nature, a defense to retain the identity of both “self” and “others”, a strategy to deal with human relationships; nevertheless, the desire to remove barriers is equally embedded in Frost’s work so deeply that he is ready to take risk of disturbing the state of equilibrium. Such paradox and ambiguity produce multiple levels of interpretation, which is the reason why his poems find an echo in the hearts of many of readers.

[Keywords] conceptual metaphor; barriers; ambiguity

Introduction

The language of poetry is inherently metaphorical, as reflected in C. D. Lewis’ remark that “the metaphor remains the life-principle of poetry, the poet’s chief text and glory.” (Roger, 1974, p. 6). If poems are seen as transfers of spiritual energies, access to critical recognitions of reality, matter of identity and distinction, each of these propositions about poems relies on metaphor.

Manifested in diverse forms, modern literatures and arts are characterized by a prominent subject: the adversity and dilemma encountered by modern people. As capsules that wrap up modern people’s misfortune, helplessness, insanity and numbness, five conceptual metaphors were abstracted by Shu (1999) from modern literary works—prison, wasteland, hospital, monster and machine. In spite of the permeation of these metaphors, they are not the only choices of poets. Frost is the one who opens another window.

Gerber said in his critical essay on Robert Frost, “If Frost’s poetry insists on anything, it insists on the indispensable barrier between man and nature” (1982, p. 159). That’s absolutely true. It is not difficult for anyone who has read Frost’s poem to find barriers existing everywhere between the lines of his poems, either tangible or intangible. In fact, such barriers demonstrated in Frost’s poetry are erected between not only nature and man, but also self and others, man and man. They may emerge as the metaphorical form of concrete objects, such as lower chamber in “Storm Fear”, walls in “Two Look at Two” and “Mending Wall”, black trees in “Into My Own”; and they may as

well appear as invisible blocks like “promise” in “Stopping by Woods on a Snowy Evening”, and unbridgeable gap between men and women in *Home Burial*. To Frost, who regards poetry as “a way to take life by the throat” (Oster, 1991, p. 102), such barriers are distinctive to his poems reflecting his attitude to life and his philosophy towards the world. Barriers in Frost’s eyes are a fact we have to face; but meanwhile, they are also a means to preserve our integration from the mysterious nature, to retain the identity of both “self” and “others” and to deal with the human relationship skillfully.

Barriers between Man & Nature

It’s obvious that “the contrariness between man and nature is the central theme of Frost’s nature poetry” (Bagby, 1993, p. 108). Although we could enjoy many peaceful and attractive pictures of New England landscape while reading Frost’s poems, seldom shall we misinterpret them as common lyrics that purely display the positive side of nature. Unlike Wordsworth, who sees in nature a mystical kinship with human mind, Frost views nature as essentially alien, and he never imagines man could transcend the barrier and mix with nature as a whole. His poem always inclines us to associate nature with some mysterious force which is indifferent, hostile, and even cruel to us. A typical example of Frost’s nature poems — “Storm Fear” nakedly reveals the evil side of nature.

In this poem, the storm is compared to a beast shouting brutally “Come out! Come out!” Being faced with the willful and arbitrary force, our helplessness and isolation are exposed thoroughly. We can sense a genuine fear of annihilation prompted by actual circumstances—nature is depicted as dangerous and untamed force that recklessly destroys humans. We can’t help doubting our ability to “save ourselves unaided.” However, no matter how scared and unsafe we feel when being confronted with the violent performance of nature, we are safe physically under the protection of the lower chamber. Maybe the “lower chamber” is far from enough to pacify our frightened hearts, and the chamber window is not strong enough to bring us the sense of security, but they do provide us with the fundamental condition of preserving ourselves from the direct assault of tyrannical nature. With these barriers, the storm is blocked outside; we are able to gather our lovers and family members beside the fireplace to resist the ordeal with mutual concern and encouragement. Under this circumstance, the barrier plays an essential role in protecting our physical integration.

Furthermore, barriers also exercise an important function of maintaining man’s social integration. In Frost’s view, the link between nature and man is important; however, the bind that restricts man into society is more important. We can find this view in another famous poem, “Stopping by Woods on a Snowy Evening”. Here, a different barrier is indicated that drags human back from nature’s seduction.

Instead of acting as a savage and incurring a huge fear, nature in this poem offers us sedative. The vivid scene contrasts the white snow and dark woods, and at the same time, adds other sensuous appeals in the sweeping wind, the snow’s softness. It soothes the disturbed mind and saves the man from the anxieties brought by the realistic world. However, this inviting wood and lovely darkness numb the speaker’s senses and take his sanity away, inducing him to accept unaware the seductive danger underlying in the illusionary world “between the woods and frozen lake.” When the horse gives his harness bell a shake, it startles the speaker who is intoxicated with his illusionary mirage and indulged in this dangerous relaxation. At the same time, it draws the man back from his vision as a reminder of his unfulfilled promise. This promise, symbolizing the duties and obligations that stand as barriers between nature and civilization, places the speaker firmly within society, family and self. With its powerful force, the spell cast by nature is broken, and the speaker regains his sanity.

The speaker has obviously struck a chord with people in modern times. Exhausted by endless tasks in reality, tired of thousands of vexations and apprehensions in life, the other world is twinkling in the dark as a great lure --

entrance into it frees us from all cares and unloads the entire burden we have to shoulder. After all, everyone is vulnerable some time. Frost is such a psychoanalytical expert that he is fully aware of our longing for “the momentary stay against confusion” (Chang, 1990, p. 271). However, the startling bell reminds us that the “momentary stay” is like siren song, tempting people into ultimate escape from suffering in life. When suffering is done, yet so is the life. Therefore, this poem expresses not only one man’s particular experience, but also generalizes the situation all people have to face: counteraction between two forces coming from two opposite worlds—life and death. Fortunately, we can see at the moment of the man’s falling into the trap set by nature, the instinctive sense of responsibility wins over the “impulse of escape” (Oster, 1991, p. 151), life subdues death. Therefore, barrier here binds us with the realistic world where we are identified, and defends against the “calls” of the intrusive nature.

In addition to protecting human beings from the evil side of nature, barriers, on the other hand, allows both nature and human being to coexist harmoniously. We can easily find this effect of barriers in the poem “Two Look at Two”. This poem begins with recognition of barrier “a tumble wall” (Frost, 1995, p. 212) when “love and forgetting” might have carried a couple “further up the mountainside” (p. 212). This barrier appears so timely, as “night so near” (p. 212). A rough path with “rock and washout” (p. 212) and “darkness” all hint to us the insecurity; while “onward impulse” (p. 212) of the lovers makes them ignore all of these dangers. The wall seems to be an unpleasant block dampening their enthusiasm, but unexpectedly, gives them an unexpected favor.

The first additional experience at the point of their leaving is the incidental appearance of a doe at the other side of the wall. Strangely enough, the appearance of the couple puzzles her but does not scare her. The existence of the wall and the distance it keeps between them, keeps the doe from realizing what stands opposite to her is two people. Instead, she mistakes them for “some up-ended boulder split in two” (p. 212), “Two thus they were safe” (p. 212). “Safe” here can be seen as a pun—safe to the doe and safe to the couple as well. Undoubtedly, such sense of security will disappear as soon as the wall is removed. Otherwise, it is really a wonder that a doe and two people can confront each other peacefully for quite a long time. But this is not all yet; a buck introduces another category of experience to us. Not only unafraid, rather, he views them “quizzically”, as if to ask “‘why don’t you make some motion? / Or give some sign of life? Because you can’t. / I doubt if you are as living as you look’” (p. 213). This is even a challenge and interrogation. Such a conception of the relation between animal and man is unimaginable common experience. We have gotten used to being associated with the picture in which a deer is frightened and dashes away at sight of man. However, the tangible barrier—the wall -- paradoxically eliminates the intangible barrier between the animal and human, thus creating for them a favorable condition to commune freely, even if it is just a silent communing with eyes. Here, we find the combination of human and nature in Frost’s world. The depiction contrasts with Wordsworth, for it is a spiritual melding across an impassible gulf and the insurmountable barrier, rather than the natural merging where emotion and appearance blend beyond the margin.

Barriers between “Self” & “Others”

If we can say barriers are positive in Frost’s description of the relationship between nature and man, their effect is more complicated and ambiguous in the human world of Frost’s poetry. Being called “fence sitter” (1972, p. 39) by Elizabeth Isaac, Frost applies the concept of barrier in his poem more as a means to obtain “a momentary relief from the disorder of earthly life” (Chang, 1990, p. 270), a temporary balance in the conflicts between “self” and “others”.

In Frost’s depiction of self and world, the central counterparts are “alienation and entanglement” (Chen, 1997, p. 81). As a poet who had been misunderstood and ignored for twenty years, he had adapted to being alienated from others, and that’s why Frost is also called “the modern poet of solitude” (Wilcox, 1990, p. 34). His “Desert Places”

depicts such a desolate picture of the isolated self.

Admittedly, the compromise with others will inevitably incur partial loss of one's uniqueness. If an excellent poet would like to retain his peculiar attributes, he should resist the distractions and temptations coming from the outer world. However, Frost also profoundly understands "our yearning for wholeness is impossible to achieve either alone or with others" (Isaacs, 1972, p. 108). The need to remain inviolate can urge one to close the circle of self, but such a narcissus complex is fatal to one's self-improvement. Then the appropriate barrier is really an effective fence to allow one's improvement through both self-exploration while staying in touch with others on the basis of keeping one's own identity. "Into My own" is such an example reflecting his attitude to self and others.

When reading this poem for the first time, maybe we are puzzled and wonder what exactly the speaker wants. Does he want to be lost or to be found? At the first sight of the title, we may assume it has explicitly told us that the speaker desires to escape from the noisy world and explore himself on his own, a sort of maturing into achievement and self-confidence. In the first stanza, the speaker states one of his wishes—that one day he could steal away into the "vastness," the barrier of those dark trees that "stretch away unto the edge of doom".

However, the word "fearless" in the next line denies our previous assumption and confounds us. If he wishes to find a wild place without being found, why is he "fearless of ever finding open land, / or highway where the slow wheel pours the sand"? The next stanza, although it does not untangle our problem, illuminates our mind to a certain extent. The line, "I don't see why I should e'er turn back" betrays a doubt, a retreat from the firmness of this position in the previous quatrain. The use of "here" and "back" betrays confusion about where he is and where he really wants to be. "Back" is from the vantage point of the woods, "here" is still in the place from which the speaker has not yet gone. With the concern that why those "who should miss me here" do not "set forth upon my track" and "overtake me", we are made aware that the speaker instinctively hope to be found. But the last two sentences disclose his original motivation: the black trees, wished by the speaker to isolate him from others, are used to gain self-echo. He needs simultaneously to be missed, overtaken and found; nevertheless, in order to renew himself, he also needs to "remain constant, stable, consistent by going periodically within the self, by retreating" (Richardson, 1997, p. 58). Thus, the barrier offers a room to preserve one's wholeness, making self-seeking and truth-seeking possible.

Barriers between Man & Man

As regard to the role the barrier played in the relationship between man and man, the poem springing up into our mind must be "Mending Wall". Wall—the man-made fence comprises an important part in this poem, but the writer's attitude to the wall through the whole poem seems to be quite ambiguous. We may suppose that Frost does not particularly hold with the need for fences, since he doubts the necessity of mending wall for several times—"There where it is we do not need the wall / My apple trees will never get across / And eat that cones under his pines" (Frost, 1995, p. 39), "why do they make good neighbors? Isn't it / where there are cows? / But here there are no cows" (p. 40). It is acknowledged that the speaker realizes the barrier sometimes is undesirable in keeping good terms with neighbors, but we can't ignore the fact that it is the speaker who initiates this shared task. The speaker questions the necessity of the wall for the purpose of urging the neighbor to come out of self-confinement. The neighbor is stupidly delighted in repetitions of his father's unexplained wisdom without knowing why he should do so. If we read this poem more closely, further, we will find the wall, in effect, contributes to establishing the connection of the two. After the passage of a long winter, the two people meet in spring to mend the wall. During this process, the lines like "we meet to walk the line", "we keep the wall between us as we go", and "we have to use a spell to make them balance" (P. 40) give us the feeling of cooperation and companionship. It is the wall that brings the two men together to cooperate and to converse with one another. Therefore, it appears the two men are mending a wall between them; they are,

actually, mending their friendship. What segregates them is not the wall, but their different personalities: one of them likes pine trees whereas the other one likes apple trees; one is more aloof whereas the other one is more amiable. That's why we need a wall. Everyone has his own individuality and lifestyle, and the disappearance of distance is likely to result in intrusion and undermine both identities. Hence, the wise person knows that a wall is far more than a fence to protect respective property; it is a touchstone of sanity and a moderate maneuver to strike a balance between man and man. Such barrier should not only be maintained but respected as well.

In spite of all the necessities of the barrier demonstrated in Frost's poems, the writer still reminds us of the inappropriateness of barriers in some other poems. In any case, we are social creatures, and we live in the network linked by different people and different relationships. Every one of us plays a variety of roles, and we need to be understood, cared for and loved. Barriers that are too large, apparently, will hinder the free communication and prevent the mutual understanding. Such consequences are expressed dramatically in the poem "Home Burial," which elaborately portrays the barrier between man and woman. The story narrates a quarrel breaking out between a young couple who just lose their little baby, and this quarrel fundamentally arises from the inability to understand each other's emotions and mode of thinking. The husband can neither give his wife proper consolation during her sadness, nor understand his wife's flat refusal to enter into his entrance into her grief; the wife cannot bear either the husband's insensitivity to the new mound where their baby is buried, or his casual tone of mentioning the death of the baby.

As a mother, it is conceivable that the woman have been suffering a great distress from the death of her first child, and what she needs most is the soft consolation and sharing mind that can support her to go through the plight. At this moment, even the slightest impropriation of diction will sting her fragile heart. Unfortunately, her husband fails to comprehend this, rather questions, "'can't a man speak of his own child that's dead?'" (Frost, 1995, p. 55) How could his manly heart render him the empathy with his wife and fully know the trauma of the dead child in her tender heart? More severely, his blunt tongue, which is incapable of expressing his grief as a father deteriorates the situation:

...

My words are nearly always an offense.
I don't know how to speak of anything
So as to please you. But I might be taught
I should suppose. I can't say I see how.
A man must partly give up being a man
With woman-folk.

...(Frost, 1995, p. 56)

Deeper than the misunderstanding of each other's words and motives lies within this basic misunderstanding about what manhood should be. Does manhood mean a stone heart, or mean pretending to be indifferent to anything, even his child's death? No wonder his wife does not even allow him to open his mouth. His reluctance to give up partially his masculine identity to reconcile with his wife stiffens their communication.

Similarly unfortunately, just as her husband cannot understand her needs in her grief or her inability to accept the brutal reality of death, the wife cannot meet her husband half way to help him express himself and refuses to understand his mode of thinking. Even if the words said by the husband above are hard and clumsy, we can still feel his deep love for his wife and his willingness to make up with her. But the wife refuses to heal their relationship. She regards it intolerable that a man can dig that little grave for his own baby so easily, can even laugh after grave-digging and say the irrelative business as "Three foggy mornings and one rainy day / will rot the best birch fence a man can build" (p. 56). Never can she comprehend in man's world that death is as natural as life and marriage, and it is only

a part of his physical world. She does not give him the right to speak of the death and loss, for one who does not feel the loss has no right to express the loss. "It is not only he but any man who cannot be allowed to enter the grief of a woman" (Kilcup, 1998, p. 193). So to a certain extent, the woman locked her husband outside her world and deepened her own pain.

The barrier here, between male and female, seems to be unbridgeable. However, if we think more deeply, we will find the conflict between this couple originates more from their unawareness of the barrier than the barrier itself. Neither of them is ready to concede a small part of sexual nature to the other one. Such unawareness leads to fierce possessiveness of one's feelings, of one's sense of who and what one is or should be, of one's self-conceived role, and that at last leads to the disaster.

Conclusion

From all the effects of barriers that are shown in Frost's poem, Frost impresses us more or less as a passive man. His principle which takes barrier as defensive shields seems to be inactive because it hinders man from accommodating to existential conditions. His inclination to avoid head-on collision, no matter between nature and man, self and others, or man and man is liable to be understood as behavior of an escapist.

However, this escape, in fact, even needs more courage as well as patience and forbearance. Just as Rubinstein's comment on Frost reveals, "To seem to escape can be to confront life and self in solitude, more agonizing, more deeply. It can be creative and instructive, but it can also be immature and dangerous, and Frost is obviously aware of the ways in which escape in both" (1988, p. 175). Indeed, we can find such courage in "Into My Own" when he boldly chooses alienation from the people he loves in order to seek truth of himself, and in "Stopping by Woods on a Snowy Evening" when he firmly opts to return to his "promise." Maybe we can notice the trace of retreat from his shrinking back into chamber when confronting the violent storm in "Storm Fear," from his mending wall to prevent invasion of others, but Frost does not equate retreat with defeat. In his opinion, in order to survive, to preserve one's strength for continued resistance to confusion, one must make minor temperate concessions.

On the other hand, the ambiguous and paradoxical lines in the poems "Into My Own" and "Mending Wall" exposes Frost's hesitation and indecision to be solitary. The unbridgeable gap between opposite sex shown in "Home Burial" even reveals his helplessness in front of barriers and his willingness to reestablish relationships.

Such paradox and ambiguity produce multiple levels of interpretation of Frost's poems, which makes his poems find an echo in the hearts of many of readers (Pack, 2003). While reading Frost, it is not difficult for us to conclude keeping barriers is resolution to so many problems existing in antithesis since it is vital to maintain everything in this conflicting world working in its own way harmoniously; nevertheless, the desire to remove barriers is equally embedded in his work so deeply that he is ready to take risk of disturbing the state of equilibrium. He cautiously strikes balance as the man who mends wall, enjoys the peaceful confrontation as the couple in "Two Look at Two", but also desires to break the wall as some natural force "that doesn't love a wall" and "spills the upper boulders in the sun" (Frost, 1995, p. 39). In his poem, we read another self full of anxiety and uncertainty, whereupon we are pacified by knowing these are what we are doomed to experience. We survive them and revive. This is what we are taught by Frost, "a poet of difficult simplicity" (Marquade, 1997, p. 1502), to face this negative world.

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The Watched Lolita

—Analyzing Two Different Versions of the Movie Adapted from the Novel Lolita Written by Vladimir Vladimirovich Nabokov

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[Abstract] *Two different versions of the movie adapted from the novel Lolita written by Vladimir Vladimirovich Nabokov demonstrate the directors of them have differing understanding of the original novel in multiple aspects when they are undertaking second creation of the novel. This thesis tries to analyze the two different adapted movies from the following four aspects, namely the type of the movie, characters, video and music styles and the general style.*

[Keywords] *Lolita; metafiction; artistic analysis; popularized analysis*

Since the first publication of the novel *Lolita*, representative work of Vladimir Vladimirovich who was an American Russian novelist, it has been controversial among the public. The novel talks about a taboo story involving incest and pedophilia, disclosing a secret spiritual world hidden by the protagonist through complex narrative methods. The novel *Lolita* was thrown onto screen twice, one in 1962 by Kubrick and the other in 1997 by Adrian. Of the two versions, the latter is more acceptable than the former, but the former is much better than in terms of degree of loyalty to the original novel.

Lolita is roughly a “metafiction” whose techniques are manifested in the novel, like parody, paying respects, confabulation, game and uncertain narrative and so on. How to express those techniques used in writing novels in a movie? Kubrick made helpful attempts in his version of the movie. However, Adrian had the complicated incest story popularized, turning the story into “a story about an infatuated man and a cheating woman”. Although the latter is more smooth and popular, it loses many essences of the original novel. This thesis will analyze the two different versions from the following aspects. (Su, 2004)

The Type of the Film: Suspense Film and Romance Film

Kubrick’s version shot in 1962 turned the film into a suspense one, at the beginning of which the protagonist Humbert took revenge for Quilty, and the intense conflicts therebetween are demonstrated in detail. Tense plots

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arouse suspense, granting the film characteristics of the suspense film. At the beginning of the 1997 edition, with sad music, Humbert, spiritless and dismal, drove along the road, and then there came monologue, which reminiscently and elegantly recalled Humbert's failure in the love affair, leading the audience into the emotional world of him and having them trapped in the gloomy atmosphere unique in tragic romance stories.

At the end of the 1962 edition, the death of Quility combines perfectly with the plots at the beginning of the film, which also means that with the advancement of the story, after explaining the reasons for the happening of the homicide cases, the murderer of it should be surfaced to public. A hole on the portrait implies the fate of Quility and also puts an end to the story. The 1997 edition ends up with the arrest of Humbert. Standing on the top of the mountain, he overlooked the town at the foot of the mountain, muttering his guilty and affection to Lolita. The use of the slow motion keeps intensifying his feeling of dismay, which enables the focus of the whole story to return to the theme of emotional tragedy. Vladimir Vladimirovich Nabokov imitated the style of Allan Poe, an American writer, when writing the novel, making the taboo story full of suspense. Therefore, the 1962 edition, taking good grasp of the suspense in the novel, was filled with tensions from beginning to the end, which was a successful attempt of picturizing of literary techniques. (Gao, 2016)

Characters: The Watched Lolita

The 1962 edition remained unbiased when introducing Humbert and Lolita. Apparently, the director wants to place the two characters together under the gaze of the public instead of only emphasizing the dominant role of Humbert. The first person narrative was adopted in the 1997 edition, which was the same as the original novel on the surface. However, as the film didn't manifest the uncertain narrative of the novel, the fixed certainty of the first person narrative makes the audience view the film from the perspective of Humbert's. A lot of subjective shots were adopted in the movie to show "the image of Lolita in the eye of Humbert". Camera languages were also adopted, like when Humbert met Lolita for the first time, Lolita, a teenage girl, prostrated herself on the grass, her body shape elegant and charming. When Lolita sent breakfast to Humbert, Lolita's barefoot and calves were given a close-up; Lolita sat on the chair opposite to Humbert, reaching out her slender legs; such shots showing the beauty of the girl's body frequently appeared in the film, which unconsciously makes the audience identify Humbert's infatuation of Lolita, therefore, Humbert's "infatuation" of Lolita is reasonable. The hidden moral criticism toward Humbert in the novel was completely weakened. The "sexualized" image of Lolita in the film indeed strengthens the aesthetic beauty of the film, but it has also "objectified" and "materialized" Lolita, turning her into the target of releasing desire, which demonstrates that the film identifies the "malformed emotion" of the novel.

Two films differ widely in shaping the character Humbert. In the 1962 edition, the actor who plays Humbert has a wretched image, which conveyed the director's irony to him. In the film, Humbert was ruthless and hypocritical, manifesting the true character of him which was described indirectly in the novel. However, in the 1997 edition, Humbert was a tragic character who was constant in love and sympathetic. The actor Jeremy Irons who played Humbert in the movie was gentle and handsome together with a series of lyric scenes makes the audience identify Humbert's feeling and sympathize him, instead of questioning his affection to Lolita. It also weakens the degree of criticism to Humbert in the novel.

Quility, another important character in the novel, existed as a mirror of Humbert, whose act of hurting Lolita shows Humbert's invisible hurts to Lolita under the guise as a protector. Humbert's killing of Quility equals to killing another wicked self, which is the inevitable result of Humbert's guilty to Lolita. In the 1962 edition, Quility dramatically played three roles in the film: a playwright writing "The Enchanted Hunter", a secret policeman tracking Humbert, and a school psychological doctor with a foreign accent. The purpose of pretending to be others was to su-

pervise Humbert and control Lolita, which not only strengthens the suspense effect of the film, but also implies Humbert's split personality and multiple selves (moral self and desire self). Various languages Quilty spoke in the film also evidence the original novel's parody and respect of writers with different styles. However, in the 1997 edition, Quilty has been mysterious, and the film has a feeling of anxiety and panic, which strengthens the tragic effect of the ending. The final nude appearance strengthens the fall of Quilty as a representative of "evil desire". In the 1997 edition, Quilty was more of a "injurer" and its "mirror" was not obvious.

Lolita's mother, Mrs. Haze, is also very different in the two editions. The 1962 edition uses a number of shots to show Mrs. Haze's ambiguity, emptiness, narcissism, and stupidity, which is of strong irony and comedy effect. Her death has also been teased, with a color of black humor. The absurdity of the characters coincides with the unrealistic playfulness of the plot in the original novel. In the 1997 edition, Mrs. Haze was rationalized. The plot about her death also reveals the impermanence and ruthlessness of one's fate, making it another tragic figure in the story. (Chen, 2014)

The 1962 Kubrick edition is closer to the original novel, but the 1997 Adrian edition has been flattened and simplified for the needs of smooth narrative and emotional rendering. Although the latter is clearer and more attractive to the audience, it invisibly loses the rich and ambiguous meaning of the characters in the original novel.

Video and Music Styles: Cold and Sentimental

From the images of the two films, the 1962 edition is black and white, which itself implies a cold reality, and Kubrick mostly used medium shots in the narrative of the story, as if watching the whole story indifferently, which also produces a "dissociation effect", without a strong sense of participation, so that the audience can jump out of the story and objectively evaluate the characters in the story. This is actually what the original novel wants to achieve. In the original novel, before the main content is a preface written by a medical doctor who affirmed that Humbert, the one who was telling a story in the main content of the novel was psychiatric patient, which adds a sense of uncertainty to the novel and gives reader a sense of distance to the story before they read the monologue of Humbert. However, in the 1962 edition, it is through the peaceful, objective and cold camera languages that this effect is achieved. The music of the 1962 edition is emotionless with even a sense of humour, but the 1997 edition pursues to be beautiful and grand in images, moody and sentimental in its atmosphere. The film uses close-ups in many places, emphasizing the subjective feelings of the narrator, and the soundtrack is touching, conveying the desolate mood of tragic love. These kinds of expression tools will take the audience into the tragic love story to feel as the characters felt. With emotional resonance, their rational judgment has been absent.

General Style: Black Humour and Sad Tragedy

The 1962 edition presents a mockery of the characters, whether it is Humbert's "pedophile", Mrs. Haze's narcissism, or Lolita's waywardness, which is revealed in the lens. Even Humbert's revenge is both sad and ridiculous. The style of the film coincides with that of the original novel, conveying Vladimir Vladimirovich Nabokov's ironic attitude toward the absurd story.

However, the 1997 edition is, from beginning to the end, shrouded in the tragic atmosphere, where Humbert seemed to unconditionally fall in love with Lolita, but Lolita, young and ignorant, didn't see through Humbert's affection to her, and finally missed it. The occurrence of tragedy doesn't lie in Humbert's evil desires and dark inner heart, but the vassitude of the world, the ill-fated life, which is unworthy of the tears of sympathy from the audience, and the story ultimately returned to the routine of "infatuated man and cheating woman". (Wu & Yang, 2013)

Kubrick is a well-known intellectual director in the United States. His films often permeate profound philosoph-

ical thoughts into every detail of the film, through which the 1962 edition came into being with rich levels of theme, diverse expression means, and profound meaning conveyance, successfully transforming some literary techniques in the novel into means of expression in film, and accurately conveying the main theme of the original novel, which can be said to be a successful adaptation practice. However, Adrian, a famous “porn director” in Hollywood who directed the 1997 edition of the film, is especially skilled in showing “women’s charming bodies” in the eye of men. Therefore, he focuses on the emotional clues in the adaptation, ignoring conveying many literary techniques of the original novels. The story in the novel is thus simplistic and flat, and the issue of multiple interpretations of the narratives in the original novels is invisibly resolved. Through audio and visual means, the film processes and interprets the story in a popularized way, which, to some extent, distorts the gist of the original novel. As the images in the 1997 version beautiful and grand, as well as the advancement of the story smooth and natural, the film won better box office and wide appraisal, which is conducive to the spread of the novel *Lolita*. Two editions of the film convey the personal understanding of the novel by the two directors, as well as two paths of analyzing the novel *Lolita* through an artistic and popularized way. (Tang, 2016)

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Reinterpretation of *A Passage to India*: A Perspective of Postcolonial Cosmopolitanism

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[Abstract] *E. M. Forster's A Passage to India, with colonialism as its background, is usually interpreted as a novel reflecting the conflict between colonialism and anti-colonialism. The interpretation, however, has unilaterally foregrounded the humanistic theme of anti-colonialism, neglecting colonialism's positive impact on humanism in the history process and failing in explaining contradictions in the novel's content, plot and structure. Postcolonial cosmopolitanism, one of the new issues in human sciences, highlights cosmopolitanism's humanistic ideas and colonialism's impacts on cosmopolitanism in the history, and moreover, it emphasizes the contradiction and conflict between colonialism and cosmopolitanism in particular. Hence, postcolonial cosmopolitanism is adopted as a new perspective in this essay to reinterpret E. M. Forster's A Passage to India.*

[Keywords] *A Passage to India; cosmopolitanism; colonialism; postcolonial cosmopolitanism*

Introduction

E.M. Forster was one of famous British novelists, and his representative masterpiece *A Passage to India*, since it had been firstly published in 1924, had got very good comments. The novel with a background of British colonialism in India, depicting the conflicts between British colonizers and Indian people, is usually interpreted as a book to reveal the conflicts between colonialism and anti-colonialism. For instances, Mohammad Shaheen in his book *E. M. Forster and the Politics of Imperialism* uncovers the conflicts between Forster's free humanism and politics of imperialism (Shaheen, 2004), Zhang Zhong-zai (2000) holds that *A Passage to India* echoes an unharmonious voice between colonialism and anti-colonialism, and Liu Su-li (2011) also claims that *A Passage to India* indicates colonial and anti-colonial consciousness. Although the above interpretations of the book are undoubtedly heuristic, they unilaterally foreground anti-colonialism while neglecting the role of colonialism in the conflict, so that they can not reasonably explain the contradictions in terms of bewildering plots and structures in *A Passage to India*.

Cosmopolitanism is one of the most prominent theoretical issues in the international human social sciences. Since the 1990s when globalization burgeons rapidly, cosmopolitanism has attracted more and more attention from experts of different fields and thus been interwoven with other human disciplines, thus, postcolonial cosmopolitanism coming into academic view. Postcolonial cosmopolitanism, an interweaving of cosmopolitanism with colonialism, can provide a new perspective to analyze the conflict between colonialism and anti-colonialism in literature and culture studies. The author hence intends to adopt postcolonial cosmopolitanism to reinterpret E. M. Forster's *A Passage to India*.

Postcolonial Cosmopolitanism

Postcolonial cosmopolitanism is a kind of cosmopolitanism. Cosmopolitanism derives the underlying shared meaning: *cosmos*, i.e. the world, and *polis*, a political community. Cosmopolitanism thus refers to a world political community (Go, 2013, p. 210). To better understand postcolonial cosmopolitanism requires a historic review of colonialism and cosmopolitanism .

Before 146 B.C., neither nations nor colonialism had come into existence, and ideas about cosmopolitanism were some primitive thoughts about the nature and society. Cosmopolitanism was “first formulated by the Stoics in Ancient Greece as well as by Mencius in Eastern philosophy.” (Pichler, 2011, p. 22) Both the Stoics and Mencius held that the essence of cosmopolitanism was universal order, fusing the “natural” and “social” orders into a single unit. For instance, the Stoics “argued that everything in the world manifests in varied ways an ‘order’ which expresses the reason that binds all things together. Social and natural regularities alike are aspects of the same overall *cosmo + polis* – i.e. *cosmopolis*.” (Toulmin, 1990, p. 68)

From the sixteenth century to the seventeenth century, colonialism and cosmopolitanism began to interweave for the first time. After the Renaissance, many European nations, such as England, France, Spain, and Portugal, had come into being, Christianity began to spread its doctrines globally, and the new sea routes made the colonialism of Western Europe extend to Africa, America, and India, etc. The sixteenth and seventeenth centuries make it really possible to achieve international and intercultural communications when Christianity had become a universal religious belief in tandem with the burgeoning of Atlantic commercial circuit. Christian global designs and international relations initiate the shift of universal order from the nature to the society. At the meantime, however, the differences between Christians and non-Christians and discrepancy between the colonizers and the colonized were inevitably existent. Accordingly, Francisco de Victoria, the leading figure from Salamanca School, advocated “the inclusion of the other” and favored “the international relations based on the rights of the people (community, nation)”. Obviously, Victoria’s *cosmo-polis* ideology was a utopia, the planetary society or a world community of religion-states founded on the principle of natural right and subject to the regulation of the religion-state. (Mignolo, 2000, p. 729)

The period from the Eighteenth century to the Nineteenth century witnessed another intimate interlace between colonialism and cosmopolitanism. In the epoch when science and technology developed rapidly, colonialism exploited globally in such a large scale that nations of Asia, Africa, and Latin America became European colony or semi-colony. On the other hand, nevertheless, colonialism strengthened the ties between West and East, and “the global citizens”, to some extent, emerged for the first time. In addition, the Enlightenment disseminated the humanistic ideas of human rights, democracy, civilization, freedom in the colony. Hence, “the law of nature (*cosmos*)” was remodeled to “the ideal society (*polis*)”, cosmopolitanism indicated a derivation “from the law of nature as a model for social organization.” (Mignolo, 2000, p. 731) Immanuel Kant was the most famous representative of cosmopolitanism in this time. Unlike Francisco de Victoria who expounded cosmopolitanism from the theological angle, Kant explained cosmopolitanism from the philosophical angle. Kant claimed that the globe, on the one hand, tended to be a moral whole, but it was confronted with chaos and inequity on the other hand. Accordingly, Kant advocated the unification of social morality, preference of social benefits to personal benefits, reduction of violence and hatred, and tolerance of cosmopolitan heterogeneity. (Kant, 1991, pp. 42–50) What should be emphasized here is that despite “Kant’s signal contribution to cosmopolitanism”, “his racial underpinning and Eurocentric bias” should not be ignored, because “Kant’s cosmopolitanism presupposes that it could only be thought out from one particular geopolitical location: that of the

①The historical review of colonialism and cosmopolitanism is based on Walter Mignolo’s article “The Many Faces of *Cosmo-polis*: Border Thinking and Critical Cosmopolitanism.” (Public Culture, 2000, Vol. 12)

heart of Europe, of the most civilized nations.” (Mignolo, 2000, pp. 733–735)

The time from the post–cold war to this day is the fourth state that cosmopolitanism has undergone. The 1960s when most of colonial countries won their independence and the 1990s when the cold war ended signal the death of colonialism and the full–fledged development of cosmopolitanism. Nowadays, cosmopolitanism denotes globalization, cooperation among different nations, human rights, equality, justice, global citizen, and cultural diversity, etc. Moreover, cosmopolitanism extends from the religious and philosophical areas to various human social sciences, such as politics, economics, sociology, culture, and literature. In a nutshell, contemporary cosmopolitanism appears with a background of de–colonialism, highlights universalism and global citizenship as well as cultural diversity and relativism.

What has been argued above reveals that cosmopolitanism is tightly interlaced with colonialism during the chronology of the world history, the sixteenth & seventeenth century and the eighteenth & nineteenth century in particular, and that colonialism to a very large extent spawns cosmopolitanism. On the one hand, colonialism breaks through the closure of national territory, promotes communications among different nations, and disseminates universal humanistic ideas of freedom, democracy, civilization, and human rights, etc. On the other hand, colonialism presents itself with contradictions: “colonialism’s universal proclamations about quality and the rights of man are undercut by its exclusions……colonized subjects are inculcated with the desire for the universal– they are ‘hailed’ by the white West– but they are then excluded from it by being particularized on racial grounds.” (Go, 2013, p. 212) Either Francisco de Victoria’s “inclusion of the other” or Immanuel Kant’s Eurocentric bias indicates that although cosmopolitanism underlines universal humanistic ideas, it can never demolish the colonial differences between the colonizers and the colonized subjects when cosmopolitanism is interwoven with colonialism. What’s more, the colonial differences have been transformed to cultural relativism and cultural diversity since the fall of the colonialism.

In view of intimacy between colonialism and cosmopolitanism, Julian Go (2013) proposes that although colonialism contains a tendency against cosmopolitanism, colonialism might have been generative of cosmopolitanism, i.e., colonial cosmopolitanism. Julian Go further explores the reasons for the colonialism’s generation of cosmopolitanism. He holds that two features of colonialism contribute to the emergence of cosmopolitanism, namely, cultural crossings and interaction, and colonialism’s contradiction. (Go, 2013, pp. 209–211) It is quite clear that colonialism is conducive to the cultural exchange, which, to a large extent, can engender cosmopolitanism; colonialism’s contradiction, however, seems obscure for the generation of cosmopolitanism. In fact, colonialism’s contradiction plays a vital role in the naissance of postcolonial cosmopolitanism. Colonialism’s contradiction, in Julian Go’s opinion, is embodied in two aspects: colonialism’s universal propaganda of equality and human rights; however, the colonial subjects are excluded from those who can share the common equality and human rights. As a consequence, the conflicts between the colonizers and the colonized subjects can be inevitably ignited. The conflicts can be demonstrated as follows in the colony: brutality of colonialism and its dehumanizing effects, sociopolitical bifurcation, and economic exploitation. The conflicts, in essence, reveal the contradictions between colonialism and cosmopolitanism. Colonialism premises the burgeoning of cosmopolitanism, but meanwhile it fetters the thriving of cosmopolitanism. In the end, cosmopolitanism calls for decolonization. In a word, postcolonial cosmopolitanism is a form of cosmopolitanism that aims to negate colonialism’s contradictions and thus realize the ideals which Europe has pronounced but failed to realize. (Go, 2013, p. 214)

Reinterpretation of A Passage to India with Postcolonial Cosmopolitanism

Hereafter, Forster’s *A Passage to India* will be reinterpreted in two aspects: E.M. Forster’s cosmopolitanism and postcolonial cosmopolitanism in *A Passage to India*.

E. M. Forster's Cosmopolitanism

A Passage to India, a writing product of E. M. Forster's visiting experiences in Egypt and India – both of colony of England, reveals a consciousness of anti-colonialism and a good wish of equal communication between West and East. The novel reflects Forster's cosmopolitanism.

Forster visited India in 1911 and 1921, and had stayed in Egypt for nearly four years from 1915 to 1919. Witnessing the miserable conditions of India and Egypt under British colonial rule, Forster criticized the brutality of British colonialism: he attacked the censorship imposed on the Egyptian local newspaper and described it as more than average stupidity; he exposed the dubious behavior of British rulers toward the Egyptian Cabinet when they introduced a British Financial Adviser, who was ensure a veto upon important measures; he referred to Milner as a militant imperialist who believed that the British upper middle class was the savior of the world. On the contrary, Forster showed his great sympathy towards the Egypt and its people: he regarded Egyptians as a population easy-going, submissive, and not an inferior race; he respected and praised such Egyptian left leaders as Urabi Pasha and Saad Pasha Zaghoul who stood against the British interests in Egypt, describing them the politicians of highest repute and patriotism. (Shaheen, 2004, pp. 59–62)

Coincidentally, Forster expressed his criticism on British colonial rule in India and his sympathy for Indian people in *A Passage to India*. He attacked the censorship of Great Britain on Indian local newspaper, British official deputy in India, and British colonial rulers – Turton Ronny alike – as brutal imperialists. By contrast, Forster voiced in the book his sympathy for India and Indian independence: he admired magnificent civilizations of Mughal Empire in India, and he supported Indian independence from Great Britain on the mouth of Aziz to declare that India must learn from Japan to be an independent nation so that Indian people could be respected in the world.

In addition, as an enlightened humanist, Forster appreciated democratic thoughts, such as freedom, equality, charity, etc., expecting equal connection among different nations and global peace and friendship. This is another manifestation of Forster's cosmopolitanism. Forster had scarcely delivered a speech entitled “Three Countries” when *A Passage to India* was published. He proclaimed in his speech: “It's about something wider than politics, about the search of the human race for a more lasting home, about the universe as embodied in the Indian Earth and the Indian sky, about the horror lurking in the Marabar Caves and the release symbolized by the birth of Krishna. It is or rather desires, to be – philosophic and poetic, and that is why I took its title ‘A Passage to India’ from a famous poem of Walt Whitman's.” (Shaheen, 2004, p. 93)

Three countries Forster mentioned in his speech referred to England, Italy, and India. England and Italy, according to Kant's idea, belonged to modern/North imperial nations (England, France, Germany) and traditional/ South imperial nations (Spain, Portugal, Italy) respectively. (Mignolo, 2000, p. 735) Forster bracketed the undeveloped India, modern imperial England, and traditional imperial Italy together in his speech to express his good wish of realizing connection and communication among three countries. Forster also conveyed his good wish in *A Passage to India*: Fielding always regarded Aziz as an Italian, and he often compared Indian subcontinent to Italian Apennine Peninsula. (Forster, 1924, p. 24)

Forster took Whitman poem's title “Passage to India” to be his novel's title, voicing his ideal wish of equal connection and world peace. “The ‘passage’ [in Whitman's “Passage to India”] refers first to the actual or physical passage made possible by the transcontinental railroad, the transatlantic cable, and the Suez Canal, linking West to East in a communication network that Whitman celebrates as indicative of his age's scientific achievement.” (Coffman, 1955, p. 338) Moreover, “the Suez Canal, the Union Pacific Railroad, and the Atlantic Cable significantly brought all men together in a universal brotherhood.” (Golden, 1973, p. 1100) The wishful “passage” between West and East in Forster's mind was undoubtedly associated with Forster's experiences. “Forster's experiences in Egypt

during World War I and later in India as a secretary to the Maharaja of Dewas gave he an acute sense of the uses and potential abuses of such liberal values as individual autonomy, self-creation, and respect for the dignity and worth of different ways of being as a response to a world of permeable boundaries and shifting affiliations.” (Armstrong, 2009, p. 283)

What has been discussed above makes it more penetrable to understand why Forster entitled his speech “Three Countries” and borrowed Whitman’s “Passage to India”: Italy and its adjacent Mediterranean represented human forms and orders, whereas England, the north of the Mediterranean, emblemized modern West, and India, the east of the Mediterranean, symbolized disordered East. What Forster really wished was that East and West could pass through Italy and the Mediterranean to achieve free and equal exchange and communication.

In the seventeenth century, England, the representative of Modern West, began to cross the Mediterranean to conduct the colonial rule in India, but the Mediterranean seemed an insurmountable strait which impeded the connection and fusion between England and India, just like what was depicted in *A Passage to India*: “The Mediterranean is human norm. When leave the exquisite lake, whether through the Bosphorus or the Pillars of Hercules, they approach the monstrous and extraordinary; and the southern exit leads to the strangest experience of all.” (Forster, 1924, p. 119) However, as a liberal humanist, Forster expressed his ideal wish of connection between West and East and world peace in the meantime: Aziz intended to embrace Mr. Fielding, Mrs Moore, and Miss Quested with an understanding heart and he inclined to make friends with them with more and more affection. The latter, in return, risked crossing the Mediterranean to land in “disordered” India with a very good will – Miss Quested with an intention of seeing the real India, Miss Moore with a benevolent spirit of worldly brotherhood, and Mr. Fielding with an equality of communication and exchange. In a word, Forster really hoped that West and East could realize the free and equal exchange, as expected in *A Passage to India*: “The world, he believes, is a globe of men who are trying to reach one another and can best do so by the help of good will plus culture and intelligence.” (Forster, 1924, p. 24)

Postcolonial Cosmopolitanism in *A Passage to India*

Aimé Césaire in his book *Discourse on Colonialism* claimed that “it is a good thing to place different civilizations in contact with each other; that is an excellent thing to blend different worlds; that whatever its own particular genius may be, a civilization that withdraws itself into atrophies; that for civilizations, exchange is oxygen. ... But then I asked the following question: has colonization really *placed civilizations in contact*? Or, if you prefer, of all the ways of *establishing contact*, was it the best? I answer *no*.” (Césaire, 1972, p. 33) Mutual contact of different civilizations is one of basic denotations of cosmopolitanism, but colonialism in the end impedes the contact of civilizations. Hence Césaire’s viewpoint echoes Julian Go’s argumentation about the struggle between colonialism and cosmopolitanism.

A Passage to India, in a setting of British colonial rule in India, reflects the contradiction and conflict between colonialism and cosmopolitanism. On the one hand, there was an unabiding friendship among Aziz, Mr. Fielding, Mrs. Moore, and Miss Quested. In particular, Mrs. Moore and Mr. Fielding both had a fair and sincere heart to communicate with Aziz: Mrs. Moore, a loyal and charitable Christian, holding that “India is part of the earth, and God had put us on the earth in order to be pleasant to each other,” (Forster, 1924, p. 20) understood and respected Indian religion and traditions. Her good manners, especially taking her shoes off to enter the mosque, won the admiration from Aziz as well as the respect of the Indian people; Mr. Fielding, the Principal of Government College, believing men were born equal, was once regarded as the brother by Aziz and the true friend by the Indian people when he sided with Aziz and Indian people even though Aziz was involved in the trial. The short friendship among Aziz, Mrs. Moore, and Mr. Fielding objectively reveals the positive effects that colonialism exerts on the international exchange; in other

words, it uncovers the conducive impact of colonialism on cosmopolitanism.

Besides, colonialism's positive effect on cosmopolitanism is also reflected in the inculcation of such humanistic ideas as freedom, democracy, and human rights in India. From the Battle of Plassey between India and England in 1757 to the independence in 1947, India had been colonially ruled by England for about 200 years; in fact, the British ambition was initially mirrored in its establishment of British East Indian Company in 1660. Thus, British colonial expansion in India actually lasted for about 350 years. Taking the above historic review of cosmopolitanism and colonialism into consideration, we can easily perceive that the 350 years when England exercised a colonial expansion in India was the time when colonialism and cosmopolitanism were most tightly interwoven, namely, the sixteenth century and the seventeenth century, and the eighteenth century and the nineteenth century. In tandem with British colonial expansion in India, Christianity and humanistic ideas came along in India. In *A Passage to India*, the identities of Mrs. Moore and Mr. Fielding should never be ignored. Mrs. Moore was a benevolent and loyal Christian and Mr. Fielding was a Principal of Government College. Both of them had a cosmopolitanism thought, but Mrs. Moore hoped to achieve international equality and global peace by means of religion while Mr. Fielding intended to do so by means of education. Coincidentally, the ideals of Mrs. Moore and Mr. Fielding correspond to those of Victoria and Kant, who wished to achieve world peace and equality by means of religion and education respectively. Along with colonial expansion in India, Christianity and humanistic ideas, such as democracy, human rights, justice, etc., had been disseminated in India, which had not only influenced Aziz but also the other Indian common folks.

On the other hand, however, colonialism's negative effects on the cosmopolitanism are quite noteworthy. Although Aziz had a short and temporary friendship with Mrs. Moore and Mr. Fielding, Aziz could never become a true friend of Mrs. Moore and Mr. Fielding. Mr. Fielding, once bathed in Aziz's sincerity, exclaimed "I shall not really be intimate with this fellow." (Forster, 1924, p. 48) Mrs. Moore, even admired and respected by Aziz and Indian people, resolutely left India for England when Aziz terribly needed her help. Likewise, Aziz also held a prejudiced hatred against British people. Aziz often made the complained alike "Damn the English even at their best" (Forster, 1924, p. 63) and "I wish no Englishman or Englishwoman to be my friend." (Forster, 1924, p. 128) Besides, Christianity and such humanistic ideas as democracy, freedom, justice, etc., did not exert good impact in India. The Indians once questioned the Christianity: "No one shall be turned away by the servants on that verandah, be he black or white, not one shall be kept standing who approaches with a loving heart. And why should divine hospitality cease here?" (Forster, 1924, p. 14) The democracy and justice that England preached in India undoubtedly excluded the Indians from the beneficiaries. For instance, when Magistrate who was in charge of Aziz's case was interrupted by a questioning voice that came from nowhere, he ordered one of native policemen to take hold of a man who had said nothing and turn the man out roughly. (Forster, 1924, p. 93); for another instance, in the court, Mrs. Quested was advised and permitted to sit on the chair on the Platform, but the same advice put forward by Aziz's lawyer that Aziz could be accommodated on the Platform was ironically rejected and scorned. (ibid)

Moreover, the conflicts ignited by the colonialism between the British colonizers and Indian people are ubiquitous in the book. In the book, the misunderstanding and violence between England and India were everywhere. "East and West. Most misleading." (Forster, 1924, p. 116) The Indians were looked down upon and called by British colonizers inferior people, pigs, niggers, and so on. As a result, it was really impossible for the two nations to make a kind communication, as depicted in *A Passage to India*: "and during those twenty-five years I have never known anything but disaster result when English people and Indians attempt to be intimate socially." (Forster, 1924, p. 68)

Obviously, there were many bewildering contradictions in the novel. Even although Edward W. Said, a founder of academic field of postcolonial studies, appreciated "Forster's project of encountering the vastness of India, and his passion for the Indians" (Shaheen, 2004, p. 134), he still criticized Forster and *A Passage to India* in *Culture and Im-*

perialism that Forster's achievements in the novel were somehow incomplete with many contradictions and that the ending of the book reflected Forster's indecisiveness in suspending the time and place of the conflict between the ruling British and the ruled Indians. Edward W. Said commented on the end of the book by criticizing: "There is resolution and union, but neither is complete." (Said, 1993, p. 242)

Is resolution and union in *A Passage to India* really incomplete? This question can be answered from a perspective of postcolonial cosmopolitanism. Postcolonial cosmopolitanism is a contradictory whole: on the one hand, colonialism paves a promising way for cosmopolitanism by means of breaking through the closed territorial border, promoting communication among different nations, and disseminating the humanistic ideas; on the other hand, colonialism in the long run impedes the full-fledged development of cosmopolitanism because of colonialism's exclusiveness and contradiction. Hence postcolonial cosmopolitanism stems from colonialism, but it is destined to call for decolonization.

Said's critique of Forster says much of what is left to be said and gives Forster a wide range of context which invites us to explore its intricacies further. (Shaheen, 2004, p. 134) The special attention should be paid to the fact that although Forster was an enlightened cosmopolitan, he could never cast himself off a British colonizer. In a word, Forster himself was a contradictory whole of cosmopolitanism and colonialism. Forster was much like Fielding in the book in that although Fielding knew quite clearly England held India for her good, he was disinclined to give it to Aziz. (Forster, 1924, p. 44) It is no wonder, accordingly, that cosmopolitanism and colonialism can never be divorced from each other in the book, especially in the book's structure. Forster took Whitman poem's title to entitle his book, wishing an ideal cosmopolitanism of union of West and East, so that Forster began the first part with MOSQUE to depict the short but sincere friendship among Aziz, Mrs. Moore and Mr. Fielding; and then Forster resumed the second part with CAVES to portray the misunderstanding and mistrust, climaxed by Aziz's trial and the conflicts between British colonizers and Indian people because of Mrs. Quested's uncertain sue for Aziz's sexual molestation on her in Marabar Caves; Finally, Forster ended the third part with TEMPLE to describe the appeasement of conflicts and the elimination of misunderstanding between Aziz and Mr. Fielding.

Taking historical review of postcolonial cosmopolitanism into account, we can easily find that the first part eulogizes colonialism's positive effects on cosmopolitanism, the second part reveals colonialism's negative effects on cosmopolitanism, and the third part forebodes colonialism's destiny in the end. Said once criticized Forster in that Forster did not tell resolution and union boldly until the ending of the book. However, if we can interpret ending of the book from a perspective of postcolonial cosmopolitanism together with the time and place of Forster's writing atmosphere and his ambivalence on colonialism, we can hear Forster's subtle voice of decolonization:

"Why can't we be friends now?" said the other, holding him affectionately. "It's what I want. It's what you want."

But the horses didn't want it they swerved apart; the earth didn't want it, sending up rocks through which riders must pass single file; the temples, the tank, the jail, the palace, the birds, the carrion, the Guest House, that came into view as they issued from the gap and saw Mau beneath: they didn't want it, they said in their hundred voices, "No, not yet," and the sky said, "No, not there." (Forster, 1924, p. 136)

Conclusion

Forster's *A Passage to India* has puzzled readers for decades because of bewildering contradictions in the book. A perspective of Postcolonial cosmopolitanism can help us interpret the contradictions more reasonably and clearly. Moreover, postcolonial cosmopolitanism reminds us that although colonialism has perished in the world, such cultural differences as religious and racial differences still prevail which originate from colonial differences. Which should we

pursue now, cultural universalism or cultural diversity? This question deserves our meditation and it is the real significance for us to reread Forster's *A Passage to India* in this postcolonial day!

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A Traditional Novelist Who Writes in Postmodern Context: The Stylistic Intention in the Fiction of E. L. Doctorow

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[Abstract] *One of the quintessential novelists in contemporary America, E.L. Doctorow is well renowned for his innovative juxtaposition of historical and imaginative texts, and is matter-of-coursely tagged as a “postmodern author”. This paper intends to analyze the stylistic features of Doctorow’s novelistic creation and its affiliation with the traditional literary standards, attempting to uncover the humanist themes under its salient postmodern paradigm, which may throw light to the appreciation of Doctorow’s work, redress the stereotypical title of the “postmodern writer”, and bring more vitality to the Doctorow criticism.*

[Keywords] *Doctorow’s fiction; postmodern context; gnosis; Gnosticism*

E. L. Doctorow is one of the quintessential contemporary American writers, once acclaimed as the “national treasure”. Ever since the publication of his masterpiece *Ragtime*, he has been regarded as a “postmodern writer”, and his fictional innovation is considered as representative of the postmodern novel. Yet as Ihab Hassan observes, literature does not only respond to power; it resists it. There is a “resistance of literary texts to their contexts” which could be “the spiritual element in literature” (Hassan, 1999, p. 65). Indeed, it would seem that Doctorow’s work does not demonstrate skepticism and relativism that are usually deemed as the striking features of the postmodern literature. It is safe to say that Doctorow’s technical sophistication in postmodern fiction, such as collage, hybrid of discourses, nonlinear narration, may not make him qualified for a postmodern writer. Even the author himself has admitted that he only uses what others call postmodern literary devices to “keep the reader on his toes.” Arguing against the prevalent opinion of classifying Doctorow as foremost a postmodern author with some humanist tendencies, this paper attempts to assert that Doctorow is basically a traditional novelist whose work demonstrates affinities with traditional notions of fictional creation, reflecting his humanist spiritual concerns in a postmodern context.

A Postmodern Discourse with Traditional Literary Concern

The author himself seems not to be suspicious of change and advance as possibilities, and is deeply entrenched

①When *Ragtime* first appeared, Doctorow was quoted as saying that he wanted his work to be accessible to vast new constituencies. He declared: “I want working-class people to read it, people who don’t follow novels. Reading novels requires an effort of the will. I want the reader to be as unaware of committing a cultural act as he is when he goes to movies.” See Mel Gussow, “Novelist Syncopates History in *Ragtime*,” from *The New York Times* 11 July 1975: 12.

to the idea of bringing about social progress through his novels and their film adaptation. He does not write for an elite readership, but intends to influence and entertain the general public. As John Parks wrote of *Ragtime*, “a novel that was making that much money raised questions about its worth as literature—a kind of perverse logic in American culture” (1991, p. 57). In an interview with Larry McCaffery entitled “A Spirit of Transgression”, Doctorow expressed his viewpoint on the function of literature as follows: “But I also know that a book can affect consciousness—affect the way people think and therefore the way they act. Books create constituencies that have their own effect on history, and that’s been proven time and time again” (McCaffery, 1983, p. 53). And to reach this end, he has responded to powerful contemporary trends in American culture, increasing the chances that his book will be read and reviewed. In other words, he has conceived his narratives in the spirit of the professional and critical market—a postmodern discourse—while “not actually buying into that discourse” (Bergström, 2010, p. 21).

Nevertheless, his engagement in postmodern trend does not shadow his literary concerns and targets. Reading Doctorow’s fiction, one might be struck by his sense of social responsibility as an artist and his persistent pursuit for historical truth. His narratives empower those neglected narratives in history, doing justice to silenced voices of the past and discrediting those who abused their power. It would appear that Doctorow sees himself as an author who can continue that ancient tradition of storytelling, making critical evaluations crucially related to the concept of human agency as well as its quest for justice, and making efforts that could be seen as atypical of the postmodern writer. As Peter Prescott has noted, “...he’s a deeply traditional writer, reworking American history, American literary archetypes even exhausted subliterate genres. It’s an astonishing performance, ...” (1999, p. 107). Doctorow believes that modern cinematic works have enormously revolutionized modern people’s cognitive pattern. Films and teleplays narrate with the artistic tact of montage that uses rapid editing to present compressed narrative information, making use of the organic combination of scenes to create special effects—contrast, association, echo, insinuation, suspense, etc... Therefore, non-linear as the narration is, the audience is entirely capable of compiling the story-line without any guidance.

Doctorow’s fiction simulates the narrative mode of cinematic montage which is discontinuous but mind-blowing, so as to attract the reader to cling to the story. It is apparent that Doctorow attempts to mimic modern man’s cognitive mould while telling the most typical story with every traditional element. In other words, all the non-traditional novelistic techniques he employs are meant to make the novel keep pace with the times and keep alive. No wonder critic Frank Kermode once claimed that Doctorow “seem to be experimental but for very traditional reasons and intentions” (Bevilacqua, 1999, p. 134).

Coincidence of Postmodern Strategies with Traditional Creative Notions

Most of Doctorow’s novels are composed of brief and unrelated chapters and fragments with swift shift of narrative voices, temporal and spacial settings, which look exceptionally alike with postmodern literature. It goes without saying that the reason why Doctorow’s fiction is generally recognized as exemplary of postmodern works just lies on its artistic approaches of expression, i.e. the postmodern characteristic of narrative mode—textual discontinuity that is manifested as two stylistic forms: one is polyphonic and multi-perspective narrative, the other is hybrid of various discourses. However, those narrative strategies are meant to coincide with Doctorow’s conceptions on fictional creation, purporting to facilitate his writing intent other than deconstruct the traditional fashion of narration.

The strategy of polyphonic and multi-perspective narrative conforms to Doctorow’s notion of “multiplicity of

② Doctorow names this as “a kitchen sink kind of form”. See the interview with Michael Silverblatt, in *Conversations with E. L. Doctorow*, 216.

witnesses". Doctorow believes that the ultimate responsibility of the writer is to the idea of "witness":

This is what I see, this is what I feel, this is the way I think things are ... There is a certain dogged and sometimes foolish connection to the ideal of just telling the truth—seeing into the delusions, the self-deceptions, the lies, the pipe dreams, including his own... Finally, when all of the dust settles, the writer who emerges will be recognized as the one whose work is closest to the reality of the truth. Reality is our ultimate concern... (Moyers, 1999, p. 154)

As to how to present the "true" reality, he has his unique understanding. "The principle which interests me," says Doctorow in many different formulations, "is that reality isn't something outside. It's something we compose every moment" (Navasky, 1980, p. 45). That is why he speaks not of history versus fiction, but only of "narrations" of events. He seems to discover the secret that politicians are born knowing: that good and evil are construed, that there is no outrage, no monstrosity that cannot be made reasonable and logical and virtuous, and no shining act that cannot be turned to disgrace—with language (Doctorow, 1977, p. 221). Since history is not merely a record of a series of actual occurrences, it is composed instead; therefore, the best way to attain the objective reality is through the strategy of "multiplicity of witnesses", that is, to lend the more vocal opportunities to people, the better. This is, in Doctorow's words, a kind of "democracy of perception". One pair of eyes is only able to see one side of the matter, but a thousand pairs of eyes could possibly obtain an overall view on it. It seems to Doctorow "a noble aspiration of a human community to endow itself with a multiplicity of witnesses, all from this ideal of seeing through the phenomena to the truth" (Friedl and Schulz, 1988, p. 184). In Doctorow's novels, quotation marks are always absent. The narrating voice usually merges with other voices in free indirect discourse, relating stories of their own from their respective angles. Those versions of the same story are meshed together like a prism refracting the same ray into various colors, which result in a relatively comprehensive outlook on the matter.

The other stylistic feature of "hybrid of discourses" is right in accordance with Doctorow's creative notion that fiction is "a system of knowledge". He deems that "fiction is an ancient way of knowing, the first science." And he further explains it as follows:

Its [fiction's] language is indiscriminate, it accepts the diction of science, theology, journalism, poetry, myth, history, everything... You embrace everything. Dreams, hallucinations, legends, facts, and the mutterings of crazy people in the street—it's all valid, and you use it all... So the writer is not functioning properly if he limits his vision as a journalist might or an ideologue. (Morris, 1999, p. 172)

The thematic preoccupations of Doctorow's fiction boast a very broad range, pertaining to religion, science, history and aesthetics of contemporary western society. How to include all the important aspects in the limited fictional text, without making of it a textbook or an encyclopedia? Doctorow solves the problem by means of the hybrid of distinctive discourses. Although he pieces different discourses—serious, ordinary, grand and private—together, he does not let it become the assorted-dishes game of the "traditional" postmodern fiction. In Doctorow's novels, the various discourses change their forms to a certain degree and echo each other instead of being displayed at random. This writing style renders his works a kind of "really relentless narrative, full of ongoing energy" that the author is always trying to discover. This narrative energy is defined by Doctorow as the "energy of discontinuity, of confounding the reader and of keeping the reader on his toes" (Bevilacqua, 1999, p. 134).

This writing style is best exemplified by *City of God* and *Loon Lake* which have the look of a patchwork of various discourses and best typify the most salient feature of postmodern literature—sense of discontinuity. Although Doctorow's novels look typically "postmodern", they do quite well in fulfilling the traditional novelistic tasks like relat-

③Here is the reference of Doctorow's well-known assertion: "that there is no fiction or nonfiction as we commonly understand the distinction: there is only narrative" which clearly states his view on historical narration.

ing stories, depicting environment and characterization . From the perspective of naratology, there exists tremendous tension between the fragmented narrative surface and the integrated internal story, which contributes to the narrative glamour of Doctorow 's fiction and empowers Doctorow 's narrative with a kind of on-going energy.

Combination of Literary Tradition with Fictional Innovation

Nowadays, postmodernism has become a universal humanist context and cultural climate in the postmodern era. It is, therefore, improper and difficult to separate Doctorow from the *Zeitgeist* in which he writes. Doctorow 's intellectual and verbal brilliance, imaginative craftsmanship, and flexible style, especially his adroit combination of literary tradition and artistic innovations earn him both critical esteem and commercial success. The trademark of Doctorow 's fictional innovation is his blending of fact and fiction to create what some critics have termed "faction" or he himself names as "invention", the mixing-up of the historic and the esthetic. He employs various devices that challenge realistic verisimilitude and crush the traditional novelistic convention of concrete reality.

Yet his goal in so doing is quite different from those literary postmodernists. Doctorow 's works are fundamentally distinct from postmodern literature in its substantial intension despite the apparent "postmodern" devices. Firstly, his fiction is not a total subversion of literary tradition. Conversely, he never ceases to pay tribute to it. He once confesses that "I've used certain postmodernist techniques, but for what I think of as entirely traditional story telling purposes" (Wutz, 1994, p. 8). Admittedly, his fiction does not belong to those experimental works that are so avant-garde as to overthrow the traditional way of novel writing. The literary legacies of many classic American writers can be discerned in his works, such as Fitzgerald's theme of American Dream in *Loon Lake* and *Billy Bathgate*, Hawthorne's historical romance in *Welcome to Hard Times* and *Ragtime*, Melville's discard of linear narrative and allegorical report in *City of God* and *Loon Lake*. Secondly, Doctorow 's fiction is not imbued with suspicious despair, even absurd and decadent emotions. Instead, he believes in the existence of nobility and sublimity, trying to seek the ultimate significance of truth, justice and love. In his works, the characters are always equipped with strong sense of subjectivity and individuality as well as intense aspiration for self-realization. Thirdly, Doctorow 's fiction is always devoted to solemn inquiries into the social, political, ethical and aesthetical issues, which is anything but the flat and zero-degree postmodern writing. The innovative writing techniques do not outweigh the profound content. His manipulations of postmodern strategies are intended to convince the reader of the complex postmodern states of being and do justice to the elusive history that defies any subjective constructs one may impose upon it. Thus the experimental and sophisticated fictional signifiers used constantly in Doctorow 's works are not a denial of the great social significance of fiction but an affirmation of it.

Therefore, we have reasons to believe that Doctorow intends to imitate the unstructured, disorderly and over-informative consciousness of contemporary western world with the use of his technical innovations. Most of his works are his serious meditations on human spirits and vicissitudes in history. It is self-evident that linear and monologic narrative fails to delineate the complexity of human spirit and to enable the author to explore such grave issues as religion and philosophy. This artistic gesture for expression is characterized by postmodern literature yet ultimately serves for Doctorow 's literary principles. Doctorow once claims that his final intention or faith is in the traditional

④ Doctorow playfully calls himself a post-post-modernist for this particular feature. See the interviews with Michael Wutz, and Richard Marranca, *Conversations with E. L. Doctorow*, 193, 211.

⑤ Doctorow believes that the works of the European and American masters of realism mirror their contemporary social life, so he terms them as "social fiction", and deems that his own fictional creation succeeds this literary tradition. See Yang Renjing, "E. L. Doctorow: An American Postmodernist Writer Concerning History and Politics," *Foreign Literature* 2001(5): 7.

novel or the traditional function of the novelist. In other words, whatever denials of traditional way of narration he practices are all in the service of keeping the novel alive, i.e. a very traditional sense of what the novel has to accomplish. All in all, Doctorow's oeuvre is a constructive literary production rather than the destructive "anti-literature" usually labeled as a postmodern character. Therefore, Doctorow is not much of a postmodern writer; he ought to be categorized as a traditional story teller who writes in a postmodern context.

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Part III :
Teaching & Learning

Quantitative Analysis on the Effectiveness of Oral Presentations in College English Teaching

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[Abstract] *The article mainly focused on the effectiveness of oral presentations in College English classrooms. A quantitative research had been done based on the theories of constructivism and task-based language teaching. With an action research, classroom observation and questionnaires, various data were collected. Positive results were found from the quantitative analysis—distribution of topics, SPSS analysis and questionnaire data analysis. Oral presentations with specific requirements based on students' interests can offer students opportunities in practicing English speaking and reading, and will finally have positive effect on their general English capability.*

[Keywords] *task-based; oral presentation; college English; action research*

Introduction

The focus of SLA research has shifted from output only to the whole language acquisition process including input, intake and output, because it is mainly believed that second language learning is the result of the interaction learner's internal mechanism with the external environment (Niu, 2010), which has been obviously influenced by the contemporary constructivism in psychology. Consequently, researches on foreign language teaching began its transformation to the autonomous learning of students. More specifically, more and more college English teachers adopted task-based teaching methods in their classrooms. Oral presentation is one common task that have been chosen and the findings are very rich. Some says oral presentation is a form of internalization by expressing ones thinking with a language, it can be used to explore the reasoning process of language learners. (Gao, 2016) Some believes oral presentation is an interactive, dynamic and independent thinking and learning of the learners and is beneficial for their oral English as well as decision-making and interpersonal communication. (Guo, 2011) Some explores the teachers' role in the process of oral presentation (Yang, 2016). Some finds that oral presentation with information gap tasks can motivate students to speak English (Niu, 2015). Generally speaking, these researches only focus on some specific aspect of oral presentations, and most of them assign the oral presentation task only in one semester. As one of them, the researcher continuously assigned oral presentation tasks in her College English classes during five semesters to students in different majors and grades. She conducted an action research on it in order to establish a proper oral presentation that can really help the student in develop their English capability.

Theoretical Basis

The related language teaching practices and researches mainly adopted two kinds of theories: constructivism in SLA and task-based language teaching theories.

Constructivism in SLA

Constructivism language learning is the active construction of the learners. The learners turn the comprehensible input into the real comprehension or learning by the way of mutual construction between the subject and the object. The learners construct the meaning of the new linguistic input on the basis of their learnt knowledge, and in return, the newly-constructed knowledge will change the old information on an object to develop, improve and perfect the input. Constructivism also emphasizes the importance of language using practices. It holds that learners need to practice the newly-constructed knowledge and have the opportunities to use the language in concrete circumstances with the interaction between the old schema and the new language information. Linguistic input, active construction and language use (output) are treated as a whole and form a circle of language learning process (See Figure1). (Wu, 2012)

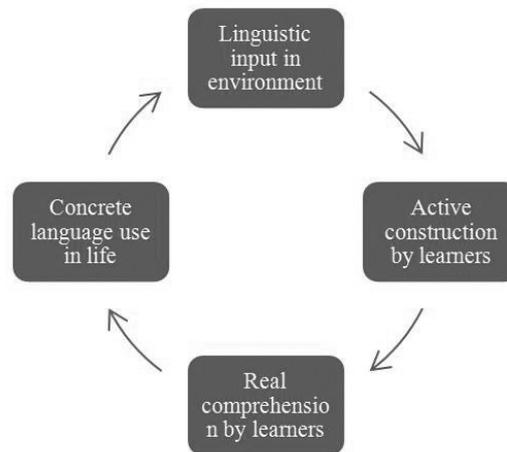


Figure1 Language Learning Process

Krashen's comprehensible input hypothesis, Swain's comprehensible output hypothesis and Long's interaction hypothesis have all stressed the importance of communication in language learning. Krashen pointed language is taught best when it is used for what it was designed for—communication. Swain's concept of "pushed" output has the function as the trigger to push the learner find a way to convey his or her ideas successfully. To learn a language in an environment where it is the social media for communication is the most efficient and effective way. (Niu, 2010) The Interaction Hypothesis claims that input, output and interaction all play crucial roles in SLA. Learners can be led to notice things which can affect acquisition through interactions. Modifications through meaning negotiation help learners to notice important aspects of the target language. It also stressed the facilitative role of feedback in acquisition. Pedagogically, communicative language teaching (CLT) requires learners to develop the ability to use language in meaningful communication. It is directed at the ability to use language meaningfully and appropriately in the construction of discourse. Task-based language teaching is the strong CLT, task-supported language teaching is the weak CLT. (Ellis, 2013)

Task-based language teaching

One of the first task studies carried out by Long, Adams, and Castanos found that small-group tasks prompt students to use a greater range of language functions than teacher-fronted tasks. Montgomery and Eisenstein found that

supplementing classroom tasks with community-based experiences resulted in significantly increased language gains. (Nunan, 1991)

Both Ellis, and Samuda and Bygate gave features of a task. And they all pointed that a task is a kind of language use, and should have communicative outcomes. Samuda and Bygate believe the the aim of second/foreign language teaching is to develop the ability to use the target language. One way of engaging language use is through holistic activity which involves the learner in dealing with the different aspects of language together. Tasks are one kind of holistic activity. By involving learners in making purposeful, online choices of meaning and form, a task engages holistic language use: through engaging with the task, learners are led to work with and integrate the different aspects of language for a larger purpose. Samuda and Bygate also list key factors that tasks relate to SLA based on Brunner’s three types of learning process— acquisition, transformation and evaluation outlined (See Figure2). (Samuda, & Bygate, 2010)

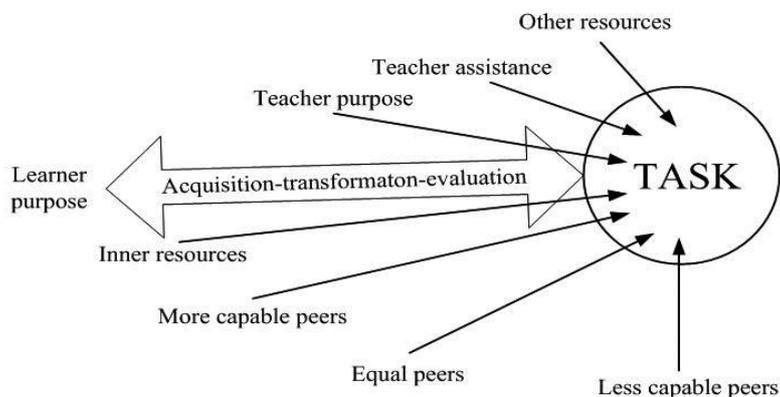


Figure 2 Key Factors that Tasks related to SLA

Research Design

The researcher has conducted the task of oral presentation in College English classes for 2.5 years. An action research was implemented during the last five semesters in order to find a proper task design for their English learning. Data collected during the class assessment and questionnaire was given quantitative analysis on the effectiveness of oral presentation towards the English capability of the students.

Subjects

The subjects are five classes of 2015 freshmen in Canvard College, Beijing Industry and Business University. They are all non-English majors. Three of these classes are assigned the tasks in their College English classes (two majored in Financing, mentioned as F1 and F2; one majored in Art Works Marketing, mentioned as M1). The other two classes majored in Accounting (mentioned as A3 and A4) were asked to do the job in their Oral English classes.

Procedure and Instruments

Different instruments were adopted in the whole researching process.

Quantitative Assessment

All the five classes were asked to do research work before the presentation and be ready for oral presentations with the help of PPTs and some other audio-visual materials. The presenting performances of the students in five semesters were all given quantitative assessment by the teacher and their peer classmates. The evaluation tables are as

follows:

Table 1. Teacher’s Evaluation Table

Title	PPT structure	Language Level	Performance	Average

Name	Participation	score

Table 2. Group Evaluation Table1

Title	Group No.	PPT structure	Language Level	Performance	Average

Table 3. Group Evaluation Table2

Items \ Scale	little→very much				
	1	2	3	4	5
Interesting	1	2	3	4	5
Understandable	1	2	3	4	5
Hard-working	1	2	3	4	5
Average					

Questionnaire

At the end of the action research, questionnaires were given to all these five classes in order to collect some metacognitive information of the learners, which may make the research findings more objective. There are two different questionnaires respectively aim at three classes who have done the task for two semesters and two oral classes who have tried only one semester. Finally, 75 valid questionnaires were collected.

SPSS Analysis

All the classroom assessment data and the results of their final tests for each semester were analyzed in SPSS. The main purpose is to find the relation of the students’ performance oral presentation and their English level, which is hoped to be the most convincing evidence of the effectiveness of oral presentation.

Data Collection and Analysis

The findings of the whole research process are as follows:

Distribution of Oral Presentation Topics

The researcher has collected 76 oral presentation products (PPT form) during recent two years of teaching in these classes. They cover various topics range from movies, novels, arts, sports, music to comic & animation, outstanding people, and values. The distribution (Figure3) on one hand shows that the students really have a wide range of interests, and on the other hand suggests that the oral tasks based on students interests is the right way to push them to be involved in English learning. According to numbers in Figure1, movies are the topic the students like the most.

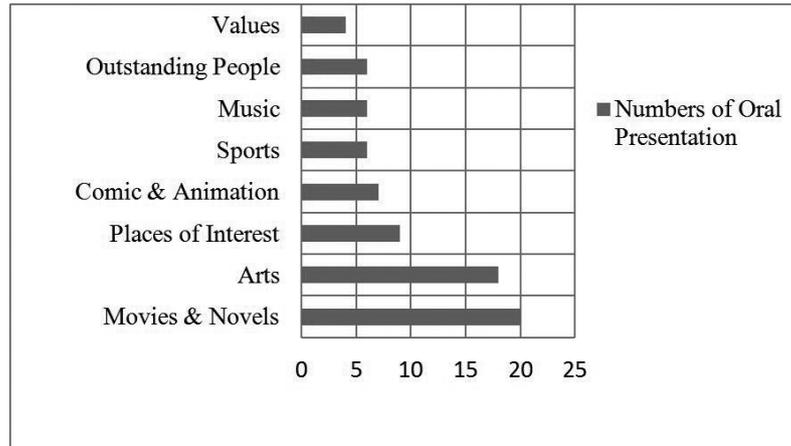


Figure 3 Distribution of Oral Presentation Topics

Quantitative Analysis with SPSS

Data like the results of classroom assessments and final exams of all these five classes in three semesters were collected and analyzed with SPSS. The correlation of the students' oral presentation and their results in final English exams are tested. The results are shown in Table 4. The correlation of their oral presentation and the final exam results of all these five classes are significant. In other words, the students with good performance in presentation will achieve good results in final exam, which shows some positive effect of oral presentation on students English capability.

Table 4. Correlation Analysis of Oral Presentation and Final Exam Results

		Oral Presentation	Final Exam
Oral Presentation	Pearson CC	1	.406*
	Significance(DT)		.010
	N	39	39
Final Exam	Pearson Correlation	.406*	1
	Significance(DT)	.010	
	N	39	39

*. Correlation is significant on 0.05

Class A3, Class A4

		First Presentation	Second Presentation	Final Exam
First Presentation	Pearson CC	1	.619**	.720**
	Significance(DT)		.000	.000
	N	41	41	41
Second Presentation	Pearson CC	.619**	1	.734**
	Significance(DT)	.000		.000
	N	41	41	41
Final Exam	Pearson CC	.720**	.734**	1
	Significance(DT)	.000	.000	
	N	41	41	41

** . Correlation is significant on 0.01

Questionnaire Analysis

All together there are 75 valid questionnaires collected, and all these students gave their positive affirmation on the task of oral presentation. They all think this kind of activity is necessary and really beneficial for their English learning. More than half of them think it helps them at a large extent, only 3% thought the gain little from it. All the students claimed that they have gained a lot, 71% believed it enlarged their knowledge, 93% thought it trained their expressing skills in English, 98% affirmed that other students' problems in oral presentation would arouse their reflection on their owns. All of them recognized their improvement in the second oral presentation, and more than half admitted they had made progress in organization, data collection and expression.

Review

Based on the findings of the quantitative analysis on the results of action research and questionnaires, it is found that oral presentation is an effective task in pushing the students to train their skills in English speaking and listening, and even in reading and writing. In other words, the general English capability of the students can be improved with the guidance of the teacher during the whole process of oral presentations. The students are positively taking part in the activity and can enhance their self-esteem in finishing the tasks. They are changing their roles as listeners in the classroom to main actors of the stage. Meanwhile, the teacher becomes more clear about her roles as a director and guide. However, there still exist room further studies like more other tasks which may cooperate with the oral presentation and form a project for a semester. More researches need to be done on integrating the needs of teaching and the interests of the students.

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Non-English Majors' Perceptions and Expectations of Learner Autonomy in English Language Learning in China

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[Abstract] *During the last two decades, the concept of learner autonomy has become the main focus within the field of language learning and teaching. The significant roles it plays in language teaching and learning have been recognized by many researchers, linguists and English teachers home and abroad. For Chinese students and teachers, learner autonomy is relatively a new concept. Although many studies were focused on learners' perceptions of learner autonomy, few studies were focused on the learners' expectations. This paper was designed to investigate non-English majors' perceptions and expectations of learner autonomy in English language learning. This paper examined whether there was a significant discrepancy between their perceptions and expectations of learner autonomy. Based on the findings of the studies, some tentative suggestions were provided, which might be helpful for the promotion of learner autonomy among Chinese students.*

[Keywords] *Learner Autonomy; perception; expectation; Non-English majors*

Introduction

Changes in society have influenced the goals of language teaching and learning throughout the world. At the same time as the theory and practice of language teaching enters a new century, the importance of helping students become more autonomous in their learning has become one of its more prominent themes (Benson, 2001, p. 1). Autonomy has become a 'buzz-word' of the 1990s (Littlewood, 1991, p. 2).

Since then, more and more energy, time and financial support have been invested in exploring the relevant theories and implementing new approaches with the hope of developing the learner's autonomous language learning abilities. Corresponding to such a trend, a lot of learning training programs, self-access centers, self-directed language learning, distance learning program and Computer-based Language Learning program have been developed with the expectation of empowering learners to be more effective and more autonomous in their language learning.

In China, learner autonomy also has found its place in foreign language teaching and learning. Fostering the learner's autonomous learning ability has become an important goal for our college English teaching. Many teachers and linguists have endeavored to construct the theoretical structure and looking for effective ways to enrich our understanding of this concept and make the learners take responsibility for their own learning.

Their main focuses are on the studies of its various definitions, its cultural adaptability in China, factors which may influencing autonomous learning and the methodology and practice in promoting learning autonomy in and outside the classroom. Although we have made great achievement in this field, the majority our studies are still on the

theoretical level and the empirical ones are relatively rare (Gao, 2005). There are many issues unresolved which need further explorations and experimental studies for Chinese teachers and researchers in the field of foreign language teaching (FLT).

Definitions and descriptions of learner autonomy

Since Holec (1981, p. 1) refers to the term of autonomy in language learning, it rapidly becomes a focal point for research and practice in this field. Definitions of autonomy have of course varied because ‘learner autonomy is understood in different ways in different contexts’ (Usuki, 2000, p. 1). So to define autonomy is not an easy task, the literature suggests different interpretations of this concept in different ways. As Benson (2001, p. 13) said that:

It is evident in retrospect that the concept of autonomy in language learning had, by the late 1980s, begun to suffer something of a crisis of identity.

In the literature, learner autonomy was interpreted as a learner’s willingness, ability, attitude, strategies, and responsibility, etc.

Litldwood (1996, p. 428) defines “an autonomous person as one who has an independent capacity to make and carry out the choices which govern his or her actions”. He divides the ‘capacity’ into two main components: ability and willingness. He also argues that “ability depends on both knowledge about the alternatives from which choices have to be made and necessary skills for carrying out whatever choices seem most appropriate; willingness depends on having both the motivation and the confidence to take responsibility for the choices required.” Littlewood also refers that “if a person is to be successful in acting autonomously, all of these four components need to be present together”.

Review of literature on learner autonomy in China

During the last two decades, researches on learner autonomy have gotten great development in China. There are many researchers I have mentioned in the above chapters have been devoted their efforts to the study in this field.

According to Zhan (2004)’s review on learner autonomy in China, the researches can be grossly categorized into two fields: theoretical and empirical aspects.

Theoretical research mainly includes the following aspects:

1. The definitions of learner autonomy.
2. The necessity and availability in implementing learner autonomy in China.
3. The study of the factors that influence learner autonomy. These factors can include motivation, attitude, belief, culture, teachers’ roles and their relationships with learner autonomy;
4. The methodological study on how to promote learner autonomy.

According to Gao (2005)’s review, this kind of study mainly focuses on the theoretical level to study how to enhance learner autonomy. For example: to promote learner’s autonomy through improving the learning environments, or through raising the learners’ awareness in autonomous learning, or through special learner training to acquire relevant skills and strategies, or through transforming the traditional teaching modes and so on.

As to the issue of necessity and availability of learner autonomy in China, some researchers conducted their studies and insisted that it’s necessary and available to implement learner autonomy mode in the high schools in China. But they also warned that we would face more challenges when fostering learner autonomy in China than that in the western countries.

About the appropriateness of the Chinese culture for learner autonomy, Li (1998) argues that learner autonomy is developing in multiple directions, its purpose is to escape from the traditional western values and better adapt to the

cultural diversity. Qi (2004a) conducted a questionnaire to study the cultural appropriateness in oriental settings and concluded that there is no significant difference in the trend of managing their learning autonomously between Chinese students and their western counterparts and there was no essential conflict between the concepts of learner autonomy and the oriental cultural beliefs. Hua (2001a) and Tan (2001) studied the teacher's roles in autonomous learning and they agreed that the teachers also played an important role in autonomous learning and they should be helpers, counselors, facilitators, or resource providers, which was consonant with Voller (1997)'s statements about teachers' roles in autonomous learning.

Empirical studies mainly include how to promote learner autonomy in language learning. It can also be divided into the following categories:

1. To promote learner autonomy through the normal classroom learning.
2. To promote learner autonomy through self-access centers.
3. To promote learner autonomy through learner training or strategy training projects.
4. To promote learner autonomy through Computer-based language learning approaches, which include the utilization of the internet, educational software, distant education and so on.

There are many researchers focused their attention on self-access centers. They believed that self-access center can provide the material and technical basis for autonomous learning. Wen & Han (2004), Yu (2006) justified the theoretical and practical necessity and feasibility of establishing self-access centers and they explained how to build up a self-access center, how to use it. They also conducted experiments to testify whether the self-access centers are helpful and convenient for the learners and teachers. Their studies showed that the self-access centers played important role in foreign language learning and they can benefit both the learners and the teachers. Zhuang (2006) explored the feasibility of implementing autonomous listening teaching mode in high schools. She argued that autonomous listening mode can help to create an effective teaching circumstances and it can benefit the students in enhancing their self-confidence and fostering their autonomous learning abilities. Therefore, the institutions should suit for the students' individualized needs and create learning environments which can benefit the autonomous learning (p. 144).

A lot of works are focused on learner strategy training, which is thought an effective way to promote learner autonomy. Wang (2002) conducted an empirical research on learning strategy and concluded that strategy training can enrich the learners' metacognitive knowledge and improve their autonomous abilities. Zhang (2004) intended to foster learners' autonomy by compounding "Metacognitive Strategy Training in Class" with "Signing Learner Contract with the Learner after the Class" modes. His researches showed that through the learner training the learners' awareness of learner autonomy has been improved greatly and the frequency of using the metacognitive strategy has also been enhanced, as well as their learning achievement.

In these days with the development of technique and internet, some researchers began to explore to use the computer, the internet, or distant teaching to promote learner autonomy. Qiu (2005) conducted a questionnaire to get the information about autonomous learning condition based on the internet. His research showed that although the internet could provide a material base for autonomous learning, there were still many problems to be resolved. Much more efforts and researchers needed to contribute to the development of the research on learner autonomy. Lin (2006) conducted a research on teaching English listening in a web-based self-access learning environment. Through the analysis of the data acquired through qualitative and quantitative methods, she concluded that learning strategies are helpful in an autonomous learning environment based on internet and the ultimate learner strategy training is to foster the learner's autonomous ability.

In all, the research on learner autonomy has been gotten more and more attention from the linguists, teachers and researchers. Great achievements have been made in the fields of cultural appropriateness, its necessity and feasi-

bility in China, the teachers' roles in autonomous learning. The experiences of implementing the projects to promote learning autonomy have provided valuable information for the future research. However, comparing with our west counterparts we are far behind both in theoretical and in empirical aspects. Gao (2005) reviewed that the problems lies in our current researches: the breadth and depth are not enough, the lack of empirical researches and so on. Much more attention should be focused on the deeper levels of this issue, on how to empirically promote learner autonomy in China.

Implications

This paper explored the non-English majors' perceptions and expectations of learner autonomy and their beliefs of English and English learning, which might contribute to their support for or resistant to learner autonomy. Based on the analysis of the above study, some implications can be put forward for English learning and teaching.

Implications for learners

In order to take more responsibility for their own learning, the students should further transform their beliefs of English and English learning and redefine their role and the contribution they can make in autonomous learning. Especially in the fields of choosing and implementing classroom activities, classroom management and assessing their own learning, the students should recognize that these learning tasks are all within their responsibility and they should actively participate in these activities. Also, they should not only make sense of the relevant conceptions of learner autonomy and its potentials in promoting their English learning, but also acquire learning skills and strategies necessary to undertake the learning responsibility for autonomous learning. Only by this can they be willing and have the ability to take charge of their own learning.

Implications for teachers

The teachers, who are facing the challenges brought from new learning and teaching beliefs, should also transform their traditional and old-fashioned learning and teaching beliefs.

Firstly, they should make sense of their news roles in autonomous learning. They should recognize that the purpose of their teaching is to help the learner to learn to how to learn and to take full responsibility for their own learning. The teachers, who want to help students to function autonomously, have to learn to 'let go'. It means that they should redefine their own roles in order to respond to the students-centered, communication-teaching oriented, and autonomy-focused teaching approach.

Secondly, the teachers should change their attitudes towards their learners. From the interviews with the teachers, we can see that many teachers have no positive attitudes to the students' readiness to accept overall responsibility for their own learning. They are not confident of the students' knowledge and expertise in making the right decisions in some certain aspects, especially in time-allocation and pace of course, classroom management, the homework and the decisions on the learning goal, plan and content of the course. Such teachers' beliefs unavoidably influence their teaching styles and make them feel comfortable to take the responsibility in these aspects, which conversely may inhibit the learners taking more responsibility for their own learning. Therefore, the teachers should trust their students in their ability to take full responsibility for their own learning; encourage them and provide them with much opportunity to exercise autonomy.

For the administrators of education, they should further transform the inappropriate educational system, especially in the aspects of the national examination system and evaluation system. It's necessary to change the traditional teacher-centered, examination-oriented, knowledge-transmission-characterized teaching mode into learner-cen-

tered, communicative competence– oriented, autonomous learning mode.

Furthermore, the administrators should provide the teachers with the necessary pre–service and in–service professional development training in hope of improving the teachers’ academic quality and refreshing their teaching beliefs, and eventually adapting the continuous developing teaching practices and theories.

The curriculum designers should make sense of the students’ perceptions and expectations of learner autonomy and then design appropriate learning and teaching curriculum and provide helpful learning materials, which may benefit the learners to have more freedom and room to exercise their right.

Implications for the administrators of education and curriculum designers

For the administrators of education, they should further transform the inappropriate educational system, especially in the aspects of the national examination system and evaluation system. It’s necessary to change the traditional teacher–centered, examination–oriented, knowledge–transmission–characterized teaching mode into learner–centered, communicative competence– oriented, autonomous learning mode. Furthermore, the administrators should provide the teachers with the necessary pre–service and in–service professional development training in hope of improving the teachers’ academic quality and refreshing their teaching beliefs, and eventually adapting the continuous developing teaching practices and theories.

The curriculum designers should make sense of the students’ perceptions and expectations of learner autonomy and then design appropriate learning and teaching curriculum and provide helpful learning materials, which may benefit the learners to have more freedom and room to exercise their right.

Finally, making sense of the students’ beliefs of learner autonomy and their beliefs of English and English learning is only the first step of the research into learner autonomy. The future work should focus on how to raise the learners’ awareness in autonomous learning, how to take measures to foster the students’ autonomous ability. It must be a long and rough way to go, which will need much more our energy and endeavor.

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The Study of ESP Teachers Professional Development Based on 5W1H

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[Abstract] The revolution of college English has been always on the way, and college English teachers are facing great challenges. ESP is the most popular revolution and taken as the tendency of college English revolution. In some cities and universities such as Shanghai, ESP has been taken as the alternate of college English and put into practice. But according to the experience of these and other universities of ESP teaching, there are still many problems reserved and unsolved. The teachers of ESP and their quality is one of the most important and serious one. How to improve teachers' professional development is to some extent related to the success of the college English revolution and the results of ESP teaching. ESP teachers also are in great pressure in such a condition. How to improve their ability constantly has become a question badly needing answering. While about how to carry out teachers professional development and how to carry out this project step by step is still a question under study. This paper will try to analyze the roads or aspects of college English teachers' professional development with the method of 5W1H. The 5W is Why (the purpose of the project), What (the content of the project), When (the proper time to carry out the project), Who (the people who carry out the project), Where (the situation to carry out the project) and 1 H is How (the proper ways to carry out the project), this paper will discuss or build up the roads for college English teachers development with these six aspects altogether. The following part will involve these six dimensions into the analysis on teachers professional development in detail. The author of this paper hopes that this paper can make some help for the teachers who want to make some progress of their professional development and find some ways to put their ideas into practice. This paper will take the college English teachers in Changchun University of Chinese Medicine as an example to illustrate the 5W1H in concrete and to focus on the topic in a smaller fix of point to avoid to make it too broad to be meaningful.

[Keywords] college English teachers; teachers professional development; 5W1H

Introduction

The argument about the purpose of English teaching has been in discussion many years. There are actually two major points about the English teaching purposes. One is to improve students' intercultural competence and all-around education especially students' humanistic quality. One is to make use of language as a tool to get rid of the barrier of communication especially in some specific and concrete condition in real life. In recent years, intercultural communication become more and more common and frequent, the people with high proficiency of English and knowledge of a specific field are popular but far from enough, which aroused the discussion of the purpose of college English teaching again and that's also one of the reasons why some universities change EGP teaching into ESP teaching. While the outcome is not the same as the expectations. In ESP teaching, there are still some problems, such as the the

low quality of ESP teachers, books, teaching systems etc. In order to make the study focused and not too broad to be superficial and shallow, this paper will just take the problem of ESP teaching faculty as the study object. The development for the ESP teachers professional ability is not only the need of ESP teaching and also the need of all the ESP teachers themselves. And finally it will to a great extent decide the outcome of the ESP teaching and success of college English teaching revolution. To analyze and go give the path to improve ESP teachers professional ability is complex, because it refers to many different aspects. This paper will discuss the topic of teachers professional development with the 5W1H way to make this complicated and multifaceted questions easier and try best to make the analysis complete and full. The results of the analysis will give ESP teachers, teachers professional development department and some related teaching assistance department some help to realize the best of their destination.

Why—the purpose of ESP teachers professional development

Before we do something, it is critical for us to know why we do it and the destination can help to build up our ways and decide the methods we can carry out our project. For the destination of ESP teachers professional development, it is to improve the teaching efficiency. While to improve the teaching efficiency is not all, it also involves the desire of the teachers to improve themselves to satisfy the need of the the course, the students and the society, to gratify their self-esteem as teachers and the superior need of human beings that is to respect themselves, to be respected because of their ability and value, to reduce their anxiety, and to increase their professional happiness. Anyway, to develop ESP teachers professional ability is more important than everything else and in some ways it can decide the degree about how they can finish other jobs such as textbooks compilation, veracity of ESP test, the scientific study in ESP curriculum, schedule, second-class and practical classes. Purpose is based on the need, and the need is from the teaching practice. Take the Chinese medicine English course as an example. The teachers are from two departments, one is from the major the Chinese Medicine, most of whom have ever been abroad studying, doing research or just with a comparable high proficiency of English. But when they give the ESP course, the problems appeared such as the low fluency of spoken English, with little knowledge of language teaching experience and being ignorant of foreign language study. For these kind teachers, they will have their own professional development requirements. Only do we understand their need and their purpose of Professional development, we can give what they really need and motive their desire to fulfil their professional development project. So to understand their need and purpose, it's the first step to accomplish their professional development project. It has been picked above about the different needs for the ESP teachers of Chinese medicine English. For the teachers who are from English major, the need will be quite different from the teachers who are from other majors. These kind of teachers are of high proficiency of spoken English and they have been trained to understand the regularity of language teaching, but the long time of EGP teaching has made them good at the EGP teaching. When it comes to ESP, the specific English, they feel helpless, because they don't know much knowledge about the target field and they can't make their class systematic or scientific. At last it will make the ESP teaching a kind of course, that is just the word, or phrase study of the target major, and they lose the the position to guide and organize students in the class as a teacher. For these kind of teachers, the purpose of professional development will be different from the teachers from Chinese medicine department. To give what kind of professional development course for these ESP teachers or what kind of ways they can do to improve themselves are all dependent on their purposes. Still take our ESP course again as an example in our university. The need or purpose of our ESP teachers also from the different Chinese medicine English courses, which has been divided into several parts such as EGP for consolidating the foundation, the EAP for future research and English reference reading, the EOP for their clinical English in working and medical English writing etc. Every part has its own emphasis and the teachers for each part will decide their respective purpose of professional development. Anyway, whatever the ESP subject is,

to analyze the need and the purpose of the teaching faculty will be always the first step to give the further measurements and suggestions.

What—the content of ESP teachers' professional development

What kind of content should be given to ESP teachers or the content the teachers can choose to develop their professional ability is also dependent on their need and purpose. To make it logical or to make it clear about what they should do or do it step by step. Somethings we must make clear first is that what they need to improve their teaching practices, what is the thing or things that they are lack of and what condition they are eager to be. From the description of these pictures, we can decide the content to ESP teachers' professional development. Still take our ESP class as an example. For the English major teachers, they hope they can give students the all round knowledge of target subject, not just stay on the surface. And the shortage of the target subject will stop the communication in the class, and the teachers sometimes are not confident for the exactness of the knowledge they are teaching, which influence the outcome both of teaching and studying. At this time, the content for the English major teachers will be about the knowledge of Chinese medicine and it's not all they also have to read a lot related material to understand the language features of this specific field including the vocabulary, syntax, stylistics and etc. For the teachers who are from Chinese medicine department should be given more help about the information the language itself including the regularity of language teaching, the proficiency of spoken English, the linguistic features of the target language in medical field and etc. There are also a lot they share in common such as the syntax and stylistics of medical English. For the language features of technological English they are different from the English we can read from other aspects, most of time their sentences will longer, more complicated and more in often than not in passive voice. For the Chinese medicine major teachers, they may read a lot such kind of material in their research but to know is one thing, to speak out and to teach is another. So for any kind of Chinese medical English teachers, they have to train or to be trained to be familiar with the linguistic features of the English in its specific field.

Who—who can take the job of ESP teachers' professional development

About who can take the job of teachers' professional development or ESP teachers' development, there are usually two majors bodies, one is the teacher themselves and the other is the teachers development center or related to teaching assistance departments. As for the teachers themselves, they are the very persons that know what they need most and what kind of training they need. Also, because of the limitation of time, money or some other conditions, it is not probable to organize a mass training for all of the teachers. Actually if teachers want to improve themselves and to enhance quickly, the motivation from themselves is the most effective way to make themselves developed. The topic of teachers professional development becomes more more popular in recent years. According to the analysis on the papers with the topic of teachers professional development in China national knowledge internet, most of the research, study or suggestions are focused on the teachers as an individual themselves to develop some ways to increase their professional or humanistic knowledge or some papers they emphasize the importance of cooperation between teachers. The most popular methods used in this aspect are teaching reflection, action study taking teachers as study object and as study organizers at the same time and reaching professionalism depending on individual's resources. Besides the aspect of teachers who develop themselves, there is another major tendency which takes the teaching assistance department as the responsible part to take the job for teachers' development. For these departments, they must first understand the need of the teachers, the need of students and the need of the courses. Take Chinese medicine English for instance, teachers development center or related department can organize some training course for the teachers regularly to satisfy teachers need and make the courses convenient to take in order to make it efficient. If possible,

these related sections can also give chances to these ESP teachers to study home or abroad to some universities who did very well in these related subject. It is not only the responsibility of the teachers but teaching assistance centers to do something to improve the teaching effectiveness. In reality, most of time, the teaching assistance department act just as an administration department to control teachers' principle and supervise their teaching behaviors but not to give lots of help the teachers really need during the teaching especially some really effective teachers professional development project. Even, there will be such condition, what they give is not what the teachers need, but the teachers are required to listen to the courses or asked to be present. At this time, the training course can't reach its purpose at all while it will bring about complaint and contempt from the teachers so that teachers will not believe the training effectiveness and are reluctant to take part in such kind of lectures any longer. Actually to consolidate teachers professional development needs the effort from many aspects, and then the unite can finally accomplish this project.

When—the proper time to carry out ESP teachers' professional development project

If the question come to the time of teachers professional development, it is a meaningless question because teachers professional development must be taken with the time. It means that it should be taken as important and taken into practice always. But here the question is when is the proper time to take ESP teachers' professional development project, it needs pondering a little. There are three usual cases in reality in ESP teaching. The first one is to take this project before the opening of the ESP course. Take our university as an example, before giving the Chinese medicine English class, the authorities will inquire on the need of the teachers and try to give corresponding training. This will more or less give teachers confidence in later teaching and avoid making mistake of some important points in Chinese medicine teaching process. While for some other universities, they will not give such kind of training before the class. Maybe they think they can adjust this problem according to the real conditions they encounter in ESP teaching and can give measures correspondingly. During the procedure, most of time, they will find that the outcome of ESP teaching is not the same as they have expected. Actually the teaching faculty are not ready for their teaching subject. So in current days, one of the most significant problem is the low quality of teaching faculty which cause agony and low quality of teaching effectiveness both to teachers and students and finally it determines whether the ESP course will continue or just stopped. There is also another condition, that is to carry out ESP teachers professional development when the ESP courses has been finished. They also have some reasons for this. One is that all the ESP teachers are busy preparing the courses and under great pressure, so they don't have time to join in the teaching professional development training. One is that they think after the whole semester they can conclude all the problems they had encountered and understand their needs, so they can give the training more effective. Sure, there are also some universities they combine these two or three ways altogether and make their measurements more scientific. The ESP teachers professional development project should be taken all life long with the development of teaching technology, the change and development of the target subject itself, the application of new teaching methods or ways, the change of the need of students or market and the changes of teaching hour, books etc. All in all, no matter when to take ESP teachers professional development, the ESP teachers and related teaching assistance department should be ready and have the ability to carry our the project on time and make sure of its effectiveness.

Where—the place to carry out ESP teachers professional development

Referring to the situation to take ESP teachers professional development project, still it can be analyzed from the aspect the need of teachers. Still with the example of the ESP teaching—Chinese medicine English, the teachers with high proficiency of English can make fully use of the strength of the university especially the much developed

majors of Chinese medicine. For instance, they can put their development training into the classroom to listen to the experienced teachers to master the knowledge of the target subject. Most of time the same subject will be given by different teachers at different time in different classrooms so the ESP teachers can choose the time and place as they like, which can make the teachers professional development training easy and convenient to take. To work, prepare and make research with the Chinese medicine teachers in the school will also be a good choice for high mastery of English teachers but lack of the knowledge of Chinese medicine. On the other side, for the Chinese medicine teachers who are perhaps not very proficient in English can listen to the teachers of EGP, to improve their spoken English and English fluency. Nowadays the open classes on the line has become very popular, which asks little to pay or even free and it doesn't ask too much for the studying place, as long as you have a smart phone, you can listen to these courses at any time anywhere. If possible, the teaching assistance department can organize the ESP teachers to some other universities where ESP courses develop very well to study and discuss with the faculty to know much about their ESP teaching curriculum, schedule, teaching hours, teaching textbook, test and etc. While for most of the universities, for the limitation of finance or other factors, it is not much possible to carry out this kind of training in a far away university. Actually for both of ESP teachers and students, the best place to reach professionalism is to experience or work in this field themselves a period of time. As in the above example, the best place should be the Chinese medicine clinic abroad, the Chinese medicine cultural communication department or the international Chinese medicine experiment, but it is more difficult to realize. To be realistic, to seize the chance to study on one's own is the best choice, but it need a strong motivation of studying from the teachers themselves.

How—the ways to cultivate ESP teachers professional development

About the development of teachers professionalism or the teachers education is the hot topic in discussion today. There are almost two major trends about this, one is the to study the theories of teachers professional development, the other is to study the strategies to improve teachers professional development, which is what we are talking about here—How to enhance teachers professional development. According to the current study, there are two major aspects we can take to fulfill teachers professionalism. One is to depend on the teachers themselves. The best motive for one's development must be from one's own desire. And the most convenient way to study at any moment and any where is to study on one's own. That's also the reason why more and more papers discuss this question from the aspect of teachers themselves. The following are some suggestions given by some researchers belonging to this aspect. The most popular one is the teaching reflection. It emphasizes that the teachers should reflect on his or her own teaching, to get lessons from the failure in the class, to reflect teaching methods, teaching tools, teaching materials and etc. During the reflection, teachers can find out their weaknesses, the problems they have, the condition and need of students and find out ways to solve the problem. To depend on teachers own resources to reach professionalism is also an opinion raised by some scholars, which is much practical and deserve much attention. Today lots of on-line courses make it possible for us to listen to the teachers in the best universities in the world. As long as we want of improve ourselves, there are endless we can do. Long life study is one good way to be professional in one's field which is true not only for teacher but any other professions. That's what we call never-too-old-to-learn attitude. The other aspect about how to realize teachers' professional development is to depend on the arrangement of the related teaching assistance department. For Chinese medicine English, the lecture about the development of Chinese medicine in foreign countries given by foreign people will be popular among ESP teachers and give them more confidence to do this job. To organize the ESP teachers to study in some universities who have lots of experience in ESP teaching, teaching methods or teaching tools, or to give chances to the ESP teachers to study in related working field to gain the experience for the first hand especially the field where ESP can be used or is being used, then teachers can clearly know

what the market needs and what will be quite necessary. But because of the limitation of time, finance or a variety of factors, most of time teachers cannot be given such kind of chances. In order to increase the effectiveness of the lectures or other activities organized by teaching assistance department, it is wise for the department to collect teachers' need and requirements about the content of the lecture or training and make sure that teachers have the right to involve in the decision referring to the activities of teachers professional development.

Conclusion

ESP teachers professional development is a question badly needed answering. It is the need of all the English teachers and the teachers of other majors who are practicing ESP in the classroom today. Actually it is not only the teachers of ESP, but it is a problem that all of the teachers have to face now or in the future, because of the change and development of teaching aims, teaching tools and teaching situation etc. Many teachers today feel anxious because the traditional position of teacher as an authority and the only knowledge transmitter has been changed, now, students can study form a vast of resources and different ways. The only way to improve our education in the classroom is to improve teachers own professional development, to be a model of student, to encourage them to try their best to do the best.

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Research on College English Teaching Reform Based on Market Demand

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[Abstract] *By investigating the employment of college graduates and some companies' requirement of employees' foreign languages level, this paper combines the characteristics of current college English teaching, and put forward the direction of college English teaching reform. With the guidance of market demand, it improves the workplace competitiveness of students through classroom teaching. Therefore, feasible measures could make college English teaching keep up with the development of the times.*

[Keywords] *college English; market demand; teaching; reform*

Introduction

With the development of China's economy and foreign exchange, foreign languages talents are faced with more challenge and higher requirements, therefore they need to have high comprehensive quality. In the face of such requirements, students' learning purposes have also changed. More students hope to gain more English knowledge related to their future career development and cultivate their English literacy through college English learning. Therefore, market-oriented English learning becomes more and more important.

Analysis on the Current Situation of College English Teaching

In recent years, with the change of teaching policy, teaching objectives, teaching conditions and other aspects, English teaching has been in constant reform and innovation. With the introduction of English reform policy in the college entrance examination, the general college English teaching in universities has met new impact and challenges. Currently, in many universities and private colleges we can see many unreasonable factors in the setting of general college English course, evaluation system, training objectives, and so on. The courses lack of practicability and systematization, and lag behind a series of reforms on the management methods in colleges and universities. They are not in conformity with the social demand for talents (Zhu, 2016). Many universities have reformed their college English teaching. For example, teachers use a variety of teaching methods based on the discussion and learning. They change teaching mode from teacher-centered to student-centered. Some universities have brought in advanced teaching equipment, connecting computer internet with English course, which creates superior listening and speaking environment for students. Despite the reform effect is very obvious, in the face of the internationalized, professional, refined demand of talents, college English teaching should consider college students' job requirements and career development. Thus, the reform of college English teaching needs to make students more realistic to face society and market, so as to cultivate their real and meaningful English ability.

The Survey Results of Industry Demand Conditions

What is the demand of employers for English proficiency of college graduates? In order to answer this question, we respectively make investigation and research on foreign companies, banks, university professors and students. We hope to get overall information to understand every industry's requirements for employees' English level.

According to the survey and analysis, most units (75%) regard English proficiency as one of the criteria to measure the ability of graduates, and the larger the unit size, the higher the requirement for English competence. Most organizations say they will consider CET-4 when hiring employees. Some companies in foreign trade, logistics, IT and other industries will test candidates' English listening, speaking, reading or writing skills. Most employees will use English frequently or occasionally at work, and some say their English ability cannot meet the needs of daily work, and they need to strengthen their English after work. Almost all employers express the wish that graduates from colleges and universities can be competent in practical work with a certain English foundation and some relevant professional knowledge (Jiang, 2011).

At the same time, many graduates are worried about the employment situation as the number of graduates increases year by year. Markets have some requirements for college graduates' quality, especially the English application level. Many college graduates realize that there is still a gap between their English ability and the demand of employing units (Huang, 2008). Mastering certain English ability has become an important indicator to measure the quality of talents. In the face of such a big market demand, the main direction of college English teaching reform is—how to adjust college English teaching, making reasonable development strategies and teaching patterns, so as to make it conform to the rules of the development of our time.

The Effective Ways to Reform College English Teaching

Combining with the Actual Situation of the School, Curriculum Setting Reflects the Applicability and Industry.

The college English curriculum requirements of education ministry states: the goal of college English teaching is to cultivate the students' English comprehensive application ability, especially listening and speaking skills, to make them use English effectively in oral and written communication in their future work and social interaction (2007). Therefore, independent college, aiming at cultivating applied talents, their college English teaching needs to cultivate the students ability to use English in the future workplace environment—namely to cultivate applied talents using application as a communicative tool. On the one hand, college English teaching should meet the demand of students' test—the basic demand for the majority of students to learn English is “fundamentality” and “test”—emphasizing the basic knowledge of college students' English language and the satisfaction of their needs for CET-4 and CET-6. On the other hand, we should attach great importance to the applicability of English teaching (Han, 2013). For example, it is necessary to strengthen the training of students' English communicating ability to use English listening and speaking; consulting ability to find English scientific and technological materials; business letter writing ability and so on. In addition to general English, the teaching content should include the extra English materials related to their careers and majors to improve their English application ability and literacy.

Reform of Curriculum System

The English curriculum system of independent colleges and universities can be divided into foundation stage and improvement stage. Due to students' weak English foundation and different levels of English proficiency, it is still the most important thing in teaching to strengthen and improve basic language knowledge. In the foundation stage, students must take college English courses as compulsory courses, including the training of reading, writing,

listening and speaking ability. At the same time, the teacher intersperses the curriculum setting with the relevant content of CET-4 examination guidance, so as to help students understand the exam question types and pass the exam successfully. In the improvement stage, students must have good English foundation and high vocational demand for foreign languages. Schools can offer language and culture, industrial English and other development courses (Lv, 2011). For example, some students have the requirement of going abroad, taking part in postgraduate entrance examination and passing CET-6, so they can choose the English courses related to CET-6 guidance, IELTS English and postgraduate English training.

Reform of the Evaluation System

In order to adapt to the trend of education teaching reform, the evaluation system of college English courses should be diversified. It is mainly reflected in the effective combination of formative evaluation and summative evaluation, avoiding the disadvantages of the previous single evaluation method and making the evaluation results more objective (Gu, 2013). The combination of formative evaluation and summative evaluation can carry out the goal of improving students' independent learning ability throughout the whole teaching process. In each stage of the semester, students' individual English ability is strengthened and assessed. For example, students' oral expression ability, reading comprehension ability, vocabulary mastery level, writing ability and translation ability can be assessed at various stages. The periodic test assessment runs throughout the whole semester. This will not only boost the teaching of college English, but also promote the construction of school's academic atmosphere.

The Goal is to Cultivate Students' Independent Learning Ability

Facing the severe employment pressure, how can we meet the demand of the market and society, show our competitiveness in the workplace? There is no doubt that excellent professional skill is a very important measurement standard, and strong independent learning ability is also an important factor for employers to consider. Curriculum reform is the change of learning mode and teaching mode. It emphasizes cultivating students' proactive learning attitude, improving teaching effect, following education rule, and returning to education essence. Schools should provide students with a good learning environment, including the use of multimedia teaching, network teaching and other links. At the same time, students' learning status at each stage is tracked, recorded, tested, tutored and managed. In class, we should highlight the learner's dominant position and give full play to learners' own activity (Dang, 2011). Meanwhile, the interaction between teachers and students will be increased during the teaching. In combination with group cooperation, inquiry learning and personal display, the purpose is to motivate students' interest and cultivate students' good study habit.

Develop Appropriate Textbooks

The development and selection of teaching materials is also the key to curriculum reform. Teaching materials should have systematic English basic knowledge of moderate difficulty. They should include the training of basic English skills, such as listening, speaking, reading, and writing etc. Materials must meet the requirement of the age development with novel content and broad vision. The reform of teaching materials should be conducive to guide students to make use of their own knowledge and experience, actively explore the occurrence and development of knowledge. It is also beneficial to teachers' creative teaching.

The selection of teaching materials should meet the requirements of curriculum standards, embody the characteristics of students' physical and mental development, and reflect the development needs of society, politics, economy, science and technology. The organization of the content of the textbook should be diverse and vivid, which is con-

ducive to students' exploration so as to put forward suggestions for observation and discussion.

Faculty Building

The college English courses of private colleges and universities are generally undertaken by the public foreign language teaching and research office. therefore, teachers are generally young and lack of teaching experience. The teaching and research office should conduct regular teaching seminars to understand students' needs for foreign languages. In teaching, we should cultivate students' independent learning ability and stimulate their learning motivation. At the same time, relevant industry knowledge has relatively high requirements on English teachers' professional quality and level, which has put forward a new topic for English teachers. Therefore, teachers should keep improving their professional level, study systematically and discuss relevant content according to their own teaching work arrangement.

Conclusion

We should give full play to the basic role of public English teaching in cultivating the talents needed by the society. So it is necessary to fully understand the demand of the job market for college students' English proficiency. Therefore, in the transitional period, college English education should be adjusted from the aspects of teaching objectives, contents and evaluation system to meet the new needs of social development, so as to achieve sustainable development.

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A Writing Teacher's Teaching, Training and Providing Feedback

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[Abstract] *English writing instructors are unanimous in the importance of writing; however, they have encountered enormous struggles and challenges due to inadequate training, heavy teaching load and poor providing feedback skills and traditional teaching format. This case study interviewed an experienced American writing instructor, and data were transcribed and coded by following Hycner's 15 coding steps. The study found out the participant's training (pre-service and in-service), teaching experience (length, pedagogy, alternate teaching format and her role in teaching), and providing feedback (e.g., amount, ways, types and changes). This study offered insights into the possible reform direction of teaching writing, teacher training and providing feedback in China and other countries.*

[Keywords] *English Writing; Feedback; Pre-Service and in-Service Training; Writing Teaching*

Introduction

As one of the “3Rs” (reading, writing and arithmetic) in the educational history of Europe, writing remains to enjoy a special status in the educational field of all countries. American education, for instance, values the teaching of writing as they regard all citizens' ability to read and write as a social welfare as well as the rudiment to effective democratic system. With the globalization of education and the interaction of Sino-English speaking countries, writing in English has also been gaining importance in Mainland China. ESL (English-as-a-second-language) teachers in Mainland China are required to teach students how to write in English at different levels of education.

However, ESL instructors of writing have encountered a huge number of struggles and challenges. The teachers that were studied reported they were not well trained or not trained at all when they were assigned to teach writing as a separate course (Cao, 2017). They were not satisfied with the way they were trained (Tsui, 1996; Gu é nette & Lyster, 2013). Invoice instructors of teaching also suffered from lack of metalinguistic awareness of complex linguistic notions and from the shortage of full understanding students' proficiency levels (e.g., Ferris, 2006; Montgomery & Bak-

er, 2007). Moreover, due to the large student number in one class (Li, 2006), the teaching load for ESL instructors was heavy, especially those who taught non-English major graduates (Cao, 2017). Instructors generally adopted the traditional teaching format (Li, 2006) and they failed to offer adequate feedback to the students on their writing (Wang, 2011) and their feedback tended to focus on grammar and vocabulary rather than on the organization (Lou, 2011). All these have hindered the quality of teaching writing and the quality of students' writing.

Therefore, it is worthwhile to conduct studies on experienced instructors of writing from foreign countries in light of their pre-service and in-service training, their teaching load, pedagogy and format, as well as their practice of providing feedback. Information gained from this case study could offer ESL writing instructors inspiration to pre-service and in-service training to better equip them, to teaching practice reform direction in terms of teaching load, format and pedagogy, as well as to providing feedback more efficiently and effectively.

Methodology

The participant of this case study was a faculty member of Department of Writing Studies at the University of Minnesota Duluth (UMD) America who earned her doctoral degree in English Studies in May, 2013 and her master's degree in English from UMD in 2008. She had experience in teaching a variety of courses: upper- and lower-division writing courses, literature, and other general education English courses. Moreover, her experience in teaching ESL students and in tutoring writing was rich: she had taught and tutored in a range of subjects for both traditional and non-traditional students at 2-year colleges and 4-year university. She also worked as a writing consultant at the writer's workshop of UMD.

The present case study adopted the method of interview and the participant was interviewed after consent was gained. It was a one-on-one semi-structured interview that lasted about 20 minutes at one sitting. The interview data were transcribed and coded by following Hycner's 15 coding steps and the key points were rechecked by the interviewee after the data were coded.

Results

The results of the study revealed the participant's training was a continuous process that started from pre-service training to in-service training, and the cognition and practice of her teaching in terms of teaching length and load, teaching pedagogy and format and her practice of providing feedback as well as her role in the relationship with her students.

Pre-Service and In-Service Training

The participant was trained continuously that included both pre-service training and in-service training. The pre-service training started from her master's program in 2006 when the participant was a postgraduate and she shadowed a senior professor from the English Studies Center. This shadowing continued into her Ph.D. study in 2009 and lasted into her present teaching career. The senior teacher assigned the participant to read widely and continuously, and weekly conferences with the senior teacher were held to equip the participant both theoretically and practically. All the books and articles read during that period by the participant benefited her and her students enormously since she could still use the training experience and materials (e.g. the same curriculum, the same papers) in her present teaching.

After the participant became a teacher, the participant received in-service training from the senior professor regularly in terms of teaching and consulting at the writer's workshop at UMD. The senior professor offered one-hour training session per week to all the writing consultants (including the participant) by assigning various articles and

materials on how to consult students who were from different countries, with different proficiency levels and majors. During the weekly training sessions, consultants shared their thoughts on articles read, shared the problems encountered during teaching and consulting and learned from each other. Through this weekly training-and-application pattern, consultants became better equipped and became more confident in teaching and interacting with students and in offering feedback. They could also adjust their feedback providing techniques to best meet students' needs.

Teaching

The data results of the participant's teaching incorporated the length and load of her teaching, her teaching pedagogy and format, her practice of providing feedback as well as her role in her relationship with students.

The length of the participants' teaching and teaching load

The participant started to teach from 2006 and has been teaching a variety of subjects to many different groups of students for 11 years. So far she has taught upper-and lower-division writing courses, literature, and other general education English courses. All these years, she has not stopped studying while teaching to improve her knowledge of complex linguistic notions and students' proficiency level. Besides her nonstop studying during her graduate study from 2006–2008 and her doctoral study from 2009–2013, she also attended varied conferences and workshops from time to time to update her learning and teaching cognition and practice.

The participant taught a 3–2 teaching load (that is, three classes one semester and two classes the next). In each class, she had at most 25 students, which allowed her to give each student enough attention and provided appropriate amount feedback on each student's writing assignments. The participant had course-assisted work at the writer's workshop the term when she has two classes to teach. This work spurred her into thinking how to handle one-on-one work more effectively and how to provide different kinds of verbal feedback for the students. She incorporated her reflection into her teaching through getting to know the complications students brought to the workshop. For example, the students who did not understand instructors' assignment or comment would say, "I don't understand this part of my instructor's assignment," or "I don't understand this comment my instructor gave me". These complications inspired her to give clearer instruction and comments to her students in her own classes.

The participants' teaching pedagogy and format

In addition to the traditional classroom teaching format, the participant also adopted one-on-one teaching pedagogy and the alternative class format. The former was used occasionally when students went to her office during office hours one by one to communicate with the participant. Each student was given about 15 minutes. Though this one-on-one took more of teacher's time and less of students' time, the teacher valued it this form because it could benefit the students who sought help less often in class and it was more effective to work with students and learn of what they were doing.

The participant adopted the alternative class format once a week when she and the students met in the computer lab instead of the classroom. In the computer lab, each student could have one computer to work on the writing assignment given to them and the students had more freedom in the lab because they could work at their own pace, and they even could listen to music while they were working. The teacher was there to answer questions and provided support for students, no matter what it was they were working on.

The participants' role in her relationship with students

While teaching writing (especially, teaching a skill), the participant treated her students more as apprentices who could watch her work. She never regarded herself as an expert and she was never there to show off her wisdom. Instead, the students worked (and they were always working on a task in the conference lab) and she provided them with constructive feedback to move them incrementally up a skill. The teacher was there to assist the students to de-

velop themselves instead of passing judgments on them.

The Participants' Practice of Providing Feedback

As to providing feedback for students, the results showed that the participant updated her cognition and practice of providing feedback constantly. She adopted different ways and types in providing feedback and she changed her practice of providing feedback in terms of amount and types.

The participant updated her cognition and practice of providing feedback through reading widely on writing and on providing feedback and she put what she read into practice constantly and continually. The interaction of this continual input and output of feedback cognition and practice enabled her to provide feedback unconsciously nowadays since the feedback came naturally to her at present.

The participant provided both written feedback and oral feedback for students. The written feedback was provided for her own students on their writing assignments and the verbal feedback for the students (either her own or not) who came to the writer's workshop and who attended the lab conference. The written feedback provided could be either directive or nondirective comments. The former told students directly what to do while the latter did not tell them directly what to do. As to the verbal feedback provided during the writer's workshop's face-to-face conference, the content varied in alignment with the phase the students' writing was at—the preliminary phase, pre-writing phase, writing phase or the presentation phase—and the feedback prioritized with organization and spiraled down to mechanics. The oral feedback provided during the lab conference was more constructive feedback, and through which the participant moved the students incrementally up a skill ladder.

The participant's own practice of providing feedback was a process of change in light of feedback amount and types. She provided much more feedback on students' papers at the beginning of her teaching career. But as time went by, she has learned the time-management side of offering feedback. Nowadays, she was really conscious of how long she spent on students' papers, because grading (feedback in particular) would fill in whatever time one gave it. She was a bit more deliberate about her feedback than she once was.

Over the course of the semester, her feedback types changed when she got to know her students more and saw that they were getting better. She came to understand what kind of working projects they had and why they had them. She regarded them more as apprentices and by the time they were advanced apprentices, they needed different feedback types, just like they needed different cheerleading from her than they did at the beginning. She wrote more and a lot of them were big open-ended questions at the beginning of the semester. For example, "How does this particular sentence introduce this paragraph? Is this really the topic sentence that you cover here? Or how does this particular piece prove your thesis?" Then she tailored her comments over the course and moved to more pointed, directive feedback. For example, "Remember in paper two, you did XYZ, the same thing applies here, or remember how, you know, I like you explained this source on your annotated bibliography, maybe that sentence would help you in your paper". Her feedback to the final draft was different, especially her feedback to the final projects on which the students spent 12 weeks. She asked students to go over the final draft and to leave her maybe three-to-four questions or comments. Through these annotations or comments, she could understand her students better— understand their needs, their reasons for choosing the topic, their interest and their investment into the topic. She used the annotation as a useful tool for grading.

Conclusion

This case study provided us with valuable information because through analyzing the data, not only could we discover more detailed information concerning a teacher's training and teaching, but also we could discover the inter-

twined relationship among these factors. There are so many aspects that are worth taking seriously by our Chinese instructors of English writing.

The participant was well trained due to the continual shadowing a senior professor during her pre-service training and in-service training. Shadowing the senior teachers offered the inexperienced teachers opportunities to gain help and guidance whenever they encountered problems in their study and teaching. From the senior teacher, the young teachers could also learn how to teach, do research, interact with students and learn to be a scholar. The participant's nonstop learning from her pre-service training and in-service training (weekly meeting at the library with all the consults of teachers) at UMD benefited her, her colleagues and her students enormously. This form of pre-service and in-service training would solve the problem that either instructors of writing were not trained (Cao, 2017) or instructors were not satisfied with how they were trained (Tsui, 1996; Gu é nette & Lyster, 2013). Moreover, this constant training could also help instructors of writing to solve the issue of novice teachers' lack of metalinguistic awareness of complex linguistic notions and lack of full understanding students' proficiency levels put forward by scholars such as Ferris (2006) and Montgomery and Baker (2007). ESL teachers in mainland China could also be offered better pre-service training and more in-service training by shadowing experienced teachers to improve their teaching cognition and practice.

The section concerning the participant's teaching manifested that instructors of writing at UMD have a reasonable teaching load and with a reasonable student number since the university take into consideration all the working time of the teacher (her office hours and her working at the writer's workshop are all counted as her working load). If we could take more factors into account when assigning teachers their teaching load, this may help resolve the challenge faced by instructors of English writing (Li, 2006; Cao, 2017). Teachers at UMD could adopt alternative class format and one-on-one format to supplement the traditional teaching to offer student with more freedom and teacher with more opportunity to learn of her students and what they were doing, what kind of help they needed. These varied forms of teaching could help resolve the issue that instructors of English writing generally adopted the traditional teaching format (Li, 2006). The participant's working at the writer's workshop enabled her to consult students one-on-one on their writing by providing more concrete and specific feedback needed by students to help them improve their writing skills and quality. All these forms of teaching and consulting could be carried out on the condition of needed resources be provided, such as computer labs where teachers and students have free access; the availability of writer's workshop where students could go to seek advice on writing more directly and on a one-on-one basis; and office hours when teachers could meet students one-on-one. To carry out all these varied forms of teaching pedagogy and formats, teachers should have a reasonable teaching load of writing and the flexibility in determining teaching formats as well as well-balanced coordination among teaching, working at the writer's workshop and providing office hours.

The constant reading of different articles on providing students with feedback and incessant practicing enabled the participant to provide feedback unconsciously and she could manage well the time, the amount and types of feedback that need to be provided for students. This mechanism could help solve the issue of instructors' providing inadequate feedback for the students on their writing (Wang, 2011) and the problem that teachers tended to focus more on grammar and vocabulary rather than on organization and content (Lou, 2011). More importantly, her feedback changed during the process of her teaching career, which wouldn't tire her out and which meet her students' needs and helped them write better. The participant's spending time to get to know students and provide them with constructive feedback to help them grow is in accordance with Lev Vygotsky's Zone of Proximal development (ZPD). The teacher is there to assist the students to develop themselves instead of passing judgments on them.

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①The Writers' Workshop is organized by UMD's writing center, where graduate student or faculty writing consultants provides free, one-on-one consultations with any member of the UMD campus community. The consultants will collaborate with those seeking help on any project, at any stage in the writing process, and in any discipline. The goal of the workshop is to discuss strategies that will lead to effective communication in the various writing situations the UMD member encounters.

②The procedure of applying for alternative class format was easy, and the teacher only needed to fill out a form at the Writing Center Department. In this case, when students forgot and showed up in the classroom as usual and failed to find the others, they could go to the department and figure out where the teacher and students were.

A Study on the Influence Factors of English Learner Autonomy for Second-rank Non-English Majors

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[Abstract] By means of a questionnaire survey, this study attempts to examine the current state and the influence factors of non-English majors' learner autonomy in second-rank colleges. Results show as follows: non-English majors' learner autonomy is fairly low at present; factors of age and gender have a significant effect on learner autonomy while the differences between urban and rural college students exert no obvious impact on their English learner autonomy. These findings would cast some light on our college English instruction.

[Keywords] learner autonomy; non-English majors; influence factors; English instruction

Introduction

In 2007, the Education Ministry issued a document claiming the reform goal of college English teaching is to actually cultivate and promote autonomous learning ability of students. Since then, learner autonomy has become the hot issue in foreign language research (Xu, 2007). Generally speaking, the English level of second-rank college students is lower than that of first-rank ones. In order to improve students' practical and English communication skills, it's necessary to foster their learner autonomy and lifelong learning consciousness. Though domestic researchers have inspected the influence of different learning tasks on English learner autonomy (Xu, 2013; Xu, 2014; Wang et al. 2015), few studies systematically touch upon the influence factors in terms of learners like gender, onset age and source of students. Hence, this study endeavors to explore these relations from the perspective of non-English majors in second-rank colleges. And it is expected to provide some useful guidance for cultivating and developing Chinese EFL learners' autonomous learning ability in college English class.

English Learner Autonomy

Lots of foreign scholars have made significant and deep research into learner autonomy with greater emphasis on the analysis of the definition of autonomy. Holec (1981, p. 4), the earliest one researching into language learner autonomy, defined it as "the capacity or ability to take charge of one's learning". Little (1991, p. 4) thought that "autonomy is not exclusively or even primarily a matter of how learning is organized". However, Benson (2005) regarded learner autonomy as the capacity to take control of one's own learning. Also, attention was paid to implemental strategies, theoretical basis and curriculum of learner autonomy (Cotterall, 2000; Spratt, 2002; Malcolm, 2004).

Meanwhile, domestic scholars are more interested in exploring how to cultivate students' autonomous learning

ability (Zhang, 2009; Yan, 2010; Xu et al. 2010). Indeed, Yan (2010) found the later one begins learning English, the lower their autonomy, yet Yao (2009) presented a totally opposite result. Guo and Dai's (2011) study indicated that gender difference exerted insignificant impact on learner autonomy. Kang (2014) tried to figure out the influence of different areas on learner autonomy, but the results were not statistically apparent. Obviously, there is still no conclusion about the correlation between learner autonomy and such factors as age, gender, and source of students. Therefore, this study attempts to complement some empirical corroboration in this field.

The Study

This research is to investigate, by collecting and analyzing data, whether gender, onset age and source of students exert an influence on learner autonomy of non-English majors in second-rank colleges. The study is set out to find the answers to the following four questions: (1) How is the English learner autonomy of non-English majors in second-rank colleges? (2) Does the onset age have an effect on college students' learner autonomy? (3) Does the gender difference have an effect on college students' learner autonomy? (4) Do the differences between urban and rural students have an effect on their learner autonomy?

This study was carried out by means of College Students English Autonomous Learning Ability Scale, which is based on the study of Xu et al. (2004). It consists of three parts as follows: The first part is to assess the autonomous learning ability of non-English majors. And it can be further divided into 6 sub-parts, with 40 items in total. The second part focuses on the English scores of NCEE and the scores of CET-4, which are used to testify the assumption that English proficiency plays an important role in learner autonomy. The third part mainly deals with the information about the onset age of English learning. Then the options are designed in forms of five-point scale of "Likert-type", with the five levels from "completely false (A)" to "completely true (E)".

The questionnaire survey was conducted among non-English-majored sophomores of Minjiang University. There are a total of 645 questionnaires taken back; after eliminating 87 invalid questionnaires, 558 valid questionnaires were collected, including 246 boys and 312 girls. Actually, the survey covers all arts, science, management, engineering and other disciplines, with broad representation. Thus, the subjects of this study can ensure the accuracy and credibility of the results.

Results and Analyses

From Table 1, there are obvious differences in the six variables of autonomous learning ability. Except for Part A and Part B with means above 3, the remaining four subcategories only get points below 3. What's worse, the Mean among the 558 respondents' autonomous learning ability is just 2.7888. Therefore, it is not difficult to conclude that the current overall ability of non-English majors' English learner autonomy is fairly low, which needs to be improved urgently. In particular, the majority of students have no idea of setting goals and plans, using learning strategies, choosing the content and method of extracurricular activities, and monitoring their own learning process in the course of learning English. In addition, as the standard deviation data show, there is little difference for students on six variables and the overall ability of learner autonomy, which indicates the students' English autonomous learning ability is almost similar.

Table 1 Descriptive statistics of English learner autonomy (N=558)

Variables	Mean	Std. Deviation
Part A	3.0723	.61402
Part B	3.3265	.65987

Part C	2.7648	.86155
Part D	2.2271	.67135
Part E	2.7219	.76263
Part F	2.6188	.70692
Overall Ability	2.7888	.55931

Note: Part A= students' learning purpose and motivation

Part B= students' learning consciousness and attitude

Part C= students' learning goals and plans

Part D= students' learning content and method

Part E= students' use of learning strategies

Part F= students' monitoring and evaluating of learning process

In order to explore the influence of onset age on learner autonomy, the current study divides 558 subjects into two groups: Group 1 (elementary school starters), Group 2 (secondary school starters). Then, the collected data were treated with Independent Samples T-test. As can be seen from Table 2, the scores of Group 1 are significantly higher in the overall ability ($P=.007<.05$) and other variables of autonomy than those of Group 2 except in Part B ($P=.053>.05$) and Part C ($P=.447>.05$). The above-mentioned analyses reveal that compared with the secondary school starters, those elementary school starters not only have more clear learning purpose and motivation, but also be more flexible and diversified for choosing the learning contents and methods after class. Especially, in terms of the overall ability, students who started to learn English early are significantly superior to those who started later ($P=.007<.05$). In other words, the earlier the onset age of English learning, the better the learner autonomy.

Table 2 Comparisons of autonomous learning ability with different onset age

Variables	Group	N	Mean	Std. Deviation	P
Part A	Group 1	242	3.1518	.58054	.007
	Group 2	316	3.0114	.63265	
Part B	Group 1	242	3.3881	.61304	.053
	Group 2	316	3.2793	.69083	
Part C	Group 1	242	2.7965	.87030	.447
	Group 2	316	2.7405	.85537	
Part D	Group 1	242	2.3277	.63598	.002
	Group 2	316	2.1500	.68832	
Part E	Group 1	242	2.8017	.73014	.030
	Group 2	316	2.6608	.78225	
Part F	Group 1	242	2.7045	.68361	.012
	Group 2	316	2.5532	.77843	
Overall Ability	Group 1	242	2.8619	.53791	.007
	Group 2	316	2.7328	.56967	

Note: (* $P < .05$)

Group 1= elementary school starters Group 2= secondary school starters

Part A= students' learning purpose and motivation

Part B= students' learning consciousness and attitude

Part C= students' learning goals and plans

Part D= students' learning content and method

Part E= students' use of learning strategies

Part F= students' monitoring and evaluating of learning process

For the sake of investigating the influence of gender on learner autonomy, 558 subjects were divided into two groups: Group 1 (male students), Group 2 (female students). Then, the collected data were treated with Independent Samples T-test. Table 3 displays that the means of Group 1 are lower than those of Group 2 on overall learner autonomy as well as the six variables. What's more, Group 1 is significantly inferior to Group 2 in all variables except Part D ($P=.056>.05$). Hence, it can be considered that compared with male students, females not only have more clear learning purpose and motivation, learning consciousness and attitude, learning goals and plans, but also know how to use more learning strategies to monitor and evaluate their learning process. With respect to the overall ability, female English learners are significantly superior ($P=.001<.05$) to those male English learners. In other words, female students perform statistically better than males in English learner autonomy.

Table 3 Comparisons of autonomous learning ability with different gender

Variables	Group	N	Mean	Std. Deviation	P
Part A	Group 1	246	2.9262	.59366	.000
	Group 2	312	3.1875	.60614	
Part B	Group 1	246	3.2574	.69672	.028
	Group 2	312	3.3810	.62504	
Part C	Group 1	246	2.6717	.89825	.023
	Group 2	312	2.8381	.82554	
Part D	Group 1	246	2.1651	.71143	.056
	Group 2	312	2.2759	.63488	
Part E	Group 1	246	2.6098	.82565	.002
	Group 2	312	2.8103	.69774	
Part F	Group 1	246	2.5439	.76656	.029
	Group 2	312	2.6779	.65128	
Overall Ability	Group 1	246	2.6959	.58753	.001
	Group 2	312	2.8620	.52549	

Note: (* $P < .05$)

Group 1= male students Group 2= female students

Part A= students' learning purpose and motivation

Part B= students' learning consciousness and attitude

Part C= students' learning goals and plans

Part D= students' learning content and method

Part E= students' use of learning strategies

Part F= students' monitoring and evaluating of learning process

In order to study the influence of source of students on learner autonomy, 558 subjects were divided into two groups: Group 1 (urban students), Group 2 (rural students). Then, the collected data were treated with Independent Samples T-test. Table 4 displays that the means of Group 1 are numerically higher than those of Group 2 on all vari-

ables except Part E. So it can be concluded that compared with students from rural areas, students from urban areas have advantages in learner autonomy as they enjoy better teaching facilities, better learning environment. Further study (see Table 4) reveals that there is a statistically significant difference in Part A ($P=.014<.05$). This means that thanks to the advantageous teaching resources, urban students have more clear purpose and motivation in learning. However, there is no significant difference in overall ability ($P=.229>.05$) as well as other parts. In conclusion, the differences between urban and rural college students exert no statistically obvious impact on their English learner autonomy.

Table 4 Comparisons of autonomous learning ability with different source of students

Variables	Group	N	Mean	Std. Deviation	P
Part A	Group 1	176	3.1660	.63823	.014
	Group 2	382	3.0291	.59846	
Part B	Group 1	176	3.3884	.67781	.133
	Group 2	382	3.2980	.65035	
Part C	Group 1	176	2.7926	.87808	.605
	Group 2	382	2.7520	.85468	
Part D	Group 1	176	2.2749	.68145	.253
	Group 2	382	2.2050	.66639	
Part E	Group 1	176	2.7068	.72345	.752
	Group 2	382	2.7288	.78085	
Part F	Group 1	176	2.6551	.72291	.411
	Group 2	382	2.6021	.69975	
Overall Ability	Group 1	176	2.8308	.57770	.229
	Group 2	382	2.7694	.55032	

Note: (* $P < .05$)

Group 1= urban students Group 2= rural students

Part A= students' learning purpose and motivation

Part B= students' learning consciousness and attitude

Part C= students' learning goals and plans

Part D= students' learning content and method

Part E= students' use of learning strategies

Part F= students' monitoring and evaluating of learning process

Further Discussions

By collecting and analyzing the data, the study results show that: the English learner autonomy of second-rank college students is fairly low at present, which corroborates the finding of Xu et al. (2004). This is mainly due to the traditional forms of education, in which students acquire knowledge by passive learning instead of active learning. In addition, for Chinese, English is merely a foreign language rather than a second language; they are lack of English speaking atmosphere, and this has some effect on the poor English learner autonomy.

It's noteworthy that this study indicates that students who started to learn English earlier are superior to those who started later, which validates the study of Yan (2010) to some degree. What's more, Lin et al. (2013) found that

the age factor only has a periodical effect on English proficiency. That is to say, in China, students who started to learn English earlier only have advantages in learning English during secondary school stage, while in college stage the advantages would be gone. Thereby the research reflects that Chinese early English education has gained some effect, while the desired profound effect is not obvious.

Besides, the study discloses that gender difference has a significant effect on college students' learner autonomy, which contradicts the research of Guo and Dai (2011). And these different results are supposed to be due to the different college ranks of the research subjects. In fact, females are much more interested in learning English than males. Some scholars think this is attributed to female's innate language learning ability and their hard work. In modern society, if females want to enjoy the equal rights with males, they should be more passionate and active in learning. To some extent, female education should be different from male, and teachers should realize that gender does influence the learner autonomy.

Furthermore, this study also discovers that the differences between urban and rural college students exert no obvious impact on their English learner autonomy; there is only a statistically significant difference on learning purpose and motivation. To put it simply, students from both urban and rural areas have no significant difference in English learner autonomy under the examination-oriented education system. Nonetheless, thanks to the various English learning resources, urban students have more clear purpose and motivation than rural students.

Conclusions and Implications

In fact, the current study presents some explicit answers to the four research questions. On the whole, the English learner autonomy of second-rank college students is fairly low at present; factors of age and gender have a significant effect on college students' learner autonomy while the differences between urban and rural college students exert no distinguished impact on their English learner autonomy. Thus, in English instruction, teachers should realize these influence factors and take measures accordingly.

First, the teacher-centered education pattern and the examination-oriented education system should be changed. English teachers should not be the absolute controllers and decision-makers of all teaching activities. Instead, teachers should give students more opportunities to display their initiative, autonomy, participation and creativity of learning English. Moreover, teachers should try to arouse students' potential learner autonomy and take effective measures to help freshmen set up correct consciousness of autonomous learning and further to develop it into concrete teaching processes.

Second, the training and guidance of learner autonomy should be strengthened. In the process of instruction, teachers should encourage students to face and fight against the difficulties of learning. Meanwhile, students should be conducted to understand and use a variety of learning strategies, which would make them truly master autonomous learning ability.

Last but not least, since the factors of age and gender have a significant effect on college students' learner autonomy, teachers are supposed to apply different teaching strategies to guide and cultivate their learner autonomy, on the basis of fully understanding the autonomous learning state about male and female college students with different onset age on learning English.

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Differences in Learning EFL Reading Strategies: A Survey of Art & PE Students and Other Non-English-Major Students

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[Abstract] *Reading is both the tool and the purpose of EFL learning. Proper employment of reading strategy is considered to be vital in the process of reading comprehension. This study aims to figure out the differences between Art & PE students, whose English level is lower, and the other non-English major students, whose English level is higher, in the process of learning EFL reading strategies, to find out the hidden reason why Art & PE students are rather weak in EFL learning process. And it tries to figure out pedagogical methods that can improve Art & PE students' reading comprehension.*

[Keywords] *Art & PE students; EFL; reading strategies*

Introduction

Art & PE students refer to the college students majoring in art, music, dance and Physical Education in this article. They have become a very large proportion of college students recently in China. Foreign language study is one of their soft spots and usually the biggest barrier which blocks their further study. Although great improvements have achieved in College English teaching through teaching reform these years, there are still big problems in EFL (English as Foreign Language) teaching and learning for Art & PE students. They seem to be the exceptional part of college teaching reform. The reasons are various. One of the biggest reasons is that their English level is, by contrast, much lower than other non-English major students. And they are usually absent in English classes for music or dancing performances, art outings and sports events due to their major specialty. This causes discontinuities in their EFL study. There isn't a strong motivation for them to learn English hard and do autonomous EFL learning out of class. This causes them to come to the English class unprepared, usually without preview and do not do proper review after class, let alone autonomous extensive reading. All these reasons mentioned above also cause impracticable of some new teaching methods for EFL teachers. Teachers are strong in will to improve Art & PE students' EFL teaching and learning but weak in power to carry out effective teaching methods when they face these incooperative learners. For some Art & PE students, who are urgent to learn, they also treat reading as one of their most important goals as other major students. They want to be able to read information, to read for pleasure, and to read for study purposes, yet few of them know how to read English effectively by employing proper reading strategies. To guide and instruct Art & PE

students doing effective English reading is a key to cope with the pressing problem. Since reading ability plays a crucial role in EFL learners' education, it is language teachers' mission to teach useful and beneficial strategies to improve their students' reading comprehension ability.

Reading is a complex process which involves different purposes and varying processes demanding different abilities (Grabe, 1991). Anderson (2006) proposed that the idea of reading comprehension has changed from what has been known as a receptive process to what is now known as an interactive process. Reading comprehension skill separates the "passive" unskilled reader from the "active" readers. It seems that active readers can gain more information from the text and infer the deeper layers of the intended message. Sanders (2001) revealed that in reading comprehension, the passive unskilled reader is separated from the active reader. In other words, not only do skilled readers read, but they also interact with the text. Nunan (1999, p. 249) stated that strategy is "the mental and communicative procedures learners use in order to learn and use language". It is a fact that many of Art & PE students are not familiar with the use of reading strategy. Reading strategies are conscious actions that readers employ to enhance their comprehension of the textual information. Readers can use reading strategies to make purposeful and conscious plans to enhance reading comprehension and overcome comprehension failures. Since reading comprehension has been distinctively important both in first language and EFL learning, reading strategies are of great interest in the field of reading research. Grabe (2009, p. 449) stresses the importance of reading comprehension strategies clearly: "Acquisition of better reading strategies is apparently needed to crack the illusion of comprehension in readers who are settling for low standards of comprehension. They need to acquire and implement strategies to facilitate deeper levels of comprehension". Thus, support students' reading comprehension through training on appropriate reading strategies has been a main focus for language instructors. Yet due to the complex and complicated factors involved in EFL reading comprehension, designing an effective reading instructional strategy is not an easy task (Hudson, 2007).

Given Northeast University as an example, we divide our students into four levels: A, B, C and D, A is the highest level and D is the lowest level, according to the scores they achieved in the English examination the college English Department hold when they enter the university. Most of the Art & PE students have low reading scores and are divided into C and D classes every year. It shows that their English learning is in a rather low level in comparison with other non-English major students. Accordingly, we would like to investigate further on what causes the differences by investigating the effect of their differences in employing reading strategies in the process of reading comprehension. Based on our previous study, higher level students usually do a lot of autonomous reading out of class. Focusing on reading may be one of the key points to improve Art & PE students' EFL learning. The fact that reading comprehension is very important in EFL learning, yet Art & PE students are very weak in English reading, led me to conduct this research, concerning the possible differences in the learning process of reading strategies during the strategy instruction between EFL learners of Art & PE students and other non-English major students, in order to find out the hidden reasons which caused the different reading achievements for these students. This research may shed light on the future EFL teaching for Art & PE students. And the results of this research can be input for teachers so that they can further understand the needs of their students in the EFL classroom, especially when teaching reading (Maiko & Osamu, 2006). For this purpose, the following research question is posed:

What differences are to be found in the process of learning EFL reading strategies between Art & PE students and other non-English major students during reading strategy instruction?

Differences in Learning EFL Reading Strategies of the Two Groups

Participants are 89 non-English majors from A classes (46 students majoring in Computer Science, Law, Commercial, etc., whose English is in a higher level) and D classes (except four minority students and several absent stu-

dents in this class, 43 Art & PE students, whose English is in a lower level, are involved in this research) in Northeast Normal University. They were in their first year and learning EFL as one of their required courses. No one had experience in learning English overseas. All the participants of class A have more than ten years of English learning experience. While the English learning duration of participants from class D are various, some Art students majoring in Dance only have three years of EFL learning experience. In this research, they were involved in a five-week EFL reading strategy instruction process, which was implemented via micro-class teaching (within 5 minutes each) on the multimedia network teaching platform.

During the period of five weeks, the participants received a no more than 5-minute micro-class reading strategy instruction online in their spare time. Five strategies were selected, including Predicting, Skimming and Scanning, Guessing unknown words, Paying attention to discourse markers and Assessing a writer's purpose. In the strategy instruction micro-classes, participants were taught one reading strategy per class. The five micro-classes were recorded by three teachers who are engaged in a micro-class project on reading. Before reading strategy learning, a questionnaire were used and confirmed that the students in both groups had not used these five strategies frequently. After learning each micro-class online, participants have to read one passage and finish the exercises related to the passage. The passages range from news, review comment and abstract of novels. After the micro-class learning and finishing the following reading exercise, participants are required to fill out a questionnaire online immediately to obtain accurate information on strategy use, and send voice messages about their reading process to teachers: how they had used the strategy and what opinions they had on using it, for instance. And teachers interview the participants via mobile phone to get more information when they are both available. They mainly prefer communicating with teacher via WeChat. Participants are required to review the strategy taught in the previous week and share the experiences of efficient strategy use via WeChat group.

To reveal possible differences in the process of strategy learning between the Art & PE students (called group D since they are in class D) and other non-English major students (called group A since they are in class A), the questionnaires and the interviews from the two groups were collected and analyzed. As a result of the qualitative analysis, four major differences were identified between the two groups.

First, the two groups were different in the amount of strategies they used during reading process. The Art & PE students in class D (group D) tend to use single strategy in reading one passage. While the other non-English major students in class A (group A) usually combine using several strategies at the same time. For example, students from group A try to predict what information they may find in the passage after looking at the title, they may also use skimming and scanning strategies to get an overall idea of its contents. Second, there is difference in motivation of learning to use new strategies. Students from group A tends to try again to use the newly learned strategies even after an unsuccessful attempt to use. While students from group D usually continue to use several favorite strategies without attempt to try new ones. In guessing unknown words, for example, when group D students can't guess the meaning of an unfamiliar word, they will stop and consult dictionary although predicting is taught and encouraged. They won't try and they tend to consider this strategy useless for them. While group A tend to continue reading since it becomes clear after reading through the passage. Third, there is difference in the purpose of using strategies. Group D seems to use strategies for completing the task. They use it because they are required to. While group A use strategies for the sake of reading. They use it to help them better understanding the passage. Fourth, there is difference in the method of evaluating the efficacy of their strategy use. The students from group A are likely to confirm the degree of their understanding attained by the strategy use, for instance, turning to the outside resources such as dictionaries. For example in guessing unknown words, group A students tend to confirm whether their strategy use was successful or not by using a dictionary. They check their guess no matter how confident they are. While the students from group D, on the

contrary, tend to evaluate the efficacy of the same strategy without such confirmation. If they successfully guessed the meaning of a word, they will be happy but with no confirmation followed. Thus, explicitly instructing students to confirm their comprehension is highly recommended.

Conclusion

Before concluding, two limitations of the present study should be mentioned. First, the number of participants is small and all the participants are from the same university. The differences identified in this study may not apply to a larger population. Second, the data collected in this study is rather subjective since most of the data were reported by participants via interviews. Some strategies may be used naturally without awareness. So they may not report exactly all the strategies they used in the process of reading. With these limitations in mind, the following conclusion can be drawn: In the process of learning EFL reading strategies, the Art & PE students are differ from the other non-English major students mainly in four aspects: the amount of strategies they use during reading process; the motivation in learning to use new strategies; the purpose of using strategies; the method of evaluating the efficacy of their strategy use. Based on the conclusion stated above, a pedagogical implication can be made. In strategy instruction, rather than giving abstract explanations, concrete examples of effective strategy use drawn from learners from other non-English majors could be presented to Art & PE students. At the phase of introducing strategies, for instance, the conditions in which strategies can be used effectively and the combination in which more than one strategy can be used together could be presented by providing ample examples drawn from group A. Also, Art & PE students could be encouraged to apply the same strategies again in a different way to different situations, although they may not familiar in using them at the beginning.

The present study also provides a research agenda for future studies: the efficiency of the training method described in the pedagogical implication above should be validated.

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Big Data Analysis of 2018 National Postgraduate Entrance Examination —The Case of Subjective Testing of Candidates in S Province

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[Abstract] *In view of the authoritativeness and wide influence of the National Postgraduate Entrance Examination (NPEE), the examination has been well recognized all over China. This paper, based on the big data analysis of the subjective testing scores of candidates in S province in English (I), in 2018 NPEE, proposes to make full use of its backwash effect and further promote the reform of college English teaching to improve the quality of teaching and learning. Finally, this article puts forward positive and beneficial suggestions to perfect NPEE.*

[Keywords] *Graduate School Entrance Examination in English (GSEEE); subjective testing; washback effects; big data analysis; the quality of teaching and learning*

Introduction

With the development of data acquisition and storage, as well as the increasing attention to data, big data analysis has been paid more and more attention.

Big data refers to the amount of data involved is too large to intercept, manage and process to what can be interpreted by human beings with conventional software tools in a certain period of time (Wang, 2017). Big data characteristics can be summarized as 4 Vs, that is, large volume of data, a variety of data, fast velocity of data generation and processing, and low value density of data. Big data technique refers to the ability to quickly obtain valuable information by analyzing and processing all data without random analysis.

Subjective Testing of English (I) in NPEE

The National Postgraduate Entrance Examination (abbreviated as, NPEE) is a national unified examination organized by the examination Center of the Ministry of Education of the People's Republic of China for the selection of postgraduate students. There is no doubt that Graduate School Entrance Examination in English (GSEEE) has great influence on college English teaching in China.

The Authoritativeness of GSEEE

First, the authoritativeness of GSEEE is embodied in the nature, level and purpose of the examination. NPEE is the selective examination, and the examination level is a national unified examination. The purpose of the examination is mainly to check whether the examinee has the basic ability and professional quality for master's degree study.

Postgraduate student training mode is divided into two types: academic type and professional type. Therefore, GSEEE is divided into two categories: English (I) for academic candidates, and English (II) for professional candidates. Second, the authoritativeness of GSEEE lies in fairness. The fairness of GSEEE is reflected in the establishment of scoring standards, the selection of marking sample papers, the training of marking staff and the safety monitoring of marking process. Third, the authoritativeness of GSEEE is embodied in the organization and implementation of the examination. In order to ensure the proper operation of the examination implementation process, the examination center has developed various detailed rules and regulations, such as the registration and qualification examination system for candidates, the examination discipline system, confidentiality system, the construction of standardized examination rooms, etc. From 1978 to 2018, the number of candidates admitted has increased by about 49.2 times, from 10,500 in 1978 to 51.7 million in 2016. In 2018, the number of candidates enrolled is up to 238 million, with an increase of 370,000 candidates, compared with 201 million of 2017. This data shows that the authoritativeness of GSEEE is well recognized.

Introduction to Subjective Testing in English (I)

The examination items of English (I) in 2018GSEEE are the same as that in 2017. There are three sections in English (I). Section I: Use of English, 20 × 0.5 points; Section II: Reading Comprehension. There are three parts in Section II. Part A is traditional reading, 20 × 2 points; Part B is the new type of reading, 5 × 2 points; Part C is translation from English to Chinese, 5 × 2 points; Section III: Writing. There are two parts in Section III. Part A is practical writing, 10 points; Part B is picture composition, 20points. Specific subjective testing items, scores and contents can be seen in Table 1.

Table 1. Examination items, scores and contents of subjective testing in English (I)

Examination items of subjective testing	Testing contents	Scores	proportion
Translation (sentence translation)	The candidates are supposed to read an article of about 400 words and then translate 5 sentences (about 150 words) into Chinese. The translation should be accurate, complete and smooth.	10points (2 points /sentence)	10%
Writing Part A	The candidates are supposed to do practical writing of about 100 words, including personal or official letters, memorandums, reports, etc.	10 points	10%
Writing Part B	The candidates are supposed to write a 160–200 word essay (punctuation is not counted). The form of hint information includes topic sentences, outline, pictures and so on.	20 points	20%

Big Data Analysis of 2018 Candidates’ Subjective Testing Results in S Province

There are 41021 candidates in S province in 2018, including 22624 English (I) candidates and 18397 English (II) candidates. The statistic results of subjective test scores of 22624 candidates in 2018 are as follows: the average score is 14 points; the passing rate is only 0.90%; the top score is 29 points, and the lowest score is 0 point. Figure 1& 2 show the number and proportion of candidates in each fraction.

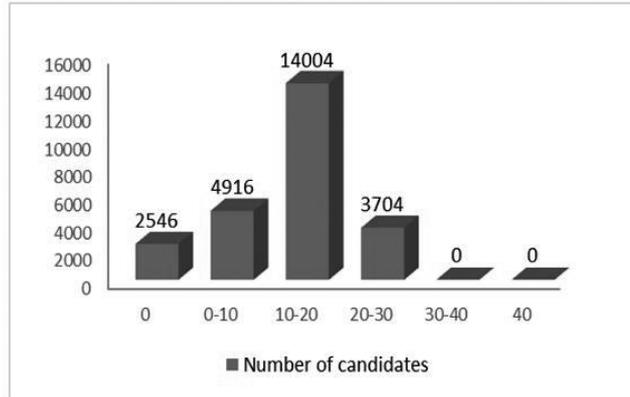


Figure 1. The number of candidates in each fraction

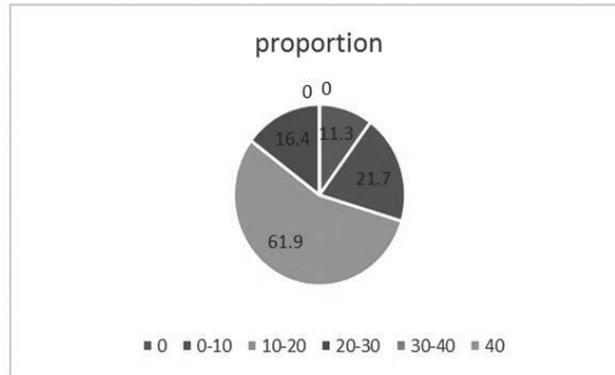


Figure 2. The proportion of candidates in each fraction

Translation

Candidates of English (I) are required to translate about 150 words of five underlined sentences. But what the candidates face is a long passage of about 400 words, the subject of which inclines to be academic. In most cases, they are specialized science popular articles. And the five underlined sentences are often the longest, the most difficult, and the most complex sentences in the passage. Therefore, in terms of the difficulty of translating materials, English (I) is obviously more difficult than that of English (II). In 2018, the average translation score of the candidates in S province was only 3 points; the passing rate was 6.7%; the top score was 8.5 points; and the lowest score was 0 point. The distribution of translation achievements is shown in Table 2.

Table 2. The distribution of translation achievements

Score	0	0.25	0.5	0.75	1	1.25	1.5	1.75	2	2.25	2.5	2.75	3
Number of candidates	3624	445	601	521	585	536	620	529	707	659	690	647	763
proportion	16.0	2.0	2.7	2.3	2.6	2.4	2.7	2.3	3.1	2.9	3.0	2.9	3.4
score	3.25	3.5	3.75	4	4.25	4.5	4.75	5	5.25	5.5	5.75	6	6.25
Number of candidates	681	835	783	987	898	1092	1077	1200	1069	917	651	558	331
proportion	3.0	3.7	3.5	4.4	4.0	4.8	4.8	5.3	4.7	4.1	2.9	2.5	1.5
Score	6.5	6.75	7	7.25	7.5	7.75	8	8.25	8.5				
Number of candidates	250	145	118	55	36	9	2	1	2				
proportion	1.1	0.6	0.5	0.2	0.2	0.0	0.0	0.0	0.0				

The total score of translation is 10 points. From Table 2, we can see that there are 5 candidates whose scores are equal to or above eight points, accounting for only 0.02% of the total number of candidates, which is equivalent to 2/10000! There are 21117 candidates whose scores are less than six points, accounting for 93.34 % of the total number of candidates. This data makes foreign language teachers feel so bad! This data shows that most students' translation ability is very poor! So in the coming years, we must pay more attention to the cultivation of students' translation ability in our college English teaching.

Practical Writing

The part of practical writing, commonly known as the small composition, has its unique characteristics. The first characteristic is to pay more attention to forms, which have dominant regularities, such as application letter, official letter, notice, poster, etc. The second characteristic is the emphasis on communication and the requirement of all the main points being covered. At the same time, candidates should pay attention to the appropriateness of linguistic style and register. In 2018, the average score of practical writing in S province was 4.2 points; the passing rate was 15.40%; the top score was 8 points; and the lowest score was 0 point. The distribution of practical writing achievements is shown in Table 3.

Table 3. The distribution of practical writing achievements

Score	0	0.5	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
Number of candidates	2993	183	243	213	302	262	568	650	1430	2216	4963	5120	2672
proportion	13.2	0.8	1.1	0.9	1.3	1.2	2.5	2.9	6.3	9.8	21.9	22.6	11.8
Score	6.5	7	7.5	8									
Number of candidates	686	113	9	1									
proportion	3.0	0.5	0.0	0.0									

The total score of practical writing is 10. From Table 3, we can find out that there was only one examinee with a score equal to or above than eight points, accounting for 0.0044% of the total number of candidates. And there were 19143 candidates with a score of less than six points, accounting for 84.6%. The average score of small composition is 1.2 points higher than that of translation. However, the number of candidates equal to or above than eight points is too small, which shows that although some candidates can basically cover the main points of the required contents and meet the requirement of forms, the ability to use linguistic style and register accurately is not enough. In order to improve the quality of practical writing, we should pay attention to the accuracy of linguistic style and register in college English teaching.

Picture Composition

The propositional form of the large composition has basically been a picture composition in recent years. The train of thought of a picture composition is to describe the scene of the picture first and introduce the topic; and then explain the information transmitted by the picture and point out the social phenomena or problems reflected in the picture; analyze the advantages and disadvantages or the reasons for the social phenomena or problems, and finally make a summary or make suggestions. In 2018 English (I), the average score of picture composition is 6.7 points; the passing rate is 2.5%; the top score is 16 points; the lowest score is 0 point. The distribution of picture composition achievements is shown in Table 4.

Table 4. The distribution of picture composition achievements

Score	0	.5	1	1.5	2	2.5	3	3.5	4	4.5	5	5.5	6
Number of candidates	3192	180	164	154	216	200	247	252	397	421	656	685	965
proportion	14.1	0.8	0.7	0.7	1.0	0.9	1.1	1.1	1.8	1.9	2.9	3.0	4.3
Score	6.5	7	7.5	8	8.5	9	9.5	10	10.5	11	11.5	12	12.5
Number of candidates	954	1423	1505	1832	1675	1901	1493	1432	945	750	426	286	145
proportion	4.2	6.3	6.7	8.1	7.4	8.4	6.6	6.3	4.2	3.3	1.9	1.3	0.6
Score	13	13.5	14	14.5	15	16							
Number of candidates	81	18	17	4	6	2							
proportion	0.4	0.1	0.1	0.0	0.0	0.0							

A total score of picture composition is 20 points. From Table 4, we can see that only two candidates scored equal to or more than 16 points, accounting for 0.0088%; 22065 candidates scored less than 12 points, accounting for 97.53% of the total number of candidates! How many foreign language teachers can't believe this data! However, in the face of big data analysis, we should face up to the fact that our students' English basic skills are generally not solid enough, and their comprehensive English proficiency is low, especially in writing and translation. In order to improve students' writing ability, it is suggested that in our daily writing teaching, we can use the scoring standard of GSEEE composition, that is, detailed scoring standard for reference, so as to enable our students to improve their writing ability in a targeted way. In the face of the big data, we should reflect on the problems existing in foreign language teaching, put the improvement of teaching quality in the first place, make full use of the washback effect of GSEEE, and improve the quality of college English teaching.

The Washback Effects of GSEEE on College English Teaching

The authoritativeness of GSEEE determines that it plays an extremely important role in college English teaching. Just as each coin has two sides, GSEEE has both positive and negative washback effects on college English teaching.

Positive Washback Effects of GSEEE on College English Teaching

GSEEE not only arouses the enthusiasm of college students to learn English, but also effectively arouses the enthusiasm of foreign language teachers and promotes the development of college English teaching. It can greatly promote the quality of college English teaching.

Firstly, GSEEE tests college students' English proficiency and quality of college English teaching. GSEEE involves a wide range of examination items, including some practical items, which can comprehensively test the students' English proficiency. Not only are the students' basic knowledge and skills in vocabulary and grammar tested, but also the students' comprehensive language skills in reading, translation and writing are tested (Zong, 2016). It tests the students' English practical application ability and provides a scientific and effective method for testing students' English proficiency. At the same time, the test results to some extent reflect the quality of college English teaching. As an important parameter to measure the teaching quality, to test the teaching level and to test the students' learning effect, the test results can be used as reference data for setting teaching objectives. Teachers can find out the weak parts in students' learning according to students' scores of various examination items, and make corresponding adjustments to teaching methods and learning emphases, so as to promote students' English proficiency. If data feedback is possible, it will play an irreplaceable role in college English teaching all over the country.

Secondly, GSEEE promotes teachers to change their teaching concepts. Because of GSEEE, teachers not only

need to have basic language knowledge, but also need to effectively cultivate their own communicative competence by improving their own learning ability, thus changing their teaching concepts. Changing the traditional teaching mode from teacher-centered to student-centered to arouse the enthusiasm of students' participation, making students become the constructors of their own knowledge. The majority of English teachers choose appropriate teaching methods to positively guide the students to combine the basic knowledge of English with the comprehensive practical ability, so as to develop the comprehensive quality of the students in an all-round way. This not only arouses teachers' enthusiasm for work, but also urges teachers to improve teaching contents and teaching methods, give full play to teachers' subjective initiative, and promote the positive washback effects of GSEEE.

Thirdly, GSEEE stimulates the enthusiasm of college students to learn English. Students can be trained according to their English learning ability to become familiar with the examination points of each examination items. This will not only stimulate students' interest in learning, but also help students to understand their own strengths and weaknesses to strengthen the training of their own weak points, and improve their English application ability. So GSEEE is helpful for college students to clarify their English learning goals, and achieve good results.

Fourthly, GSEEE promotes inter-school exchanges and cooperation. The unified testing of GSEEE can check the implementation of college English teaching syllabus, promote the exchange and cooperation among colleges and universities throughout the country (Qin, 2012), and provide the important data for deepening the reform of college foreign language teaching. The marking teachers are the backbones of foreign language teaching from colleges and universities all over the province or even all over the country, including the heads of the teaching and research department, the heads of English department or even the deans of foreign language colleges. In 2018, 2.38 million candidates were enrolled in the whole country, of which 41021 candidates applied for universities of S Province to further their study. 11 colleges and universities participated in marking in S Province, and the number of English marking teachers is 75. Teachers learned from each other and exchanged teaching experience with each other. The role of this communication platform is unmatched by seminars of any size.

Negative Washback Effects of GSEEE on College English Teaching

First, GSEEE may lead to neglecting the cultivation of oral English skills. At present, the result of GSEEE has become an important basis for evaluating teachers' teaching quality and students' learning effect in some colleges and universities, which leads to some teachers' examination-oriented teaching, while neglecting to cultivate students' oral English. In the face of the examination, teachers make their students do simulated examination papers and give lectures on the real examination papers and the skills of examination-taking to pass GSEEE. This practice is not conducive to improving students' English communicative competence and training students' oral English, which is a negative washback effect on college English teaching.

Second, GSEEE may lead to the speculative psychology in students' learning. Under the influence of examination-oriented education, some students form the idea that learning is for NPPE. Under the influence of this thought, students are only concerned about how to adopt some examination-oriented techniques to pass NPPE, instead of studying in a down-to-earth manner. From the first year of college, some students only pay attention to the study of NPPE courses, refusing to take other courses in the name of preparing for NPPE, that is, the phenomenon of truancy, which affects the cultivation of students' overall quality and the development of their learning ability.

Conclusion

GSEEE is a major event in the students' college life and even all of their life, which has the milestone significance, but students are more concerned about whether they can pass the exam successfully and be admitted. Accord-

ing to the author's survey, most teachers pay far less attention to the examination process and results than the students. On the contrary, the leadership of the education administration and teaching management departments seem to pay more attention to NPEE, because the entrance examination rate is seen as a measure of the effect of college teaching. But some teachers pay less attention to NPEE and its washback effects. Scientific language test provides an accurate and objective description of the present situation of teaching and provides a large amount of feedback information for teaching, which can be used to improve teaching quality. In the past 40 years, GSEEE has been playing an irreplaceable role in improving the quality of college English teaching.

In order to further improve GSEEE, and make full use of the washback effects of GSEEE on foreign language teaching, the author suggests the data feedback of GSEEE to utilize more pertinently the washback effects of GSEEE on teaching. In addition, we should play the full role of marking teachers, organize them to report on the marking of test papers in colleges and universities, and publicize the analysis of test papers and the scoring standards, so that teachers can understand the actual situation of GSEEE and post-test analysis to reflect on their own teaching.

In a word, Professor Yang Huizhong pointed out in 2015, "Examination is a bridge between teaching and learning, it can provide a lot of feedback for both teaching and learning, and improve the effect of teaching and learning." (Yang, 2015) So we should make full use of big data analysis technique, make full use of the washback effects of GSEEE to improve English teaching quality.

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Effect of Teacher's Instruction and Training of Cohesive Devices in EFL Learner's Argumentative Writing: A Pilot Study

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[Abstract] Argumentative writing is one of the common writing tasks for EFL learners. Cohesion and coherence are the most basic and important linguistic concepts. Ever since Halliday's cohesion theory was published in 1976, many studies have been conducted from various angles and levels. The problem in front of the college students is neither the difficulty in arranging the structure of their essays, nor lacking of ideas or proofs supporting the thesis. Instead, they have difficulty in organizing their language, which may seriously weaken the persuasiveness and power of their argument. Therefore, this study is going to focus on the cohesive devices used in EFL learners' argumentative writings based on Halliday's cohesion theory and tries to find the teaching implications. Results show that the teacher's instruction and training do help to arouse the students' awareness of the cohesion theory and encourage the students to use the cohesive devices consciously in their writings.

[Keywords] cohesion; EFL writing; training

Introduction

Writing ability manifests EFL students' comprehensive English ability. All too often, college students think that writing assignment is the most difficult task to complete and they can hardly manage to write successful essays. According to *The College English Curriculum Requirements* issued by the Higher Education Department of Ministry of Education in 2007, college students (non-English majors) are expected to meet different levels of writing requirements. To reach the low level, students should be able to complete the general writing task of describing the personal experience, perception, emotion and events, etc.; or write general practical essays. The students should write an essay of no less than 120 words within half an hour according to the given topic or outline. A successful essay should be integrated in content, with a clear theme, proper words, cohesive devices and coherent essay arrangement. The students should grasp basic writing skills. To reach the intermediate level, the students should be able to express the personal perceptions, write English abstracts and papers of their major studies, describe charts and tables. They should complete an essay of no less than 160 words within half an hour. A successful essay should be complete in content, with clear viewpoints, smooth arrangement and fluent sentences. To reach the high level, the students should be able to write English reports and papers of their majors and express personal perceptions in written forms. They should write expository and argumentative essays of no less than 200 words within half an hour, with clear ideas, colorful contents, clear structure and being strict in logic.

The biggest problem in EFL students' writing is that the overall writing quality, with the writings lacking of cohesion and coherence as a whole. It's not easy for the practitioners well involved in it to make much improvement. On the one hand, it is difficult for the teachers to instruct the more internalized knowledge—compared with the more explicit writing skills—in the classroom. It also takes time to examine the students' compositions and give them feedbacks in time. On the other hand, students are less able to grasp the abstract concepts and put them into practice. However, as for argumentative writing, many students fail to get high scores. They don't have much trouble in setting a clear thesis or arranging the proper structure of the essay. They are not worried about finding suitable arguments to support their own ideas, either. On the contrary, they have big problem expressing their ideas clearly and logically, which obviously decreases the quality of their writing and weakens the essays' persuasiveness and the strength.

Ever since Halliday and Hasan's theory of cohesion (*Cohesion in English*, 1976) was published, many linguistics and researchers at home and abroad have been studying at it from many aspects and levels. In EFL writing, cohesion has an important influence on the quality of college students' English writing. Essays employing proper cohesive devices tend to get higher scores, while compositions that seldom use cohesive devices or use them poorly tend to get low scores. Therefore, to examine the employment of cohesion in college students' English writing will help them improve their writing ability.

Widely accepted theories of cohesion and the research status

Most theories are developed based on Halliday's model. Halliday claimed that "cohesion is a semantic concept, it refers to relations of meaning that exist within the text" (Halliday & Hasan, 1976). He categorized five types of cohesion—reference, substitution, ellipsis, conjunction and lexical cohesion—the first four types were grammatical cohesion while the last from a lexical aspect.

Reference words help to join a text together, including personal reference (e.g. *he, she, her, theirs*), demonstrative reference (e.g. *this, those, the, here, now*), and comparative reference (e.g. *same, equal, identical, differently, otherwise*). Ellipsis means something left unsaid, including nominal ellipsis (e.g. Where is *mine?*), verbal ellipsis (e.g. Just *staying* at home.), clausal ellipsis (e.g. A: Have you read the book? B: *Yes*. A: What do you think of it? B: *Not bad.*). Substitution means the replacement of one item by another. Substitutive ties also have three types: nominal substitution (e.g. *one, the same*), verbal substitution (e.g. *Yes, I do.*) and clausal substitution (e.g. *I hope so. If not, ...*). Tied by these cohesive devices, the whole text is clear and readable. Conjunctive cohesion refers to the words or phrases that join parts of a sentence together, or link a sentence to the next one. Conjunctive words include four types—additive conjunction (e.g. *and*), adversative conjunction (e.g. *yet*), causal conjunction (e.g. *because, so*) and temporal conjunction (*first, then*). The last cohesive device, lexical cohesion is different from the first four types that are grouped as grammatical cohesion. It involves the selection of the words that are related in some way to the words that have appeared before. Repetition, synonymy, antonymy and collocation are the common lexical ties.

Among the most significant theories developed in China is Hu Zhuang-lin's theory of discourse cohesion and coherence (1994). Hu expanded the denotation of cohesion into more levels with more subcategories.

Theoretical studies were soon employed in actual English writing class. Various studies on the usage of cohesive devices in EFL learners' writing have been conducted in the past 10 years, most of which were based on Halliday's classification. Some of the studies showed that lexical cohesion was mostly used in the students' compositions (Zhang, 2010; Zeng, 2014), while some other studies showed that reference was the most frequently used cohesive device (Zhou, 2011). Many researchers believed that the quality of the students' writing was proportional to the amount of cohesive devices used in the compositions (Liu & Braine, 2005; Li, 2011). In contrast, some researchers made further examination and claimed that it was not the amount of the cohesive devices used in the compositions that influ-

enced the quality of the writings. They emphasized that the quality of students’ writing was only proportional to the correctly used cohesive devices (Lu, 2008). In order to identify the general cohesive features in the first year college students’ argumentative writings, the author of this paper conducted a research based on the framework of Halliday’s theory. What’s more, the author wants to examine how much difference it will make if the teacher instructs the related concepts and practice before students start writing. The current paper is to investigate five cohesive devices used in the students’ writings, focusing specially on the following questions: 1. How are the cohesive devices used in the control group? 2. How are the cohesive devices used in the experimental group? 3. What are the differences in between? Is it the training make the difference?

Participants

The participants were two classes of the first-year undergraduate non-English majors. All the students of this university had taken a placement test, and were grouped in classes according to their performance in the exam. The two classes chosen for this study were at the same level. Therefore, the students from both classes were assumed to have similar writing proficiency on the whole. The total participants from the two classes were 62 (32 students from Class One, m=3, f=29; 30 students from Class Two, m=5, f=25). The teacher introduced the concepts of cohesive devices with typical examples in Class One (the experiment group). The teacher also instructed the students how to use these devices before they did the writing task. Rubrics of the writing task were provided as well, focusing on all the five cohesive devices. In Class Two (the control group), the teacher introduced the concepts with typical examples, and the writing rubrics were provided, too. The only difference between the two groups was that the students of the control group haven’t had the chance of using the cohesive devices before doing the writing task.

Data collection

The students from the two classes were required to write an essay in class, discussing “whether they should make comments or even criticism on teachers for the purpose of improving educational quality”. The students should write about 180 words. All the students subscribed their compositions. Therefore, we finally had 32 essays from the experiment group and 30 essays from the control group. Two raters were responsible for the coding design and coding process. The reliability and correlation of their coding results were tested. The cohesive devices used in each paper were identified and counted. The presence of the cohesive device was coded as “1”, and the absence as “0”.

Results and discussion

The number of all types of cohesive devices were located and counted by two researchers. Ellipsis and substitution were not found in the students’ papers in either class. Actually, these two types of cohesive ties are more likely to appear in the dialogues. In Class One, the lexical devices had a significant percentage of 61.16% among all the cohesive ties. Lexical cohesion was followed by referential devices with the percentage of 29.83%, then the conjunctive ones of 9.01%. In Class Two, the lexical cohesion was most frequently used in students’ compositions as well, with a rather high percentage of 56.58%, which was slightly lower than that of Class One. Reference ranked the second, with a percentage of 31.25%, followed by the conjunctive cohesion of 12.17%.

Table 1. Cohesive devices used in two classes

Types of cohesive device		Lexical	Reference	Conjunction
Class One	Frequency	1798	877	265
	Mean	56.19	27.4	8.28
	Percentage	61.16%	29.83%	9.01%

Class Two	Frequency	1041	575	224
	Mean	34.7	19.17	7.47
	Percentage	56.58%	31.25%	12.17%

The general patterns of the use of the cohesive devices are quite similar between the two classes, and the results are consistent with those of the previous studies mentioned above. However, with further examination of the use of each cohesive device, we find different features in the compositions of the two classes.

Although the percentages of the use of lexical cohesion in the two classes are pretty close as shown in Table 1., the gap between the frequencies of the usage remains very big. Repetition of the same word presents the highest percentage in both classes. An average of 12.1 words are repeated in the first group of compositions, while about 10.6 words are repeated in the second. This doesn't make much difference. Words such as "teachers", "students", "evaluate" and "improve" are mostly frequently used because they are closely related to the topic. What makes the difference of lexical cohesion usage in two classes is the use of synonyms and antonyms. More groups of synonyms and antonyms are used in the first class than those used in the second class. The synonyms and the antonyms are counted separately, but the numbers are added up when we analyze the use of lexical cohesion. Compared with 10 synonyms and antonyms used in per composition of the first class, there are merely 6 used in the second class. Collocation contributes less to the difference between two classes.

Reference ranks the second in the use of cohesive devices. In addition to the use of definite article "the", personal reference has the highest percentage of use in both classes. More pronouns, including "my", "I", "her", "your", "he", "his", "it", "us" and "our", are used in the compositions of Class One. Fewer forms of pronouns are used in Class Two. The students in Class One tend to use more comparative devices, while the students of Class Two tend to use more demonstrative devices.

Students of both classes use conjunction devices in their compositions. They use "and", "but" and "because" to join the sentences, and "first", "second" and "last" to organize the discourse. The result shows no big difference between the two classes.

Overall, significant differences mainly appear in the use of synonymy and antonymy, the subcategories of lexical cohesion, and the use of personal reference, a subcategory of referential cohesion.

Conclusion and Implications

The current study examined the cohesive devices used in argumentative writing produced by the first-year non-English majors from two parallel classes. Students of one class received more instruction from the teacher and did more related exercises before writing the paper. Students from the other class didn't do any practice before they actually wrote the paper. The findings reveal that the students who received special instruction and training had better performance in using cohesive ties.

To arouse the students' awareness of the proper usage of cohesive devices, the teachers should first help the students develop a clear recognition and understanding of the cohesion theory, so that they can consciously think about the cohesive skills other than purely pursue the grammatically correct words and sentences. Then the teachers should introduce the related concepts and give the students certain amount of practice. On the one hand, the teachers can provide the students with some samples and analyze the cohesive devices used in the samples. On the other hand, the teacher should provide the students with writing exercises of different levels of difficulty. For example, the students are required to read a short paragraph (not an essay, to lower the difficulty and to help focus on a single type of cohesion in one task), and identify the reference words appear in it. The practice can be conducted in various forms, such

as completing the table, matching, or error correction. Then the teacher can gradually increase the difficulty of the exercise by assigning paragraph writing, essay writing, and essays of different genres. The teachers are responsible for supervising the whole process, providing instructions as well as timely feedbacks.

This paper is mainly a pilot study. There are limitations of the size, time duration and expert assessment of the experiment, so more exploration and efforts are needed to confirm and develop the findings. It will hopefully be of benefit both to the teachers and students in EFL writing.

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New Mode for Co-operative Education for Business English Major: Co-operative Education Paper

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[Abstract] *Due to the characteristics of Business English major, and as an independent subject, there is a need to adopt a new mode for traditional Co-operative Education mechanism. This paper intends to depict this new idea, namely the Co-operative Education paper. It is designed to be a core paper that includes a 9 weeks/360hrs internship arrangement. It provides students with a transition from the areas of study to real business situations and helps them to improve their existing business knowledge and professional skills in a real business environment. It makes your undergraduate degree more outstanding and extends the networks with relevant employers and industries. It offers employers with well-educated and enthusiastic tertiary year 3/4 students and adds a new source of talents out of its existing human resources and helps employers and industries to discover and train future talents.*

[Keywords] *Co-operative Education Paper; Business English; New Mode*

Introduction

The most commonly adopted Co-operative Education mechanisms can be traced back to the successful and well-established modes used in the engineering discipline. Disciplines in foreign languages and literature, including Business English major, have basically borrowed those ideas, which have been proved successful in Engineering. However, the characteristics of Business English major have not been fully considered during the transplantation, and there is no one size fits all approach. At present, the newly-established independent colleges, private institutions and vocational schools are not mature enough in the construction of their own Co-operative Education systems. There are possibilities to make new attempts to expand the existing ways of how to construct the co-operative education. This paper attempts to draw up a new way as an option to the current structure of co-operative education systems. The rest of this paper is structured in this order: Literature Review, Co-operative Education Paper Overview, Minimum Requirements for Internship, The Design of Application Procedure, Benefits for Enrolled Students, Responsibilities of and Benefits for Universities, Responsibilities of and Benefits for Employers, Assessment & Feedback Systems, Overseas Exchange, Conclusion.

Literature Review

Business English major mainly focuses on how to equip students with a good command of business language, es-

sential knowledge in commerce, and work experience in trades. The cultivation of the 3 capabilities just mentioned is indispensable and indivisible for learning and teaching in Business English.

Wang (2015) explains in his document that the practical module of a bachelor's degree in business English must account for 10–25% of total credits and be completed under the co-operative supervision of an academic tutor and a professional in the field.

A good training for business language proficiency need to be done in a real language environment to achieve a good result. Unfortunately, most of domestic enterprises are unable to provide such a work environment in which English is the main medium of communication. In addition, there are only certain numbers of multinational corporations or certain levels of management that provides a limited work environment in English. This constitutes a practical challenge and a constrained environment for current Co-operative Education programmes of business English major in China.

As such, problems are often seen as this: either the main line of business of an enterprise is not relevant to business English major, or the intern placement offered by an organisation has little to do with business English major. Most independent college students majoring in business English may not be assigned to jobs that are relevant to their major when they are participating in Co-operative Education programmes with their schools and contracted employers (Xu, 2014).

Currently speaking, the effectiveness of current Co-operative Education mechanisms of business English major has yet to be improved. The existing level of co-operation with contracted employers still stays at a superficial level, such as occasional or irregular arrangements, including company tour, internships, seminars, summer-interns, etc. Currently, the most commonly adopted modes include job-guaranteed method, co-educated method, replacement, 2+1, on the job training (Xu, 2013). The last two methods just mentioned separate classroom teaching from intern placement, can hardly make an effective connection between theory and practice (Chen, 2014).

For similar current issues existed in vocational institutes, Shi & Liu (2011) explained that the underlying causes are mainly due to the lack of a mechanism that suits China's own traditions and priorities. Then, they further argued that the key to solve the problem is to set up a government-led, university-supported, enterprise-participated system. Xu (2013) agreed that government leadership should be enhanced. However, what is the right way that can be really considered as suitable for China's tradition and priorities? Except relying on governmental or administrative policies, is there a way that allows academic institutions, enterprises, students to do it by themselves, especially in the era of deepening the open-door policy and emphasising the power of market forces? This paper intends to present a new idea of doing it.

Co-operative Education Paper Overview

The Cooperative Education paper (the Co-op) is of an academic course that is aimed to implement the objectives of undergraduate programmes and a teaching tool that is used to lead students to apply what they learn in classroom to real-life situations. It allows students to obtain work experience along with academic studies. The course can be set as a core paper and count for 10 points in total credits calculation.

The total learning hours should include a 9-week intern placement (minimum 360 hours), with 4–5 intakes per academic year. This course can be opened in the last academic year to provide students with adequate time to accumulate relevant work experience.

Minimum Requirements for Internship

The responsibilities of intern position must be related to the discipline in which students are concentrating on. By so doing, students can obtain work experience that is relevant to their major. Additionally, employers can get benefits from the expert and specialised knowledge that students possess. It is important to anticipate that each student will find a different type of work and be engaged in a variety of internships that would allow him/her to experience the complexities of real business world and familiarise him/her selves with the workflow and task requirements associated with Business English. The internship must be a full-time arrangement with at least 9 weeks 360 hours. This is the minimum working hour requirement; every student must work for an organisation for at least 360 hours within 9 weeks.

For business English students, it is not compulsory to work in a foreign invested corporation. Any post in an organisation that deals with commercial transactions or communicates in English will be considered as acceptable based an assessment. Also, students who wish to practice in a family-own business must obtain a prior approval from the university before the work placement begins.

Compensation may be discussed between students and employers according to each individual situation. Although, a pay may not be compulsory, however, employers are encouraged to consider paying certain amount of economical compensation to students. Students need to be prepared for unpaid internships.

The Design of Application Procedure

Enrolled students must submit their application forms prior to the due date set by the university. The form itself is not to be assessed. But, all the conditions and requirements stated in the form must be met to get an approval from student's university. The application form: 1) must be standardised in terms of format; 2) must be professionally written; 3) must be complete; 4) must be accompanied by an internship certificate issued by an employer. Late applications will not be accepted, by so doing, this is to foster student's awareness of the importance of punctuality in the business world.

Benefits for Enrolled Students

Co-operative Education curriculum is expected to be a very successful idea, this is due to its nature of transition, which places students at the starting line at where they will get involved in the industry. This enables students to learn while they are working, applying their classroom learning to handle real world problems and issues, developing their business practical and workplace skills and techniques, enhancing their current business knowledge and specialised skills in real business environment.

Through this course, students will receive professional guidance from an academic mentor at their university and practical guidance from a workplace supervisor. This helps students to analyse their academic achievement accomplished and work experience accumulated. At the end of this paper, employers are likely to be willing to provide long-term job opportunities for certain students.

The internship work placement under the framework of Co-operative Education can: 1) enhance student's academic proficiency; 2) enhance their personal and professional capabilities; 3) provide them with insights & tips of how to connect theory and practice; 4) help them to realise the interdisciplinary nature of workplace. 5) help them to understand the extent to which such internship will do for them. 6) help them to find out the value they can add to the internal ecology and corporate culture of their employer's organisation; 7) guide them to see a big picture of the position for their employer in the industry and wider world.

Responsibilities of and Benefits for Universities

For tertiary institutions, Co-operative Education can make their undergraduate programmes distinguishable from those offered by their counterparts. Meanwhile, relevant departments or faculties within such institute may establish wider contacts with potential employers and relevant industries through the construction of the Co-op.

During the Co-op semester, the university takes a full responsibility for students to: 1) ensure the arrangements of internship are safe and appropriate; 2) ensure the allocation of academic mentor for each student to help him/her to meet the academic requirements; 3) ensure that the assigned academic mentor keeps contact with students through either phone-calls, emails, or visits to employers during the internship; 4) solve any questions or issues that may be encountered by employers concerning any matters in employment relations.

Universities should encourage students to look for job opportunities from the 1st year and provide effective assistance for students. Universities must make a great effort to help students to find a job by: 1) hosting social events for students to interact with potential employers; 2) opening up workshops for CV writing; 3) setting up a webpage for posting job advertisements on university's official website; 4) assigning a staff to communicate with employers; 5) periodically publishing scanned job advertisements; 6) providing an on-line space for students to publish their job-seeking ads; 7) taking the advantage of the existing networks with trade associations inland or abroad to help students to seek job opportunities.

Responsibilities of and Benefits for Employers

For employers, the Co-op provides them with well-educated students with the appetite of learning, provides active relationships, important networks, unlimited opportunities for employers, students, and universities, provides employers with a new source of talents outside of their existing human resources. Students participating in the Co-op programme have the potential to make a great contribution to their employers. Students can carry out specific tasks and complete their job assignments. Students can bring the latest innovative ideas, creative thoughts, and the enthusiasm of young generations to the organisation. These will turbo-charge the organisation up to a new level of developments. Through the Co-op, organisations will gradually recognise and value the new ideas and ways of thinking that younger generations of students can bring to the organisation. On another side of the coin, organisations support and contribute to the development of national talent pool by providing guidance and workplace experience to students. These will change the future of the business world completely.

Co-op students may: 1) act as extra labour forces for employers in busy season; 2) do specific jobs; 3) free current labour forces to take other responsibilities; 4) replace sick leavers. Students can take entry-level or graduate-level positions as per instruction or guidance. Some of them even can take more advanced position based on their previous work experience. Many employers will be willing to provide a long-term job opportunity to selected students at the end of a Co-op section. This is time-saving and cost-saving for employers. Additionally, the organisation has discovered an employee who is aware of its mission and value.

The role of student is of an employee of an organisation. Employers may expect certain level of performance from the students. In addition, employers should understand that students need to meet a series of academic requirements in the Co-op and should provide students with all necessary assistance. The academic requirements will be discussed between students and their employers.

There are minimum requirements for employers: 1) ensure workplace safety; 2) fully understand all the academic requirements set for students; 3) arrange a workplace supervisor to guide student's work performance; 4) provide all

necessary guidance for completing the job; 5) offer on-going constructive feedbacks on student's work performance.

Assessment & Feedback Systems

Students are required to complete a series of conclusive assessment reports, namely *Student Progress Assessment Reports*, during the internship. In the reports, students must report the efforts made to meet academic teaching objectives in their internship to their academic mentor. Contents of the assessment are provided at workshops and printed out for students.

Students can receive an academic guidance from a teaching staff at the university as a mentor, as well as a practical guidance from a managerial staff at workplace as a supervisor. Academic mentor provides students with academic and professional feedbacks to help them to analyse the work experience accumulated and performance achieved.

Employer's organisation supervises student's performance at work, provide guidance necessary for completing the work and on-going constructive feedbacks. Employers must provide students with suggestions for student's performance once the internship ends and other forms of information including an internship certificate. The form of such certificate can be discussed on a case by case basis and between student and academic mentor during the workshop.

Overseas Exchange

Co-op students have an option to choose work overseas, for example, through various exchange programmes provided by the university. Otherwise, students can seek overseas job opportunities on their own. University should take the travel time into account when setting up internship requirements. The reports are required to be completed and submitted and must be handled through university's own IT system. Students must keep close contacts with academic mentor to received progressive feedbacks. This can be done through the assistance of proper IT communications technologies. International students or exchange students who are willing to participate in the Co-op should be responsible for handling their own visa issues.

Conclusion

In conclusion, the Co-operative Education curriculum is a core paper which includes 9 weeks (360 hours) internship work placement. For students, the Co-op can provide students with a transition from their respective areas of professional learning to the real business world, and opportunities practically use their classroom leaning, and help students to improve their current levels of business knowledge and expert skills in a real business context. The Co-op places students at the starting line of the industry in which they will be willing to get involved in. For universities, the Co-op can make their undergraduate programmes standing out and eye-catching. University's relevant faculties/departments may establish a wider contact with prospective employers and trade organisations along the construction of this paper. For employer organisations, the Co-op provides them with well-educated and energetic tertiary senior students as a new source of talents outside their current human resources and gathers future talents for them and their industry. The Co-op builds up active relationships and essential networks among employers, students, and universities. The Co-operative Education paper is investing in the education of future leaders, which supports the construction of the national talent pool and can eventually influence the future of the business world.

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A Brief Analysis of CAT Course Construction in Colleges and Universities of China

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[Abstract] *With the deepening of economic globalization and the increasing frequency of international exchanges, translation industry has developed rapidly in our country. Therefore, the traditional human translation (HT) can no longer meet the needs of language service market, compared with Computer-assisted Translation (CAT), which is becoming more and more popular among translation service agencies for its features such as high efficiency, convenience and good quality. Meanwhile, professional translators are required to have both the language competence and the ability to utilize a range of computer-assisted translation tools. This new trend makes it necessary for colleges and universities in China to provide Computer-assisted Translation (CAT) courses for MTI (short for Master of Translation and Interpreting) students to meet the needs of the society. As a new course, CAT course is challenging for many colleges and universities. This paper aims to analyze the importance of CAT course, and to be specific, to explore the teaching objectives, teaching methods and testing and assessment of CAT course. It is my hope that the research analysis such as this will help, to some extent, provide information on CAT course construction for other colleges and universities.*

[Keywords] *Computer-assisted Translation; Course Construction; Teaching Objectives; Teaching Methods; Test and Assessment*

Introduction

With the reform and opening up, language service industry took roots in China in 1980s and began to take shape till 1990s with the development of information technology. When it entered this century, translation industry developed rapidly in China with the acceleration of world economy, technology development and globalization. Currently, the efficiency and quality of translation of language service industry are of vital importance for new product release and its market share. Meanwhile, with the development of multimedia, product release will no longer be confined by paper version. The translation of video and audio materials, pictures and websites will definitely make it harder especially when time is short. At the same time, there are increasingly diverse formats of translation materials and the traditional doc format can no longer meet customers' needs. Many customers even ask translators to provide one-stop service such as translation with type setting. In addition, translation materials ranging from the fields of commerce, law and electronics to communication, computer and machinery makes it much more difficult for translators to accomplish the tasks. All these above require that translators who are language majors should not only have a solid foundation of both source and target languages but also have a good command of a variety of background information of other fields.

In such a trend, traditional human translation cannot meet market's needs any more, which contributes to the

advent of Computer-assisted Translation in translation industry. And this has also promoted the cultivation of new type of translators in colleges and universities of our country. Under such a circumstance, CAT course has been built into the course system of translation and interpreting majors in many colleges and universities, and gradually becomes one of the most important courses concerning translation technology. Therefore, teachers in this field should attach great importance to how to combine the new translation technology with their daily teaching to promote teaching innovation and course construction.

Current Situation of CAT Teaching

During recent years, language service market has been developing rapidly both at home and abroad, which also promotes the cultivation of translators in colleges and universities in our country. According to the latest investigation, there is still large need for talents in language service industry and the translators cultivated by universities are not enough to meet the growing need of the market. Some problems arise, among which the most important one is the gap between the translators' competence and the market's requirements. Many domestic scholars such as He Xuegeng and Zeng Yanbo (2013), Fu Jingmin and Xie Sha (2015), and Wang Chenshuang and Wen Jun (2016) have done some researches about this problem. It is widely acknowledged among scholars of China that the main cause of the problem is the lack of knowledge of translators' competence on the part of the universities. And lack of teaching staff and the imperfectness of curriculum system worsen the situation. What's more, many teachers and scholars in this field focus mainly on students' linguistic and textual competence in translation while ignore the importance of improving students' technical competence. In other words, MTI students do not have the knowledge, abilities, and skills required to perform the technical tasks in the translation process by employing technical resources including the tools and IT systems that support the whole translation process.

In the last two decades, some colleges and universities in our country have already added some CAT courses to their curriculum construction. Some scholars of this field such as Lv Li song and Mu Lei (2007), Qian Duoxiu (2009) and Xu Bin (2010) have done some researches on CAT teaching. But the study and exploration of CAT teaching have not kept pace with the development of a large domestic translation industry. Furthermore, the high price of such kind of software as SDL Trados, Wordfast and Déjà vu makes it difficult for colleges and universities to install this kind of software 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. That is to say, teachers who are language majors themselves are not qualified for the job of teaching how to use the CAT software.

Teaching Design and Practice of CAT Course

CAT course is a practical course whose teaching objectives should be student-oriented and market-oriented. For student-oriented, CAT course should focus on the cultivation of both students' translation competence and their technical competence. By market-oriented, CAT course should select the teaching contents for students based on the needs of language service market. As for CAT software, currently more than 90% companies use different versions of SDL Trados in their daily translation in this industry. And there are more 300 universities that have already added SDL Trados to their curriculum system in the whole world. Therefore, we can also concentrate on the introduction of the use of CAT software such as SDL Trados in our daily teaching.

Teaching Objectives

The specific teaching objectives of CAT course should include the following aspects: Firstly, teachers should make students familiar with the current situation of language service industry, the knowledge concerning the history

and development of Computer-assisted Translation and other knowledge such as translation project management. Secondly, the course should be designed to equip students for a career later in this industry. Students are required to know the qualifications they should have in terms of CAT technology. To be specific, students should have the ability to handle everyday office operations like document editing, the ability to use online searching engines and convert text formats and the ability to use CAT software like SDL Trados skillfully, such as creating, using and managing translation memory (TM) and term base (TB).

Teaching Methods

At least one computer lab should be available for CAT course. The performance of the computer should be high and it should be connected with the Internet. CAT software such as SDL Trados 2015 version should be purchased and installed in computer labs. CAT platform system and training bases can be established by complementary resources between universities and enterprises through cooperation. Teachers can give lectures in computer labs and students can be divided into groups with 4 to 6 people, which makes it easy for cooperative learning.

Teaching procedures usually include the following aspects: First of all, MTI teachers may work with teachers of computer major to demonstrate (comment on) how to use CAT software (such as SDL Trados 2015 or memo Q) and give students some time to practice by themselves and exchange ideas in class. Both the teachers' demonstration and students' practice should be done in computer labs. This will not only be beneficial to students who have to shift between independent practice and demonstration watching, but also to teachers who have to know students' mastery of the software. Meanwhile, MTI teachers can design some translation exercises according to students' proficiency in using CAT software to check whether students can apply CAT software to their translation practice. Teachers can also encourage students to learn other CAT software by technical knowledge sharing. After class, teachers can provide more information about the use of CAT software for students and assign some after-class translation exercises through teacher-student communication platform—the QQ group (or WeChat group). Only by doing so can students be familiar with all the procedures involved in CAT.

Test and Assessment

Unlike other translation courses, the exam of CAT course may not involve the traditional paper test. Instead, it should consist of several parts. For instance, the method adopted by Dr. Cui Qiliang (2016) in translation technology courses for MTI students is that students' marks should be closely related to their performance in classroom activities and in the final exam, or 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) suggest that the assessment should be made according to the combination of students' performance in classroom activities and final exam, each taking up 50 % of the total mark. And the final exam may not be the test in a real sense but a research report or a translation project.

Conclusion

Recently, with the change in the needs of translation market, professional translators who are engaged in a large number of applied translation cannot finish their jobs without the utilization of computer, the Internet and some CAT tools. That is to say, professional translators' knowledge of CAT technology is essential in their daily work. Computer- or Internet-based work mode has become very common in most large-sized translation companies both at home and abroad. At the same time, over 95% of the translation projects in translation service market are non-literature translation. This kind of applied translation usually has such features as being highly repeated and having a lot of ter-

minology. And CAT software enables translators to finish their work efficiently and guarantee the quality of translation at the same time. In other words, translation tools and methods have changed, and the advent of modern technology such as computers and the Internet not only greatly improve the efficiency and quality of translation but also make modern translation cooperation possible, hence promotes the formation of the world integrated market of translation. In this sense, we should innovate the teaching methods by introducing the use of CAT software in curriculum construction and provide information on translation technology for students. It is our major concern as MTI teachers to stimulate students' potential of becoming versatile talents who have not only the translation competence but the technical competence.

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The Enlightenment of Turn-taking and Cooperative Principles on University Spoken English Teaching

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[Abstract] *Students are the main bodies of spoken English class in University. Dialogue practice is very important to evaluate and promote students' turn-taking capability. Therefore, it is of significance to know student's turn-taking in dialogue practice which can improve spoken English teaching. Through recording and analyzing spontaneous data from real classroom activities, it is found that evaluating students from different pairs has more advantages than that from same pair. The cooperative principles breaking from turn-taking can also influence dialogue evaluation.*

[Keywords] *Turn-taking; the Cooperative Principles; evaluation of same pair; evaluation of different pairs*

Introduction

According to the “College English Curriculum Requirement” released by the general office of the ministry of education in 2007, ‘College English objectives are to cultivate students’ English comprehensive ability, especially listening and speaking ability. Thus they can communicate in English effectively in school, work and society later on. Also they need to enhance self-study ability, improve comprehensive artistic appreciation and fit the need of our national development and international communication.’ many students only practiced listening part with tapes in high school, not only lack of oral practice but also failed in visual tunnel which can convey much useful information (Jessica, 2012). Therefore, dialogue practice enjoys a high status in College English teaching. Teaching process has been taken as a bilateral activity between teacher and students for a long time, but the communication only between teacher and students cannot meet the need of listening and speaking requirement due to the scale of the college English class. Compared to other classes emphasized the teacher-student communication, teachers of college English spoken course should ask “what discourse and dialogue does the discourse help copy, convert or create?” (James, 1999) and emphasize the communication between students, forming a more effective listening and speaking practice mode.

The author uses Turn-taking and the Cooperative Principles to evaluate dialogue and enhance dialogue skill. The survey samples are from Wuhan University of Technology, four classes are taught by author including Marine Engineering Class 1302 & 1307, Navigation Class 1302 & 1307. Dialogue practice from eight English listening and speaking classes has been recorded during the second term of academic year 2013-2014. The most common interactive mode between students is pair work which will be selected and evaluated by teacher later. However, the author changed the evaluation mode, selecting the testing evaluation pair from different working pairs, i.e. A1 and B1 belonged to the working pair, and A2, B2 another pair, but when they were selected to be evaluated, A1 and A2 belonged to a pair, B1 and B2 another. Thus, the author compares the difference of two evaluation modes (1 working pair evaluation 2 testing pair evaluation), watches their dialogue mode, evaluates their turn-taking and the status of each

speaker in dialogue and suggests a more efficient way to improve dialogue practice.

Turn-taking and The Cooperative Principles

Turn-taking can be defined as ‘the process of switching role between speaker and listener’ (Huang, 1988). Turn-taking always takes place at the point which is thought appropriate by the listener, i.e. turn-taking junction. To start a dialogue indicates the speaker’s initiative, so if one could initiate a turn of dialogue in English study, first he is more active and his oral English is better than the listener, second the willingness to initiate a turn of dialogue can improve ones listening and speaking of English. Moreover, the maintaining of the turns shows the willingness of both parties of the dialogue and the degree of following the cooperative principles. American linguistic philosopher Grice promoted the cooperative principles in 1967. He thinks the highest principle of dialogue is cooperation, so calls it the cooperative principle. The core of the cooperative principle contains four basic maxims: the maxim of quantity, the maxim of quality, the maxim of relation, and the maxim of manner.

Students’ control of turn-taking and reflection of cooperative principles

In the linguistic data, the author recorded 60 dialogues about 4 topics in classes. Speakers from 30 dialogues are from same working pairs, and speakers from the rest 30 dialogues are from different working pairs. One striking characteristic is that the average turn-takings from same pairs are more than that from different pairs, but long sentences from the former pairs are more. Evaluation of the same pairs obeys the cooperative principles more, and evaluation of different pairs breaks the cooperative principles more.

Evaluation of the same pairs

This dialogue is about music. And dialogues from the same pairs usually have four turns. Example 1 is a representative dialogue:

Example 1:

T1 A: What kind of music do you like?

B: I like rock.

T2 A: Why do you like rock music?

B: My favorite...because rock music...many people think rock is noisy, but...but I think rock can...can make people feel very...feel very positive. My... my favorite band is Linkin park.

T3 A: Oh... who’s your favorite singer then?

B: I don’t ...I don’t think I have a favorite singer, but I ,...be..be..because I got listen the song ...what’s your favorite singer?

T4 A: My favorite singer is Wangjie.

B: I never heard of him.

In this dialogue, student A initiated three turns, and student B one time. But about information given by them, student B provided more than A. Although student B made many mistakes, classmates can understand him. From evaluation of the same pairs, we can see that students can organize language better and express himself more comprehensively. The drawback is they just copy those dialogues on the book, and that is different from dialogues in daily life which have more unexpected situation.

Evaluation of different pairs

With the same topic “music”, students from different pairs have 17 turns, which is representative in evaluation of different pairs.

Example 2:

T1 A: Hello Qingqing, what a good weather today!

B: Ah?

T2 A: What a good weather today!

B: Oh yeah yeah yeah, it 's so good.

T3 A: May I ask you some questions?

B: Ok, of course.

T4 A: Do you enjoy listening to music?

B: Yeah, music is very good.

T5 A: Yeah and what kind of music do you like best?

B: Eh...

T6 A: Rock music or folk music?

B: Oh you know me. Rock music.

T7 A: Oh and what 's your favorite singer? Jay Chou or someone else?

B: Singer? Maybe May Day.

T8 A: May day?

(class: Wu Yue Tian)

B: Ah..Wu Yue Tian.

T9 A: Oh yeah, He is a (class laughter) They have a lot of songs about singer about young

B: Yes.

T10 A: And I like it.

B: Yeah. that 's good.

T11 A: And can you sing a song for me?

B: Oh no. And ...what kind of music do you like?

T12 A: I like pop music.

B: Oh that 's good, and which singer do you like best?

T13 A: Feng Huang Chuan Qi.

(class laughter)

B: That 's crazy.

T14 A: Yeah yeah yeah. They are very popular recently in China.

B: Can you play some instrument? Like piano or Erhu, or something...

T15 A: I used to learn guitar but soon I find it 's not suitable for...for me.

B: I think you may play very well, can you teach me?

T16 A: No. (class laughter)But Peng Peng can play it very well.

B: Ok oK..

T17 A: And if you want to find a girlfriend you can ask him for help.

B: Ah... thanks for your idea. Byebye.

A: Byebye.

Students from different pairs have much more turns than those from same pair. The reasons are: 1. Because student A and student B belongs to different pairs when they practice, they have more turns due to the lack of information as in T1, T6, and T8. 2. Students from different pairs tend to start dialogue with greetings or small talks, like talking about weather and so on. 3. They are more likely to improvise on their own, thus break the cooperative principle. As T11 in example 2 breaks the maxim of relation. "And can you sing a song for me?" this request is impolite here.

One reflection of English culture on verbal request is to use indirect strategy, for the sake of listener's freedom and right(Ling Laifang,2016). Direct strategy is considered by many scholars (Leech, 1983; Searle, 1979; Sifianou, 1992) as impolite strategy. Teacher should point this cultural-related mistake out though it is grammatically correct. Later B initiated 3 more turns in order to continue the dialogue. Sometimes, to break the cooperative principle can reach an unexpectedly amazing effect, like to create humor. Take T16 and T17 in example 2 as example, "no" in T16 is the response to the former question, which according to the cooperative principle should be "yes", so here brought about laughter. Then student A provided a solution (Peng Peng is one student in this class) in order to continue the dialogue, and made a joke at the end. This kind of situation never appeared between students from the same pair.

Another advantage of evaluation from different pairs is to arouse attention from other students. Because the speakers are from different pairs, and the dialogues are unexpected to other students. Other students will spend more attention to the dialogue and listen more carefully. When the evaluation is between students from the same pair, other students will not focus on the speakers and will just practice their own dialogue or read books on their own. When teacher does the evaluation of different pairs, students will be active. Some students will even select partner do the dialogue by themselves.

Enlightenment

Due to the teacher's absolute control of dialogue turns in class, students' only chance to initiate turns and keep turns is the dialogue practice section in class. If teacher can evaluate dialogue practice with students from different pairs, then their spoken skill can be enhanced.

About the maxim of quantity, evaluation of different pairs absolutely has more turns. And the maxim of quality can be showed in the accuracy and normalization of the dialogue practice. Students from the same pairs express more effectively. In the evaluation of different pairs, the timing to guide students is very important. To correct students when they are talking is inappropriate, it will interrupt them and hurt their enthusiasm to practice. The better way is to correct them when they finished, point out their obvious mistakes and help them correct them. If time permitted, ask class to discuss how to correct the mistakes. About maxim of relation, we can see that students with poor English spoken skill break the maxim more due to their misunderstanding of partners' words, and that requests teacher avoid to select both students with poor skills. A good-poor pattern is better, because the "good" student will keep or initiate turns. The maxim of manner requests students to talk briefly and clearly. The practice shows that some students grab the practice chance to talk continuously and seldom give chance to their partner. This manner is impolite in class nor in daily life, so teacher should correct it.

Conclusion

To initiate and keep turns show the smoothness of the communication and the quality of the dialogue. Teachers should teach students language points, and skill about turn-taking, like how to initiate turns, how to keep turns, how to give up turns, how to response and how to add up. Also teach students to grab chance to talk in limited class time and to enhance their spoken ability. Students are the main party of English speaking class, dialogue practice has a special status in evaluate and enhance their spoken skill. Thus, to know students' control of turn-taking is important for improving university English speaking teaching.

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A Survey of Integration of Critical Thinking with Questioning into the EFL Reading Course

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[Abstract] Critical thinking has been considered one of the primary goals of education. Teachers' questioning is one of the indices of the quality of teaching. This research attempts to explore when the EFL teachers pose questions in reading course, what question types are employed to promote students to think critically. In this study, six teachers and their students are chosen as subjects. The Bloom Taxonomy is used as a tool to evaluate question types in class. The data of this research is gathered in the form of observing, recording and note-taking in the EFL reading course. The results are analyzed through quantitative and qualitative methods. And the potential causes are discussed from perspectives of both teachers and students.

[Keywords] critical thinking; Bloom Taxonomy; questioning; reading course

Introduction

Critical thinking has been a hot topic in the educational field over the past few decades. How to teach CT skills and how to integrate them into teaching practice is a big challenge for EFL teachers. EFL is different from some other subjects. It not only fulfills the purpose of teaching but also is a means by which the teaching process is achieved. Thinking is question driven in the classroom. Teacher's questioning is of great significance to teaching and learning, especially in an EFL classroom. Therefore, it is more important for EFL teachers to infuse critical thinking with questioning into reading course.

Definitions and Classifications

Many psychologists and philosophers give various definitions of critical thinking. Maiorana (1992, p. 22) states critical thinking is to "achieve understanding, evaluate viewpoints, and solve problems". Paul & Elder (1994, pp. 34–35) think "critical thinking is best understood as the ability of thinkers to take charge of their own thinking. This requires that they develop sound criteria and standards for analyzing and assessing their own thinking and routinely use those criteria and standards to improve its quality". Bloom (1956) defines CT as an ability of analyzing arguments, claims or evidence, making inferences, reasoning, judging, making decisions or solving problems. Though they define critical thinking from different aspects, there is not much difference among them. CT is the general term given to a wide range of cognitive and intellectual skills and a set of cognitive abilities.

The purpose of CT requires teachers to stimulate students to think through a cause and effect or conclusion by questioning. Teacher's questioning is an effective way of teaching and learning in classroom interaction. There is a variety of question classifications in terms of different functions. Bloom taxonomy (1956) serves as the backbone of

many teaching philosophies for the cognitive domain. He divides questions into six cognitive levels: knowledge, comprehension, application, analysis, syntheses and evaluation. The first three levels of questions are grouped as lower-level questions, while the rest are higher-level questions. Bloom Taxonomy is a hierarchy of categories. It is widely used as a teaching tool to evaluate questions in class. Critical thinking is the questioning or inquiry we engage in when we seek to understand, evaluate, or resolve (Maiorana, 1992). Critical thinking underlies reading. It is the basic element of communication. This research adopts it to explore the question types used by the EFL teachers in reading course.

Methodology

Participants

The participants of this study are six EFL teachers from NENU and their first-year students. The teachers involved in this study have been teaching for more than 3 years. Students are composed of three A Level classes and three B Level classes, who are divided based on their entrance exam scores.

Instruments

To examine teacher’s question types, EFL teachers are given the same reading material over a stretch of 45-minute period. The research employs the quantitative method and the data are collected by observing, recording and note-taking. The audio clip of the observed lesson is independently transcribed regardless of other factors, only focusing on the question types employed by the EFL teachers.

Results and Discussion

The data collected have been transcribed and given quantitative and qualitative analysis. In accordance with Bloom Taxonomy of questions, the data give an indication of the question types used and the results are analyzed in percentage terms, which are shown in Table 1.

Table 1. Frequency of lower-level and higher-level question types

Number of teacher	Total numbers of questions asked	Lower-level questions (LLQS)	percentage (%)	Higher-level questions (HLQS)	percentage (%)
T1	16	10	62.5	6	37.5
T2	13	6	46.2	7	53.8
T3	15	7	46.7	8	53.3
T4	10	6	60	4	40
T5	8	6	75	2	25
T6	7	7	100	0	0
Total	69	42	60.9	27	39.1

Table 1 shows that a total number of 69 questions are asked by the teachers in the EFL reading course. 42 of them are related to recalling facts, terms, basic concepts and answers, such as “According to the text, what kind of tone belongs to gossip?”, “Could you explain *home-run* in the baseball game?”, how to paraphrase the sentence?, etc. These questions cannot promote students to produce critical and creative ideas, but are used to check the students’ preparation and comprehension for the content of reading. They are classified into lower-level questions (LLQS) in terms of Bloom Taxonomy and they account for 60.9%.

The findings also indicate that only 27 questions are asked. The questions such as “How do you understand the

word *danger* in the title?” Is it the literary meaning?, “In what way does the author start with this story? And why?”, what can you infer from what the narrator said?, are asked to encourage students to make inferences, draw conclusion and solve problems by using the previous knowledge. This takes up 39.1%. According to Bloom’s classification of questions, they are higher-level questions (HLQS).

From the above data, we can see the observed participants spend more time asking lower-level questions in their reading course, which does not involve students actively in the class discussion and can not prompt students to create their own ideas.

Table 2. length of work and level of students

Number of teacher	Student level	Length of work
T1	A level	Over 10 years
T2	A level	Over 10 years
T3	A level	Over 10 years
T4	B level	Over 3 years
T5	B level	Over 10 years
T6	B level	Over 20 years

Table 2 reveals that T1, T2 and T3, with over 10 years’ teaching experiences, teach A Level students while T4, T5 and T6 teach B level students, whose length of teaching ranges respectively from over 3 to 20 years. The six teachers are assigned randomly to teach different levels of students without considering their teaching experiences.

The questions asked are as follows. T1 asks 16 questions, who ranks in the top one among the 6 EFL teachers, but only 6 HLQS are employed, which occupies 37.5%. The percentage is the lowest among the three A level classes. It can be concluded that the more questions are asked, it does not mean the better it will be for the development of critical thinking.

T6 asks 7 questions, but all of them are LLQS. They are employed just to seek for the information of the reading content. T4 asks 10 questions, and 4 of them are HLQS. The percentage is 40 and ranks in the top three among the six participating teachers. T6 has been an EFL teacher for more than 20 years while T4 has worked for more than 3 years. Compared T6 with T4, we can see that the length of work cannot necessarily guarantee their success in questioning practice.

What factors lead to the fact that the EFL teachers tend to pose more LLQS than HLQS in reading course? The causes will be analyzed from the following perspectives.

From students’ perspectives

One of the barriers may be inadequate language proficiency of students. The students do not have large vocabulary or solid grammatical basis. It is rather difficult for them to produce more elaborated and complex answers.

The second potential reason is that some of the students are not driven by an intrinsic motivation to study English. For the teacher, to pose HLQS to stimulate students to think critically is rather difficult.

The two reasons may cause the teachers to ask more LLQS than HLQS.

From teachers’ perspectives

Teaching philosophy is one of the factors which stop teachers from using HLQS. Most of teachers still focus on transmitting knowledge and the content of the material to students. The memorization of knowledge is still the norm in their classrooms. Teachers’ belief affects them to organize and define tasks and problems in teaching practice, even influences and changes students’ outlook of the world and critical thinking.

Besides, some of the EFL teachers have a vague idea of the notion of critical thinking. They confuse the active involvement of students in classroom activities with critical thinking in those activities. They think if the students actively answer the questions, they involve students to critically think. They are not clear that the activities able to be carried out through simpler processes such as answering LLQS are not appropriate activities for developing critical thinking in language classroom.

Another factor is that some of teachers perceive that critical thinking skills are crucial for students and need to be taught, but do not know how to teach the skills effectively.

All the reasons above are possible to stop the practice of integrating critical thinking with questioning into reading course.

Conclusion

Integrating CT with questioning can not only help students evaluate and solve problems while reading, but also help students see the connection between the topics and the consistency between the ideas the material presents. To think critically, we the EFL teachers must stimulate students' mind with questions that lead them to even further questions. Therefore, it is one of the tasks for EFL teachers to embed CT with questioning in reading course.

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Research on the Internet-based Flexible Stratified Blended Teaching Mode in College English Teaching

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[Abstract] *The rapid development of information and technology makes blended teaching an inevitable trend of curriculum reform in colleges and universities. In the background, a one-term teaching experiment has been conducted on the Internet-based blended teaching model in College English course, which combines the traditional face to face instruction with online teaching. During the experiment, the author adopted flexible teaching strategies with setting various requirements for students according to different levels of them. The experimental results show that this model has achieved good teaching effects and positive feedbacks from students, but there are still some problems waiting to be solved.*

[Keywords] *Blended Teaching Model; Flexible Stratified Teaching; Teaching Experiment*

Introduction

The Chinese newly-issued *The Teaching Guide of College English Curriculum* (2015) clearly illustrated that “the goal of college English instruction is to develop students’ comprehensive ability, especially listening and speaking skills to meet the need of social development in our country and international communication.” Furthermore, *China’s Key Points of Education Informatization in 2017* explicitly stated that it is extremely necessary to explore the application mode of information technology such as flipped classroom and e-learning. As a unique teaching model, flipped classroom has aroused universal attention and shown its superiority in many teaching practices. Many experts at home and abroad showed positive attitudes towards the blended teaching model. Flipped classroom teaching model inverts the two processes of teaching in class and doing homework after class. (Zhu, Z.T., 2015) Flipped classroom approach is “a pedagogical design that replaces what typically takes place during a face-to-face lecture with engaging activities and assign the lecture as homework for students to complete autonomously outside of class.” (Ogden, 2014) Therefore, in order to meet the need of social development, College English teachers are supposed to apply new information technology to the class to develop students’ comprehensive skills.

This article provides a detailed introduction of a one-term teaching experiment carried in the Modern Technology School of China Jiliang University. The experiment has been conducted on the Internet-based blended teaching model in College English course, which combines the traditional face to face instruction with online teaching. During the experiment, the author adopted flexible teaching strategies with setting various requirements for students according to different levels of them. The experimental results show that this model has effectively strengthen the development and application of high-quality education resources, innovate blended teaching mode, and establish a seamless connection of online and offline classes.

The Background of the Teaching Experiment

Since 2013, a blended teaching approach has been widespread in some top foreign universities such as Harvard University, University of California, Stanford University, Massachusetts Institute of Technology. This new teaching approach went through a series of teaching experiments and achieved positive results. At the beginning of April 2013, the research team of Professor Fox promoted the teaching mode to normal universities in the United States, such as Hawaii Pacific University, Binghamton University and University of Colorado. After a semester of teaching practice, the teaching quality of all experimented courses had been significantly increased. Based on the results, currently, many courses of American Universities have adopted the advanced teaching mode relying on mobile teaching platforms such as Udacity, Coursera and edX.

Since November 2013, the domestic top universities began to actively promote the application of blended teaching, such as Tsinghua University founded an online platform for “C++ Program Design” and “Cloud Computing and Software Engineering”, which took a lead in setting a new teaching approach in domestic college courses. At the beginning of 2014, Zhejiang University also launched CNSPOC platform to support the practical applications of college courses. And many teachers made relevant researches based on their own practices in the classrooms to test the effectiveness of the new teaching model. Such as Wang Sumin designed the model of task-based approach in the flipped classroom (Wang, 2016) and Li Hailong conducted the research for graduate “network curriculum design”. (Li, 2013)

Since 2014, domestic teaching platforms have obtained rapid growth in cooperation with higher education, represented by China MOOC and U-learning, which have already signed contracts with hundreds of colleges and universities. Undoubtedly, a consensus has been reached in domestic educational circles that the new approach of blended teaching, with the combination of advantages of online teaching and traditional teaching, will undoubtedly become an inevitable trend in domestic higher education for its undisputed converging of high-quality network resources and superiority of the traditional face to face instructions. Under such a background, the author planned and carried out a 16-week experiment of elastic stratification teaching in blended teaching mode.

The Concrete Plans of Stratified Blended Teaching Experiment

After careful preparation and planning, with the support of the dean of our department, the author set a detailed plan to conduct the stratified blended teaching experiment in the first semester of 2017 to 2018, aiming at the freshmen of the Modern Technology School of China Jiliang University. The natural classes of the author were chosen to carry out the experiment for 16 weeks, namely the whole semester. The Experimental contents include all of the basic teaching tasks of this semester, fortified with English-Chinese Translation course from Zhejiang provincial excellent courses platform to enrich teaching resources. After an entrance English level test, the students of the four classes will be hierarchically stratified according to their scores. Different levels of students will be offered different learning requirements, and the teacher promised them to give respective scores of 78,88,98 if the subjects successfully completed those hierarchical tasks at the end of the semester.

The Organization of Entrance English Level Test

With reference to students' English scores in the college entrance examination, a stratified examination was organized at the beginning of the semester, which is essential for the teacher to know more about the different levels of the freshmen. According to the test scores, subjects can be divided into three groups: the top layer, the upper class and the basic level. Each group would have a group leader who is responsible for gathering all of the statistics of the group. At the end of the semester, the final performance grades will be given according to the performances of different groups and the cross-layer completion is allowed and encouraged.

The Different Requirements

The students of the basic layer are required to finish the online course with scores more than 60, and they also need to finish the writing and dictation tasks with scores more than 60. To meet all of requirements, they can get 78 as the final performance scores at the end of the semester.

The students of the upper layer are required to finish the online course with scores more than 80, and they also need to finish the writing and dictation tasks with scores more than 80. To meet all of requirements, they can get 88 as the final performance scores at the end of the semester.

The students of the highest layer are required to finish the online course with scores more than 90, and they also need to finish the writing and dictation tasks with scores more than 90. Furthermore, as the top students in the class, this group of students need to meet an extra requirement, which means they need to pass the mid-term examination with scores more than 70. To meet all of requirements, they can get 98 as the final performance scores at the end of the semester.

The Teaching Resources

Firstly, in 2017, the author successfully completed an online course named English-Chinese Practical Translation on the platform of Zhejiang Provincial Excellent Courses from January to September, which is composed by 25 chapters, 42 databases and 42 expansion materials with total length of 485 minutes. Its contents include nearly all the translational techniques needed in College English Course and have gone through a blended teaching experiment in the second semester of 2016–2017. As a result of the blended experiment, all of the subjects have positive evaluation of that course by offering 98.09 assessment scores at the end of the semester. The data shows that the majority of students think the course helps them improve English-Chinese translation ability and stimulate their interest in learning English. As far as I'm concerned, the online course is an excellent summary and refinement of the translation part of the existing college English textbook, which is undoubtedly helpful for college students to master the translation part in English learning.

Secondly, the author prepared some popular listening resources as the complements to the listening parts in comprehensive classes, including Pandora listening courses, VOA English news and some Ted videos which cover an enormous range of words. The content of the listening materials covers nearly all aspects of students' daily lives that they are interested in, such as how to plan their future career, how to manage a good relationship, the details of American lifestyles and so on, so that most students are willing to listen to them carefully.

Thirdly, some self-made micro classes are also served as an addition to the comprehensive classes online and offline. The author's online course *Practical English-Chinese Translation* includes twenty five micro classes, which is mainly based on the author's personal interest and teaching experiences of more than 10 years, such as "The strategies of passing CET-4", "The strategies of passing CET-6", "Do you know the accurate translations of the following sentence?", "The strange translations", "How to write a good composition" and so on. After years of teaching practice, these materials are proved to have a good guiding effect on most college students.

The Problems in the Experiment and the Solutions

During the procedure of carrying out the experiment, the teacher had to face up to some problems, which were mainly composed of the pressure on teachers and students. After the experiment of a whole semester, the teacher successfully worked out some solutions in the end.

The Pressure on Teachers

In the preparation process of the whole teaching experiment, there is a lot of work that should be done before

class, in the class and after class, requiring teachers to make use of the limited spare time to finish the work, which forms a huge pressure for the teacher.

Pressure before class

A large amount of preparation work of elastic resources before class need the teacher to squeeze the spare time to complete, such as the preparation of the online course *Practical English-Chinese Translation*, which requires a lot for the individual skills of screen recording. Furthermore, the addition of listening material *Pandora listening courses* need the teacher to spend more than 2 hours on the practice per day. Before the materials are suitable to be used in the classroom, the teacher is supposed to digest them thoroughly and make relevant micro-classes and PPTs, which also requires a lot of spare time.

The pre-class stratification of stratified teaching requires teachers and students to spend at least two hours and 20 minutes together to finish the test. However, there is no unified course time in the class, so the teacher and the subjects need to spare the time and select a suitable multimedia classroom to complete the model test. When the test was finished, because that was not a common teaching task of the team, the teacher has to collect the answer sheets, finish the corrections and divide the scores into three groups. The preparation labor of the experiment took a lot of personal time. At the same time, since the subjects were all the freshmen and most of them were not familiar with teacher's hierarchical arrangement, teachers need to tell the students carefully about the whole purpose and procedures of the experiment, which also increases the mental pressure for teachers' work.

Pressure in class

Because the online course was used as an addition to *College English* course, the teacher was required to assign homework and make corrections on the platform. In the first semester of 2017–2018, the teacher corrected 1638 assignments on the platform, and also should offer timely reply to the in-class questions, which undoubtedly add to the teacher's personal burden.

Pressure after class

When students finished the online tasks, the teacher needs to collect those tasks as timely as possible and at the same time, the teacher is supposed to collect and analyze some similar mistakes to help students understand the different types of mistakes so that they can avoid them next time.

The Solutions to the Problem

Through the teaching experiment in this semester, the teacher realizes that personal strength is so limited, therefore, it is necessary to welcome more interested teachers to join in the project. For an instance, in the experiment of this semester, Miss Sun Peng, a member of our project, helped me a lot so that we could finish the experiment successfully. Furthermore, in addition to that, the experiment also asks for help from students such as collecting the statistics.

The Pressures on Students

Since most students are required to finish tasks online and offline, some students couldn't adapt to the increase of study pressure, which made them feel unsatisfied with the teacher.

Except that, the online course asks for plenty time to finish the tasks on the Internet, while our university has a strict limitation on students' time spent on the Internet, therefore, there is a conflict between the limitation of online time and the online tasks given by the teacher.

What's more, the experiment is conducted among the freshmen, however, the first year is usually the busiest year in college, the limited spare time also forms a hinder for students to find time to finish the works online timely.

And there is no denying that some students find it tough to adapt to the brand-new teaching mode. Because all the subjects are freshmen, most of them are not very familiar with the Internet, let alone have the experience to finish homework online. Therefore, undoubtedly, how to watch the videos, how to hand in the homework, how to offer questions and so on are all difficult problems for them, which need the teacher to spend some time to explain the procedures for them in detail.

The Solutions to the Problem

Teachers should timely adjust the teaching tasks according to the various learning skills and concrete situation, encourage students to invest more time in the online course and console those who have difficulty in finishing tasks on time by offering suitable help to them.

About the limitation of online time, the teacher tried to consult with the relevant teachers in the university to give subjects more time in online study. Finally the problem was solved successfully.

The last but not the least important, since some subjects are not very familiar with the procedures of online courses, the teacher set up a WeChat group to instruct them how to finish the tasks, which proved to have a positive effect on them.

The Analysis of the Results of the Teaching Experiment

The Objective Effects of Flexible Stratified Teaching

Firstly, at the end of the semester, it is not hard to witness the improvement of subjects in comprehensive ability in English. The teacher offered them a model test of CET4 in October 13, 2017. In the model test, there were altogether 7 subjects getting a pass, however, after the teaching experiment, there are 57 subjects passing in CET4, which undoubtedly showed that the whole experiment has achieved a good effect.

Secondly, the majority of subjects have better scores in writing and translation parts. In the mid-exam and final exam of the semester, 85% of the subjects got full marks.

Thirdly, this teaching mode achieved a maximized quantization of performance scores. At the end of the semester, there are 18 subjects meeting the requirements of the highest layer to get 98 scores as the final performance scores. There are 29 subjects meeting the requirements of the upper layer to get 88 as the final scores. There are 57 subjects meeting the requirements of the basic layer to get 78 as the final scores. Because all the requirements are announced beforehand, the majority of subjects said they could accept the results and they would work harder in the next semester since they are all clear about the requirements.

By making the best use of online reserves and the platform in the Internet, the teacher can set different levels of tasks according to the various abilities of subjects, which is also beneficial for the maximized quantization of performance scores.

Finally, since all the subjects are clear of the different requirements, most of students will feel encouraged to meet the requirements of a higher layer in the next term, which is beneficial for enhancing the initiatives of them.

In a word, this brand-new way of giving performance scores can help, to a large extent, replace the personal judgment of teachers with concrete requirements, which is fair for most of students. Setting requirement at the beginning of the semester, undoubtedly, can urge students to work harder and give them chances to better their final scores and also let them know there is no chance to get high scores through a short time preparation at the end of the term, which will help them set up a decent attitude towards learning.

The Assessments from Students

After the teaching experiment of the first semester in 2017–2018, the subjects of 126 students offer high assessments for the teacher with 98.427 scores, which is much higher than the average scores of students' assessments in Modern Technology School of China Jiliang University. Most students reflect the teacher's online preparations of class are reasonable and helpful for their study. At the same time, the majority of them scores highly in the teacher's online instructions and holds the idea that the Internet-based Flexible Stratified Blended Teaching Mode is suitable to be taken in the learning of College English Course since the real-time data updating features the course. All of above-mentioned data demonstrate clearly that the teaching experiment did achieve positive effects on the learning of the course.

At the end of the semester, the team of the project carried out a questionnaire among all of the subjects to get feedbacks of the effects of the brand-new teaching mode. In this questionnaire survey, 126 questionnaires were distributed in the form of anonymity, and 126 valid questionnaires were recovered. The recovery rate was 100%. The survey results are as follows:

56.80 percent of the subjects show they love the course very much, 40 percent of them show they love the course and only 3.2 percent of subjects show that they hold an indifferent view towards the course.

23.2 percent of subjects show the warmest welcome to the change of teaching mode, 54.4 percent of them hold positive attitude towards the change, while 30.4 percent of them make no comments about the change and think the change has few influence on their learning.

26.4% percent of the subjects think the brand-new teaching mode is extremely helpful to their study, 60 percent of them think it is helpful and 15.2 percent of them think they are not so clear of the effects of the teaching mode on them.

Conclusion

The teaching experiment of the first semester in 2017–2018 carried out 16 weeks, during which there are a lot of problems that the designer hasn't taken into consideration beforehand, such as the pressure on both of the teacher and the subjects. However, the final assessments for the students and the result of the questionnaire undoubtedly show that, as a whole, the teaching experiment has achieved an ideal success by proving that the Internet-based Flexible Stratified Blended Teaching Mode is suitable and acceptable to be taken in the learning of College English Course. According to the data collected from the online platform, the majority of students have successfully completed the online and offline tasks with the timely help of the teacher with 18 of them got the highest performance scores in the end of the semester by meeting all the requirements set at the beginning of the term. Most of the subjects show they are satisfied with the final scores given by the teacher and express their aspirations for getting a better score in the next term. In a word, the creative and detailed designs of the blended teaching mode demonstrate the designer's hopes to maximize the degree of transparency in giving performance scores. And the increasing amount of students passing CET4 in the first semester also shows the effectiveness of the teaching mode.

Of course, during the experiment, the teacher finds the lack of personal strength in conducting a large-scale teaching experiment, so that more assistance from the teaching group and students is extremely needed in the following experiments. The warmest welcome will be extended to the other interested teachers to conduct the relevant experiment with the author in order to make some improvements in the future.

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Review of Studies on Business English Teachers Team Building

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[Abstract] *Since the establishment of Business English major by Education Ministry in 2007, the researches in Business English have flourished in past decade, while the research focus on business English teachers team building has been limited in quantity and quality.*

This paper aims to analyze the literature in business English teachers team building in past decade, hoping to find references for the future researches. After generalization, the author spotted the following features in the researches of the field: research themes were relatively centralized, with the classification of all the themes into subjective and objective ones, and the dual-qualified teachers development method was the main topic in many researches; research targets were relatively centralized, with the business English teachers in vocational schools and colleges as the main targets, none of the researches had come to the postgraduate education level; research methods were limited, with literature analyzing as main method.

[Keywords] *Business English; teachers team; literature review*

INTRODUCTION

Since the establishment of Business English major by Education Ministry of PRC in 2007, the colleges and universities with Business English major have amounted to 293 (Wang, 2016), the major flourished into a new development era. With the advance of the related researches, more concern has been drawn to the study on the building of business English teachers team.

In China, the business English teachers are mainly composed of three types of professionals: finance and management professionals, English professionals and experienced corporate professionals. The finance and management professional teachers should be capable of teaching in English or bilingually and have the education background in renowned universities; the English teachers should be experienced in English teaching with abundant knowledge of finance, management and law; the experienced corporate professionals should be equipped with rich experiences in international business practice (Liu, 2010). The composition of business English teachers team is complicated and the problems arising from the variety of teacher's education background are the practical issue confronted by Chinese business English teachers team.

In 2016, the National Institutions of Higher Education Business English Major Teaching Committee delegated the research team of HuNan university to conduct a survey on the conditions of business English teachers nation-

wide. The research results showed it was not optimistic on business English teachers team building. From the perspectives of age, professional rank, degree, work time allocation, teaching hours, teachers' professional development activities, teachers' social activities, the research showed it was urgent in business English teachers team building and development, and the level of the teachers team had become the bottleneck of the talent cultivation (Wang, 2016).

According to the problems reflected in the business English teachers team building, this paper summarized the literature on business English teachers team building in nearly a decade in China, aiming to find the general rules as a reference for the successive researches.

SUMMARY OF LITERATURE

China National Knowledge Infrastructure (CNKI) database is taken as the research target in this paper. With "Business English" and "teachers team" as keywords to conduct professional search and time limit is from January, 2007 to December, 2017, the search results turned to be 174 journal articles. The information of publication year and database source is shown in Table 1 and Table 2.

Table 1: Publication year

Year	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
Articles	26	35	19	14	17	17	10	11	14	6	5

Table 2: Database source

Types	Journals	Education Journals	Master and Doctoral Dissertations	Academic Collection Journals	International Proceedings of Conference
Articles	144	19	6	4	1

The author mainly targeted on the 144 journal articles which was further classified as following.

Table 3: Publication year

Year	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007
Articles	18	29	17	12	13	15	9	10	12	5	4

Among the above articles, if the search condition is further limited to core journals and CSSCI journals, 19 journal articles are the results with 4 as CSSCI journals. And 2 of these articles which are purely advertisements were excluded ("*Academic Trend*" and "*NanYang Vocational Institute, meet the development trend, cultivate all rounder talents*"). The remaining 17 journal articles are the research target in this paper.

REVIEW OF LITERATURE CONTENTS

The above 17 articles are summarized in chronological order.

Two articles were published in 2007. Zheng Shuyuan (2007) analyzed the significance of the cultivation of "dual-qualified" business English teachers, then discussed the status quo and problems of the "dual-qualified" business English teachers in vocational schools, and further explored the cultivation strategy of the "dual-qualified" teachers. She believed six methods may be applied to business English teachers team building: (1) establish a stable "dual-qualified" teachers team; (2) strength the teachers' professional training; (3) establish a part-time teachers team; (4) develop all-rounder teachers; (5) encourage teachers to participate competitions and contests; (6) arrange the professional teachers, esp. newly recruited teachers to practice in related enterprises.

Deng Yiqun (2007) discussed the cultivation of business English applied talents in advanced vocational schools, he believed that the business English "dual-qualified" teachers should have the solid language knowledge and skills and be familiar with international trade procedures and practices. The four methods may be adopted to build "dual-

qualified" teachers team: (1) encourage teachers to self-study the business-related knowledge and obtain the qualifications; (2) organize the young teachers to practice in companies; (3) recruit the business professional technicians and managerial staff who are qualified as "dual-qualified" as teachers in colleges; (4) employ part-time teachers from the fields of trade, the customs etc. to develop the "dual-qualified" teachers team.

Ding Guoyu(2009) explored the business English teaching conditions and strategies to solve the problems, he thought the business English teachers should go beyond the textbook knowledge to the manipulation experiences in real business environment which may be obtained by the means of probation or internship.

Three articles were published in 2010. Cai Qilun (2010) summarized the causes of the inadequate professional teachers for business English major, he believed the teachers team may be enhanced by means of the integration of professional and incumbent, off-job training and correspondence education, long-term and short-term, domestic and abroad training. Tian Wenhan, Ding Guoyu (2010) focused on the construction of the "dual-qualified" business English teachers team in vocational schools, they mentioned the problems in the teachers team, suggested to establish the scientific teachers pre-service cultivation system; construct the society-based, multi-channel, personalized teachers professional training system. Liu Ping (2010) also focused on the construction of the business English teachers team in vocational schools, after the analysis of status quo of the business English teachers team, the following aspects had been suggested to build the teachers team: professional ranks evaluation; "dual-qualified" teachers team optimizing; further education and training; cultivation of the elite teachers; exchange and cooperation.

Two articles were published in 2012. Shen Yan (2012) suggested five models for the cultivation of the international business English teachers: (1) learn-strength the professional knowledge and skills; (2) tutoring-practicing tutoring system; (3) practice-establish the off-campus practice base; (4) research-strength the construction of the research teams; (5) evaluation-establish the fair evaluation and motivation system. Liu Yanyu (2012) focused on the construction of the business English practical teaching team in vocational schools, and proposed five solutions and suggestions among which the "dual-qualified" teachers team was encouraged by teachers' practice in companies and the business professionals into the classrooms. He suggested to improve the teachers team by cooperation of schools and enterprises and double tutoring system.

Four journal articles were published in 2014. Wang Limin(2014) started from the connotation of "dual-qualified" teachers, analyzed the qualifications that business English "dual-qualified" teachers should possess and proposed the methods of the business English teachers team building: (1) strength the internal training; (2) emphasize the induction of new teachers; (3) build the platform of cooperation for schools and enterprises; (4) perfect the regulations of the system. Sun Xin, Kang Haibo (2014) took the business English teachers of the six local colleges in Jilin province as the research target, explored the issues of the business English teachers professional qualifications and teachers team building and proposed the following strategies: (1) carry out school-based training to improve business English teachers' professional skills; (2) establish off-campus practice base to enhance the teachers' practical ability; (3) recruit part-time teachers, build the teachers team on the basis of cooperation with the enterprises; (4) encourage teachers to join in further education to improve the education background. Mo Funing (2014) introduced the education model of "integration of work and study" which advocated the talent cultivation model on the basis of integration of work and study, after analyzing the situation of the business English "dual-qualified" teachers team in vocational schools, she proposed the following strategies: (1) the schools should provide more support to the development of the teachers team; (2) improve the teachers' initiative to transform to "dual-qualified" teachers; (3) advocate the joint cultivation of "dual-qualified" teachers by foreign trade enterprises and vocational schools. Lu Wenjun (2014) highlighted the construction of teachers team in the discussion of development of business English major.

Two articles were published in 2015. Guo Guihang and Li Dan (2015) discussed the problems in business English teachers team on the basis of questionnaire research with the ESP need theory as guidance, they proposed the de-

velopment strategies for business English teachers: (1) the compound type teachers team should be further developed in universities; (2) highlight the business English teachers' accumulation of cross cultural knowledge and the cultivation of the sensitivity to the cross cultural phenomena in business activities; (3) enhance the business English teachers' knowledge in statistics and their analytical ability of the applicable data; (4) further the cooperation between the universities and enterprises and practice the business English teachers' applied teaching ability; (5) improve the business English teachers' enlightening, exploring teaching ability. Yu Hongying (2015) analyzed the problems in the "dual-qualified" business English teachers in vocational schools and further suggested the methods for the construction of the team: (1) enrich the knowledge and ability structure and increase the theoretical knowledge; (2) experience the business environment to improve the applied teaching ability; (3) cooperate with the enterprises, increase the enterprise's participation in the teachers' team building; (4) improve the cultivation system of the business English "dual-qualified" teachers team.

There were 2 articles in 2016. Sun Xin, Kang Haibo (2016) discussed the business English teachers' condition in local universities, explored the qualification and development strategies of the "dual-qualified" teachers and advocated the school-based training, external induction, in-service training, corporate training, recruitment of overseas teachers and abroad training for the local teachers. Ju Jing, Feng Zhanji (2016) mentioned the teachers team construction in the discussion of applied teaching revolution for local teachers education universities and colleges, but the team building of the business English teachers was not mentioned.

Zhong Yun (2017) suggested the methods in the construction of "dual-qualified" teachers in the discussion of the business English talents cultivation in local universities: further training in other universities; participation in business practical training; internship or part-time job in enterprises for the teachers; inviting the experienced corporate professionals to teach in universities.

RESEARCH FEATURES OF BUSINESS ENGLISH TEACHERS TEAM BUILDING

Through the summary of the above 17 journal articles, the research features of business English teachers team building are shown as below:

(1) Concentration of the Research Topics

Table 4: Summary of research topics

Subjective	Encourage teachers to join in different competitions; Encourage teachers to self-study business-related knowledge and to obtain relevant qualifications; Encourage teachers to further education background; Improve the teachers' initiative to transform to "dual-qualified" teachers;
Objective	Strengthen the internal training (build "dual-qualified" teachers team, strengthen the teachers' skill and professional training); Emphasize the external teachers induction (build part-time teachers team, employ corporate professional into classrooms, increase the enterprises' participation in the construction of teachers team); Establish the cooperation platform of the schools and enterprises (training in enterprises, establish the professional training system for the vocational school teachers, internship and part-time job in enterprises etc.); Perfect the regulation systems (professional ranking evaluation, tutoring system, fair and just evaluation and motivation system, increase the school's support, improve the cultivation system for the business English "dual-qualified" teachers etc.).

Eight articles mentioned or discussed "dual-qualified" business English teachers team building which reflects the immense influence of the "dual-qualified" teacher development strategy on the business English teachers team building.

(2) *Concentration of the Research Target*

Seven articles among the above mentioned ones took the business English teachers in vocational schools as research target, nine articles focused on the business English teachers team in institutions of higher education and one article the teachers team of the English major in teacher education colleges. The research topics are relatively concentrated on the business English teachers team in vocational schools which shows the limited range of the research field. Till 2016, the amount of universities and colleges that have set business English major has risen to 293 and the business English master and doctoral programs have been set up in some universities, while the researches on this level are seldom seen.

(3) *Limited Research Methods*

All the above 17 articles are sourced from national core journals and CSSCI journals representing the leading research level and achievements. While through the summary of the literature, the writer found most of the researches are limited to literature research in methodology, and only two articles took empirical research method (Guo Guihang, 2015; Sun Xin, 2014). And on the teachers development mode, most researches lacked of the related theoretical framework with the exception of two ones mentioning the ESP need theory (Guo, 2015) and the "integration of work and study" education model originated from Britain. This shows the limited application of related theories on teacher development in the field of business English teachers team development and the research methods may be improved in variety.

Through the above review of the literature, the status quo of the research on business English teachers team construction may be presented and the research trend in the future is hopefully enlightened.

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Part IV :
Translation

Research on the Competency Standard for Business English Translation in the Language Service Industry under the Background of “Belt and Road”

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[Abstract] *In recent years, the progressive complementation of China's “Belt and Road” Initiative has generated huge amount of needs for language service, and the market share of language service has increased year by year. However, there hasn't universal standard for the industry at present due to various reasons, so is it in the field of international business translation. This paper probes the standard for the business English translation under the previous background in order to provide beneficial reference for the sound and rapid development of language service industry.*

[Keywords] *“Belt and Road”; language service industry; business English; translation competence standard*

At present, China's “Belt and Road” Initiative is being propelled thoroughly, which involves in more than 60 languages of the countries and regions along the “Belt and Road”. Therefore, the demand for language services is huge, and the language industry has witnessed significant development. Meanwhile, due to the lack of our country's macro guidance and management, as well as the imperfection of the relevant industry policy, the industry is disordered, and there is no universal industrial standard, which has serious impact on the sound development of this industry (Liu, 2016). In the language service activities of “Belt and Road”, business English, as a frequently-used language, it's translation standard hasn't been unified across the country. In view of this, this article explores the competency standard for business English translation in the language service industry under the background of “Belt and Road”.

Analysis on the Current Status of Language Service Industry

Language service is abundant in connotation and diversified in form. It refers to the action to meet commercially or non-profitably the demands of the government, society, family and individuals to transfer and relate various language information by means of various language derivative products and tools, such as language words, language knowledge, language art, language technology and skill, language standard, language data information, language products and language tool, etc. And it falls into professional language service and industry language service, involving various fields in politics, economy and culture development, such as the international popularization and service of Chinese language, foreign exchange of the minority, foreign trade, cultural tourism and communication, sports event coverage, international conference, the development of translating tools or software, language consulting, training for language teaching, multilingual website construction, publishing or translating of literature, film and television works,

among which, the commercial language service activities in scale is the so called language service industry.

Language service industry is a new form of modern service and one of the most energetic economic growth points in modern world. And in recent years, it has witnessed a momentum of continuous and rapid development in China. From the proposal at the National Language Work Conference in 1986 that language service should provide better consultation and service for society, to the first governmental language service work institution, that is multilingual service center at home, founded at 2008 Beijing Olympic Games, then to the number of language service enterprises surpassing 40 thousand, all these phenomena indicate fully the thriving development vigor of language service industry.

The problem of yet unclear industry position, vague attribute demarcation, disunity of statistics specifications, imbalanced development and vicious competition, etc. still exist while language service industry develop vigorously, which is related to the lack of top-level design and universal standard of the industry. It is mentioned above that one of the tools of language service is language standard, while there are some practical problems that practitioners lack of unified competence standard still existing in the business translation or interpreting operation, which becomes the direct research background of this paper.

Analysis of the Current Situation of the Professional Competence Standard of Business English Translation

In language service industry, it should be business translation which occupies relatively bigger operation share, while business English translation is a bigger one among them. At present, Our country still lacks unified competence standard for the practitioners in the business English translation work, and has only some standard about business English translation, which includes the following types in summary:

1. Equivalent standard: the representative opinions are mainly “4Es Standard” (i.e. the equivalence of information in semantic, style, culture, business effect between the original text and translation) and three equivalence principles of the information in semantic, style and culture);

2. “faithful, accurate and unified” standard, and “faithful, authentic, consistent” standard, “faithful, normative” standard, and “precise, concise” standard;

3. diversified standard (accurate information, proper tone and rigorous syntax), as well as diversified and dynamic translation standard oriented to faith and realization of translation communication function;

4. basic standard in term of readers’ response, cultural information, semantic information and stylish information;

5. “equivalent, flexible and personalized” standard;

6. “precise and rigorous, keeping complete, normalized and smooth in translation” standard.

These are just general standards or principles for business translation, not the detailed industry standard with good maneuverability, which is bounded to cause the difficulty in industry evaluation on the quality of practical business English translation operation as well as the deterioration of the enterprises image, and further influences the sound and rapid development of the language service industry.

Therefore, it is the urgent and practical need for the industry to normalize the key steps soon, issue the unified, specific and well operated competence standard for the practitioners in the business English translation industry, so as to promote the rapid and sound development of our country’s business translation industry.

The Research and Development of the Occupational Competence Standard for Business English Translation Industry

In view of the above background, the occupational competence standard for the practitioners in the business

English translation industry is explored next, which is called the Competence Rating Scale of Business English Translation in this article.

The Research Method and Theoretical Foundation of the Competence Scale of Business English Translation

Obviously, translating business English is a kind of language competence. Currently, many countries adopt “can” descriptive statement (descriptor) as the quantitative index to formulate language competence scale, so as to describe the different aspects and grades of language competence. Therefore, the correspondent quantitative descriptor also should be confirmed for the Competence Scale of Business English Translation. To this end, this article adopts a research method integrating intuitive, qualitative analysis and quantitative analysis. In detail, it is to confirm quantitative descriptor for the Competence Scale of Business English Translation by means of collating and analyzing the literature related to business translating competence, conducting questionnaire survey, interview and analysis on the experts in the industry, teachers, students and staff in foreign trade.

The theoretical foundation of this research is the model theory of the communicative language competence, which specifically refers to the concept on communicative language competence formed on the basis of social linguistics theory proposed by such scholars as Hymes, Canale, Swain, Bachman and North, including the frame content of language knowledge or competence, social language competence, discourse competence and strategic competence, involving comprehension and output. This is because that business English is the language for people to engage in business communication, which features in efficiency, completeness and preciseness, and people should possess the above mentioned competence when they engage in business English translation.

The Design for the Research and Development Process of the Competence Scale of Business English Translation

According to the above research methods and theory, the basic process for developing Competence Scale of Business English Translation in this article is as follows:

Confirming the index items to describe the competence of business English translation

Firstly, confirming the basic index for describing the competence of business English translation according to the above theory, including three layers: the first layer is the competence on language organizing and applying when translating business English; the second layer is the competence on sentence and discourse organizing, illocutionary and social language; the third layer is the competence on applying business English vocabulary, enriching form and syntax structure, pronunciation and spelling, statement coherence and rhetoric organizing in translation, fulfilling the task of conveying, controlling the situation, providing enlightenment and imagination for others by using business English or other target language, utilizing business English normally and properly (including the competence to recognizing dialects and language variant, natural utilization of business English, as well as the competence on comprehending the cultural and rhetoric connotation embodied in business English).

Secondly, collecting the partition and descriptor in the relatively influential language teaching and testing organization (such as teaching syllabus, examining syllabus, BEC Test, TOEIC, National Grade Test for International Business English, etc.), confirming the index items needed in this article after studying elaborately their definite connotation and mutual relationship. The principle is: try uttermost to make quantitative description for those that can be done so (such as the vocabulary and translating speed when translating business English), and make qualitative description for those can't be done so or difficult to do so (such as the accuracy, appropriateness and fluency in the expression of business English translation).

Finally, the confirmed index items are as follows:

A. Language reception competence (the competence for comprehending the original text), which is divided into

three second layer index (business background, communicative aim and stylish features) , and the descriptor is classified into four grades.

B. Language output competence(the competence for expressing the version text), which is divided into three second layer index: the competence for mastering language elements (including six third layer index: range, wording, spelling, term expression, grammar and sentence structure), social language competence(referring to appropriateness competence) and pragmatics competence (including five third layer index: the application of translating skills, business knowledge and business culture convention, vocation normalization degree and translating effect).

Establishing the descriptor bank of the competence on business English translation

After confirming the index items, the next step is to collect abundantly the descriptor to differentiating language competence of different grades fully under all the index items. The main channels are: the following: First, the descriptor provided by experienced business English teachers for their students' competence on translating Business English; Second, the current various standard for translating business English, and the descriptor on the competence or level of translating business English in teaching and testing syllabus; Third, compiling individually the descriptor of the competence of translating business English according to the theory of communicative language competence and practical experience in personal teaching and testing.

Then, combining the above descriptor into all the index items of descriptor confirmed previously, which forms the primitive bank of descriptor for the competence of translating business English, and ensuring that every descriptor is distinctive, independent and not repetitive.

Ultimately, ordering and ranking all the descriptor according to the theory of communicative language competence and the reality in our country, and refining them into the bank of descriptor with logic structure and all-round coverage.

Scaling the descriptor of business English translation

The competence of business English translation is divided into four grades in this article, and the steps for scaling the descriptor are as follows:

A. Ordering the descriptor on the competence of business English translation. The detailed steps are:

a. On the basis of personal experience and instinct, make the initial order for the descriptor under all the index items in the bank of the descriptor according to the location of the derivation of these descriptor.

b. Inviting as many experienced business English teacher as possible to judge the difficulty degree of language competence of each descriptor so as to obtain the difficulty index.

c. Calculating the degree of difficulty of each descriptor employing the Rasch Model, and verifying the above ordering.

B. Partitioning the four grades for the descriptor which have been ordered according to the degree of difficulty, forming the initial Competence Rating Scale of Business English Translation.

C. Verifying the validity and of reliability of the initial Competence Rating Scale of Business English Translation widely. The specific steps are:

a. Design the testing paper with corresponding degree of difficulty according to the descriptor of each grade in the above initial Competence Rating Scale;

b. Organizing students to attend testing, and then inviting their teachers to compare it with their competence of business translation at ordinary times;

c. Asking the teachers to contrast or judge their students' competence of business translation with Competence Rating Scale of Business English Translation formulated initially.

D. Modifying the Competence Rating Scale of Business English Translation formulated initially combining the

testing results and the teachers' judgement, making it more accurate, and then confirm the Competence Rating Scale of Business English Translation.

Establishing the correlation or corresponding relationship

The last step is to establish the corresponding relationship between the Competence Rating Scale of Business English Translation and the existing grade testing program of business English at home and abroad. This step can adopt the method of equivalence design for the common tested group so as to convert swiftly or contrast between the evaluation result of the various existing competence of business English translation and the Competence Rating Scale of Business English Translation developed in this article.

Conclusion

This article explores the standard (scale) of business English translation in the language service industry under the background of "Belt and Road" by employing the concept of communicative language competence and the combination of quantitative and qualitative research, mainly expounding its research and development process in the hope of providing direct reference and inspiration for the present language service industry in China to formulate the unified occupational competence standard across the country for the practitioner of business translation, and then promote the sound and rapid development of our country's language service industry in the construction of "Belt and Road".

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Beliefs about Writing in English of Chinese Undergraduate Students Majoring in English

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[Abstract] *This study aims at investigating Chinese undergraduate students' beliefs about writing in English. A survey with a questionnaire designed based on Horwitz's (1988) BALLI was conducted. Description of the participants' beliefs about writing in English was done based on statistical analysis results. Three major points of the findings are worth noting: the participants believed that writing in English was different from writing in Chinese; they believed that learning writing in English was a long-term task; their motivation to learn writing in English was mostly instrumental.*

[Keywords] *beliefs, BALLI; Chinese undergraduate students; writing in English*

Introduction

The phenomenon that language learners demonstrate firm beliefs about the learning and apply their beliefs to the learning process has been attracting research attention. A breakthrough was made by Horwitz (1988) with her study of American college students' beliefs about foreign language learning. An inventory for measuring learners' foreign language beliefs was developed—The Beliefs About Language Learning Inventory (BALLI). Horwitz's study has been widely cited and BALLI has been adopted in many studies for the investigation of learners' and teachers' beliefs about foreign language learning. However, to the knowledge of the author, these studies of *the BALLI perspective* are focused on learners' or teachers' beliefs about foreign language learning in a general sense and there lacks studies of beliefs about a specific aspect of foreign language learning. To fill in the research gap, this study was carried out focusing on learners' beliefs about writing in English. It aims at investigating beliefs about writing in English of Chinese undergraduate students majoring in English. The quantitative research method was adopted in this study with an inventory based on the translation of adaptation of BALLI adopted as the data collection instrument.

Literature Review

Themes of study were revealed through reviewing research literature of Chinese students' foreign language learning beliefs in *the BALLI perspective*: the description of learners' foreign language learning beliefs, the relationship between learners' foreign language learning beliefs and their learning strategies, the relationship between learners' foreign language learning beliefs and anxiety, the influence of social factors on learners' foreign language learning beliefs. In this section, major research studies will be reviewed under these themes.

Descriptive studies of learners' foreign language learning beliefs mainly targeted at undergraduate students including English major students and non-English major students, for example, Liu (2012), Fang and Liu (2012). In these studies, learners' foreign language learning beliefs are described and suggestions for teaching and learning are put forward. These descriptive studies are the foundation for research of Chinese undergraduate students' foreign

language learning beliefs.

Based on the description of learners' foreign language learning beliefs, the relation between learners' foreign language learning beliefs and their learning strategies was investigated in some studies, for example, Wan and Zhang (2005), Zhang (2010). Through statistical analysis, Wan and Zhang found correlations between learning strategies and learners' beliefs about the nature of foreign language learning, beliefs about motivations of foreign language learning, beliefs about the difficulties in foreign language learning, and beliefs about the aptitudes of foreign language learning. Zhang found that there were only weak correlations between beliefs about the difficulties in foreign language learning and cognitive strategies and between beliefs about the motivations of foreign language learning and the affective strategies.

Likewise, anxiety is a factor taken into consideration in studies of learners' foreign language learning beliefs. For example, in Zhu (2011), the foreign language learning beliefs of first year non-English major students was revealed to be correlated with the students' foreign language learning anxiety level. Similarly, Zhang (2014) showed that beliefs about self-efficacy of science and engineering college students were correlated with their English learning anxiety. "There are significant difference on self-efficacy beliefs and motivational beliefs between high-anxiety students and low-anxiety students." (p. 1)

Social factors such as age, length of study and ethnicity, have been found to have influence on learners' foreign language learning beliefs. Zhu (2012) compared the foreign language learning beliefs of first year non-English major college students and those of first year junior middle school students and found that in general the former group held more positive and realistic beliefs about foreign language learning than the latter group did. This finding suggests that age and length of study are possible influencing factors on learners' foreign language learning beliefs. Li (2007) studied English learning beliefs and achievements of students of Li ethnicity and found that students of Li ethnicity had less satisfactory achievements in English learning than those of students of Han ethnicity. Their less positive beliefs about English learning than those of Han ethnic students were considered influential on the achievements.

Methodology

Research Questions

This study aims to answer the following research question:

What are the beliefs about writing in English of Chinese undergraduates majoring in English? Specifically, what are their beliefs about the Nature, the Aptitudes, the Strategies and the Motivation of writing in English?

The Subjects

The target population is the undergraduates of English major. One hundred and six (106) second-year students of the English major from a university in Beijing were invited to participate in this study. The participants were recruited on the random basis.

Research Instruments

A questionnaire was designed based on the translation and adaptation of BALLI. BALLI was translated into Chinese and then adaptation was made. There are 31 questions with five-point Lickert Scale in this Beliefs about Writing in English Inventory. In the scale, '1' indicates 'strongly disagree' and '5' indicates 'strongly agree'.

Data collection and analysis

The survey with the Beliefs about Writing in English Inventory was conducted in December 2016. One hundred

and six completed questionnaires were collected.

Preliminary data cleaning showed that all the 106 questionnaires were valid for subsequent data analysis. IBM SPSS 19.0 was employed in the data analysis. Descriptive analysis was applied to the data.

Research findings

Horwitz (1988) classified the items in BALLI into five dimensions: the Difficulty of Language Learning, Foreign Language Aptitude, the Nature of Language Learning, Learning and Communication Strategies, and Motivations and Expectations. This classification was adopted in the current study.

The difficulty of writing in English

The participants considered the writing in English that they were learning as being on the intermediate level of difficulty (Item 3: $M=2.89$, $Mode=3$, $Std=.558$, $N=106$). They considered writing in English different from writing in Chinese (Item 4: $M=1.99$, $Mode=2$, $Std=.787$, $N=106$). And, they firmly believed that learning to write in English would be a long-term task (Item 13: $M=4.28$, $Mode=4$, $Std=.778$, $N=106$). They held an ambiguous attitude toward the comparison of difficulty between writing in English and listening, speaking and reading in English (Item 23: $M=3.34$, $Mode=4$, $Std=1.013$, $N=106$; Item 26: $M=2.92$, $Mode=4$, $Std=1.079$, $N=106$; Item 27: $M=2.78$, $Mode=2$, $Std=1.005$, $N=106$).

Beliefs about the aptitude of writing in English

The participants agreed with the positive influence of the early start of learning on the ability of writing in English (Item 1: $M=3.80$, $Mode=4$, $Std=.899$, $N=106$), the possible talents of some people to write in English (Item 2: $M=3.71$, $Mode=4$, $Std=.850$, $N=106$), and people's potential capability to learn to write in English (Item 31: $M=3.54$, $Mode=4$, $Std=.938$, $N=106$). The participants disagreed with the opinion that it would be easier for people who are good at writing in Chinese to learn writing in English (Item 9: $M=2.92$, $Mode=2$, $Std=.906$, $N=106$); they self-evaluated their capability of writing in English as being not so good (Item 14: $M=2.81$, $Mode=3$, $Std=.782$, $N=106$); they did not believe there was gender difference in the capability of writing in English (Item 21: $M=2.45$, $Mode=2$, $Std=.874$, $N=106$); they disagreed with the opinion that people who can write well in English were smart (Item 30: $M=2.78$, $Mode=2$, $Std=.976$, $N=106$).

Beliefs about the nature of writing in English

The participants strongly agreed with the opinion that grammar was very important to writing in English (Item 6: $M=4.38$, $Mode=4$, $Std=.577$, $N=106$). Also, they strongly agreed with the opinion that knowledge about culture of English-speaking countries is very important to writing in English (Item 7: $M=4.10$, $Mode=4$, $Std=.839$, $N=106$). Generally speaking, they agreed with the opinion that it would be better to learn writing in English in foreign countries (Item 10: $M=3.52$, $Mode=4$, $Std=.784$, $N=106$). They rejected the attitude to equate writing in English to learning vocabulary, grammar or translating from Chinese (Item 15: $M=2.71$, $Mode=2$, $Std=.862$, $N=106$; Item 19: $M=2.73$, $Mode=3$, $Std=.868$, $N=106$; Item 24: $M=2.14$, $Mode=2$, $Std=.930$, $N=106$).

Beliefs about strategies for learning writing in English

The participants strongly agreed with the opinion that practice was very important to acquiring skills of writing in English (Item 16: $M=4.21$, $Mode=4$, $Std=.628$, $N=106$). They agreed with the opinion that communicating with native speakers of English was helpful with writing in English and the opinion that consulting dictionaries was important to learning writing in English (Item 11: $M=3.71$, $Mode=4$, $Std=.894$, $N=106$; Item 12: $M=3.85$, $Mode=4$, $Std=.944$, $N=$

106). They showed a neutral attitude towards the opinions that students should only start to write in English if they were sure that the grammar was correct, errors should not be tolerated at the beginning stage of learning writing in English, and in-class activities were important to writing in English (Item 8: $M=3.35$, $Mode=4$, $Std=.947$, $N=106$; Item 18: $M=3.18$, $Mode=4$, $Std=1.058$, $N=106$; Item 20: $M=3.42$, $Mode=4$, $Std=.882$, $N=106$). They tended to feel comfortable with their writings being displayed in public (Item 17: $M=2.98$, $Mode=4$, $Std=1.087$, $N=106$).

Beliefs about motivations and expectations of writing in English

The participants agreed with the opinions that good capability of writing in English was helpful with obtaining more opportunities to present oneself and securing a good job (Item 22: $M=3.71$, $Mode=4$, $Std=.915$, $N=106$; Item 25: $M=3.72$, $Mode=4$, $Std=.753$, $N=106$). Also, they agreed with the opinion that capability of writing in English was valued in China (Item 28: $M=3.56$, $Mode=4$, $Std=.794$, $N=106$). They showed an ambiguous attitude towards the opinion that learning writing in English was helpful with getting acquainted with foreigners (Item 29: $M=3.01$, $Mode=3$, $Std=.856$, $N=106$).

Discussion and conclusions

In findings of this study, there are three distinct points worth noting. First, the students believe that writing in English is different from writing in Chinese. On the one hand, this belief may be helpful with students' avoiding the interference of Chinese as the first language with writing in English. In other words, this belief may help the students be cautious with 'Chinglish' to some extent. On the other hand, it is possible that this belief may restrict students from transferring knowledge learnt and logical thinking developed in Chinese to their writing in English, which is negative to their learning of writing in English. Second, the students believe that learning to write in English is a long-term task and practice is needed. That is, they believe that investment of time and energy is necessary for them to learn writing in English well. This belief is positive to students' learning of writing in English. And, their real investment of time and energy into learning to write in English is worth investigating in future studies. Third, the students' possible motivation to learn writing in English is instrumental. They believed that mastery of writing in English would be helpful with getting good jobs in China but at the same time, they showed an ambiguous attitude towards whether good competence of writing in English would help with communicating with foreigners. Their instrumental motivation to learn writing in English is quite understandable in the context that English is a foreign language in China. And, this finding is significant to the teaching of writing in English. It would be helpful if instructors are aware of the students' instrumental motivation and consciously incorporate it into teaching.

This study is intended to describe Chinese undergraduate students' beliefs about writing in English. It is expected to make contribution to research of Chinese learners' beliefs about writing in English. Based on this study, it is suggested that in the future, studies should be conducted to investigate the influence of social and affective factors on Chinese learners' beliefs about writing in English, such as the influence of gender, length of study, anxiety, etc. Also, studies should be carried out to explore the relationship between Chinese learners' beliefs about writing in English and their strategies for learning writing in English.

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Appendix 1

关于英文写作信念的调查问卷题目

Items of *The Beliefs About Writing in English Inventory*

1. 越早开始系统学习英文写作,写作水平会越好。

The earlier one starts learning writing in English systematically, the better his/her proficiency in writing will be.

2. 有些人具有用英文写作的天赋。

Some people are born with a special ability which helps them learn writing in English.

3. 目前我正在学习的英文写作(难度)……

Writing in English that I am trying to learn is……

4. 用英文写作和中文写作没有差别。

There is no difference between writing in English and writing in Chinese.

5. 我相信我会学好英文写作。

I believe that I will ultimately learn to write in English very well

6. 用英文写作时,正确的语法很重要。

It is important to write in English with a correct grammar.

7. 了解英语国家的文化对于英文写作很重要。

It is necessary to know the culture of English-speaking countries in order to write in English.

8. 用英文写作时,只有确信遣词造句正确时才可以落笔来写。

One should not write anything in English until s/he is sure that the grammar is correct.

9. 对于善于用中文写作的人来说用英文写作更容易些。

It is easier for someone who is good at writing in Chinese to learn writing in English.

10. 到外国去学习英文写作会更好。

It is better to learn writing in English in a foreign country.

11. 我会找机会和以英语为母语的人进行笔头交流以帮助自己提高英文写作。

I will look for opportunities to communicate via writing with native speakers of English in order to improve my ability in writing in English.

12. 用英文写作时,如果不确定哪个词可以表达自己的意思,一定要查词典。

If one is not sure what word to use to convey meaning, s/he has to consult the dictionary.

13. 英文写作学习是个长期的任务。

Learning writing in English is a long-term task.

14. 我的英文写作水平还不错。

I have an aptitude of writing in English.

15. 学习英文写作主要是学习很多新词汇。

Learning writing in English is mostly a matter of learning many new words.

16. 练习对于学习英文写作很重要。

Practice is important to writing in English.

17. 将我的英文写作作品公开展示我会感到不安。

I feel uneasy to display my work of writing in English in front of other people.

18. 英文写作开始时如果允许自己犯错误以后就很难改正。

If one allowed himself/herself to make mistakes in the beginning of learning writing in English, it would be hard for him/her to get rid of them later on.

19. 学习英文写作主要是学习很多语法规则。

Learning writing in English is mostly a matter of learning many grammatical rules.

20. 在课堂进行写作练习很重要。

It is important to practice writing in class.

21. 女生比男生更擅长用英语写作。

Women are better than men at writing in English.

22. 如果我的英文写作水平很好,我会有很多机会展示我的水平。

If my ability of writing in English is good, I will have many opportunities to use it.

23. 英文写作要比英文阅读难。

It is easier to read than to write in English.

24. 学习英文写作主要是从中文翻译。

Learning writing in English is mostly a matter of translating from Chinese.

25. 如果我的英文写作水平很高,有助于我找到一份好工作。

If I write in English very well, it will help me get a good job.

26. 英文写作比英文听力理解容易。

It is easier to write than to listen in English.

27. 英文写作比英语口语交流容易。

It is easier to write than to speak in English.

28. 在中国,会用英文写作很重要。

Ability of writing in English is valued in China.

29. 我想要学习英文写作以便于我认识外国人。

I would like to learn writing in English so that I can get to know foreigners better.

30. 能用英文写作的人很聪明。

People who can write in English are very intelligent.

31. 任何人都能够学会用英语写作。

Everyone can master writing in English.

Disciplinary Identity of Business Translation Studies and Its Development in China

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[Abstract] *With the fast development of globalization of economy and the implementation of the Belt and Road Initiative, a big market of translation service with huge potential has taken form. However, the present situation of business translation studies and the cultivation of relative talents cannot meet the requirement of the market need. This paper makes an attempt to rationalize the necessity of the construction of business translation study as a subordinate discipline of translation studies, and on the basis of the analysis of its research object, areas and methodology, it claims that the establishment of the disciplinary identity of business translation requires unremitting interdisciplinary efforts.*

[Keywords] *International business translation; translation studies; name and nature; disciplinary development*

Background: Business Translation and Language Service Industry

Issues of business English and business translation have been the focus of a growing number of academic studies in the field of translation studies. The development of Business English Major in education field, the advancement of Translation Studies (also referred to as Translatology or Science of Translation) and the advent of the newly-developed language service industry have all contributed to the attention to business translation study. The rapidly growing demand of language service in the field of international business communication has highlighted the fact that the quality of business translation is a crucial determinant for success in the fierce competition of business arena. Moreover, the ever-increasing number of published articles in academic journals as well as the establishment of China Business Translation Association in 2015 and the forum series organized by it also suggest the increasing interest in the study of business translation. As the term implies, business translation inevitably touches upon issues of business, translation and international business translation (IBT for short). Guo Hanyan (2007) argues that “in order to facilitate the systematic study of IBT in economic integration and globalization, one of the most possible approaches is to establish a separate discipline and carry out systematic and thorough study in this field.” The discipline proposed here is referred to as Translatology of International Business (TIB for short) which is described as a separate discipline centering on the systematical studies of all the phenomena involved in IBT, aiming at describing the phenomena of IBT, clarifying various relationships concerned and providing guidance for the practice of IBT. Although, it is more than 10 years since this proposal was put forward, the echo to it is far and few. One of the few responding researchers is Wen Fengxiang (2011) who argues that TIB is a sub-discipline of Translatology and a science focusing on the study of IBT.

Nevertheless, unremitting efforts have been made in studying business translation. Xu Jun and Xia Rong (2013) investigate the trends and features of the 10-year development of business translation research in China (2002–2011). The study finds that the business translation research witnesses an increase in the quantity of academic periodical articles, with linguistic and cultural perspectives constituting the mainstream. It also reveals that the key words

of high frequency, such as business English, translating skills and strategies, cultural differences, methods and principles, trade contracts, etc., are the most common research topics, featuring little change in 10 years. Yu Jun and Wang Zhaohui (2015) offer an overview of business translation studies of the last decade from the perspectives of theoretic studies, principles and problems of business translation to summarize the development of business translation studies and predict its new trends. However, according to Su Wenchao et al. (2016), there is even no consensus among researchers regarding the definition of business translation, its connotation and denotation. Therefore, the term “TIB” may still remain in name and in its infancy, since it is widely acknowledged that the establishment of a discipline is preconditioned by at least three factors: specific research objects, methods and logical disciplinary system (Tao, 2002).

It is worth mentioning that most work done on research of business translation in China has been generated by the demand of international communication, especially the Belt and Road Initiative (BRI) first announced by Chinese President Xi Jinping in 2013. The routes covered more than 60 countries from Asia to Europe, currently accounting for some 30 per cent of global GDP and more than 35 per cent of the world's merchandise trade. (Zhu, 2017) With the promotion and implementation of China's Belt and Road Initiative, language service has taken form as a promising service industry in China, and thus business translation attracts more attention. In China, 2016 saw the publication of the first book of its kind: *Blue Book of Chinese Language Service for Chinese Enterprise Globalization (2016)*. As the authors put in the preface, “the development of Chinese language service industry is significant to the pace of Chinese enterprise globalization, the construction of Chinese international discourse rights, the power of setting rules for global economy games, and the way Chinese take part in the global governance.” (Wang, et al. 2016) A global view also suggests that the language service market has developed with a remarkable speed. According to *The Language Services Market:2011* released by Common Sense Advisory, an American company dedicating to market survey, the global market for outsourced language services is worth US \$31.438 billion in 2011 and it keeps increasing annually. The authors of the annual review also claim that “In most cases, global trade generates demand for translation. The language service industry has tracked very closely to the growth in global trade.” (Nataly Kelly and Robert G. Steward, 2011) Ren Dongsheng and Liu Bingyan (2014) introduces the term “business translation industry”, and give a brief introduction to industrialization of business translation and reviews the current situation of China's translation industry with reference to the world's business translation industry. The authors conclude that the theoretical research on translation industry should be enhanced. Moreover, the government, companies and universities should joint their hands for tackling the problems with translation market, market access system for translators and cultivation of translation talents.

Given the above, it might be argued that the development of the worldwide language service market is urging further studies on business translation, and when the study of business translation is embracing opportunities, it is also encountering challenges. Nevertheless, the most important issue for the researchers is to make it clear where the study should head towards. In the following parts, I will focus on the establishment of disciplinary identity of business translation by discussing its name and nature as well as its future development in China.

Disciplinary Identity of Business Translation: Name and Nature

Despite of the efforts made in business translation studies, Translatology of International Business or Science of Business Translation, Business translation studies still remains a research field of Translation Studies, rather than a discipline in deed. Different names suggest the fact that there is no consensus among researchers in this field. This does not devalue the work done in making it a discipline, since Translation Studies had once only enjoyed an unwarranted reputation at its early stage. However, the disagreement on the name of discipline to be established will surely prevent the joint efforts made by researchers from different fields with different backgrounds. The proposal to make it

a discipline not only reflects the development need of Translation Studies itself, but also echoes the ever-growing need of international business communication and business English education in universities and colleges.

From the point of relationship between disciplines, the discipline to be established is subordinate to Translation Studies. According to the basic map of Translation Studies proposed by Holmes and framed by Toury, the discipline in question should be classified as a text-type restricted one subordinated to partial theoretical study. Influenced by Holmes' classification of translation studies, Chinese scholars, like Yang Zijian (1996), Liu Miqing (2005) and Tan Zaixi (2005), etc. also put forward frameworks of Translation Studies. Though there are differences among these different models, they all share an open-ended and disciplinary nature, which underlies the rise of business translation studies. To justify the name of a discipline, it should reveal at least a research object, without which its research targets and methods can hardly be defined and described clearly. Taking the fact that the discipline in question is subordinated to Translation Studies and the name should reveal its research subject into consideration, the name Translatology of International Business is seemingly the best choice.

As its name suggests, Translatology of International Business defines the translation concerning international business as its research object. But if the academic interests were only focused on business translation itself, the development potential of the discipline would be limited. In recent decade, efforts made in studies concerning business translation mainly focus on the translation of business texts, such as contracts, business letters, advertisements, and so on. Studies on this focus pay much attention to translation skills, strategies, principles, etc. Another research focus is closely related to business English as a major. Studies of this kind mainly focus on teaching reform. All researchers aiming at the establishment of TIB should be aware of the fact that theories derived from studies of these two fields only can hardly serve as a guide to the practice of business translation. Researchers are expected to broaden their academic vision and explore new research fields innovatively.

The popular practice of viewing translation as an action or a skill concerning code switching of written or oral text has actually constrained the development of TIB as a discipline. Business translation is surely can be seen as an action concerning code switching between different languages, nevertheless, it also can be seen as an event. Business translation, as an event, involves more elements other than code switching which is only one of the factors affecting the result of the event. When it is regarded as an event, business translation studies should take more elements into consideration, such as the management, supervising and control of the event. This kind of perspective sees translation as a communication process, and believes that all factors concerning the process deserve to be studied. It is also helpful in making TIB an interdisciplinary by providing more angles other than linguistic or cultural perspective.

Disciplinary Construction of Business Translation Studies

In China Business English and Translation have existed as subjects for decades. Meanwhile, an increasing number of relevant works, textbooks, journal articles, sponsored research program have sprang up, accompanied by the regularly-held academic conferences in the field of applied translation. From a chronological perspective, the formation of a discipline usually starts from a subject in the educational context. The subject, when studied further and deep enough, will spawn a whole new branch of science, which will guide the development of the subject in return. On the other hand, the appeal for the establishment of TIB as a discipline needs more responses and supports from researchers. Therefore, to make TIB a perfectly justifiable discipline, more joint efforts should be made not only by researchers from linguistic field, but also such academic fields like economy and education.

All researchers aiming at establishing TIB should know for sure what international business translation is and what it should be. Only if they ascertain that, can they make their efforts in the same direction and keep on the right track. As was pointed out previously, seen as an event, international business translation involves more elements other than code switching and thus needs more theoretical guiding. By serving the practice of international business

translation as an event, TIB will justify its position as a discipline. Therefore, the study of international business translation should cover at least four main aspects or branches (See figure 1).

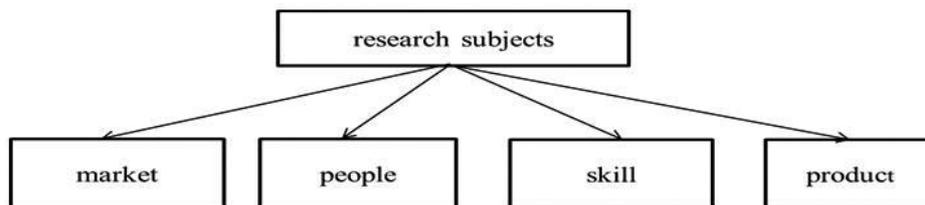


Figure 1. The research subjects of TIB

Market research, from the perspective of TIB, focuses on the social context of international business translation as an event. Studies on this aspect undertake the task of finding out what social elements influencing international business translation are. It also aims at creating a favorable market environment for the stable and sustainable development of TIB. Studies on people in the field of TIB include but not limited to the educating, training or cultivating of talents of international business translation, and it also involves those who serve as participants in international business circle. Presently, studies on the cultivation of business translation account for a large proportion and therefore more efforts have to be made to study those who are working multinational corporations. Skill studies in the field of TIB should focus not only on translation as code switching, but also the way of organizing a business event. Still, more attention should be paid to the rising of machine translation studies. The task of skill study is setting at improving the efficiency of international business strategically and skillfully. As for the studies on product, researchers are expected to explore the texts to be translated and those have been translated with the purpose of giving constructive suggestions or criticism to translators or interpreters participating in business events. It is a safe bet that research subjects of TIB will extend to a wider range with the proceeding of its establishment.

Nevertheless, according to Tao Benyi (2002), there are at least three conditions which are indispensable to the establishment of a discipline. Namely, the clear research subjects, the effective research methods and a logically sound disciplinary system. This opinion is popular among researchers striving in different disciplinary field. And thus, researchers with a general consensus on the research subjects of TIB should also practice a set of efficient research method. It is generally acknowledged that, a complete set of research method is indispensable to a discipline, but it is not necessary to be the unique one which is exclusively suit for a particular discipline. The reason for this is that a research method is not disciplinary specific. The same research method may find wide application in various disciplines, while the same discipline may adopt different research methods. At the early stage of the establishment of TIB, an interdisciplinary research paradigm is more preferable. So, the studies on international business translation may learn much from Translation Studies, Economics, and Intercultural Communication, etc.

As for the logically-sound discipline system, it is widely believed that it is the result of actual systematic research. With the further exploration of this field and joint efforts made by an increasing number of researchers, the disciplinary system of TIB will take shape in the studies on previously-suggested research subjects. We also believe that, although TIB has justified its position as a discipline in name, a solid foundation has to be laid by researchers from such fields as business English translation, intercultural communication and translation studies. In terms of theoretical paradigms, the establishment of TIB will surely be nurtured theoretically by Translation Studies. Meanwhile, the academic contributions from the field of science of education, applied linguistics, psychology, economics and sociology will also benefit the disciplinary construction of TIB from different aspects.

Conclusion

This study concludes with the suggestion that, in attempting to establish Business Translation Studies as a discipline subordinated to Translation Studies, the change of focus from code switching only to an event in international

business context is of great urgency. Without a clear consensus on the preconditions for the establishment of TIB, an academic community consisting of researchers from different fields can hardly engage into a cross-disciplinary dialogue. Hence, the attempt to justify TIB as a discipline requires both the driving force from the international market and the clearly-motivated academic efforts made by researchers from a various fields. Under the framework of Translation Studies, the establishment of TIB, even at its early stage, is still a promising and worthwhile work.

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Translation Corpus Platform: An Approach to Translator Education

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[Abstract] *This paper proposes an approach to translator education by introducing an open translation corpus platform. This platform is designed to address some translator education issues that arise in an investigation of the current situation of corpus-aided translator education. It aims to integrate translation theories and practice, provide and accumulate translation materials for classroom illustration and learners' after-class practice, optimize the content of translation courses and improve classroom efficiency and effectiveness. The trial running has proved its benefits for both translation instructors and learners.*

[Keywords] *translator education; translation corpus platform; course materials*

Introduction

With the development of computer technology, big data are playing an increasingly important role in every field. Corpora as part of the big data are drawing attention due to their application potentials. Translator education is a good testing ground for corpus application.

The application of existing corpora to translator education involves two aspects. One is to use corpora as an aid to translation instructors' preparation for class (e.g. Bernardini, et al., 2007), the other is for instructors to use corpora in class to train translators. (e.g. Pearson, 2007).

These researches are of important reference for teaching translation between Chinese and English, but large scale translation corpora between Chinese and English suitable for translator education are not available. Some Chinese scholars managed to build parallel corpora (e.g. Wang et al., 2004, 2007), but they are more for translation studies than for translator education. Some Chinese translation instructors constructed small-scale disposable corpora for classroom instruction (e.g. Xiong, 2015), and their efforts have improved their own translation teaching, however, the beneficiaries are limited.

The development of technology provides a good opportunity for further research into the application of corpora to translator education so that it can benefit more people. Thus we designed a translation corpus platform which involves more than one translation course, one instructor and one class. This platform is aimed to solve some existing problems concerning translator education and promote the integration of inside and outside classroom translation activities, thus to create a beneficial environment for both translation instructors and learners.

Design and Construction of the Translation Corpus Platform

The idea of building a translation corpus platform originated from seeking a solution to upgrading the course materials constantly. Current translation coursebooks have dealt with various translation issues. However, with theories,

translation examples, analyses, exercises and reference translations all covered, the coursebooks have left little space for instructors to perform their guidance. To make the learners master the translation knowledge and motivate them to practice, translation instructors have to prepare more course materials than what is available in the coursebooks. And these supplementary materials are to be upgraded year after year, for the development of translation cannot be ignored. Translation educators have to face this challenge and spend time seeking adequate materials. Therefore, the idea of building an open corpus platform for translator education came into being to lessen the burden of instructors in preparing materials.

General Design

The translation corpus ought to be large enough for different translation instructors to find materials for their own courses. Instructors retrieve materials from the corpus for translation assignments and manage to avoid using the same materials for different translation courses for the same learners. The finished assignments are to be submitted online so that the instructors can check before class and send the feedback to the learners timely and then discuss with the learners in class with online presentations. Both instructors and learners will be well prepared for such discussions. Besides, if the corpus is large enough, the platform can produce different translation materials as required by the instructors, thus the variety of complementary course materials is achieved. And the learners’ translations submitted to the platform online become another corpus for the instructors to learn about the common problems in learners’ translations, which assists the instructors to make a better-targeted teaching plan for the next round of instruction. To maximize the effectiveness and efficiency of corpus-aided translation teaching and learning, the function framework of the translation corpus platform is designed as shown in Figure 1:

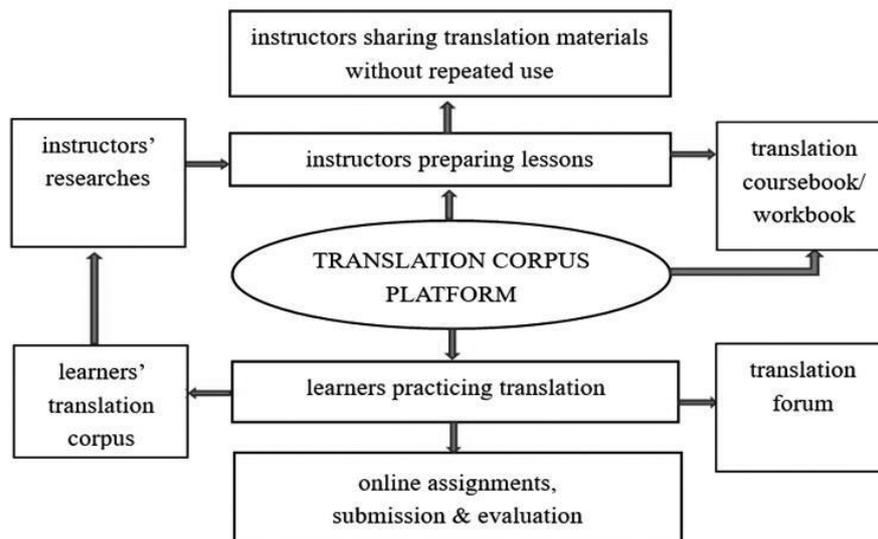


Figure 1. Functions of the translation corpus platform

To realize these functions, further detailed modules needed to be designed. The design of the modules would be closely related to the instruction goals and the translation courses involved. The target learners of this research are undergraduate translation learners. The involved courses include Translation Basics between English and Chinese, Advanced Translation between English and Chinese, Translation Theories, Translation Practice, Business Translation, Sci-tech Translation and Literary Translation. These courses are scheduled in various terms as compulsory or elective courses. Some are in different terms from others and some may be in the same term. Therefore, on the platform, translation instructors are authorized to manage the courses and the translation theories covered by different courses. The platform modules were designed from the perspective of translation units, that is, the corpus of course

materials is made up of three modules—sentences, paragraphs/sentence groups and articles. And in each module, the corpus includes translations from English to Chinese and those from Chinese to English. Thus, different translation instructors can choose whatever is appropriate for their teaching. To avoid overlapping in using the materials, all the used materials can be recorded in detail on the platform. And this would be realized through the module of Lesson Preparation History. The modules of the translation platform are illustrated in Figure 2:

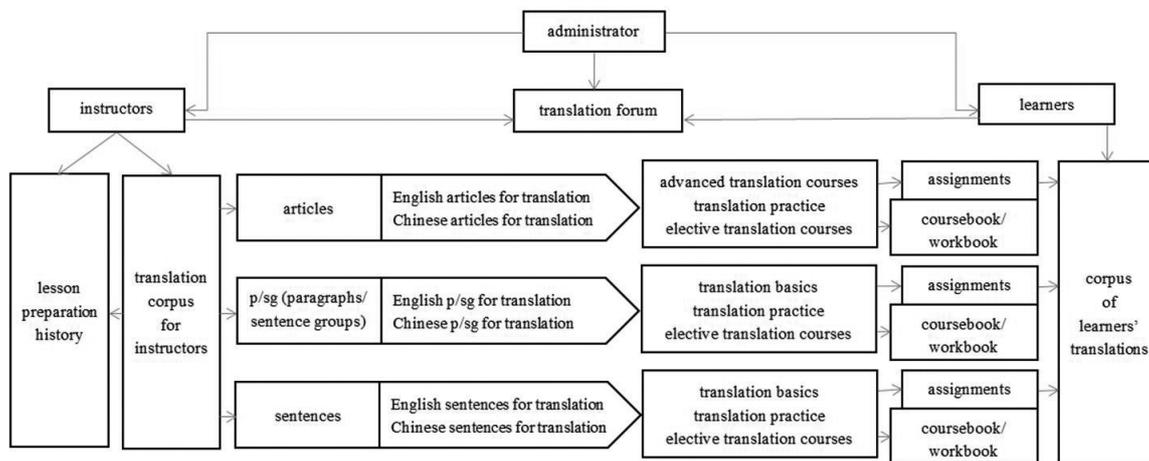


Figure 2. Modules of the translation corpus platform

Since the modules had been determined, the next step was to consider about the data entry. All the data are bi-lingual, that is, an item in the source language matches one or more translation versions in the target language. The items with more translation versions can be used for comparative analyses or variety appreciation. All data are manually annotated. The annotations include theoretic knowledge, the author's information, the translator's information, the source of the text and the courses that the materials can be used for. Such information assists to understand the choice of translation strategy and provides references for dynamic lecture notes or coursebook or workbook compilation.

The assignment module has been designed to ensure the learners to submit their translations online and the instructors to operate in classroom settings. Thus the teacher can randomly or purposely select certain learners' translations to comment on or to make comparative analyses in class.

With a clear design in mind, we put it into practice, that is, we started to construct the translation corpus platform.

Construction of the platform

The construction of the platform experienced two phases. During the first phase, Translation Corpus Platform V1.0 was constructed. The test run of the platform V1.0 saw quite a few problems concerning details, so an upgrading produced the present Translation Corpus Platform V2.0. The V2.0 realized the aim of the design and provided solutions to some tough problems faced by the corpus platform constructors. The following are the problems and solutions.

(1) How to build a corpus of translation course materials that provides variety and keeps pace with the times?

First, divide the course material corpus into three subcorpora—sentences, paragraphs/sentence groups and articles. The three subcorpora share the same design as illustrated in Figure 3. The materials are respectively put in the correspondent subcorpus on the platform. During the entry process, the annotations are added. Thus, each item in the corpus is one with adequate background information, which lays a foundation for a coursebook or workbook compilation. Since it is an open corpus, the content can be added anytime. Any translation instructor registered can put in materials as they see appropriate. As a result, the corpus will be one that can always keep pace with the times. And the range of the materials is broad. With time going on, this storage of translation materials will be large enough to

provide numerous choices for instructors to prepare their lessons.

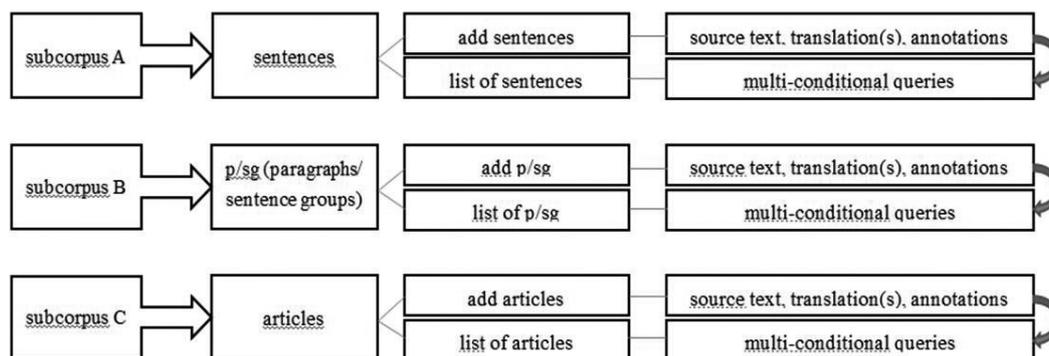


Figure 3. Subcorpora and their content

(2) How to avoid repetition of different translation instructors for different courses in their selection of the translation materials?

When a translation instructor retrieves materials from the corpus, a record can be kept on the platform. Other instructors can check these records when necessary. The instructor searches for the appropriate material through entering the annotation information or key words, add the result to the course preparation module, and then all the records form the “Lesson Preparation History”. Other translation instructors can check the records in the module and learn about the items that have been used. In this way, unnecessary repetition of the material use can be avoided while the translation instructors share the corpus.

(3) How to integrate translation theories with practice in translator education?

The primary principle of material selection for this corpus is the application of theoretic knowledge, which involves translation strategies and skills among others. The theoretic knowledge about translation is presented in the form of annotations to the corpus. Each item in the corpus is an example of the application of a certain theory. Figure 4 illustrates this. As can be seen in Figure 4, the annotations appear in the first column, with theoretic information included. This screenshot is part of the results of searching the theoretic item “文化信息传递” (transfer of cultural messages). The two items with English titles show that they belong to different practice categories of translating from English into Chinese. The first is for skill practice and the second focuses on the cultural messages in an expository text. The two items with Chinese titles show that they are paragraphs/sentence groups in contexts of different styles for the theoretic item on the transfer of cultural messages. Detailed information such as the source of the items, the courses to which this item is applicable and reference translations provides all-round background for instructors. All of the theoretic knowledge will be further elaborated in the “点评” (comment) column below the translation material. Thus, translation theories and practice are integrated so that the instructors can better target when choosing the materials for their teaching.

句群列表							
查询							
详情	标题	类型	作者	理论	来源	发表日期	编辑
详情情况	The Sounds of Manhattan	英译汉技巧	Terry Bragg	文化信息传递	毛荣贵 张瑞等. 译然自得—译文比读分析. 中国对外翻译出版公司, 2005年1月第一版. P62	2005-10-01	设定适用课程 管理译文  
详情情况	你要茶还是咖啡?	汉译英: 说明文	不详	文化信息传递	2013年12月大学英语四级考试翻译题目	2013-12-01	设定适用课程 管理译文  
详情情况	Targus Limited Lifetime Warranty	英译汉: 说明文	Targus 公司	文化信息传递	www.targus.com/targus产品标签	2016-03-01	设定适用课程 管理译文  
详情情况	左公杨	汉译英: 旅游篇	不详	文化信息传递	嵩嵒关景区	2012-09-01	设定适用课程 管理译文  

Figure 4. Screenshot of part of the annotated corpus

(4) How to make the evaluations and discussions of learners' translations efficient and effective?

The assignments module is an important practice section of translation courses. And a discussion about the learners' translations in class is a usual practice. Most instructors require the learners to hand in their translations in hard copies or submit the digital versions to their email box or a common course resources platform. Such practices cost the instructors plenty of time and energy to prepare for the discussion and the result is uncertain, because common problems are more concerned than individual problems. The translation assignments module of this corpus platform was designed with meeting the individualized needs. The learners submit their translations on the platform and the instructor reads them over and gives comments online, and then a classroom discussion with online presentation follows.

The learners can log in from their accounts and see their grades or the instructor's comments. The classroom discussion with online presentation is to be highlighted here. In the assignments module, there is a button for projection display. When the instructor clicks this button, the area of learners' translations will be enlarged and such information as department, class and date will be hidden. Each student's name is displayed together with their translations. The teacher can make a casual or purposeful choice of the translations to comment on or to make comparisons of. When the learners show concern about whose translations are under discussion, they become highly concentrative, and the discussions tend to be effective. The instructors do not need to download the learners' translations for a check. The online operation makes preparing lessons efficient.

(5) How to use the corpus of learners' translations so that it serves to improve teaching?

All of the learners' translations will be automatically saved on the platform. If an instructor wants to build a disposable corpus with these translations, s/he just needs to download them.

A corpus of learners' translations goes beyond the limit of a single text and the restriction of certain knowledge to assist the translation instructor to find common problems in learners' translations and check how the learners apply the theoretic knowledge to their practice. Besides, translation instructors can do diachronic researches on the learners' translations and find out if learners of different years share the same problems or show great differences. When the instructors keep their learners' problems in mind as they prepare for the lessons, they will be well targeted in their teaching.

Trial Running of the Translation Platform and Upgrading

From an idea to a design, and then to construction, trial running and upgrading, the translation platform keeps growing. Although the corpus is still in need of more materials, the trial running has shown its application potential.

Material input

We began to enter translation materials after the main framework of the corpus platform was ready. The corpus of course materials is the core of the platform and is critical to achieving ideal teaching effects. Therefore, the material input is of great significance.

The principle of translation material selection is that the origins of the resources can be various, but persuasive and instructive reference translations are provided, and all materials are well targeted at translator education. The translation materials can come from books, academic journals, internet, trademarks, instructions, or scenic spots, etc. The educational pertinence of the materials indicates that the theoretic knowledge is to be considered. The input requirement is that annotations be complete while the translation materials are entered.

Trial running and upgrading

The trial running of the platform was aimed to find problems before its application. Quite a few problems were

found in the trial version (V1.0). They were chiefly about detail designs. Now the problems have been solved and the platform has been upgraded to its present version (V2.0). Figure 5 shows the main problems and their solutions.

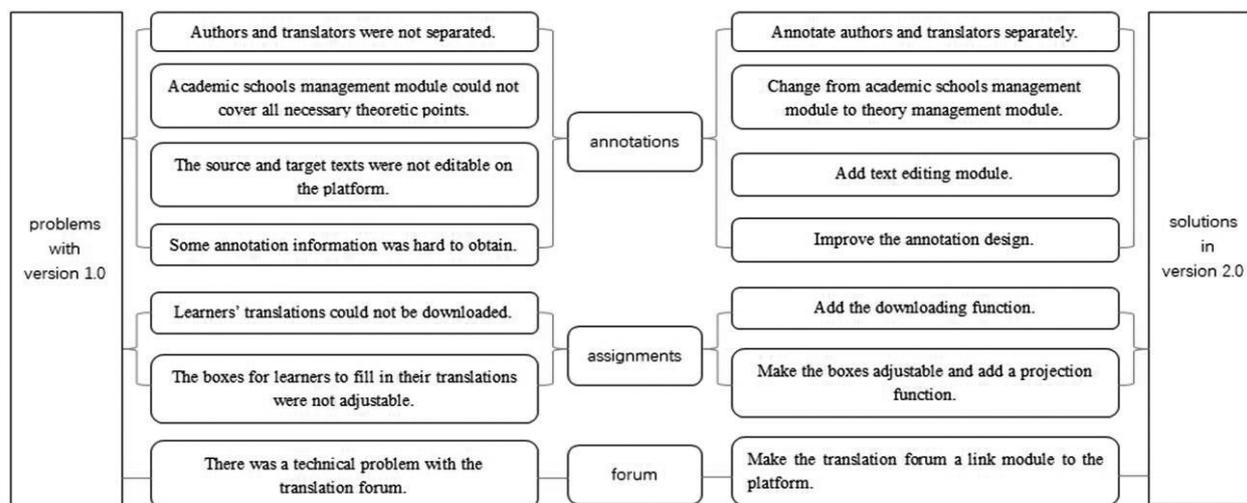


Figure 5. Problems with version 1.0 and solutions in version 2.0

This translation corpus platform V2.0 has been completed and is now being used for translator education in the foreign language department of the Institute of Disaster Prevention. Three courses have been involved at present—English–Chinese Translation, Chinese–English Translation and An Introduction to Translation Basics. The rich translation materials available on the platform have greatly lessened the burden of educators in preparing their lessons. In addition, the teaching materials can be different from class to class, from year to year. Dynamic teaching materials enable translation instructors to modify their way of teaching to suit the special requirements of each class.

The assignments module on the platform, in particular, deserves attention, for it makes it much easier for the educators to assign customized translation exercises and the learners to submit their translations. More importantly, it allows the educators to hold discussions in class around the learners' submissions on the internet and everyone can see others' translations. The learners' mind may be broadened as they make comparisons between their own translations and those of others'. With the application of this platform, numerous learners' translations will be accumulated. Every translation educator can investigate new ways to use them.

Conclusion

The translation corpus platform is an attempt to build a technology–aided translator education system which aims to integrate translation courses, coordinate the teaching contents of various instructors, enrich instructors' teaching materials and accumulate learners' translations. This attempt is intended to break the closed condition of each translation course and bring inside and outside classroom activities and online and offline activities into an integrative whole. And now, all these have been realized to a certain degree. With its application widened, some other problems may arise, so another upgrading may be possible. Since it is an open corpus platform, more and more translation materials between Chinese and English will be entered. We can now expect that with abundant corpus materials, the platform will play an important role in improving translator education.

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On the Translation of Contemporary Chinese Poetry by Domestic Translators

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[Abstract] *Poetry is a genre known for its intense structure and abundant emotions in literary works. Admittedly, contemporary Chinese poetry is known for its rich images, magical language and diversified forms, making its translation all the more difficult, challenging as well as inspiring. Since 1950s, the characteristics of contemporary poetry have become more and more manifest; analyzing the current characteristics of contemporary poetry is helpful for the stage summarization of the Chinese poetic circle and perspective observation. By analyzing the different translated versions of different translators and examining their translating procedure, this paper aims at illustrating how the translators reproduce the meaning and form of the original Chinese poems into target language.*

[Keywords] *Contemporary Chinese poetry; English translation; Auto-translation;*

Introduction

The English translation of contemporary Chinese poetry has been going on for decades, during which many fruitful achievements have been made. With China rising to power and extending influence over the whole world, foreign academic circles and readers are getting exceedingly curious about Chinese contemporary literary works, including contemporary Chinese poetry. Under this circumstance, attention from outside the country is going to overwhelm that from inside with more foreign translators joining the trend to introduce more of contemporary Chinese poetry. However more these foreign translators, they cannot outnumber domestic translators. Different from foreign ones, domestic translators have their own way—quite distinct sometimes—of rendering poetry written in their mother tongue, which makes it necessary to probe into and find out the effect of their translation.

Domestic translators can have two identities, the one being a translator of his own poems, the other being a translator of poems by other poets. The first kind of translation could be called auto-translation or self-translation, which, judged from the rendering process and nature, is quite different from the second kind of translation. This paper is going to illustrate separately the two kinds of translation of contemporary Chinese poetry, hoping to find something that can cast light on the activity so as to give directions in the course of “going out” for the Chinese culture.

Domestic translation on contemporary Chinese poetry

Since the 1950s, a large number of knowledgeable characters have devoted themselves to the translation of contemporary poetry, including some poets who tried to translate their own works and some contributed to the translation of others' poems. Even though they are actually the same translation subjects—domestic translator, their interpretation of the same poem can be quite different due to their thinking pattern, thus the necessity of probing into the two ways of translation.

Domestic poets' auto-translation practice

As a well-known poet, translator and literary critic, Bian Zhilin (Pien Chih-Lin) is considered as an active frontier and practitioner in Chinese contemporary poetry, occupying an unusual position in Chinese literature. In the English translations of his own poems, Bian “embodies his inborn nature as a poet, casual, free, capricious and even boorish sometimes, paying more attention to the meaning.” (Bei, 2006, p. 24)

Change of the form

Bian Zhilin's translation of the sentence pattern was flexible at the time of translation. For example, in the poem “Peking, 1934” (Bian, 2002, pp. 125–126), the fifth stanza:

徒然的大呼, 呼啊, 呼啊, 呼啊,
归去也, 归去也, 故都,
故都奈若何!
Crying vainly, Crying, crying, crying.
Homeward! Where? Homeward! Where?
Ancient capital, ancient capital, what can I do for you?

The original poem showed a strong indignation in repeated expressions, and in translation, he dealt with it as a few strong questions, with bold adjustments, but more in keeping with the English expression, and in the tone of the original text, thus a strong irony and doubt are reflected.

Tempo and rhythm

The most typical example here is the “Tiny Green Moths” (Bian, 2002, p.138). The sunset, rhymes with ABBA, CDDC, EFE, FGG. In the translation, however, he does not follow the rhyme of the original, but rather ABBA, CDEC, FGH, FGH.

And it was found that, in order to achieve a new rhythm, Bian also made bold changes. For example, “晓梦后看明窗净几” is translated as “Awoke at dawn and back from all vagaries”. The phrase “back from all vagaries” is a meaning not found in the original poem, which is a difficult change for an ordinary translator to make. The other two lines, “小噪虫在灯卜纷坠” and “待我来把你们吹空” are rendered separately into “A round the lamp you shower with hearts of fire” and “I'll blow off the empty desk your trace of night”, adding “with hearts of fire” and “your trace of night”, which clearly convey meaning and rhyme.

Word-adding

In Bian's self-translation of his eleven poems, wording-adding method is frequently applied. For example, in “Peking, 1934” (Bian, 2002, pp.124–125) and its English translation:

黄毛风搅弄大香炉,
一炉千年的陈灰
飞, 飞, 飞, 飞, 飞,
飞出了马, 飞出了狼, 飞出了虎
Here it is again: The yellow-haired wind
Makes a mess of the immense incense-pot,
Stirring up the ashes of many centuries,
Sending them flying, flying, flying,
Driving them into frightened horses, fierce wolves, furious tigers,

“马”，“狼”和“虎” are simple images in the original poem, while “frightened”, “fierce” and “furious” are added separately in the translated version. It reads with a rhyming beauty when alliteration is applied, even though some words are added to the text. The words added here however are not redundant as they reproduce what Chinese readers read into the original.

Omission

It is also for the needs of expression or rhythm, there are some parts of the translation that are simplified or even abridged. Traditionally and strictly speaking, this kind of method may not meet the requirements of equivalence or fidelity, but in Bian Zhilin's self-translations, they apparently enjoy a higher degree of equivalence and fidelity than imagined. For example, The “Peninsula” (Bian, 2002, p. 133) and its English translation:

半岛是大陆的纤手，
遥指海上的三神山。
The peninsula is slender finger
Pointing to the three fairy sea-hills.

The meaning of “大陆的” is omitted in the translation, yet this does not affect the original intention, because the peninsula is naturally extended from the mainland. This kind of omission can frequently occur then the translator is also the author of the poem. The author and translator knows what he wants express and what the core is deep under the words, which endows the translator with full freedom in translating his own poems.

After analyzing Bian Zhilin's auto-translation strategies, it can be found that his translations of language forms, contents and styles of originals are flexible, with all kinds of techniques such as adjustment of expressions, sentence patterns and rhythm change, amplification, omission or transformation of the contents. But the overall styles of originals are generally maintained in his translation. This is not only unique to Bian Zhilin's auto-translation practice, but unique to those who have the ability to translate his own poems, i.e. he must be a poet-translator who would “always deciphering, creating and under-interpreting their text”. (Yan, 2017, p. 400) In a word, self-translation has provided a new perspective for the research of the relationship between translations and originals, as well as that between translators and original authors. It is also an inspiration to other translators in translation strategy.

Non-autotranslation by other Domestic translators

The translation of modern Chinese poems has long been an occurrence after the foundation of PRC. But it is after the opening-up and reform of China that this activity began to gain strong impetus.

Overview

The most prominent activity carried out in this field was the launch of a new magazine, named Chinese Literature, which was edited and published in 1951 by Ye Junjian, a famous *Chinese writer*. The translation on the journal was mostly by Yang Xianyi and his wife Gladys Yang, who contributed greatly to the broadcast of Chinese literature into foreign lands. “From late 1970s, *Chinese Literature* magazine began timely to translate a lot of modern Chinese poems, such as Ai Qing's ‘The Light’, Guo Xiaochuan's ‘Autumn at Tuanbo’, Niu Han's ‘Hua Nan Tiger’ and Shu Ting's ‘Ah, Motherland, My Dear Motherland’.” (Bei, 2012, p. 86) These translations belong to what this paper tries to discuss, namely non-autotranslation by other domestic translators. Along with Yang, there were so many translators joining together in rendering modern Chinese poetry into English so as to let the western world know about Chinese literature. According to Li Defeng (2013), after the foundation of PRC, the mainstream of introducing modern Chinese poetry into the west was led by foreign translators, overwhelming domestic ones. However weak the later force, it becomes powerful as China shines brighter and brighter in the milk way of the world with more and more do-

mestic poets obtaining a mastery of English language. Among them are Yu Guangzhong, Huang Xinqu, Ya Xian, Ma Wenyi, Xu Yuanchong, Xi Mi, Zhang Minghui, Zhao Zhentao, Gu Zhengkun, Huang Long, Zhang Peiyao, Cai Lishuang, Zhang Zhi, Ouyang Zhen, Bei Ta, Rong Rong, Yan Haifeng(Brent Yan), Yang Zongze, Zhu Yuan, Peng Zhipeng, Tongtian Jianri, Madam Cherry, Louis Zhang Junfeng, Sun Jicheng, Shu Dandan, Su Fei(Sophy Chen), Yang Xu, Huo Dongke, Zhang Ziqing, Hai An, Yang Siping...most of whom are still active nowadays continuing with their modern Chinese poetry translation.

Translating Strategy

Of course, there are poets in the aforementioned list of translators, but while translating poems of others, they tend to translate in a conservative way instead of adhering to the principle of auto-translation, if there would be any. To take two stanzas as example, stanza A being selected from Bei Ta's translation of Leng Xianqiao's poem (Bei, 2017, p. 117), stanza B from Zhang Zhizhong's version of Xu Chunfang's poem(Fang, 2018, p. 35):

A. 汉堡火车站

古旧的汉堡火车站

形形色色的人

很现代的脚步

踏踏实实的在历史硝烟里出没

The Old Hamburg Railway Station

At the old Hamburg Railway Station

Passengers of all kinds

Modern steps

Are haunting firmly in the historical smoke of gunpowder

B. 和尘世相处

飞鸟缝合着天空的伤口

蝴蝶带来春天的书信

我能做的,是在梦里——

添几笔阳光,采几朵欢喜

Association with the Mortal World

Flying birds are sewing the wound of the sky

Butterflies bring the letter of spring

What I can do, is in the dream---

To add a few lines of sunshine, pick a few blossoms of joy

Even though there are just two stanzas, it can be easily found that the translators take quite cautious steps while translating, or to be more precise, transliterating, without any deciphering, omission or under-interpretation. No need to find more examples since they are readily available to readers who are interested in the topic. You can turn to any page of a bilingual anthology of modern Chinese poems and run “expectedly” into poem translation like the above stanza. Poets as these translators are, they are not translating their own poems, they know their duty is to reproduce what the original language would convey in the target language, they do not want to “rape” the poem by wording their own understanding into a foreign language. As a matter of fact, this consideration is true of translators who are not poets. Both of the two parties show their quality as a scholar-translator, as they “cast more light onto culture communication, so he meta-phrases wherever he could in translation” (Yan, 2017, p. 223). Only by metaphrase can a modern poem be openly and faithfully transformed into another language.

This kind of translator pays more attention to the word and form than anything else, because modern poems are fairly open to interpretation and understanding, not like those classical poems whose background of creation is already fixed and known. They surely know what the poem means but fear their understanding would hinder that of readers of the target language. Therefore, they seldom omit or add words unless it is necessary. As for the form and the rhyme, they would always try their best to reproduce them, seeking alternative at least if it is not easy to make it exactly the same.

Conclusion

The army of translating contemporary Chinese poetry is getting larger and mightier, because, on the one hand, the ability for domestic translators to speak and write in English is developing steadily, giving birth to poet-translators in increasing number taking to the translation of their own poems or poems of other poets, on the other, the national “going-out” strategy induces more and more translators to incline their endeavor towards the translation of contemporary Chinese poetry, in order to let the outside world know the development of Chinese literature. By so doing, Chinese literature can blend with world literature. The new era has witnessed the birth of many new poets with post 00s poets trying to have a go, post 90s poets having their debuts, and post 80s poets growing into some poetic theme schools which cannot be neglected. These newborn poets are mostly well educated, especially and basically in English, making them able to read and write in English language. Some of them are eminent ones, such as Qin Sanshu and Ma Xiaokang. Given time and practice, they will grow up to be pillar of the poetry mansion in the new epoch and expand the number of poet-translators of contemporary Chinese poetry, which they know inside out, including the wording, diction and aesthetics. Thus they will have fewer difficulties than the previous generations in translating.

In the meantime, with the development and cooperation of Chinese education and English education, more English translators are seeking team work to translate contemporary Chinese poems, forming “a third shore” of the new century. *The Third Shore-Chinese & English-Language Poets In Mutual Translation* (Yang, 2013) and *The Frontier Tide: Contemporary Poetry From China* (Jidi, 2009) are of the kind, behind which are poetry feasts held all through the years—In 2004, poets from China and England got together in Wansongpu Academy, Shandong Province of China to translate their poems mutually; in 2005, the same mode of communication occurred in Scotland; in 2006, Zhongkun International Poetry Foundation organized a poetic trip to Pamir where the mutual translation mode was again investigated; in 2007, poets from China and England went to Huangshan and feasted on translation...these activities have poets from both sides get together, taking complementary advantages over one another to form a new mode of translation apart from absolute domestic translator and absolute English translator. A third shore of the poetry ocean is thus taking shape, promoting the acknowledgement from the world.

No matter which mode is taken in translating contemporary Chinese poems, translation strategy is a topic that lasts long. The author thinks that for the English translation of contemporary poetry, we the appropriate translation strategies. Poet-translated poetry, so far, can be relatively perfect and effective—which in nature is a set of translation strategy—for they have the inborn, acute poetic ability to find the balance in the two languages and culture very well. Of course, there are too many translators, freelance translators, who have worked tirelessly and fruitfully in translating Chinese poetry into English, but “translating poetry into poetry” is what should be often practiced and pursued. If poetry cannot be translated, it can only be reproduced. With more poet-translators joining with the cause, more mutual translation banquets being held, more poems will be reproduced in English language and more people will know that Chinese poetry is still alive.

On the basis of these discussions, the author reckons that the unique linguistic and cultural characteristics of contemporary Chinese poetry determine that the translator must keep the target reader in mind and be familiar with the traditional habits of English poetry. More importantly, when translating Chinese poetry into English, translators

should not limit their scope of work within themselves but should actively seek help and tests from others and communicate with different translators. It's best to present your translations to some native English speakers so they can really understand the reaction of the target audience and give some advice. Translators should never stop seeking better translations, and never cease to improve their practical and theoretical knowledge. For domestic Chinese translators, however, there are a lot of problems to settle, and the circumstances of each translation are unique, depending on a number of factors, including source text, target language, expected audience, etc. This paper does not, even cannot, cover every aspect of the translation issue on contemporary Chinese poems. It only serves as a case study to explore relatively new fields of research, compared with classical Chinese poetry. There is no reason to follow blindly whatever theories of translation have put forward. Translation is inspiring and exciting; even if it's never an effortless task, we should strive for perfection along the way.

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Sliding Down the Register Scale: The Visible Interpreter in Medical Encounters

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[Abstract] *This article attempts to show that in real-life scenarios, the interpreter is often an active participant in the communicative event and thus with certain degree of visibility. By looking into cases from interpreter-mediated medical encounters, this article shows the visible role played by the interpreter as he or she actively sides with the non-professional party in terms of sliding down the register for a better understanding of the original utterance.*

[Keywords] *dialogue interpreting; visibility; register; doctor-patient communication*

Introduction

Normally, translators may be considered invisible because, physically, they are not present, when we are reading a translated version of a novel, for example. Interpreters, on the other hand, are always there—beside us; sitting next to the chairman on the negotiating table; or simply reminding us of their presence through their voice in our headsets when they are actually “hiding” in the booth. Therefore, physically, they are so visible and audible that some interpreters start to take the obscurity of sitting in the booth as some kind of professional pride. For interpreting studies, however, “invisibility” means somewhat differently. Interpreters are historically portrayed as passive instrument used for language switching. Commonly held perceptions of the interpreter result in role metaphors include “faithful echo”, “the mouth piece”, “telephone line”, “translating machine”, and “language modem” (Pöchhacker, 2004; Wadensjö, 1998; Roy, 2000; Mason, 1999; Angelelli, 2004). These metaphors are in line with the “conduit metaphor” coined by Reddy in 1979 (quoted in Mason, 1999), first used in communication field and later naturally brought into the field of interpreting. In this sense, in bilingual communication, the interpreter serves as a conduit which is activated only at linguistic level, and even at this level, he/she is designated to “just translate and translate everything” (quoted in Roy, 2000). Any linguistic intervention besides literal translation is running counter to the conventionally preferred role of interpreter.

This article argues that in real-life scenarios, the interpreter is often an active participant in the communicative event and thus with certain degree of visibility. By looking into cases from interpreter-mediated medical encounters, this article attempts to show the visible role played by the interpreter as he or she actively sides with the non-professional party in terms of sliding down the register for a better understanding of the original utterance.

Register in Medical Encounters

Linguists refer to the context-specific variety of language as register. Register variables include field (or subject matter), tenor (or level of formality or roles and relationship of participants), and mode (or the distinction between spo-

ken and written) (Hatim & Mason, 1997; Tebble, 1999). According to Hatim and Mason (1997), register can be seen as a social semiotic. In a conversation, an interlocutor produces utterances with the “desire to be part of particular social institutions and processes, to be power- or solidarity-oriented, or to adopt a particular stance with regard to the addressee and the object of description” (ibid. p. 22). We can understand it as people communicate with others in certain ways, for example, using particular styles, glossaries and levels of formality of speech, to emphasize their identity and the community they belong to. Inside the community, people share a set of assumptions, so no explaining is needed no matter how implicit these assumptions are. However, messages are hard to get through from the perspective of outsiders.

Take the community of medicine for instance, healthcare-providers use a lot of jargons and medical terminologies in medical encounters and most of these jargons are impossible for us ordinary people to understand. Some patients often complain that doctors are “talking medicine”.

In addition, the participant relationship in a medical consultation is hierarchical with the professional being superordinate and the patient subordinate due to “inequality of knowledge on how to treat the patient’s condition” (Tebble, 1999, p. 181). This kind of relationship also excludes intimate and balanced conversation. Therefore, the register of medical interviews has become a social-semiotic shaped by the community of medicine.

Data Analysis

Examples in this article are either taken from a psychological reconstruction project (abbreviated as “the project”) sponsored by an American charity foundation or from authentic therapeutic TCM encounters. The psychological reconstruction project was initiated immediately after the occurrence of the devastating Wenchuan Earthquake on May 12, 2008. Experts in trauma psychology and children psychology have been invited from US to conduct a series of activities, e.g. Healing after Trauma Skills training, psychological therapy sessions, field training, and psychological counselling in Chengdu, Deyang and Dujiangyan, with the aim of relieving the trauma suffered by earthquake-affected children and helping these children walk out of the shadow of this disaster.

Compounded by the imbalanced doctor-patient relationship, jargons and medical terminologies, the bilingual setting will exert more pressure on the interpreter in terms of assumptions. While trying to remain detached, the interpreter is busy with sliding down the register scale for the less powerful party. Example 1 comes from a field training session of the post-earthquake psychological reconstruction project. In a temporary classroom of an elementary school of Dujiangyan, Dr. Brandt (D) is trying to measure a group of eight-year-old students’ (G) moods before conducting a breathing exercise with the help of an interpreter (I).

Example 1:

D: So you all ready for the interesting exercise?

I: 你们准备好做这个有趣的练习了吗?

G: (in chorus) YES!

D: Right, um first, tell me how you feel right now, you know, on the Feelings Thermometer.

I: 好的, 首先告诉我你们现在的心情是怎样的, 嗯, 比如, 有这样一个心情的温度计,

G: (no response)

D: (turns to the interpreter) You know, on a scale of zero to ten.

I: 这个温度计从零度到十度, 零度代表你一点都不焦虑难过, 十度代表非常焦虑, 非常难受。

Dr. Brandt brings up the term “Feelings Thermometer” without any explanation because he assumes the students know what it means. He maintains the register of the community of children psychologists until he notices that there is no response in the crowd after the interpreter has done her initial translation. So he slides down the register scale a little for them and wants the interpreter to add his explanation. However, even this down toned register is be-

yond the students' grasp, because this is the first time for them to receive such kind of psychotherapy. Fortunately, the interpreter knows clearly what "Feelings Thermometer" means since she has been working with these experts for a couple of days and starting to become a member of their speech community. The interpreter assumes that the students need a thorough explanation of this term, so she not only interprets Dr. Brandt's addition but also gives examples of what the two ends of the scale stand for, smoothly altering the register of the original utterance. The interpreter is visible in this episode in that she produces expanded rendition to slide down the register scale for the students as well as she is directly talked to by the expert.

Example 2 comes from a counselling session of the project. A Chinese social worker (S) who works for a shelter in Dujiangjian is seeking medical advice from Dr. Webber (D) through the mediation of an interpreter (I).

Example 2:

S: 那么您推荐什么方法对这些小孩进行帮助呢?

I: Um what methods do you recommend to help these children?

D: Well, that depends on the age of the children and their degrees of exposure to the disaster. Um, you can use HATS or CBITS according to the specific conditions of the children. [...]

I: 那取决于小孩的年龄和他们受创伤的程度。你可以根据他们的具体情况采用HATS, 就是创伤后恢复技巧, 或是, 针对校园创伤的认知行为干预疗法, 也就是CBITS. [...]

As can be seen from the psychologist's utterance, jargons or terminologies, i.e. HATS and CBITS, are used directly. HATS is the abbreviation for Healing after Trauma Skills and CBITS is the abbreviation for Cognitive Behavioural Intervention for Trauma in Schools. In the circle of psychologists studying trauma therapies, they do not need to explain anything because they share the same assumptions and everybody understands what HATS and CBITS stand for. When the psychologist assumes that the two terms will get across, it is within the interpreter's discretion if explanation should be added. Under such circumstances, it is "translators' job to decide which assumption they need to make explicit and which assumption they don't" (Mason, 2009). As the producer of the translated utterance, the interpreter needs to assume the knowledge state of the receiver. Based on the interpreter's assumptions of the context, she assumes the social worker does not belong to the circle of psychologists and therefore does not know what HATS and CBITS stand for. In order to ensure the social worker gets all the information he needs, the interpreter not only uses the English abbreviations but also explains the full names of the two therapies in Chinese in her expanded rendition.

There is also a special kind of medical encounter under the context of China—the traditional Chinese medicine (TCM) treatment. Some foreigners, when they come to settle down in China, are interested in TCM and willing to have a try. In the field of TCM, the older TCM doctors are considered more experienced and therefore more valued and respected. However, these senior TCM doctors normally do not speak English, so when a foreigner wants to be treated by a TCM master, an interpreter with some knowledge in TCM is very necessary. Example 3 is taken from a TCM interview when a Malaysian American (P) suffered from stomach-ache is seeking medical advice from a Chinese TCM doctor (D). The patient brings with him an interpreter (I), who is also his friend.

Example 3:

D: 把手给我, 我给你把把脉。

I: Please give him your hand like this. (giving P an example by holding out her right hand, palm up)

P: (holds out his right hand, palm up)

D: 张大嘴巴我看看。

I: Now he would like you to open your mouth. Normally we would say "ah", like this. (showing him how to do it)

P: (opens his mouth) Ah...

[...]

P: Yeah, like salad, and my favourite vanilla milkshake, I had a lot of these lately.

I: 我最近确实常吃一些生冷的东西,像沙拉和奶昔。

D:你是胃寒,要忌食生冷寒凉噢。

I: You have the syndrome of stomach cold, and um you should limit the intake of raw and cold food, and also food of cool and cold nature, such as water melon, kiwi fruit, banana and crab, etc.

We can feel a higher degree of visibility exhibited by the interpreter. It is known to all that it takes mastery in TCM, English and Archaic Chinese to be a qualified TCM translator. This example only touches upon the tip of the iceberg. When the doctor uses TCM-specific terms like “把脉” and “寒凉”, the register is quite alienating to the patient who has never been treated by a TCM doctor. The interpreter knows that the patient does not share assumptions with TCM frequenters and nor does he understand the Chinese way of categorizing food according to their natures, so she chooses different strategies to slide down the register scale. When the doctor says he wants to take the patient's pulse, she produces a zero rendition, i.e. she chooses not to translate it, but she demonstrates what to do by gesture. And later she does not only translate “寒凉” into food of cool and cold nature, but also gives examples to explain what “food of cool and cold nature” means. In addition, when the patient talks about what he has been eating a lot lately, the interpreter decides to summarize his utterance a little and also slides up the register scale for the doctor. By using “生冷的东西”, the interpreter adopts the register of doctors and also manages to give the old doctor an idea of what the nature of salad and milkshake is.

Conclusion

In a setting that involves two interlocutors who speak different languages and an interpreter, communication cannot be achieved as naturally and easily as in a monolingual setting. As a communication facilitator, apart from being linguistically adequate, the interpreter has to, to some extent, read the minds of the interlocutors who come from different cultures. Culture here is not used in a narrow sense; instead, it goes beyond the culture of a nation, covering the ideology of societies, communities and institutions. Meanwhile, the interpreter produces renditions according to his/her own perceptions or assumptions of the two interlocutors, the interaction and his/her own role.

From the perspective of linguistic interaction, the interpreter is visible in that he/she is translating—producing divergent renditions, and coordinating—for instance, exercising certain control over the interactional order (Wadensjö, 1998). Beyond this level, the interpreter is assuming a much more complex role when situated in a real interactional setting, under the influences of all the interpersonal, institutional and societal factors.

An interpreter's conscious act of choosing any strategy but being a conduit in the interpreting process indicates his/her active participation in the bilingual communication. After a careful examination of the collected discourse data of medical encounters, visibility is easily found. This study reveals one form of active participation on the part of the interpreter as manifestations of the interpreter's visibility, which is the sliding down the register on his/her initiative, and portrays the interpreter's role as a communication facilitator with the goals of a smooth doctor-patient communication and satisfactory provision of health care in mind.

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