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OF
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Volume C

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PREFACE

The 2020 Northeast Asia International Symposium on Linguistics, Literature and Teaching (NALLTS), despite the on-going COVID 19 Pandemic, was held on-line on November 25th, 2020. Over four hundred people—mostly teachers from colleges and universities of China—attended the conference. Five keynote speakers presented inspiring talks on frontier issues: *the interface between grammar and pragmatics* by Prof. Shaojie Zhang from Northeast Normal University and Chairman of NALLTS; *the consideration of reading public in the compilation of a companion to American Literature* by Prof. Jianhua Yu from Shanghai International Studies University; *an interpretation of art images in John Donne's poetry* by Prof. Zhengshuan Li from Hebei Normal University; *a clause relational approach to discourse analysis* by Prof. Yuchen Yang from Northeast Normal University, and EdTech in language teaching by Mr. Stephen E. Ronto from the United States of America. Forty, out of about 140 scholars who have submitted papers to the conference, offered presentations in the penalty sessions, illuminating the conference themes on linguistics and applied linguistics, literary studies, intercultural communication and translation /teaching and synergistic research of foreign language in colleges in northeast Asia countries.

NALLTS, based on Northeast Asia, is an international academic platform for promoting academic exchanges and cooperation between scholars in Northeast Asia and other parts of the world, and also for foreign language education institutions in Jilin Province to set up international relations with colleges and universities in the region and the rest of the world. NALLTS started in 2010, as an annual event. Numerous universities have been involved in the organization of the conference, e.g. Liaoning Normal University, Northeast Normal University, Heilongjiang University, Yanbian University, Ningxia University, Lvliang University, HulunBuir College, Southwest University, etc. And this year it was hosted by the Academy of Literature of Shanghai International Studies University and Guangdong Frontier Education Academy of Science. The activity has received extensive attention and support from the academic circles both at home and abroad.

Refereed through a peer-review process by the Symposium Academic Committee, more than 130 high-quality papers submitted to NALLTS have been selected into the 2020NALLTS proceedings. Hence is coming forth this volume. It is believed that the publication of the current work will definitely help further the academic research on related areas, and promote understandings between scholars from all countries. It is also hoped that continuous support will be given to NALLTS so that more contributions can be made for the benefits of all peoples in the region and around the world.

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Prof. of Linguistics, Northeast Normal University
Vice Chair of NALLTS Academic Committee

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Keynote Speech I
On a Clause Relational Approach to Discourse Analysis

Yang Yuchen

Northeast Normal University

[Abstract] Discourse analysis can be approached from as many different ways as available the theories of linguistics and other interdisciplinary branches of learning and research. It not only explores the features of discourse, the creation and shaping of the discourse, but also the social and cognitive processes of how our perception and experiences of the world are put into words for expression. Taking a linguistic and functional perspective, this paper focuses on one of the approaches to discourse analysis: a clause relational approach, particularly to written text analysis. As a predication-based model of discourse analysis, the clause relational approach explores basically the semantics of discourse, that is, how sentences are put together to generate meanings and what logical and cognitive processes are involved in connecting clauses into larger discourse relations. It is believed that a careful study of discourse and text using the clause relational approach can help both teachers and students raise their language awareness in text construction and interpretation, thus beneficial to their language teaching and learning.

Bio Statement

Prof Yang Yuchen, a PhD holder of English Language and Literature, has been working at Northeast Normal University sine 1982. Her linguistic interest lies largely in discourse analysis and English language teaching. She has published 4 volumes of books on discourse related themes, especially on comparative discourse analysis and text construction. She has also written over 50 academic papers, among which *On Lexical Chunks and its Implication on Language Teaching and Learning* is regarded as one of the top 10 Highly Cited Papers in the circle of China foreign language teaching and learning (*BeiWai Academic Journals 2020*). Prof Yang is also a teacher on various subjects and a respected tutor to around 150 postgraduate students leading to either master's or Ph.D. degrees. She was elected as one of the popular supervisors at NENU in 2016.

Keynote Speech II
Connecting a Different Reading Public: Compilation of A Companion to American Literature

Yu Jianhua

University of Massachusetts Dartmouth,USA

[Abstract] *In the compilation of A Companion to American Literature, the first comprehensive dictionary of a foreign national literature in China, while careful attention was being paid to the mainstream critical opinions in America, efforts were made to observe the principle "From our perspective and for our ends" so as to reflect the concerns and to meet the needs of the Chinese users. From the perspective of the compilers, the paper discusses the problems arising from the dictionary compilation of foreign literature such as objectivity and cultural context, the localization of interest and the problems of translation. Such discussion incorporates many examples taken from the actual practice of the compilation to serve as illustrations, including evaluation, selection of entries, format of presentation, standardization of translated terms, and critical reference.*

[Keywords] *American Literature; A Companion to American Literature; lexicography; sense of autonomy*

Bionote

YU, Jianhua, Ph.D. from University of East Anglia, is currently professor of literature in Shanghai International Studies University. His is recipient of The Sino–British Friendship Scholarship (1987), The University Press Association Academic Book Award for *Survey of New Zealand Literature* (1995), T*he State Council of China Special Achievement Award* (1997), *The Rockefeller Foundation Humanities Fellowship Award* (1997), *The J. William Fulbright Foreign Scholarship* (2002), *Shanghai Municipality Special Recognition Award* (2006) and *China National Award of "Teacher of excellence"* (2014). He is the author of *An Introductory Analysis of 20 Best-Known American Novels* (1989), *A Survey of New Zealand Literature* (1994), *American Literature, the Second Flowering of* (2004), *Jack London, a Critical Analysis of his Fiction*(2008), *Short Stories in English: A Reading Course* (2010). *His is also the chief editor of A Concise Dictionary of American Literature: Authors and their Works* (2005), *Culture Studies: A New Spectrum* (2014) and *A Companion to American Literature* (2015). Professor Yu has translated several novels of American authors and has published over 50 research papers in academic journals.

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Keynote Speech III

The Grammar–Pragmatics Interface: A Case Study of Voice Constructions

Zhang Shaojie

Northeast Normal University

[Abstract] Linguistic interfaces are the significant topic of theoretical studies in post-Gricean pragmatics. The interface study is also a unified approach to the pragmatic analysis and interpretation of meaning in context. The semantics-pragmatics interface study attempts to explain the distinction between semantically encoded meanings and pragmatically implicated meanings and their interactions, but it fails to explain adequately the pragmatic distinctions among the structures or forms which have the same truth conditional propositions and as a result the grammar-pragmatics interface has increasingly attracted considerable attention. However, research on the grammar-pragmatics interface at its earlier time is limited to the pragmatic interpretations of some disparate grammatical phenomena without systematic consideration and needless to say, theoretical discussions. The present study, as one of the series of grammar-pragmatics studies, aims to analyze and explicate the interaction between grammar and pragmatics with exemplification of voice constructions based on the theoretical framework of pragmatic choice and grammatical adaptation. The analysis involves three dimensions such as pragmatic values, pragmatic effects and pragmatic implications for the purpose of opening up a new approach to the grammar-pragmatics interface and promote a new advancement in the theoretical study of pragmatics.

[Keywords] voice construction; grammar-pragmatics interface; pragmatics

Bionote

Zhang Shaojie now serves as Dean of Rutgers–Newark Institute at Northeast Normal University. He is a senior professor and doctoral supervisor in the School of Foreign Languages. He obtained his Ph. D degree from Beijing Foreign Studies University in 1999. He was a visiting scholar at the University of Iowa, USA between 1992–1993 and at the Nottingham University, UK in 2002, and also Fulbright visiting scholar under supervision of Professor John Searle at UC Berkeley between 2005–2006. He was Dean of School of Foreign Languages between 1996–2007 and Vice President of Northeast Normal University between 2008–2013. He was also a member of Directing Committee for Foreign Language Teaching under the Ministry of Education in China from 2002 to 2018, and a deputy director of Directing Committee for English Majors from 2010 to 2018. In addition, he is currently Director of Directing Committee for English Majors of Jilin Province as well as a deputy director of China Pragmatics Association.

The areas of his academic interest include theoretical linguistics, pragmatics, and applied linguistics. Over the past 30 years, He has completed 5 projects on grammar and pragmatics, Saussurean linguistic theory, post–Gricean pragmatics, China foreign education, and grammar–pragmatics interface which are financially supported respectively

by the funds of Social Sciences and Humanities of Ministry of Education and the funds of National Social Sciences of China. So far he has collaboratively or individually published nearly 100 articles which appear in both domestic and international journals in the fields of his interest. In recent years, he has been invited to deliver lectures in various universities and has actively participated in conferences as well as activities at home and abroad.

Keynote Speech IV
Donne's Art of Conceit

Li Zhengshuan

School of Foreign Languages, Hebei Normal University

[*Abstract*] *John Donne's poetry is noted for its use of conceit. The reason why his poems have special charm is not only that he is able to master this rhetorical device skillfully, but also that he has made conceit into a mode of thinking. Therefore, conceit carries his philosophical speculation, love oath and religious piety, and this unique expression produces novel effect of defamiliarization and strengthens the emotional tension of his poetry.*

[*Keywords*] *John Donne's poetry; defamiliarization*

Bionote

Li Zhengshuan, PhD of Peking University, Honorary Doctor of University of Stirling in the United Kingdom of Great Britain, is Professor of English literature, Ph.D supervisor at Northeast Normal University and Hebei Normal University, 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.

He is a standing council member of China Association for Comparative Studies of English and Chinese, chair of the Committee for Translating Chinese Classics into English in China Association for Comparative Studies of English and Chinese, executive chair of China Traditional Culture Translation and International Communication, vice chair of Northeast International Forum for Linguistics, Literature and Teaching, editor-in-chief of Northeast Foreign Language Forum, vice chair of China Association of English Poetry, council member of China Translators Association, member of Research Committee Discourse Systems to Foreign Countries of China Translation Association, expert member of China Translation Association, standing council member of China Association for Comparative Studies in Chinese and American Culture, standing council member of All-China Association for English Literature, council member of English Literature Branch of China Association for Foreign Literature Studies, Chair of Foreign Language Teaching Steering Committee of Hebei Province, Chair of Hebei Foreign Language Teaching Research Association for Universities and Colleges, chair of Hebei Shakespeare Society and chair of Hebei Translation Society.

He got provincial awards for excellent social-science research over 10 times and provincial awards for excellent teaching 6 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 Gnomic 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 500 of Burns' poems.

Keynote Speech V
EdTech in Language Teaching: A Cup of TEA

Stephen E. Ronto

[Abstract] Learning technologies are common features in today's higher education teaching. Throughout higher education in Asia, Europe, and North America traditional classroom instruction is evolving into technology driven instruction. Consequently, instructor-led teaching today has in many respects buried the chalk and blackboard. In the field of language learning, Education Technology or EdTech has made learning a foreign language more learner-friendly and more teacher-friendly while creating a more interactive learning environment conducive to the writing, listening, reading, and speaking. Learning technologies for online and brick & mortar instruction offer a vast array of web-based and software platforms, both commercial and proprietary. When the hundreds of language learning applications are included in EdTech, the class-room instructor is confronted with a mind-boggling menu of tech teaching tools which the instructor can choose to adopt into the teaching plan. The problem which arises for the classroom instructor is whether he/she is tech-savvy enough to use a specific EdTech tool and whether his students can learn by using that tool. A straightforward solution to this problem is for the classroom instructor to adopt EdTech tools that are technology engaging and easy to use for both the teacher and the learner during classroom instruction.

This presentation will forward some concepts and ideas on incorporating web-based and software learning technologies into classroom language teaching which, from the experience of the presenter, can be a cup of TEA (Technology Engaging and Amiable) for the teacher and the learner.

Bionote

Stephen E. Ronto is a training & education professional having extensive experience in Business English Communication and English as a Second Language (ESL) within academia and industry. His teaching platform includes 1:1 executive tutoring, corporate professional and university ILT, intensive courses, and workshops.

Stephen delivers learning thru instructor−led teaching, computer−based training, and web−based instruction. He is focused on having students learn−by−doing thru tasked−based exercises such as learning simulations, learning scenarios, Web Quests, and capstone projects using an array of Web3.0 educational technologies.

Stephen's international background is built on growing up in Western Europe & South America, serving overseas with the USMC, attending graduate school in Hawaii, and delivering corporate training and academic instruction in Salt Lake City, Seoul and Tianjin. He is currently teaching Business and ESL courses at Jilin University of Finance and Economics in Changchun, Northeast China. Stephen speaks fluent English, fluent Spanish, and conversational Korean.

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ANALYSIS ON INFLUENCE OF NOTE-TAKING LANGUAGE AND SYMBOLS ON CONSECUTIVE INTERPRETATION PERFORMANCE

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[Abstract] *Note-taking plays an essential role in consecutive interpretation (CI). This research takes 35 year-one MTI students as its subjects, and carries out an empirical analysis on the relations among choices of note-taking languages, numbers of symbols, and CI performances. The results show that choices of note-taking languages are confined by subjects' mother-tongue (i.e. Chinese) and their English proficiency, while the numbers of symbols and the internalization of symbols contribute to CI performances.*

[Keywords] *consecutive interpretation; note-taking language; source language; target language; symbols*

INTRODUCTION

"Interpretation, from the source language to the target language, is not a straight line, but a dynamic process of understanding, analyzing, and expressing, which proceeds from the surface to the center and then all backwards" (Bao, 2005, p. 37). Peterson (1959) found out through experiments that "the longer each student had to count backwards, the less well they were able to recall the trigram accurately. After 3 seconds, 80% of the trigrams were recalled correctly. After 6 seconds, this fell to 50%. After 18 seconds less than 10% of the trigrams were recalled correctly." This proves the essentiality of note-taking in interpretation. Gillies (2009, pp. 6-8) also pointed out three reasons for taking notes in consecutive interpretation: (1) for "macro-thinking. Notes taken in consecutive interpreting are a representation of the skeleton structure of the speech.". (2) for better capacity. "Consecutive interpreting involves a number of different tasks that have to be completed at the same time with finite and competing intellectual capacities: multi-tasking.", which involves "Phase 1: listening and analysis, note-taking, short-term memory operations, coordination of these tasks; Phase 2: note-reading, remembering, production"; (3) for automatization. "The application of a well-practiced and thought-out system will mean that the whole exercise of consecutive interpreting becomes less of an effort." Therefore, improving the efficiency of note-taking plays a crucial role in effectively bettering the CI performance. Meanwhile, Gillies (2009, p. 99) clarified the value of symbols for CI notes: compared with words, "symbols (1) are quicker and easier to write; (2) are easier to read on the page; and (3) represent concepts not words, they are not one-to-one translations so they help us avoid source language interference when we interpret." He also noted that "A symbol doesn't have to be a picture. It also can be a short word, pair of letters or a single letter. What is important is that it represents something." (ibid.)

RESEARCH STATUS

Researchers of CI note−taking training have been trying to answers questions including "Which language used in note−taking helps trainees better understand the source language information on a macro−thinking level?" "Is the number of symbols used in note−taking directly proportional to CI capacity?" and "How to efficiently use the symbol system?"

Liu (2010) found out in the experiment on C−E CI notes that 120 year−four English major subjects used a huge amount of the source language for note−taking; Wang et. al (2010) carried out a study on 12 year−four English major subjects, which shows that the source language was the language they used for both C−E and E−C CI note−taking; Dai & Xu (2007) included 6 trainees with 3−month training experience and 6 year−four English major students as their subjects, and found out that their note−taking language was mainly the source language in C−E CI notes; while Zhang & Xu (2012) noticed the target language being their leading note−taking language in the experiment on C−E and E−C CI notes of 5 professional interpreters' and 5 MTI students'. He (2001) analyzed the C−E and E−C CI notes of students' and found out major differences in their way of taking notes; Yang (2006) compared the CI notes in their training and tests between two groups of subjects (totally 22 year−two English major students) and concluded that their efficient use of symbols and acronyms improved their interpretation performance.

The incoherence among domestic studies on note−taking language and symbols cannot provide theoretical guid−ance for CI note−taking teaching.

RESEARCH QUESTIONS

Based on relevant studies about CI note−taking language and symbol systems mentioned above, this research is to carry out analyses on the use of note−taking language and symbol systems in C−E and E−C CI test notes of some year−one MTI students, so as to explore the relations between the research results and their test scores. Three ques−tions are raised for the research: (1) Does the choice of note−taking language affect subjects' interpretation test re−sults? (2) Is the number of note−taking symbols used necessarily related to subjects' test results? (3) How can the re−search results inspire future interpretation note−taking teaching?

RESEARCH DESIGN

Subjects of this research are 35 year−one MTI students in a university in Sichuan Province. Ideally, they had ac−quired "Basic Interpretation" training in their undergraduate years and accumulated a certain amount of CI practice. Before the test was taken, they'd had 60 class hours of science−themed interpretation training.

This CI test was taken by all subjects at the same time in one language laboratory. The recording was played sen−tence by sentence, and during each pause, subjects delivered their interpretation and had them recorded simultane−ously. The test included 5 Chinese sentences whose lengths were around 57−88 characters and which were read at the speed of 170 characters per minute (360 characters in total), as well as 14 English sentences whose lengths were around 16−38 words and which were read at the speed of 170 words per minute (353 words in total). The theme of this test was "information technology", with "big data", "IOT", "smart city", "AI", "cloud computing", and "Big Data Expo" as its key terms. Comparatively speaking, "petabyte" and "terabyte" are supposed to be two new terms for the subjects. All subjects' note manuscripts were collected right after the test was over, with the recordings saved, tran−scribed and analyzed.

The researcher assessed the 35 recordings and transcripts from four aspects, i.e., completeness, accuracy, logical consistency, and fluency, and divided the subjects' scores into four categories, including 1 above 90, 9 between 80 and 89, 19 between 70 and 79, and 6 between 60 and 69. Afterwards, the numbers of source language characters/

words, target language words/characters, and symbols were counted, and then the relativity of note manuscripts and test scores were analyzed. To highlight the contrast between the notes of subjects in the higher–score section (i.e. 80–89 points and above 90 points) and those of subjects in the lower–score section (i.e. 60–69 points), the notes of subjects in the medium–score section (i.e. 70–79 points) were left out.

RESEARCH RESULTS AND DISCUSSION

The two tables below show the complete numbers of source language characters, target language words, and symbols (including figures, pictures, brackets, arrows, incomplete words or strokes and their combinations) in C–E CI notes and the total numbers of source language words, target language characters, and symbols in E–C CI notes, of all subjects' in these two score sections.

Table 1: Statistics of notes of subjects' in higher–score section

score	number of source language characters in C–E CI	number of target language words in C–E CI	number of symbols in C–E CI	number of source language words in E–C CI	number of target language characters in E–C CI	number of symbols in E–C CI
91	74	3	35	17	23	56
86	29	3	60	14	17	90
83	52	4	19	9	7	45
82	65	2	8	23	2	34
82	142	3	3	13	23	34
82	103	7	22	21	4	52
82	74	3	35	13	8	77
81	71	2	30	15	26	37
81	119	0	12	35	12	39
80	37	4	53	6	7	57

Table 2: Statistics of notes of subjects' in lower–score section

score	number of source language characters in C–E CI	number of target language words in C–E CI	number of symbols in C–E CI	number of source language words in E–C CI	number of target language characters in E–C CI	number of symbols in E–C CI
69	104	4	17	36	39	25
68	152	1	6	26	16	12
68	77	8	13	15	64	20
67	125	0	8	22	7	37

65	88	6	3	30	33	9
60	81	5	19	11	1	16
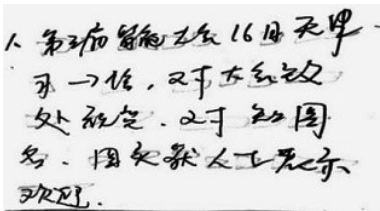
Table 1 shows the general phenomena in the notes of subjects' in the higher-score section: in the C−E CI notes, numbers of source language characters are almost two times of those of symbols (with few exceptions), while numbers of target language words are far fewer than the other two (esp. than the source language characters); in the E−C CI notes, numbers of source language words are almost the same as those of target language characters, while numbers of symbols are about two times of the other two.
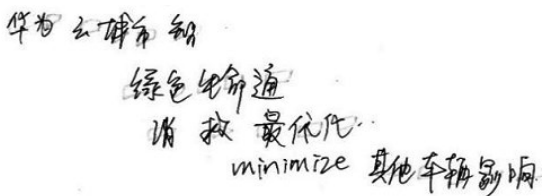
Table 2 shows similar phenomena in the notes of subjects' in the lower-score section: in the C−E CI notes, numbers of target language words and symbols are close, yet numbers of source language characters are two times of the other two; in the E−C CI notes, there's not much difference among the numbers of source language words, target language characters, and symbols (except for one note with a too low number of target language characters).
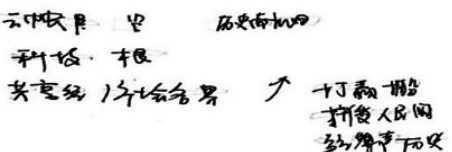
Comparison of two tables tells the obvious difference in note-taking between subjects in two score sections. In C−E CI notes, the numbers of source language characters in lower-score section are far bigger than those in the higher-score section, the numbers of target language words are close, while symbols are much more in the high-score section than those in the other one. In E−C CI notes, numbers of source language words are slightly bigger in the lower-score section than those in the other section, numbers of target language characters are close (with a few exceptions), while symbols are still much more in the high-score section than those in the lower one.
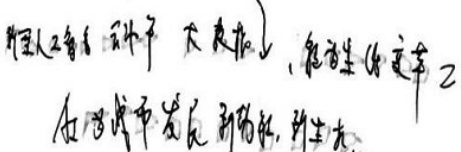
Data analyses above prove that, (1) subjects are more inclined to use the combination of a large amount of mother language and a certain number of symbols in their C−E CI notes, in whichever score section, while the target language thinking is rarely utilized for note taking; (2) the target language (i.e. mother tongue) thinking is scarcely involved in E−C CI note-taking, yet subjects in the higher-score section may make better use of the convertibility between the source language and symbols, therefore, more symbols in their notes; (3) the efficient use of symbols is positively proportional to subjects' interpretation test results.

The following fragments are some of the note manuscripts of subjects' in the lower-score section:

[1]
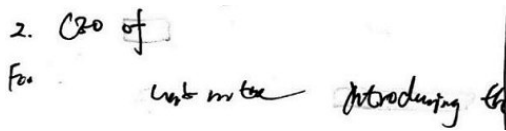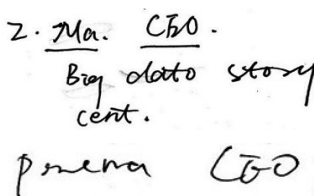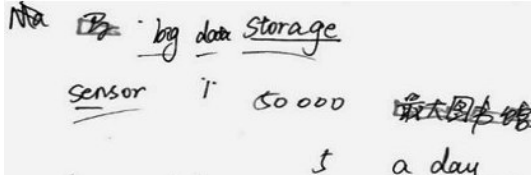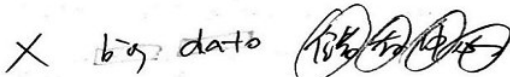
[2]

[3]

[4]
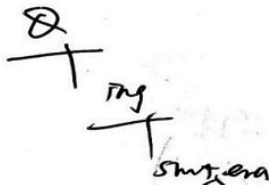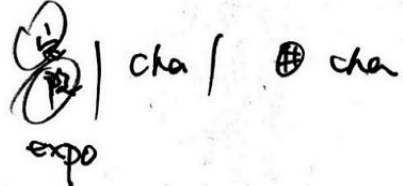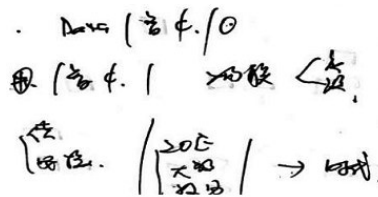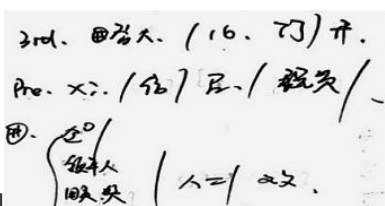
The similar factors among these notes are: (1) there's hardly any words of the target language or symbols while the number of source language characters are shockingly big; (2) most of such characters (e.g. "第三届", "祝贺", "华为", "人工智能", and "城市发展", etc.) as well as very few target language words (e.g. "minimize") can be omitted or replaced with symbols. Such notes are obviously restricted by source language thinking, resulting in rather a low note-taking efficiency.

The following fragments are some notes on one same E−C sentence taken by subjects of the lower-score section:

[1] [2]

[3] [4]

[5]

These fragments reflect obviously low language capacity of subjects＇ in the lower-score section, when receiving the source language information which suffered huge losses (e.g. the anticipated new terms, "terabyte" and "pet-abyte" turned out to be new terms indeed, and "Tony Ma", a famous person＇s name was missing). Besides, these subjects were trying to take down as many source language words as possible (e.g. the most frequently noted "Big Data", and words like "a" and "day") and were over-converting source language words into target language characters instead of using symbols (e.g. "储存中心").

The following two groups of fragments are C-E and E-C note manuscripts of two subjects＇ who got highest scores in the test.

[1-1] [1-2]

[2-1] [2-2]

[2-3]

It＇s obvious that these two subjects with highest scores share many features in their notes, both in C-E CI and E-C CI: (1) the formats adhere to the widely suggested norm for CI note-taking, and the layouts show efficient infor-

mation chunks; (2) dividing or connecting lines are drawn for macro–thinking; and (3) abundant symbols and relatively internalized symbol systems (e.g. repetitive use of symbols for "world" and "city", etc.). The obvious difference between their notes is about the choices of note–taking language.

CONCLUSION AND INSPIRATION

The conclusion drawn based on the analyses of C–E and E–C CI notes of subjects' in two score sections shows, (1) in both sections, subjects incline to adopt the mother tongue (i.e. Chinese) plus symbols in C–E CI note–taking, while the target language is rarely their choice, although their target language (i.e. English) proficiency impacts their recognition of notes and their performances; (2) the target language (i.e. Chinese) is scarcely adopted for notes understanding, while subjects in the higher–score section make better use of the convertibility between source language (i.e. English) and symbols and the proportion of symbols in their notes is higher than that of students' in lower–score section; (3) the efficiency of using symbols is directly proportional to subjects' interpretation performance; and (4) notes and performance of subjects' in lower–score section is impacted by their lower listening comprehension capacity.

This research inspires CI teaching in aspects as follows, (1) laying a solid language foundation is the key to earlier stages of interpretation training as well as a never ceasing task; (2) in C–E CI training, unification of symbols and internalization of symbol systems is to be emphasized for weakening of mother tongue reliance, so as to simplify notes and more efficiently take notes; (3) in E–C CI training, the convertibility between source language and symbols may be utilized for internalizing symbol systems and enhancing note–taking efficiency.

Due to the limited number of subjects and of sentences for the test, the conclusion of this research may not be strong enough. Hopefully, there would be more subjects on diverse levels involved and more researches carried out, so as to advance the development of CI teaching in China.

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Study on the Letter Words and Letter–word Phrases under Language Contact Theory

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[Abstract] *With the spread and development of globalization in the 20th century, letter words and letter-word phrases have frequently occurred in Chinese. They appear more and more in the spoken language of young people, and even begin to take a place in the written language. The paper is going to discuss the theory of language contact, features, attitude and standardization of letter words and letter-word phrases.*

[Keywords] *language contact; letter word; letter-word phrases; standardization*

Introduction

There is no language in the world that is isolated and unaffected by other languages. It is the basic principle of language contact theory. Under the influences of globalization, English is now playing an increasing important role in international communication and cooperation. Also under the circumstances of globalization and language contact, Chinese is under constant influence. One of the results is that lexical borrowings flood in, among which letter words and letter–word phrases are most special.

Based on the theory of language contact, it studies the features of letter words and letter–word phrases from the perspective of lexical level. At the same time, the widespread use of letter words and letter–word phrases reflects people's attitudes towards the use of them. More importantly, how to standardize the use of letter words and phrases deserves wide attention.

Language Contact and Related Theories

Language Contact

Language is changing all the time. Old varieties fade way, and new varieties keep popping up. Sometimes, the change is just in pronunciation, and sometimes the meaning of the same word increases or decreases. Some linguistic structures remain stable while others change fast. All in all, change is inherent in the nature of language.

But how does language change happen? Language contact is the main cause of language change. "internal factors" and "external factors" are involved (Gerritson & Stein, 1992). The "internal factors" refer to the inherent state of a language. The "external factors" refer to the use of a language in society.

According to different media, language contact can be divided in to "direct language contact" and "indirect language contact" (Hsu, 1994). "Direct language contact" is mediated by human interaction and restricted to oral competence, under which lexical borrowing occurs through spoken language contact. Whereas, "indirect language

contact" is mediated by written language and extended to literary competence, within which bilingual communities and community–to–community contact are not involved.

Outcomes of Language Contact

Any linguistic change is due at least in part to language contact (Thomason, 2001, p. 61). Factors, such as language contact and/or internal motivation, induce language changes. More often than not, language change is out of a particular language contact. Language contact has outcomes: contact–induced language change, extreme language mixture, and language death (Thomason & Kaufman, 1988).

The most noticeable contact–induced change is borrowing, which ranges from the simple borrowing of words to borrowing of phonological, morphological, and syntactic structure. In the traditional studies, the language change is bi–directional. For example, borrowings pass from English to Chinese, and some Chinese words and terms have also been introduced into English. It is common that language change occurs under the interaction of internal and external factors.

Extreme language mixture refers to the very intricate code mixing and code switching. One code is used in informal contexts such as home or neighborhood. Whereas the other code is used in more formal settings such as school or government.

Language death refers to total shift to another language due to language contact.

Letter Words and Letter–word Phrases Induced by Language Contact

Under the great influence of the spread of English, which has already become an irresistible force in the whole world, language contact seduces borrowings into Chinese. Among these borrowings, letter words and letter– word phrases are the most interesting and special forms. Nowadays, letter words like "AI, 5G, Apps, B 超, 3+X, 7–11,…" appear in front of us through mass media. Since 1994, studies on letter words and its phrases have widely involved from the form to pronunciation and semantic meaning.

Causes for Applications of Letter Words and Letter-word Phrases

Everything happens for a reason. The applications of letter words and letter–word phrases are no exception. Basically, there are two causes: the internal causes and the external causes.

As for the internal cause, the first is concerning the vitality of language. "Languages, like cultures, are not really sufficient into themselves. The necessities of intercourse bring the speakers of one language into direct or indirect contact with those of neighboring or culturally dominant languages." (Sapir, 2002, p. 163) Any languages with vitality always welcome the contact with other languages. They often borrow words from other languages to fill the lexical gap. Chinese has been adopting new words through language contact to enrich its vocabulary during its development. Another cause is concerning the principles of economy in language. The principles of economy also govern human language activities. They make people consciously or unconsciously arrange language activities economically on the prerequisite that language should successfully satisfy the interactive and communicative functions.

There are also a lot of external causes for applications of letter words and letter–word phrases. Pragmatic psychology is the first one. Under the influence of English spread, more people, especially young people, desire to be thought fashionable and refined by using letter words and letter–word phrases in spoken and written Chinese. Secondly, under the influence of the global language——English, advanced digital device and internet connectivity, applications of letter words and letter–word phrase are helpful to receive the freshest information, facilitate international communication and avoid the problems arising from different translations. Finally, letter words and letter–word phras–

es are also used for the euphemistic purposes. In order to avoid embarrassment or unpleasantness, letter words and letter−word phrases take the role as the euphemism. For example, "TMD" is a Chinese coinage of English letter to curse, but it is less ruder than the same Chinese expression.

Definition and Types of Letter Words and Letter-word Phrases

Letter words and letter−word phrases are composed of alphabets, including Roman alphabets, Greek alphabets, and Chinese pinyin, symbols, figures and Chinese characters (Liu, 2002). This basically includes main properties of letter words and letter−word phrases.

In recent decades, English letters have found an optimal use in Chinese spoken and written language. According to the use of letters, letter words and letter−word phrases can be divided into the following types:

(a) Individual letters

Chinese speakers are familiar with the letters of English alphabet. The letter "Q" is probably one of the earliest English letters that Chinese people are familiar with and can recognize, as it is the name of of Ah Q in the classic nov−el *The True Story of Ah Q* written by Lu Xun in 1920s.

(b) English initialisms and acronyms

Combining only initials or initial sequences of two or more words is known as initialisms or acronyms. The for−mer is generally read letter by letter, such as WTO and DNA, while the latter is usually read as a single word, such as APEC. These two types of letter words and letter−word phrases have enjoyed great popularity among Chinese speak−ers in recent years, which help to save time and avoid awkard translation.

(c) Combination of English letters and Chinese characters

Combinations of English letters and Chinese characters can yield three types of new words. The first type is the combination of individual letter and individual character. For example, "维 C"is apparently a combination of a native morpheme and an English letter. The second type is formed by English words and Chinese characters, such as BASIC 语言. The third type combines English initialisms or acronyms with Chinese characters, such as PH 值.

(d) Combination of English letters and numbers

Numbers and alphabetic letters or abbreviations are combined, such as F1.

(e) Chinese coinage with Chinese pinyin

This type is totally Chinese creations. Native Chinese characters are abbreviated in roman letters, and pro−nounced in that way. HSK, which is the abbreviation for hanyu shuiping kaoshi 汉语水平考试, is known as the Chi−nese Proficiency Test.

Functions of Letter Words and Letter-word Phrases

(a) Indefinite Reference

A 先生 , B 同学 , X 组,... are examples of letter words and letter−word phrases to designate indefinite persons or objects.

(b) Indefinite Pronouns

English letters are also used as markers of indefinite pronouns. For example, in the phrase "N 多个", N refers to "many" or "a lot".

(c) Abbreviations

"V" stands for "victory" in the letter−word phrase: V 手势.

(d) Description

Many people are familiar with the shapes of English letters. For example, "O 型腿" describes bow−legged peo−

ple. Letter O is a vivid description. Another example is letter U in "U型管", which also describes the shape.

Attitudes toward Letter Words and Letter–word Phrases in Chinese Linguistic Circle

What attitude should we take towards letter words and letter–word phrases? Should letter words and letter–word phrases be introduced into Chinese? Generally speaking, there are two opposite attitudes towards letter words and letter–word phrases. One is that they are part and parcel of Chinese vocabulary and they should be accepted. The other is that it is not proper for us to use letter words and letter–word phrases in Chinese, and they should be refused.

Positive Attitude

There are basic requirements (Li, 2002) for letter words and letter–word phrase to be included into Chinese: one is that letter words and letter–word phrases must be pronounced according to the Chinese phonology, and the other is that the meaning of letter words and letter–word phrases must be widely understood by Chinese. It has become a reality that letter words and letter–word phrases have been accepted and used widely in the spoken and written language.

Negative Attitude

Letter words and letter–word phrases are not part of Chinese vocabulary because both the written form and pronunciation are from foreign languages (Hu, 2002). Letter words and letter–word phrases will endanger the national and cultural dignity and the artistic image of Chinese characters. There may be a tendency of latinization of contemporary Chinese.

Standardization of Letter Words and Letter–word Phrases

Letter words and letter–word phrases are new comers in Chinese. Having been used over a period of time, many of them are fixed. But many others are still in a chaos. Therefore, letter words and letter–word phrases need to be standardized.

Principles for the Standardization of Letter Words and Letter-word Phrases

(a) The Principle of Necessity

When there are not equivalent words in Chinese or equivalent words are not as concise as letter words and letter–word phrases, we use letter words and letter–word phrases.

(b) The Principle of Generality

The most frequently used letter words and letter–word phrases are the top choices.

(c) The Principle of Tastefulness

We should use tasteful letter words and letter–word phrases and avoid and even get rid of four–letter words and dirty words.

Concrete Measures for the Standardization of Letter Words and Letter-word Phrases

(a) Standardization for Pronunciation

At present, there is no definite standards on whether letter words and letter–word phrases should be read in English sounds or in Chinese sounds.

(b) Standardization for Written Form

Most letter words and letter–word phrases have fixed written forms, but some do not, such as the homograph

"CT" and "C.T." Which one should be chosen as the fixed form? It is suggested that the one used most frequently should be chosen on the basis of survey

(Li Xiaohua, 2002).

(d) Limiting the number

We should take the proportion of letter words and letter–word phrases seriously, though they are allowed to be used in Chinese.

Conclusion

With the close contact in the international context, new things are mushrooming. Accordingly, new words emerge. Letter words and letter–word phrases, as a unique form, are indispensable for the development and variety of Chinese. However, letter words and letter–word phrases should be studied and analyzed objectively and practically. We should face this phenomenon positively and accept and tolerate the letter words and letter–word phrases in our language. At the same time, we also pay attention to the practical problems, which call on government and concerning authoritative organizations to regulate the usage of letter words and letter–word phrases.

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Acknowledgements

Philosophy of Life Hidden in English Grammar

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[Abstract] *English grammar is the rules of lexical chunks in forming sentences and conveying meanings, while philosophy of life is the rules of individuals in how to deal with others and themselves. As rules, the two necessarily have similarities. In the process of forming words by morphemes the laws of Use and Disuse and No Absolute Equality are explored. In words and phrases, the big-picture awareness of verbs, the respect for professionalism and authority of pronouns, the importance of relations in modifiers and meanings and the importance of sacrifice in teamwork could be seen. In sentence formation process the philosophy of Authority, Existence and Development and Relativity are revealed.*

[Keywords] *English grammar; rules; philosophy of life*

Introduction

Nothing can be accomplished without norms. The harmonious and perfect conveying of meaning by the sentence is the result of all kinds of sentence components fulfilling their duties and compromising with each other. Grammatical rules, whether explicit or implicit, are highly consistent with the life philosophy concerning individual's survival and development.

As a unique symbol system peculiar to human beings, language can best show human sociality in itself. The ways morphemes form words and words form sentences reflect the hidden rules rooted in all aspects of human society. The correspondence of grammar rules with social rules and the interaction of language elements in different linguistic level can help us explore the wisdom of human social life. Grammar rules themselves are the most vivid lessons for life.

Morpheme and Philosophy of Life

A morpheme may be classified into different types based on its function. Some are used independently as a word, while others combine with other morphemes to form new words. Some exist for notion, others for relations. From the roles the morpheme plays in word formation, we can get two ideas:

Metabolism by Use and Disuse

The silent letter –e at the end of a word is often omitted when a base verb changes into its –ing or –ed form or an adjective into –er/est form. The word *pronounce* when changed into its noun form *pronunciation*, the letter –o– will also be discarded. The removal of silent or meaningless letters conforms to the principle of economy. It is so much like the individual in our society: No function, no place. Losing value, you will be eliminated. The only way to survive is to

become more valuable in any place and at any time.

No Absolute Equality

Roots and affixes are indispensable for word formation, but they have distinct status in derived words. Similar inequality, or unbalance can be easily noticed in a phrase between the headword and modifier or in a complex sentence between the main clause and the subordinate clause, which is essential to the perfect expression of meanings. Such discrepancies or unbalance are not determined by linguistic symbols themselves, but by the functions they play in a sentence and the need of society. Similar inequality or unbalance also exist among individuals in society, which an individual cannot narrow as well. Actually, absolute equality is not necessary and cannot be achieved.

Word and Philosophy of Life

A word is like a human in many ways. Diachronically, the word's metabolism is highly consistent with human's life cycle. A newly-coined word in the beginning has just one meaning, but gradually acquire more and develops into a polysemant with a variety of sense relations, such as synonymy, antonymy and hyponymy. When the number of meanings and sense relations network reaches its peak, the word may gradually decline, and finally goes out of the linguistic world completely. This is just like an individual who grows up from an inexperienced baby and achieve the most glorious prime of life after being endowed with multiple roles and social responsibilities. After that, he or she will go gradually to the old age, withdraw from society, then lose life, completely disappearing from the world. Synchronically, polysemants usually have hypernyms and hyponyms as well as synonyms and antonyms, which is similar to the situation where a human is connected by leaders, subordinates, friends and opponents. The relations a word establishes by being a part in a sentence is likened to those an individual builds by playing different social roles.

From the perspective of function, a word also resembles a human. In grammatical world, the function fulfillment of a word depends not only on its part of speech and meaning, but also on its collocability and position in a sentence. So is an individual, whose role playing not only depends on his own characteristics and abilities, but also on the relations to others. In addition, the meaning of a word can be widened or narrowed, and elevated or degraded (Zhang, 2019, p. 135), which is similar to the ups and downs of individual's destiny in society.

As a grammatical unit, words can bring us the following four inspirations:

Verbs: Seeing the Big Picture

In English grammar, the courage of the verb to bear the responsibility is shown incisively and vividly and can be regarded as our role model. The verb has super adaptability and strong penetrative ability. First of all, it forms a predicate, the key component of a sentence, by combining with various tenses, aspects, voices and moods. Secondly, it takes the forms of the present, past and future tense as finite verbs and the past participle, present participle and infinitive as the non-finite verbs, which exert the overall control on English sentences. Thirdly, through the construction of non-finite verbs in simple, continuous and perfect form, it has performed a powerful function comparable to the predicate in tense, aspect, voice and mood, and can be used as subject, object, complement, attribute, adverbial and other components. In a sense, the verb achieves a state where it can act as any component in a sentence, substitute for any word class, and assume any function.

However, the verb is not proud for being such a superman, but is willing to change itself for the meaning of the sentence. It sees the big picture. No matter what forms it takes, finite or the non-finite, it isn't conceited and firmly relies on the subject or the headword it modifies to determine its own form, strictly and rigorously following the orders of subject or logical subject. In addition, in order to achieve its function in sentences, it is not afraid of loneliness and

runs the risk of becoming a dangling participle.

Pronouns: Respect For Professionalism and Authority

In the field of law, it is a customary rule the special law should be adopted before the common law. Similar cases also exist in the grammatical world. For example, in the selection of relative pronouns in restrictive clause, *who and that* may be used as subject of a restrictive clause to refer to people, but in practice, who is used more often than *that*, because *that* refers to both people and things while *who* refers particularly to people. When the relative pronoun is used as the object of a relative restrictive clause, although you can use *who*, in formal occasions, *whom* is more frequently adopted (Zhang, 2017, chap. 34). *Who*, as the relative pronoun to refer to person, is definitely more professional than *that*. When used as the object, *whom* as the objective case, is more professional than *who*.

Dominance of man is the embodiment of human subjectivity. As the elements to directly express people's thoughts and emotions, the selection of words directly reflects the absolute subjectivity of people to language. The distinction between nominative case and objective case in pronouns, seem to be deliberately created to make a difference, is the best example to reflect people's self-centeredness. For all the rest things in nature, whether living or not, just an it can cover them all.

Usually, we use *he* and *she* for people and *it* for things. However, we can also use *she* or even *it* to express disgust for man and *he* or *she* to express affection for the family dog or even the non-living things. Similarly, in relative clauses, different introducing words are used to refer to people and things. We can use *who* to express our respect for dogs, and *which* to express our contempt for man. We usually use *she* to refer to our motherland, and the crew also use *she* to refer to the ship carrying them (Zhang, 2017, p. 93) as it carries the strongest feelings of human beings. *She* concides with the unique Chinese concept of *Kun* (the earth, also refers to the female) in *Book of Changes* in denoting the meaning of *carrying*.

The idea of dominance of man is also reflected in the changes between active and passive voice. When an active sentence becomes passive, by-phrase can be retained or removed, completely depending on the speaker. If he/she doesn't think it's necessary, or if he/she wants to hide the agent of the action, by-phrase would be omitted. For the same thing in the past, we can use simple past or the present perfect based on the speaker's judgement. We can also use the simple present tense to express the vividness and truthfulness of past events, or the present tense to express future events to show the speaker's confidence.

Relations Do Matter

The essence of man is social relations, so is the essence of words. The influence of context on the meaning best reflects the importance of relations to words. Context can define meanings. For example, in the relative clause, the choice of relative words are influenced by the following three factors: the meaning of the antecedent before the relative words; the missing component in the clause guided by the relative word; whether the whole context is formal or not (Zhang, 2017, chap. 34). All of them reflect that the function of words is not only realized in themselves, but also sometimes in other words. The same is true of the realization of human value. What kind of person you can become depends more on your social relations, especially people around you, your leaders, subordinates and followers.

As a subordinate component, the position of modifier depends on its relationship with the headword. The more objective the modification to the headword is, the closer it is put to the headword. This is true of adjectives as attributive. According to Zhang (2017, p. 93), when two or more adjectives premodify nouns, the order is usually as follows: determiner—adjectives denoting the speaker's evaluation—adjectives denoting size,shape,age—adjectives denoting colour—adjectives denoting nationality, origin and material—adjectives denoting use or purpose—noun head. From

it, we can clearly see the following things: adjectives denoting the speaker's evaluation are quite subjective and un-stable; color is less unstable and subjective; the size and shape in space and the old and new of time is more stable and subjective; nationality, origin and material are relatively stable as they can show the most essential characteristics. The order of modifiers reflects the relationship from subjective to objective and from unstable to stable. Words of time and space are placed in the middle of modification, reflecting the fact that the space and time become the media between subjective and objective.

This is also true of adverbs as adverbials. Disjunctive and non-restrictive relative clause generally have a comma to separate itself from the main sentence, while the adjunct and restrictive clause generally do not have comma due to the relatively closer relations to the modified component. A comma indicates not only the pause, but also whether the relations are close enough .Although different modifiers play different roles in the description of headword, they all fulfill their missions together, without any of which the features of a headword cannot be fully reflected.

Teamwork and Compromise

A single tree does not make a forest. Unity is the best way for individuals to realize their value. In a society, the value of an individual is measured by his or her contribution to the collective and realized within the framework of the collective. Similarly, in the world of grammar, the value of a word and its contribution is based on the numbers of its meanings and functions performed in sentences. For example, basic words are characterized by all national character, stability, polysemy, productivity and collocability (Zhang, 2019, p. 6). By virtue of its high productivity in word-formation, it constantly forms new words and expands the meanings. Meanwhile, it relies on abundant collocation to establish relations with other words to maximize its functions,thus becoming the hard core of English vocabulary.

Words when used as an idiom not only form a fixed collocation, but also have the tendency of mutual assimilation both in meaning and sound, which in nature is a sacrifice or compromise of its original state. The meaning of an idiom can not be obtained from the separate elements, so the word element in an idiom actually plays the role of morpheme in a word, and the idiom can function as a word based on its part of speech. Similarly, in a word, liaison and vocalization of voiceless consonants (such as sp, st and sk) both show the mutual influence of letters in a word. These changes in pronunciation show the unity of letters in words. And the essence of unity is that you and me are in and for each other, changing each other for the purpose of conveying meanings, that is, the sacrifice and compromise, without which teamwork can never be achieved.

Sentence and Philosophy of Life

Flower needs green leaves to look better. The process of forming words by morphemes, phrases by words and sentences by phrases demonstrates the power of the community. A phrase consists of a headword and modifiers, and without exception, the headword is surrounded by modifiers. The significance of the headword lies in the sacrifice of willing modifiers. Sentence formation is similar to that of words by morphemes, both of which are composed of indispensable elements of unequal status. From the relevant rules of sentences, we can find the following two truths:

Subject is the Authority

Both *Subject-Verb Agreement and Attachment Rule* show the respect for the authority of the subject and recognize its central role. Just as in the real society, the big-picture consciousness is shown in the subordination of the whole country to the Party and the Party to the Central Committee. *Attachment Rule* is the alignment of the verb to the noun and the non-finite element to the finite element. Dangling participles are the exception, the few who don't see the big picture.

Meaning is the basis for the existence of sentences and the embodiment of their value, to which the structure and form of a sentence are subject. A sentence can be just simple, complex or compound and very long or quite short, ex-actly depending on the meaning and the intention of the speaker. The complexity can be achieved by adding clauses, but predetermined by meaning conveyance. Meaning is the priority of grammar. Focusing the meaning is the principal goal of the sentence.

Space and Time: Carrier of Existence

Understanding yourself and others, and building close relationships are essential to existence and achieving de-velopment in life. Space and time is the carrier and basis of existence for all things and people, without either of which, our significance and value would be greatly reduced. We punish the most serious criminals with the death pen-alty, or life imprisonment without parole. In fact, death is to deprive him of his time and his future existence, while imprisonment is to compress his space and limit his existence in other areas. The certainty of place for existence and the uncertainty of time are well represented in the formula of existential sentence: there +be+NP+Locative Expres-sion+ (Zhang, 2017, p. 331). Without time and space there would be no such pattern.

Relativity is the Key

Everything is relative, so are words and sentences. Proper nouns can be commonized, like *two Mr. Browns* while common nouns can also become proprietary, like *the Great Wall*. An abstract noun can be very specific such *as a suc-cess* while a concrete noun can also be very abstract such as *have too much family*. A biggest worm may not be as big a smallest elephant, and a prettier girl can sometimes just be plain-looking. Sentences are similar. Negative sentences do not always negate, and can even be positive in meaning, and questions sometimes need no answers at all, just to express exclamations (Zhang, 2017, p. 322). Transitive verbs may not have passive form such as *have, lack, let, escape* while intransitive verbs plus prepositions can also take objects and become passive.

As to the restrictive or non-restrictive clause, when the antecedent is an indefinite pronoun, or modified by an indefinite determiner, people tend to use a restrictive clause. When a proper noun is the headword of a relative pro-noun, it can only be followed by a non-restrictive clause. The balance and check of finite and non-finite are perfectly represented in a sentence.

Conclusion

Morphemes, words, phrases, sentences, paragraphs and passages constitute a complete social and hierarchical system of grammar. Differences and unbalance between roots and affixes, modifiers and headwords, main clauses and subordinate clauses permeates all the language. As to part of speech, the noun is the commander in chief, the verb is the general, and the adjective and adverb are all soldiers of different ranks. As to phrases, noun phrases and verbal phrases become the core due to the high status of nouns and verbs, while prepositional phrases are extremely powerful in becoming a attributive, adverbial and a complement, but they are no match with noun and verb phrases (headword) owing to their inborn weakness (modifier). As to subordinate clauses, nominal clauses are obviously more important than adjectival clauses and adjunctive clauses for similar reasons.

The grammatical hierarchy is a true reflection of the social order. The society is stratified, and great differences exist among individuals of different levels or even within the same stratum, which are essential to the well functioning of an imperfect society. Different people must belong to different classes and different groups (whether formal or infor-mal) in order for society to function normally. As individuals in the society, they also gain the material, psychological and spiritual support necessary for progress in a shared community. If you become a loner, you are doomed to elimi-

nation by the society.

The idea of philosophy of life in English grammar focuses on the exploration into the nature and similarities of rules. Effective learning in English grammar not only require us to combine students' experience in language use with their understanding of relations and rules. Probing deeply into the humanistic elements of English grammar will increase their interest in grammar learning, enrich their life experience, and help them better understand their relationship with others and the society, which will prepare them for more opportunities and fiercely competition in a globalized world.

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Acknowledgments

The Extensions of Spatial Metaphor
in English and Chinese:
A Corpus-based Comparative Study

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*[**Abstract**] This paper reports a comparative study of "UP/DOWN" both in Chinese and English in terms of spatial metaphor. Through statistical analysis, it can be seen that the metaphorical extensions about "**shang/xia**" and "**up/down**" are highly consistent with each other, by which eight domains of "TIME", "QUANTITY", "HIERARCHY", "STATES", "SCOPE", "EXTENT" and "CONTENT" are attained in the extension. On one hand, the findings of this paper can make people better understand the essence of spatial metaphor, on the other hand it can provide evidences for the hypothesis by Lakoff (1993) that there exists metaphorical universality among different cultures.*

*[**Keywords**] metaphor; spatial concepts; comparative study between Chinese and English*

INTRODUCTION

Ever since Lakoff and Johnson (1980), most studies of cognitive linguistics on regarding conceptual metaphor as the evidence of human cognition experience has been flourishing. As Kövecses (2005, p. 7) puts it, "Conceptual metaphor is the basic element of our cognitive activities and also an indispensible part of our social cultural practice". Lakoff (1993, p. 228) holds that it is a general principle that there exists a huge, consistent conceptual system underlying tens of thousands of metaphorical expressions, unconsciously manipulating the thinking pattern of human being. According to Talmy (1983), spatial concepts are the fundamental elements which people believe are most basic concern to human language. This is also the reason why this study is anchored in the belief that orientational metaphor has a conceptual and experiential basis. Grounded in the underpinnings of this theoretical research paradigm, the present paper concentrates on a set of metaphors with the source domains of "UP/DOWN" and inspired by relevant studies about spatial metaphor (Lakoff, 1980, 1993; Yu, 1998; Lan, 1999, 2003; Xiao, 2008). And our study is in accordance with the hypothesis by Lakoff (1993, pp. 216–222) that common features of metaphorical expressions exist between different languages.

RESEARCH DESIGN

In this section, we will introduce the research questions, methodology, the corpora that this research depends on and labeling system. First, we present the research questions. Then the methodology of this paper and corpus we made use of are mentioned. Last, we demonstrate the labeling system.

Research Questions

1) To find out the metaphorical extensions along which "**shang/xia**" and "**up/down**" develop.

2) To identify the similarities and distinctions between the ways the English and the Chinese develop the "UP/DOWN" concepts via metaphors.

Description of Corpora

The Chinese data used in this research were drawn from Beijing spoken corpora query system(BJKY, http://www.blcu.edu.cn), and the English data were drawn from Corpus of Contemporary American English (COCA, http://www.americancorpus.org). The reason why we chose spoken data as the corpus of this study is that this research aims to recognize the similarities and distinctions between the ways the English and the Chinese develop the "**shang/xia**" and "**up/down**" via metaphors. Therefore, daily oral data could truly and purely reflect the ways people think metaphorically. 8000 sentences were divided into four group of sentences with equal number labeled "**shang/xia**" and "up/down" respectively. After that, they were put into the software **powergrep** and then manual annotation and qualitative classification happened automatically. Finally, we made use of software **antconc** 3.4.3 to carry out the quantitative study.

Labeling System

As previously mentioned, the focus of this paper was on the verification of the earlier research findings of Yu (1998), Lan (1999, 2003) and Xiao (2008, pp. 105–109). Therefore, the quantitative criterion of this study was based on these results.

FINDINGS

Frequency

shang

In this section, 2000 randomly selected sentences of **shang** are analyzed one by one in terms of metaphorical extensions. 31 out of 2000 occurrences are excluded because of ambiguity and faulty wording. Among the 2000 occurrences selected, 790 are found to be cases of static **shang**, which is about 40.12% of all the data. For instance, "上午" (upper period of the day, before noon) At the same time, 1123 are found to be cases of dynamic **shang**, which is about 57.03% of all the data. For example, "上班" (go to work). Only 56 occurrences belong to contact **shang**, which occupy 2.84% of all the data. These figures suggest that **shang** is more often used to describe dynamic state than static state. 1478 out of the 1969 occurrences analyzed carry metaphorical meanings, which makes up about 75% of the total. Only 491 sentences keep the literal meaning of **shang**, which is about 24.94% of the total. This shows how important **shang** is in conveying metaphorical meanings.

Seven target domains are found in the corpus data, namely "STATE", "QUANTITY", "TIME" "HIERARCHY", "SCOPE", "CONTENT", "EXTENT".

The seven metaphorical extensions for **shang** can be distributed in order of frequencies as shown in Table 1.

Table 1 The metaphorical extensions of shang

Target domain	Number	Percentage out of 1478	Percentage out of 1969
STATES	737	49.86%	37.43%
SCOPE	513	34.71%	26.05%
EXTENT	94	6.36%	4.77%
HIERARCHY	80	5.41%	4.06%
QUANTITY	33	2.23%	1.68%
TIME	20	1.35%	1.02%
Content	1	0.07%	0.05%
Total	1478	100%	75.06%

xia

Statistical results show that 2000 randomly selected sentences of **xia** are put into analysis in terms of metaphorical extensions. 10 out of 2000 occurrences are excluded because of ambiguity. **xia** has three kinds of prototype: the static **xia**, the contact **xia**, and the dynamic **xia**, which is similar to shang. It is shown that among 1990 sentences of **xia**, only 30 are initiations of contact **xia**, 652 are instances of static **xia**. They together take up 34.27% of the total. The rest 1308 occurrences are instances of the dynamic **xia**, which occupies 65.73% of the total. These figures show that **xia** is not balanced between its non-dynamic model and dynamic model, which is similar with **xia**. In sum, both **xia** and shang are more often used to signify a dynamic trajectory than a static location. As with shang, the vast majority of the 1990 sentences of **xia** own the metaphorical meaning (1614, 81.11%).

The same six target domains found in shang, namely "TIME", "QUANTITY", "HIERARCHY", 'STATES", "SCOPE", "EXTENT" and "CONTENT" are found in **xia** as well.

Table 2 The metaphorical extensions of xia

Target domain	Number	Percentage out of 1614	Percentage out of 1990
STATES	855	52.97%	42.96%
TIME	220	13.63%	11.06%
HIERARCHY	200	12.39%	10.05%
SCOPE	169	10.47%	8.49%
EXTENT	136	8.42%	6.83%
QUANTITY	34	1.71%	2.10 %
Total	1614	100%	81.11%

up

2000 sentences are randomly selected from 400 million English corpus and these records are analyzed one by one along its original model and metaphorical extensions. And only 4 out of 2000 sentences are excluded because of

faulty wording.

Out of the1996 sentences of **up** analyzed, 1865 are found to be metaphorical, which is about 93.44% of the total. And only 131 instances are found to be expressions without metaphorical meaning.

In both English and Chinese, the metaphorical extension "STATES" enjoys the first ranking in terms of raw frequency among all the metaphorical extensions detected. It is especially remarkable in English, where the percentage is as much as 65.18% out of all the data and 69.76% out of the data with metaphorical extensions. In Chinese, its preponderance is less evident, with a percentage of 37.43% out of all the data and 49.86% out of the data with metaphorical extensions.

As observed with **shang** and **up**, there is a high degree of parallelism in terms of the occurrence of metaphorical extensions. The same seven target domains with the same general metaphorical extensions are found in both cases.

Table 3 The metaphorical extensions of up

Target domain	Number	Percentage out of 1865	Percentage out of 1996
STATES	1301	69.76%	65.18%
QUANTITY	192	10.29%	9.62%
TIME	166	8.90%	8.32%
SCOPE	119	6.38%	5.96%
EXTENT	66	3.54%	3.31%
HIERARCHY	19	1.02%	0.95%
CONTENT	2	0.11%	0.10%
Total	1865	100%	93. 44%

down

2000 records of **down** are randomly selected from the 4 million word English corpus. After 11 cases lacking sufficient contexts for analysis have been excluded, 1989 instances are finally put into thorough analysis. As in the case of **shang**, **xia** and **up**, the dynamic model of **down** appears to be dominant over the static model of down. Among the 1989 sentences analyzed, only 218 instances are found to be static, which is 10.96% of the total.

Among 1989 sentences of **down** analyzed, 1490 instances of **down** are found to be metaphorical, accounting for 74.91% of the total number. The rest 25.09% are found to be expressions without metaphorical extensions.

As with **shang** and **up**, seven target domains for down, namely "TIME", "QUANTITY", "HIERARCHY", 'STATES", "SCOPE", "EXTENT" and "CONTENT" are also identified in **down** although they are not arranged in the same order of frequency. The sharpest contrast between **up** and **down** lies in the different frequencies for the domain of "TIME". With up, 8.32% of the data carries the metaphorical extension of "TIME". Yet with **down**, only 1.71% of the data is found to carry the metaphorical extension of "TIME". Something in common among the four spatial concepts reflects in the aspect that the metaphorical extension "STATES" in the four orientational prepositions all enjoy the highest frequency among the seven extensions detected. That is to say, the four concepts are all mainly used to structure the target domain "STATES", which is highly consistent with the findings from Lan (2003).

Table 4 The metaphorical extensions of down

Target domain	Number	Percentage out of 1490	Percentage out of 1989
STATE	645	43.29%	32.43%
QUANTITY	392	26.31%	19.71%
SCOPE	186	12.48%	9.35%
EXTENT	117	7.85%	5.88%
HIERARCHY	115	7.72%	5.78%
TIME	34	2.28%	1.71%
CONTENT	1	0.07%	0.05%
Total	1490	100%	74.91%

Metaphorical Extensions

STATE:

(1) 嗯,应该天天儿,应该向上吧,是啊,嗯,不学习就不行。

(2) 学习的时间短点儿啊,成绩反正那时候儿都普遍下降吧。

(3)All across the country this morning, people are waking **up** who are striving for position as Republicans.

(4)It does when they're nervous, it gets them **down**.

QUANTITY:

(5)因为工业品的增长跟农业产品的增长同时上来,所以现在这是一不正常现象。

(6)今儿睡好觉了,这血压就低下来了。

(7)these kinds of positive campaigns have driven the approval proportion of the members **up**.

(8)The thing that's in turmoil is that other kinds of crime are going **down**.

STATUS:

(9) 你呢,就说这上头呢,有好些个些事儿要解决,都得上底下去调查。

(10)你国家的希望,寄托在这下一代人上呢。

(11) the white and black, who's down and who's **up**.

(12) It's not good for the message that comes **down** from the top.

The most striking difference between Chinese and English lies in the metaphorical extension "TIME". In Chinese, "TOWARDS AN EARLIER TIME IS SHANG" is completely consistent with "TOWARDS A LATER TIME IS XIA". While in English, "**up**" is used to denote the future time.

(13) I immediately became their publicist and one of their closest friends right up until their death in 1999.

At the same time, "**down**" can be used to signify both the past time and the future time.

(14) They are going to take him on a trip **down** Memory Lane to one of their interviews.

(15) Cameron has surpassed Blair in heading **down** the fourth year.

SCOPE:

(16) 我们那时候儿就比较困难,经济上比较困难。

(17) 一般困难都是在同志们和领导的帮助下,能够正确处理。

(18) Total tax rates at 100 percent **up** here.

(19) Anybody thinks that Ron Paul is going to somehow be a major factor **down** here.

EXTENT:

(20) 实际**上**，我们这旗人，就算王孙公子吧.

(21) 他几个月的时候，一天能吃很多瓶奶，三个小时吃一次，一**下**儿吃六瓶.

(22) Shake them out like this just to sort of limber **up**.

(23) Still, enthusiasm seems to be **down**.

DISCUSSION

The evidence in corpus suggests that there is a correspondence between "**shang/xia**" and "**up/down**" in terms of metaphorical extensions. The most remarkable discrepancy between Lan's study and this study lies in the metaphorical extension of "TIME". In this paper, "**down**" can be used to denote both the future and the past. As Lan (2003, p. 165) claims that "the contradiction noted with TIME in English arises as a result of the conflict between the two cultural values: 'the future will be better' and 'the past was better'."

As the statistical data shows that there is a tendency that the metaphorical extensions detected for **shang** and **up** are always used to conceptualize good things, but there is the exception like "下中农" (low-middle peasant) . The social status of "下中农" is actually much higher than that of "上中农" (upper-middle peasant), which is characteristic of special background and historical period in China.

CONCLUSION

In summary, there is a highly consistency between **shang/xia** on one hand, and **up/down** in terms of the metaphorical extensions. The findings of this study is similar to that of Yu (1998), Lan (1999, 2003) and Xiao (2008), thereby verifying that the universality of conceptual metaphors exist between Chinese and English. As we have repeatedly indicated that the agreement between the metaphorical extensions detected for the four concepts adds strength to the hypothesis proposed by Lakoff (1993, p. 247), Yu (1998, p. 17) that common features of metaphorical expressions exist between different languages. Relevant studies point out that exploring and comparing the similarities and differences in terms of cognitive system under different cultural backgrounds can both provide evidence for linguistic study and reflect the values of linguistic investigation (Lakoff, 1980, 1993; Zhao, 2009; Sun, 2010). My study here can by no means be comprehensive and it is of course very limited in terms of its breadth and depth. Therefore, we should carry out larger-scale cross-linguistic and cross-cultural comparative studies if we want to validate the hypothesis truly and thoroughly. Anyway, the empirical study presented herein has made a small step on a long journey of cross-linguistic and cross-cultural investigation into the universality of conceptual metaphor.

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Acknowledgments

Relevance Theory and Lexical Pragmatics of Chinese tou 'head'

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[Abstract] *From a relevance-theoretic perspective, this paper attempts to present evidence from Chinese in support of the claim that the ad hoc concept construction is essentially a creative process, based on a collection of Chinese examples which involves tou 'head'. On the relevance-theoretic approach outlined in this paper, the conceptual adjustment of encoded concept of Chinese tou 'head' may require some pragmatic adjustments of broadening or narrowing. This process of pragmatically fine-tuning encoded concept takes place as a natural product of the search for an optimally relevant interpretation and satisfying the expectation of relevance generated from a particular utterance is its motivating factor. As a result of this fine-tuning, the hearer may construct slightly different interpretations. Consequently, the utterance is understood literally, approximately, hyperbolically or metaphorically.*

[Keywords] *relevance theory; ad hoc concept construction; tou 'head'*

Introduction

A crucial aspect of current lines of research in relevance theory is the view that people often construct *ad hoc* concept during utterance interpretation by broadening or narrowing the encoded concept. In the relevance–theoretic framework, the great majority of the concepts we form in our minds are unlexicalised concepts, which are constructed *ad hoc* by selecting bits of information from memory and by adjusting concepts that do have a stable entry (Sperber and Wilson, 1998). In other words, a lexically encoded concept triggers a pragmatic process whose result is a different concept, narrower or broader than the lexical concept (Carston, 2002, p. 322). In this paper, I will discuss an issue that arises in the relevance–driven mechanism: the process of the on–line pragmatically adjustment that fine–tunes the interpretation of virtually every word in context. Taking Chinese *tou* 'head' for example, what I aim to do is to offer some evidence from Chinese about how the relevance theoretic–line of thought results in a satisfactory account of the overall interpretation to meet the expectations of relevance raised by the word.

Pragmatic Background: Some Accounts of Relevance Theory

Relevance theory (Sperber & Wilson, 1986/1995) is based on a definition of relevance and two general principles: the Cognitive Principle that human cognition tends to be geared to the maximization of relevance; and the Communicative Principle that every utterance creates expectations of relevance. Relevance theory claims that human cognition, is automatically tends to maximize relevance, and this is captured by one of the two general principles as mentioned above. According to relevance theory, relevance can be defined as a property of inputs to cognitive processes: utterance, thoughts, memories, actions, sounds, sights, smells, and so on.

It is crucial to point out that it follows from the *Cognitive Principle of Relevance* that human attention and processing resources are allocated to information that seems relevant. It follows from the *Communicative Principle of Relevance* that a speaker, by the very act of addressing someone, creates an expectation of optimal relevance; in other words, he communicates that his utterance is the most relevant one and at least relevant enough to be worth processing. Moreover, relevance theorists note that inferential comprehension, which starts with the recovery of a linguistically-encoded meaning, has to be contextually enriched in a variety of ways to yield a full-fledged speaker's meaning. On this approach, understanding any utterance, be it literal, narrower or broader, boils down to seeing its intended relevance; explicit communication is no longer seen as purely a matter of decoding, but involves an element of inferential adjustment, since there is no presumption of literalness and that the linguistically encoded meaning gives only a clue to the speaker's meaning.

Decoding and Inference in Concept Construction

It is widely agreed among pragmatics that utterances are automatically decoded by the language module into a certain semantic representation or logical form, which serves as automatic input to a process of pragmatic inference. Guided by the relevance-theoretic comprehension procedure, the aim of the hearer is to develop this logical form at the explicit level and complement it at the implicit level so as to arrive at a hypothesis about the set of communicated assumptions that constitute speaker's meaning. Consider:

(1)*Ta shi ge tu-tou.*

'He is bald.'

As in (1), tutou 'bald' is semantically vague and the concept of which is more or less different from the speaker's original thought. In daily conversation, we might wonder if BALD refers to no hair, how much hair that remains in the head is not regarded as BALD. The answer is open. Hence if the speaker wants to express the precise thought he has, he needs to use words corresponding more or less to the concept. For instance, the speaker has to add through the explicature information so as to derive the implicature, such as *Peter is very/absolutely bald; Peter has no hair (at all); I can see the skin of his skull.*

This example of a loosely used term illustrates that linguistically encoded word meaning is merely a starting point for inferential comprehension and the hearer is often satisfied by a loose interpretation which falls short of being strictly literal. According to relevance theory, the expectations of relevance raised by an utterance may make a certain hypotheses about the intended implications highly accessible to the hearer before a full explicature is derived. Below are some examples of tou 'head' involving inference:

(2) Gongtou: *An ren-tou gei, mei-ren wu-shi yuan.*

Foreman: "You will be paid 50 yuan per head."

In Chinese, it seems to be utterly common to number person in terms of head. This metonymic phenomenon is based on the fact that one person has only one head. As in (2), the general point of this sentence is that utterance understanding depends mainly on the common knowledge we mentioned above. The comprehension process of (2) shows us that the activation of a certain concept (e.g. HEAD) immediately activates semantically related concepts (e.g. PERSON).

The concepts encoded by the words in an utterance provide access to a range of encyclopedic assumptions in memory about the entities the concept denotes which the hearer will consider, in their order of accessibility. The activation of the concept HEAD, for instance, activates encyclopedic assumptions such as 'the head is primarily seen as a control of the body', 'the head is the main site to perform intellectual activity as thinking', etc. Since MENTAL FUNCTION (thinking, knowing and understanding) IS PERCEPTUAL EXPERIENCE (seeing), the importance of

eyes is highlighted and in Chinese, they are generally paralleled with head. This kind of comprehension process can be illustrated by the parallel expression of *tou* 'head' and *mu* 'eye', as in (3):

(3) *Ta shi women de tou-mu.*

'He is the head (leader) of our group.'

In Chinese, the head and the eyes can be paired together to derive such an extended meaning as "someone in charge of or leading an organization, group, etc". The physical basis for the development of these senses is probably that the head is the topmost body part. In giving illustrations, for example, listing names vertically on a board according to the order of seniority, we generally start from the upper end and put the best or number one on the highest position (GOOD IS UP). Besides, a leader with power (POWER IS UP) typically stands on top in order to make those without power see him or her. Thus, it is appropriate to assume that a loose interpretation, based on a few highly accessible encyclopedic properties, will help the hearer flesh out the explicature to make the utterance relevant in the expected way.

In short, it's important to bear in mind that the linguistically encoded material is not directly accepted as the speaker's intended meaning, but merely taken as evidence from which to infer the meaning she intends to communicate. The hearer's task is to recover the latter by means of the former via inference. This inferential processing is generally linked to the construction of *ad hoc* categories and new representations to denote those categories.

Pragmatic Adjustments of Conceptual Encoding

Relevance theorists view that the concept expressed by the use of a familiar word may be narrower or broader. The new concept constructed in the *ad hoc* fashion will be taken to be appropriately close to the one the speaker intended as a constituent of her thoughts and of the explicature of her utterance. This may require more or less pragmatic adjustments.

Narrowing

In relevance theory, the concept encoded by a word may be more general than the concept the speaker intends to convey. This is a case of lexical narrowing, in which pragmatic adjustment contributes to the explicitly communicated content of an utterance. Consider:

(4) *Ta shige you tounao de ren.*

'He is a big brain.' (i.e. He is intelligent.)

It seems that (4) is a case in which the encoded concept is narrowed down in context to pick out only a subset of *tou* 'head' in mind. In this case, the hearer has to infer what particular kind of head this is. One encoded concept *tounao* is thus used as starting point to understand the utterance in (4), which is narrowed to a high-functioning head rather than a stereotypical interpretation to indicate that the person is intelligent. Therefore, by assuming that tounao 'head' was intended to convey not the very general encoded concept HEAD but the narrower concept HEAD* (i.e. head with great intellectual ability), the hearer can thus arrive at an overall interpretation which satisfies his expectation of relevance by deriving that the speaker wants to imply a high-functioning head. In relevance-driven processing, he is justified in making this assumption, because it is the least effort-demanding way of finding an overall interpretation that yields enough implications to make the utterance relevant in the expected way.

In the following sentence, expectation of relevance is quite constrained and specific since the decoded concept provides more encyclopedic information than is actually needed. Consider:

(5) *Tamen dou shi you-tou-you-lian de shehui-mingliu.*

'They are all noted public persons with much prestige.'

As in (5), the celebrities are persons who "have head and face", namely, persons who have much prestige and command much respect. In this example, the goal of narrowing is to account for the fact that the concept communicated by head and face is used to convey a more specific sense than the encoded one, resulting in a restriction of the denotation of person. Consequently, the concept *youtouyoulian* '(persons) have head and face' would be understood as more specific than their lexically encoded counterparts in that it only denotes 'prestigious, famous, and respected persons'. Here, the hearer sets up an *ad hoc* concept PERSON* on-line and starts considering the encyclopedic assumptions in their order of accessibility until his expectations of relevance are satisfied, at which point he stops.

Approximation

To illustrate the notion of approximation, consider what is most likely communicated by the highlighted lexical items of the following sentences. Consider:

(6) *Ta de hua ling-ren tou-da.*

'What he said makes my head become big*. "(i.e. make me annoying)

It is apparent that in (6) the concept is used on a specific occasion to denote a broader set of entities and some of which fall outside that definition. Here the use of da 'big' is to provide us a more general sense and the answer to this question is subject to various interpretations. Pragmatically, the relatively strict sense of 'big' falls outside its linguistically specified denotation and as a result, an *ad hoc* concept which goes beyond the boundaries of the lexically encoded concept is constructed. In the comprehension process of (6), the hearer needs to process the information obtained from the encoded concept but not its logical entry that entails geometric perfection. The concept resulting from processing (6) merely resembles the concept linguistically encoded and merely acts as a guide in inferring speaker meaning. In sum, in processing (6), speaker aims at finding newly created concepts. The extension of such pragmatically inferred *ad hoc* concepts as BIG*, is more inclusive in certain respects than that of the lexical concept as big.

Hyperbole

Given the assumptions of relevance theory, the hyperbolic processes offer us less than a strictly literal interpretation of the thought in varying degrees. As we can see in (7–8):

(7) wan–tou zan–dong (million–heads pierce move) 'millions of people crowd'

Culture–specifically speaking, the expression wantou 'million heads' in Chinese does not have the literal denotation as the number indicates. Rather, it is a hyperbolic use suggesting the idea of a spectacular scene. Imagine that you want to tell others about the unprecedented rally of tens of thousands of people, you probably choose the expression in (7) to produce a vague concept of hyperbole that can be more or less than the actual amount, instead of telling it literally with an exact number. As we can see, in processing (7), all the implicatures derived by the hearer have to be inferentially warranted and the *ad hoc* concept plays a crucial role in this. Consider another expression as in (8):

(8) *qian-tou wan-xu* (thousand–heads ten thousand clues) 'a myriad of thoughts' (i.e. extremely complicated and difficult to unravel)

In (8), the adjectives *qian* 'thousand' and *wan* 'ten thousands' are presumably used to convey the idea of "confusion of one's head" instead of its lexically encoded meaning. Noticeably, no literal concept is intended to be tested first and the encoded concept 'thousand heads and ten thousand clues' is merely used as a way to derive a range of true implications which she is taken to endorse. At this point, processing assumptions made accessible by the encoded concept also results in adjustment of the denotation of this concept so that new concept arises *ad hoc* on-line. This process of pragmatically fine–tuning of the encoded concept takes place as a natural by–product of the

search for an optimally relevant interpretation, which can be attributed as a speaker's meaning, as we can see in (7–8).

Metaphor

Different from cognitive linguistics, relevance theory sees metaphor interpretation as essentially an inferential process and the goal of pragmatic accounts of metaphor is to explain how hearers recognize the intended meaning of a metaphorical utterance in context. Consider:

(9) (Mother to son): *Ni shi yige zhutou a, zhe-me jiandan ye buhui.*

'You are such an idiot that you can't do such an easy thing.'

In processing (9), following a path of least effort, the hearer starts considering a few highly activated assumptions from the encyclopedic entries of the encoded concepts. For instance, decoding the concept encoded by the word *zhutou* 'pig head' in (9), gives the hearer access to some of accompanying assumptions about the pigs (e.g. the assumption that they are very slow in response, that they are insensitive, that they lack of a flexible mind, etc) as additional contextual assumptions. These assumptions are added to the context in their order of accessibility in order to derive hypotheses about what the speaker might have intended to convey (e.g. the son is very stupid, he needs to improve himself, his mother is unhappy with this situation, etc). In this case, the assumptions considered in processing the encoded concept PIG HEAD, which is broadened to PIG HEAD*, contributes to the derivation of the intended effects. Meanwhile, we can infer that the pragmatic equivalent meaning that the speaker intends to communicate is as (10):

(10) You are an idiot.

As we can see in (9), decoding the encoded concept PIG HEAD gives access to a range of logical implications and encyclopedic assumptions. A more general idea underlying this hypothesis is that, the stock of concepts that we can construct, and are therefore capable of communicating, is much greater than the stock of words available in a given language to encode those concepts. Consider also the following case:

(11) *Ta zhen shi ge hua-tou.*

'He is really very slippery.'

In (11), starting considering just the first (few) most accessible assumption(s) from the encyclopedic entry of the encoded concept "slippery", the hearer starts processing them in the wider context of the utterance together with other hypotheses about explicatures and implicatures, such as the assumptions that the slippery person is selfish; that he is both principled and flexible; that he is highly undisciplined with dive for innovation, and so on. It follows from the relevance–theoretic comprehension procedure that the hearer should consider the most accessible assumptions first, and proceed through the accessibility hierarchy until he reaches an interpretation that satisfies his expectations of relevance. As a result of this process, the hearer would have constructed a new *ad hoc* concept SLIPPERY HEAD*.

According to relevance theory, encyclopedic assumptions activated by the encoded concept are considered in their order of accessibility until those particular expectations are satisfied. A simple word, namely, *huatou* 'slippery head', may thus use to convey a wide array of different unlexicalised concepts (e.g. SLIPPERY HEAD*, SLIPPERY HEAD**). The different fine–tuning of concepts encoded by this word in memory is a function of different accessibility orderings and different expectations of relevance, both sensible to contextual specifics. In the following sentences, the hearer's expectations of relevance add an extra degree of activation to some encyclopedic assumptions, making certain hypotheses about implicatures highly accessible, which in turn leads, by backwards inference, to enrichments of the explicit content in an optimally relevant direction. Hence, if the hearer has contextual details about *huatou* 'slippery head', he may derive the corresponding interpretations. Consider:

(12) Zhen–*xing-a, ta zhen shi ge hua-tou.*

'Great, he is really very slippery."

(13) *Bu-guan-zen-yang, ta zhen shi ge hua-tou.*

'After all, he is really very slippery."

No metaphor is processed in the absence of a context. Let's consider the possibility that the metaphor above was uttered in a situation where people have been discussing the difficulty of dealing with an especially sticky subject. In processing the expression in (12) with zhenxinga 'great', for instance, considering the assumption that the speaker appreciates the referent ta 'he' directs the hearer towards a particular assumption associated to the encoded concept SLIPPERY HEAD (e.g. the assumption that 'he' is a creative and flexible fellow), which denotes a kind of positive SLIPPERY HEAD that involves energy and dive for innovation. However, processing the same word in a different situation, say, where the speaker has a derogatory sense, as in (13), the hearer may get the inference that 'he' is an opportunist. Although the same word huatou 'slippery head' is used, selective processing of encyclopedic assumptions yields a range of different implications in each case. It is the derivation of these implications which allow the utterance to achieve relevance in the expected way and lead the hearer to perceive the intended meaning as relatively transparent. In short, in different contexts, the consideration of a different subset of the encyclopedic assumptions associated with the word *huatou* 'slippery head' results in different implications being derived, and so in different interpretations being constructed to satisfy the hearer's expectations of relevance.

To conclude, metaphor is also a type of loose use of language that is approached with more or less precise expectations of optimal relevance and processed following the same comprehension procedure until those expectations are satisfied, as well as cases of approximation, hyperbole.

Concluding Remarks

Unlike many existing pragmatic approaches, relevance theory not only acknowledges the gap between the concept encoded by a word and the concept expressed by a speaker in using that word on a particular occasion, but also aims to provide an explanation of how the hearer bridges the gap between the concept encoded and the concept expressed. This gap may arise in at least two ways. In the first place, the concept encoded by a word may be more general than the concept that the speaker intends to convey by using the word on that particular occasion, such as the case of narrowing. In the second place, the encoded concept may be more specific than the concept the speaker intends to convey on that occasion. In this case, examples include approximation, hyperbole and metaphor. A crucial point about these examples is that the same process of conceptual adjustment is at work and a new, *ad hoc* (invented) meaning is derived. Meanwhile, it is this pragmatically inferred concept that is taken to be appropriately close to the one that the speaker intended as a constituent of her thoughts, while the linguistically encoded is taken as merely a guide in inferring speaker meaning. This process of pragmatically fine-tuning the encoded concepts takes place as a natural by-product of the search for an optimally relevant interpretation and so has a bearing on whether the utterance is understood literally, approximately, hyperbolically or metaphorically.

In this paper, based on the examples collected in Chinese, what I have demonstrated confirms the claim for the creative nature of *ad hoc* concept construction. In sum, to satisfy the expectations of relevance generated by the particular utterance, we can construct concepts in an *ad hoc* fashion so as to fulfill particular communicative/interpretive goals, and our pragmatic inferential abilities are powerful enough to fine-tune linguistically encode conceptual materials. As a result of this fine-tuning, the hearer may construct slightly different interpretations. Hence, it is appropriate to argue that the construction of new conceptual representations is essentially a creative process, with the same pragmatic inferential process at work whether the interpretation involves narrowing or broadening.

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Concept of Water/水 and Water Space in the Phraseological Worldview of Russian and Chinese Languages

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[Abstract] *The paper is devoted to the identification of general and specific aspects in the representation of the concept "水"/"Water" in the Chinese and Russian phraseological worldviews. It has been established that the core of the above concept is formed by similar basic cognitive features "Aquatoria" and "Water space". The content of the concept is presented in different ways in the phraseological pictures of the world of the Russian and Chinese languages. Discrepancies in the constituents of the nearest, distant and extreme periphery of the concept are revealed.*

[Keywords] *Concept; water; phraseological; Russian; Chinese*

Introduction

Most of the studied units have national and cultural specifics. The language reflects the cultural space of the people, it contains information related to history, geography, religion, folklore, and everyday life. There are five elements: gold, wood, water, fire and earth are considered the most important in Chinese culture. There is expression in Russian: Fire is king, water is queen, earth is mother and heaven is father. In both list contains the word water. Water is not just an element, it reacts to human actions and even thoughts. Human beings are one of the first to discover the element of water. If they used air unconsciously, and tamed fire much later, they stopped their thirst with water, washed themselves with it, worshiped and feared it from the very beginning of their appearance on Earth.

Some scientists have long been considering the composition of water. In addition, from the perspective of fields such as mythology and language, some works were created to carry out the comparative analysis of the performance of a concept in two or three languages or cultures.

Concept of Water/水 in the Chinese and Russian

At present, the word "concept" is widely used in various fields of linguistics. The largest studies belong to scientists like S.G. Vorkachev, V.V. Vorobyov, V.I. Karasik, G.G. Slyshkin, E.S. kubryakova, Yu.S. Stepanov and so on. Therefore, conceptual school appeared, conceptual typology was developed and various research methods were proposed. There are dozens of definitions of "concept", among which the earliest one was proposed by A. Vezhbitskaya: "this is an object from the "ideal" world. It has a name, which reflects a person's concept of cultural constraints on the "real" world" (Vezhbitskaya, 1997, p. 416).

The origin of the hieroglyph "water" is ascribed to the so-called pictogram ——— a symbol depicting the appear-

ance of an object. About three thousand years ago, when writing appeared in Ancient China, it actually depicted a flowing water stream. In Russia, the word "water" is Slavic in origin, which has appeared in Russian language since the XI century, and it is formed from the same General Slavic basis as the word "bucket". Words with similar meanings and spellings are found in many languages. For example, in Lithuanian (vanduo), Gothic (wato), ancient Indian (uda), English (water), Latin (unda).

Concept of "water" refers to the subject code of culture, which is associated with the oldest human concepts of subjects, that fill space and belong to the surrounding community. Subject of our study is concept of "WATER/水" in Russian and Chinese languages.

The word "WATER" has several meanings in dictionary of S. I. Ozhegov. 1. Transparent colorless liquid, which is a pure chemical compound of hydrogen and oxygen. Glass of water. 2. Drink (to quench thirst, medicinal drink): mineral water, etc. 3. Water surface – river, lake, sea, etc., as well as its level. Overwater travel. 4. Water space of a state. Conventional waters. 5. Streams, jets, waves, water mass. Spring waters. 6. Mineral springs, a resort with such springs. To be treated on waters (Zhang, 2008, p. 751).

Clearly, natural properties of water are recorded in direct meaning of the word "water" – transparent colorless liquid... In Russian culture, symbolism of water is associated with natural properties: transparency, freshness, rapid flow and ability to purify. These are examples in the Russian language, such as Bastle flints with butter, Shut up like an oyster, Pour water into a sieve. Let's turn to the Chinese language, which substantiates the properties of a person through the image of water: For a drop of water, you must answer with the source (reap as one has sown), is the glass half empty or half full.

Concept "水"/"Water" in the Chinese and Russian phraseological worldviews

71% of the earth's surface is covered by water, and we know as natural phenomenon in the form of rivers, lakes, seas and oceans. Water provides the needs of the living world, nobody can live without water, there are many proverbs about water in Russian and Chinese languages, including the surface of rivers, seas and lakes.

In Russian, water symbolizes cold, sober mind, strength, power, but simultaneously, water is life and softness. They are in all the objects of the phraseological category: in the objects that surround us, in the traits of character that we possess, in the magic that we use. For example: a) self-perception: "как рыба в воде" – like a fish in water; "как с гуся вода" – like water off a duck all the person uneasy; "на волне успеха" – being miserable is sad; on the wave of success – use case; on the crest of a wave to be in a good condition; b) magic: "спрятать концы в воду" – hide the ends in water to conceal the crime; "как в воду глядел" – as in water looked – as if knew in advance; "вилами по воде писано" – pitchfork on water written – still not known, as will, initially clear; c) прошел сквозь огонь и воду, воды не замутит – traits character: "has passed through fire and water, not disturb the water" – a quiet, modest, decent man. There are roots in the cultural meanings of Russian phraseological units in this group in ancient rituals, which is associated with the belief in the magical properties of water and its ability to indicate the guilt or innocence of a suspect in a crime as a divine substance.

Bubbles on the water – leads to the bad weather (to the coming rain); on the descent of the holy spirit, throw wreaths into water; if drowning – unfortunately, swimming – for good; A lot of snow – a lot of bread; a lot of water – a lot of grass. The word combination to pour water into a sieve is equivalent in Chinese language to the expression – to carry water in a bamboo basket, which means doing something useless, in vain.

It is no coincidence that water opens a series of phraseological representations of the elements. It is considered the first element from which all others are born. The word element corresponds to the Chinese Five Xin, which, however, has a deeper philosophical meaning: 'five forces in constant motion' (五行). Therefore, when talking about the

phrase–forming potential of the concept "water", you should not just mean water, but the inherent properties of all living things, because water exists in all cycles of life: the cycle of generation, the cycle of destruction, the cycle of softening.

Here are some examples from Chinese language:

Spring rain is as expensive as oil, Water can carry a boat, and can turn over, Eighty years have not rained–/for a long time/will be remembered such a bucket! (sarcastic comments) – I will never forget his kindness! (I will remember his cordiality for a long time). Chinese expression Like bamboo shoots after rain is equivalent in Russian to the phrase Like mushrooms after the rain.

In Chinese language, the "水" lexical item has another meaning that is not present in Russian– "once", for example: 这衣裳只洗过一水. This suit has only been washed once; 这料子洗几水也不变色. This material does not shed even after repeated washing.

Semantic features can serve as the basis for the formation of idiomatic meaning of the word "water", which are laid down in phraseological units.

Signs of water–transparent and colorless–are the basis for the development of idiomatic meaning. In Russian, expression "pure water" in the meaning: real, true. This refers to a certain phenomenon, situation (Telia, 2006, p. 727). The word "water" does not have this idiomatic meaning in Chinese language.

Fluidity of water and its purifying qualities are reflected in phraseological units, for example: "Bring out to clean water" (bring to light). This nature of water was used in many ceremonials in which water was attributed enchantment "As in water lowered (who)" (down in the dumps). In Russian, expression "Water will not spill" (as thick as thieves) – meaning of close friendship, it is impossible to separate someone, to prevent friendship.

Component of phraseology "water" corresponds to natural code of culture, and component "do not spill"–to the anthropic, so, basically, this is like an human code of culture, which contains knowledge about various types of human activity. Friendship was often sealed with special ritual in ancient world. In many peoples, the concept of friendship coincided with coming–of–age ceremony–the initiation of young man into adulthood. According to tradition, every man was obliged to have three friends, having passed this coming–of–age ceremony, who were located in degree of proximity.

In Chinese language the great spaces and beauty of native country are expressed in comparisons: Like mountains, clean and beautiful water–comfort "如鱼得水"–like a fish in water (catfish to a crawdad), "久旱逢甘霖"– life–giving rain after the drought is like manna from heaven, "近水楼台"– high tower that is next to a river, the first to see the moon, which means: a person in favourable conditions; a similar example in Russian language: water is estimated as a source of life "Rain in may raises bread".

The word "water" in native speakers of Russian and Chinese languages causes negative associations, conceals fear and danger. There is ambivalent attitude to water: on the one hand, water is something necessary for life, and on the other–dangerous, environment, tsunami, overflow water in association area of Russian language. There is expression "山穷水尽"– "exhausted mountain and water have dried up" in Chinese language, it is used in the meaning go balls to the wall–to be in extreme need, the idiomatic meaning comes to the end of tether; to be helpless, "跋山涉水"–come to the mountains, across the rivers, meaning to experience all the hardships of the way, to overcome the challenges of long journeys. There are such expressions as "With fire, with water, you can not argue"; "Fire–trouble and water–trouble, and worse than trouble–without fire and without water" in Russian language.

In a poem by Aleksandr Sergeevich Pushkin, we read the lines: Still waters run deep. Wise people Live quietly.

We understand that the great Russian poet brings together the flow of water and human life: "deep waters", and it is about people, their lives: "wise people live quietly". Proverbs state: "Water will find its own way", "Smart per–

son is like a spring".

The meaning of proverb "上善若水"–"In the Middle Kingdom, nothing is weaker and softer than water, but the blows of which overcome the stronghold."

Water expresses relationships between people in Russian and Chinese languages, for example: "水乳交融"– water with milk, about the connections of close people in meaning: strong, durable, inseparable relationships, in the Russian language, respectively, the phraseology "water will not spill" (as thick as thieves). This is a phrase about family relations – "Goose without water as a husband without a wife", in Russian language, "Seventh water on jelly" (second cousin twice removed); "Distant water is difficult to extinguish a nearby fire."–this is about a different kind of relationship, about disengagement of close people.

The metaphorical field of Chinese language is often associated with woman or girl. A young girl is beautiful and nice, and in Chinese language, this is expressed by the stable comparison "冰清玉洁"–girl is pure as axe stone and transparent as ice – about a girl with beautiful appearance. And more "柔情似水" and "水性杨花", "柔情似水" – woman's character is soft as water. "水性杨花"–fizgig – flowing water, flying in wind like willow flowers, "冰雪"– smart and pure girl – "ice and snow".

In Chinese, the image of water can coexist with the image of fire. In phraseological units, they are mutually exclusive elements. Therefore, the combination of hieroglyphs of water and fire began to symbolize the impossibility of joining in one space, the impossibility of coexistence.

In addition, water and fire can be interpreted as blind elements that pose danger or misfortune for a person. The phraseology "水火无情" is interpreted as follows: "the fire and the flood is a terrible natural forces that can destroy everything".

Ocean "洋" (yang) – all the waters of the earth surrounding continents and islands. In Russian, there is a saying called "ocean – океан": колодезные лягушки не знают об океане – frogs know nothing about the ocean. The sea here symbolizes knowledge and the proverb is a metaphor for the short–sighted who do not know the real world. In Chinese, this word is often associated with the concept of foreign things, such as: "洋装" (literal translation: clothing from overseas) – clothes from abroad, fashionable dresses.

Sea "海" (hai) – part of the world's oceans. In Russian, there are a large number of proverbs about the "sea", such as: "на дне моря найти" (literal translation: found on the bottom of the sea) – achieve the aim by any means; "ждать у моря погоды" (literal translation: waiting for the weather by the sea) – wait in vain for something to happen. In Chinese, the word "sea" embodies many figurative meanings. The most common one is "a lot of something", which is also found in Russian. "人海" means a lot of people. "苦海无边" means that there is no boundary for the sea of pain. The sea is also associated with boundaries that divide the world into its own and others' worlds, for example, "海归" means coming back from the other side of the ocean, returning from abroad. "海内无双" (literal translation: there is nothing like it inside the sea) it's means unique.

River "河" (he) is a natural stream of water which is formed by flowing in a channel. River usually refers to the flowing process, comparing Russia and China: river of life, "时间如河一样流逝" – river of time (time passes with the flow of the river). In addition, there are different meanings between idioms, proverbs, for example, in Russian: "молочные реки и кисельные берега" – the river of milk and honey (free and prosperous life); "большая река течёт спокойно"–the big river flows quietly (the wise raise his voice); "чтобы узнать, насколько глубока река, в неё бросают камень" – to see how deep the river is, it throws a stone (learn first, then act). There are similar situations in Chinese. For example, "抱痛西河" (literal translation: crying by the Xi River) is used to describe the deep grief caused by the death of a child. As we all know, the Yellow River is muddy and sandy, so there is the following proverb: "跳进黄河也洗不清" (jumping into the Yellow River is not clear) means jumping into the Yellow Riv–

er, it is impossible to make you innocent, and it is impossible for you to get rid of doubt.

Lake "湖" (hu) is a closed natural water reservoir in a depression of land. There is a proverb in Russian that muddy water does not flow from a clear lake, suggesting that negative phenomena are interrelated. And in Chinese, this word, used in a figurative sense, refers to the world or society, for example: "五湖四海" (literal translation: Five lakes, four seas) Its appearance is associated with the idea that the earth is surrounded by five lakes and four seas, because at that time there was no reliable data. "浪迹江湖" (literal translation: traces remain on all rivers and lakes; free translation: wandering in the wide world); "人在江湖,身不由己" (literal translation: the person on the lake does not depend on himself; free translation: people living in the world sometimes can't master their own destiny).

Spring "泉" (quan) – a water source that flows from the depth of the earth. In Russian, there are proverbs associated with the image of spring. The spring is associated with the beginning, for example: "Пей воду – и не мути родник" means drink water – and do not muddy the spring – that you should not respond good with evil; "сидеть у родника и воды не пить" – you can't sit by a spring while not drinking it (about the feeling of temptation to do something, if possible). In Chinese, this is used when talking about the beginning of something, without end; or underground, after the death of a person. For example: "思若涌泉" (literal translation: thought is like a seething spring; free translation: quick and rich thought). "含笑九泉" (literal translation: smiles at jiuquan; free translation: die with satisfaction).

Conclusion

In summary, we can say that the people understand the world through the prism of language, and language acts as an expression to the culture of the nation. A person learns the world through cognitive field, there are common aspects and differences. Having considered the concept of "WATER/水" on the material of dictionaries of Chinese and Russian phraseological units, we can say that the people, both Russians and Chinese, take water in accordance with its natural characteristics, because any person lives on same planet, and humanity is perceived as something integral, but on the other hand, different nations have their own culture and social life, each person is formed with his own characteristics, national perception of life and surrounding community, hence the connection and diverse life rules of culture and language. Water as a source of life and the concept of "WATER/水" play an important role in shaping the language worldview of both languages and cultures.

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Acknowledgments

A Data–driven Study on the Semantic Prosody of Near–Synonyms

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[Abstract] *In recent years, the study of semantic prosody has become a new study of linguistic phenomenon and also become the terminology of lexical collocation of corpus linguistics. According to the classification of semantic prosody, by using part of BNC and software-BFSU Collocator 1.0, this research aims to observe the semantic atmosphere of the significant collocates of "effect, impact and influence" in BNC, and then analyze the features of semantic prosody of them. The results show that these three near-synonyms all carry neutral semantic prosody. The result of this research is to differentiate these nouns that have the meaning of "effect" in terms of their respective features of semantic prosody and colligation and to make implication to English lexical teaching in college.*

[Keywords] *semantic prosody; semantic atmosphere; neutral; implication*

Introduction

As most researchers agree that the lexical study is the basis of the English study. So, in order to have a good command of English, it is necessary to have a better knowledge of lexical study. During the lexical study, there appears a particular collocational phenomenon, which is called "semantic prosody" (it means that with the use of words, some words will have a tendency to attract certain types of words. And then, around these words there will form a kind of special semantic atmosphere) by most researchers. With the development of Corpus Linguistics, there are more and more scholars (Sinclair, 1991, 2003, 2004; Louw, 1993, 2000; Stubbs, 1995, 1996; Partington, 1998, 2004; Hunston, 2000, 2006; Wei, 2002, 2006; Biber, 2000; Flowerdew, 2009) have been taking interest in doing the research into the collocation, especially this particular linguistic collocational phenomenon–semantic prosody.

The related studies of semantic prosody

Since Louw (1993, p. 157) has formally proposed the concept of semantic prosody: "A consistent aura of meaning with which a form is imbued by its collocates is referred to as a semantic prosody", the studies of semantic prosody have gained more and more attention. Stubbs (1996, p. 182) proposes that semantic prosody may collocate with semantic sets, and then he classifies semantic prosody into three kinds: "negative prosody, positive prosody and neutral prosody".

At the same time, Stubbs (1995) gives the further explanations of these three kinds and many researchers more related examples. Stubbs (1995) points: the item PROVIDE usually collocates with pleasant words like "support, assistance, help···", and then it can be found that it carries positive semantic prosody. On the contrary, if collocates of the lexical item have formed an unpleasant semantic atmosphere, making this lexical item take on strong unfavorable

semantic features, it means this lexical item has negative prosody. Just as Sinclair (1991, p. 112) points out that the item HAPPEN collocates with unpleasant words like "accidents, war, death···", so it carries negative semantic prosody. Louw (1993, p. 171) shows that when BUILD UP is used as the transitive phrase, it collocates with pleasant words like "confidence, better understanding···", it can be found that this phrase carries positive semantic prosody. But when BUILD UP is used as the intransitive phrase, it collocates with unpleasant words like "cholesterol, toxins, and armaments···", it can be found that BUILD UP carries negative semantic prosody at the same time. So, BUILD UP carries neutral semantic prosody.

Kennedy (2000) proposes that with the combination of large number of corpora and many different kinds of concordance softwares, researchers can investigate lots of semantic prosodies of lexical items by using various tools. So, this paper aims to analyze the semantic prosodies of these three near-synonyms used by English native speakers by using the corpus of native speakers to try to find some implications to later English lexical learning and teaching.

Research design

Research questions

Collocation has close relationship with semantic prosody, and most of the studies of semantic prosody are based on the study of collocation. By analyzing the characteristics of collocates especially the significant collocates of node word, the characteristics of semantic prosody will be found out easily. The characteristics of semantic prosodies of lexical items can be observed by most of significant collocates of them. So, this study will try to answer the following questions:

(1) What are the characteristics of significant collocates of EFFECT, IMPACT and INFLUENCE used in BNC?

(2) What are semantic prosodies of EFFECT, IMPACT and INFLUENCE used in BNC?

(3) What are the similarities and differences of characteristics of their semantic prosodies in BNC?

Research items

For the reason that Xiao and McEnery (2006, p. 108) in their research of semantic prosody and near-synonyms, they point: "near synonyms can also differ in semantic prosodies." Thus, first and foremost, it is meaningful to do this research. However, it is impossible and unnecessary to observe all the English near-synonyms in this paper. So, it then needs to choose certain near-synonyms as the research samples. Most of the previous research samples are verbs, which indicates verbs have the various semantic prosodies for study. In order to make the differences, so in this study, it is these three near-synonyms — "effect, impact, influence" are chosen as an example when it is used as nouns to express the meaning of influence. So, the main task of this research is to do the research of semantic prosodies of three lexical items and compare various usages of collocations and colligations of these near-synonyms in the given corpus.

Research procedures

To begin with, this research will base on the British National Corpus (BNC) and take it as the standard English native speakers' corpus. The research randomly chose several texts from the fields of Imaginative, Natural Science, Applied Science, Belief & Thought, Commerce & Finance, Arts, Social Science, World Affairs and Leisure of BNC. And then, in this study, BFSU Collocator 1.0 will also be used. It is a tool for extract collocation. Different from the previous software—Excel and SPSS program, this software used the BNCweb calculating formula proposed by Stefan Evert. Lastly, this study will apply the data-driven approach, which is proposed by Wei (2002). This method is to try

to evaluate the significant collocates by the concordance of "effect, impact, influence" to choose significant words with a span of −4/+4or−5/+5, calculating the Z−score or MI score of these collocates, finding out the significant collo− cates and their features. Hunston (2006, p. 71) proposes that "an MI score of 3 or higher can be taken to be signifi− cant". And then, it tries to analyze the semantic atmosphere of these significant collocates in the environments of lexi− cal items, summarize the characteristics of semantic prosody of studied words.

Results and analysis

After careful observation, features of significant collocates of EFFECT in BNC can be summarized as follows. To begin with, there are altogether about 275 significant collocates (which excludes specific nouns concerning personal names, names of places, names of factories, names of army and numeral numbers) of EFFECT when it is used as nouns to express the meaning of influence. They can be classified as nouns, verbs, adjectives, adverbs and present forms and past forms of verbs. Among these six types, it can be seen significant adjectives are in a larger proportion, so they are the key points of this research. In order to analyze clearly, it needs to list the MI−score of 20 significant adjectives in the following Table 1.

Table 1. Significant collocates of effect

Collocate	F(c)	F(n,c)	MI
detrimental	2	2	9.2527
recency	9	7	8.8901
primacy	17	12	8.7502
pernicious	4	2	8.2527
devastating	9	2	7.0827
miraculous	5	1	6.9307
desired	19	3	6.5897
neutral	18	2	6.0827
persuasive	11	1	5.7932
disastrous	23	2	5.7291
sophisticated	14	1	5.4453
maximum	60	4	5.3458
dramatic	53	3	5.1097
significant	125	7	5.0942
immediate	75	4	5.0238
tremendous	19	1	5.0047
opposite	63	2	4.2754

massive	48	1	3.6677
enormous	59	1	3.3700
main	369	5	3.0471

In the above result, according to the semantic atmosphere of these 20 significant collocates, it tries to analyze these collocates. It can be seen that there are three negative collocates—"detrimental, pernicious, devastating", only accounting for 15%. 4 are positive collocates—"miraculous, desired, sophisticated, significant", accounting for 20%. The rest of collocates are neutral collocates, accounting for 65%. Thus, it can be seen that lots of significant collocates will form neutral semantic atmosphere. Then, it can be concluded that the item—EFFECT has formed neutral semantic atmosphere, having the neutral semantic prosody.

Taking the above—mentioned observation into consideration, there are mainly about 163 significant collocates (which excludes specific nouns concerning personal names, names of places, names of factories, names of army and numeral numbers) of IMPACT when it is used as the meaning of influence. By using the same method, in order to analyze clearly, it needs to list the MI—score of 20 significant adjectives in the following Table 2.

Table 2. Significant collocates of impact

Collocate	F(c)	F(n,c)	MI
destabilizing	1	1	10.7485
inflationary	3	1	9.1635
uneven	10	3	9.0115
pervasive	4	1	8.7485
cumulative	5	1	8.4265
beneficial	9	1	7.5785
ecological	11	1	7.2890
recurring	12	1	7.1635
lasting	19	1	6.5005
environmental	131	5	6.0370
greatest	69	2	5.6399
variable	42	1	5.3562
direct	136	3	5.2460
visual	60	1	4.8416
dangerous	69	1	4.6399
strong	212	3	4.6055
immediate	75	1	4.5196

negative	95	1	4.1786
full	334	3	3.9497
positive	135	1	3.6717

In the above result, it can be seen that there are four negative collocates–"destabilizing, uneven, dangerous, negative", accounting for 20%. 4 are positive collocates–"beneficial, greatest, sophisticated, positive", also accounting for 20%. The rest of collocates are neutral collocates, accounting for 60%. Thus, it can be seen that lots of significant collocates will form neutral semantic atmosphere. Then, it can be concluded that the item–IMPACT has formed neutral semantic atmosphere, having the neutral semantic prosody.

Taking the above–mentioned observation into consideration, there are mainly about 183 significant collocates (which excludes specific nouns concerning personal names, names of places, names of factories, names of army and numeral numbers) of INFLUENCE when it is used as the meaning of influence. In the same way, it needs to list the MI–score of 20 significant adjectives in the following Table 3.

Table 3. Significant collocates of influence

Collocate	F(c)	F(n,c)	MI
hemispherical	3	2	10.0694
corrupting	2	1	9.6543
countervailing	8	2	8.6543
deep–seated	5	1	8.3324
destructive	15	1	6.7475
decisive	16	1	6.6543
excessive	19	1	6.4064
declining	21	1	6.2620
democratic	59	1	4.7717
continuing	60	1	4.7475
direct	136	2	4.5669
greatest	69	1	4.5458
reduced	78	1	4.3689
powerful	99	1	4.0250
active	120	1	3.7475
positive	135	1	3.5775
bad	145	1	3.4744
single	164	1	3.2968

growing	171	1	3.2365
greater	188	1	3.0998

In the above result, it can be seen that there are five negative collocates—"corrupting, destructive, declining, reduced, bad", accounting for 25%. 4 are positive collocates—"greatest, powerful, active, positive", also accounting for 20%. The rest of collocates are neutral collocates, accounting for 55%. Thus, it can be seen that lots of significant collocates will form neutral semantic atmosphere. Then, it can be concluded that the item—INFLUENCE has formed neutral semantic atmosphere, having the neutral semantic prosody.

According to the above research, it can be clearly found that various collocations and the similarities and differences of semantic prosody of these three near synonyms. It can be listed in the following.

It can be seen that the similarities are mainly about three points. Firstly, all of these three near synonyms can form many collocations with three words—"greatest, negative, positive". Secondly, the distribution of collocates of these three near synonyms is more left than right. Thirdly, they all have same colligations: 1)V+N, 2)ADJ+N. Meanwhile, there are also lots of differences. Most importantly, although they all carry the neutral semantic prosody, according to overall observation, it can be seen the semantic atmosphere of these three items is slightly different—the neutral semantic prosody of EFFECT is stronger than the other two, and the neutral semantic prosody of INFLUENCE is the weakest. The typical collocates of EFFECT are these neutral words—"neutral, significant, tremendous, massive, enormous" and so on. The typical adjective collocates of IMPACT are "pervasive, cumulative, direct, negative, positive"; and the typical adjective collocates of INFLUENCE are "corrupting, destructive, declining, positive, bad". Despite the fact that the neutral semantic prosody of these three near-synonyms takes the larger proportion, the neutral semantic prosody of INFLUENCE is obviously different from others. Thus, it should be observed differently.

Conclusion

This research is easy for the related study, such as the collocations and colligations of these synonyms. Therefore, it is a new breakthrough by using various corpus in teaching both in the cognitive vocabulary of students and in the process of vocabulary teaching. With the deepening reform of English teaching, the application of English corpus resources and techniques in foreign language lexical teaching has become the focus of English teaching in the future. According to this research, we can get the following implications: on the one hand, it will be helpful for teachers to optimize their existing teaching model and determine the key points of lexical teaching. On the other hand, teachers can also develop the autonomous learning model, it can not only be used as the supplement to teachers' classroom teaching, but also stimulate learners' interests in active learning, expand learners' thinking patterns, and help to cultivate students' ability to find and solve problems autonomously. It will surely open up a new way for students to acquire correct language knowledge.

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A Comparative Study on Meta–discourse in English Abstracts of Chinese and American Environmental Journal Articles

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[Abstract] Meta-discourse is a discourse strategy which helps the writer construct coherent discourse, express their attitudes, and achieve interaction with readers. Recently, meta-discourse has become a research hotspot in academic discourse. This paper makes a comparative analysis of meta-discourse use in English abstracts of Chinese and American environmental journals and focuses on reasons for usage discrepancy by adopting quantitative and qualitative research methods, aiming to provide some implications for Chinese environmental researchers in English abstract writing.

[Keywords] meta-discourse; comparative analysis; English abstracts; environmental journals; usage discrepancy

Introduction

As a genre with unique function, abstract not only highly summarizes the content of a journal article, but also undertakes the author's communicative purpose and is taken as the spokesman of an article (Liu, 2013). As Swale claims (2001, 179), "of those who will read the tittle, only some will read the abstract, and of those who read the abstract, only some will read the article itself". Thus, abstract is an essential part of academic articles. Meta–discourse is an essential means of organizing discourse, expressing the author's views, and involving readers' responses (Xu, 2006). The proper use of meta–discourse can help the author construct coherent abstracts, facilitate readers' interpretation of research articles, and further persuade readers to recognize its academic value.

Nowadays, English abstract is of increasing importance for the author to promote scientific research achievements and win international academic reputation (Guo & Ma, 2016). Lots of domestic scholars have made contrastive studies on English abstracts written by native English and Chinese researchers in different disciplines. However, these are more in soft disciplines, but less in hard disciplines. There is even no such study in the field of environment. Recently, with the aggravation of global warming, more attention has been paid to environmental problems. Environmental academic articles exert a great influence on the promotion of the latest research achievements and the improvement of global environmental issues.

Given this, this paper makes a comparison of meta–discourse in English abstracts by Chinese and American environmental researchers and emphatically discusses reasons for usage discrepancy so as to help Chinese environmental researchers improve the equality of English abstracts. They further define meta–discourse as resources used to guide readers through the text and help them grasp the internal arguments.

Theoretical Framework

Definition of Meta-discourse

Zellig Harris (1959) firstly proposes "Meta–discourse" which refers to the effort the author (or speaker) makes to guide readers (or listeners) toward the interpretation of their texts or words. After that, lots of linguists have discussed the definition of meta–discourse. Williams (1981) notes that meta–discourse is "the writing about writing, whatever does not refer to the subject matter being addressed". Vande Kopple (1985) takes meta–discourse as discourse that people use not to "add referential materials, but to help our readers organize, classify, interpret, evaluate and react to such materials". The above definitions regarding meta–discourse as "none–propositional" elements of texts have been contended by subsequent researchers. According to Flower (1987), meta–discourse is not distinct from discourse, instead, meta–discourse elements interact with propositional elements within the text: the former is related to world and the latter to the text and its reception. Hyland and Tse (2004) also point out that meta–discourse is not separable from propositional content in the text but is an indispensable means of organizing the propositional content, supporting the author's position and establishing the relationship with potential readers.

Classification of Meta-discourse

Many scholars have made classifications of meta–discourse, most of which are conducted from the perspective of Halliday's meta–functions of language. Williams (1983) identifies three types of meta–discourse: advance organizers, connectives, and interpersonal discourse. Vande Kopple (1985) classifies meta–discourse into textual meta–discourse and interpersonal meta–discourse including seven subcategories. Following Vande Kopple, Hyland (1998) identifies ten types of meta–discourse under textual meta–discourse and interpersonal meta–discourse. However, Hyland and Tse (2004) consider the division of textual and interpersonal meta–discourse breaks the integrity of three meta–functions of Halliday, so they reclassify meta–discourse into interactive meta–discourse and interactional meta–discourse. Interactive meta–discourse refers to devices that help the author construct coherent texts so as to guide readers through the whole text, which includes transitions, frame markers, endophoric markers, evidentials, and code glosses. Interactional meta–discourse is concerned with devices that the author uses to express their attitudes and stances, so as to attract readers' engagement into the discourse, which hedges, boosters, attitude markers, engagement markers, and self–mentions. The detailed information is shown in the following Table 1.

Table 1: Hyland and Tse's Classification of Meta–discourse

Category	Function	Examples
Interactive resources	Guide readers through the text	
Transitions	Express semantic relations between sentences	in addition / but / thus / and
Frame markers	Signal discourse acts, sequences and text stages	finally / to conclude / my purpose here is to
Endophoric markers	Refer to the information in other parts within text	noted above / see Fig1 / in section 2

Evidentials	Refer to the information in other texts	according to X / (Y, 1990) / Z state
Code glosses	Help readers understand ideational meaning	namely / e.g. / such as / in other words
Interactional resources	Involve the reader in the argument	
Hedges	Withhold writer's full commitment to arguments	might / perhaps / possible / about
Boosters	Emphasize writer's certainty to arguments	in fact / definitely / it is clear that
Attitude markers	Show writer's attitudes to arguments	unfortunately / I agree / surprisingly
Engagement markers	Explicitly establish writer–reader relationship	consider / note that / you can see that
Self–mentions	Demonstrate the presence of writer	I / we / my / our

Research Design

Source of Data and Research Questions

In this paper, 20 English abstracts are respectively selected from top one environmental journal with the highest impact factor in China and America, in which the Chinese journal is Environmental Science and the American journal is *Environmental Science and Technology*. Considering different length of English abstracts in Chinese and American environmental journals articles, the author chooses 9 English abstracts of Chinese journal articles (hereafter referred as EC) with a total of 2879 words and 11 English abstracts of American environmental journal articles (hereafter referred as EA) with a total of 2873 words. To guarantee timeliness, all English abstracts are from journal articles published between 2016 and 2018.

This paper aims to deal with the following three issues:

(1) What is the overall distribution of meta–discourse in corpus EC and corpus EA?

(2) Are there any differences in meta–discourse use by Chinese and American researchers?

(3) What are reasons for these differences in meta–discourse use between two groups?

Research Methods and Process

This paper adopts a combination of qualitative and quantitative analysis methods. Firstly, with reference to Hyland and Tse's classification of meta–discourse, the author manually annotates meta–discourse resources in corpus EA and EC. To ensure the validity of results, the author reads all English abstracts word by word and identifies meta–discourse resources within specific contexts. Secondly, the frequency and proposition of meta–discourse devices are calculated. And Chi–square calculator is used to test if there is a significant difference in different categories of meta–discourse between two corpora. At last, the author makes a detailed analysis of meta–discourse in two corpora and emphatically discusses reasons for differences in meta–discourse use.

Result and Discussion

Overall Description of Meta-discourse in EC and EA

Table 2: Distribution of Meta–discourse in EC and EA

	Interactive meta–discourse		Interactional meta–discourse		Total
	Occurrences	In total devices (%)	Occurrences	In total devices (%)	
EC	52	1.8	61	2.1	113
EA	82	2.9	98	3.5	180

From Table 2, we can find that the total occurrences of meta–discourse in EA are 180, which outnumber that in EC with 113 occurrences. This suggests that American researchers adopt meta–discourse devices more consciously to make abstracts coherent, and understandable. Further observation of two general categories of meta–discourse shows that the proportion of interactional meta–discourse is larger than that of interactive meta–discourse both in EA (3.5% vs 2.9%) and EC (2.1% vs 1.8%), and the discrepancy is relative bigger in EA, which reflects that both American and Chinese researchers are aware of the communicative purpose of abstracts. With the employment of interactional meta–discourse, they seek to construct interaction with readers, persuading them to recognize the academic value of research articles and then read with interest.

Table 3: Chi–square Test of Meta–discourse between EC and EA

Corpus	EC	EA	Chi–square value (x^2)
Meta–discourse	113	180	15.321

To find if there is a significant difference in meta–discourse use between EC and EA, chi–square test is performed. As the result of Chi–square test presents in Table 3, $x^2=15.321>3.84$ (when df=1, p=0.05, the critical value is 3.84), which proves that there exists a significant difference between American and Chinese researchers in the use of meta–discourse.

Table 4: Chi–square Test of Interactive Meta–discourse between EC and EA

Sub–category	EC	EA	Chi–square value (x^2)
Transitions	38	41	0.114
Frame markers	4	12	4
Endophoric markers	1	0	1
Evidentials	0	0	0
Code glosses	9	29	10.526
Total	52	82	6.23

As Table 4 shows, Chi–square Test conducted on interactive meta–discourse between EC and EA reveals a significant difference, $x^2=6.23 > 3.84$. With regard to its five sub–categories, there is a significant difference on frame

markers ($x^2=4 > 3.84$) and code glosses ($x^2=10.526 > 3.84$) between two corpora. Here is the detailed analysis of these three devices used in two corpora.

—Frame markers are concerned with text boundaries or elements of schematic text structure, including: sequencers (firstly, next), stage labels (at this point, in conclusion), goal announcers (aim to, intend to) and topicalisers (move on, turn to). There are only 4 occurrences of frame markers in EC and goal announcers are most used items. However, the total number of this device is 12 in EA, far more than that in EC. Five types of this device are all involved in this corpus and goal announcers and stage labels are two most used items. The following two examples reflect the use of frame markers. In example (a) and (b), "to" and "aims at" are used to make readers clear of the research purpose. "In conclusion" in example (c) is used to label the stage of the unfolding abstract.

(a) To meet the requirements of regional air quality management (AQM)... (EC)

(b) This study aims at quantifying their various potential environmental impacts. (EA)

(c) In conclusion, the impinger described here has many advantages... (EA)

Frame markers are significantly more frequently used in EA than in EC, which can be attributed to different intrinsic structural features for English and Chinese. As hypotactic language (Xu, 2006), English resorts to various cohesive devices to achieve logical connections between sentences, while Chinese, defined as paratactic language (Xu, 2006), tends to actualize the logical connection through semantic meaning of sentences. As frame markers are common devices used to organize the internal structure of discourse, American researchers make extensive use of them in abstract writing.

—Code glosses are devices used to provide additional information in the way of exampling, explaining or rephrasing some special concepts which can be divided into exemplifiers (for example, such as) and reformulators (namely, interpreted as). According to Hyland (2005), punctuation devices, particularly dashes and parentheses, are also essential code glosses. There are only 9 cases of code glosses in EC and such as and ( ) are two most used items. However, in EA, the frequency of code glosses is remarkably higher (29 occurrences) and reformulators especially ( ) are most frequently used. The following are examples of code glosses. In example (a), "such as" is used to explain the item "crustal ions" which may be unfamiliar to readers by giving specific examples. In example (b), the writer employs parentheses to add detailed information to statements so that readers can comprehend them really well.

(a) The growth of crustal ions, such as Ca2 + and K +, was notably the largest and NH4+ were minimal. (EC)

(b) Among 81 samples tested, 77 (95%) showed low recoveries (<10%) of spiked murine norovirus. (EA)

The significant variation in the use of code glosses can be explained from writer-responsible style in English and reader-responsible style in Chinese (Hinds, 1987). Writer-responsible style requires writers to make clear the propositional meanings to facilitate readers' comprehension of discourse. While readers-responsible style places the responsibility on readers to recover the meaning which is implicitly presented in discourse. Code glosses are devices used to clarify some concepts or terms which may be hard to understand for readers with the writer's anticipation. This is why code glosses are widely used in abstracts written by American researchers.

Comparison of Interactional Meta-discourse in EC and EA

Sub-category	EC	EA	Chi-square Value (x^2)
Hedges	26	33	0.831
Boosters	19	16	0.257

Attitude markers	14	33	7.681
Engagement markers	0	15	15
Self-mentions	2	1	0.333
Total	61	98	8.61

Table 5: Chi-square Test of Interactional Meta-discourse between EC and EA

The result of Chi-square test on interactional meta-discourse between EC and EA as is shown in Table 5 indicates that there is a significant difference (x^2=8.61 > 3.84). To be specific, there is a significant difference on attitude markers (x^2=7.681 > 3.84) and self-mentions (x^2=15 > 3.84) between two corpora.

－Attitude markers mainly refer to attitude verbs (agree, prefer), adverbs (appropriately, hopefully) and adjectives (amazed, important), expressing the writer's emotional attitudes to propositions. There are only 14 occurrences of attitude markers in EC and adjectives are most used items. However, in EA, there are 33 cases of attitude markers, among which three types are all involved and adjectives and adverbs take a larger part. Here are two examples of attitude markers. Attitude marks like "important" and "vital" in example (a) and (b) are frequently observed in two corpora, which are used by writers to explicitly display their attitudes.

(a) However, this result indicated that the wind speed was an <u>important</u> influencing factor for the variations of precipitation δ 18O. (EC)

(b) Black carbon (BC) emissions from gas flaring in the oil and gas industry are postulated to have critical impacts on <u>climate</u> and public health. (EA)

The remarkable difference in the use of attitude markers between two corpora may be caused by different requirements for abstracts in Chinese and American journals. In abstracts of Chinese journal articles, especially in hard disciplines, researchers are required to focus on the objective presentation of research purposes, methods, and results without excessive emotional and evaluative words (Ruan, 2014). However, in abstracts of American journal articles, researchers are encouraged to express their attitudes and evaluations so as to persuade readers to recognize the academic value of researches. Thus, compared with Chinese researchers, American researchers are more inclined to adopt various attitude markers in abstracts.

－Self-mentions are devices used to present explicit writer presence in discourse, usually including first-person pronouns (I, exclusive we) and possessive adjectives (my, our). One surprising finding is that none of self-mentions occurs in EC, while there are 15 occurrences of this device in EA. Within all types of self-mentions in EA, exclusive "We" is most frequently used, followed by "our study" and "our Data". The use of self-mentions is manifested in following two examples. "We" in example (a) is used to explicitly present the writer's subjective status in the research. The adoption of "our" in example (b) shows the writer's confidence in research findings.

(a) Using the most sensitive assay combination, <u>we</u> measured TCS concentrations in water samples... (EA)

(b) <u>Our</u> findings are relevant to efforts to engineer environmental ecosystems... (EA)

English emphasizes individualism and encourages individuals to express their own attitudes and viewpoints, while Chinese emphasizes collectivism and advocates collective actions but not individuals (Pan, 1997). It offers support for the big discrepancy in self-mentions use by American and Chinese researchers. American researchers prefer to adopting self-mentions in abstracts to show their explicit presence and highlight their contributions to the research. In contrast, Chinese researchers have a tendency to conceal their identities in abstracts in case of the subjectivity of statements, thus they rarely use self-mentions especially first-person pronouns as "we".

Conclusion

This paper makes a comparison of meta–discourse use in English abstracts by Chinese and American environmental researchers and focuses on usage discrepancy. Significant differences are found in frame markers, code glosses, attitude markers and self–mentions. Language features, requirements by journal and culture factors are considered to be main reasons for these differences.

Hopefully, the research findings can provide some enlightenments for Chinese researchers in hard disciplines in English abstract writing. However, research data in this paper are not enough so that its representativeness may be affected. Future studies are expected to expand data and make a more in–depth study on meta–discourse in Chinese and American environmental research articles.

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A Study on Business English Competence Scale in Shaanxi Free Trade Zone from the Perspective of Language Service Think Tank

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[Abstract] The development of free trade zone needs a large number of foreign trade talents, and the language ability scale can make the measurement of such talents convenient and efficient. Based on the analysis of the current situation of business English application ability and employment criteria of foreign trade talents in Shaanxi Free Trade Zone, this paper discusses the development of business English application ability scale under this background and its role in the construction of language service think tank, in order to provide powerful language service support for the development of Shaanxi Free Trade Zone.

[Keywords] Free Trade Zone; Business English talent; ability scale; language service

Introduction

Over the past three years since the establishment of Shaanxi Free Trade Zone, it has attracted a large number of language service talents, but it is also confronted with the problems of inconsistent standards and low efficiency of measuring the language application ability of these talents. Therefore, a unified and efficient language competence scale for free trade zone should be developed based on a comprehensive and accurate analysis of the current competence status of language service talents in the zone and the existing standards of talent employers, so as to effectively improve the level of language service think tank construction in free trade zone.

Current Situation of Business English Application Competence of Foreign Trade Talents in Shaanxi Free Trade Zone

Foreign trade talents of free trade area mainly engage in import and export trade, business negotiation, translation, secretarial and administrative work concerning foreign affairs in the area of foreign-related enterprises, financial institutions, administrative institutions, and need the language application ability of business English listening, speaking, reading, writing, translating, especially the ability of business English translating, writing and business negotiation in the field of international trade and cross-border e-commerce.

Currently, the colleges and universities which open business English major generally set the curriculum for training students' business English application abilities, including business English listening, business English speaking, business English reading, business English writing (including foreign trade English correspondence), business English translating (including interpretation and translation), and business English negotiations, etc., organize

students to attend China National Business English Test (level 1 and level 2), Test for Business English Major (TBEM band 4 and 8) and Cambridge Business English Certificate (BEC) (primary, intermediate and advanced). In addition, they also have carried out regularly some business English internships, practical training, practical activities, discipline competitions and innovation and entrepreneurship projects or competitions, which practised students' business English application ability through various ways. The specific performances include: being able to obtain relevant information of foreign trade business (business English reading and listening ability); communicate effectively with foreign customers, negotiate transactions (business English listening, speaking and translation ability); read and write business English correspondence (business English reading and writing ability); use cross-border e-commerce platform to carry out foreign trade business (business English writing and speaking ability); draft, sign and execute foreign trade contracts (business English writing, speaking ability).

So, how do these foreign trade talents evaluate their business English application ability? According to the questionnaire survey of 130 students in a university recruitment fair, the self-evaluation of various abilities is as follows:

(a) Business English Writing and Translation Ability

These two capabilities are language output capabilities. The survey shows that only 2.3% of students think their business English translation and writing ability is very good, 27.5% think it is good, 48.1% think it is average, and 6.1% think it is poor. It can be seen that nearly half of the current students' practical business English writing and translation ability is average, and only one third of them think they are good or very good.

(b) Business English Listening and Reading Ability

These two abilities are language input abilities. According to the survey, no students think their business English listening and reading ability is very good, and those who think they are good account for 20.6%, average account for 47.3%, and poor account for 7.6%. It can be seen that nearly half of the current students' actual business English listening and reading ability is average, while less than a quarter is good.

(c) Business English Negotiation Ability

This ability involves two kinds of language ability: input and output, and it is a comprehensive application ability. According to the survey, no students think their business English negotiation ability is very good, only 17.6% think it is good, 42% students think it is average, 12.2% think it is bad, 4.6% think it is very bad. It can be seen that less than a half of students whose practical ability of business English negotiation is average, and less than one-fifth is better.

In conclusion, at present the ability of business English listening, reading, writing and translation of nearly half of the foreign trade talents is average, which can basically meet the demand of free trade zone construction, but business English negotiation involves various ability, less than half of the talents reach the general level, while the good is fewer, which inspire that the training of language service providers should be strengthened emphatically.

Recruitment Criteria for Business English Talents in Administration Organizations and Foreign Trade Enterprises in Shaanxi Free Trade Zone

The recruitment units of business English talents in the Free Trade Zone are mainly the management institutions and foreign trade enterprises in the Zone, and their recruitment standards are of great reference value to the business English talent suppliers (including colleges and universities, their collaborative education providers and language training institutions). The following is a brief review of the recruitment criteria or requirements of the above two types of business English talent recruiters in Shaanxi Free Trade Zone in order to provide useful references for the talent suppliers and lay a foundation for the author to study the business English application ability scale of foreign trade talents under the guidance of free trade zone.

Recruitment Requirements for Business English Talents in the Management Organization of Shaanxi Free Trade Zone

As a management organization, Shaanxi Free Trade Zone Office will timely recruit foreign language talents, and its recruitment requirements are special and widely concerned. According to an announcement on the open selection of civil servants on its official website in August of the same year, business positions related to foreign languages for recruitment are international trade and English. The application requirements are "Applicants for international trade business positions must have a full−time bachelor's degree or above in economics; Applicants for English business position must be English or English linguistics majors, ordinary full−time university bachelor diploma or above, and bachelor or above degree"; the written test requirements are "Written test is divided into business position test and integrated position test, which mainly test the candidates' comprehensive quality and professional knowledge", the interview test requirements are "implemented in the form of a structured interview, which mainly test the required ba−sic quality and ability to fulfil position responsibility". It can be seen that the above requirements for hiring business English talents are not specific and they need to know their job responsibilities in detail.

The author saw one recruitment position of service position for foreign industry in a public "Post Demand Table for 2017 Annual Recruitment in China (Shaanxi) Free Trade Pilot Area", whose post responsibility is described as "responsible for the reception contact and translation work of investment investigation group", one of the qualifica−tions is "graduated from foreign language major, proficient in at least one foreign language such as English, Russian, Korean, German, Spanish and so on, preferably bilingual". This is still not a clear description of the language appli−cation ability of business English talents, which is not easy for applicants to grasp. It can also be regarded as a defect or even vacancy of the current recruitment standards for business English talents in Shaanxi Free Trade Zone.

Recruitment Criteria for Business English Talents in Foreign Trade Enterprises of Shaanxi Free Trade Zone

The construction of Shaanxi Free Trade Zone needs a lot of applied business English talents who can meet the demand of the industrial development, so the enterprises of logistics, insurance, finance, convention and exhibition and manufacturing industries in the Zone recruit business English talent all year round, with the largest number of foreign trade talents, and mostly require their strong ability of English language, judgment and communication, prac−tical operation of foreign trade business. According to the investigation on the foreign trade enterprises in the Zone, the specific employment criteria are as follows:

(a) Language Skill Standard

The language skill standards for hiring business English talents in foreign trade enterprises of Free Trade Zone include oral expression ability (more than 85% of the enterprises' most cherished ability, such as business English speaking, interpreting and negotiating ability) and written expression ability (more than 99% of the enterprises valu−ing, such as business English writing and translating ability), intercultural business communication ability (more than 60% of the enterprises valuing) and the ability to access to information (more than 35% of the enterprises valuing, such as business English reading ability).

(b) Business Skill Standard

The business skill standards for hiring business English talents in foreign trade enterprises of Free Trade Zone include business negotiation and marketing ability (75% enterprise requiring), international trade operation ability (70% enterprise requiring), and business English conversation and speech ability (nearly 60% enterprise requiring), practical operation ability of cross−border e−commerce platform (nearly 40% enterprise requiring) and copywriter planning ability (nearly 30% enterprise requiring), and of course these abilities vary with the business scope of each enterprise. (Xu, 2018, p. 107)

(c) Comprehensive Quality Standard

The comprehensive quality standards for foreign trade enterprises in the Free Trade Zone to employ business English talents include critical thinking, innovative ability and autonomy learning ability, teamwork ability, organization ability, executive ability, public relations ability, post adaptability, psychological endurance ability, time management ability, office equipment control ability and cross-cultural communication ability.

It can be seen from the above recruitment requirements or standards of the management institutions and foreign trade enterprises that the standard of business English talents in the Free Trade Zone is not detailed, so its maneuverability remains to be enhanced and need a set of more detailed standards aiming at Shaanxi Free Trade Zone, which puts forward the urgent demand of reality for the development of business English application ability scale of foreign trade talents under the guidance of Shaanxi Free Trade Zone.

The Development of the Scale of Business English Application Competence for Foreign Trade Talents Under the Guidance of Shaanxi Free Trade Zone

It can be seen from the above recruitment requirements or standards for business English talents that Shaanxi Free Trade Zone needs to introduce the standards of language application ability with strong pertinence and maneuverability for foreign trade talents. The scale of language competence is a tabulated description of the ability to use language to engage in related activities, all describing a person's language application ability with "can do" as the sentence pattern, and it can be figuratively understood as "what tasks he/she does with language under what circumstances, and how well he/she does" for a language user. Therefore, the development of business English application ability scale can provide an edge tool for the government and enterprises to conveniently and accurately measure the business English application ability of foreign trade talents in Shaanxi Free Trade Zone.

According to the strategic positioning of Shaanxi Free Trade Zone, combined with its foreign trade talent demand, the condition of existing business English talents, recruitment standards or requirements of enterprises and institutions, connotation of five language competence of business English, development experience of *China English Competence Rating Scale and Common European Framework of Reference for Languages,* the development of the business English application ability scale under the guidance of Shaanxi Free Trade Zone can be divided into the following steps:

Confirming the Typical Application Occasions of Business English in Shaanxi Free Trade Zone

Language competence descriptors must be able to comprehensively describe various situations in which language users use the language. Therefore, business English competence descriptors must be able to comprehensively cover all typical application situations or activities of the language. For the Free Trade Zone, these occasions are typical jobs for business English users, which can be obtained by conducting questionnaire surveys and field interviews with governments and enterprises in the Free Trade Zone to understand their needs. Through the survey and the interview, the author found that Shaanxi Free Trade Zone plan to develop emphatically nine industries: electronic information industry, new energy automotive industry, high-end manufacturing industry, medicine and health industry, modern agriculture industry, port-vicinity industry and airport industry, cultural tourism industry and exhibition industry, therefore, the typical occasions of applying business English include the following post groups (Zhang, 2020, p. 139).

Table 1: Typical Application Occasions of Business English in Shaanxi Free Trade Zone

Typical application occasions of business English in Shaanxi Free Trade Zone	Business English application posts	Corresponding construction objectives and industries of Shaanxi Free Trade Zone
Foreign Trade Post Group	foreign trade salesman, document clerk, merchandiser, customs declarant, foreign secretary, translator or interpreter, etc	construction of commerce and trade center and international production capacity cooperation center; nine major industries, including electronic information, new energy vehicles, high−end manufacturing, medicine and health, modern agriculture, port−vicinity, airport−vicinity, cultural tourism, exhibition
Financial Post Group	investment consultation, risk consultation, foreign finance, etc	regional financial center construction; nine major industries, including electronic information, new energy vehicles, high−end manufacturing, medicine and health, modern agriculture, port−vicinity, airport−vicinity, cultural tourism, exhibition
International Logistics Post Group	logistics majordomo, purchasing majordomo, supply chain majordomo, dispatcher and international logistics attache, etc	construction of logistics center; port−vicinity and airport−vicinity industry
International Convention & Exhibition Post Group	international convention & exhibition planning, booth marketing, exhibition site coordination and service, etc	construction of commerce and trade logistics center and science and technology education center; convention & exhibition industry
High−end Equipment Manufacturing Post Group	product design, production management, overseas projects, etc	construction of international production capacity cooperation center; high−end manufacturing industry
Service Post Group	service outsourcing, hotel management, international airline service, tourism management and planning, transnational tour guide, etc	construction of science and technology education center and international tourism center; medical health, airport−vicinity and cultural tourism industry

| Language Post Group | Translator or interpreter, foreign secretary, bilingual teacher, etc | construction of five major centers including transportation, commerce, trade and logistics center, international production capacity cooperation center, science and technology education center, international tourism center and regional financial center; nine major industries including electronic information, new energy vehicles, high−end manufacturing, medicine and health, modern agriculture, port−vicinity, airport−vicinity, cultural tourism, exhibition |

Confirming the Typical Application Tasks of Business English in Shaanxi Free Trade Zone

After confirming all kinds of typical occasions (i.e. post groups) in which business English is used, it is neces−sary to make clear what specific language tasks, or specific work content, should be accomplished in these occasions or within the scope of business English. Taking the above foreign trade post group as an example, the work content or language tasks involved in each post are as follows:

Table 2: Typical Application Tasks of Business English in Shaanxi Free Trade Zone

Typical Application Occasions of Business English	Typical Application Tasks of Business English
Export Sales Staff	developing market, negotiating business, drafting contract, fulfilling contract
Foreign Trade Documents Clerk, Documentary Handler	handling orders, customs declaration and shipping, making all kinds of documents, receiving and paying money for goods, foreign exchange settlement
Business Customer Service	entertaining customers, after − sales service
Administrative Secretary and Administrative Assistant	entertaining visitors, dealing with documents, arranging business travel and meetings, transmitting instructions

Confirming the Description Parameters of Business English Application Competence in Shaanxi Free Trade Zone

After confirming the application content of business English in the Free Trade Zone, it is necessary to study and confirm the description angle of business English competence involved in each application content and know from which aspects to describe completely and objectively. These aspects are called application ability parameters. In gen−eral, no matter what language tasks business English completes on what occasion, it is essentially five basic language abilities, including business English listening, speaking, reading, writing and translation. Taking the application of business English in foreign trade posts as an example, the parameters used to describe the five language abilities are respectively confirmed as follows according to the job content of these posts:

Table 3: Description Parameters of Business English Application Ability for Foreign Trade Posts in Free Trade Zone

Business English Application Ability on Foreign Trade Post	Description Parameters of Business English Application Ability on Foreign Trade Post
Business English Listening Ability	1. understanding of the form, structure and meaning of foreign trade discourse; 2. record and feedback of foreign trade discourse
Business English Speaking Ability	1. applying of foreign trade language elements (pronunciation, intonation, vocabulary, grammar structure); 2. discourse organization and communication in foreign trade context
Business English Reading Ability	1. identifying of foreign trade words; 2. applying of foreign trade knowledge; 3. understanding of foreign trade statements; 4. grasping the structure of foreign trade discourse
Business English Writing Ability	1. employing of foreign trade vocabulary and grammar; 2. arranging of foreign trade discourse structure; 3. applying of stylistic conventions in foreign trade texts
Business English Translation Ability	1. understanding of foreign trade texts; 2. expressing of foreign trade translation

Confirming the Descriptors of Each Parameter of Business English Application Competence in Shaanxi Free Trade Zone

After confirming the parameters describing each application ability of business English in Shaanxi Free Trade Zone, it is necessary to confirm the specific descriptor of each parameter. To ensure the scientificity and universal applicability of these descriptors, such means as literature method, sampling method, personal intuition or experts recommendation can be used to collect comprehensively the existing evaluation statement or detailed descriptor of various typical task situation of business English application, use statistical analysis software to make classified statistics, and then establish a descriptor bank of business English application ability in Shaanxi Free Trade Zone, confirm the descriptors of all parameter through repeated consideration, and classify ability grades.

Developing the Scale of Business English Application Competence in Shaanxi Free Trade Zone

After confirming the descriptor of application ability, the scale of application ability can be developed. First of all, to solicit opinions on competence descriptors of various levels by using the methods of expert experience of enterprise and university, symposium of front-line teachers at university, interview with language user and other methods, make appropriate adjustments according to the situation, and then a preliminary scale of business English application ability is developed. Then, a trial test is conducted among various business English users (such as college students and enterprise employees), and professional statistical analysis software is used to conduct professional empirical analysis of reliability, validity and differentiation, and corresponding adjustments and improvements are made to the descriptors with poor feedback on reliability, validity and differentiation, and then the next round of test is conducted. After repeated testing and improvement, the reliability, validity and discrimination all reach the optimal value, thus the scale of business English application ability of Shaanxi Free Trade Zone is finally compiled. Due to space limita-

tion, the scale developed by the author's team will not be displayed here.

In conclusion, the development positioning of Shannxi Free Trade Zone has produced a large amount demand for foreign trade talents and language services think tank. In recent years, the strengthened coordination among the government of free trade area, enterprises and colleges and universities within the province has improved the language service level, which meets the demand of the development of the free trade zone to some extent. However, there is no a set of authoritative, unified and practical employment standards for foreign trade talents such as business English talents, so the targeted research should be made as soon as possible. The competence scale of business English is a convenient and effective talent measurement standard and an important content of language service. Therefore, the competence scale of business English under the guidance of Shaanxi Free Trade Zone will greatly improve the construction of language service think tank in the zone, and then accelerate the realization of the strategic positioning function of Shaanxi Free Trade Zone. This is the research significance of this paper.

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Acknowledgements

Chinese Hieroglyphs and the Basic Language Unit

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[Abstract] *Based on the definition and classification of Chinese hieroglyphs, this study focuses on the following aspects: (1) hieroglyphs have the characteristics of form, sound and meaning in Chinese language system; (2) there are differences and connections between hieroglyphs and words. This study tends to think that hieroglyphs are the basic unit of Chinese.*

[Keywords] *Chinese hieroglyphs; six categories of Chinese hieroglyphs; taking words as language units; taking hieroglyphs as language units*

Introduction

There are different opinions on what is hieroglyphic and its relationship with "word" and "lexeme". The interpretation of hieroglyphs in dictionaries of different languages varies greatly:

1. A picture or symbol of an object, representing a word, syllable or sound, especially as used in ancient Egyptian and other writing systems (Oxford Advanced Learner's English Chinese Dictionary, 2018).

2. It refers to the writing made by imitating the shape of a real object. Each word has a fixed reading method, which is different from the picture text without fixed reading method (Xinhua Dictionary, 2013).

3. Hieroglyphs–pictographic symbols of ancient Egyptian writing, used since the end of the fourth century BC. At present, there are more than 5000 Egyptian hieroglyphs, but there are no more than 700–800 hieroglyphs used in each era. The word "hieroglyphic" also applies to other non–alphabetic symbols. Therefore, hieroglyphs are called Chinese characters, Japanese letters, etc. (Russian Encyclopedia of F. A. Brockhaus and I. A. Efron.)

When we compare the different definitions of hieroglyphics in these dictionaries, we find that there is no unity among these definitions. They reflect various views on hieroglyphics, which can represent a concept, a word or even a sound. Chinese hieroglyphs are unique writing created by the Chinese people with a history of several thousand years. In the process of forming a complete writing system, hieroglyphs are constantly supplemented by graphics and index symbols. The Chinese developed a relatively mature hieroglyphic system in the Yinshan Dynasty (from the 14th century BC to the 11th century BC). In a large number of fortune–telling inscriptions on bones and turtle shells pictographic, index, ideographic, borrowed, pictophonetic symbols were found. Several thousand years later, pictophonetic hieroglyphs are considered the main hieroglyphs in the modern Chinese writing system. In fact, because pictophonetic hieroglyphs are produced on the basis of ancient hieroglyphs and indicative hieroglyphs, the use of hieroglyphs without phonetic information is always inconvenient. At this stage, Chinese writing changed from simple ideograph to phonetic ideograph (Ma, 2006, p. 39).

Six categories of Chinese hieroglyph

"Shuo Wen Jie Zi" (The origin of Chinese hieroglyphs), the earliest philological work in China, gives a detailed explanation of the six categories of Chinese hieroglyphs. Through the analysis of the structure of Chinese hieroglyphs, our ancestors came to six rules of Chinese hieroglyphs:

1. Pictographic characters. The nature of pictures is weakened, and the nature of symbolism is enhanced. The hieroglyphs of graphic category are the paintings of the objects they represent, and their outlines correspond to the shape of the objects. For instance, "日(sun)" and "月(moon)".

2. Self-explanatory characters. When it is impossible to express Chinese hieroglyphs by drawing an image picture, an abstract symbol is used. Most of Self-explanatory characters are based on pictographic characters to increase or decrease strokes. If you look at these hieroglyphs carefully, you will understand their meaning. For example, hieroglyphs "上(up)" and "下(down)".

3. Ideogram plus phonetic, also known as phonograms, phonetic compound or picto-phonetic character, which refer to a way of creating Chinese characters. They are the most productive form of Chinese characters.

4. Combined ideogram. Hieroglyphs in this category combine two or more independent pictographs or referential hieroglyphs that can cooperate with each other to express a new meaning.

5. Transfer character. Hieroglyphs formed by modifying certain parts of its synonym. In this way, the two hieroglyphs are used to annotate each other, which are synonymous with each other but have different meanings.

6. Phonetic loan characters, borrowing a word to express something else. If there is a new thing that can't be described, we can use a root with similar pronunciation or attribute to express this new thing.

According to the internal structure of Chinese hieroglyphs, they can be divided into simple and complex hieroglyphs (Su, 1995; Xia, 2015, etc.). Simple hieroglyphics are composed of strokes, which are two-level structural units. Complex hieroglyphs consist of two or more simple characters. In other words, in the complex hieroglyphs, strokes constitute the radicals, and the radicals constitute the characters.

The structure of hieroglyphs and the relationship between the components of hieroglyphs have attracted special attention of many Chinese scientists. Simple hieroglyphs are a part of complex hieroglyphs. They not only have word formation function, but also have semantic and phonetic functions defined by our ancestors. The creation mode of complex hieroglyphs is determined by the functions of various parts of hieroglyphs. For example, the hieroglyph "桐" means "Tung tree". The creator of this word uses the grapheme "木" (tree) to express that "Tung tree" is essentially a kind of tree, and uses the tone of grapheme "同(tong)" to express the pronunciation of "桐". Thus, the semantic grapheme 木 has the function of expressing meaning, while the phonetic grapheme 同 has the function of expressing pronunciation.

It should be borne in mind that the concepts of "the element of the hieroglyph", "radical" or "grapheme" as synonyms are also often used in the study of Chinese characters. Radicals by which characters are arranged in traditional Chinese dictionaries are graphics or simple characters composed of strokes in Chinese characters. It can serve as a semantic or phonetic indicator. In a narrow sense, radical is the element of the hieroglyph that acts as a thematic classifier, indicating which sphere the meaning of the hieroglyph belongs to. It should be emphasized that radicals play an important role in understanding the structure of hieroglyphs and revealing their cognitive mechanism. In fact, most of them are semantic symbols, belonging to the category of semantic symbols reflecting the ancestors' perception of themselves, nature, and society. Therefore, they have universality, culturality and heredity.

From the perspective of phonetics, each Chinese hieroglyph corresponds to a syllable, and the syllable structure is simple and stable: consonants, vowels and tones are combined according to certain rules to form about 2000 syllables. There are a large number of homonyms in Chinese. The same syllable can correspond to multiple hieroglyphs. Semantically, the form of hieroglyphs is to express rich semantic information, which is reflected in the polysemy of hieroglyphs.

There is a certain relationship between written language and the information conveyed, which has obvious motivational characteristics. Most of them can be connected with their external meanings through hieroglyphs. However, this does not mean that the external form directly reflects the semantic meaning of Chinese hieroglyphs. Chinese hieroglyphs record the logical relationship among the sound, external form and meaning through ideographic means. Therefore, the Chinese hieroglyphs combines the external form, sound and meaning, in other words, the hieroglyph through the external form has a visual image and semantic information. According to Hu Weiping, "phonetic characters record sound, that is, external phonetic letters are directly connected with sound, forming an auditory image in the brain; external ideographic characters will contact the value you express" (Wei, 2004, p. 139). Hu Wei-ping in his work clearly expresses that the phonetic character forms a chain of perception in the following way: " the image of (external) letter–sound–an auditory image (i.e., first see the written sign, then again it recognize a particular sound and forms an auditory image); ideographic character forms another chain of perception: the image (external) of the character–semantic value–the visual image" (Wei, 2004, p. 139). But it should be added that in ideographic writing there are also signs that do not express meaning and turn into pure phonetic symbols, so we can say that ideographic writing is mixed and characterized by its own chain of perception.

The relationship between hieroglyphs, words, morphemes and syllables

In Sinology, the most controversial issue is the relationship between hieroglyph and morpheme and word. There are two opposite views on the nature of hieroglyphs. The first view comes from Lu Shuxiang, who believes that "pictograph, syllable and morpheme constitute the trinity of Chinese hieroglyphics" (Lu, 1963, p. 39). From the perspective of modern Chinese linguistics, Lu Shuxiang's hypothesis is not acceptable, but her earlier views are undoubtedly revolutionary, because it is the first time that hieroglyphs have the nature of speech.

Another view is based on the relationship between hieroglyphs and morphemes. For the supporters of this view, "hieroglyphs, like morphemes, are the least effective unit of semantics and a part of words. According to this view, hieroglyphs are equivalent to morphemes, so we can think that hieroglyphics are essentially a morpheme and can be defined as the basic unit of language" (Li, 1997, p. 20). There are several reasons to confuse hieroglyphs with morphemes: first, influenced by the Indo-European language theory; second, both hieroglyphs and morphemes are the smallest structural units; third, they are connected by the existence of semantics.

The Chinese linguist Xu Tongqiang writes about the fundamental difference between the morpheme and the hieroglyph. He considers both units in terms of their linear structures and the complexity of their functions. He believes that a single hieroglyph may contain several different words (Xu, 1994, pp. 8–9). We do not tend to think that it is necessary to distinguish these concepts. First of all, they are related to different linguistic phenomena at different levels in the language system. Their mixture has a negative impact on the development of Chinese studies. We think that hieroglyphics are multifunctional, so they can be used as morphemes. Of course, hieroglyphs cannot be confused with morphemes or words. Wei Huping, a Chinese linguist, discusses the relationship among hieroglyphs, words, morphemes and syllables.

"According to the relationship between hieroglyphs and language units, hieroglyphs are divided into four groups:

a) A single hieroglyph records a word with semantics and can be used independently.

 b) a hieroglyph is used as a morpheme in word formation.

In ancient Chinese, words expressed with single hieroglyphs. In this case, the meanings of hieroglyphs have a direct relationship with their composition, which is embodied in the following aspects:

1. The meaning of the single-component hieroglyph usually corresponds to the meaning of the word.

2. The pictographic meaning of the hieroglyph is the meaning of the word.

3. The motivation of the hieroglyph is the meaning of words.

4. The picture meaning of the hieroglyph is the reflection of behavior or phenomenon, which is expressed by word meaning.

5. The meaning of the hieroglyph is the abstract expression of word meaning.

6. The meaning of the hieroglyph contains many possibilities for figurative meanings of words, i.e. the meaning of the hieroglyph evokes associations of different aspects and levels.

7. The meaning of the hieroglyph has lost its connection with the meaning of words, and in this case most of the hieroglyphs belong to the borrowed category.

c) A single hieroglyphic records a meaningful morpheme, but it is not a word and cannot be used independently. It can only be combined with other morphemes to form a word.

d) A single hieroglyphic records a syllable, it does not belong to the structural unit of language, does not express any grammatical or semantic meaning, it is a pure phonetic symbol. In this case, the relationship between hieroglyphs and words is weakened" (Wei, 2004, p. 138).

In Sinology, there is a view that the main difference between the hieroglyph and the word is that they belong to different systems. Traditionally, a hieroglyph refers to a written sign system, and a word refers to a language sign system. According to this theory, the hieroglyph is "the basic unit of writing, which serves as a minimal and independent unit of visual form in the written system" (Pen, 2014, p. 62). According to this point of view, words appear as stereotypes structure which connect pronunciation with meaning. Peng Zerong generalizes and emphasizes that hieroglyphs are a way of expressing language, not the language itself. hieroglyphs usually record significant units of language--a morpheme or a simple (single-morpheme) word (Pen, 2014, p. 62).

A similar view is supported by the linguist Zhang Lu, who believes that "the relationship between the hieroglyph and the morpheme can be represented as a relation between the plan of expression and plan of content" (Zhang, 2011, p. 80). In this connection, the hieroglyph is a sign writing system, not a unit of language.

In our opinion, a comprehensive approach is necessary to distinguish between the hieroglyph and the word, both external formal signs and internal semantic signs must be involved. As for the semantic criterion, it is necessary to take into account the semantic information contained in the hieroglyph, not always the meaning of the hieroglyph completely coincides with the meaning of the word.

As for the semantic standard, we should consider the semantic information contained in hieroglyphs, which is not always the same as the original meaning of the words it expresses. Therefore, etymological standard can be used as a criterion to distinguish hieroglyphs from characters: the original value of hieroglyphs is compared with the original value of word meaning. The etymological criterion shows that the meaning of the hieroglyph is not simply identified with the semantics of the word. Reconstruction of the figurative component of hieroglyphs allows us to reveal the original meaning of hieroglyphs and reveal the motivation for their inventions. Therefore, in Chinese linguistics, the

concept of word is not equal to the concept of hieroglyph. They may be functionally equivalent, but in some cases, such as at the semantic level, we cannot establish an absolute identity between them. They are different concepts.

Taking words as language units or taking hieroglyphs as language units

In modern Chinese linguistics, there is no single point of view on the allocation of the main structural unit. The discussion involves the existence of two theories "taking words as language unit" and "taking hieroglyphs as language unit".

The first view is represented by the opinion of Chinese researchers who refer the word to the main language unit, since it is "a minimal, independent and real unit in which the plan of content is connected with the plan of expression in the language system" (Peng, 2014, p. 62), "independently used for composing a sentence" (Ge, 1985, p. 2). The prevailing theory in modern Chinese linguistics refers to the word as the main structural unit on the basis of which phrases and sentences are formed. The essence of the theory "taking word as the main unit of language" is that the word and sentence are the main structural units of the language: the sentence consists of words, all words perform certain grammatical functions, parts of speech and structural units are interconnected (Guan, 2008, p. 28). It should be noted that the theory of "word as the basic unit of language" follows the traditions of studying Western languages.

The main provisions of the theory of "taking words as the basic unit" can be summarized as follows:

1. A hieroglyphic is a writing symbol that can be used to write meaningless words, morphemes or syllables.

2. In monosyllabic words, hieroglyphs correspond to the word.

3. In disyllabic words, hieroglyphs may correspond to morphemes or syllables.

Some linguists believe that hieroglyphics are not only a means of writing language, but also an important unit of language. According to this view, "Chinese characters are the main structural unit of Chinese" (Guan, 2008, p. 26). As one of the founders of the theory "taking hieroglyphs as language unit", Xu Tongqiang believes that "it is necessary to consider the influence of traditional hieroglyphs on people's psychology, because hieroglyphs are the structural units with psychological reality in Chinese groups" (Xu, 1998, p. 3). This explanation denies the existence of the concepts of "word" and "morpheme" in Chinese linguistics. According to this theory, at the syntactic level, the language unit higher than hieroglyph is the combination of hieroglyphs and sentences.

Implications and Conclusion

Therefore, combined with the characteristics of modern Chinese, we can say that Chinese, like Indo European languages, has the concepts of "word", "morpheme" and "phrase". Hieroglyphs are the basic unit of Chinese. Hieroglyphs make the Chinese system unique and influence Chinese and Chinese vocabulary significantly. This paper is based on the theory that hieroglyphs are the basic units of Chinese.

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Part Ⅱ :
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A Survey of Traditional Chinese Drinking Games

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[Abstract] *China has a long history of wine-brewing. Traditional Chinese drinking games are a unique and mysterious part of the Chinese drinking culture. This paper deals with the development of Chinese wine first, and then takes big events as reference to uncover the history of the traditional Chinese drinking games chronologically. After introducing the representative drinking games from each dynasty, it could help people understand the general development of the traditional Chinese drinking games.*

[Keywords] *history; traditional; Chinese; drinking games*

Introduction

China has a long history of wine–brewing. Based on its long history of wine–brewing skills, China has cultivated a unique drinking culture for thousands of years. According to ancient Chinese history, almost every dynasty has its distinctive drinking culture, especially drinking games. Every drinking culture is featured by its drinking games. Moreover, every drinking game aims to liven the drinking atmosphere and avoid overdrinking. Therefore, it is necessary to summarize the history of traditional Chinese drinking games.

The Origin and Development of Wine

China is one of the countries famous for its long wine–brewing history around the globe. Jiu (酒), the Chinese wine pictogram, can be found in the oracle bones as early as the ancient Shang Dynasty (c.1600 BCE– c.1046 BCE).

The Origin of Wine

About the origin of the wine, there are several stories. Among these stories, the story—the drunken ape–men making wine (Zuiyuan Niangjiu 醉猿酿酒), has been accepted and verified by researchers and archaeologists. Although the so–called wine here is different from the later real wine, it is the very earliest rudiment of primary Chinese drinking. According to the archaeologists, Shuanggou (双沟), a small town in Jiangsu Province, was hot and humid 50,000 years ago and grew wild dense forest and rich wild fruits. A flock of ape–men lived on the wild fruits there, and some of them inclined to store fruits in tree holes or stone depressions. Those fruits mildewed slowly and silently as time went by. One day those mildewed fruits scented a kind of aroma of wine, and its taste became sour and sweet. Because of the changeable weather, sometimes ape–men could not pick fresh fruits, and therefore they had to feed themselves with those stored fruits. When they wolfed down those mildewed fruits, they fell in love with the sour and sweet flavor. After

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the feast of the fruits, ape-men limped and became drunk. When they woke up, they began to store fresh fruits into tree holes or stone depressions to make the mildewed fruits, which was the very first wine by natural microorganism—saccharomycetes. It was the saccharomycetes that fermented those fresh fruits into sour and sweet flavor fruits and made them the very first wine. However, this so-called wine was a kind of wild fruits with some wine flavor at most, not the real authentic wine (Chen, 1996, p. 1).

The Development of Wine

In 1953, the archaeologists unearthed the Xiacaowan ape-men's (下草湾猿) leg bone fossils near current Shuanggou wine factory. After their hard work, they have found out that these fossils are made of the drunken ape-men, who have eaten the fermented fruits or fruit juice. Therefore, they call it the fossil of drunken ape-men (Chen, 1996, p. 2). That represents the beginning of the wine-brewing that can be dated as early as the Ape men's age, about 50, 000 years ago. Moreover, the development of wine can be roughly divided as the following eight ages chronologically:

The Later Old Stone Age, about 6, 000–7, 000 years ago, saw the first wine. The wine then was a kind of sweet wine with a fruity fragrance, different from the original drunken wine.

The New Stone Age, about 2, 000–5, 000 years ago, watched the birth of milk wine. The wine was made of fermented sugary milk. *Zhou Li or Book of Zhou Rites* (周礼) recorded the milk wine, which was probably the earliest written record of wine.

Longshan Culture, about 50,000 years ago, saw the emergence of the grain wine. The grain wine was made from millet or paddy. Due to the improvement of farming, millet and paddy can grow then.

Shang Dynasty (c.1600 BCE – 1046 BCE) witnessed the creation of *Qu* (曲). Qu referred to the carrier, which cultivated microorganisms—mycete, saccharomycetes, and bacteria, from raw materials, such as grains and beans. These microorganisms can make amyloglucosidase and zymase during their reproduction. Therefore, the creation of Qu upgraded the wine-brewing from simple brewing method into double fermentation, which was the breakthrough in Chinese wine-brewing history and laid the foundation of the Chinese wine development (Chen, 1996, pp. 8–9). For a long time, China was the only country that could use Qu the unique Chinese skill to make wine. Qu later was introduced to Japan, India, and Southeastern Asia. It was not until the end of the 19th century that Europeans learned how to make Qu and brew wine, more than 2,000 years later than that in China (Xu, 1989, p. 2).

The Western Zhou Dynasty (c.1046 BCE – 771 BCE) built up a relatively complete and scientific wine-brewing technology. There were some officers to manage, organize, and monitor the slaves to make wine. "November in Lunar Calendar" in *The Book of Rites* (礼记 ● 月令仲冬) recorded the critical points of the wine-brewing process and its making procedures, which was the earliest written record of the wine-brewing processing and procedures. According to *The Book of Songs* (诗经), *Verse of Chu* (楚辞), etc., Western Zhou could already make different wines, including Huangjiu (黄酒), Guojiu (果酒), and integrated alcoholic beverages (配制酒) (Chen, 1996, p. 9).

After Qin and Han Dynasties, about (after c. 230 BCE – 210 AD), the variety of Qu increased rapidly. Yang Xiong from the Former Han (c. 202 BCE – 8 AD), in his book Dialect (方言), noted down many types of Qu in the Han Dynasty. In the Jin Dynasty (c. 265AD – 399 AD), people introduced plant medicine materials as a raw material of Qu to make wine. It meant the birth of herbal wine (Jiu Yao 酒药), a new kind of saccharomyces to brew wine. Jia Sixie (贾思勰), an outstanding agronomist in Northern Wei Dynasty (c. 386 AD – 534 AD), made a detailed recording of the methods of making Qu and wine in his book *Essential Skills of Medioscience* (齐民要术) (Chen, 1996, p. 10).

Tang and Song Dynasties (c. 618 AD – 1234 AD), the skillful wine-brewing technology can make various kinds of wine. The names of those wines during the Tang Dynasty (c. 618 AD – 959 AD) were almost with *Chun* (春). Chun meant spring in English, which represented the prosperity of wine-making. During Song Dynasty (c. 960 AD –1234

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AD), wine−brewing became popular within the imperial palace, among the earl or duke, and even the local officials, they could have their private brewing wine, besides government−franchised wine−brewing factories (Chen, 1996, p. 10−11).

Yuan, Ming, and Qing Dynasties (c. 1271 AD − 1840 AD), more and more private brewing wine came into being. Li Shizhen (李时珍), an excellent medical expert from Ming Dynasty (c. 1368 AD − 1633 AD), summarized the development of wine before 16th century in *The Compendium of Materia Medica* (本草纲目), detailed the brand names, production places, brewing methods, and essential wine stories, and mainly introduced the medicinal value of wine which was unprecedented (Chen, 1996, p. 12).

From the above words, we can get a clear picture of the development of wine through Chinese history. We can notice that the technology of wine−brewing matures in Tang and Song Dynasties, and popularizes in Yuan, Ming, and Qing Dynasties. Along with the development of wine, traditional Chinese drinking games are developing all the time.

The Origin and Development of Traditional Chinese Drinking Games

Through the long Chinese history, games are always one important cultural activity (Cai, 1997, p. 1). In ancient China, there were many kinds of games, and they were developing with time. As to the drinking game, it is the same case.

The Origin of Traditional Chinese Drinking Games

From the above summary, the origin of wine can be traced back as earliest as the remote ancient times, called Zuiyuan Niangjiu. However, due to the lack of relevant information, it is impossible to deduce any possible clues. When we follow the development timeline of wine, we can get some stories in the Shang Dynasty (c. 1600 BCE − 1046 BCE). In "Chronicle of Shang Dynasty" recorded in *Records of the Historian* (史记 ● 殷本纪), the author Sima Qian (司马迁), a historian from the Former Han Dynasty (c. 202 BC − 8 AD), has recorded that the King Zhou of Shang Dynasty built the *Jiuchi Roulin*. Jiuchi here meant a grand artificial pool filled with wine, and Roulin here referred to the artificial forest made of plenty of meat (Geng & Jin, 1991, p. 2). However, this record only evidences the king's luxury and tyranny, nothing to do with the drinking game. When time slipped into the Western Zhou Dynasty (c. 1046 BCE − 771 BCE), the origin of traditional Chinese drinking games showed its cue. From the late Western Zhou Dynasty to the Spring and Autumn Period (c. 770 BCE − 476 BCE), vassal states fought for each other. Kings of vassal states often hold a series of rites and ceremonies to pray for the triumph and enhance troop morale. At the very beginning, soldiers usually echoed with the biggest bowl to swig wine in one gulp to show their bravery and determination. Gradually, such kind of drinking became ritual and boring in long march days. Soldiers turned to create some playing games in their military days voluntarily. They first played some games without any tools, such as wrestle. Later, they started to use the natural weapon at hand to play some relaxing games, such as shooting with an arrow. To ensure fairness, they usually chose one among them to be the referee. That can be very rudiment of the original drinking game. Those competitive military activities gradually expanded their entertainment in a long time, and many more games emerged, such as *Pitch-pot* (投壶). The rule of pitch−pot is to throw an arrow into one vessel, and the vessel has its strict size and location.

Moreover, the whole pitch−pot process has a whole playing ritual. According to Geng& Jin (1991, p. 2) and Xu (1989, p. 7), pitch−pot became widely accepted in the later Spring and Autumn Period, and popular in the Warring States Period (c. 475 BCE − 221 BCE). Therefore, we may safely say that pitch−pot is the first traditional Chinese drinking game, and it emerges in the later of Spring and Autumn Period, almost 2,700 years from now.

The Development of Traditional Chinese Drinking Games

With the growing popularity of pitch–pot among the military, the heads of vassal states, the blue blood of higher rank, and the officers in the palace, they started to fall in love with pitch–pot. When pitch–pot spread among the blue blood of lower rank, who was called *Shi* (士), pitch–pot became more and more active and animate. It stimulated the competitive Shi to find a way to prove their richness in knowledge and wisdom. Shi usually referred to those who were literate with some education, and they had some knowledge of classics, poetry, etc. Since the Shi was not good at throwing, they turned throwing actions into speeches. When soldiers were drinking, they were throwing an arrow into the appointed vessel; when the Shi were drinking, they spoke out the lines from well–known allusions, classical poetry, and books, as well as odes and songs to entertain and compete with each other. The soldiers played pitch–pot to fight for a winner in bravery and strength, while the Shi used their knowledge storage to win over the others to show their knowledge and wisdom. Moreover, to ensure a fair outcome, Shi also selected one referee to make judgments (Xu, 1989, p. 8). Therefore, Shi created a relatively literate–oriented drinking game, compared with pitch–pot, a relatively strength–based drinking game. We call the former one *Elegant Games* (雅令), the later one *Popular Games* (通令). Until now, there are two general drinking games, Elegant Games and Popular Games. We can safely conclude that the birth of Elegant Games has enriched the type of traditional Chinese drinking games, which embodies a simple and compatible traditional Chinese drinking games system. From then on, the traditional Chinse drinking games evolve and blossom in the following periods chronologically:

The Former Han Dynasty (c. 202 BCE – 8 AD) and the Latter Han Dynasty (c. 25 AD – 195 AD) witnessed the birth of *Jiuling* (酒令) and *Shefu* (射覆). The Jiuling meant traditional Chinese drinking games in Chinese. Although in ancient times, there were already some interspersed entertainments to enliven drinking, such as playing pitch–pot, reciting poetry lines, drawing pictures, etc. However, it was not until the Han Dynasty that the word Jiuling came into being. Jia Kui (贾逵), a litterateur from the Latter Han Dynasty, first wrote the Chinese word 酒令 (Drinking Chanting) in his book. Jiuling was accepted then, although it was just popular among the then northern part (Xu, 1989, p. 13). Jiuling means the games are played during drinking wine, which equals the drinking games in English expressions. From the very beginning, almost as early as the Warring States (c. 475 BCE – 221 BCE), *Shangzheng* (觞政) played the same ordering rule in drinking activities. It was recorded in prose named "Good Speech Essence" in *An Anthology of Artistic Excellence* (说苑 ● 善说) written by Liu Xiang (刘向) from the Former Han Dynasty (Geng & Jin, 1991, p. 6; Jin, 1991, p. 5). In ancient times, the drinking order was compared to the governance, and therefore, the drinking order was also called Shangzheng (Liu, 1993, p. 5). Therefore, we could say that the Jiuling was a new emergence word in the Han Dynasty, which may represent the new stage of the drinking games development in the literature part. In the Han Dynasty, there was a new type of drinking games, Shefu, in Chinese. She meant to guess the items; fu meant the items covered under covers. This Shefu was very popular during Emperor Wu of the Former Han (汉武帝) (c.141BCE – 87 BCE). Its uniqueness was in the following aspects: (a) player A first hid an item under a cover or a plate; (b) player B or Bs guessed the item without putting the covers away, and player B was not allowed to speak out the answer directly, instead, player B should use some rhythmical words to describe the covered item, including its shape, features, etc. (c) after the vivid description, the player B was allowed to speak out the item (Geng & Jin, 1991, p. 7). From the above words, we may safely say that during the Former Han Dynasty (c.202 BCE – 8 AD) and the Latter Han Dynasty (c. 25 AD –195 AD), drinking games well developed in literature and type, Jiuling represented its literature, and Shefu reflected its type innovation.

The Southern Dynasty (c. 420 AD – 589 AD) and the Northern Dynasty (c. 386 AD – 581 AD) introduced music, dance, acrobatics, versification, and riddle into the drinking games. People then played those games to persuade others to drink more during the party or feast. According to "Biography of Wang Jian" noted in the Book of *Qi Times* (齐

书 • 王俭传), when the King feasted his courtiers, every courtier would show their talents to win the king's favor. Chu Yuan plays the pipa; Shen Wen song a song *when the midnight comes*; Zhang Jing'er danced; Wang Jing played an acrobatic show in which a knife was thrown from the air with open arms; Wang Jian recited lines from *The Book of Feng Shan* (封禅书) (Geng & Jin, 1991, p. 10). This record showed that in the Southern Dynasty (c. 420 AD–589 AD), people already adopted music, dance, and acrobatic to enrich the drinking games. According to "Biography of Xue Xiaotong" in *History of Northern Wei Dynasty* (北史 • 薛孝通传), when Emperor Jie Min (节闵帝) feasted his courtiers, some played different musical instruments, and some improvised poems with specified rhyme (Geng & Jingle, 1991, pp. 10–11). The improvised poem means significant progress in the drinking games, which not only keeps the tradition of Elegant Games but also increases the interest and difficulty of Elegant Games. According to the volume III of *Temples in Luoyang* (洛阳伽蓝记 • 卷三), when the Kings feasted his courtiers, the former often made a riddle to ask the latter to guess to enliven the drinking atmosphere.

One well-known king is the Emperor Xiao Wen (孝文帝) from the Northern Wei. When he feasted his courtiers, he asked the latter to guess the riddle and to perform the answer with action and imitation, without directly speaking out the answer (Geng & Jin, 1991, p. 11). Then the process of guessing the riddle turned out to be a new scene of playing drinking games. All players seemed to be actors to use their body movements to reveal the answers silently, and the full guessing process seemed to be a movie-making scene, which made the drinking games more exciting and challenging. Before long, this new riddle drinking game swept the whole places during the Southern Dynasty (c. 420 AD – 589 AD) and the Northern Dynasty (c. 386 AD – 581 AD). This new drinking game was another innovation then, which endowed the routine guessing drinking game a vivid spectacle. The players not only can enjoy the excellent wine but also can be an actor to play or an audience to watch, which adds the charm of art to the drinking games. Until the Former Han Dynasty (c. 202 BCE –8 AD) and the Latter Han Dynasty (c. 25 AD –195 AD), the drinking games absorbed the music, dance, acrobatics, versification, and riddle to some extent. Especially, their way of playing riddle during drinking activities was an artistic creation. We may safely conclude that the drinking games cultivated a unique artistic style in the Former Han Dynasty (c. 202 BCE –8 AD) and the Latter Han Dynasty (c. 25 AD –195 AD).

The Tang Dynasty (c. 618 AD – 907 AD) was a prime age for Chinese traditional drinking games. Its prosperous economy foundation and open-up social climate bred a colorful, complete, and comprehensive system of the Chinese traditional drinking games. The Tang Dynasty enjoyed the heyday: national unity, advanced technology, blossomed culture, sound economy, active diplomacy. All of the conditions seemed to pave a smooth way for the development of the drinking games. During the Tang Dynasty, the wine culture came into being and prospered as a part of food culture, which meant the drinking games became a token of the wine culture, even food culture. From then on, traditional Chinese drinking games were admitted as a cultural symbol, which gave this game a cultural attribute. Through the poetry written at that time, many lines mentioned or recorded the drinking games. Reading these poems, we can get familiar with the drinking vessels, types of wine, famous brands of wine, and drinking games in those days. It was worth to mention that grape wine was already popular then.

Tang Dynasty has bred many drinking vessels used in the drinking games, such as *chip-counters*(筹), which would be explained below. The famous brands of wine often adopted the Chinese word Chun (春), so the Chun can represent wine. Chun meant spring literally. As to the drinking games, its form, organization, system, and contents were beyond comparison with the previous dynasties. The form and organization of drinking games were developed from simple to complicated, and its system was complete, which was suitable for elegant games and popular games. According to *The Drunken Days and Nights* (醉乡日月), the existing pioneer wine monograph written by Huang Pusong(皇甫松) from Tang Dynasty (Geng & Jin, 1991, p.17), usually 20 people would organize a drinking party, moreover, and among these people, three important monitors play their roles respectively to keep the ball running. The first

one was the Drinking Observer (明府) in Chinese, whose responsibility was to observe the other drinking activity with a pair of dice and a wine scoop. The second one was the Drinking Keeper (律录事) in Chinese, whose job was to keep the drinking activity going sound and smooth. The third one was the Overdrinking Executer (觥录事) in Chinese, whose work was to execute the punishment of drinking more wine. When people selected the Drinking Keeper, they should choose those who were good drinkers. As to Overdrinking Executer, they should select those who were upright and resolute (Geng & Jin, 1991, p.12). It was a custom in the Tang Dynasty that dancing and singing were an inseparable part of the drinking party. When people enjoyed dancing and singing performance, they usually made poems and fun spontaneously on site. That was different from the previous dynasties, and brought literary tastes into the drinking games, more like Elegant Games. Therefore, the drinking games assimilated more literal and literary instead of the wine volumes, and a more civilized drinking climate was gradually spread over every inch of the land of the Tang Dynasty.

According to the notes and records left by the scholars from the Tang Dynasty (c. 618 AD – 907 AD) and Song Dynasty (c. 960 AD –1279 AD), the variety of drinking games are as many as twenty. According to the Supplement to *National History* (国史补), written by Li Zhao (李肇) from the Tang Dynasty, the drinking games then can be roughly divided into three basic forms: *Lvling* (律令), *Toupan* (骰盘), *Paoda* (抛打)(Geng & Jin, 1991, p. 13). (a) for Lvling, Lv meant rules, and ling meant to order. When players were playing Lvling, players would drink in turns and play games with prescribed orders. It was born at the beginning of the Tang Dynasty. The general play of diction, language, chip–counters, and flags all belonged to the Lvling because all of them should proceed under the playing rules and order. Here the rule and order can be strictly performed because of the complete system we have mentioned above. We can take the play of chip–counters (筹) as an example. Chip–counters, usually made of bamboo or wood, acting as a calculator to count the number of drinks consumed by every player in every round at first. Since the people in the Tang Dynasty loved to create, they wrote different descriptions on every chip–counter, and every description prescribed unique literal contents and requirements, afterward. Every player first selected one chip–counter, and he would read these contents, understood that requirement, and finished the task. The player would drink a cup of wine if he cannot finish the task, or others cannot accept his performance. Many poets in those days loved to play chip–counters (Xu, 1989, p. 22). (b) Toupan, Toupan meant to toss a dice. It was born in the early Tang Dynasty. When people who were not good at Lvling, drank together, they usually wondered to decide a drinking order. Toupan can solve this trouble. They tossed the dice and determined their drinking order according to the number of the tossed dice. It was the easiest one, and therefore it was absorbed by other drinking games to act as the opening sign soon. (c) Paoda, Paoda was just a special Chinese name for this kind of drinking game. It was derived from the dancing performed during a drinking party. It was born at the prime age of the Tang Dynasty. It mainly included *Thumb Fight* (拇战), *Palm Fight* (抵掌), and *Gesture Fight* (手势), and it was the new type of drinking games invented by the literate and the then Chinese geisha (Geng & Jin, 1991, p. 16). When players were playing one type of them, they would not only did body movements but also did some verbal speech, a more ingenious type of Popular Games. Let's take Thumb Fight as an example. Thumb here meant fingers, and Fight meant to beat opponents by guessing the right number of the fingers. Thumb Fight meant to guess the number of fingers extended by the two players. That meant when players played Thumb Fight, and they would extend fingers while spoke out the number that they thought was correct. It involves body movements and spoken words.

To some extent, this was also a kind of Popular Games, compared with Pitch–pot. Besides the simple action, Thumb Fight required one more important step, mental guessing, which was a subtle combination of physical and mental. Maybe that is why it is kept and played until today. From the above words, we can safely say that the development of drinking games encountered a peak during the Tang Dynasty. The colorful poems of the Tang Dynasty infused

literary taste into the traditional Chinese drinking games; the open-up climate in those days mixed the artistic dancing into the drinking games; the high literary level of the educated people ensured the prosperity of drinking games then.

The Song Dynasty (c. 960 AD – 1279 AD) not only followed the complete drinking system from the Tang Dynasty but also created new types of literary drinking games, which represented its literary characteristics. Moreover, based on its high economic development, the ordinary people were wealthier, and they wanted more entertainment, which, to some extent, helped the drinking games approach ordinary people. It also bred a profession that catered to drinkers in the hotels and restaurants, such as Special Wine Waiters (酒博士), Wine Service Hepler (闲汉)(Geng & Jin, 1991, p. 19). They were the waiters responsible for serving the customers who wanted to have a drink. The educated people in Song Dynasty still had the same habit of drinking games just the same as the people in the Tang Dynasty, and the former created some new literary types to play drinking games. The Tang Dynasty bred Tang poetry, which was a good art of language, and the Song Dynasty cultivated the Song lyrics, which was a beautiful language art. The former paid particular stress on a political theme, while the latter expressed more the author's personal feelings.

Furthermore, since the rulers of the Song Dynasty valued literature rather than a martial art, the people then preferred to play literary drinking games, which we called Elegant Games above. The drinking games in Song Dynasty usually asked players to create a new line, lyrics, or couplets with daily happenings spontaneously. For example, they would prescribe the players to use lyrics to describe a burglary at night when they were playing one type of literary drinking games, called *Xianshi Zuoshi* (限事作诗 Event-based Poem Writing). Here, xian meant to prescribe; shi referred to daily happenings; Zuoshi meant to make lyrics. The other example was *Huihuanling* (回环令 Circular chanting). Here, hui meant to repeat; huan referred to the previous one; ling meant rules. When players were playing Huihuanling, players would make up a full line, and the line consisted of two parts, which were similar in the total number of words but opposite in the first three words. When the player used the "come and go" as the beginning of the first half part, then he should use "go and come" as the beginning of the second half part. The rest words in the first and second half parts would describe the similar daily happenings, such as the first half part described the butterfly was flying in the flowers while the second half part would describe the egret was standing on the beach. The views described in the two parts of the line were prevalent daily scenes and can fit each other in the same line to portray an elegant picture. Due to their special favor on literary, the people in Song Dynasty played more literary drinking games, which was very different from the people in the Tang Dynasty. The people in the Tang Dynasty treated literary drinking games and body drinking games equally. In other words, the Song Dynasty witnessed the people playing more Elegant Games, while Tang Dynasty saw the people playing both Elegant Games and Popular Games. Besides the actual drinking games, there were many books which were the records of the then drinking games, such as Zhao Yushi(赵于时)'s *A Summary of Ancient Drinking Games* (觞政述), Zhu Yizhong(朱翼中)'s *Classics of Wine-Brewing* (酒经), Dou Ge(窦革)'s *Records on Wine-Making* (酒谱) and so on (Geng & Jin, 1991, p. 21). Until now, we may conclude that after the Tang Dynasty, the drinking games in Song Dynasty were more literary-oriented, whose style is more elegant and exquisite.

The Yuan Dynasty (c. 1271 AD – 1368 AD) watched its popular folk literature combine with the drinking games. The Yuan Dynasty was the first united dynasty established by a minority, the Mongol in Chinese history. When the Mongols ruled the whole country's land, they still kept their favor on the horse-riding and fighting aspects. They carried out policies of ethnic discrimination, oppressed the Han people, and paid little attention to cultural development. As a result, the educated people turned their attention to the folk literature, which included novels, plays, Yuan Opera, and Yuan Songs. Yuan Opera has its Chinese name Yuan Drama (元杂剧), which was an opera accessible in the Yuan Dynasty. Yuan Songs meant Yuanqu (元曲)in Chinese, and it was a type of verse with tonal patterns modeled

on tunes drawn from folk music. The educated scholars often loafed around with the then Chinese geisha, and they tried to combine the Yuan Opera and Yuan Songs with the drinking games, which helped to innovate some new styles of drinking games in those days. Since the geisha was good at socializing different walks of people, they, to a certain extent, played an essential role in spreading the drinking games and helped the drinking games enter into the whole walks of people in the Yuan Dynasty. Therefore, the drinking games were marked with popular folk literature, which was a significant development then. Let us take *Dingzhen Xuma* (顶针续麻)for instance. According to Yuan Opera *Money Pool* (金钱池), and *Flower Pavilion* (百花亭), we can find some opera lines mentioned about the drinking game Dingzhen Xuma (Geng & Jin, 1991, p. 24). Dingzhen Xuma was the full name of Dingzhen (顶针) in Chinese. Dingzhen is a kind of rhetorical method in Chinese literature. When we use Dingzhen, we should notice that it usually contains three parts, part A, part B, and part C, and we should use the ending word of part A as its beginning word of part B, and the part C should use the ending word of part B as its beginning word of part C.

Consider a temple inside the gate, the gate outside the lane, the lane inside the temple. More than that, in Cao Shao (曹绍)'s *Anecdotes of Ancient Drinking Games* (安雅堂酒令), there was a new chip−counter (Geng & Jin, 1991, p.24). Different from the chip−counters in Tang Dynasty, it improved as an instruction to ask the players who picked it to act the scene as its description on the chip. When the players picked one chip−counter, which asked the picker to imitate the sound of bees, the players should imitate the sound of the bees vividly. Otherwise, they would be punished to drink wines. These new chip−counters were just like the simple playscript, which made the drinking party become a role−play scene. From the above introduction, we may safely say that the drinking games approached the folk in the Yuan Dynasty, and it hugely popularized the drinking games at that time. The large population of drinking gamers has laid a solid foundation for the later development in Ming and Qing Dynasties.

The Ming Dynasty (c. 1368 AD – 1644 AD) witnessed the drinking games become artistry and specialization. One outstanding representative was the birth of *Yezi*(叶子). Yezi was the Chinese name of the innovated chip−counters, Yezige (叶子格) which was originated from the Tang Dynasty. In fact, Yezi here was a kind of Cards used in the drinking. Therefore, we may call it Cards instead in the following introduction. With its developing and advancing, Cards in the Ming Dynasty formed its new form and contents. The form of Cards was more artistry than that in the Tang Dynasty. It was brief in words for description and elegant in pictures for interest. The Yezi Pattern in Tang Dynasty was only in word description, which was very dull, not so lovely and lively. The Cards topped the population list of drinking games in the Ming Dynasty. According to *Cards of Yuan and Ming Operas* (元明戏曲叶子), *Cards of the History of the Three Kingdoms* (三国志演义叶子), *Cards Stories of the Successive Dynasties* (历代故事叶子), there were many stories made up for the Cards to play. Let us take *Cards of Yuan and Ming Operas*, for instance. There were only 26 pieces of Cards of it left in the world. (Geng & Jin, 1991, p. 29) The 26 pieces of Cards were printed in blue on white cotton paper. The top of the chip−counter was lyrics, which was corresponding to the picture below, and the bottom drew a picture, which was the drama plot. The figures were touching and appealing, and the layout showed unique ingenuity. All of the lines presented on the chip−counters were flexible and flowing. We can know the handy craft and mature craftsmanship. Unfortunately, the rest of them were missed, and some of them could only be read through the novels or records in those written then. Besides that, the most celebrated painter then Chen Hongshou (陈洪绶) has made *Cards of Water Margins* (水浒叶子)and *Cards of Historical Figures* (博古叶子). The former made 40 vivid heroes who were different in appearance and unique in manner, according to the famous Chinese novel *Water Margins* (水浒传); the latter were 48 pieces of chip−counters who were all the historical figures.

To sum up, the Cards in the Ming Dynasty were the combination of art and idea, which was a significant improvement then. Moreover, in the Ming Dynasty, the books on drinking games were sprung up like mushrooms, and they were divided into different styles by distinct varieties. The literati then loved to record the drinking games, and

the publication was a prevalent trend. Many books on the drinking games came into being. A catalog of exclusive drinking games was published one after another. Among the authors, Pan Zhiheng(潘之恒)contributed six books, *Records of Cards Played during Emperor Huizong*(宋徽宗) *of the Song Dynasty* (宣和谱), *Records of Red Dice Cards* (除红谱), *Records on the Number of Cards* (斗腰谱), *Records on Double Cards* (双成谱), *Records on Gamming Cards* (合欢谱)and *Records of Dicing Cards* (投琼谱). Wang Daokun(汪道昆) published two books, *The Elegies of the South* (楚骚品), *Records on Number and Mahjong Cards* (数钱叶谱). Tian Yiheng(田艺蘅)finished two books, *The Drunken Township Decree* (醉乡律令), *Small-scale Drinking Games* (小酒令). Others are as follows: Chao Yu'an(巢玉庵)'s *The Guest Wishes* (嘉宾心令), Tu Benjun(屠本畯)'s *Word Games* (文字饮), Yuan Hongdao(袁宏道)'s *The Drinking Games* (觞政), Chen Liang(陈梁)'s *Rhyme History* (韵史), Zhang Bi(张陛)'s *Fascinating Date* (引胜小约), Yuan Fuzheng(袁福征)'s *Records on Thumb Fight* (拇阵谱). Those exclusive books on drinking games adopted different narrative perspectives. Some were the record and comments on the macro-level, such as *The Drinking Games and Word Games*. Some were the detailed introduction and description of the practical operation process, such as *Records on Number and Mahjong Cards, The Elegies of the South, and The Guest Wishes* (Geng & Jin, 1991, p. 35). The books on drinking games written at that time turned out to be more elaborate and professional, which helped the drinking games be kept and understood by the followers. Due to those literati's contribution, the drinking games in the Ming Dynasty appeared more specialization and artistry, which helped the drinking games become a renowned art. From the above words, we may safely say that the drinking games in the Ming Dynasty became an art in form and contents. The exclusive books on drinking games are a good record of these traditional Chinese games, which are a valuable treasure for us to unveil this game with written evidence.

The Qing Dynasty (c. 1636 AD -1912 AD) noticed the traditional Chinse drinking games become sociable customs, and the Elegant Games and Popular Games were both accessible on the streets and in the small lanes. People of all walks loved to play drinking games in the Qing Dynasty, and we can see many funny anecdotes in various kinds of books published then. We can see poets play literary drinking games or Elegant Games with his peers in *New Words in A Thriving Dynasty* (熙朝新语); we can read the merchant of salt bails out his guests with drinking games in *A Grand View on the Unofficial History of the Qing Dynasty* (清朝野史大观); we can know the failed scholar play literary words drinking games with the then geisha in *Chat by the Window of the Hostel* (客窗闲话) and so on (Geng & Jin, 1991, p. 36-37). Furthermore, the scene of Qing people playing drinking games was widespread to read in the Qing novels. In the familiar novel, such as *Flowers in the Mirror* (镜花缘), *A Dream of Red Mansions* (红楼梦), *Strange Tales from a Chinese Studio* (聊斋志异), *An Exposition of the Official Circles* (官场现形记), and so forth (Geng & Jin, 1991, p. 37). Since *A Dream of Red Mansions* is the most well-known novel among the above novels, let us get a general summary of the drinking games recorded there. In *A Dream of Red Mansions*, there were not only once to mention the drinking games, and anyone who read the book can realize that the young Childe and Miss in the book love to get together and play different kinds of games. On the crucial days or festivals, they often liked to have a little drink and played some drinking games with their servants. The most impressive drinking games were the Thumb Fight in chapter 63 and Shefu (射覆) in chapter 62. From the description of drinking games in those novels, we may say that the Qing people loved to play the drinking games. This climate stimulated its prosperity in the literature aspect. During the 295 years, the particular books studying the kinds of drinking games were much more than that in any previous dynasties. Therefore, it was believed that the Qing Dynasty was the time for the scholars to gather all the materials of drinking games of the previous time, and made a full packet of drinking games from all aspects. This achievement seemed to have something to do with the prevailing trend of exegesis in the academic circles at that time. Scholars preferred to make exegesis of the previous works rather than create original works. Among those books, there was one influential work, *A Transcription of Traditional Drinking Games* (酒令丛钞). It is written by Yu Dunpei(俞敦

培) and is still republished until today. This book is like an encyclopedia of the traditional Chinese drinking games and lists out over 320 types of the names of drinking games in its special division as Ancient Games (古令), Elegant Games (雅令), Popular Games (通令), Chip Games (筹令) (Geng & Jin, 1991, p. 44). Although it has divided the abundant types of drinking games into four major parts, many researchers have their understanding of every drinking game and make their division of drinking games. That is to say: there still lacks a standard division of the colorful traditional Chinese drinking games until today. It is maybe the research part left for later scholars. In a word, we may safely conclude that the Qing Dynasty is a united period for the collection of traditional Chinese drinking games. Based on the rich works, which are the summary of the history and development of drinking games, the Qing people can enjoy a happy leisure time filled with the various types of drinking games. Moreover, the drinking games climate has helped keep the games, and even record the games for the offspring to study and inherit.

After the Revolution of 1911, China entered into a new stage. The May Fourth Movement or New Culture Movement advocated the use of colloquial language, and some of the ancient Chinese drinking games, especially those classical–prose–oriented and ancient Chinese–used literary games, gradually disappeared in the trend. As a result, the Thumb Fight tops the list of traditional Chinese drinking games. The current people still play Thumb Fight on the streets, in the restaurants, and in the small lanes. It is still loved by the present Chinese, young or old, northern or southern.

Until now, we can get a general idea of the development of traditional Chinese drinking games. From the later of the Spring and Autumn Period to the end of the Qing Dynasty, the traditional Chinese drinking games have been birthed, developed, and evolved for almost over 2,600 years. In the later of Spring and Autumn Period, the first traditional Chinese drinking game Pitch–pot emerges. In the Han Dynasty, the particular Chinese words Jiuling for Chinse drinking games appear, and Shefu comes into being. After that, the Western Han Dynasty and Eastern Han Dynasty, the Southern Dynasty and the Northern Dynasty, the traditional drinking games gradually grow some artistic tastes with literary development. In the Tang Dynasty, the drinking games welcome its prime age, and it innovates both in form, contents, and styles. The whole society is covered with games in various ways.

 All walks of people can play some drinking games. Its system grows mature in the Tang Dynasty. After that, in the Song Dynasty, the literary type of drinking games wins over the non–literary type due to the growth of wealth among ordinary people. In the Yuan Dynasty, the drinking games approach the folks and lay the foundation for the later development in Ming and Qing Dynasties. In the Ming and Qing Dynasties, the drinking games win the largest population nationwide. In particular, the Qing Dynasty is a united period for the collection of traditional Chinese drinking games. Its vibrant works on the drinking games substantially have made an excellent review of the development of the traditional Chinese drinking games in words. Finally, after the Revolution of 1911, China has entered into a new stage. The push of the May Fourth Movement or New Culture Movement has got rid of the traditional Chinese drinking games which use non–colloquial language, especially ancient Chinese–used literary games. Thumb Fight is still lively kept and played by present people.

The Influence of Traditional Chinese Drinking Games

The development and prosperity of traditional Chinese drinking games depend on the literate level, the political state, and the economic forms of the society. Judging from the history of traditional Chinese drinking games, a stable society with a prosperous economy and a safe and open–up climate is beneficial for its evolving and innovating. We can see the first developing peak in the Tang Dynasty, and the following prevailing tide in the Song, Ming, and Qing dynasties. All of them have contributed to the popularization of the drinking games home. Moreover, traditional drinking games not only popularize home but also abroad. It not only merely enriches the people's entertainments but also

fills the Chinese literature developing history.

The Overseas Influence of Traditional Chinese Drinking Games

Through Chinese history, the Tang Dynasty enjoys a large amount of wealth and an open-up mind to handle the matters home and abroad. Its capital Chang'an, today's Xi'an, attracted foreigners from the Eastern Roman Empire through the Silk Road, and Eastern Asia across the East Sea, especially the Japanese. Japan sent many students, scholars, diplomats, and monks to the Tang Dynasty to communicate, study, and absorb the culture, technology, and political systems. As to culture, Japan was influenced by the wine culture, especially drinking games. The *Wuduquan* (五毒拳) was welcomed and learned by the then Japanese, and the latter even created a new similar type of drinking games inspired by the former. Wuduquan was one type of finger-beating games that prevailed in the Tang Dynasty. Wu represented number five; du meant poisonous insects; quan meant the drinking game in Chinese. Wuduquan used the five fingers to represent the five poisonous insects: the thumb represented a toad, the index finger a snake, the middle finger a centipede, the ring finger a gecko, and the little finger a spider. The rule was as follows: (a) the spider restricted the gecko; (b) the gecko ate the centipede; (c) the centipede ate the snake; (d) the snake swallowed the toad; (e) the toad ate the spider. The five insects restricted and beat each other.

When the player A extended his index finger, and player B extended his thumb, it was easy to figure out that the player A beat the player B because of the rule (d). As a result, player B should drink. After the Japanese introduced the Wuduquan into Japan, they simplified it into *Chongquan* (虫拳). Chong meant insects, and quan was the drinking game. Chongquan only used three fingers to represent three insects: the thumb represented a frog instead of a toad, the index finger a snake the same to that of Wuduquan, the little finger a slug similar to the centipede of Wuduquan. The rule was as follows: (a) the frog was afraid of snakes; (b) the snake was afraid of slugs; (c) the slug was afraid of frogs. The three insects restricted each other, whose principle was the same as that of Wuduquan. In Japan, even children can play Wuduquan, so we can see its acceptance and popularity (as cited from Liu, 1993, p. 90). Today, the west believes that the Japanese create the well-known game rock-paper-scissors (剪刀石头布). The French even name it the Japanese Game. However, this game was believed to be a variation of the Chinese drinking games, which was introduced in the 17th century from the frequent communication between the then China and Japan. From the 18th century, it prevailed over the whole of Japan. It was spread worldwide from the early 20th century through increased contact and communication with the Western countries. Therefore, we may safely say that traditional Chinese drinking games have exerted an international influence since the Tang Dynasty.

The Home Influence of Traditional Chinese Drinking Games

From the brief history of traditional Chinese drinking games summarized above, Pitch-pot was the first drinking game in history. Its popularization inspired the literate people to create another type of drinking type instead of throwing an arrow into one particular vessel. Because of these literate people's competitive hearts, they added the literate and literature part into the simple drinking games. Since then, it was common for educated people to use literary words to add fun to their drinking party. In the beginning, they can just recite the ancient classics to beat the others. As time goes by, they were not satisfied with reciting, and instead, they started to introduce music, dance, versification, and simple riddles into the drinking games, which helped the drinking games evolve more comprehensive and complete in terms of form and contents. From the Han Dynasty, the drinking games started to help the poets write down some great pomes, such as the Cao Cao(曹操)'s *Short Song* (短歌行). In the Tang Dynasty, the system of drinking games was complete and mature. Its influence on the literature and culture was more significant than the previous dynasties. Li Bai, a world-known famous poet, was the best example. His poetry is famous for his romantic

imagination and beautiful images.

Whenever he wrote poems, he would drink and play drinking games with his peers. Therefore, we may see the influence of drinking games on the Tang literature, which was believed to occupy half the volume of the ancient Chinese literature history. When time slipped into the Song Dynasty, the whole society loved to read lyrics and play drinking games from the emperors to the ordinary folks. Su Shi, an outstanding poet, loved to drink and play drinking games with his colleagues and friends. He even wrote the famous lyric: "Drink to the sky." Song lyrics are also an essential part of ancient Chinese literature. The following Yuan, Ming, and Qing Dynasties were the time for the drinking games to approach the ordinary folks of all walks. In their opera and novels, we can read the vivid description of the drinking games. These words help to keep the traditional Chinese drinking games alive on the one hand, and these traditional Chinese drinking games make these literary words funnier and more attractive on the other hand. By now, we may safely conclude that the traditional Chinese drinking games are developing with Chinese literature, and the Chinese literature is a good witness and recorder of the traditional Chinese drinking games through the time.

Conclusion

To sum up, the traditional Chinese drinking games are born in the Western Zhou (c. 1046 BCE – 711 BCE), perfect in Tang Dynasty (c. 618 AD – 907 AD), and popularize to this day. The earliest drinking game is Pitch-pot, born among the soldiers' relaxing activity, and its popularization inspires the literate to create the corresponding games among the literati. From then on, the drinking games can be regarded as two general types: the former is Popular Games, and the latter is Elegant Games. As time goes by, the drinking games evolve and innovate various types. The drinking games have greatly influenced the foreign countries, Japan in particular.

Furthermore, it has made a significant contribution to ancient Chinese literature. Every type has been marked with different names that are not consistent with the Popular Games and Elegant Games. The history of traditional Chinese games is vibrant and colorful, and we only select the most impressive one to be the representative of each period. Because of the limited space and time in this paper, the above two questions may be solved by writing the other papers focused on the consistent name of the traditional Chinese drinking games. All in all, traditional Chinese drinking games are vast treasure deposits waiting for us to dig.

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A Comparative Study of Charles Dickens and Eileen Chang

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[Abstract] *This paper aims to make a comparison between Charles Dickens and Eileen Chang for the following three aspects: writing style, writing skill and writing themes. By understanding these, we can learn more about literature of realism, and have new experience and insights.*

[Keyword] *realism; feminism;humanity; marriage*

Introduction

Charles Dickens is one of the representatives of British writers in the 19th century. His works cover a wide range of themes including society, children labor, law, moral and love. He pays special attention to describing the life experiences of poor people at the bottom of society, reflecting the complicated social reality of England at that time. Dickens makes a great contribution to the development of critical realism and the development of British literature.

If Charles Dickens is a bight light in the dark society of England in the 19th century, the Eileen Chang is a pure land in the turbulent times of modern China. She is a charming woman writer in the modern history of China. Her novel embodies her personal characteristics in terms of material selection, intention, character creation, narrative structure and language expression. She has made outstanding achievements in the history of modern Chinese literature. Her novels can not be classified into any school, but a unique existence. She has expanded the new view of feminist criticism and writing style.

Both Eileen Chang and Charles Dickens are realistic writers. They live in different social backgrounds and different life experiences, but they all appeal for social fairness and justice, advocating the spirit of equality and harmony. They criticized the old customs of the society and the indifference of people. They use their own writing to covey their complaints and dissatisfaction with that society.

The Comparison of Writing Style

Dickens' works are incisive in language, profound in thought, strong in appeal and criticism. The key for his works to catch the reader's heart and attract the reader's attention lies in his distinctive writing attitude, unique writing skills and characterization. First of all, critical realism is Dickens' consistent writing attitude. In the novel *Oliver Twist*, Dickens uses the writing technique of facing the reality directly, exposes the vicious thoughts hidden in people's hearts. Besides, Dickens' works have different periods. In his early days, Dickens had an optimistic idea of capitalist society. The theme of his works was not so profound, and he often uses humorous satirical techniques. In the middle period, his works has a deeper understanding of the social reality. In the late period, Dickens' creative thoughts

were mature.

Eileen Chang's works use the technique of flashback to construct the whole article with the tone of story telling. The simple sentences naturally bring the reader into a quiet environment created by her words. In the novel *18 Spring*, Shi Jun talks about Man Zhen's life after meeting Mu Jin, and finally writes that he thinks about how to promote their affairs. Eileen Chang has a thorough understanding of life and society, so she pays more attention to woman's marriage and love. Eileen Chang has written directly the important role of money in woman's life and status. For example, Qi Qiao, a character in the *Golden Lock*, as a victim who was caused by money. Later, she became a villain, which was also caused by money. She used characters to reveal the huge temptation and corrosive effect of money on human nature, and the profound changes of human nature under the temptation and corrosion of money .We all know that Eileen Chang and Dickens are realistic writers. The same is that they all criticize the society and fight against some dark phenomena. Dickens mostly writes about the tragic fate of small people from the perspective of society. Eileen Chang reinterprets the characters in her works from a personal point of view, with distinct personal characteristics.

The Comparison of Writing Skill

One of the reasons for the success of Dickens' novels is his excellent writing skills. First of all, he is good at using rhetoric to render and enrich the expression of his works. Whether it's metaphor, personification or comparison, it's very marvellous. The rhetorical device of contrast was used at the beginning of *A Tale of Two Cities*: This is the best time, this is the worst time, this is the age of wisdom, this is the age of stupidity. In *Great Expectations*, metaphor is used to enrich the story. When he wrote about begging for food and eating, he said that where it's like eating, is to put the meat into a can. Such a figurative image shows the ugliness of the fugitive reflected in his life. Dickens is also good at using satirical techniques to make the story more worthy of readers' taste. When describing the image of Dombey in the novel *Dombey and Son*, he said that he is clean and tidy like a newly issued banknote. Dickens' characters are full of soul. People can realize the truth that friendship and love are more important than money, and call on people to understand the value of money rationally.

The biggest characteristic of Eileen Chang's novels is not a strong contrast, but a kind of harmonious and uneven contrast. Therefore, the characters in her novels often show a life attitude of no resistance, no struggle or even weakness to reality. They compromise with their own destiny in order to achieve the stability of life. Eileen Chang said in her own article. Power is happy, but beauty is sad. They can't exist independently. The heroism is only powerful, without beauty, and seems to lack human nature. Tragedy, like the supporting role of the red and green, is a strong contrast. But it is more stimulating than inspiring. The reason why desolation has a longer aftertaste is that it looks like green and peach red, which is a kind of contrast. Eileen Chang is also good at using rhetoric. Generally speaking, Eileen Chang and Dickens are very impressive in terms of language expression. The characters they portray are deeply rooted in people's hearts.

The Comparison of Writing Themes

There are many kinds of female characters in Dickens' works, which have their own characteristics. They are in contrast with the women around Dickens in real life, which makes the female characters in the works have strong distinctiveness. The author focuses on the description of character and image, so most of the characters in Dickens' works are vivid and can attract readers better. The female characters portrayed by Dickens are different. Some of them are gentle, some of them are shrewd and straightforward. His unique view of women is formed by ingenious writing in her novels. First of all, he acknowledged the differences between men and women. In his novels, most of the fe-

male characters are housewives, Dickens fully affirmed the status of women in the family. So is Lucy in *A Tale of Two Cities*. She creates a warm family with some small things. Dickens praises the gentle, kind-hearted family angels and also criticizes the irresponsible, indulged in fantasy women. Dickens also believed that women should have moral cultivation. So the female images he wrote are in line with the aesthetic of men.

Eileen Chang's view of women is totally different from Dickens'. Her female images are quite tragic. Under the influence of the May 4th movement, the new woman's thoughts and feudalism were against each other. In the novel, the realistic women who were oppressed by feudalism used the form of revolt to vent. This kind of lonely and arrogant female image realized the traditional bad habits and dared to revolt. One of her characters Bai Liusu started to revolt when she met Fan Liuyuan after being oppressed by her relatives from the beginning. She went out of the house to find her way to look for happiness and bravely walk out of the feudal system and control her own destiny in her own hands. The second is the image of a woman with weak woman character. The story of a beautiful girl dying from illness is interpreted in Flower Withering. Because the family is unwilling to take money, she has not been treated in time. Finally, she can only lie helpless in bed waiting for death, even love has dissipated. This is based on the status of women in traditional culture, a kind of satire of feudal thought. Next is the female image with incomplete character. Qi Qiao in Golden Lock is fascinated by lust and property after she married into a rich family. In the end, she became a terrible and sad person. These different female images are inseparable from her own experience. Secondly, the feudal tradition of society at that time made Eileen Chang's female figures have the tragic fate.

We explore Dickens' humanitarianism from *A Tale of Two Cities*. The progressive nature of Dickens' humanitarianism is mainly reflected in his real description, which reveals the inevitability of the French Revolution. In *A Tale of Two Cities*, the Marquis is the image of a devil. The novel depicts his various evils. His carriage killed the poor man's son but only dropped a coin. In order to seize the beautiful woman, he used all kinds of means to destroy her family. The doctor was imprisoned for 18 years when exposing his crime. The Marquis's actions are contrary to the humanitarian spirit advocated by Dickens. Such a cruel devil is bound to be abandoned by the masses and become a historical sinner. This is the progressive embodiment of his humanitarian thought. At the end, Dr. Manette, the representative of humanitarian thought, died in pain. In order to fulfill his commitment to Lucy, Carden, who was holding the spirit of self sacrifice, was executed by the revolutionary masses instead of Lucy's husband. Although these characters are full of the spirit of sacrifice and benevolence, the sad ending of these characters also indicates that the humanitarian thought is difficult to achieve in the sharp social contradictions at that time. Dickens is a capitalist humanist who advocates justice and humanity. At the same time, he is also an idealist. He opposed all forms of violence and believed that love and goodness could lead people to a bright future.

In the exploration of human nature, Eileen Chang's novels are full of deep sad feelings, which deduce life through the tragic characters. Eileen Chang's novels reveal the distorted and hypocritical human nature in the Chinese urban society. They give people a unique psychological feeling. Eileen Chang is called by Fu Lei one of the most perfect gains in our literary world. Eileen Chang's masterpiece, *the Golden Lock*, is the most thorough tragedy that shows the distortion, deformity and abnormality of human nature under the repression of ancient culture, material desire and sexual desire. Cao Qiqiao, the heroine, is a woman who locks herself in gold. She was born in a poor family, so her normal lust is hard to be satisfied, but repression does not extinguish the lust. On the contrary, the more repressed, the more abnormal way to find a way out. The unsatisfied lust leads to her crazy pursuit of money, which finally makes her lose her humanity. For Eileen Chang, to know life is to know the tragedy of life, and this kind of understanding can neither bring comfort to people nor help to change the real situation. On the contrary, it puts people under the pressure of emptiness and disillusionment. Therefore, Eileen Chang's novels are hopeless tragedies without much light.

Conclusion

Charles Dickens lived in a time when British capitalism was growing and the bourgeoisie had won. However, as Marx and Engels pointed out, with the rise of the bourgeoisie, the opposite of the bourgeoisie, the working class, has arisen, and the class struggle between the two classes has become increasingly acute. Some historians say that Dickens embodies the core spirit of the British people. He spoke for the lower class, pursued social justice, and explored the core values that could make human beings get along harmoniously. Eileen Chang left an indelible mark in the history of modern Chinese Literature. Reading her book, we can feel a new opinion about value. Reading other books may be able to know the truth, understand the knowledge and be shocked, but only reading Eileen Chang's articles is happy. The most famous collection of Eileen Chang is called legend. Actually, it is the most appropriate to describe her life with legend. The experience of Dickens' family decline in his childhood left a shadow in his life. Later, she always spoke for the bottom people of this society. Similarly, Eileen Chang's special experience also affected her character and her life. Many vernacular novels of that era are not available today, but Eileen Chang's novels still exist, which shows that there are some eternal things in her novels.

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On the Folk Customs of Liaodong in Ming Dynasty in *Jocheonrok*

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[Abstract] *North Korea often sent envoys to Beijing in the Ming Dynasty, who traveled back and forth between China and North Korea, and frequently saw various local folk customs when passing through the Northeast. As the members of East Asian culture, the North Korean envoys were familiar and open to these folk customs, so they recorded these strange customs in their diaries or notes—Jocheonrok. Comparing the records in Jocheonrok with domestic documents, it is seen that the folk customs of the Liaodong area in the Ming Dynasty include the folk customs of not only the Yuan Dynasty, but also the various ethnic minorities in the Northeast China, as well as the unique customs formed during the Ming Dynasty.*

[Keywords] *Ming Dynasty; Liaodong area; folk customs; Jocheonrok*

Introduction

Jocheonrok is the record of North Korean envoys who go to the royal court of Ming Dynasty and record what they have seen and heard in China. At that time, North Korea regarded China as its suzerain state, and the envoys sent were all officials who knew Chinese and could write poems in Chinese. Their task received from their royal court is to go to meet Chinese emperor and write down what they saw and heard in China, in which some were in the form of poetry, some in the form of essays, and some in the form of diary. These records are collectively referred to as *Jocheonrok*. North Korean envoys often passed through the Liaodong region to travel between the capitals of China and North Korea. Therefore, the *Jocheonrok* recorded many folk customs in the Liaodong region during the Ming Dynasty.

In the Ming Dynasty, Liaodong designated the area under the jurisdiction of the Liaodong Capital Commander, or called the Liaodong Toshi. In the fourth year of Hongwu in the Ming Dynasty (1371), Ming Taizu established Dingliao Tohee in the east of Liaoning, and in the sixth year (1373) he set up Liaoyang Prefecture and County. In the eighth year (1375), Dingliao Tohee was changed to Liaodong Toshi. It was governed by Ding Liao Center Commander (now Liaoyang City, Liaoning Province), and its jurisdiction is similar to the most of Liaoning Province today. According to *Annuals of Liaodong*: "From the Yalu River in the east, 530 li, to Shanhaiguan in the west, 1,500 li, to Beijing, 1,700 li, south to Lushunkou, 730 li, crossing the sea to Nanjing 3040 li, north to Kaiyuan, 340 li." (Bi, 1984, p. 4) Not only is the strategic location very important, this place is also the intersection of the grassland nomads, forest fishermen and hunters, and plain farming people during the feudal society. It is the place where contemporary culture in the Northeast China was formed. It is worthy of attention in the history of modern Chinese culture.

Etiquette and Customs of Liaodong Folk Costumes

The North Korean envoys paid a lot of attention to the people's life in Liaodong area, including clothing, food, housing, and transportation, in which the etiquette and customs of the clothing were naturally very important to them and become their focus. Therefore, in the writings of the Korean envoys, there are a lot of clothing customs in the Liaodong region of the Ming Dynasty, which are mainly reflected in the gradual change from the early Ming Dynasty to the middle and late stages, and the specific performance is from frugality to extravagance , and even the obvious diversified characteristics of clothing.

In the second year of Wanli (1574), North Korean official Zhao Xian went to the Ming Dynasty with the delegation to congratulate the Spring Festival as a Zhizheng official. After returning to North Korea, he made *Sealed Memorial to the Throne after Returning* to the King of Korea and introduced the Ming Dynasty's perfect political system, etiquette system, and put forward many social reform suggestions. Among them, the chapter "Noble and Low Costumes" describes in detail the characteristics of costumes and ritual system promulgated in the early years of the Ming Dynasty. It distinguishes clothes of different identities: ordinary people cannot wear crowns or use yellow fabrics, and can only use ordinary materials such as silk, and plain yarn instead of expensive brocade and embroidery; women's jewelry can only be made of silver, not gold or jewelry, and men's hats cannot be decorated with jewelry. Later in the 14th year of Hongwu (1382), farmers were allowed to wear silk, plain yarn and cloth, but merchants or peasant families in which there are merchants were not allowed to wear silk. These decrees exactly embodied the Ming Dynasty's national policy of advocating frugality in dress while emphasizing agriculture and restraining business.

However, such a policy could still be implemented smoothly in the early years of the Ming Dynasty. By the middle of Ming Dynasty, the atmosphere of luxury began to become popular. In the twenty-sixth year of Wanli (1598), as soon as Huang Ruyi went to China as an envoy, he noted that Northeast China experienced a lack of population and resources during the war before the establishment of the Ming Dynasty. Therefore, in the early Ming Dynasty, there was an atmosphere of diligence, frugality and simplicity, but after the Chenghua and Hongzhi years, the long-term peaceful life led to the accumulation of wealth. From the government to the ordinary people, they were accustomed to the cumbersome etiquette and luxurious life, forming a focus on quality of life and contempt funeral atmosphere.

Various ethnic groups in Liaodong area live in a mixed population— immigrants from the Central Plains, as well as local indigenous inhabitants such as Korean, Manchu, Mongolian and Ewenki. Therefore, the local costumes have both typical diversified characteristics. Due to the low temperature in Liaodong, local children do not braid their hair, but hang it behind their heads after a little trimming, and tie their hair behind their heads only after fifteen to make it easier to wear a hat. In the fifteenth year of Wanli (1587), when North Korean envoy Pei Sanyi traveled through Liaoyang, he felt that the local customs were different from the customs of the Central Plains, so in his diary he mentioned that the local married women tied their hair on the top of their heads and braided them into buns. Besides, the locals used barbed wire instead of bamboo nets made by southerners, and They used fur nets called "warm forehead" to cover their hair in winter. It can be seen that decorations of the people in Liaodong area are basically the same as those of the Central Plains except for the slight difference caused by the cold climate.

The costumes and folk customs between Han nationality in Liaodong area and the Korean, Manchu, Mongolian, Jurchen and other ethnic minority influence each other, which is also reflected in the diversification of costumes. When North Korean Zhao Xian visited local officials passed through Liaodong, he found that the dresses of local officials near the county towns in areas where ethnic minorities live are often different from those in the Central Plains. Officials in Central Plains have certain requirements for their clothing, such as wearing different styles of hats, belts, and different grades of official uniforms according to their levels. However, officials in small towns in Liaodong area, such as Funing, Fengrun, and Guangning, often do not wear official uniforms and like to wear hats or hats with local

ethnic characteristics. Zhao Xian even ridiculed them as "not as good as human figures".

Even though official costumes are like this, folk costumes are even more diverse. In the forty—two year of Wanli (1614), the Korean envoy Jin Zhongqing recorded that the Mongols and Jurchens living around Guangningwei had a certain degree of sinicization, but men were dressed like Han, the women were still used to loose their hair. Without combing on the top of the head, the clothes are also "left halves" (that is, the front of the clothes is to the left), retaining the habits of the original nation. In the forty—third year of Wanli (1589), the Korean envoy Xu Yan described in his poems that even though women from ethnic minorities in Liaodong married men of Han, they also learned from Han women—combed their tall buns and put on red rouge, but still have no habit of binding his feet since she was a child.

Folk Funeral Customs

Although the traditional Chinese folk custom of funeral and burial has changed with time, it generally follows the form of wooden coffin and burial, and in accordance with the system and folk traditional funeral procedures since the Zhou Dynasty. The etiquette system of the Yuan Dynasty was very different from the original traditional culture of the Central Plains since the emperor of the Yuan Dynasty was a Mongolian, and many popular funeral methods on the grassland also entered the Central Plains.

After the establishment of the Ming Dynasty, the Emperor Ming Dynasty successively promulgated many rules according to the Family Rite written by Zhu Xi for regulating various rituals and restoring traditional funeral rituals. Liaodong is located in a remote area, and its folk funeral customs are relatively complicated. It has mixed characteristics of traditional culture from Central Plains and local minority folk customs. Some Korean envoys also recorded some funeral customs left over from Yuan Dynasty, which are kept in *Jocheonrok*.

The North Korean envoy Zhao Xian recorded that men over the age of 15 in Liaodong usually wear hats, and the tribesmen would wrap their heads with white cloth until the end of the funeral, which is one of the typical characteristics of funeral in the Central Plains in the early Ming Dynasty. In the twenty—sixth year of Wanli (1598), Huang Ruyi's also recorded the funeral customs in Liaodong— in families where someone died, they should wear white colored flowers during their filial piety. Wearing white during mourning was a traditional funeral system in Central Plains, which lasted from Zhou Dynasty to Ming Dynasty. However, white colored flowers worn in the Ming Dynasty is different from the previous generation.

In addition, it is worth noting that people who have recorded funerals in Yinchalu posted "spring posts" which originally referred to Spring Festival couplets. Since Song Dynasty, couplets were posted at the door or in the room on the day of Beginning of Spring. But Huang Ruyi's "spring post" actually refers to elegiac couplets. It is common to hang or give elegiac couplets to commemorate the dead after the Qing Dynasty, but its origin has been difficult to verify. There were few recorded elegiac couplets in the Ming Dynasty, but from the Korean records, it can be known that the hanging of elegiac couplets in the Liaodong area in the middle of Ming Dynasty was an important part of the local funeral activities, which undoubtedly filled the gaps in the funeral records in China.

In the middle and late Ming Dynasty, Liaodong still had no unified burial system for funerals. According to Huang Ruyi's record, the funeral of the Shanhaiguan generation was very various. The locals did not use coffins to converge after they died, and even fewer were buried after they were put in the coffins. Most local people put their dead relatives into the coffin and threw it into the wilderness, and the coffin was just covered with a mat, which is quite different from traditional funerals in Central Plains. Therefore, North Korean envoys believed that the local people must have been influenced by the customs of northern nomads.

In addition, since the rise of Taoism in the Yuan Dynasty, it has become very popular all over the country for

families who died to invite monks or Taoists to do things and invite bands to play up the atmosphere. In the twelfth year of Jiajing in the mid-Ming Dynasty (1533), the Korean envoy Su Shirang was surprised and insisted that it is a bad local custom and does not conform to the traditional Chinese traditional culture.

Folk Festival Customs

Ancient China is a very powerful dynasty in front of North Korea. In ancient North Korea, from the king to the ordinary people, they are curious about Chinese culture. Many officials and people speak Chinese, wear Han clothes, write Chinese poetry and even be proud of celebrating Chinese festivals. The North Korean envoys came to China for the purpose of not only delivering gifts to the emperor of the Ming Dynasty to express the loyalty of the Korean king, but also to understand the local customs of China, and then to advise the king and ministers for reforming the Korean customs. Therefore, many festival customs in the daily lives of the people in Liaodong were recorded in their documents as an envoy.

In the twenty-sixth year of Wanli (1598), Huang Ruyi passed Yongping Mansion in the Liaodong region on his way home. It was the time for the Chinese people to celebrate the Spring Festival. He recorded many customs in his diary, including sacrifices in the first month. At that time, the custom of offering sacrifices to God and ancestors was popular in most parts of China on the Beginning of Spring. And three days later, people would go to the ancestor's cemetery. After returning, relatives and friends would feast with each other. The customs of keeping the lights on on Spring Festival's Eve etc. are consistent with the records of Ming Dynasty history books such as *A History of Ming Dynasty, Annuals of Liaodong*.

In *Jocheonrok* many Liaodong folk festival celebrations and sacrifices are recorded, which complemented the deficiencies of Chinese history books. For example, on the day before the Beginning of Spring, people must welcome the "Mang god" and whip the "earth cattle". "Mang God" is actually Jumang who was worshiped as a god in charge of farmland and grazing. The custom of whipping "earth cattle" means to pray for a good harvest. Besides, the celebrations and activities such as siting together to eat moon cakes on the Mid-Autumn Festival, climbing on the Double Ninth Festival and brewing chrysanthemum wine are basically similar to those in the Central Plains.

In addition, some similar customs were held at different times or in different ways in Liaodong and the Central Plains in terms of the different geographical location and climate type. For example, when North Korean envoy Xu Zhu came to Beijing on a mission to Liaodong, he found that local women had outdoor activity of "swing play" around the Dragon Boat Festival, and this activity was held on the first day of the third month of the lunar calendar in the Central Plains. The customs of the Lantern Festival in the Central Plains include viewing lanterns, eating glutinous rice balls, guessing lantern riddles, and setting off fireworks was changed into going to temples or Taoist temples and other places to burn incense and pray in Liaodong region due to the cold climate.

Folk Diet Customs

On account of small number of immigrants from the Central Plains to Liaodong in the Ming Dynasty, the residents of the Liaodong area at that time were mainly local Manchus and Koreans, so their diet had obvious ethnic characteristics. And the rich local products provided residents with diversification of food materials. When North Korean envoys came to Beijing to meet the Emperor of Ming Dynasty, all government offices in Liaodong would entertain envoys with the most distinctive local cuisine.

So after being hospitalized, the deliciousness and variety of food in Liaodong felt by the North Korean envoys were recorded in their diaries and poems. What they like most is hot pot. Hot pot is rumored to have appeared in the Three Kingdoms period, but became popular with the Mongols entering China during the Yuan Dynasty. With the in-

troduction of chili peppers to China during the Ming Dynasty, this way of eating became more popular among people in Liaodong. The North Korean envoys not only recorded the consumption of hot pot in detail, but some even brought the local copper hot pot back to North Korea.

Moreover, the government officials and guards stationed in the Liaodong area were mostly northern Han people who were fond of wheaten food. The staple food was noodles. Therefore, there are many types of cooked wheaten food in the records of the Korean envoys, such as steamed buns, flower rolls, and noodles, which are similar to those of the Central Plains. Steamed buns had been popular in China during the Southern Song Dynasty, but it was the first time for the Korean envoy Xu Changfu to see it, so he transliterated it as "rouboer" for praising their shape like frosted flowers.

North Korean envoys were warmly received wherever they passed, but local officials would not use very high standards to receive them since it was difficult for these remote offices to have more precious ingredients. Therefore, it is inevitable that some envoys were full of envy in their diaries of the Liaodong specialties such as bear paws and sea cucumbers, but because they had no chance to try them, they could only sigh.

Throughout the records of the North Korean envoys on the folk customs in the Liaodong region, especially making a general survey of the social customs of the Northeast in the Ming Dynasty from the perspective of the "other" in the form of diaries and poems provides a new perspective for studying and understanding the social life of the Northeast China. These materials can make up for the lack and insufficiency of historical data in China to some extent, and also help us to deepen our understanding of the social politics, economy, and culture of the Northeast China in the Ming Dynasty from a foreign perspective.

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Acknowledgments

The Construction of Female Community in *Alias Grace*

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[Abstract] Margaret Atwood's Alias Grace explores a new paradigm of female relationships through the interactions among the three main female characters. From Grace's over-idealized communication with Mary, to the antagonism with Nancy, the novel presents a complex relationship of both communication and torment between women. Finally, the hypnotically induced "possession" allows Grace to utter different female voices, enabling women to form alliances and escape from the confinement of patriarchal discourse, thus constructing a community based on their unique female experience.

[Keywords] Margaret Atwood; Alias Grace; Female Community; Friendship

Introduction

"Woman is not yet capable of friendship" (Nietzsche, 2006, p. 41). This comment by Zarathustra may possibly be said to have turned the spotlight on the rejection of female friendship in Western philosophical tradition. In *The Politics of Friendship*, Derrida deconstructs this tradition of political philosophy based on "fraternity" and attempts to establish a new paradigm of friendship and a politics "beyond the principle of fraternity" (Derrida, 2005, p. viii). Although Derrida notices the absence of women in the politics of fraternity, his concern is "the basis in the origins of philosophy that excludes women from 'fraternity'" (as cited in Zhang, 2018, p. 196), the possible politics of women's friendship, however, is not under discussion. Laura Gowing also notes that "Derrida's impassioned call for a return to the pre-Enlightenment political ethics of friendship leaves women out of it, as many early modern men did" (Gowing, 2005, p. 132).

Margaret Atwood has always been concerned about women's survival. In her 1986 article published in *The New York Times* entitled "That Certain Thing Called the Girlfriend", the topic of female friendship in literature is discussed. Several of her own works also probe into "the problem of how it can be possible, amidst the fragmentation and disjunction of the contemporary world, for women to establish community" (Brown, 1996, p. 197). *Alias Grace* (1996), Atwood's ninth novel, follows this creative aspiration. This paper attempts to reveal the representative female relationship presented in the novel, and argues that such female relationship refutes the rejection of the possibility of female alliances in the tradition of Western philosophy, and constructs a possible female community.

The Possibility of Women's Friendship: "Mary took me under her wing from the very first."

If the politics of fraternity does not apply to women, the political deduction of gender equality must answer the question of whether female alliances exist and in what name they may exist. The answer to the question of female alliances cannot avoid the question of sisterhood as a counterpart to fraternity. American feminist scholar Bell Hooks points out the need to understand the true meaning and value of sisterhood (Hooks, 1984, p. 43). Currently, "sisterhood" as a political term in the feminist movement is still regarded as a key category in feminist literature and criticism, and is used with strong political connotations (Wei, 2003, p. 88). Elaine Showalter, for instance, argues that from the outset, women novelists have shown an "awareness of each other and of their female audience showed a kind of covert solidarity that sometimes amounted to a genteel conspiracy" (Showalter, 1977, p. 12). Atwood also recognizes the importance of sisterhood: "…the danger of post–feminism is that it chooses to embrace liberal individualism and too hastily abandons the protections of collectivism" (as cited in Zhang, 2011, p. 148). Atwood notes that in both traditional and mainstream fiction, the concept of "girlfriend" is virtually absent, or at least extremely marginalized, and most female readers regard the friendship between women as a living reality, and the love between men and women as a romance that can escape reality (as cited in Yang, 2012, p. 150). The friendship between Grace and Mary in *Alias Grace* transcends a simple "living reality", and in the continuous communication, Mary especially plays a guiding role to Grace. The French feminist philosopher Luce Irigaray argues that existing dominant language models avoid difference and do not encourage real dialogues. Her empirical research also shows that women have a greater desire to communicate than men, and that male subjects consistently prefer to "talk about" other things rather than "talk to" others in their language use, with the underlying value presupposing that other things are available to them (as cited in Zhu, 2014, pp. 8–9). The interaction between the female characters in *Alias Grace* deserves our attention because this relationship demonstrates from the outset the possibility of a dialogue between women that might enable a difference–based women's friendship, that is, a friendship between women based on their unique experience.

The protagonist of *Alias Grace*, Grace, is an immigrant to Canada from Northern Ireland. While her mother dies on the ship, her father, a violent and alcoholic, throws her out of the house when she is only thirteen to work as a maid to earn a living and support her younger siblings. At the home of her first employer, Mr. Alderman Parkinson, she has the happiest time of her life and meets the most important friend of her life, Mary Whitney, who is sixteen years old at the time. As Grace recalls, "Mary took me under her wing from the very first" (Atwood, 1997, p. 151). As maids, she and Grace are both representatives of women of the nineteenth–century lower class, oppressed by both gender and class. Even in the house of the aldermen, they would otherwise have been isolated from Mr. Parkinson's "business and politics"—according to Grace, she "understood nothing about politics, so would not think of mentioning it in any case" (p. 149). Mary's conversation with Grace, however, teaches her this knowledge as she introduces her to the 1837 Rebellion led by the radical democratic leader William Lyon Mackenzie against "the gentry, who ran everything, and kept all the money and land for themselves" (p. 148). Mary is angry that "some people had so much and others so little" (p. 150), because in the Rebellion her father, a Radical, loses his properties gained bare–handed and dies, and her mother also dies of grief (p. 149). Mary also encourages Grace to refuse to turn over the wage to her alcoholic father (p. 149); she also reminds Grace that "we were not slaves, and being a servant was not a thing we were born to, nor would we be forced to continue at it forever; it was just a job of work" (p. 157); she also lends her flannel petticoat to the innocent Grace when she experiences her onset of menses and tells her it is silly to call it Eve's curse because the real curse of Eve is "having to put up with the nonsense of Adam" (p. 164). The presence

of these conversations in Grace's recollective narrative years later suggests that Mary has more or less influenced Grace to reflect upon and rebel against her own destiny. Although the dialogue that Grace first meets Mary and enters into with her is somewhat overly idealistic, it serves as a necessary first step towards female community.

The Necessity of "Inhumanity": "And Nancy looked daggers at me."

The questioning of female friendship does not only come from men. The American feminist psychologist Phyllis Chesler, for example, makes a bold statement, ruthlessly dissecting and exposing the issues about "sisterhood" in *Woman's Inhumanity to Woman*, showing the "dark side" of sisterhood (Huang, 2003, pp. 64–66). Similarly, Atwood also speculates at every stage of her career transcending the areas of concern of the feminist movement by asking awkward and daring questions about the relationship between women (Howells, 1996, p. 17). Her review of several novels by her contemporaries that depict female relationships implies her expectation and appreciation of "deeper, more passionate and complex" female relationships in fiction (Atwood, 1986). Grace's interaction with Mary in *Alias Grace* suggests that Atwood also includes this phenomenon of "woman's inhumanity to woman" in her reflections on women's relationships. If Grace's first encounter with Mary represents an overly idealized female relationship, the relationship between Grace and Nancy, in contrast, shows the contradictions and conflicts that are often evident when women get along more deeply, which is also exactly the complexity of female relationships that Atwood expects. Because Nancy, as the mistress of Mr. Kinnear, demonstrates her jealousy of the younger Grace, their relationship tends to be summarized as "jealousy", which is in opposition to that between Mary and Grace, "sisterhood" (Li, 2020, pp. 84–85). However, the necessity of the so-called tension between Grace and Nancy is often underestimated, and there is a tendency to ignore the more complex relational ties behind the dialogues between the two female subjects in the conflicts.

It should be noted that Grace's first impression of Nancy is favorable (p. 200). When Grace later brushes Nancy's hair, she recalls the time when Mary uses to brush her own hair (p. 248). It is Nancy who hires Grace from her former employer to Mr. Kinnear's, where she herself works, so Grace then thinks that they "would be like sisters or at least good friends…working together side by side" just as she works with Mary (p. 223). Here the phrase "at least" may indicate that Grace is even to a certain extent looking forward to a better relationship with Nancy than her friendship with Mary. Even though Mr. Kinnear's attention to Grace would make Nancy look daggers at her (p. 223), Grace's relationship with Nancy is not always so tense. When Mr. Kinnear leaves for Toronto, they make butter, pack clothes, and sew together, making Grace feel that they are "like the best friends in the world" (p. 229). Grace does not gloat later when she learns that Nancy is pregnant, since she does not "want her cast out, a waif on the common highway and a prey to wandering scoundrels" (p. 276). From this we can see that the relationship between Grace and Nancy cannot be defined as a one-dimensional jealousy and hostility. This conforms to Atwood's appreciation of those relationships that are "complex and important", including "pain, anger, feelings of betrayal, jealousy and hatred, as well as love" (Atwood, 1986).

Atwood's concern with the topic of "envy" can be found in her other novels as well. Jean Wyatt notices that feminist ethics forbids envy and competition between women and interprets Atwood's another novel, *The Robber Bride*, to some extent as "a story about restoring to a feminist community the right to envy" (Wyatt, 1998, p. 52). The unique insight Wyatt offers may also help the interpretation of *Alias Grace*—if women are no longer competing with other women in the old way, for a man, but rather they envy other women for what they are, for their accomplishments or their positions of power, their relationship thus becomes a two-person relationship rather than a triangle (Wyatt, 1998, p. 54), that is to say, the phallocentric "man" is no longer the central impediment to sisterhood. This outlook is also implied in *Alias Grace*. Grace discovers that Nancy is "always affability itself" when Mr. Kinnear is not present,

but "jumpy as a cat" when he is (p. 229). This perhaps implies that the decisive factor in the establishment of friendship between them is simply the absence of Mr. Kinnear as an individual, rather than the patriarchal discourse. At this point, the connotation of "envy" has changed, and the object of desire has become something tangibly relevant. The "envy" towards each other—along with its attendant "inhumanity" to each other—has become necessary, because it makes women examine their own desires and reflect on their relationships with each other in order to achieve true empathy and thus true women's friendship through the real conflicts.

The Construction of Female Community: "And so we will all be together."

"Community" consists of the Latin prefix "com" (meaning "together", "common") and the Etruscan word "munis" (meaning "assume", "undertake") (as cited in Zhang, p. 15). While the concept of "community" has been under scrutiny in the Western intellectual tradition, it has undergone remarkable deconstruction and reconstruction as a result of contemporary globalization. French philosopher Jean−Luc Nancy attempts to deconstruct the concept, arguing that "true community cannot exist, but man lives in its fiction" (as cited in Dan, 2015, p. 9). Derrida's dissatisfaction with the word is due to its connotations of "fusion" and "identification" (Caputo, 1997, p. 107). However, some scholars also contend that this deduction neglects the most important attribute of the cultural practice within the concept of community, focusing too much on deconstruction but forgetting the importance of construction (Yin, 2016, pp. 76−77). In fact, the "democracy" which Derrida advocates is a very generous "receptable" for all conceivable differences (Caputo, 1997, p. 107).

In order to acknowledge difference, it is necessary to reframe the unique value of women's experience and to explore women's community. Irigaray argues that "the question of the other has been poorly formulated in the Western tradition, for the other is always seen as the other of the same, the other of the subject itself, rather than an/other subject" (Irigaray, 1995, p. 8), and that people are "not defined in terms of themselves, that is, from a different subjectivity, but in terms of the ideal subjectivity and their deviant imperfections" (as cited in Salomonsen, 2003, p. 115). The discussion of the female community has also been either simply forgotten or included in the community of "the same"—the community of fraternity, because woman have long been seen as such an imperfect variant of man. However, for Irigaray, such otherness is not an absolute disadvantage, and "it is the difference that concerns the longterm ideology and direction of endeavor" (as cited in Zhu, 2014, p. 3), so a community that is different from "the same" is precisely what remains to be explored.

Female community cannot be created without another premise, namely a common goal, which, in the novel, Grace utters with the hymn "Amazing Grace". She hopes that she is named after the hymn because she "would like to be found", "would like to see", or "to be seen" (p. 379). After the murder, the media often imagine and report Grace's story contradictorily, but no one cares about the truth. Even her lawyer does not believe her and portrays her as an idiot. It is not just Grace who wants to "be seen"—the truth of Mary's death is concealed, as the Parkinson family only claims that she dies of a sudden fever; the details of Nancy's murder are dropped because Mr. Kinnear's case has been given priority and it alone makes a death sentence. No one sees or cares to see their true images or hears their own voices. Therefore, there is a unique process of the construction of female community in the novel, in which Atwood arranges for Grace to be hypnotized, revealing another "evil" personality to speak for herself. This voice is suspected of resembling Nancy's, and later revealed to be Mary's. Readers are unable to determine whether this personality really exists and learn the truth about the murder, and Grace's dual personality does not even directly help her to be pardoned, yet the "evil" voice saves Grace from having to lament that people always supply her with speeches of their own and put them right into her mouth (p. 295).

According to Gilbert and Gubar, there is a recurring image of the madwoman in nineteenth−century literature—

the monster woman who "seeks the power of self-articulation" (Gilbert & Gubar, 2000, p. 79). Grace is such a "mad-woman" who suffers from intermittent amnesia and therefore remembers nothing of the murder. Witnessing Mary's hemorrhagic death also casts a shadow over her mentality, causing her to suddenly go berserk and scream when she sees the knife in the purse of the doctor measuring her skull. We also learn from the matron that Grace is diagnosed as a raving lunatic after the murder verdict. Grace claims to be able to hear voices coming from the space, and Nancy also says that Grace talks to herself a lot. The night before the murder Grace is suffering from sleepwalking. These are all classic symptoms of hysteria. Hysteria comes from the Greek word for womb, "hyster". In the nineteenth century, the uterus is believed to be the cause of this mental disorder, and Aristotle even contends that feminine identity itself is a kind of deformity (Gilbert & Gubar, 2000, p. 53). But for Gilbert and Gubar, "the womb-shaped cave is also the place of female power" (p. 95). The anomalies and deviations of "possession" and dual personality that Grace experiences actually represent a form of resistance, just as the monstrous madwoman does. The difference in the case of Grace is that it is no longer the dramatization of the author's "self-division, their desire both to accept the strictures of patriarchal society and to reject them" (Gilbert & Gubar, 2000, p. 78), for the ignorant Grace personality is no longer in opposition to the "evil" personality, but they have forged a unique community of women working together to resist the patriarchal discourse that has imprisoned and silenced them. At the end of the story, Grace is released, gets married and settles in the United States. For the first time she begins to make a quilt of her own:

⋯One will be white, from the petticoat I still have that was Mary Whitney's; one will be faded yellowish, from the prison nightdress I begged as a keepsake when I left there. And the third will be a pale cotton, a pink and white floral, cut from the dress of Nancy's that she had on the first day I was at Mr. Kinnear's, and that I wore on the ferry to Lewiston, when I was running away.

I will embroider around each one of them with red featherstitching, to blend them in as a part of the pattern.

And so we will all be together. (p. 460)

Grace chooses to stitch together three pieces of fabric representing three ill-fated women, Mary, Nancy, and she herself, along with the friendship and torment they have experienced together. Their alliance helps them escape the confinement of the patriarchal discourse, thus making a female community possible.

Conclusion

The phallocentric tradition of Western philosophy has denied the possibility of women's friendship. While deconstructionist thought has noted the absence of women in the philosophical tradition, the exploration of the concrete female experiences remains underrepresented. Margaret Atwood's *Alias Grace* explores a new paradigm of female relationships through the interactions between the three main female characters, Grace, Mary, and Nancy. From Grace's initial encounter with Mary and the over-idealized communication she achieves with her, to the antagonism revealed after Grace's deeper contact with Nancy, the novel presents a complex and organic relationship of both communication and torment between women. Finally, the hypnotically induced "possession" allows Grace to utter different female voices, enabling women to form alliances and escape from the confinement of patriarchal discourse, thus constructing a community based on their unique female experience.

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Great Western Confucianist, Pound of America

一On the Necessities of the Collision Between Ezra and Chinese Literature

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[Abstract] *Ezra Pound, one of the most influential American poets, has made possible the popularity of classical Chinese poetry in English-speaking countries, and classical Chinese poetry, in turn, has not only molded the character of the poet but also pushed forward the evolving of the study of image in America. The internal association between the poet and classical Chinese culture and poetry is fundamental to the inter-connectivity between Pound and classical Chinese poetry. This paper elucidates on the reason that makes Pound become interconnected with classical Chinese poetry by analyzing the similarity between the poet's characters and the cultural essence of classical Chinese poetry.*

[Keywords] *Pound; English translation; classical Chinese poetry; Necessity*

Introduction

As a talented poet, Ezra Pound (1885–1972) had been immersed in various environments. Of all these environments, the most influential one with its transmitting medium being Japan at that time is classical Chinese culture and poetry, which is deeply affected by Lao Tzu and Chuang Tzu, known respectively as the founder and the successor of Taoism. Their thoughts have been shining through classical Chinese culture and poetry, with the focal point in natural aesthetics that enshrines the harmony between subjectivity and objectivity. Influenced by Taoism, Chinese classics have thus given a full expression about stunning imagery of numerous kinds, in-depth connotations and vividness. Pound once said, "the last century rediscovered the middle ages. It is possible that this century may find a new Greece in China." (Pound, 1968, p. 204)

Classical Chinese poetry has not only afforded the poet inspiration, but has broadened his vision and enriched his theories of writing. As a typical talented poet, Pound has the characters resembles in spirit to that of Chinese culture. As such, his poetry is tinged with a touch of oriental color after his immersion into classical Chinese culture. It is of great significance to delve into the reasons of Pound's translated works by the Chinese and into the spread of his works respectively from the poet himself and classical Chinese poetry with wide connotations. Existing studies and papers upon what is mentioned above, however, are still far from comprehensive and exhaustive. Therefore, the paper will go all the way from the surface to the essence to study the translation and spreading of Pound's great works in China.

Factors of Intersection

Self—evidently, seen from the very bottom, the reason that makes A connect with B rather than with C cannot be circumvented if the connection between A and B is to be found out. Hence the traits of A and B merits our analysis. Japan, an important medium, has to be mentioned before we delve deep into the translation and spreading of Pound's great works in China. According to the foreword in Wu Qiyao's book, *Pound and Chinese Culture* (2006), the author points out that Pound's immersion into Chinese classics is fundamental and Japan secondary in influencing his writing. Still, this remains a mystery as to the degree of influence even to the poet himself. The author of the paper thinks that influence of any kind shall not be too general; rather, it has to be seen in detail from different perspectives. Japan serves fundamentally as the medium and means for Pound's style, while China the spirit and the flesh. For want of haiku, a Japanese form of light poetry consisting of 17 words, as well as Florence's notes written in Japanese, Pound could never have any chance to encounter Chinese culture.

This paper will not touch upon how much Japan had influenced Pound given that existing studies are widely explored abroad; rather, this paper focuses on elucidating on the reason that brings about the overlapping between Pound's temperament and Chinese traditions. Much echoes have been felt between the poet and Chinese classics. But what idiosyncrasies do they possess that has spawned the special translation of his works? Personally speaking, the internal reason of Pound's accidental immersion into Chinese classics lies in the poet's disposition of a Confucianist; the external reason is that Pound's principle on imagery is much echoed with that of the classical Chinese poetry.

Internal Reasons

"Others are fully at ease in being public—spirited in their intentions. In their conduct they are fully at ease in being cultivated. In their understanding they thoroughly grasp the unifying categories of things. One who is like this may be called a great ru. A great ru is fit to be the Son of Heaven or one of the three dukes." (Hutton, 2014, p. 67) Such is Xunzi's interpretation on Confucianist and Pound, for his endowment therein, is regarded as a real Confucianist among British and American literati.

Public-spirited Pound as a talent scout

The greatness of the poet lies not only in his good command of writing, but in the fact that he has an eye for talents. Pound's efforts to look for and encourage poets of the younger generation had, to a certain extent, expanded the camp of anti—Victoria poets.

Eliot was the most talented poet "discovered" by Pound. Back in 1914, during their very first meeting, they were like old friends. It was at that time that Eliot made up his mind to embark on his poetry creation in England. Back then, Eliot had a passion for philosophy and he used to stack what he wrote in drawers. American poetry would have lacked much vividness if it was not for Pound's encouragement and instruction to Eliot after 1914. As one of the milestone works in the 20th century, The Wasteland had earned Eliot the Nobel laurel for literature with Pound's hugely skillful instruction. William Butler Yeats, a much—celebrated Nobel laureate for literature, was in many facets instructed by Pound. It was for Pound's incisive and direct correction that had led Yeats's writing style down the road of modernism in his twilight stage of creation. The same case went to another Nobel laureate Rabindranath Tagore. Ulysses that was arduously created by James Joyce would have been laid aside and even torn apart if it were not for Pound's efforts to help with the book's publication. As for Pound's tapping into Joyce's writing potentials, biography by Jeannette Lander, Ezra Pound is available for detailed reference (Lander, 1971, pp. 53–54).

Robert Frost, Jacob Lawrence, Israel Epstein, Edward Estlin Cummings, Ernest Miller Hemingway and others were also among Pound's instruction list. Of all these people, Hemingway was highly favored by Pound. Without Pound's modification in his works, Hemingway's novels could not have been so concise. Hemingway estimated "Pound spent only one-fifth of his time on his own work, devoting the rest of his energy to promoting the careers of others". (Tryphonopoulo, 2005, p. 144) Pound helped these writers and artists with their publication and promotion of works, and he offered them financial support by lending out his money and helped them with the selling of their paintings and books. Besides, Pound had also arranged shows and written critiques for them. With the exception of all these, Pound had helped these writers and artists to rub shoulders with women who had money to burn. He also spent all night looking after artists who were on the verge of death and acting as a witness for their will. He even paid for their hospitalization and urged them not to take their own lives. Countless were young writers under the wing of Pound. Pound had been so generous and selfless in lending his helping hand so long as he thought the works of a certain writer were worth his instruction. His generosity and selflessness in the cultivation of writers of the younger generation had never been seen in other celebrated scholars. Pound once claimed in a scholarly penny manner that Frost should owe his literature achievements to him. This claim, however, doesn't amount to a big flaw in his grand image in the cultivation of young writers.

Conduct-cultivated Pound as a virtuous saint

Poets are deeply sentimental. Birth, senility, illness and death, humane emotions, knowledge of astronomy and geography, scientific discoveries as well as fictions are all bracketed into their scope of writing. Their sentiments are so deep that make what they create heavy with meanings; their inner grief aroused by parting is heart-breaking; the joy of meeting brings tears to their eyes; their perceptions are finely discerning and their feelings incisively perceptive. Their sentiments are so sophisticated and inter-wined in writing that have in turn made them so passionate in reality. As a pivotal torch bearer for British and American poetry in the 20th century, Pound is very passionate yet chivalry.

The best evidence would be one anecdote of Pound that every Pound-researcher would talk about. After his graduation in the University of Pennsylvania, Pound had been teaching in Wabash College at Crawfordsville in Illinois. He met a woman dancer following an opera troupe on a touring performance the other day on the street, and he then knew that the dancer could not afford accommodation at night. Upon knowing that, Pound entertained the dancer with food and invited her to stay the night at his room. The woman dancer slept on his bed, while he himself on the floor. After the night, Pound went to the school the second day without masking this whole thing. His gesture of good will to that woman dancer, however, was misinterpreted by some meddlers, by which he was suspended to teach unwillingly. From Pound's comments to this issue, it is sure that he was not any libertine person. It deeply saddened my heart that the gesture of good will to the wretched dancer was distorted. I am innocent of that misinterpretation, said Pound. Asked by a historian studying the movement of imagism in 1930 naming Glenn Hughes.

Personally speaking, staying the night with the woman dancer without any ulterior thoughts, Pound was in spirit and in deeds upright. In the Spring and Autumn Period in Chinese history, Liu Xiahui was not disturbed at all with a woman in his lap. At that time, received Confucius decorum hadn't had it that body contact between man and woman is improper. Back then, the American people were going through mental dissociation. The lost generation including Hemingway found themselves lost in their personal conduct. Hemingway himself was surrounded by love affairs and scandals. Pound, on the contrary, did not jump on that bandwagon willingly. Admittedly, if Pound is judged by the yardstick of a saint in Confucianism and compared with Liu Xiahui, he would be looked down by Chinese Confucianists for he had a love affair with Olga. Back then, in the light of the social climate in Europe and America, Pound was

qualified enough to be a saint like Liu Xiahui in the western world, not to mention Hemingway's judgements on Pound to whom the poet was a saint.

Well-read Pound as a learned scholar

According to the description in the part of Education in The Ezra Pound Encyclopedia (2005), "Pound appears to have been an excellent, even precocious student. At age six, his nickname was 'Professor'." (Tryphonopoulos, 2005, p. 91) In the light of this, Pound was mature and well-read during his youth. Ira Nadel, a scholar studying Pound, has it in his treatises, "as a poet, translator, editor, critic, playwright and song writer, Pound has created a batch of intricately intriguing masterpieces in light of literary traditions in the medieval and the contemporary age, and of Italy, America, Britain, China, France." (Nadel, 2007, p. 1) Generally speaking, the wide range Cantos has covered spans across a wide spectrum, including politics, economics, culture as well as history. To be more detailed, it is so all-inclusive as to embrace Chinese history and culture, Confucianism, Taoism, Japanese culture, historical culture in the medieval age, Greek and Italian cultures, the Medici family, the Italian history during Colony's reign, American culture, social credit loan, sex, Fascism, economics, religions and others.

Honestly speaking, throughout Pound's poetry creation, he once wrote to Joyce, "I have begun an endless poem, of no known category. Phanopoeia or something or other, all about everything." (Pound, 1970, p. 102) Back then, Pound had had a rough outline for his Cantos, a great poem excluding none. This poem, as he expected, had cost him 40 years to compose, showing his great command of poetry creation.

"There were 18 kinds of foreign languages including Chinese in the Cantos" (Wu, 2006, p. 244). Pound, however, during his early stage of poetical study, had learned 9 of them. Whichever language it was in the Cantos, Pound had the ability to put a certain language into his poetry skillfully to bring out his thoughts, from which it can be seen that Pound had a good command of languages and is well-read. What's more, no language is hard for Pound to learn except Chinese which served only as graphic symbols in his poetry.

Back then, Frank Raymond Leavis, a renowned American critic, had compared Eilot's erudition with that of Pound's. He had it that Pound's indulging in pure pedantry (Leavis, 2008, p. 109); even if it was so, Pound wasn't anybody still.

As a briefer conclusion of this part, the author thinks Pound is possessed with the nature of a Confucianist and has been nurtured as one as well in the western world. His characters, knowledge as well as temperaments have brought his poetry theory into one that is highly intimate with the anesthetics of classical Chinese poetry.

External Reasons

The invisible factor for Pound to immerse himself soon into the tradition of classical Chinese poetry is that the poet's temperament is quite like that of a Confucianist. However, his principle on images found much echoes with the one that the classical Chinese poetry and traditions enshrine, without which his interest on Chinese classics may have never had lasted that long. This section touches upon the external reasons that bring about Pound's inevitable encounter with Chinese classics from the perspectives of Chinese poetry traditions and imagism of Pound.

Traditions of Chinese Poetry

Traditions of classical Chinese poetry took their original form from the Book of Songs, namely the Anthology of Three Hundred Poems, in which Fu, Bi, Xing – the three techniques are employed in expression and the thought of integrity of heaven and men is embodied. Ancient wisdom has it that nature and men were not to be told apart. This

thought has shined through thoroughly in Chinese Confucian classics, historical records, philosophical writings and miscellaneous works. Traditional Chinese thinking "place emphasis on subjective experience, featuring wholeness, wild imagination, tangibility, intuitive sense, practicality and others." (Sun, 2010, p. 24) All these features combined have directly molded the tradition of classical Chinese poetry into one that is heavily loaded with images. On the other hand, carried with itself traditional thoughts of the Chinese people, Chinese characters at their very original form emphasized over pattern and images and it is only then that the five main calligraphy forms were evolved. All these principles together have reflected the Chinese mentality of imagism and that of the Chinese characters. And all these have, to a certain extent, explained why Pound's translation strategy—the disintegration of the pattern-based characters—could always yield unexpected outcomes.

Liu Xie, a literature theorist in Southern Liang dynasty, laid out his interpretation for images in his book named The Book of Literary Design, saying "You should of course have already acquired your learning like treasure, reasoned with reason to enrich your potentials, examined human experience to discover exhaustively all that it reflects, and tamed the shapes of things for the better management of language. Then with the perfect assurance of the master butcher can you apply to the literary execution the carpenter's inking-line, and with unrivalled craftsmanship sink the knife in the images of meaning. These are the first requirements to attend to in the mastery of writing, the main considerations in planning an individual work." (Wong, 1999, p. 101) "Image" back in Liu's time is image or reflection in the heart, already image with connotation. Following Liu Xie, scholars in the subsequent dynasties had gone to great lengths to expound upon the meaning of images, which, in turn, has gone through numerous changes throughout the millennia. During Ming dynasty and Qing dynasty, image was referred to as the following: it means to borrow a certain object to give vent to poets' feelings by employing Bi and Xing, two techniques of writing known respectively as today's analogy and symbolic means. For your information, Categories of Image: Evolution (2009) by Hu Xuegang is available for your reference for the detailed evolving of imagism.

Imagism enjoys a long history in China. It is a concept not to be circumvented in Chinese literary field considering its ever so important role in Chinese anesthetics and in the tradition of classical Chinese poetry. Other concepts revolving around and spawned from imagism give detailed explanation on how to create a poem and what is counted as a great poem. Yan Yu, a poet and critic in Song dynasty, proposed in his masterpiece named Poem Theory of Canglang "bu she li lu" and "bu luo yan quan" meaning respectively "no copy of old images" and "no over-dressing images". Wang Guowei even presented us "ideo-realm", an upper-seat concept, to include "image".

In a word, images are pivotal and very essential to the tradition of classical Chinese poetry. The shining example for imagism set by Tang poems and Song Jambic verse, known respectively as tangshi and songci among the Chinese folks, has been fundamental to the globally significant role of classical Chinese poetry.

Imagism

Earth-shattering changes were occurring in Pound's era, during which the old were perishing and the new sprouting. Pretentious, sentimental Victorian poets were spurned and the anemic poetry landscape was awaiting a fresh wind to sweep across. Back in Hamilton College, Pound had developed a passion for Dante and other lyric poets. In Provence, France, Pound had kept delving deep and carefully into the languages and lyric poems in medieval ages, which had endowed him an abundance of knowledge for British and American poetry. John Keats and William Wordsworth were even not looked up by him. It was also during this period that Pound's views and vision on poetry had taken shape.

Firstly used by English philosopher and poet Thomas Ernest Hulme, "image" the word was just a common term, which was adapted by Pound into "imagist" that appeared for the first time in Poetry magazine in October of 1912.

Only months later in March 1913, the principles of imagist poetry were already launched in Poetry.

Judging from the vein of poetry back then, it can be seen why Pound was so interested in Chinese poetry. Victorian poems are direct speaking of the minds, which intends to be much too direct, verging on the extreme where unrestrained and uncultured diction was made, without any association and imagination. While classical Chinese poetry pays special attention to "wordless thought" or "tenor beyond vehicle", which coincides with the appeal and desire of the English poets. Wai—lim Yip once cited the following sayings of Pound's.

> We appear to have lost the radiant world where one thought cuts through another with clean edge, a world of moving energies⋯, magnetisms that take form, that are seen, or that border the visible, the matter of Dante's paradiso, the glass under water, the form that seems a form seen in a mirror⋯(Yip, 1992, p. 164)

Wai—lim Yip and other domestic Chinese scholars like Zhu Hui have thus regarded in light of the afore—quoted lines that Pound and Yan Yu share the same "moving energies" (Zhu, 2009, p. 95). In nature, the above sayings by Pound are not merely about the resemblance of their artistic styles. It is also about Pound's dissatisfaction with the old world and his longing for a new world. It is about the objectivity projected and the egoism unhooked.

Back in 1915, in the 60th letter he wrote to Harriet Monroe, Pound had outlined his interpretation for Monroe's imagism by saying that "Poetry must be as w ell written as prose. Its language must be a fine language, departing in no way from speech save by a heightened intensity (i.e. simplicity). There must be no book words, no periphrases, no inversions. It must be as simple as De Maupassant's best prose, and as hard as Stendhal's." (Pound, 1950, p. 91) Three years later, Pound reinterpreted his tenet of imagist faith as a three—pronged one: I. Direct treatment of the "thing", whether subjective or objective. ¬II. To use absolutely no word that does not contribute to the presentation. ¬III. As regarding rhythm: to compose in sequence of the musical phrase, not in sequence of the metronome." (Pound, 1916, p. 96)

In accordance with the thread of Pound's thoughts on poems, we can clearly see that the three tenets are firstly to materialize thoughts and feelings by employing concise wording and simple images. And secondly, he grew to advocate through the tenets that traditional artificial and mechanical rhymes be replaced with "musical phrase". To be precise, the tempo of a poem should share the same pace with the readers' spoken language rhythm or with their written language rhythm. This rhyme change has replaced the flowery, ornamental or sentimental poetry style with intuitive thoughts and simple visual images, which in nature coincides with traditional Chinese poetics.

Conclusion

After probing into the internal and external reasons that trigger off Pound's "collision" with classical Chinese poetry and cultural essence, the author thinks that the poet's liberal sentiments, self—disciplined spirit, his tender love and kindness for talents and his erudition are deeply wedded to Chinese Confucianist ethos. On the other hand, the spirit of American imagism echoes with classical Chinese poetry that is heavy with images. Therefore, the collision between the two is just consequential as the two poles, the one pole being Pound's disposition and Confucian—like spirit, the other being classical Chinese culture, attract each other, so to speak. The two different poetics, western and oriental, find common ground as Pound came into contact with Chinese culture, after which Pound's interpretation of Chinese and China is just natural and unavoidable.

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Acknowledgements

Redefining Tour–guiding Interpreting: A Functionalist Perspective

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[Abstract] *Interpreters in cross-cultural tourist activities are not studied as much as interpreters in other settings, partly because some studies excluded them from the profession of interpreters due to their dual identities, the ownership of interpreted texts, and the preparation they have done ahead of time. This research redefines interpreters in tourist activities, probes into their professional identities, and analyzes their proactive roles as a pacesetter and perspective guide in cross-cultural communication, an elucidator and interlocutor in representation of culture, a mediator and trouble shooter in people-to-people interaction.*

[Keywords] *tour-guiding interpreting; professional identity; interpreter's role*

Introduction

Along with the innovation and development of transportation and the public's awareness of culture diversity, tourism has enjoyed a substantial development. The rapid growth of the tourist industry propels the advancement of related industries, among which the professionalization of the language service industry speaks for itself. Translation and interpreting service, a significant component of the language service, is an inseparable supporting facility in cross–cultural tourist activities. Due to the distinctive features of tourist activities, interpreting in tourist activities has its own hurdles in implementation: the occasional absence of speakers and original texts, inconvenience in note taking, interpreters' multi–professional identities, multi–tasking requirement by tourists and other participants in tourist activities, culture–loaded discourse, etc. Given the complexity of interpreting in tourist activities, the definition of tour–guiding interpreting and the role of tour guiding interpreters need to be probed into in–depth.

Professional Identity of interpreters in Tourist Activities

In tourist activities, tour guides are commonplace, the definition of which is crystal clear, whether they are humans hired by individual tourists, work for a tour agency in the traditional sense, or technologies in forms of wearable electronic tour guide devices, holographic projection, artificial intelligence, etc. The definition of interpreters in tourist activities, however, is somehow debatable. When there are tour guides and interpreters working together in tourist groups, their roles are much easier to be differentiated, but more than often, the cross–cultural tourist activities are led or facilitated by bilingual or multi–lingual people who are tour guides and interpreters in one. Some scholar questions whether we can call the bilingual or multi–lingual tour guides "translators" or "interpreters". In translation studies, translation can be divided into intralingual translation, interlingual translation and intersemiotic translation. This is to say, there should be an original text or discourse involved. The bilingual using his linguistic advantages to

facilitate tourist activities may not necessarily engage in transference of spoken or written texts, because the original text may not exist or may not be in a fixed form, and the bilingual only introduces the tourist spots from his memory or understanding. some other scholars doubt about the translation process of interpreters in tourism because they believe that the target spoken texts produced by such interpreters are prepared ahead of time and the target texts may even not be translated by interpreters themselves, but are translated by others, and the interpreters are just broadcasters or announcers of others' translation. In practice, interpreters in tourist activities may cite from well-established translation works when it comes to culture-loaded texts, especially texts in classical literature, such as poems, couplets, idioms, etc. Therefore, interpreters in tourist activities are excluded from the definition of interpreters, and their discourse in tourist activities is nothing but reciting or narrating. (Liu & Wu, 2009, p. 107)

The exclusion of tour guiding interpreting from the profession of interpreting is mainly due to the two reasons above: the lack of original texts and the debatable ownership for target texts. Those reasons only stand on the premise that a person can only assume one profession and own one professional identity, which is usually true, because most of people only have one professional job, but we see a lot more cases say otherwise. For example, a doctor working in a hospital affiliated to a medical university can also be a university professor. He is identified as a doctor when in hospital with patients, and as a professor when in classroom with students, and the time of his dual professional identities don't often overlap. But when this doctor/professor leads a group of students to do a routine check-up on the patients in the wards, the dual professional identities overlap. The work mode of such dual-professional identities is similar with the tour guide / interpreter. It is similar when there's only one person serving as a tour guide and an interpreter at the same time. When there's no original written or spoken texts, and this person uses the target language to introduce, he is a tour guide; when he interprets for the speaker or does sight interpreting when the original text is written, he is an interpreter. It may not be accurate to call them "tour guide interpreters", because this term only emphasizes on one professional identity that they assume with "tour guide" being a modifier. A more precise way to say is that they are guides and interpreters (or guide/interpreter) in tourist activities. The interpreting service they provide serves the purpose of tour guiding, so what they do is tour guiding interpreting. Nevertheless, instead of dwelling on the argument of what they are called, the research worthier of attention is how they switch between their dual-professional identities, and how they perform the professional roles accordingly.

Professional Roles of Tour Guiding Interpreting

For a long time, interpreters are compared to "conduit", "echo machine", "microphone", "voice box", "language modem", "language converter" (Ren, 2010, p. 69), and all of the comparisons show the expectation of invisibility from interpreters, and their roles to handle linguistic barriers. In recent interpreting studies, an increasing number of scholars have raised reasons to object to the claim of interpreters being invisible and the mere linguistic function that they perform (Angelelli, 2004; Baker; 2009; Pym, 2012; Wang & Feng, 2018; Yin, 2018).

These studies mentioned above have added bricks to the construction of a comprehensive portrait of interpreters in communicative events. But the role of an interpreter in tourist activities is a little different from the roles of conference interpreters, community interpreters, interpreters in wars, conflicts and legal settings, etc., because tourist activities are highly contextual, culture-specific, interactive, and listener-centered. Tourist activities involve cross-cultural communication, representation of exotic culture, and people-to-people interaction, therefore interpreters in tourist activities are a pacesetter and perspective guide, an elucidator and interlocutor, a mediator and trouble shooter respectively.

Pacesetter and Perspective Guide

An interpreter in tourist activities is a pacesetter and perspective guide in cross−cultural communication. Except for tours for academic purposes, tourists are usually unfamiliar with the attractions and have language barriers with the local people. Due to the linguistic and cultural advantages, interpreters know more about the preference and ta−boos about the tourists, thus can make suggestions about tourist activities. To some extent, the interpreter sets the pace, and monitors the tourist activities accordingly.

One of such examples is in the context of the visit paid by American scholars researching indigenous cultures to Sichuan University museum. The interpreter led the tour group to the entrance to the museum and told the museum tour guide that there was only one hour for the visit before the formal luncheon and suggested the emphasis be laid on the exhibits of ethnic cultures in the southwest China on the second floor. When interpreting the museum tour guide's introduction to the history of the museum and items not related to Chinese ethnic people, the interpreter only inter−preted the gist and used the skill of summarizing quite often. When interpreting the museum tour guide's introduc−tion to items of ethnic cultures, the interpreter interpreted the details together with gestures for explanation and illus−tration of labor tools and daily necessities in ancient southwest China. Before this tour, the museum guide and tourists were double−blinded, which means that the tour guide didn't know much about the tour group because the tour was on a short notice, and the tourists didn't know the arrangement of the tour and what to expect in the museum except that this museum tour was arranged for a better knowledge of Chinese culture. The interpreter had a more holistic view of what the tour guide may offer, how much time is allowed and what possibly would interest the tourists, hence the suggestions for the tour guide and different translation techniques.

Interpreters in tourist activities are in control of when and how tourist activities are carried out for the best inter−ests of tourists. Their capability in understanding tourists' interest and demand through communication before and during the tours determines the pace of tourist activities and tourists' perspectives to view the local culture. For dif−ferent tourists, even when the visit is paid to the same tourist spots, the tourists' experiences could be quite different because of the pace and perspective that the tour guiding interpreter sets. Imagine a group of scholars researching on museum history or exhibit display paying a visit to the same museum as in the example above. The interpreter would have made another tailor−made suggestion to the museum tour guide and interpreted the introduction to the museum history and how items are displayed in details while simplifying other culture−specific introduction such as the intro−duction to ethnic cultures in southwest China.

Pound and Chinese Culture

An interpreter in tourist activities is an elucidator and interlocutor in representation of culture. Since cross−cul−tural tourist activities are loaded with cultural elements exotic to the tourists, the interpreter's job is to bridge the cul−tural gap and relieve the tourists' overload in comprehension in a most efficient manner. Functionalists in translation studies holds that a translation action is determined by its skopos (Reiss & Vermeer, 1984). Skopos of a particular translation task may require a "free" or "faithful" translation, or anything between these two extremes, depending on the purpose for which the translation is needed. The receiver or rather the addressee, is the main factor determining the target−text skopos. (Nord, 2001) In tourist activities, the purpose of translation or interpreting is for the target text receivers to better comprehend and fully appreciate the local culture in a light−hearted way. Therefore, faithfulness is no longer original text oriented, but determined by the multifaceted purposes of tourist activities with duly consider−ation given to achieve the target text receivers' coherence. The methods are, but not limited to, simplifying concepts and jargons, providing the context of the original texts, using analogies, raising interactive questions. The following

transcript shows how interpreters in tourist activities elucidate culture−specific discourse on a tour to Wenshu Tem−ple, a Buddhist temple in Sichuan province. I stands for Interpreter; G stands for Tour Guide.

G: (to the interpreter and tourists) 在天王殿正对大门的是弥勒佛祖,这在佛庙里很常见了,对吧?大家再看看,在四周正襟危坐着的是各位天王。大家是外国朋友,可能不太清楚,中国一般天王殿中只有四位天王,分别是东方持国天王、南方增长天王、西方多闻天王、北方广目天王。这四位保我们风调雨顺。这里大家看到了,多了的这两位为哼天王和哈天王,也就是大家经常说到的哼哈二将。

I: Here in the Hall of heavenly Kings, in front of you is Buddha Maitreya. How many of you believe in Buddhism?

(Tourists shook their heads.)

I: In Sanskrit, this Buddha's name is Buddha Maitreya. His statue is often seen in the first hall of Buddhist temples. *Take a look at him. He has a smiling face, doesn't he? So Chinese people usually call him "Happy Buddha" or "Smiling Buddha". Look at him, and you feel your worries will go away. He is also mentioned in daily conversation too. In China, if you want to describe somebody as a person who can't help laughing. You can say 'Why are you laughing like Happy Buddha'.*

(Tourists laughed and took photographs.)

I: You may want to take a look around. The heavenly Kings are sitting around in all seriousness. In the Buddhist temples, the first hall normally hosts only 4 kings. They are King of the North, King of the South, King of the West and King of the East. The four heavenly kings control Natural elements and protect Chi−nese people in farming with good weather all year round. But one thing special is that here at Wenshu Tem−ple, there're two more kings included. Can you guess who are the two added up?

(tourists looked around in discussion)

I: I will drop you a hint. These two look a bit different from the other four in appearance.

(Tourists started to guess and answered)

I: Yes! We already got the right answer! It is these two (Pointing at two statues). They are not really kings, but guarding generals, General Heng and General Ha. Their function is to fend off the evil.

From the transcript, it is obvious that the interpreter didn't go for literal translation on hearing the tour guide's introduction of Buddha Maitreya and the the uniqueness of six guards in the first hall, instead she checked if the tour−ists were familiar with Buddhism and switch to methods that ease the tourists' cognition burden. The italic part in the transcript manifests that she replaced the term Buddha Maitreya with "Happy Buddha" and "smiling Buddha", and explained the symbolic meaning of happy Buddha in Chinese culture and language. In interpreting the six−guard re−lated spoken text, the interpreter chose not to translate directly, but to interact with the tourists as an interlocutor, asking them to guess who the two add−ups are, and to simplify the translation of the formal names into Kings of four directions. The interpreter's decision not to translate literally is based on the purpose of this tour: it is for fun and get−ting to know Chinese temple culture, not for the purpose of conducting academic research, which may require a more word−for−word original text centered translation.

Interpreting in tourist activities is normally listener−centered, so that the standard of faithfulness is tilted to the purpose of the tour and whether the target text receivers are able to comprehend in a timely manner. Interpreters usu−ally elucidate the culture−loaded texts through interaction with tourists as an interlocutor, which means they don't only "repeat" the text in the target language but also create text through conversation with tourists.

Mediator and Trouble Shooter

Tourist activities are not only about sight seeing, and the interaction between tourists and local people is also a key component. A tour guiding interpreter is a mediator and trouble shooter in people-to-people intercultural interaction. One of the typical scenarios is when the interpreter in tourist activities helps tourists to bargain with the local business owners in purchasing souvenirs. Instead of only translating the tourists' words, interpreters usually voluntarily ask the business owners to offer a discount. Words from the tour guide/interpreter like "the price was much cheaper last time that I led a tourist group here", "if a discount is offered, more of us will get it", "if with a discount on the price today, I will introduce your business to tourists next time I'm around" are often heard at tourists' attractions. Unlike domestic tours, on which the tour guides normally do not directly participate in the bargain of prices in order to avoid the suspicion of aligning with business owners for selling goods which is against Chinese tourism regulations. With foreign tourists, in order to show hospitality, tour guiding interpreters use professional identities as a bargain chip, such as the promise of more tourists in the examples above and use the appellation of "we" to get a discount for the foreign tourists. When some unexpected incidents happen, similar alliance between interpreters and tourists is also seen, and the trouble shooting strategies are chosen for the best interests of the tourists.

The universal principle of neutrality (Setton and Prunč, 2016) in interpreters' code of conduct requires interpreters not to take sides with parties in interpretation, but this principle often does not take effect on tour guiding interpreters due to tour guiding interpreters' dual professional identities. In most cases, interpreters in tourist activities are hired either by tourists or an organization that initiates the tour, including a travel agency, an institute that invites tourists into the country, etc. This is to say interpreters are employees with employers' expectation and requirement of loyalty at work, therefore they side with tourists to mediate the cross-cultural interaction and solve troubles in the process.

Conclusion

The doubt about tour guiding interpreters is cleared out if we realize they may have dual professional identities. There are times that tour guiding and interpreting are taken by different people, and more often the jobs of tour guiding and interpreting are taken by the same person. When there's only one person assuming two professional identities of a tour guide and an interpreter, his spoken texts produced for the tourists are comprised of two parts: his own introduction and opinions expressed in the target language as a tour guide and his translation from speakers or written texts as an interpreter. Apart from purposes of communication, education and promotion of mutual understanding, which are shared by interpreting in various settings and fields, interpreting in tourist activities has an additional but distinctive purpose— entertaining tourists and maintaining a leisure atmosphere, so the role of tour guiding interpreters is generally of three folds: a pacesetter and perspective guide in cross-cultural communication, an elucidator and interlocutor in representation of culture, a mediator and trouble shooter in people-to-people interaction.

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Promoting Architectural Values in Culture-bound Scenery in Tourist Destinations

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[Abstract] *Tourist destinations serve the function of attracting tourists and bring economic benefits, but how tourist destinations can be effectively promoted has been the heated debate for years. It is claimed that the culture embedded in tourism promotional materials is a kind of promotional culture, aiming to trigger the psychological emotions in potential tourists and attract them to pay a visit. This paper will analyze architectural values of culture-bound scenery in the Humble Administrator's Garden and explore how the promotional culture in architectural values can be effectively promoted through translation to international tourists.*

[Keywords] *promotional cultures; tourist destinations; tourism translation; the Humble Administrator's Garden*

Introduction

Unlike some other translation materials, tourism translation materials are typically regarded as promotional materials that have operative functions of transforming potential tourists into actual tourists. When tourists visit particular sites, the info-promotional functionality of exhibition boards, to some extent, have influences on tourists' decisions on how long they would like to stay, how much they are willing to pay for tourism products, and whether they long for another visit or recommend it to friends and family members.

The translation from Chinese to English tourism promotional materials has drawn scholars' attention for decades, but the low quality of tourism promotional materials are consistently emerging as concerns for researchers and translators (Jin, 2017, p. 31). The translation of the Humble Administrator's Garden is no exception.

Built as early as 1509 in the Ming Dynasty (1368–1644 CE), the Humble Administrator's Garden is located in the north-eastern corner of the ancient city Suzhou. Among all tourist attractions in Suzhou, Suzhou Gardens are the most well-known tourist destinations and "the representatives of traditional Chinese garden culture" (Ju, 2011, p. 1). As the largest classical garden in Suzhou, the Humble Administrator's Garden was called "the mother of classical gardens in China" (Zhang, 2012, p. 44) and was designated as a World Heritage Site by UNESCO in 1997. The Humble Administrator's Garden's cultural value is prominent, but the translation of some exhibition boards fails to convey cultural values. Although there were some translation studies about the Humble Administrator's Garden, limited research has touched upon how to promote architectural values to tourists in translation.

This paper will analyze the translation of exhibition boards in the Humble Administrator's Garden and aim to find out how to promote cultures from the perspective of architectural values successfully.

The Architectural Value: Culture–bound Scenery

Exhibition boards, the intimate visual connection with real–time tourists, carry an essential role in supporting the sales of tourism destinations. Exhibition boards in tourist destinations aim to communicate messages and meet tourists' psychological needs in limited space. Three tourists' expectations of tourist destinations, "authenticity" but not necessarily reality, "strangerhood" but not similarity, and "play" (Dann, 1996), illustrate that appealing tourist destinations can provide tourists with authentic different leisure experience.

There are unique Chinese styles of architectures and culture–bound scenery in the Humble Administrator's Garden, and their introduction on exhibition boards constitutes Chinese source text and its English translation. It is a matter of question whether these texts represent Chinese architectural values. The textual analysis on excerpts extracted from exhibition boards will study whether potential info–promotional characteristics in Chinese cultural elements can either be well presented or become the possibility of hindering intercultural communication.

Example 1

Source text (ST): 此馆为西部的主厅。这是由前后两厅相结合的建筑，中间隔以银杏木雕刻的屏风，北厅为卅六鸳鸯馆。馆北临荷池，池中有鸳鸯戏水。取《真率笔记》"霍光园中凿大池，植五色睡莲，养鸳鸯卅六对，望之灿若披锦"语意而名。管内陈设精致的书画文物、古式家具极其精致。馆四角建耳室，构造别致，作辅房之用。

Target text (TT): *It is the chief building in the western part of the garden. A carved screen made of gingko wood divides it into two halls, the north hall and the south hall. The north hall, called the 36 Pairs of Mandarin Ducks' Hall. It overlooks a lotus lake with mandarin ducks playing on the water. "The Notebook of Zhen Shuai" records that Huo Guang's garden has a large pond with five-colored water-lilies and 36 pairs of mandarin ducks, and the pond looks as if it was richly ornamented with brocade. Hence the name. Furnished with calligraphy, paintings, antiques and exquisite old furniture, the unique building possesses four auxiliary rooms at four corners.*

Source: The introduction of the 36 Pairs of Mandarin Ducks' Hall

The first example is the introduction of the 36 Pairs of Mandarin Ducks' Hall and its architectural values. The name of the 36 Pairs of Mandarin Ducks' Hall comes from the previous scenery of 36 mandarin ducks in the lake, as indicated in the source text. Mandarin ducks, known as "鸳鸯" (yuan yang) in Chinese, are ornamental birds in pairs, often regarded as the symbol for love. It is noteworthy that not only its name is related to yuan yang, but also it constitutes the architecture of yuan yang halls. The architectural style of yuan yang halls is like yuan yang in pairs, with equal–sized north hall and south hall, namely the 36 Pairs of Mandarin Ducks' Hall and the 18 Camellias Hall, respectively. Therefore, the name of the 36 Pairs of Mandarin Ducks' Hall originates from the symbolism yuan yang and could refer to its architectural form.

The first architectural value mentioned above has not been illustrated to the target audience. At first, international tourists may not have an idea of what mandarin ducks mean. It can be annotated as pinyin yuan yang, importing Chinese cultural elements in the target audience's mind with an explanation afterward "ornamental birds in pairs, regarded as the symbol for love." This attempts to facilitate the understanding of international tourists and try to create a strangerhood atmosphere to stimulate their interest. Concerning the architectural style of yuan yang halls, the target text can be revised as "...A carved screen made of gingko wood divides it into two halls, the north hall and the south hall, like yuan yang in pairs. Though in the same size, the owner often uses different window lattices, floor tiles, beams, plaques, and carvings to create different charms of each hall. The north hall is the 36 Pairs of Mandarin Ducks' Hall. ..."

The second unique architectural value is a square in the center and four small squares in the corners with unique roofs. The central roof has two slopes, and the four sides have pyramidal roofs, being the only one of its kind in

all classical gardens in China. The source text only mentions the "馆四角建耳室，构造别致，作辅房之用" which means there are unique four auxiliary rooms at four corners but does not touch upon its cultural and architectural significance. However, this unique style could be promoted to tourists to appreciate the architectural value of visiting this site.
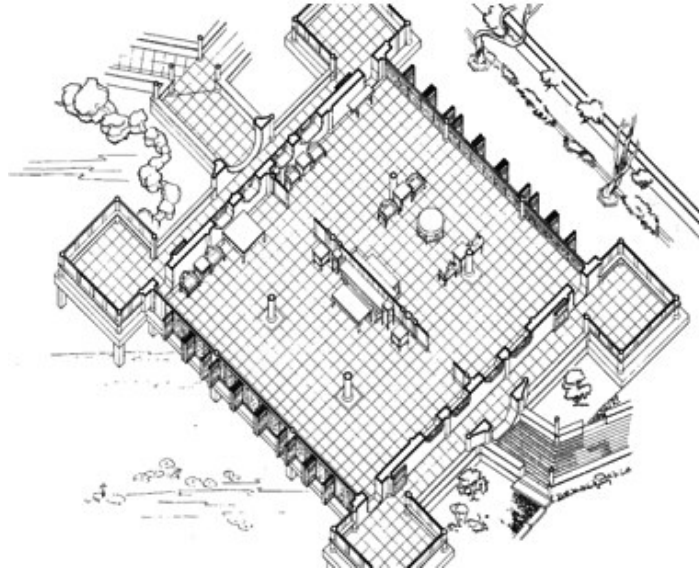
Figure 1: The flat surface graph of the 36 Pairs of Mandarin Ducks' Hall
(Source: Liu & Pan, 2007, p.151)

Thus, new information can be added to demonstrate its architectural value, "Another style of architecture, four auxiliary rooms at four corners, are prominent because it is the only one in all classical gardens in China." It tries to improve the destination image of four auxiliary rooms by pointing out its unique value in Chinese architecture and also arouse the target audience's interest to have a look.

The identification of this destination image should be perceived by the tourists with reference to the uniqueness of the architectural value. Kozak et al. (2004, p. 254) argue that the destination image perceived by the tourists determines the competitiveness of the tourist destination. The target texts do not help to improve the image in this regard with mere translation. The target text will have been more interesting for tourists if it reveals the architectural value that this architecture style is the only one in all classical gardens in China.

Blessings Embedded in Architecture: A Philosophical Origin

Private "garden," as "subjectively staged nature," creates "ideal worldly life for spiritual pursuits." (Han, 2006, pp. 80–81) It is considered a place where scholars hid from conflicts in the officialdom but did not intend to disappear into the real and wild nature. This art form is trying to convey the beauty of nature with human-made art; in other words, a civilized nature.

The first owner of the Humble Administrator's Garden was Xianchen Wang in Ming Dynasty (1368–1644 CE), who was a successful candidate in the highest imperial examinations, but then experienced three ups and three downs during his official career (Yumuhengshan, 2014, p. 3). Xianchen Wang finally decided to go back to his hometown and built this garden as his residential area. The "humble administrator" is a Chinese expression of demonstrating humility that "a clumsy person regards unimportant activities like gardening as his government affairs," hence the name. There are various sites show the philosophical pursuits of owner, such as the construction of the Fragrant Islet.

Example 2

ST: […] 这座画舫临水而建，上悬文徵明书"香洲"两字横额。[…]

TT: […] Constructed over the water, the boat-like building has a tablet hanging above and carrying the name "Fragrant Islet" written by Wen Zhengming. […]

Source: The introduction of the Fragrant Islet

In the source text of the Fragrant Islet, the architecture is introduced as "画舫 (hua fang)" which usually means a richly decorated ship. "画舫 (hua fang)" is culture-bound phrases, traditionally used to refer to boats with gorgeous decoration with the aim of cruise and entertainment. The image of "画舫 (hua fang)" is widely shown in ancient Chinese works, such as one excerpt in an ancient Chinese painting – Ode on Goddess Luo.
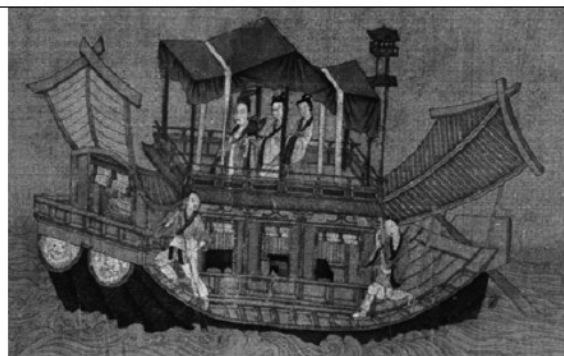
| Figure 2: An excerpt of *Ode on Goddess Luo* by Gu Kaizhi (顾恺之), Eastern Jin Dynasty (317-420 CE) (Source:http://www.xinhuanet.com/shuhua/2017-05/05/c_1120924228.htm) | Figure 3: The picture of the Fragrance Islet (Source:http://www.lvezhun.com/sjzmgujianzhu/225692.html) |

"画舫 (hua fang)" occasionally refers to a building by imitating the shape of a boat built on the water in a garden. However, the lower hull is usually made of stone, so the shape is similar to a boat but cannot move and is generally fixed on a relatively open shore, also known as an untied boat. As shown in figure 3, the Fragrant Islet has a relatively different design from the traditional ones. The bow is a platform (台), the front cabin is a typical pavilion (亭), the middle cabin is a pavilion with terrace (榭), and the stern is a two-story pavilion (阁), four different forms of Chinese architectures.

"画舫 (hua fang)" is exquisite in site selection, usually close to the water and with the most viewing angle on the platform. Standing on the boat, the scenery on the water and the land add beauty to each other. The emergence of the stone boat is also related to the traditional Chinese philosophical and psychological pursuit. Li Bai, a famous poet in Tang Dynasty (618–907 CE), wrote: "If we despair of all human affairs, let us roam in a boat with loosened hairs (人生在世不称意,明日散发弄扁舟)" (Xu, 2007, p. 179). Since ancient times, people have always compared life in the world to sail in the water, like pushing the boat along with the current (顺水推舟, the hidden meaning is making use of an opportunity to achieve one's end); sailing against the current (逆水行舟, the hidden meaning is overcoming difficulties); in the same storm-tossed boat (风雨同舟, the hidden meaning is standing together through storm and stress). It can be seen the cultural value from setting up the boat is the owner's pursuit of the ideal and aesthetic interest. They wished themselves smooth sailing with a following wind on the voyage.

It is evident that cultural-architectural value is in the culture-bound scenery, while this case demonstrates the need for better translation strategies. The target text does not assume the role of the boat-like building in reflecting the cultural elements, and more importantly, how it narrates to play the part of alluring tourists. Therefore, some information can be provided before the target text, "The shape of the Fragrance Islet is a boat-like structure, the suste-

nance of literati's ideals and sentiments in ancient China. Since ancient times, people have always compared life to sailing on the water and wished themselves smooth sailing with a favorable wind throughout the voyage."

"Borrowed View" in Architecture: Oneness with Nature

Example 3

ST: […] 舱中置明镜一面,反映着对岸倚玉轩一带景物,扩景深远,体现了虚实对比和借景手法。

TT: […] A large mirror placed inside reflects the Bamboo Pavilion on the other side of the lake and nearby scenery, showing the masterful use of the garden techniques of "borrowed view" and the contrast between reality and falsehood.

Source: The introduction of the Fragrant Islet

Besides the architectural and cultural value of "画舫(hua fang)", it is also worth mentioning "borrowed view (jie jing)" inside "画舫(hua fang)" to reflect the cultural value of oneness with nature. "Borrowed view" is illustrated by Taylor (2006) as the natural scenes outside the garden are brought inside to create an illusion of greater space. In the source text, the mirror reflects the scenery in and around "倚玉轩 (the Bamboo Pavilion)" on the opposite bank. This type of architectural design is called "borrowed view (jie jing)."

With the expansion of the landscape, the "borrowed view (jie jing)" in the mirror makes a comparison between reality in and around the Fragrant Islet and the falsehood of the scenery in and around Listening on the Jade Pavilion. This architectural design integrates and extends the natural landscape, so tourists' attention will not only be in the garden but also lead to the scenery outside. So, it integrates real and artificial views inside and out of the garden and tries to constitute a harmonious combination of oneness with nature.

To promote this cultural and architectural value to tourists, there are two techniques. As can be seen from the target text, though it attempts to illustrate its architectural value "borrowed view," more apparent techniques could be used to draw attention from tourists. For example, the text can be revised to "you can see the 'borrowed view' in the mirror and feel the masterful use of the garden techniques—the contrast between reality and falsehood and oneness of nature." The technique of using "you" is ego–targeting, which is used to make the tourists feel singled out from the crowd, thus making them feel special in this case or at least privileged (Sulaiman & Wilson, 2019, p. 25). Afterward, a hidden Chinese philosophical element "oneness in nature" in the "borrowed view" is brought in forth. By bringing up hidden Chinese culture, the target audience will understand the rationale of this architecture and understand why this tourist attraction is unique to visit. The re–translation conforms with Yang's argument (2018, p. 296) that shared characteristics of tourism promotional materials: words of a positive descriptive nature, words of cultural references, and words with persuading intention.

Conclusion

The examples above have illustrated that architectural values in culture–bound scenery are essential to consider and may pose challenges for translators. If translators fail to dig up the potential cultural barriers in the source text, the interpretation of the source text would not be sufficient. Also, without considering the target culture and conventions, the target text cannot fully serve the info–promotional function or meet tourists' demands.

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The Narrative Dynamics in "A Rose for Emily": Temporal and Other Elements

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[Abstract] *A good narrative is always unremittingly dynamic, when it allows different readers to approach it with senses somewhat compromised or not compromised. "A Rose for Emily" serves as an excellent example for this purpose. Its temporal and other elements as embodied by objects and characters are quintessential to the deciphering of its theme: How Emily, as a temporally and geographically symbolized character, chooses to be a life martyr-fighter for the historically doomed cause on behalf of the old genteel South even when the Civil War is ended long before.*

[Keywords] *narrative dynamics; Jefferson; the Griersons; madness; Emily*

Introduction

A literary narrative is the art of letting meanings happen in all ways possible in text, whether it is by means of temporal or spatial remodeling, or rather, both, with the former more favored because of its richer flexibility, though. Thus, a good narrative is one that is always dynamic and ready to stretch for yet another one more interpretative inch out of the secretly folded times and spaces an author tucks in before a critic can make a start for his search. "Rhetorical or reader-oriented motivations" (Skinner, 1985), is the language used by critics like Perry and others who believe that when a narrative is immanently invested with dynamics, the reading process of it is basically controlled by an internal rhetoric. "A Rose for Emily" by William Faulkner is a best example of this. Regardless of its expansive coverage in criticism ever since it came out in 1930, it is still blessedly surrounded with a density of ambiguities, of which, whether Emily is really mad, stands out best. The other comparably equivocal question is "Are Emily and her father really in a problem relationship? When answers to these two questions are produced, we may gladly come to realize that the theme of the short story itself shall be necessarily reworded: It's not romance or love as the novella has long been universally believed to be about, but the inter-generation alliance between a pair of soldierly father and daughter, and the crusading confrontation of a somewhat degenderized woman against her community.

Jefferson and Its Nonconformist Family

In more than one works of Faulkner, "Jefferson" is used as a distinctive proper name that indicates a locale where bazaar lives happen. Here in "A Rose for Emily", Jefferson is again made synonymous of some hugely compelling anecdotes perplexing to the under-informed or the ignorant of Jeffersonian locals. A community finds itself legitimate only if it runs on a set of commonly convinced and practiced values. In this regard, Jefferson is fairly typical as a community. Its residents are supposed to carry on the institutions and rituals in its public life as indicated by "The day after his death all the ladies prepared to call at the house and offer condolence and aid, as is our custom" (p.

1432). At the same time, the community is also inclined to eliminate what or whoever that poses a public hazard. The way the town collectively interferes into Emily's decision to keep her father's body shows how easily a community can get itself justified when the prospective public good is alluded to. After all, retaining a corpse may entail considerable risks of public disgust and hygiene. However, Emily is uncooperative at the best. She doesn't break down until "they were about to resort to law and force" (p. 1432). Why does she act like this? Is she really out of her mind? Why are "we" (mainly the townswomen) so understanding of her as to put "ourselves" in her shoes?

"We did not say she was crazy then. We believed she had to do that. We remembered all the young men her father had driven away, and we knew that with nothing left, she would have to cling to that which had robbed her, as people will" (p. 1432). Viewed alone, "we" seem quite kind and tolerant. "We" allow Emily a second chance to resume her sense. That is why there is the statement that "We did not say she was crazy then" by logic. But this also implies that there is indeed a point of time when the townswomen do start to say "she is mad" later. However, throughout the text, there is nowhere any of the townsfolk ever puts that in words, in this sense, Jefferson does appear to be a place civilly governed with courteous and friendly codes. However, when a member goes too far and leaves defied its norms of propriety, it is sure to get the nonconformists excluded. So, despite of the absence of a statement on Emily's "madness", Emily's peculiar state of mind is once and again insinuated. The boldest implication comes as follows:

> *That was when people had begun to feel really sorry for her.* People in our town, remembering how old lady Wyatt, her great-aunt, had gone completely crazy at last, believed that the Griersons held themselves a little too high for what they really were. None of the young men were quite good enough for Miss Emily and such (p.1432). (my italicization)

On the surface, the italicized sentence is about how the sector of the town that can be best denoted by "we" pity Emily, showing a neighborly goodwill to an ill-lucked member as all institutionalized communities are expected to. However, it is also a punitive declaration to say that "as a Grierson, Emily is repeating the predestined madness after her great-aunt" as she is just another example who thinks too much of herself. Instead to get readers informed with how strategic Emily is in the intelligence combat between her and the invasive lime sprinklers as narrated in the text that literally precedes it, the narrator seems to be more enthusiastic on telling readers about how Emily is pity-worthy. This is the way the narrative after the emphasized sentence is directed. The narrator doesn't see anything wrong in the band's break-in. "They broke open the cellar door and sprinkled lime there, and in all the outbuildings" (p. 1432). It is not insensible to say that were not it for their knowledge about Emily's presence indoors, the intruders would well bring themselves into the interiors of the main building. Taking side with the invaders at this point, the narrator seems to be somewhat awestruck as he, on behalf of the band at this point, comes to realize the ever-presence of Emily's defeating surveillance all of a sudden, "as they recrossed the lawn, a window that had been dark was lighted and Miss Emily sat in it, the light behind her, and her upright torso motionless as that of an idol. They crept quietly across the lawn and into the shadow of the locusts that lined the street" (p. 1432).

Despite the ill-directed narrative, an implied reader is supposed to see Emily as what she is: living largely as a recluse though, she can read others' minds with shocking accuracy, which explains her vigilantly witnessing every move taken by the sprinklers till their retreat and disappearance into the street. So Emily is the last one the ignorant townsfolk are in a position to feel sorry for, not to say when it is in respect to her overwhelming maneuver demonstrated with "After a week or two the smell went away" (p. 1432). Many critics ever discussed the solutions for the rapid die-away of the smell, which may otherwise withstand for quite a few weeks without a best measure. So, the reason

the narrator shall pretend to be a townsfolk by uttering the sentence as italicized is to get an implied reader distinguished from the rest. However, just as boisterous are the multitudes, so credulous are the majority of readers. Many turned out to be deluged with the ill−intended guesses about Emily and the rest of Griersons. This is immediately testified by what comes after the italicization, "People in our town, remembering how old lady Wyatt... None of the young men were quite good enough for Miss Emily and such" (p. 1432). Check this against the earlier excerpt that's started with "We remembered all the young men her father had driven away" (p. 1432), a good reader would find "we" are not telling the truth. These two statements cannot hold water at a time, either it is that of "the Griersons held them too high..." or that of "the father had driven all the young men away" that makes a true−valued statement.

A post−text that is located quite distant from this also speaks a lot about Jefferson's institutional tendency to estrange a nonconformist, "Two days later we learned that she had bought a complete outfit of men's clothing, including a nightshirt, and we said, 'They are married.' We were really glad. We were glad because the two female cousins were even more Grierson than Miss Emily had ever been" (p. 1434). Regardless of the fact that the townswomen are all the way watchful of Emily for everything she does during her outings on Sunday afternoons with Homer Barron, the gossipers are nothing but self−indulgent in their imaginations about how things get on between them. The nightshirt serves as an excellent material item to get the self−indulgence in their speculations somewhat tempered. But, that does not by any means lend a chance for the women to assuredly claim that "They are married". As far as they see, once Emily gets married, something most typical of the Griersons shall be impaired and they have a reason to be really glad. So, what is the most Grierson trait as minded by the gossipers? Why shall the townswomen feel so happy with the quality blemished?

To answer these two questions, we have to look into Emily's great−aunt's marital status. We are told by the women that Wyatt goes completely mad in the end. Seen from the message that she has no inheritor for her estate as in "her father had fallen out with them over the estate of old lady Wyatt" (p. 1433), we can infer that she dies a spinster who most probably lives under the roof of Emily and her father's, otherwise Emily's father wouldn't be the winning nephew in the inheritance of the property she is entitled to. Wyatt, Emily's father and Emily herself must be bound as closely as to impress Jefferson as the last of 3−generationed Griersons. That's why the townswomen shall feel rather shocked when it dawns on them that after all Emily has some blood−kin outside Jefferson, "so she had blood−kin under her roof again and we sat back to watch developments" (p. 1434). Unhappy though are the Griersons from Alabama with the Griersons in Jefferson, they are all seen as genuine representatives of the family in that the Grierson women are all too conceited for their used−to−be advantageous social hierarchy, "they all held themselves a little too high for what they really were. None of the young men were quite good enough for Miss Emily and such" (p. 1432). At the seemingly unmistakable news about the purchases of toilet set and nightshirt for Homer that seems to come of the two cousins, "we (the townswomen) were glad because the two female cousins were even more Grierson than Miss Emily had ever been" (p. 1434). The sentence is evidently informative of the reason, at least, in part, why the Griersons are perpetually unwelcome in Jefferson: once socially privileged, its women folks persist not to marry minors in "the gross, teeming world". With the abolition of aristocratic genteel culture in the old South since the end of the Civil War, women with a mind like this are condemned to a life spinsterhood. Deleterious to the communal congruence, such a marital outlook is sure to be gotten rid of. Naturally, any progress made in this respect shall give the meddlesome women a reason to feel relieved and encouraged, as they reckon they somewhat get Emily succumbed to the commonly practiced codes—a woman marries. Pretending not to get much involved, they wouldn't spare any effort to get Emily married, when it is necessary, "(By that time it was a cabal, and we were all Miss Emily's allies to help circumvent the cousins.)" (p. 1434).

Seen from the not−to−marry attitude uniformly taken by the Grierson women down through three generations, it

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can be suggested that the slanderous attack on them for their standoffishness in marriage starts early; Emily is a mere successor to Wyatt who is the first to abandon the identity of a marrying woman in contempt of the marital code in Jefferson. In this sense, anything narrated from the point of view of the townspeople, especially, the women and the elders, is far from being reliable. If Emily is practically mad, how can she be so shrewd once and again in counteracting the community's interference? Neither is Wyatt nor Emily mad. They are just slandered because they cannot be succumbed. The townswomen seem to find the Grierson women suspicious for their marital outlooks all the time, "so when she got to be thirty and was still single, we were not pleased exactly, but vindicated(my italicization)"; the female gossipers are somehow caught up with a penalizing hostility toward Emily: They try to impose their own values on her, wishing Emily to conform to their marital outlooks; while they happily gloat over Emily's failure to seize a viable chance for marriage, "even with insanity in the family she wouldn't have turned down all of her chances if they had really materialized" (p. 1432). Regardless of their pretended goodwill, the women in Jefferson are morally corrupt in effect, otherwise, they won't utter anything like "so the next day we all said, 'She will kill herself'; and we said it would be the best thing" (p. 1433). Therefore, when it comes to the relationship between Emily and her father, especially with the most imposing description on it comes in the immediate post-text after what's about Wyatt's madness, a good reader shall be air-tightly cautious in case he shall be prejudiced against the Griersons. This is exactly what's expected by the ignorant and hostile townswomen who are all the way down in the text found defaming and alienating the nonconformist Griersons on behalf of their community.

Like Father, Like Daughter: A Special Bond between Generations

To understand Emily right, it is necessary for us to zoom in a bit closer on her father. There are many places where the father is narrated either in the form of peripheral reference or in that of symbolic presentation, despite he is not given a single chance to appear in person. "*Then we knew that this was to be expected too* (my italicization); as if that quality of her father which had thwarted her woman's life so many times had been too virulent and too furious to die" (p. 1434), such a peripherally relevant message about the father also tells a lot about Emily. At this point, the narrator seems to be fully sure of Emily's having poisoned Homer Barron as this comes in the very paragraph of modest length that is suggestive of Homer's forever disappearance and Emily's long abandonment of the streets. The father is virulent and furious; so is the daughter.

In the narratives about how unfailingly she holds her head high during her "courtship" with Homer, Emily shows a lot of unbecoming toughness and virulence, "She carried her head high enough – even when we believed that she was fallen" (p. 1433). Besides, when she buys arsenic form the druggist, that quality is also given a highlight, like "The druggist looked down at her. She looked back at him, erect, her face like a strained flag" and "Miss Emily just stared at him, her head tilted back in order to look him eye for eye, until he looked away and went and got the arsenic and wrapped it up" (p. 1433).

Seen from the way she holds her head high and her virulence in intending to get a most venomous poison, she cannot be possibly in love with Homer, a northern day-laborer who is cheekily loud in every sense. "Whenever you heard a lot of laughing anywhere about the square, Homer Barron would be in the center of the group" (p.1432). And his visual taste for noisy color is also in nice accordance to his boisterousness in auditory sense, "the yellow-wheeled buggy and yellow gloves" cannot be deemed proper in the eyes of Emily as an old-fashioned southern belle, not to mention his failure to render privacy private, "Homer himself had remarked—he liked men, and it was known that he drank with the younger men in the Elk's Club—that he was not a marrying man" (p. 1433). Homer's grossness is set in vivid contrast with the traits oftener associated with the old-timed southern aristocrats Emily embodies, "Thus she passed from generation to generation—dear, inescapable, impervious, tranquil, and perverse" (p. 1435).

It is hard to imagine how a lady who is always as old-fashioned and haughty as Emily can go dating with Homer Barron. Is Emily really fallen (deflowered) as gossiped by the townswomen? If Emily's outings with Homer are otherwise intended than love, what is it? Homer is not a marrying man, which is known and accepted by everybody in the town while none feels like buying into Emily's resolution that comes as part of her family heritage—She cannot afford to marry anybody as the daughter of a militant father who always tries to produce a soldier-like successor who fights on behalf of the old South after him. Just as what's suggested by the implied narrator that Emily's life as a woman is thwarted for times by her willful father, Emily is not just turned into one who disowns her will to marry, rather, she is even degenderized or symbolically reconfigured in gender. "When we next saw Miss Emily, she had grown fat and her hair was turning gray. During the next few years it grew grayer and grayer until it attained an even pepper-and-salt iron-gray, when it ceased turning. Up to the day of her death at seventy-four it was still that vigorous iron-gray, like the hair of an active man" (p. 1434). As a shrewd and virulent strategist, Emily is so neat with her last, also the most decisive victory made with the "long strand of iron-gray hair" on the indented pillow as discovered by the invasive townspeople, that Lionel Trilling ever extolled that: "A Rose for Emily," the story of a woman who has killed her lover and has lain for years beside his decaying corpse, is essentially trivial in its horror because it has no implications, because it is pure event without implication... (Skinner, 1985). Emily entertains the expected intruders with a perfect stroke—except the implied narrator and reader, none would get a clue to realize that what she intends between her and the coarse northerner is nothing but a determined annihilation in memory of the prewar South. Although, the implied narrator does for one time touch upon the reason why Emily shall get associated with Homer, " It was as if she demanded more than ever the recognition of her dignity as the last Grierson; as if it had wanted that touch of earthiness to reaffirm her imperviousness" (p.1433), few critics have ever paid due attention to the peculiarity of Emily in relation to the father.

Definitely, the father is the eventual sources responsible for the shaping of Emily's character. Contrary to what's gossiped by the ignorant townswomen that the father is all bullying and despotic, Emily finds a protective and loving ally out of him. Otherwise, there wouldn't have been the narrative "with the crayon face of her father musing profoundly above the bier" (p. 1435). It can't be anybody except Emily's own idea to get her father's crayon portrait moved over from its original place, "On a tarnished gilt easel before the fireplace stood a crayon portrait of Miss Emily's father" (p. 1430). Jealously bitter and hostile as the townswomen are toward the Griersons, Emily never shows any tendency to socialize in the town. That's the reason why for the most of her lifetime, her front door is shut. Trying to get the Griersons estranged, the townspeople are also avoided in return. There is an embarrassing social gap between them. The townspeople don't know much about the father and the daughter so they have to resort to imagination, "we had long thought of them as a tableau, Miss Emily a slender figure in white in the background, her father a spraddled silhouette in the foreground, his back to her and clutching a horsewhip, the two of them framed by the back-flung front door" (p. 1432). Here, just like what's implied by "the tarnished gilt easel", "the faded ink", and "the ebony cane with a tarnished head" and "the stubborn and coquettish decay of the Grierson house", the "back-flung front door" is another sign that is intended to tell how the father as well as the daughter are hind-sighted nostalgics, they look at the world not in its prospect, but in its retrospect, instead.

As Emily is not predisposed to marry as aforesaid, the horsewhip clutched by her father won't suffer anything of the father-and-daughter relationship. What's more likely is that the father acts on the daughter's will as Emily's resolution not to marry is just sporadically known to the town and there are indeed some young men who do attempt to woo her. So "We remembered all the young men her father had driven away" seems to say something problematic about the relationship between the father and the daughter, but in effect, it may also be read as a sign indicative of how the father helps his daughter turn down the innocent suitors as she wills.

Seen from Colonel Sartoris's arbitrary remission of Emily's taxes upon her father's death, we have a reason to infer that the old mayor is trying to help Emily resume some fatherly love when she is bereaved of her blood-father as the only child of a former comrade in battle. Presumably, both the colonel and Emily's father are actual fighters of the battle of Jefferson, which probably helps the old mayor rationalize the dispensation as he also "*fathered* the edict that no Negro woman should appear on the streets without an apron" (p. 1430) in a similar way. (my italicization) Therefore, the symbolic meanings subtracted from the "spraddled silhouette" and the "horsewhip" are supposed to be about something of the father's identity: A sort of equestrian military leader who ever fights for the Confederacy.

Temporally and geographically, he is identified with and devoted to the Old South. This explains why the Griersons' house is built as it is, "It was a big, squarish frame house that had once been white, decorated with cupolas and spires and scrolled balconies in the heavily lightsome style of the seventies" (p. 1429). By 1870s, over was the Civil War (1861–1865) and the South was sure to be sweepingly influenced by the North. So, as the building point of the Grierson's house, "1870s" is heavily loaded: as one of two possible investor-builders of the house beside his aunt Wyatt, Emily's father demonstrates a good measure of a diehard southerner's stubbornness in his fashioning the house as what a typical prewar aristocratic southern building is. No wonder that the townspeople are once and again so minded about the building or its component as manifested by "Just as if a man — any man — could keep a kitchen properly" (p. 1431) and "When her father died, it got about that the house was all that was left to her; and in a way, people were glad" (p. 1432). By the time it is uninhibitedly visited by the town at Emily's death at 74, it is overtly ridiculed because its pretentious exterior suggestive of leisureliness and nobility still makes an abominable eyesore for the modern and mediocre-minded mourners, real misfitting in its industrialized surroundings rife with machines. Beneath the mocking admiration tinged with proletarian jealousies lie the townspeople's collective hostilities toward the Griersons: The house stands as the best target of criticisms and hate of the new Jefferson. In this sense, the house is no longer an architecture, rather, it helps identify the dweller, the builder as well, working as a subsidiary means for characterization when temporal and geographical elements associated with it are deservedly interpreted.

With Emily's father fleshed up as a character with some corporeality (Zhang, 2018), It would be easier for us to see why there is the narrative "And now Miss Emily had gone to join the representatives of those august names where they lay in the cedar-bemused cemetery among the ranked and anonymous graves of Union and Confederate soldiers who fell at the battle of Jefferson" (p. 1430). In the implied author's eyes, Emily is the virtual successor of the father for his military cause. Although that is already historically lost to the Northerners when she is just around 2 or 3 years old, she inventively finds a way to get it privately prolonged at lower levels of community and individual even if she has to sacrifice everything for it: gender parameters, everyday normalcy, and communal integration. This perfectly echoes the idea of social time theorized by Georges Gurvitch: Different choices on the temporal spectrum of a society are usually made by different role-takers and thus are often characteristic of contrariness, uncertainties and discontinuities. The different choices rival with, substitute and terminate each other among themselves as their choice-making subjects usually do. Because of the attitudinal differences in different social roles, a community is more often than not disintegrated into numerous parts (Gurvitch, 2010). Chronological choices are found at the core of the ideologies of any given organizations. Temporally hind-sighted as the Griersons are, the family have long been singled out for collective discrimination or elimination even, by the foresighted Jefferson community as a result of the family's deviance in their choices of social time. Therefore, ended though is the Civil War between the North and the South in the grand narrative, that does not spell a full period to the local-leveled narratives about it. It can be furthered in new forms as long as the diverse communities and individuals involved find imperative to fight for the temporal systems they respectively make choices of. As the last of the nonconformist Griersons, Emily has to seek comradely condolence from any possible source, even from a portrait of her late father. The father is not a bullying patriarch, nor the

daughter a victim of male chauvinism. Rather, she is turned into a heroic figure, idolized and martyred as the rivalries between the old and new time and that between the old and new Jefferson are drastically incommensurate with Emily alone as the sole and last representative of the temporal and spatial orders of the old South.

To deal with a massive opponent as represented by the whole town of Jefferson after the old mayor's time, Emily has to be characterized as one that lives like a strategic hunter who knows how to use a subterfuge, an artistic means about retreating and hiding, that is well appreciated by Frederick R. Karl in his 1989 biography of Faulkner. This hiding technique also finds an ideal expression in that the narrator can manipulate so many different points of view in his narration that a reader has to be cautious of the on-going of at least two narratives at all times: one is the evident process on the surface; the other is the covert process that is only sensible to the implied readers (Shen, 2018). On the surface, "A Rose for Emily" is about how a slim southern lady murders her lover and weirdly sleeps by the ever-decaying body for decades; beneath the cover, it is about how a last fighter on behalf of the old South launches a lifelong crusade for her temporally and geographically delineated identity.

A single-handed fight is hard like a crusade, and it is by no means practicable for Emily to go against the whole community alone, she has to find some colleagues, in symbolic sense or by means of discourse at least. The implied author certainly is one that has to be eventually identical with Faulkner himself who was discovered to be much caught in his nostalgia for the old South: "Faulkner, in all his works, shows an ambivalence toward the South. And in none of his works, it seems to me, is the paradox so neatly compressed as in Emily. The whole texture of the story is wrought of this ambivalence of love and hate, respect and contempt" (Sullivan, 1971). Maybe, because of the bifocal nature underlying the paradoxicality, such a mechanism of dual narratives also reminds us of the comment of Blair Labatt's on Faulkner for his "potent control of his fictional world by highlighting the balance of his stance toward characters" (Hagood, 2006). Thus, it doesn't risk much to say that Emily is aided by the implied author in morale as she is adorably characterized to be so tactful in her one-to-many fight that she can come up with a most decisive blow climaxing at her death. As a counterpart epitome embodying the triumphant North for its industrialism and cultural mediocrity, especially the heretic orientation in sex, Homer makes a perfect target for Emily in her anti-alienation. Ironically, the young northerner with a strong build shall be brought down by Emily, a slender female southerner, who ends the game so inconsequentially that nothing is verified until she is decently put underground. The shock works and she wins. Single-handed though, Emily triumphs in the ultimate sense. This, is a sure demonstration of the Faulknerian efforts in balancing his characters.

Conclusion

A narrative is dynamic when meanings are once and again extricated by readers from possible interpretive angles. This is, on one hand, predetermined by the author with his employment of a certain narrative mechanism; on the other, it is also a yield that comes of the discerning readers' internal rhetoric. Wadlington suggested that "The writing/reading ideal Faulkner describes would seem to fill the needs of his characters, if only they could read his books as well as inhabit them (Weinstein, 2005). Through a close reading in the manner that allowed me to be as if one who inhabited the fictive Jefferson, I tried to put the Griersons under the communal perspectives and saw their needs, revealing how the townspeople, especially the women and elders of them, are least reliable in their narration. Upon a host of contextually based analyses, my conclusion is drawn: Emily does not suffer from insanity and her father makes a protective and loving alliance for her in her heroic fight for the Old South.

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ON THE LANGUAGE OF NETWORK LITERATURE

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[Abstract] *The paper is on the specific features of network literature. The characteristics of postmodernist carnival square culture are analyzed. Among them, the title, contents and language of network literature works are analyzed in detail.*

[Keywords] *network literature; carnival square culture; postmodernism; language of network literature*

Introduction

The definition of network literature is still in a state of disagreement. Different definitions can be divided into three categories. The first category is the broadest definition. The so-called network literature refers to those literary works spread on the Internet, including the traditional literary works that can be spread on the net, so in this definition, the network is used as carrier, which makes the definition too broad. The second category is a meso-definition of network literature: it refers to the original literature on the network which are created by computer and published on the internet. Compared with traditional literature works, there are many changes in the way of creation, the author's identity and the literary system. The narrow sense of network literature refers to the works of network hypertext link and multimedia production, which have characteristics of the network, and cannot survive without the computer network. Many experts believe that network literature of narrow sense is the real one. (Ouyang, 2019, p. 3)

The author thinks that the third category of literature is too narrow, and the first too broad. If the poetry of Tang and Song Dynasty become network literature after moving to the network, this definition is too broad. Therefore, the author adopts the meso-definition, including those created by computer and published on the Internet first.

In order to distinguish network literature from traditional one, it is suggested that network literature has three key characteristics different from traditional one: 1. Writers of network literature are from internet, most of whom write for amateur purposes, initially for entertainment rather than for profitable business purposes. 2. Media of network literature is internet. Works are published and spread by internet. 3. Readers of network literature are netizens. Most of the works are created in the process of interactive communication between the writer and netizens.

As a new form of literature, network literature has been deliberately ignored by the traditional literature, and the traditional literature field shows a disdainful attitude towards network literature. Some scholars call network literature "only network, no literature"; others say "network literature is not literature", "network literature is garbage". In fact, regardless of whatever attitude to network literature, domestic network literature has gone through two decades since the popular novel *the first intimate contact* by Cai Zhiheng published online. During the twenty years, the achievements of network literature are remarkable and cannot be ignored. There have appeared a large number of ex-

cellent network literature works, and many of which have published by the publishing company. (Nie, 2017, p. 3)

Postmodernist Characteristics Of Network Literature

The virtual nature of the media and the freedom of network communication leads to the novelty of the names of literary works and authors. The Internet provides a virtual stage for netizens to fully display their personality, in which everyone is entitled to perform heartily. (Lu, 2020, p. 2) Without any threshold restrictions, writers can express their own words and works. In addition, on this stage of personality, to attract people's attention, one must seek innovation, novelty and change. The pursuit of individuality and novelty leads to the novelty of the names of writers and works.

From the names of the writers, most of which are obviously different from the pseudonyms of the authors in daily literature, such as *old pig, drinker, mushroom. Old pig and drinker* appeared in the form of self-deprecation, which reflected the characteristics of entertaining in network literature; names like *mushroom, big explosion* showed the pursuit of freedom, random and unrestraint in network literature; names like *more vulgar, prickly blood* showed the social color of network literature, which was a kind of carnival plaza culture.

Regardless of the contents of network literature, the names of the writers clearly reflect the postmodernism characteristics of network literature. Postmodernism is the inevitable product of western social economy and cultural development, and also the result of the contradiction between social structure and cultural structure. In short, postmodernism is a trend of thought from modernism and against modernism, criticizing and reflecting the cultural trend formed in western society, philosophy, science and technology. The post-modernist trend of thought is manifested in all aspects of society and fields, especially in literature.

Compared with the characteristics of postmodernist culture, the names of the network literary writers listed above show the vulgar culture of civilian culture and popular culture, and show the attitude of treating literary works as recreation and ridicule, which brings entertainment and relaxation.

A Kind of Carnival Plaza Culture

The so-called plaza culture refers to the culture embodied in the activities of literature and art, speech, science popularization, medical treatment, sports and celebration carried out on the plaza. The most prominent feature of plaza culture is diversity. On plaza, people spontaneously carry out various kinds of activities according to different hobbies and needs, including sports, artistic performance, elegant culture and mass entertainment. People amuse themselves in the plaza culture. Network literature is the expression of this kind of plaza culture on the internet.

Bakhtin, a former Soviet writer, put forward the carnival theory. At present, carnival culture is in more and more hot research. According to Bakhtin's theory, Carnival has the following characteristics:

First, Carnival has no threshold and anyone can participate in it. Carnival is generally in public places such as plazas suitable for all people to participate in; second, in Carnival, all beings are equal, and equality and freedom is the relationship between people in Carnival mode; third, the main pursuit of Carnival is happiness, promotion and renewal, which are against solidification and inflexibility; Fourth, novelty and grotesque are the main characteristics of Carnival, showing a diversified form. (Bakhtin, 1988, p. 178)

Network literature is a good proof of Bakhtin's carnival theory. From titles of works, characteristics of lexicon, phonetics, syntax, structure, punctuation, emotion of the network literature works, the spirit of carnival plaza culture is shown clearly. The following will be the analysis of carnival plaza cultural characteristics of network literature.

Title of Network Literature Works

Network literature is different from daily literature, the title of which must be innovative and attractive in order

to increase the click rate and the popularity of the work. Just take some titles of a few famous novel websites as examples: *Marry the king four times; Pick up a handsome boyfriend; Do not annoy me; Temptation of the president,* etc.

Regardless of the contents of these online novels, we will analyze the titles. To sum up, the main features of the titles are as follows: 1. Vulgarization: the vulgar words such as changing husband, hooliganism, one-night love, and so on, reflect the shift of elite literature to grassroots literature. On the network stage, literature no longer belongs to those few elites, but is shared by the public. This turn in the direction of literary creation leads to the vulgarization of the choice of words, catering to the majority of people's love of vulgar culture. 2. Randomization: the non-professionalization of network creation and the particularity of network writing make the network literature colloquial and random. 3. Personalization: on Internet, everyone pursues difference and innovation. That is why many new words and phrased are coined and spread on the internet. 4. Eroticism: in order to attract readers, eroticism is a popular strategy to hold readers' attention, for example, words like *the old prostitute, the lure of love, mommy's lover* cater to a large number of people's interest in erotic works. 5. Diversification: means of expression in network literature are diversified, such as puns, numbers, signs, acronym, etc.

Contents of Network Literature Works

We just focus on the differences between network literature and traditional ones. Among network novels, romance, traversing and fantasy novels occupy very large portion. Take romance as an example, the commonality in the content of network romances is that all love stories end with a positive outcome.

As for the social and psychological reasons for the popularity of this theme, they may be the following: 1) Love in modern society is fragile and people need a spiritual sustenance to believe that love still exists. Just as Bible is a belief——love is also a belief. These beautiful pure love novels tell the world that love exists. 2) The pressure of modern social life is large. Readers do not expect the immortal literature works, but just searching for relaxation and entertainment. This is also the main reason for the popularity of some film and television works with pure entertainment purpose in recent years. 3) There is a turn from elite literature to civilian literature, which leads to the simplicity of the thought and content of the novel. Network literature is a stage for the general public and most of the writers are not professional, so the simple and popular language in the network novel is an inevitable result.

Language of Network Literature Works

Network literature as a new form of literature, because of its open characteristics, that is, everyone can participate, is the stage of public participation. It is because of the low threshold of network literature participation that literary language presents different characteristics from traditional literature. The obvious features include vulgarization of language, diversification of language composition, randomization of language expression and colloquialism.

Vulgarization

It is obvious to find the outstanding difference of language between network literature and traditional one. The low threshold of participation is one of the main reasons for the vulgarization of its language. Another reason is that because of the high pressure of modern social life, emotions need to be vented to relax and decompress. In this way, the anonymous stage of network makes it possible to freely express emotions at will.

As to the vulgar phenomenon of network literature language, there are three main kinds of opinions. Among them, some people hope that network literature should be refined, and gradually develop to a healthy direction; some people think that network literature as a new way of literature, can be critically absorbed. Readers should appreciate its meaningful aspects. The third view is that vulgarity is also a form of literary.

Generally speaking, whether appreciating or criticizing, network literature, as an objective existence in the network age, cannot change its development direction according to the will of some people. There is a reason to believe that the universal evolutionary principle of survival is also applicable to the development of network literature, so we will wait and see the development direction of network literature.

Randomization

The characteristics of popular participation in network literature is also the main reason for its randomization of language.

The characteristics of randomization can be seen in lexicon. For example: (1) English words are used directly, like *babyface, happy, call, see you then, party* and so on; (2) Chinese Pinyin and English alphabet homonyms are used directly, like "I will K u ." The reason may probably be the pursuit of speed and the principle of labor saving in network creation. (3). Numbers and mathematical symbols enter the language of network literature: for example, 5555 is a digital homophonic, used to replace the onomatopoeia "whining ", describing the sound of crying, which is quite simple, convenient and novel; (4) Onomatopoeia is rich in use, such as "hehe, um, cut, roar, wow" are used to describe laughter, response, dismissive sound, exclamation sound and so on. 5) Dialect words come into the network literature language: many regional dialects are used in order to be funny and cordial. (Zhang, 2007, p. 53)

The characteristics of randomization of language use can also be seen in the aspect of syntax. Some special and new sentence structures are used, just for the identity of new human community. Randomization of language is also showed by the use of punctuation. It can be said that punctuation can be used at will be the writer, for example, several punctuation marks are used simultaneously to accentuate the mood.

Conclusion

To sum up, from the aspect of author's name, title and contents of works, language characteristic, it can be seen that the network literature is a kind of carnival plaza culture and civilian culture, which is typically different from the traditional literature creation.

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The Illusions of American Gilded Age by Fitzgerald's *The Great Gatsby*

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[Abstract] *As one of the greatest novelist in modern American and the world literature, F. Scott Fitzgerald recorded in his novels the prosperity of the American material world after World War I and the degeneration of the old American dream which composed the American people's basic values and moral beliefs. He has, as the embodiment of the Jazz Age, squandered most part of his energy on pursuing the rich extravagance meanwhile, using the rest displayed his unique talent as one of the greatest writers. From twenty-four to forty-four, Fitzgerald has experienced success, prosperity, bitter life, heavy alcoholism, depression, poverty and failure. Using his unique literary talent, he has revived in his novels these typical feelings of the American people of his age. This paper tries to reveal an age of illusions and lostness in the nineteen twenties through analyzing history background and the character weaknesses of the heroes in the Great Gatsby.*

[Keywords] *Fitzgerald; illusion; extravagance; character weaknesses*

Introduction

The Great Gatsby is an immediate critical success and is regarded as Fitzgerald's masterpiece and his perfectly planned and rounded piece of fiction, T. S. Eliot described the novel as "the first step" American fiction had taken since Henry James. Before the publication of *The Great Gatsby*, Fitzgerald has so far in his first two novels and plenty of short stories set up the theme that a young man of humble origin either lives in an eternal romantic dream, suffering from the sorrow of his unrequited love for the magical girl in the distance, or he actually captures her and is inevitably disillusioned. These romantic young men feel that the rich girls are supposed to be able to fulfill their identity and be successful because American society especially during the period of the first decades of the nineteen twenties engenders among its people an illusion that success means the possessing of wealth and a beautiful rich girl. *The Great Gatsby* does follow this theme. But the novel ends with the death of the hero, Jay Gatsby, whose death completely denies the American dream most young Americans have believed to be realizable. Unlike Fitzgerald's previous two novels, Fitzgerald began in this novel to create characters who were no longer merely the embodiment of his own youthful romanticism and cynicism. Gatsby, with power and dream, comes inevitably to stand for America itself. The United States is the only nation that prides itself upon a dream which can be called by one name —the American dream. Gatsby of West Egg, Long Island, "sprang from his platonic conception of himself. He was a son of God——a phrase which, if it means any thing, means just that——and he must be about his father's business, the service of a vast, vulgar, and meretricious beauty." (Fitzgerald, 1925, p. 99) Fitzgerald's vision of his protagonist has been broadened. If his two previous heroes merely stand for themselves, Gatsby stands for his social class and embodies all the young men who take the ideal as the real and finally become victims of their own illusions and romantic yearnings.

The "crippled" characters of the heroes

Many scenes and descriptions in *The Great Gatsby* have become touchstones of American prose: Gatsby's party, the shirt display, the guest list and vivid portraits of characters. The structural success contributes a great deal to the novel's perfection. He has skillfully chosen Nick Carraway as the ideal narrator because he is connected by background to the Bychanans (Daisy is his cousin, he had been at Yale with Tom) and by proximity to Gatsby (he rents a house near Gatsby's mansion) and he claims that he has cultivated that habit of withholding judgment, Nick Carraway disapproves either Gatsby or the Buchanans. As an objective narrator, he can observe and criticize with an outsiders points of view, everything that happens is filtered through his perceptions. He is "within and without simultaneously enchanted and repelled by the inexhaustible variety of life." (Matthew, 1981, p. 190) His role as an authorial narrator makes the novel complete and attractive.

The ultimate cause of Gatsby's failure is his romantic vision of the world and of himself, because he lacks a firmly developed set of moral standards whereby to judge the limitations of his quest for love and of his romantic dreams. However, on the other hand, he is also defeated externally in his quest for his identity by the social forces embodied by the Buchanans. In this novel, what Fitzgerald does magnificently well, is to show the way love is affected by social class in the United States. He has so far in his works especially in *The Great Gatsby* described one moral lesson that love becomes degrading when it roams too far across lines. Tom Buchanan's brutality to his mistress, Myrtle Wilson, together with her pitiful attempt at imitating upper class speech and behavior makes their party and their affair almost extremely sordid. The people from the upper class have a natural contempt upon the lowers, And the "newly" rich like Gatsby is usually always despised by those who have been rich for generations. The atmosphere of social discrimination and cultural difference can be felt everywhere in the novel. Gatsby's lavish parties are actually full of bad tastes and conspicuous display, but he thinks them splendid gatherings of the best and brightest. His rich cream-colored car is in Tom's eyes just a "circus wagon." There is something overstated about everything Gatsby owns. And his attempt to imitate the style of wealth is so obvious that he is despised and mistrusted by the snobbish "safely" rich.

Gatsby dies of "a love for which there is no worthy object." (Allen, 1957, p. 123) He becomes the victim of his own vision of himself and the world. He asks too much of the pose Daisy and the power of wealth. Daisy's shallowness and the limitation of the material world can never satisfy Gatsby's limitless yearnings. However, the grandeur of his romantic yearning remains and his greatness lies in his capacity for illusion. Only Gatsby in this novel believes that a person can completely remove certain parts of one's past that are burdensome and imaginatively create one's self anew. He dies with his dream unfulfilled.

Though hundreds had come to Gatsby's parties, hardly anyone came to his funeral. Besides the father and Dick Carraway, there came the "owl-eyed man" (Donaldson, 1983, p. 66) who had started to find that the books in Gatsby's library were real, even though their pages were uncut. Like his books, Gatsby is real, but unformed, unlettered, and for all his financial cunning, ignorant. His death makes him tragic and great.

Complete denial of the American dream

As a self-centred man, Fitzgerald has never completely understood his wife, Zelda. Therefore, the heroines he portrayed are all one-sided and lack necessary elements of being successful characters, As Fitzgerald often blamed Zelda for having ruined his whole life, his heroes are often created much purer and full of talents but finally ruined by their love or marriage to a rich and selfish woman. While reading Fitzgerald's novels, we should remember that the heroes, like their creator himself, are the victims of their own weaknesses even though the social forces play an important role in their failure and degeneration.

It would be misleading to blame the heroines for having ruined the heroes, because in Fitzgerald's novels, the women are almost all extremely selfish and conceited. Though Fitzgerald was good at flattering women and getting their love, he had not the real understanding of them. He was too simple-minded about his wife Zelda, though he resembled in many places in characters with her. He ignored one fact that it was he who had made the decision to marry Zelda, and his characters had been formed before he met her. The heroes in his novels have all made the same mistake, they fall in love with their idealized girls, and in fact these girls are simply the romantic images in their minds. It's understandable that when they do get their girls, they feel disillusioned and love gradually become hatred. Either the heroes or the heroines become the victims of their romantic love. Neither of them have the right to blame one another for ruins of lives and futures. They have made the wrong choice and are doomed to be damned. Their characters influence every decision they make in their lives. Therefore, Fitzgerald and his heroes has become the victims of their own inner weaknesses.

With the development of modern psychology, we know that a person's character is formed in his childhood and adolescence, that is, a person's basic identity is determined by his/ her early education at home and at school. Family education, relationships between father and mother and closeness of the family members are the necessities for the child to gain a firm self-knowledge and self-assurance. An authentic identity determines whether the child could deal with the people and the world naturally and properly when he grows up and leaves his parents' smothering love and protection. The character and personality a person possesses during his childhood will influence his mode of living, his way of choosing his career and his manner of dealing with people around him. If we regard the social influences as the external forces then the characters of a person can be considered as the internal force. This force is the determining element of a person's final destiny. Therefore, analyzing a person's characters and its causes and developing course is the essential step in literary critics. A character fails or decays mainly because he lacks a firm identity and he can not control his inner desires, that is to say, the hero deteriorates from inside, he is weak inside and lacks a knowledge of his capacities and real needs. He is the victim of his own character flaws.

If in his first two novels, Fitzgerald has written down his own anxiety of his adolescence and his unhappy destructive marriage life from his third novel *The Great Gatsby* Fitzgerald matured. He no longer confined himself to the description and recording of his egotistic youthful world, he began to set his story in a much more broad history background. Fitzgerald's heroes, handsome and promising and romantic, all join the people looking for fame, success and beauty. Their age and their society spur and push them to do so. Some people do succeed and become wealthy and powerful. However, it is not everyone who can turn this dream into reality. Fitzgerald's heroes all end with failure even though their characters are varied.

The Great Gatsby have shown us one fact that the heroes are victimized by their own innocence and romantic dream. They have to face their doom because of their own psychological weaknesses. The society they live in supplies them with illusions and they, with their lostness and decay, quicken its decline. They are born for their age and have made their age always shine with an epic grandeur.

Conclusion

In Fitzgerald's novels, the characters all share the main features of the nineteen twenties and thirties: prosperous and depressing, hopeful and nostalgic, productive and conservative. The plenty of illusions the heroes possess come from the education they receive at home and at school. American dream illuminates and attracts everyone. Success, wealth and romantic love stimulate and encourage people to conquer and to possess. Tracing their failing and decaying courses, it is not difficult to find that their fatal weaknesses are their character flaws. The society they live in offer them with beautiful dreams, their inner weaknesses finally fail them and even bring them to their tombs. Reading

the novels Fitzgerald wrote with bitterness and sorrow, people can not help wondering what if Fitzgerald had been a man of self–dominance and self–assurance. However, maybe because Fitzgerald's imperfectness in characters, he became the embodiment of his generation and had represented in his novels the illusions and lostness of his age. Reviewing Fitzgerald's life and his novels, one can not help asking: Do I know myself? What's my identity, is it authentic or pragmatic? How lucky a person will be if he is not victimized by his own character flaws.

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Online Education: Case Study on the Course of Financial Engineering

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[Abstract] *Due to the impact of the covid-19 epidemic, the Ministry of Education of China called "classes suspended but learning continues". All teachers and students started to prepare and proceed online education. Most of them were involved in online education at the first time. This paper is taking a special course of students majored in Financial Engineering as an example to state how to complete online courses in detail from three aspects: before classes, during classes and after classes. Concluding the whole process through this case study, suggestions on how to make a better online course are proposed in the last part.*

[Keywords] *Epidemic period; Online education; Case study*

Introduction

The sudden outbreak of the covid–19 epidemic in 2020 has broken the normal life of everyone and posed new challenges to teachers' teaching and students' learning. Under the call of the Ministry of Education of China that "classes suspended but teaching continues, classes suspended but learning continues", there are various works to prepare for online teaching as a college teacher, such as to investigate online teaching modes, online teaching methods and online teaching resources, etc., in order to provide reference basis for online teaching. A lot of literatures have been studied on how to conduct online teaching and how to manage students when they study trough internet at home. It should promote the identification of online teaching, improve the proficiency of teaching platform, promote the cooperation and mutual assistance between teachers of different majors, encourage teachers with higher age and teaching age to actively participate in online teaching, encourage young teachers to actively participate in online teaching and other ways to promote the normalization of online teaching (Gou, 2020, pp. 5–13). When selecting information technology, teachers should grasp and deal with relevant contents such as taking teaching as the center, integrating information technology into education and teaching, privacy protection, amount of curriculum learning, curriculum thinking and politics, etc (Guo & Gao, 2020, pp.17–21). It should encourage teachers to make a good use of network resources to provide students with driven learning tasks, build network class community to manage students so that they could feel that online teaching likes a real class (Jiao & Zhou & Chen, 2020, pp. 106–113). It also could encourage teachers to work as a team so that the teaching resources can be shared with each other and to promote the orderly and effective development of online teaching (Wang, et al., 2020, pp. 56–58). There may be changes of online education from four aspects at the post–epidemic, which are from educational resources, students learning, courses reform, and educational technology (Xue & Guo, 2020, pp. 65–74).

Introduction to Financial Engineering is a specialized course of students majored in Financial Engineering,

which have been conducted online education during this special semester. It is going to summarize the related work of researching and development of online teaching below, taking this course as an example, in order to rethinking online education and provide some suggestions to improve online education in the future.

Prepare Before Classes, Explore the New Mode of Online Teaching

Is online teaching the same as traditional teaching? This is the first question that comes to mind. At first, the idea was simple, the online teaching was nothing but taking teachers and students together on the network from the traditional classroom. It just needed to continue the previous teaching mode as college teachers. However, the idea was quickly rejected because of testing on XUE XI TONG APP with students. It found that students cannot receive the teachers' messages timely through internet as same as in the traditional classroom, due to the limited network or to the function of the APP.

Then, what exactly is online teaching and learning? To find out what the online courses look like and how the on-line teaching content and context have been designed and arranged, it started to investigate the established online courses, such as provided by the APP and several MOOCs (short for Massive Open Online Courses) websites. Starting to learn from the different online courses of financial engineering and other similar online courses, online teaching can be concluded as a kind of collection with abundant teaching resources and teaching modes, in which teachers should play the role of the "architect", to select the resources suitable for students and the resources that students are interested in from the various rich resources, arrange the selected teaching resources combination in the teaching cal-endar. Online education should transform the passive learning into the active learning of students as the leading fac-tor. Another feature of online courses is resource sharing. For example, many video resources of the high quality courses in the video library of XUE XI TONG APP and public MOOCs websites such as icources.cn, icource163.org, relevant learning materials and question banks of established online courses can be shared with each other, and teachers in the same team can build courses collaboratively and share resources with each other. In addition, Tencent conference, DingTalk live class, WeChat, QQ and other platforms provide many options for online live classes. There-fore, for the course Introduction to Financial Engineering, the new online teaching model adopted as follows: trying to build an online course in XUE XI TONG APP, integrating resources, taking the MOOCs as the main learning form for students, and making good use of various functions provided by the software to improve the teaching effect; explaining assignments through live webcast platforms to provide support for MOOCs online courses and to enhance emotional communication with students; releasing notices and answering questions in real time through the established WeChat group to make students feel that teachers are always there.

Implement During Classes, Manage the New Class of Online Teaching

After choosing a suitable platform and teaching mode, "what to teach" becomes the second question in front of us. Online teaching just changes the traditional "teaching-centered" to "learning-centered". What students can learn becomes the goal of the whole teaching activity, and the role of teachers is to assist students to achieve the ex-pected learning goals. Because the students were unable to back to school temporarily, the materials ordered before can't be sent to each student timely. To solve the problem, an electronic version of the textbook can be found from online resources and uploaded to the learning database in XUE XI TONG, so it can be downloaded if students need at any time. And it can ensure that every student had a textbook during online education classes at home. The PPT, syl-labus and calendar of the course and other related materials of all teaching chapters were also uploaded to the data-base for students to consult at any time.

First, according to the teaching syllabus, the teaching content was reintegrated and rearranged according to the

weekly class hours. The weekly study task would release before every class began and set as the task point to require every student to complete on time, so that students can learn independently at home with a clear mind and step by step in an orderly way. There were 12 learning tasks written in total, and all learning content would be completed by students within 12 weeks. The weekly learning task planned the learning content, the key and difficult points and teaching arrangement of each class every week clearly, including videos of MOOCs to be learnt, reading materials, classroom activities, live Q&A, etc. That can let students study content clearly, urge students to take a week as a learning unit to arrange study. The more detailed and reasonable the teacher's plan is, the more effective and leisurely students will learn.

Next, the selected high quality course videos were set up into the chapter catalogues of the established online course in XUE XI TONG. The integrated video resource structure is compact and suitable for the course characteristics. In order to enable students to better grasp the knowledge points, recording several videos of PPT to lecture series and sorting out the key points and difficulties of each class were required. It can be taken as a supplement to the video learning of MOOCs. Also, question banks of each chapter were built so it can arrange homework and in-class tests to practice while learning for students. It should correct homework and give feedback timely. In addition, it took advantage of Tencent conference and the DingTalk live broadcast to explain homework, answer questions, and actively carry out ideological and political courses, so as to solve students' difficulties in online learning during the epidemic period and relieve their emotions.

In addition to the integration and arrangement of teaching resources, the management is also an extremely important work, that is, teachers should solve the problem of "how to teach". In order to achieve the same effect in the process of learning in the traditional classroom for students who continues learning at home, active innovation in management methods is required. Teachers should pay more time and energy to manage students, strengthen process management, and put forward higher requirements and regulations for students. For example, students were required to take photos to sign in before each class through the APP, to increase the sense of ritual of online class. The established WeChat group, a real-time communication. could remind the students to sign in before each class, briefly explain the main learning content for each class, answer questions in real time, and urge students who lagged behind to catch up. It should make full use of the classroom activities provided by XUE XI TONG APP, such as quick answer, random selection, test, questionnaire, etc. After each class, it should check the learning effect for every student to fully improve the participation of students in online learning, to enhance the interaction of students in online teaching, to praise students who answer questions correctly, to let students have a sense of presence, to encourage students to share their views bravely, and to find out the advantages of students. In the classroom activities providing by the APP, when students answered questions incorrectly, it could explain why their answers ware wrong to students through the classroom activities in time to ensure the quality of teaching. In the general learning process, students were required to upload photos of their notes for checking weekly. This can urge them to go over what have been learned after class.

Summarize After Classes, Reflect on Shortcomings of Online Teaching

In the whole online teaching process, most students were able to complete the online learning content and classroom activities on time and communicate with teachers to solve problems in time. However, it is inevitable to encounter students who always fall behind the team when they have difficulties in learning, which requires teachers to summarize timely after class, communicate with students more, fully understand students and learn about their situation, so as to improve teaching methods continuously, check loopholes and fill up weak points timely. All of these can be done by checking the completion of each task point through the classroom statistics function providing by XUE XI TONG APP. After checking, it should query the list of students who have not completed the task, call the name in

WeChat group, and ask the reason why they have not completed the task at the end of the learning task every week. First, it could observe the response of students' having not completed the tasks. If they have a positive attitude, it could extend the deadline of the task points and let the students make up as soon as possible. If some students were having a loose attitude, it would try to chat with him on WeChat privately to ask him if there are any difficulties in learning that he had before, and try to help him build confidence in learning, and give him a chance to catch up as soon as possible. In the process of mutual communication, the distance between teachers and students can be drawn, and a relationship of mutual trust can be established, so that students can feel the teacher's sincerity and realize the importance of learning. Sometimes talking with some students to ask about the situation of latest online teaching can get students' ideas, so it could adjust the teaching arrangements dynamically, and stick to the "student-centered" teaching philosophy.

In addition, it can be seen that students were more active in online classes from the process of students' participation in classroom activities, which is in contrast to the traditional teaching. For example, a scheduled 30-minutes class activity will normally stretch to 40 or 50 minutes to complete. The reason is that most students were likely to participate the classroom activities provided by the APP. Using the "select someone" function to issue a question, if the selected student did not answer correctly, there would be followed by 20 or 30 messages to answer the question, like "brush screen". Although it should be the chosen student answering the question, other students would also prepare their own answers actively. When they found that the chosen student did not answer correctly, they seemed to be full of spirit and sent out their prepared answers as quickly as possible, and most of the answers are correct. It was in contrast to the performance of students in the traditional classroom before. Therefore, the traditional teaching should be combined with online teaching to attract the attention of students, fully mobilize the enthusiasm of students, let students have more engagement and a sense of achievement, make the teaching more interesting, enrich the contents of the class and shorten the distance of teacher and student. At the same time, it also can test students' learning. For such a group of young people who are often active in the Internet, online teaching is a very worthy promotion of teaching methods.

Conclusions and Suggestions

Compared with traditional teaching, there are more obvious advantages of online education, such as mobilizing students' learning initiative, broadening their learning space and time, and emphasizing process management. The convenience of breaking through the time and space limitation is brought by educational technology improving so that the rate of questions and interaction frequency of students are significantly higher than offline classroom during online teaching time (Liu & Liu, 2020, pp. 31-41). But there are also some shortcomings, such as unable to face to face emotional communication with students, lack of sense of belonging, unable to fully grasp the learning state of every student from the screen, some students having some problems such as poor self-discipline and poor learning effect. According to the case study, it requires teachers to learn and hold more online study resources before preparing an online course. It should encourage teachers to care more about students and innovative management methods of online classes. It also should put forward high requirements on the image of teachers' live streaming, the language of recording class hours, the proficiency of software operation. From the school's point of view, it should organize several online teaching seminars for teachers to share experiences and learn from each other. From the point of view of software developers, it should hold some trainings to share the features of the online courses construction. It is necessary for teachers to innovate teaching management methods and combine them with traditional teaching methods to better teach each lesson.

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A Study on Corpus Stylistics Assisted English and American Literature Teaching

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[Abstract] *Innovation ability is one of the important objectives of training English majors, but the teaching methods and contents of English and American literature courses fail to highlight the cultivation of students' innovative ability. Based on the principles of corpus stylistics, this study illustrates the reform path of English and American literature teaching, and proposes the teaching method of corpus stylistics in understanding the language, theme and writing style of literary works. The study suggests that the analysis of key words, semantic prosody and language dissimilation should be used in the teaching of English and American literature to help students understand literary language, theme and author's writing style.*

[Keywords] *innovation ability; corpus stylistics; teaching of English and American literature; teaching reform*

Introduction

On May 28, 2018, at the Conference of academicians of the Chinese Academy of Sciences and Chinese Academy of Engineering, Chinese president gave a speech and set out the goal of China's efforts to "become a major science center and innovation highland in the world", while stressing that university students are "the future of innovation". On February 23, 2019, *China's Modernization of Education* 2035 was issued, which proposed to "strengthen the training of innovative talents, especially top-grade innovative talents". This puts forward new requirements for the cultivation of English majors of higher education. In April 2020, the Ministry of Education promulgated the *Guide for Undergraduate English Majors in Colleges and Universities* (hereinafter referred to as the *Guide*), which stipulates that "innovation and entrepreneurship ability" is one of the necessary abilities for undergraduates majoring in English (Ministry of Education of institutions of higher learning foreign language literature specialty teaching steering committee of English teaching, 2020, pp. 1–2). The promulation and implementation of the Guide further points out the direction for English major personnel training and teaching reform in higher education.

English and American literature is a compulsory course for English majors. However, the traditional teaching mode and method of *English and American literature* courses pay more attention to the knowledge of literature history than to the cultivation of students' innovation ability. In this study, the research object covers the Common Core Course in Specialty of English majors: Introduction to English Literature, and Specialty–Oriented Courses, such as *History of English Literature, History of American Literature*, etc. Since the beginning of the new century, with the accelerating development of informatization and internationalization, the practical application of English has been widely emphasized. Many colleges and universities pay more attention to the training of English majors as the application–oriented talents, than to the accumulation of students' literary knowledge and the improvement of their Innovation

ability. Professor Guo Yingjian once stated that "Colleges and universities have added more practical courses, paying special attention to English listening and speaking, so as to strengthen students' practical ability to use foreign languages. By contrast, the teaching of 'English–American literature' has been marginalized." (Guo, 2017, p. 42) Furthermore, in the traditional mode of teaching, students just accept the points of view of former scholars and research trends, without forming the habit of independent thinking and in–depth exploration. Even if teachers integrate discussions, questions and answers into class, most students only have superficial subjective perception of literary works, which is far from the cultivation of ability of innovative thinking. This is not consistent with the training target of innovation ability for English majors in the *Guide*. Therefore, the teaching reform of *English and American literature* courses is imperative.

Students' innovation ability is embodied in the ability to obtain knowledge and the ability to use knowledge. The teaching of *British and American literature* should change the traditional teaching mode of teacher–centered education into students–centered education; change the input teaching method to the heuristic teaching method; change the knowledge instruction to the ability enhancement. To achieve this goal, corpus stylistics can be adopted as an assistant means of teaching. With the fast development of corpus linguistics, corpus stylistics gradually came into being, which is a combination of corpus linguistics and stylistics. This is defined by Leech and Short as the "corpus turn" of stylistics (Leech & Short, 2007, p. 286). Since the beginning of the 21st century, more and more scholars and researchers come to emphasize the advantages of corpus in literature teaching. Corpus–assisted *English and American literature* teaching method is proposed (Dong, 2018; Sun, 2016; etc.); the necessity and possibility of this teaching mode is analyzed (Yu, 2015; etc.); the basic principles of corpus– assisted teaching method is presented (Zhang, 2007; etc.). However, few research has been done aimed at improving the innovation ability of English majors, assisted by corpus stylistics. In this study, the corpus stylistics assisted *English and American Literature* teaching mode is analyzed, from the language, theme, and writing style of the literary works. The study attempts to propose that corpus stylistics can assist the teaching of *English and American literature,* stimulate students' interest in learning, cultivate their academic thinking and literary accomplishment, and help improve students' innovation ability.

Corpus stylistics assisted the teaching reform of *British and American literature*

Preparation

To adopt the corpus stylistics assisted teaching method, teachers should do some preparation before class. Firstly, the construction of corpus should be finished. According to different teaching aims, teachers can create literature corpora of different sizes, different genres and different historical periods. Secondly, teachers should clean the texts, eliminate dryers and label them. Finally, a comparative corpus should be chosen. The fictional section in the Brown corpus or the American Contemporary English Corpus (COCA) can be used as comparative corpus. Furthermore, teachers can adopt a self–built corpus of works by other writers of a certain period as the comparative corpus. Finally, a suitable corpus analysis software is necessary. More commonly used is AntConc or WordSmith.

To Understand the Literary Language

For a long time, the understanding of relevant works in the teaching of *British and American literature* is mostly based on the perceptual knowledge of teachers and students. Students lack the ability of exploratory thinking. The intervention of corpus stylistics can give students more opportunities to study independently and improve their innovation ability. Bill Louw discussed delexicalisation in English language teaching and suggested that corpus stylistics could be useful for literature research and teaching (Louw & Milojkovic, 2016). The phenomenon of delexicalisation

is better reflected in poetry. Before class, teacher can guide the students to retrieve the keywords in poetry with AntConc, to generate the keyword list according to the Keyness Value, and then carry out analysis on the key words.

Take Shakespeare's sonnets as an example. A keyword list has been made with AntConc (Table 1). From the keywords "love, beauty, sweet, praise" and so on, it is not difficult to suggest that the theme of the sonnets is to praise love. Then teachers and students can further analyze the concordance list of the keywords in AntConc, that is the "keyword in context (KWIC)", which leads to the contextual meaning of the keywords. Take the keyword "sweet" as an example, which appears 51 times in the sonnets. The analysis on the collocation of "sweet" shows that the words modified by sweet include some positive words: love, hours, roses, etc; and some passive words: thief, leave, flattery, odour, death, etc. This suggests that in addition to the praise of love and friend's beauty, the author blames his lover's unfaithfulness. In the process of teaching, teachers can guide students to do some research independently, and then exchange their findings in various forms such as group discussion and presentation. Deep analysis on the use of language in literature works can not only improve the classroom learning efficiency, enhance students' interest in learning, but also enrich the teaching content, improve students' innovation ability to explore knowledge.

Table 1 Keyword list in Shakespeare's Sonnets

Keyword	Keyword	Keyness Value
love	147	570.965
beauty	67	285.364
sweet	51	176.346
art	43	174.530
fair	37	148.729
praise	28	147.526
true	32	88.695
eye	34	84.601

To Understand the Theme

As Bill Louw and Marija Milojkovic pointed out, "In the area of literature we can expect collocation to improve our understanding of literary meaning and lead to better criticism." (Louw & Milojkovic, 2016, p. 37) Professor Wei Naixing suggested that "Collocation is not only the simple juxtaposition of words, but also the reflect of the mutual expectancy between words" (Wei, 2003, p. 11). This is called semantic prosody by linguistics. In literature teaching, exploring the semantic prosody of words collocation can provide quantified texts data for teachers and students to further understand the theme of literature works. Taking Nabocov's novel *Lolita* as an example, after analyzing the top 50 high-frequency words, it can be seen that the theme of the novel revolves around the story of a girl named Lolita and a man named Humbert in their journey.

The narrator's attitude and points of view can be reflected through further analysis of the semantic prosody of the keyword "child" (see Figure 1). Among the modifiers of "child", "affectionate, adorable, delightful, fascinating, lovely (6 times)" belong to the positive modifiers; "demon (2 times), dumb, impudent, mere, resentful, wayward (2 times), fragile (2 times), bruised, poor, pale, shivering, wincing, lone, slave (2 times)" are negative modifiers. The

modifiers reflect that the narrator of the novel gives full praise to the appearance of "child" Lolita and expresses his love for her without any disguise. This emotion is totally different from that of a normal adult man for a child. Then it is easy to understand Humbert's abnormal love for Lolita in the novel. But the negative modifiers depict Lolita as a evil and fragile child who is vulnerable and lonely, which makes Lolita an easy "prey" for Humbert. At the same time, Lolita is evil which gives Humbert a good excuse for his paedophilia deeds.

Concordance Hits 146

Hit	KWIC
33	realize that for the modern pre-adolescent child, medieval dates are of less vital value
34	nothing more atrociously cruel than an adored child. Did I mention the name of that
35	versed, Avis, a heavy, unattractive, affectionate child, drew up to him and eventually perched
36	ughter? Homberg and immature girl? Homburg and child? The droll mistake--the "g" at the
37	see her, a child herself, showing another child some of her few accomplishments, such as
38	assumes permanent care and custody of any child under fourteen, the authority of a court
39	emptuous attitude toward an adorable, downy-armed child of twelve, could turn into such a
40	good example of a not strikingly beautiful child revealing to the perspicacious amateur some
41	ther conversation impossible, oh my poor, bruised child. I loved you. I was a pentapod
42	and the other, more or less canceled, child. "What's the matter, where are you
43	was casting about for some lightly clad child I might hold against me for a
44	shattered. Mid-twentieth century ideas concerning child-parent relationship have been considerably t
45	offered me the sight of a delightful child of Lolita's age, in Lolita's
46	the innocent throng, he espied a demon child, "enfant charmante et fourbe," dim eyes, bri
47	, and in the meantime the fair demon child was legally left to her own devices
48	open the elevator door, and the doomed child went in followed by her throat-clearing
49	European nurseries, and which fascinated a drowsy child at bed time with the rustic green
50	having a time. Love, Dolly." "The dumb child," said Mrs. Humbert, "has left out a
51	away. I believe the poor fierce-eyed child had figured out that with a mere
52	the limidity of pure young forbidden fairy child beauty as in the security of a
53	of his family. He had a fascinating child of Dolly's age; but I saw
54	some immortal demon disguised as a female child. Was pink pig Mr. Swoon absolutely sure
55	breathing through every pore of the fey child that I had prepared for my secret
56	smile. And neither is she the fragile child of a feminine novel. What drives me
57	greasy bow-tie who eyed my fragile child in her thin cotton frock with carnal

Figure 1 Semantic prosody in corpus of Lolita

The most intuitive information about themes and characters can be obtained through the research method of corpus stylistics. Students can study independently before class, predetermine theme and characters in advance, and deepen their understanding of literature works through close reading in class and guidance from teachers. After class, they can further retrieve key words and analyze the semantic prosody of the keywords, so as to confirm what they have learned or explore a new perspective of interpretation.

To Understand the Writing Style

The use of words and the features of sentences in the works can reveal the author's writing style. The standardised TTR or STTR, mean word length, high frequency collocation patterns and mean in words are some of the commonly used indicators, through which the richness and complexity of the words used by the author and the characteristics of language usage can be reflected. Teachers can build small corpus for the comparative studies between two or more authors. The standardised TTR (STTR) is an indicator of lexical diversity that is not constrained by the length of the text, which makes it more credible for examining texts of different lengths or corpora of different volumes (Baker, 2000). The STTR of "*A Tale of Two Cities Corpus*" and "*The Old Man and The Sea* Corpus", is 47.3 and 34.62 respectively. This indicates that there is a higher level of vocabulary richness of the former novel. This is consistent with the colloquial style of Hemingway's novels.

In addition to the lexical features, author's writing style is also reflected in the syntactic structure. Teachers can guide students to use corpus stylistics as research approaches to analyze the clusters or n-grams in corpus, and explore the grammatical and semantic features of high-frequency word clusters in literature works (e.g. "Negation"

word clusters, "Speech clusters", etc.). The study of the high frequency collocation in the works can not only compare the styles of different writers, but also explore the consistence of each writer's writing style in different periods.

Conclusion

With the development of corpus linguistics, corpus stylistics is becoming one of the main auxiliary teaching methods. The Ling–lit teaching mode combining linguistics and literature advocated by this study is not a complete substitute for close reading of literary texts and perceptual thinking of literature works, but an organic combination and mutual supplement of the two aspects. The application of corpus stylistics in the teaching of *English and American literature* can not only change the teacher–centered teaching mode, improve students' participation, but also enhance students' self–learning and scientific inquiry ability, and then improve their innovation ability.

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Acknowledgements

Growth Mindset in Teaching

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[Abstract] By examining the science behind "Growth Mindset" and the way that helps with students' learning, this paper explores on how to cultivate a growth mindset in the classroom. Besides, it makes an analysis of factors that influence students' learning as well as the role of motivation and self-resiliance in this process. It also discusses how teachers can apply the theory in the classrooms with the way of praise and communication.

[Keywords] Growth Mindset; brain-based learning; self-efficacy; resilience; academic socialization

Introduction

As educators, we always hear "I'm always not good at this." "I'm just not as smart as her." "I'm better at sports than academics." All these statements come from a concept called "fixed mindset". According to Growth Mindset Theory (Dweck, 2007), a person with a fixed mindset avoids challenges, gives up easily, sees effort as fruitless, ignores useful criticism and is threatened by others. On the contrary, if a person has a growth mindset, he or she believes ability is developed. They tend to embrace challenges, persist in obstacles, see effort as necessary, learn from criticism and inspired by others' success. They can cultivate their skills through effort and hard work. In a word, with a fixed mindset, you believe you are born with your abilities and that's all you'll ever get whereas with a growth mindset, you believe abilities are learned from effort and mistakes. Most people have a combination of fixed and growth mindset. How to train the brain to think in a growth mindset?

Science behind it: Brain-Based Learning

Definition of Neuroplasticity

People always claim that "Practice makes perfect", but is there real science behind this to support this saying? The answer is yes. Recent researches and data are showing that the brain continues to change over time. Our brain cells actually grow from learning and practicing. Scientists have begun to reveal the secret of how we learn and brought up the concept of neuroplasticity. Neuroplasticity is a term that explains brain-based learning in a scientific way. According to Jensen (2008), the brain nerve cells, neurons can interact with each other by sharing chemical messages. During the interaction, another neuron sends its own message to the next neuron (Monet, 2019). As the brain learns, these messages are delivered more and more quickly. Brain matter, myelin, develops to solidify learning and ensure faster processing. This makes something that was once new to a person become easier to remember. To translate it into easy words is that the human brain is capable of learning by rehearsal and practice. Once people understand the process, they can actually make the learning pathways shorter, straightforward and more stable so as to learn more easily.

The Benefits in Learning

Sometimes students are not convinced that their efforts really make a difference. What educators can do is to present them the evidence with the science behind it that their brains actually change. From the theory above, at the beginning of a task, it requires a lot of focused attention and effort as cells involved in learning new information are developing the pathway. The information becomes more retrievable and they become more efficient at doing so. Showing students the changes in the brain is slow yet steady and is helping them to see that the process is not built in one day. It's critical as many students try to memorize or study a lot of information the night before a test believing that they can get through a test. However, they will not remember the information for very long, nor would they learn the information more easily the next time. The more they use their brains to create pathways, the easier they will learn. Students will learn that the effort they have made is not in vain but to pave their pathways in order to help future learning. Learning overnight allows students to get an A for one single test, however, reinforcement and rehearsing after learning allows students to contain the knowledge and get As in a long term. The "benefit" of this to be shown to students is crucial.

Other Factors on Brain-Based Learning

Besides the importance of nutrition, a comfortable and safe environment for the brain to work well, and emotions can impact brain processes as well. When students feel threatened or worried, their brain is programmed to trigger the release of chemicals like adrenaline and cortisol into their body. These chemicals quickly alter the way they think, feel and behave. When students are tired or stressed out, brains are smart enough to know that they are not in the best condition to learn. In real life learning, students tend to get nervous and frustrated when they encounter obstacles. Instead of judging and criticizing students for their inadequacies, teachers should build a learning–friendly environment where students can embrace their failures and strive for further learning and success. Germer (2019) teaches us a lesson that we all want to avoid pain, but letting it in and responding compassionately to our own imperfections, without judgment or self–blame are essential steps on the path to healing. We can state that this is essential to learning as well. All these things that affect students' emotions contribute to the quality of learning as well. This will be further discussed in the next part of this article.

The Influence of Emotions on Learning

Frustrations from Learning

Learning can be exciting and rewarding, yet also stressful and disappointing. It's from experiences that if one person always succeeds in learning something, he or she will find this "easy" and delightful to continue learning. Whereas if a person constantly struggles with understanding materials he or she will be more likely to give up on it easily because it causes negative thoughts. Learners need to face a fact that learning happens most when they encounter obstacles, so that their brain is paving its way to solve the problem. Hearing other people or oneself define themselves as struggling learners is not a positive experience in learning. According to Merriam–Webster dictionary, "struggling" means to "proceed with difficulty or with great effort." and "developing" means "to acquire gradually". In the learning process, if these two words are used to define students, it's very likely that the latter might encourage students to continue learning while the former might shut students down from learning. In addition, a lot of teachers and parents that have a fixed mindset feed students the incorrect belief that successful learning means receiving 100 percent on assignments and exams. When they don't achieve that goal, learning would be considered as a failure whereas learning often involves getting things wrong and then having means to deal with and grow. However, continu–

ous failing to do something or hearing negative comments may lead to automatic thoughts.

Automatic Thoughts and How to Deal with Them

As discussed above, when negative feelings build up, people may develop automatic thoughts, which do not reflect reality. There are different ways to feed automatic thoughts inappropriately: assuming, catastrophizing, thinking about "should, musts, and oughts", over−generalizing. In the long term, students will tend to feed themselves with thoughts like "I'm just not good at this and I would fail anyway." "Since I failed in the past, I can never succeed". These are all typical examples of a "fixed mindset". However, these are not the truth and students can avoid these by replacing irrational thoughts with reasons. Many people tend to lash themselves with criticism when they have a difficult time or fall short of their expectations. Instead, they should analyze what specifically caused this failure. Then they can record in detail the distressing event. Last, they need to rationalize their automatic thoughts with evidence. Instead of considering themselves "stupid", they should tell themselves why they are not stupid by providing evidence. This way, it helps students develop a habit to analyze the problem reasonably instead of using assumptions without trying.

Model Self-Compassion for Students

There are a lot of students being hard on themselves. Constantly blaming oneself is not helpful to build a friendly environment for a growth mindset in learning. As discussed, this might result in a false "fixed mindset" that causes students' failing to succeed in learning. These students need to learn the concept of self compassion. Having compassion for oneself is just like having compassion to others. Sharing the three principles of self−compassion (self−kindness, a sense of common humanity, and mindfulness (Neff, n.d.) can guide students through the rough time. Educators can provide strategies and communicate with students. Learning is a process and changing is also a process. Students should be trained to have self kindness. Teachers need to coach students to be kinder to themselves, then they can face the failures. They also need to have students know a sense of common humanity. It's common to make mistakes and nobody is perfect. Destructing personal thoughts is not a way to deal with it. Last, mindfulness should be brought to students as well. Mindfulness is a non−judgemental mind state in which one can observe thoughts and feelings as they are. They should try to talk to themselves about the thoughts and feelings they have and analyze them with rational reasons.

Role of Motivation and Self−Efficacy

Motivation: Attribution Theory

Based on the attribution theory table (Rubenstein & Thoron, 2014) below, there are internal versus external and controllable versus uncontrollable factors that affect performance. It's easier for students to change the internal and controllable factors that come from themselves and are not affected by others. If learners can attribute their success mainly to internal and controllable factors, they can gain control of struggling or striving. Educators can train students to have self−talk letting them believe that grades are a reflection of effort instead of other factors. This reflects the growth mindset that learners see effort as necessary and to develop their own ability is the solution of this equation.

Table 1 Determinants of Achievement Behavior

	Controllable	Uncontrollable
Internal	Effort	Ability

External	Task difficulty	Luck

However, this doesn't mean that uncontrollable and external factors should be totally ignored. Instructors can adjust the task so that it can provide learners opportunities to practice and apply their knowledge in a reasonable pace and means. During this process, instructors should provide assistance and guidance that ultimately contributes to helping students develop their motivation towards the materials. When applying attribution theory in learning, it is important for instructors to assist learners to accept that their effort is the main factor of achievement. Educators should use student-centered strategies such as problem-based learning, individualized application and inquiry-based instructions to facilitate students' internal control and motivation to learn.

Intrinsic V.S. Extrinsic Motivation

Motivation comes from different sources, which cause forming different mindsets. Extrinsic motivation usually shows features as tangible rewards, recognitions and avoidance of negative consequences. These are usually considered as physical prizes, a praise on students' grades or their smartness and not being scolded by teachers or parents. Meanwhile, intrinsic motivation is based on personal enjoyment, personal interest and inner satisfaction. It's not difficult to find out that intrinsically motivated students are from a growth mindset group. They feel good about achieving because of the validation of their efforts and hard work. On the other hand, students who are satisfied by extrinsic motivation focus more on the outcome instead of what it actually took to get there. They tend to achieve to the point of achievement but no further. This outcome overweighting process is a typical presentation of a fixed mindset. It's critical to help develop students' intrinsic motivation as educators as that's the way to help develop the growth mindset. When applying this in teaching, educators should be careful with the way they praise students based on their effort, attention and hard work rather than solely on the "A". This helps acknowledge students' process of learning instead of the outcome. Communication with parents on their ways of showing realizing their children's achievements is important as well. Both sides need to stay consistent so that students can see the connection between effort and performance and help align their attributions, motivation and mindset.

Self-Efficacy and Affecting Factors

Self-efficacy is one's belief in one's own ability to complete tasks. As discussed earlier, there are a lot of factors that contribute to one's success. Self-efficacy is one of the majors that come from learners themselves. Autonomy can influence self-efficacy as it gives freedom to decide for oneself, promotes self-determination. When we do not feel in control of our outcomes, we are more likely to be led to frustration. A sense of autonomy, relatedness and competence to feel most confident in learners' abilities to win as a result of self choices (Bandura, 1977). Students need to feel their outcomes come from their own choice. They are from their effort and they can plan their success. As is suggested in an article from Oxford University (2013), teachers can help students develop strategies in classroom discussion and one-to-one conversations where teachers help students understand the essential part they play in their own learning. Encouraging students to reflect on their own learning can help students transfer their knowledge beyond the classroom but further as autonomous learners. Another factor that affects self-efficacy is resilience. The link between resilience and mindset is critical: the success of learning is not about grades but incorporating new information that helps students better understand. Resilience requires persistence, developing over time and ability to bounce back easily. The ability to laugh things off, focus on purpose, remain hopeful and stay flexible all contribute to resilience and a growth mindset. Students need to understand and accept that learning happens when they are getting

things wrong so that they can use new methods and thinking to develop instead of defeated by hard situations. Resilience is activated when we keep trying amongst hardships. This allows us to keep on going even though the situation is against us.

Application in Teaching

Development of Students' Resilience

Facing failures, students need to keep perspective and capture the opportunity. We need to teach students not to overreact and how they can learn from making mistakes when they make one as well as redirecting students to calm down and simply think about the problem or mistake. Teachers also need to teach students the power of "grit", build an environment and have a different assessing system to teach students to focus more on perseverance and work ethic instead of a one-time grade. Teachers can assess how many times students have tried and not given up figuring out the answer. The answer itself is not to be graded but the process and ways they have tried to get the answer. In addition, some examples from famous people or characters from books help students build connections between themselves and the characters so as to help them develop resilience. Teachers can also build competence and give students options to encourage them to keep up with what they are capable of. Teachers can deliver random compliments to students to help them realize their strength applying to different problems. Having students monitor themselves with the progress helps them see their hard work and what they have accomplished in the long way. Setting and achieving goals help build confidence. Meanwhile, they can identify their small steps in a long-term goal. They can reflect on what they have done that is very helpful and what they have used that they want to stop using in the future. This way of resilience can be borrowed and applied in their future learning as a habit. All these can help students develop resilience that help with developing a Growth Mindset.

The Art of Praise

As was discussed in the previous part, the way that teachers praise can majorly affect students' attribution and motivation. Let's take a look at these pairs of praises. "You are a good communicator." vs. "I like how you clarified your point with examples."; "You are very kind." vs. "The way you shared that toy just now was perfect." It's obvious that the latter one is better because you praise the process when students are working and calling attention to the effort and strategic learning. In this way, students believe they have time and space to work their way to success and that's important. For future practice, students will remember what methods they used that were praised to get to the solution other than the solution itself. A growth mindset believes "I can gain skills with effort even if it's hard." Teachers should praise what's praiseworthy not on something we normally take for granted (Conroy, Sutherland, Snyder, & AlHendawi, 2009). They ought to praise the behavior, not the child. And in this way, behaviors are more focused on. In addition, they need to choose non-generic phrases rather than generic phrases, the quick and convenient way. It's a long-term job that teachers need to stress on the compliment on the learning process and the critique on what didn''t work during solving a problem instead of simply praising achievements and criticizing mistakes.

Academic Socialization in Communication

Parents' mindset beliefs about their own abilities are passed on to their children (Taylor, Clayton & Rowley, 2004). That is to say, a parent's mindset might influence students' mindset. In the 21st century school setting, only teachers' effort will not work effectively without the support of parents and students. Even the "best" behaved parents may fall in the natural traps where a fixed mindset belief is common: certain people are good at certain things be-

cause they have experienced themselves. When teaching a growth mindset to students, teachers need to understand the relationships with parents on the concept of academic socialization. To ensure the consistency across school and home helps students to work positively in every situation. Teachers need to build relationships with parents and students and understand the backgrounds, socioeconomic differences among different families. This information should be discussed with a guidance counselor first before approaching individual parents. Communication and expectations for classes should be discussed at the beginning of the school year so that everybody is on the same page. Teachers should communicate with parents about expectations, consult with school counselors and focus on the importance of growth mindset is important in conversations. If individual cases shall be further discussed, parent–teacher meetings can be arranged to come up with differentiated plans.

Conclusion

Growth Mindset embraces that intelligence is a result of efforts and hard work. This theory promotes students learning as everyone can and will succeed as long as they are truly putting forth their best efforts. This paper discusses the scientific proof, neuroplasticity, behind brain–based learning that our brain cells actually grow. Learning becomes easier when rehearsals and practice are made. It also addresses the profound influence of emotions in learning. When students are having negative thoughts, teachers can adapt different methods to help them rationalize their thoughts. The paper also examines ways to develop more intrinsic motivation and self–efficacy to encourage students to learn from their own will. Resilience is a critical factor in the learning process that aligns with growth mindset. The last part of the paper explores how to apply a growth mindset into teaching by advocating resilience to encourage students to embrace and not defeat their failures, by appropriately using appropriate praise towards students that emphasizes their effort, and by communicating with parents to keep the consistency of advocating growth mindset at home and at school.

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An Action Research on Blended Learning through News Broadcasts in EFL Listening Context

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[Abstract] *This study has taken an action research approach to track the process of EFL students' English learning using news broadcasts. The author describes an action research project conducted with 32 second-year students majoring in Humanities at a Chinese university. This project aims to enhance EFL students' interest and confidence, thus improving their listening competence in a blended-learning approach using news broadcasts. The analysis of multiple sources of data including questionnaires, interviews, two tests, classroom observations, and teacher reflections illustrates how using news broadcasts can be an effective pedagogical learning activity in EFL listening context.*

[Keywords] *action research; news broadcast; EFL listening context*

Introduction

As the most 'natural' language skill, listening which is the only skill that does not have to be 'learned' in the L1, paradoxically is the most challenging to master in the L2. It is also a very difficult language skill for Chinese EFL learners, who are known for their test–taking strategies on several standardized tests. However, getting high scores on these tests does not equal the same English listening and speaking proficiency. Most of them feel frustrated with the listening requests of national college English tests (CET). And the unprepared students were panicked in 2016 when a large proportion of news listening tasks were introduced into these tests. Some students give up on the listening tasks in exams whilst some even lose interest and confidence in learning English. Teachers are now striving to under–stand how to foster students' listening and speaking competence to make EFL education more effective for academic purposes or employment requirements (Fan, 2012). Developments in broadcast and multimedia technology have gen–erated a readily available and vast supply of audiotexts and videotexts for use in EFL learning context.

Literature Review

L2 Listening

Successful listening is more difficult to measure and remains the least researched of all four language skills (Na–tion & Newton, 2009). Among the relatively smaller amount of work done on L2 listening, different views have been voiced regarding bottom–up processing and top–down processing (Wang, 2012). A number of researches have yield–ed mixed findings on who are better able to engage in which type to assist their comprehension of the aural input. Dif–ficulties in L2 listening comprehension have given rise to one major strand of research reflecting a top–down ap–

proach in the past two decades, this being strategy–based instruction. Research on a strategy's effect on listening comprehension is mixed (Graham, 2011), but predominantly positive (Vandergrift & Tafaghodtari, 2010). But some researchers (e.g., Cross, 2009) have cautiously pointed out the importance of catering for strategies involved in bottom–up processes.

L2 Listening learning through News

Berber (1997) held that enough exposure to TV and radio news helped students easily cope with the comprehension of such materials. Mackenzie (1997) highlighted the possibility of using news reports at all levels of EFL learning and rejected the assumption it would be of no benefit when being used at the lowest levels of EFL situations. Many empirical studies have revealed that EFL/ESL students gain positive feedback if being given opportunities to be around with authentic listening or speaking materials such as news broadcasts (Taher & Tam, 2011; Chen, 2019)

Blended leaning

Recently, the blended–learning model has been widely used in EFL teaching with blended online/offline programs. Goodyear (2015) addressed the integration of teaching and instruction methods in a "student–centered" learning setting. Many scholars (e.g., Yang, 2017) explored the blended teaching mode of college English from different perspectives.

Methodologically, previous research on news and EFL listening has adopted qualitative and quantitative research methods to investigate the impact of news broadcasts on the listening or speaking competence. Little research has taken an action research to track the process of EFL students' learning through news. To address the above problems, this action research study, drawing upon multiple sources of data including questionnaires, interviews, two tests, classroom observations, and teacher reflections, illustrates how the blended leaning approach through news enhance students' interest and confidence, thus improving their listening competence.

Methodology

Burns (2010, p. 2) held that action research is 'a self–reflective, systematic and critical approach to enquiry' to 'identify problematic situations or issues that the participants consider worth looking into more deeply' and intervene deliberately based on systematically collected data 'in order to bring about changes and improvements in practice'. Action research typically consists of four broad phases: planning, action, observation, and reflection. This study involved two cycles of investigation and reflection in which the results of the first cycle influenced the second one.

Participants

The participants were 32 second–year university students majoring in Humanities. They were native Chinese speakers taking a required college English course (4 hours each week) at a Chinese university in the 16–week autumn semester of 2019. The teacher is an applied linguistics master with 22 years of EFL teaching experience. Throughout the action research, the teacher, was highly involved in making plans for the tasks, taking actions to intervene when problems arose, conducting observations based on collected data, and reflecting on the findings in each cycle.

In the first week of the semester, CET–4 (June, 2019) was used as a pre–test to exam students' English listening proficiency. A pre–study questionnaire was employed to investigate their backgrounds, their attitudes towards English listening learning and experience with news listening. Half of the students reported to be weak in English listening without knowing how to improve it, few spending more than 2 hours in practicing English listening each week after class and 83% of the students had seldom listened to English news and felt anxious when doing listening tests. None

of them received training in news listening. Most of the them knew little about news features.

The Intervention

Firstly, the students formed into 6 groups and a class blog was set up via Qzone. One member from each group had a weekly task of news broadcasting during the first 10 minutes of each 2-hour lecture, with one group having 3 minutes for broadcasting and examining the students' listening comprehension. The news selected by each group member could not be longer than one minute and had to be from the previous 3 days. The teacher posted self-made micro video lectures about listening skills in English news in QQ group every week. One group member read the news and asked two questions about it in class and posted it after class. And students were asked to comment on the news through the blog platform using the words they learnt from the news.

Instruments

Three questionnaires were distributed to students in Weeks 3, 9, and 15 respectively to identify the problems encountered in each cycle and to analyze their responses to the interventions. Both questions on a 5-point scale and open-ended questions were included in the questionnaires. The questionnaire was adapted from Zhang's (2010) survey items on the Status Quo of teaching and learning in college English news listening. Since the study explored students' perceptions of the process of listening improvement, more items regarding students' attitudes toward news broadcast were added in the questionnaires. Interviews with 8 randomly selected students were conducted at the end of the semester to complement the data obtained from the questionnaires. The questions covered their attitudes to news listening and the changes after the training. Two CET-4 were used as the pre-test and post-test to exam students changes in listening proficiency.

A Pilot Study

Before the formal action research was conducted, a pilot study was carried out in the first 3 weeks to help students get used to news broadcasting and commenting. The first questionnaire was distributed to assess the students' attitudes toward the practice at the end of Week 3. The results indicated that the majority of the students showed interest in it though some problems still emerged in the process. First, finding a one-minute English news clip from the previous 3 days is not so easy and editing is time-consuming. Second, students felt puzzled on how to raise questions on the news with no experience in news broadcast; however, they expressed their willingness to receive related training. Third, most of the students hoped the news reporter could play audio news instead of reading it to avoid being affected by their accent or incorrect pronunciation. Bearing these problems in mind, the action research formally started in Week 4. A summary of the two cycles of research and the training modules are presented in Table 1 and Table 2.

Table 1. Two cycles of the action research process

	4 phases	Instruments
Cycle 1	Plan	Findings in the pilot study—Questionnaire1
Weeks	Act	Selecting news of more varied topics in a week
(4-9)		News broadcast training on news structure, content and phonics, through micro lectures before class

		Playing the audio news material to class instead of reading
	Observe and	Questionnaire 2 (Week 9)
	Reflect	
Cycle 2	Revised Plan	Findings of Questionnaire 2
Weeks	Act	Bi–weekly news broadcasting tasks
(10–15)		More news broadcast training on news language, e.g. grammar and vocabulary, and commenting guidelines before class
		Dubbing for news audiotexts or videotexts
	Observe and	Questionnaire 3 and interviews (Week 15)
	Reflect	Post–test (Week 16)
		The teacher's comments and review

Table 2. Micro lecture training modules on news broadcast

Weeks	Lecture focus	Content
Week (4)	Listening for Structure (1)	The "inverted pyramid" structure：headline, lead, body and background；"six news factors" in news leads: who, what, when, where, why, how
Week (5–6)	Listening for Content (2)	A wide range: politics, business, education, military, law, health, science and technology, sports and entertainments, etc.
Week (7–9)	Listening for Phonetics (3)	Detecting the micro–skills of following a fast–pace speech: explosion, elision, linking, contraction, assimilation, weak form, word stress and sentence stress；knowing about pronunciation differences between British English and American English
Week (10–12)	Listening for Grammar and Syntax (3)	Being aware of the tense, voice (passive), long and complex sentence structure and cohesive devices usually used in English news
Week (13–15)	Listening for Vocabulary (3)	Identifying the key words of various kinds of topics; collecting, classifying and sorting out the high–frequency vocabulary for each topic

Data Analysis and Results

Cycle 1: Weeks 4-9

Plan and Act

On the basis of the findings in the pilot study, the original plan was slightly revised in Cycle1. First, the authentic listening material could be news from within a week with a length of a minute and a half so that the groups could have more choice for varied topics. Second, to address students' lack of English news knowledge, the teacher made a

micro video lecture and posted it in the class blog each week for students to learn before class to train their listening skills of news through knowing about its main features from structure, content to phonics. Third, students played the audio instead of reading news to class and raised questions about it after the teacher's modelling.

Observe and Reflect

To observe and reflect on the effects of the actions, students' responses to the intervention of Cycle 1 were collected through Questionnaire 2. The results showed that the students became more satisfied with the news broadcast practice after some changes had been made (M = 4.31, SD = 0.716). The news in a week provided students with opportunities to find more topics they are interested in, from politics, science to sports and entertainments, etc. They felt much happier when choosing the news without the strict limitation of length. The training helped them get the topic from news lead more easily and follow the news with micro skills in pronunciation. Almost all the students favored listening to TV or radio news broadcast than students' report. Such problems as the frequency of task, the training and the form of broadcast still emerged from students' answers to the open-ended question "What suggestions do you have in the program?"

Cycle 2: Weeks 10-15

Revised Plan and Act

In Cycle 2, further changes were made based on the findings from Cycle 1. The first change was that weekly broadcast tasks were changed to bi-weekly tasks for each group, so students could have more time to listen to more news to compare and select. Secondly, in order to enhance the students' listening competence and motivation in English listening, the teacher provided detailed training on language use of English news and guidelines on commenting on news according to students' requests. More news broadcast forms were added to stimulate students' interests, e.g. dubbing for authentic audiotexts or videotexts or acting as a TV or radio news reporter.

Observe and Reflect

Questionnaire 3 was distributed to the students to investigate their attitudes toward the actions taken in Cycle 2. The results revealed that 79% of the students showed a strongly favorable attitude towards the practice of news broadcasting (M=3.91, SD=0.602). They felt less nervous while listening to English news and spent more time practicing English listening after class. Besides, 75% of the students thought it helpful (M=3.61, SD=0.723) in improving news listening proficiency. They reported gaining in background knowledge, patterns of discourse, vocabulary, speech rates and syntactic structures, etc. to help predict the main idea of news. It's known from the interviews that students had grown to think critically and know more about the world.

In Week16, CET-4(December, 2019) was conducted as a post-test to exam students' listening proficiency. The data analysis of a Paired Samples Test averaging 4.752 showed significant difference (p=0.0181<.05) between the two tests. It is thus possible to interpret that incorporating news broadcasts in EFL listening context helped enhance students' listening proficiency.

Discussion and Conclusion

This action research project illustrates how the blended learning program can be effective learning activity in EFL listening context. It's found that using news broadcasts as supplement in class with the teacher's instruction did boost students' interest and confidence in learning English and strengthen their listening proficiency.

The project shows that readjustment is needed considering some contextual factors might damage the effectiveness of the teaching approach when using authentic aural and visual materials. For example, the length of materials can change accordingly to engage students' attention; the news can be from the previous week so that students can

have more time to listen and select; the source of news report can be varied including both audio and video so as to attract students' interest; the forms of news broadcast can progress from students' reading to the class, playing radio or TV news to dubbing for them; the broadcast task can be bi–weekly so the students don't feel it is too burdensome and so they can enjoy it and achieve a more satisfactory job.

Given the nature and complexity of news texts, learners might be better served by shifting the focus of instruction. The blended approach combines teacher–led live instruction, self–made micro lecture training modules reporting practice and peer interaction to develop effective listeners. In Cycle1, top–down approach strategy–based instruction was employed for training, e.g. leading students to knowing about English news features from structure, content to phonetics. Students' response echoes Renandya's (2012) questioning on the effectiveness of a top–down strategy in enhancing weak listeners' comprehension competence. Rost (2002) pointed that a key factor in successful listening is the individual's ability to integrate information gathered from the two processes. Cycle 2 focused on grammar and vocabulary with bottom–up strategy–based instruction to meet students' needs. One aspect worthy of consideration is that students' learning experience and attitudes towards a given activity may change in the process of the action research, measures should be taken to cater to students' needs and promote their motivation to join the activity.

In sum, the objectives for this action research were achieved in the sense that students at the end of the project were more motivated and engaged in news listening and English learning and held more positive attitudes towards news broadcast. They were more confident in coping with authentic listening resource and have improved in listening proficiency. The implementation of this blended–learning approach may be a key component in helping learners gain in competence. However, the limited number of participants and relatively short time of the action may weaken the evidence of the research. In addition, more investigations are needed to identify criteria for determining which news materials are appropriate for use in L2 classrooms. It is thus hoped that longitudinal studies can further examine better learning effects with research on videotext–based assessment.

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Research on the Path of Foreign Language "Golden Course" Construction

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[Abstract] *Since the Ministry of Education proposed to eliminate "water course" and create "Golden Course" in 2018, major universities across the country have responded to the call one after another, and actively explore how to create a high-quality foreign language "Golden Course" compared with "water course". This paper helps foreign language teachers and scholars to construct foreign language courses that conform to the standard of "Golden Course" by deeply exploring the concept and connotation of "Golden Course" in foreign languages, explore effective ways to create a "golden course" for foreign languages.*

[Keywords] *foreign language; Golden Course; Path Research*

Introduction

With the development of science and technology, international exchanges are increasing day by day, and domestic attention to English teaching is also increasing. How to cultivate high-quality foreign language application-oriented talents is the focus of discussion by scholars at home and abroad, the cultivation of high-quality talents is closely related to the quality of college English teaching. On June 2018, the Minister of Education, Chen Baosheng, proposed to eliminate "water course" and create "golden course" at the National Conference on undergraduate education in colleges and universities in the new era, and constantly introduced new concepts of English education and teaching, this is a major adjustment in the teaching of higher education since the founding of New China. From this point of view, the reform of higher education is continuing and new paths are being explored continuously. Curriculum construction emphasizes that major colleges and universities should appropriately increase the difficulty of the curriculum, broaden the depth and improve the degree of academic challenges, so as to effectively improve the teaching quality. The definition of high-quality courses is extensive. General secretary of Xi Jinping said that the fundamental criterion for evaluating the good and bad of schools is the achievement of cultivating talents by virtue, and courses are the key to the implementation of the fundamental task of cultivating talents by virtue.

Since the emergence of the word "Golden Course", educators in major universities have begun to seriously study and deeply explore the true connotation of "Golden Course" and explore the path of the construction of "Golden Course". On the basis of comprehensive study of the theoretical basis, model theoretical framework and language teaching of English education and teaching in colleges and universities, this paper deeply discusses how to eliminate "water courses" to create a higher level, innovative and challenging foreign language "Golden Course". In the process of implementing the reform of creating "Golden Course" in higher education and teaching, any subject, any major and any course should try their best to explore their own "Golden Course" mode, foreign language teaching is no

exception. Due to the similarities and differences of subjects, College foreign languages can integrate science and technology as auxiliary teaching in the process of creating "Golden Courses", and improve teaching efficiency by creating online and offline mixed "Golden Courses", the foreign language teaching should be raised to a new level in technology. On this basis, teachers should dig deep into the teaching content to truly achieve the transformation of foreign language teaching from the inside out and realize the ultimate goal of improving the quality of foreign language teaching.

Standards and Principles of Golden Course

The concept of "Golden course" put forward by the Ministry of Education is actually relative to "water course". "Golden course" essentially refers to the best course, which can be concluded as "gender degree", namely higher level, innovation and challenge degree. A high-quality foreign language course includes many aspects, from teachers' teaching level to teaching content to teaching mode to teaching evaluation. Therefore, the "Golden course" should include the following principles: first, the level of teachers should reach a certain height. If there is a "gold medal course", there must be a "gold medal teacher". The quality and teaching level of teachers directly affect the teaching effect. Effective teaching requires the joint efforts of teachers and students. Teachers are the leaders, students absorb and accept new knowledge under their guidance. Second, the teaching process requires students' participation in the whole process, using various teaching modes to stimulate students' autonomous learning ability, and completing the whole teaching content through discussion and interaction in class. Third, the teaching evaluation method should pay more attention to students' classroom performance, take formative evaluation as the leading factor, and mainly investigate students' participation in the course and their attitude towards learning.

Foreign language courses require students to develop in an all-round way in listening, speaking, reading, writing and translating. In addition to the basic requirements, with the development and progress of the times, there should be higher requirements for a high-quality foreign language course. At the same time of teaching, in addition to improving students' foreign language level, it is also necessary to strengthen students' cross-cultural communication ability. As a communication tool, language focuses on its intercommunication, and cross-cultural communication ability is the premise and foundation of effective communication. At the same time, we should also attach importance to the humanity of foreign languages. While teaching courses, we should also appropriately integrate ideological and political elements to improve students' ideological and moral qualities.

Main Problems Faced by the Construction of Foreign Language "Golden Course"

Teachers' understanding of "Golden Course" is not comprehensive enough

Foreign language teachers play a leading role in foreign language classes. On the one hand, they undertake the important task of teaching and educating people; On the other hand, they also face the improvement and improvement of their own knowledge level. In the process of constructing the foreign language "Golden Course", teachers are not only required to complete the course content of this semester, but also required to dig deep into the internal knowledge of the course. When proposing the word "golden lesson", many teachers only understood the literal meaning, but did not deeply understand its internal meaning. Only by relying on real principles and standards can we create high-quality foreign language "Golden Course". In the process of teaching, foreign language teachers often use a single boring teaching method, with teachers' explanation, students' memory and lack of flexibility and interactivity in the classroom according to the traditional teaching method. There are various ways to impart knowledge. With the development of science and technology, students are constantly accepting new things. Traditional teaching methods can

no longer effectively stimulate students' interest in learning, therefore, on the premise of reaching a high level of professional knowledge, teachers should also strengthen the improvement of teaching methods and guide students' foreign language learning from all directions and angles.

Lack of technical equipment in schools

The "Golden course" course not only has higher requirements for teachers, but also has higher requirements for basic teaching technical equipment. Its teaching method is different from ordinary foreign language courses. To build high-quality courses, we should take informatization as the background, use online and offline mixed methods for teaching, and cultivate intelligent talents. We should use intelligent equipment, especially intelligent classrooms as typical representatives, building online and offline hybrid gold courses requires both manpower and material resources of the school, and the level of teaching and network technical support teams, the network speed and storage resources of campus network play a decisive role in the application level of online courses and classroom teaching level. From the current reality of colleges and universities, the number, function, intelligent teaching tools, centralized control platform and big data collection system of teachers all hinder the construction of "Golden Course". Specific teaching modes need to be supported by specific teaching equipment. Traditional teaching methods can usually be solved by a piece of chalk and a blackboard. Today, with the rapid development of information technology, the traditional teaching mode can no longer meet the needs of students. Only by using multiple teaching modes can the teaching level be improved to a certain extent. The use of different teaching platforms can stimulate students' interest in learning, improve Students' Autonomous learning ability.

The teaching evaluation system is not perfect enough

With the development of science and technology, a large number of new teaching modes are constantly emerging, and the corresponding evaluation system is also changing. The evaluation system plays an important role in teaching, can improve the teaching level. The establishment of "Golden Course" aims at cultivating students with all-round development. We should not only pay attention to students' academic performance, but also pay attention to students' classroom performance, as well as the ability of autonomous learning and the spirit of exploring knowledge. At the same time of implementing various teaching modes, teaching evaluation methods should also be improved and improved. In order to effectively combine the evaluation system with the new teaching mode, it is imperative to formulate the evaluation system under the new teaching mode. The original teaching evaluation method is mainly based on summative evaluation, which is usually called by students as the final examination is everything. The evaluation method under the new teaching mode will increase the proportion of formative evaluation, from the original 30% to 40%, so as to increase the proportion of formative evaluation and pay more attention to students' learning attitude, ability and enthusiasm.

Paths and Measures for the Construction of Foreign Language "Golden Course"

Broaden the teaching content and reflect the "higher level" of the curriculum

Tyler (1949) proposed that the curriculum has four interrelated and inseparable elements: teaching objectives, teaching contents, teaching organization and evaluation system. Teaching content is a special knowledge system, which is different from language knowledge itself and daily energy. We should not only consider the knowledge system of English subject itself, we should also consider the age characteristics and actual needs of students. In the past, the content of college English teaching completely came from fixed teaching materials, and the content of extracurric-

ular expansion was less. To reform the previous teaching content, we should first start with the reform of teaching materials. With the development of the times, new contents should be effectively integrated into the new version of teaching materials. Old teaching materials should be updated in real time to present the teaching materials that are closest to and most needed to students, so as to broaden students' horizons and meet the development requirements of the times. At the same time, in high—quality foreign language classes, teachers should pay attention to the embedding of culture. With globalization as the background, language is a part of culture and plays an important role in culture. On the one hand, the integration of culture can enable students to better understand the language, enrich the teaching content and enhance students' interest in learning; On the other hand, culture plays an important role in language communication. Whether cross—cultural communication can proceed smoothly or not, it depends on both parties' understanding of culture.

As a public basic course, foreign language courses should give students humanistic care and pay attention to the development of students' ideological and moral qualities while teaching foreign language knowledge. General secretary of Xi Jinping pointed out at the National Conference on ideological and political work in colleges and universities in 2016 that we should insist on establishing morality and cultivating talents as the central link, and make ideological and political work run through the whole process of education and teaching, so as to realize full education, full education, all—round education. Other courses should keep a good channel and plant a good responsibility field, so that all kinds of courses and ideological and political theory courses go in the same direction and form a synergistic effect. Students trained by high—quality teaching should have comprehensive qualities, and should integrate ideological and political elements into teaching, and integrate ideological and political elements in the way of moistening things silently. Curriculum ideological and political requires teachers to dig out moral education elements in the original teaching content and pass them on to students in combination with the teaching content. Therefore, without changing the original teaching content, pay attention to the design of the curriculum, guide students to understand the cultural tradition of the country, enhance cultural confidence; Encourage students to learn from pioneers and successors in various fields, cultivate the spirit of perseverance; Guide students to love their jobs and work hard, pursue truth, goodness and beauty and establish a correct view of heroes.

To create a foreign language "Golden Course", we should improve the original teaching content, not only the invariable content in textbooks, but also on the basis of the goal of improving students' language communication ability and comprehensive literacy, expand the teaching content of foreign language courses, cultivate students' cross—cultural communication ability, and integrate the ideological and political content of the courses. On this basis, improve the difficulty of the courses and dig deep into the inner meaning of the courses, make the foreign language course into a "higher—level" course that meets the requirements of the development of the times with both internal and external courses.

Improving the teaching mode to reflect the "innovation" of the curriculum

Foreign language classroom is the cradle of cultivating high—quality foreign language talents. To create a foreign language "Golden Course" must be based on the premise of improving the effectiveness of foreign language teaching. Training Foreign language application—oriented talents should start from the classroom, emphasize the main position of students in the teaching process, and require "student—centered". Krashen (1985) focused on input, Swain (1985) emphasized output, Long (1991) highlighted interaction, however, as the builders of second language acquisition theory, they often do not consider how to integrate the three into each foreign language class. They think that this is the content that needs to be discussed in depth in curriculum and teaching theory. Based on the above theories, as a teaching worker, the teaching mode should be improved according to the development of the times and the needs of

students, and the three should be organically integrated together, in teaching, new knowledge should be constructed on the basis of learners' original knowledge or experience, and students' mastery of new information and new knowledge should be strengthened. A variety of new methods of personalized English teaching should be advocated, including grammar translation, listening and speaking method, situational teaching method, communicative teaching method, interactive teaching method, etc. Individualized Teaching aims at students' different knowledge and experience, which is conducive to students' active and active learning.

With the development of science and technology, the new era has become an era of knowledge explosion. Students can learn more information through mobile phones and the Internet. In class, teachers should also make full use of the scientific and technological products brought by The Times, explore new teaching modes, closely combine computer technology with teaching, and stimulate students' learning motivation, it reflects the modernization of foreign language courses. As the representative of typical teaching mode in foreign language courses, flipped classroom mode uses science and technology to make micro-courses, effectively uses micro-courses in foreign language classroom teaching, enriches classroom contents, innovative classroom teaching. At the same time, mixed teaching can also be used. Mixed teaching is a teaching mode that combines offline teaching with online teaching. This combination is an organic combination of the advantages of online and offline teaching, taking advantage of the rich online teaching resources and the advantages of offline teaching, and adopting various forms of activities, strengthen the interaction and communication between teachers and students to reflect the "innovation" of foreign language courses.

Improving the evaluation system to reflect the "challenge degree" of the curriculum

Teaching evaluation system is an important link in foreign language teaching. It is usually required to use formative assessment and summative assessment methods in assessment, and specific means and methods are introduced. However, it does not clearly explain which method should be in the leading position, and schools generally still carry out teaching evaluation according to the final evaluation as the leading method, and do not pay enough attention to formative evaluation methods. Based on the current assessment situation, the author of the book proposes to respect students' ideas first; Secondly, pay attention to the differences between individuals; Thirdly, fully consider the individuality of students. Therefore, various methods should be used in student evaluation to combine teacher evaluation, classmate evaluation, school evaluation and self-evaluation.

The practice and research of college English evaluation system under the new teaching mode can not only improve college students' foreign language application ability, but also meet the needs of college students' all-round development. This paper combines formative assessment with new teaching modes such as flip class, and through curriculum setting, appropriate application of assessment and evaluation methods is conducive to achieving a win-win situation between teaching and evaluation. Finally, it can effectively improve students' learning ability and interest. On the basis of mutual evaluation and self-evaluation, students can better understand the advantages and disadvantages in the process of foreign language learning and correct them in time. It mainly evaluates students' current comprehensive English ability and level as well as their efforts at this stage. Comprehensive investigation of students' foreign language knowledge and ability level, through the foreign language evaluation system, reflect the "degree of challenge" of foreign language courses.

Conclusion

In short, to make foreign language courses "Golden courses", we need to abide by the principles of higher level, innovation and challenge of curriculum teaching. To practice and explore the path of foreign language "Golden Course" requires the joint efforts of foreign language teachers to improve their own value on the basis of improving

their own teaching ability, in addition to comprehensively improving students' five aspects of foreign language listening, speaking, reading, writing and translating, the teaching content should also pay close attention to students' own development and combine with the goal of talent training, cultivate students with comprehensive development of morality, intelligence, physique, art and labor, and deliver talents with comprehensive qualities to the society. In foreign language classroom teaching, teachers should actively explore new teaching modes, strengthen students' interest in learning, guide students to learn independently, and combine various teaching modes to achieve the final teaching goal. At the same time, improve the teaching evaluation system, effectively combine the teaching content, teaching mode and evaluation system, and create a high-quality foreign language "Golden Class" classroom.

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Acknowledgements

The Exploration of CLIL Teaching Mode in Moral Education in College English Courses

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[Abstract] *In the context of moral education development and the development of higher education, it has become an inevitable trend to strengthen moral education in college English courses. Based on the characteristics of college English teaching and the current situation of moral education in college English courses, this paper explores the feasibility and practical paths of CLIL teaching mode in moral education in college English courses, so as to further promote the development of moral education in college English courses.*

[Keywords] *CLIL teaching (language and content integrated teaching); College English courses; moral education; Learner*

Introduction

National Medium- and Long-term Education Reform and Development Planning Outline (2010-2020) clearly states that improving the quality is the core task of higher education development, and college English education is an important part of higher education. And it is also an activity aimed at cultivating a large number of talents with professional knowledge and higher language level that are needed by the society. Therefore, it is essential for us to provide high-quality foreign language education so as to improve the teaching quality of higher education. In view of the current international situation and China's development, General Secretary Xi Jinping also stressed that in colleges and universities higher education should take moral education as the central link, strengthen and improve moral education and conduct all other courses in the same direction. In view of this, this paper, based on the characteristics of college English courses, expounds the current research status of moral education in college English courses, and explores the feasibility and practical paths of CLIL teaching mode in moral education in college English courses.

Moral Education in College English Courses

The main contents of college English education in China are general foreign language, specific-purpose foreign language and cross-cultural education. Among colleges and universities, college English courses are characterized by long hours, high credit ratios, large span and wide coverage (Liu, 2020, pp. 105–106). All colleges and universities offer compulsory courses, elective courses and other college English courses according to the actual situation. Based on the characteristics and current situation of college English courses, it is necessary to explore moral education in college English courses.

In China, moral education for college students has always been set up by special courses, but in recent years, with more attention on the concept of moral education, carrying out moral education through various professional courses has become a trend. Throughout moral education in college English courses, it is not difficult to find that

there are still many deficiencies. For example, foreign language teachers lack of "teaching moral values through professional courses" consciousness, lack of systematic understanding and in-depth researches on "moral education", and foreign language teaching has maintained the status quo of emphasizing tools over humanities for a long time. Some college teachers choose to add some moral elements into courses which only floats on the surface without going deep. This is because in college education, there are specific courses to teach moral contents; secondly, the textbooks of foreign language courses mostly contain typical western cultural knowledge and background with few traditional Chinese culture connotation. How to embed Chinese core values and moral elements in the classroom of foreign language with strong western values in a silent way does increase the difficulty for foreign language teachers. Most important of all, learners feel bored in traditional classes because of monotonous traditional teaching mode, and they regard foreign language courses as a kind of tool to improve language skills so as to find a good job. All these make learning focus pay more attention to instrumental and utilitarian needs while ignoring the humanity nature of foreign language. Influenced by western values for a long time, learners' critical thinking is also more or less affected. In addition, there is also a problem of the disconnection between language and subject knowledge in the examination-oriented teaching mode.

More western developed countries have taken moral education as the theme of the times. Moral education, which included virtue education and patriotic education, has become the top priority in education. Especially in recent years, moral education in western countries has been developing towards a comprehensive direction. On the one hand, moral education is set up by specific subjects; on the other hand, it is carried out through various courses in the whole educational process. It is effective to promote moral education in multidisciplinary courses. Following the principle of Mr. Dewey's "life is education", the United States has passed on some concrete and practical moral codes to students through classroom teaching. At the same time, it has paid attention to inculcating moral thoughts in school practice. Japanese universities offer about 25 kinds of comprehensive courses and special lectures for civic education including patriotic education and value education. South Korea, on the other hand, attaches great importance to national spiritual education by compiling new textbooks for national education and requiring every course of school to reflect the requirements of national spiritual education in various ways.

CLIL Teaching Mode

CLIL (Content and Language Integrated Learning) is another name for Bilingual teaching in Europe, which is translated as Content and Language Integrated Teaching or Subject and Language Integrated Learning (Jin, 2013, pp. 41-44). It is a new teaching mode proposed by European scholars who study foreign language teaching based on Hymes' communicative competence theory, Halliday's functional linguistics theory and the existing educational practice mode (Wu, 2017, pp. 59-67). This teaching mode advocates the combination of language teaching and content teaching in foreign language classes, focusing on both content and language without bias. There are three teaching methods in CLIL teaching mode, namely Immersive Teaching Method, Thematic Teaching Method and Sustainable Content-based Teaching Method (Guo & Wu, 2019, pp. 166-169). The first one Immersive Teaching Method focuses on the use of real language materials and enables learners to master knowledge in classroom through foreign language media. Thematic Teaching Method, as the name suggests, advocates integrating language into specific topics and topics which achieved the aim of combining language with content in learning. Sustainable Content-based Teaching emphasizes the sustainability of teaching.

The Feasibility of CLIL Teaching Mode in Moral Education in College English Courses

CLIL teaching mode is in line with teaching objectives of moral education in college English courses.

At this stage, the teaching goal of foreign language courses in colleges is to realize knowledge, ability and value guidance, and the focus of the CLIL teaching mode lies in the integration of professional knowledge and language teaching. It means that on the basis of language and professional knowledge, it is expectable to promote learners to receive knowledge, train language skills and develop thinking ability. In other words, the CILI teaching mode is consistent with the objectives of moral education in college English courses, which provides a theoretical basis for CLIL teaching mode to be applied in moral education in college English courses.

CLIL teaching mode creates a reasonable access point for moral education in college English courses.

As the window to learn western culture and broaden cultural horizon, college English courses are the most suitable stage to cultivate learners' cultural identity, cultivate core values and integrate moral education into curriculum. In CLIL teaching mode, one element "culture" of 4Cs teaching framework can become the breakthrough point for teaching moral education. It is important to put the teaching practice into language classroom and the whole teaching process, and grasp the culture core of moral education of courses in the omni-directional way within the multi-angle. Another effective way is to combine language knowledge and discipline knowledge with moral education. In the teaching design, we should not only highlight the teaching content of professional knowledge, but also focus on excavating the cultural connotation and moral elements in the content, such as flexibly designing the classroom teaching links, enriching the classroom content in the college English "implicit" classroom and creating the moral and cultural environment.

CLIL teaching mode provides supports for moral education in college English courses.

CLIL teaching mode emphasizes the cultivation of learners' critical thinking in the process of combining language learning with professional content. It is because only learners improve their critical thinking can they better understand and interpret concrete or abstract concepts and cultural connotations. On the other hand, the textbooks of foreign language courses contain a lot of western cultural background knowledge, foreign language teachers always adopt related context unconsciously to introduce the contents in the process of teaching. So after long time learning, it is likely to make learners influenced by the western culture while accepting knowledge, and make learners worship the superiority of western culture. At this time, it is more necessary for learners to give play to their critical thinking, which can help learners raise vigilance, grasp the right cognition and judgment of content. Learners can view western values comprehensively and critically with the value guidance by teachers. The effective implementation of moral education is inseparable from the cultivation and improvement of learners' critical thinking. The combination of critical thinking and CLIL's teaching advantages will further promote the development of moral education in college English courses.

CLIL teaching mode can effectively make up the deficiency of moral education in college English courses.

In college English teaching, learners' initiative is ignored. And teaching mode is too traditional so that the result of class participation is not ideal, which also brings obstacles to the development of moral education in college English courses. The key point of the development of moral education in college English courses is to enhance the effectiveness and creativeness of college English teaching. If learners are not highly motivated to learn, the teaching effect of moral values conveyed by content teaching and language practice in the courses will be greatly reduced. Researches shows that Immersive Teaching Method, Thematic Teaching Method and Sustainable Content-based Teaching Method in CLIL teaching mode can stimulate learners' learning motivation to the maximum extent, deepen learners' understanding and mastery of knowledge, mobilize learners' learning enthusiasm and optimize learning effect. This will effectively make up the deficiency of moral education in college English courses and promote the smooth devel-

opment of moral education in college English courses.

The Realization Paths of Moral Education in College English Courses under CLIL Teaching Mode

Develop a comprehensive teaching plan with equal emphasis on subject content, language skills, moral and culture.

Before class, teachers should make a comprehensive teaching plan, consider teaching objectives, combine the subject content to be taught with language skills and sort out the moral and culture elements to be delivered in class. It is also necessary to straighten out the overall framework of the lecture. Depending on the content of the courses, Immersion, Thematic or Sustainable Content-based approaches can be chosen. Flexible choice of appropriate teaching method is beneficial to stimulate learners' interest in learning, make learners play their subjective initiative and optimize the classroom effect. For example, if the teaching content is mainly about etiquette, Immersive Teaching Method can be chosen. Simulating scene can make learners easily involve into the scene and restoring the cultural context to the maximum extent can lead learners to have further studies.

Integrate teaching resources and dig up moral elements.

In the process of lesson preparation, teachers should not only confine themselves to teaching materials, but also integrate teaching resources according to the actual situation. With the rich resources such as the Internet, Learning Power APP, Super Star Learning Channel and MOOCs, teachers should enrich teaching content, select entry points with times characteristics and cultural background and cultivate patriotism in classroom teaching. Based on textbooks, moral elements, values and related traditional cultural knowledge can be effectively supplemented by various resources, so that moral education can walk with foreign language learning in the same direction. In this process, teachers can discuss with teachers who major in moral education, so as to carry out moral education in college English courses in a softer and more natural way.

Design teaching links and enrich teaching forms.

In this process, teachers should focus on language knowledge and skills, organically integrate moral elements and help improve learners' intercultural critical thinking. At the same time, learners' learning level and interest should be taken into consideration. Diversified teaching links should also be designed. Teachers can determine the teaching theme according to the teaching content. For example, if the teaching content is related to the quality of workers, they can specially apply the Thematic Teaching Method and design the teaching links. The sublimation of textbook themes by introducing moral concepts can be combined with the craftsman spirit advocated by China, as well as the groups who are selfless to dedicated their lives to the COVID-19 epidemic. It is also a good idea to design learners' discussion links, or assign tasks for learners to collect relevant topic materials for group speech or presentation, which can enhance classroom interaction, activate classroom atmosphere, stimulate learners' thinking on teaching content and improve their thinking connotation. In addition, taking advantage of multi-modal teaching means and making reasonable use of audio and video materials in courses can meet different teaching needs.

Pay attention to after-class reflection, evaluation and improvement of teaching.

As the two main roles in class, teachers and learners should jointly reflect after class. Learners can reflect on what they have learned and the learning results in the form of writing report or learning summary, and teachers can summarize their thoughts through teaching experience and teaching reflection. The part of teaching evaluation should not only evaluate learners' mastery of language skills and professional knowledge, but also evaluate learners' comprehensive quality. Teaching evaluation standard is no longer limited to exam results, but should be multi-dimensional comprehensive evaluation. The ability of logical judgment, cultural critical and other developmental skills should also be included in the evaluation scope. In the process of evaluation, we should also apply peer evaluation and learn-

er evaluation, and pay special attention to moral elements and the important role of value guidance, so as to make the results of teaching evaluation effective for the improvement of moral education in foreign language courses.

Conclusion

It is of great significance to strengthen the moral education in college English courses, but moral education in college English courses is still in the preliminary exploration stage. And it is even more challenging to reform the teaching mode. Therefore, to better carry out CLIL teaching mode in college English teaching with Chinese characteristics and to implement moral education still need many parts work together. It is desirable to make college English courses not only become the courses to cultivate international innovative talents but also the courses to carry the fertile fields of the Chinese native culture and core values. It exists more rooms for schools, teachers and learners to make mutual coordination, do further theoretical researches and practical exploration. Only in this way can improve the level of foreign language education courses construction, can cultivate more high-quality talents speak good Chinese story and spread voices of China.

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Reconstruction of College English Writing from the Perspective of "New Liberal Arts"

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[Abstract] *The advocacy of New Liberal Arts symbolizes an irresistible trend which reveals the social index of the disciplinary construction. As a compulsory course, College English Writing has long taken the responsibility of cultivating students' writing ability of expressing and communicating with others in written English. From the new perspective, the teaching material in English writing can be interdisciplinary, the teaching method can be multiple-modality, and the evaluating system become more effective and efficient with the aid of the artificial intelligence. Teachers combining multiple roles must be equipped with interdisciplinary knowledge and modern information technology. Therefore, the course of English Writing is no longer what it used to be. It must be reconstructed and updated to keep pace with the time.*

[Keywords] *Course construction; English Writing; New liberal arts*

Introduction

The concept of "New Liberal Arts" was proposed by Hiram College in 2017 holding that the students should be encouraged to conduct their learning across the boundaries of disciplines. (Fan, 2019, p. 10) Actually this concept was evolved from the word "interdisciplinary" which firstly appeared in American academic circle in 1920s with its initial meaning of "cooperation". In 1985, the interdisciplinary academic seminar was firstly held in China and the article "Interdisciplinary Science" was published in the academic journal *Future and Development.* (Liu, 1990, pp. 2–3) The concept of "New Liberal Arts" were officially proposed in China in August 2018 when the "Four News" — New Engineering, New Medicine, New Agriculture and New Liberal Arts were advocated to be the future direction of higher education. In 2019, Wu Yan, the director of the Higher Education Department pointed out that colleges and universities should improve the ability of serving the society and promoting the economy. Particularly he emphasized that only if the "New Liberal Arts" were well constructed, China's higher education could fly far and high. (Wu, 2020)

The Inevitability of the "New Liberal Arts"

Level of academic challenge is a core indicator to students' engagement in course learning. It's reported that the degree of Chinese students' engagement in course learning is lower than that of American students. Our students in different types of colleges and universities see no challenge in some disciplines and teaching contents to some varying degrees; thereby they have no interests in and motivation for learning because they can neither obtain the interdisciplinary knowledge nor the application capabilities in it. This seriously impeded the target attainment of the

talents cultivation. (Lin, 2020, p. 46) The current discipline settings are derived from the western discipline system, which is based on the fine social division of labor formulated at the beginning of the Western Industrial Revolution with the purpose of improving work efficiency and the economic benefit. However, our country has now entered the information age and the old academic system is no longer fit for the new situation. Just in time, characterized by the new horizon, new technology and interdisciplinary attributes, the "New Liberal Arts" rise to increase the disciplines' function of social service. Therefore, the disciplinary system must adjust itself to the joint and integration of the disciplines. With the popularization of the artificial intelligence, this integration is forming a reversed power against the barriers between the current disciplines. Inevitably, the implementation of "New Liberal Arts" will be a catalyst for the links between disciplines, technology and other social sectors.

English Writing in the "New Liberal Arts"

The proposal of "New Liberal Arts" has set the tune for the foreign language education, and it also inspires the teachers and researchers in this field to rethink about the talents cultivation objectives of each discipline, the curriculum positioning and the setting of foreign language professionals. As a compulsory course, Writing is set to cultivate English majors' ability of written expression and communication in English. Together with the other three courses – Listening, Reading, and Speaking, English Writing functions as a fundamental constituent of the English professional curriculum. In each of the common divisions of English education – Teacher's Training, English for Special Purpose, and Business English, English Writing stands on an irreplaceable position, but due to the differential of the divisions, the burden of the same course varies from one to another. For example, in Business Writing, the teaching material may leave more space to the practical business scenario or the analysis of a company's financial conditions; therefore the integration of Writing and Business are obviously manifested. Differently, the English Writing in the curriculum of English Education may shift its focus to the integrity, the systemic and academic features of the course. No matter what curriculum system it's located in, English Writing must combine with the information technology which offers a great aid to both teachers' teaching and evaluating work. When the teaching content changes, the teaching method follows. When they two change, the assessment way of teaching and learning respond to the shift. In short, it can be concluded that the position of English Writing keeps the same while the connotations differ in each branch. Despite this diversity, the course itself is not what it used to be. It's inclusive because without the aid of the IT the teaching aims cannot be reached; It's interdisciplinary because without combining the other professional knowledge, the writing in ESP is meaningless; it's new because the rapidly changeable era brings enormous social texts newer and fresher than ever before.

Reconstruction of the Features of English Writing

Like the other professional courses, English Writing consists of such elements as teaching material, teaching plan and evaluating work, etc. The classroom in Writing must be student-centered either in a physical classroom or some cyberspace. Teachers with interdisciplinary professional knowledge and new technical skills know well about the psychology and learning habits of the post-90s students who have grown up with online games and animation. The great challenge for the teachers is how to help their students recognize the vast resources and see them from a right point of view. Otherwise, the subsequent teaching design is futile and meaningless. Therefore English Writing in the "New Liberal Arts" must stress the following three aspects:

Teaching Material

It's no denying that the invention of paper making over 2000 years ago made a great contribution to the spread

of humankind's knowledge and the prosperity of society. However, with the advancement of science and technology, the media forms of communication have been iterated for several times, from tangible to intangible, from physical to virtual, and from finite to infinite. The era of one textbook and one course has been replaced by an electronic device connecting unlimited resources. For example, in a Descriptive Writing class, students can read the often-quoted lines in Zhu Ziqing's prose "The Lotus Pond by Moonlight" (translated by Zhang Peiji) while listening to the soothing soundtrack, enjoying the bright moonlight and the tranquil lotus. In the blink of an eye, the students' attention may be drawn to the Walden Lake by the graceful arc of fish leaping and insects falling. They are instantly channeled through time and space, sounds and images. Compared with the traditional Writing class, the new one is characterized by multiple teaching mode and abundant learning resources which are newly discovered from the official websites, the authoritative Apps or the WECHAT public accounts, fresh and inspiring for the students to study and imitate. Teachers can also select the materials from English and Chinese classics, guiding the students to learn writing techniques from the experienced authors and translators. Fed on the fresh nutrition, students can get a sense of achievement because the point they are writing about may be just the key to some social problems, or they may provide a different outlook to the problem solving. To the least, they can get some social experience and acquaint themselves with the practical issues outside of the ivory tower, and in this way the meaning of writing activity is constructed.

Teaching Design

Writing is an activity related to the cranial nerves that requires students to spend time thinking and teachers to launch their brainpower designing and performing. Teachers are supposed to work out the effective ways to organize the class and to utilize the materials for optimum output. Therefore, they need to clarify the requirements and writing purpose first so that the students can have a clear mind of the perspective they may see the material from, the details they may select to support its theme, etc. Second, brainstorming is very necessary in writing class because not all the students are familiar with the selected topic, or some of them may have no idea of the starting point to the writing task. Along this train of thought, students are encouraged to work in groups and share their writing products; in doing so they can receive the feedback from all directions – teacher, peers, group members, and the computer system. The comments are all-embracing from theme, language proficiency, organization, word choice, coherence and cohesion, detail selection and to the word number, etc. "Sharing" and "integrating" are the subject words because to serve all the students is the largest proportion of the education purpose. Therefore, the design work should also be found in the evaluating step. Such small encouragements or awards as an approving look in a real classroom, or a little red flower in the cyberspace should be transmitted instantly to the active participants.

Apart from all the above, the most important role of course is the teacher him/herself who is the chief director and designer. Taking scenery description of "The Lotus Pool by Moonlight" as an example, the group members are encouraged to express how Zhu Ziqing expresses the "stillness" of the moon and lotus, and the "movement" of cicada and frog; and how Zhang Peiji, the translator, performs the equivalent translation to achieve the writing effect. The teacher needs to design how the students can be drawn to discuss and how the groups can work harmoniously to explore the essence of the objects or scene they are describing. To sum up, the Writing class under the vision of "New Liberal Arts" is open and flexible. Blessed with the modern science and technology, it is definitely a more equal and efficient combination of tradition and modernity.

Ways of Evaluation

In a narrow sense, the current evaluating methods of students' writing include machine review, peer review and teacher review. They each have their own strengths and weaknesses. In the Iwrite reviewing system, four dimensions

are configured to monitor the writing quality: language, text structure, content relevance and mechanism. Compared with the manual marking system, the computer allows the students to make multiple revisions and receive instant feedback. Peer evaluation in Iwrite enables students to act as a judge and to examine others' writing products, which can improve their sense of responsibility and introspection ability. This exchange of identity facilitates the students to learn from each other. However the disadvantage of the computer review system is that it can only detect the low-level errors, but overlook those lying in thoughts and logic in advanced writing. (Zhao, 2020, pp. 131-133) So the most significant way of evaluation are still from the teacher who can point out the problems from the high level and provide the concrete suggestions for students to modify their writing. They may help them with the content's continuity, the topic's narrowing-down, the essay style, the writing perspective, the rhetoric usage, the logic, and the writing techniques. Hereby the comments from the teacher, peers and the computer work complementarily to improve the students' writing level.

In a broad sense, evaluation on students learning effect includes process assessment and summative assessment, and they two evenly take the halves of the total score. The former distributes its score to students' attendance, classroom performance, assignment and the latter to the final exam. Thanks to the modern technology, more than 2/3 of the evaluating work can be performed by the computer who receives the instructions from the teacher. For example, the Writing class can move onto the learning platform Chaoxing where all the students' learning activities are recorded, including students attendance, learning hour, assignment completion and even the score of final examination. Students' learning reports can be automatically generated. What teachers need to focus is to assign proper value to each activity. For example, if the teachers find the participants' performance in "Subject Discussion" are below the expectations, they can increase the score allotted to each participant. This adjustment can effectively push the students to engage in the discussion because out of the honor sense, none of the young adults would like losing face in front of their teachers and classmates. The similar story takes place in the Commenting Zone where those making no comment may be encouraged by the pertinent remarks from their classmates who have already completed the commenting task. Peer evaluation on line can help the students discover problems, trigger ideas, and improve mutually. Then who on earth contributes most to the improvement of the students' writing level, teacher, peer or the computer? The only sure answer is the cooperation of the three. The deeper integration of human and computer in Writing class will be an important feature in the perspective of "New Liberal Arts".

Conclusion

The teaching of English Writing in the view of "New Liberal Arts" reflects new vision, new technology, and new teaching goals that the students can proficiently write in English to communicate on various social platforms. To achieve the goals, the course elements must be up to the standards. First, the course materials should reflect the subjectivity and practicability; that is, the materials should keep pace with the times and can really help the students in real situation. The teachers should notice the materials from the ideological perspective, and tap positive energy from it. Necessarily, teachers must clean up the online information and eliminate some inappropriate content. Second, the teachers are supposed to employ diversified teaching methods and to make good use of the appropriate writing Apps where the students can get immediate feedback and be evaluated objectively. In short, the reconstructed course must bring a great challenge to the teachers who are not faced with a single matter of teaching, but a more comprehensive and complex job. Therefore, teachers play the most important part in this curriculum revolution, and only in this way can the graduates of English be empowered to answer the call of the "New Liberal Arts".

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An Exploration of the Blended Online and Offline Teaching Mode of Intercultural Communication Courses for Japanese Majors

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[Abstract] *Intercultural Communication course is gaining a lot of attention with the deepened implementation of "Belt and Road" worldwide. Since the pandemic of COVID-19, traditional ways of teaching has given its way to online-cum-offline mode, in which the course of Intercultural Communication can be broken down to pre-class guiding, offline cultural issue simulation, role-playing, group discussion and online evaluation. The aim of such practice is to ensure efficient teaching of the course while keeping the teaching mode of this course up-to-date. This paper, with a specific focus on the course of Intercultural Communication under the program of Japanese language, explores the five processes and attempts to offer some insight to relevant studies.*

[Keywords] *Japanese major; Intercultural Communication; Online and offline; The teaching design*

Introduction

Intercultural communication refers to the communication between people with different cultural backgrounds (Hu, 1999), which involves language, culture, values and other aspects. In the actual process of intercultural communication, language proficiency alone may not ensure smooth communication. With intensified globalization, along with the worldwide implementation of the "Belt and Road" programs, the conflicts on international communication, business and territory issues are brought to scholars' attention, and there is a growing demand for talents with both language proficiency and high intercultural communication competence. How to develop students' intercultural awareness and intercultural communication competence in intercultural communication courses has gradually become one of the important topics for the cultivation of foreign language talents in the 21st century. As one of the important non-universal languages, Japanese also plays an important role in the process of global integration and the concept of "Belt and Road". In 2001, it was pointed out in the *"Syllable of Basic-level Japanese Language Teaching for Higher Education"* proposed by China's Higher Education Sector that "the ultimate goal of foreign language teaching is to cultivate students' intercultural communication competence, and language knowledge and language skills are the foundation of language communication competence" (Japanese Sector, 2001, p. 7). Intercultural communication competence is an important part of Japanese language teaching; it is also the main goal of foreign language teaching for higher education. For the Japanese major, the cultivation of Japanese intercultural communication competence is an indispensable and important part (Wei, 2014). The goal can only be achieved through an organic integration of language teaching with culture teaching as is proposed by scholars.

Since the beginning of 2020 during the outbreak of COVID—19, the technology—driven network informatization has been increasingly applied to long—distance education. Such practice further promotes the revolution of teaching mode in colleges and universities. During and after the epidemic, as one of the core courses for Japanese majors, how to use the online and offline tool to better teach Intercultural Communication course has become a big concern. This paper, focusing the Intercultural Communication course for Japanese majors, studies the actual teaching design of the course, discusses the application of the blended online and offline teaching mode in the course and explores the best mode for teaching the course. Through studying and investigating relevant issues relating to the five steps mentioned at the beginning of this article, it attempts to offer some insight to relevant studies.

Characteristics of mixed online and offline teaching mode of Intercultural Communication course

With the development of information technology, using multimedia, new media and other network means to carry out diversified teaching has gradually become the mainstream mode of teaching in the new era. The brand—new mode of teaching, offline—cum—online, breaks through the barrier of time and space in course teaching, and brings about a closer interaction between teachers and students. In this new mode, students are better encouraged to participate in the classroom activities and are more willing to learn.

The online teaching platform is available with abundant educational resources, which enable students to do role—playing exercise in simulated real circumstance. A platform like such may well resemble the real situation of language use. Studying in this platform, students are even able to submit annonymous questions whenever they have doubts or questions in class, and teachers are able to check them without a delay. In this way, student—teacher interactions are brought closer despite of the fact that they are not in a same classroom, face—to—face. Students within this teaching mode are whereas more confident as their problems are looked into more quickly; besides the embarrassment arising from asking questions is no longer what students worrying about. In the meantime, teachers are able to respond to students question timely and effectively. In offline teaching, face—to—face discussion or non—verbal behavior intercultural communication teaching can be conducted to further consolidate and extend the knowledge learned online and guide students to hit the target of learning a certain course. Thus, we argue for the blended online and offline teaching mode, which enjoys the merits of the two different ways of teaching. This new method of teaching, however, requires teachers to change their teaching concepts, realize the urgency and importance of cultivating students' intercultural communication skills, improve their comprehensive cultural literacy, and fully grasp the specific steps and methods of online and offline teaching of the course.

Design of mixed online and offline teaching mode for Intercultural Communication courses

In 2005, the Ministry of Education released the file, "About strengthening the construction of institutions of higher learning online open courses application and management of the opinions on the proposed". It puts forward the key task of "encouraging colleges and universities to start up online open courses by encouraging students to partici—pate in online learning, blended online and offline learning, and higher education should pay a special attention on teachers' online teaching skill development, so as to constantly forge ahead by information sharing and more partici—pation in on—campus and inter—university courses" (Lu, 2020, p. 96). To achieve these goals, relevant supporting pol—icies have been continuously introduced in all provinces in order to further promote the development of online course platform and provide a concrete guarantee for the development of online and offline mixed teaching, which is increas—

ingly valued by university teachers. In view of the current situation of intercultural communication course for Japanese major, how should the mixed online and offline teaching mode of this course be designed to better improve students' level? The specific teaching mode of this course is designed from the following four aspects:

Do the online pre-class tasks well

Compared with the traditional teaching mode, the online and offline mixed teaching mode mainly places students at the center of the teaching activity and has higher requirements for teachers' lesson preparation and teaching. Before class, teachers can upload teaching PPT or upload the main knowledge points of each class to the online platform, and recommend students to watch supporting teaching videos and courseware such as Mooc and micro-classes related to the course, so that students can prepare well before class and attend class with problems. In this way, students can choose different types of learning resources according to the course. Questions in the pre-class preview process can be collected to the teacher anonymously online. Eliminate students' tension and fear of asking questions. Such practice enables both teachers and students to work well in terms of asking and answering questions. In addition, before class, the teacher can also assign tasks to the students by asking several questions. For example, when talking about Japanese euphemisms, the teacher can ask several questions as pre-class tasks: What is the relationship between Japanese euphemisms and Japanese social culture? What are the euphemisms like in China? What is the difference between Chinese and Japanese euphemisms? To guide the students to think positively about the differences and connections between Chinese and Japanese cultures concerning euphemisms of two different cultures, and make good preparation before class. Further enables the students to establish a sense of intercultural communication, encourage students to learn courses independently, turn passive into active studying. It improves students' enthusiasm and initiative in learning, guide students to improve their sensitivity to different cultures, and more effectively absorb classroom knowledge.

Situational simulation and role-changing exercises

In the usual classroom teaching, teachers should consciously guide the student to understand the culture behind the language factors, to introduce students to the unique customs and habits, social environments, suggests the related behavior, the Japanese culture psychological presence, the outlook on life, values, etc., for example, to explain in detail that "いただきます", should be said before you start eating, as this sentence is not only the meaning of "I begin to eat"; teachers also need to suggest students that this is the use of give-and-take verbs, and it is a symbolic of the gratitude of the Japanese people for the food given to them. Through an instruction like such the students are exposed to both real culture and language of context. At the same time, in class, attention should be paid to the applicability and practicality of language, and appropriate teaching activities such as scenario simulation and role exchange should be carried out. It has been pointed out in the teaching program for the basic stage of Japanese major in colleges and universities that "language competence does not mean communicative competence. communicative competence refers to the ability to use language appropriately and flexibly in practical communication. Therefore, in the teaching materials and teaching methods, we should adopt the relevant modern teaching means, such as computer, multimedia, Internet, etc., combine form and content organically, and carry out the training of communicative activities." (Japanese Sector, 2001, p. 7) Accordingly, we can avail the opportunities of offline teaching to develop a certain means of teaching, such as, have students working in teams to practice Japanese gift-giving activities, in the specific dialogue, let the students simulate the specific communication scene, play the role, feel the cultural difference between China and Japan, avoid measuring the foreign culture with their own thinking, which may lead to the barriers of intercultural communication; experience the communication between different cultures, and learn to respect, under-

stand and tolerate the Japanese culture. In addition, students may also select their favorite video clips or book chapters and form a team to conduct situational simulation dialogues, so that students can deeply experience the real context of language use in the simulated environment, so as to realize the improvement of intercultural communication competence.

In addition, in offline situation simulation, attention should also be paid to boost students' non-verbal communication awareness, such as body language, facial expressions, sight, gestures, posture, and keeping an appropriate distance from each other. Non-verbal communication in foreign cultures is also an important part to ensure the smooth communication. For example, the Japanese used to bow when they meet others rather than shaking hands in China; when they are talking to each other, they would try to keep a certain distance away from the other, try to avoid looking directly at the other person, or direct eye-contact with each other. When the other person is speaking, he or she will echo and nod his or her head to show that he or she is listening to what the other person is saying. In addition to explaining language knowledge, teachers should also pay attention to non-verbal communication behaviors in teaching to avoid misunderstanding or conflict.

Integrate into the intercultural communication situation and discuss in groups

After the students' situational simulation and role-playing exercises, the teacher will sort out and review the contents of the situational simulation, and then organize the students into different study groups to encourage all the students to actively participate in the discussion on the topic of situational simulation. This may encourage students to think about whether the students' language performance is wrong or inadequate in the situation simulation, or to ask questions. such as: What should be paid attention to when the answer, the students simulation conversation, whether there is a non-verbal communication errors, etc., let the students carry out related topics, questions of discussion, improve the enthusiasm of students to learn, enhance the students' desire for truth, let the students have the initiative to go deep into the class. Teachers can also conduct discussions through films and television programs, select relevant films and television programs, and ask questions, such as a certain dialogue is used in the plot, What would be the differences in the communication between Chinese people on this issue? On the basis of having a certain understanding of students' learning ability, the teacher optimizes and groups the students, assists students in the discussion, and answers questions put forward by the students, or carry out interactive discussion between teachers and students. Through the case teaching of film and television works, actively create an atmosphere of cross-cultural communication, so that students can have a deep understanding of Japanese social culture. Through group discussion, students can further solve the problems assigned before class, so that students can truly master the knowledge points and realize knowledge transfer. This also highlights the students' position as the center in the classroom, which is conducive to enhancing students' understanding of different cultures, enhancing students' awareness of cross-cultural communication, and improving the teaching effect.

Online assessment and evaluation

In the mixed online and offline teaching mode with students as the center of learning activity and all students are encouraged to participate in the classroom, whether students really understand different cultures and master cross-cultural communication skills has a great impact on the actual cross-cultural communication situation. Therefore, it is totally necessary to monitor and investigate students' response to the learning situation in time and listen to the real voice of students. Online assessment and evaluation should be divided into two parts. One is students' assessment of the course, the other is teachers' assessment of students. Students' evaluation of the course can be conducted by writing some brief thoughts and comments, and teachers' evaluation of students can be used to test students' learn-

ing status in the way of grading. It is helpful to analyze the difficult problems that students meet in the learning process through the evaluation data, and provide powerful reference for teachers to adjust the teaching design.

Through online assessment and evaluation, it helps students check their learning results timely, tracks and gives feedback to the whole learning process of students. This mode of assement and evaluation makes students have a sense of gain from learning, and is conducive to further carrying out follow-up learning activities.

Conclusion

The mixed online and offline teaching mode provides students with more substantial teaching resources and creates more diverse classes by using network technology. Online learning lays the foundation for students' in-depth study, while offline learning further consolidates the basic knowledge learned in online courses. The mixed online and offline teaching mode of Japanese major in cross-cultural communication further expands the inclusiveness of traditional teaching, promotes students' initiative in learning, inspires students to think critically, and stimulates their interest. To understand the cultural connotation of Japanese and the cultural psychology of Japanese, students can internalize the knowledge and further master the expression characteristics of Japanese. Moreover, through the simulation of the subject, students can properly apply to the real context of language use the knowledge they have learned in the actual cross-cultural communication. The mixed online and offline teaching mode deeply integrates curriculum resources, teaching methods, teacher-student interaction, student evaluation, and provides a multi-dimensional learning environment for students. A multi-dimensional classroom is built to provide students with more target-oriented teaching guidance. At the same time, it also suggests that teachers should constantly update their teaching ideas, keep pace with the time, and improve their own cultural literacy.

In short, blended online and offline teaching greatly stimulates students' initiative and inspires students' cross-cultural awareness. Only by paying attention to the effective integration of online and offline teaching can the smooth development of intercultural communication courses be ensured, thus providing favorable support for the improvement of students' intercultural communication ability and giving better play to the function of language teaching in serving society and national construction. It further serves international cultural exchange and cooperation against the backdrop of "Belt and Road".

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Reform and Innovation of ESP Teaching Mode for New Engineering under the Opportunity of New Infrastructure Construction

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[Abstract] *Higher requirements are put forward for the foreign language ability of new engineering talents in the new infrastructure era. The English for specific purposes (ESP) teaching mode for new engineering majors in application-oriented universities is constructed based on the needs of the times and the needs of industries and students. The focus of ESP teaching has shifted from "language" learning to serving "demand" and "purpose". This paper puts forward the construction of ESP system and the innovative countermeasures for cultivating new engineering interdisciplinary English talents with international competitiveness.*

[Keywords] *new infrastructure; new engineering; application-oriented universities; ESP teaching mode; innovation*

Introduction

In 2020, the term "new infrastructure" is frequently used. Under the new infrastructure strategy, the transformation speed of the national economic capacity structure has been improved, and various new professional and technological development have emerged in an endless stream which will increasingly demand the application-oriented skilled talents who can adapt to the industrial development and master the cutting-edge technology of science and technology. New engineering talents are favored by new infrastructure enterprises and become hot targets. In order to build a solid talent foundation for the development of new infrastructure, great efforts should be made to cultivate compound new engineering professionals with national feelings, international vision, innovation spirit and practical ability. (Xia & Wang , 2018, pp. 9–12) The era of "new infrastructure" also puts forward higher requirements for foreign language ability of new engineering talents. New engineering technical talents should possess a variety of basic foreign language professional abilities. College English which is an important basic compulsory foreign language course in college is of great significance to the cultivation of new engineering technology application talents. The original training mode of General English can no longer meet the requirements of education in the new infrastructure era. College English teaching should be updated with the times, industries and students' needs. ESP is defined as English for specific purposes. The focus of ESP teaching has shifted from "language" learning to serving "needs" and "purposes". It should serve the school running goals, the needs of talents training in colleges and departments, and the needs of students' personality development. Therefore, it is imperative for application-oriented universities to promote the construction of ESP system for new engineering majors.

Current Situation of Foreign Language Ability Training for New Engineering Talents

"New engineering" includes not only some upgraded traditional engineering majors, but also emerging industries such as artificial intelligence, big data management and application and cloud computing. With the implementation of the new infrastructure strategy and the advancement of the new engineering construction process, these new characteristic specialties will be built and cultivated. (Zhou & Zhu, 2020, pp. 71–73) As a basic skill, foreign language ability plays an important role in mastering and applying professional knowledge and skills in the field of international new economy and new engineering. However, current College English teaching in application–oriented universities is still dominated by General English which can not teach students in accordance with their aptitude and needs, and can not meet the requirements of the new engineering talent training plan. It is found that there are mainly the following problems in the cultivation of foreign language ability of new engineering talents in application–oriented universities through some questionnaire surveys and interviews.

More Attention Is Paid to Professional Courses than Foreign Language

In recent years, the application–oriented colleges and universities generally focus on the study of professional knowledge and skills training. Due to the importance of vocational courses, new engineering students generally attach importance to major learning and neglect foreign language. With the gradual reduction of College English lessons, students will receive less English training in class. The credit of the first class is reduced, but the second classroom English learning and extracurricular autonomous learning are not strengthened. For example, English corner, English speech contest and other English activities are not actively carried out. There are not many online learning resources such as excellent courses, micro courses and Moocs to improve the foreign language ability of new engineering talents. All these factors will directly lead to the lack of motivation of English learning after class. The connection between English and diploma, postgraduate entrance examination and high salary jobs are not seen by many new engineering students. For them the only learning objective is to pass the final examination and pass CET–4 and CET–6, they do not put forward higher requirements for the improvement of their comprehensive English application ability.

English Learning and Application Are Separated

The new engineering English teaching course in application–oriented colleges and universities is still based on General English. The actual employment demand of new engineering students are not considered during the practice of teaching. The current college learning cannot meet the needs of students in professional study, international exchange, further study, employment and so on. "Integration of learning and application" advocates that all teaching activities should be closely linked with application, that is, learning while using, learning and using are integrated, and input learning and productive application are closely combined. (Wen, 2015, pp. 547–558) For the new engineering students, "learning" refers to the input learning of listening, speaking, reading and writing; "application" refers to the output tasks in which they can use English to engage in work and carry out professional academic exchanges, be able to understand lectures, take notes, write abstracts, ask questions and answers, discuss and debate, be able to understand technical terms of new engineering accurately and read newspapers and professional articles related to new engineering. Students should not simply accept inert knowledge passively, but should learn to use English to solve practical problems and transform inert knowledge into productive ability. (Zhang & Xu, 2020, pp. 171–175) New engineering English teaching must integrate learning with application and improve the professional and academic quality of new engineering students effectively.

English Textbooks Cannot Keep Pace with the Times

It is very important to choose a good textbook for English teaching of new engineering. However, at present, many application−oriented colleges and universities ignore the professional needs of new engineering major learners. The selected textbooks can not be targeted at some specific new engineering majors, and can not take into account both English language points and professional core knowledge. In addition, due to the periodicity of textbook publish− ing, the content of the textbook has not kept pace with the times, which is relatively old, unable to track the industry and industry hot spots and lacks the international cutting−edge related content in this field. Such teaching materials can not expand the global vision of new engineering students and can not improve their professional and academic quality.

English Teachers and Professional Teachers Are Not Well-integrated

The teachers of new engineering talents training mainly include college English teachers and professional teach− ers of new engineering. However, these two types of teachers have their own knowledge weaknesses: the English level of College English teachers is high but they can't master the new engineering professional knowledge and further ex− plain the new engineering curriculum content. Due to the lack of language teaching experience, the new engineering teachers often pay more attention to professional knowledge and can not focus on the improvement of the foreign lan− guage ability of new engineering students. Therefore, the cultivation of new engineering talents with English as the carrier needs to break the limitations of the traditional teaching mode and promote the teaching cooperation between College English teachers and professional teachers.

Construction and Innovation of ESP Curriculum System for New Engineering

ESP (English for specific purposes) refers to the professional English learning that non English majors in colleg− es and universities accept after completing the basic English learning. The essence of ESP teaching mode is to ana− lyze and meet the different needs of different majors and learners. It aims at enhancing students' ability to engage in professional and academic communication. The reform and innovation of ESP teaching mode will improve students' English application ability and realize the transformation and development of college English teaching. The final teaching goal of ESP teaching mode coincides with the training goal of new engineering talents in application−orient− ed universities. In order to promote the application−oriented development of College English curriculum and improve the professional and academic quality of new engineering students effectively, the reform and innovation of ESP teaching mode for new engineering majors should be as follows:

The Establishment of New Engineering ESP Courses According to Students' Aptitude and Needs

General English teaching has been unable to meet the needs of new engineering interdisciplinary English talents in the new infrastructure era. It is necessary to carry out the reform and innovation of ESP teaching mode for new en− gineering courses. The philosophy of people−oriented teaching should be adopted. Students of new engineering ma− jors can be arranged in a unified way and ESP teaching can be carried out in classes according to their specialties. At the same time, new engineering ESP elective courses can be offered for all grades of new engineering majors who have spare time to learn. Students take the principle of voluntary participation in learning. ESP teachers should en− courage the students to read more professional literature, expand their knowledge and express professional content. In order to change the bad habit of reading only short articles and unwilling to gnaw literature, students must learn to im− prove the academic English writing skills. The main characteristics of ESP teaching for new engineering courses are to meet the specific needs of learners. Establish ESP courses according to students' aptitude and needs will improve students' enthusiasm for learning English which is conducive to the development of new engineering students in their

professional field. (Li, 2019, pp. 261–263)

Clarification of the Teaching Objectives of New Engineering ESP Courses and Construction of the School-based ESP Curriculum System

The ultimate goal of ESP teaching of new engineering is to cultivate the students' professional quality and academic quality. In the new infrastructure era, new engineering talents are required to have excellent foreign language ability. New engineering talents need to master a certain amount of new engineering terms, be able to read and understand new engineering professional books and understand international academic conferences. The school-based ESP curriculum system for new engineering major is constructed based on the above teaching objectives. In view of the level of students in application-oriented universities, the construction of diversified curriculum system of ESP Specialty English for new engineering majors includes introduction to college English courses in the guidance stage, General English courses and cross-cultural courses in the basic stage. Among them, academic English and professional English are the most important which will be opened in the third and fourth semester respectively. Based on the needs of the times, industries and students, the teaching objectives of new engineering ESP course are more clear, the curriculum is more reasonable, it is more conducive to cultivate the core strength of new engineering talents. It is the best way to cultivate the new engineering interdisciplinary English talents with international competitiveness urgently needed by our country.

Compiling ESP Textbooks for New Engineering Courses and Building a High-quality ESP Teaching Team

At present, most of the College English textbooks used are not compiled and changed completely according to the students' employment situation and industry standards. The teachers of new engineering ESP teaching team should collect materials updated with the times in accordance with the needs of the new infrastructure era and talents in the new engineering industry and draw lessons from the series of ESP textbooks published by the authoritative publishing houses. The teaching material should mainly include language focus, research task, critical thinking, academic skill and other key modules. It should be practical and sufficient. Meanwhile it is necessary to build a high-quality ESP team according to the characteristics of the curriculum and teachers' expertise. All the members in the teaching team should work out the professional development plan and expand the professional knowledge through further self-study. In addition, a team of assistant teachers of new engineering majors in each college is set up to provide consultation of professional knowledge to English teachers so as to make up for the lack of professional knowledge. Only in this way can the good integration of professional teachers and English teachers be achieved.

Highly Integrating the Construction of New Engineering ESP System with Industry and Enterprises

Under the background of the new infrastructure era, the economic development is in urgent need of high-quality talents from colleges and universities. The development of colleges and universities is also inseparable from the support of local government and enterprises. Only when colleges and universities are integrated with industries and enterprises closely can we promote the rapid development of local economy vigorously. The enterprises provide a higher quality education platform for the integration of "practice, training and entrepreneurship". The construction of ESP curriculum system for new engineering courses in application-oriented colleges and universities should be highly integrated with industrial enterprises and take "practical + sufficient" as the standard. This standard is in line with the objective and practical ability of the new engineering students and the future employment needs. The new engineering students will use what they have learned and grow faster if enterprises and application-oriented universities combined theory and practice closely with new engineering curriculum system, class hours, teaching sites and other details, and eventually form a "win-win" situation among schools, students, enterprises and regions.

Implementation of New Engineering ESP Online and Offline Mixed Teaching

Under the opportunity of new infrastructure construction, there will be a large number of high-quality education resources for new engineering ESP which will help to build a professional, standardized and characteristic online course platform. Constructing a new autonomous learning mode such as flipped classroom, micro class and MOOC will extend the classroom effectively with high-quality foreign language resources and promote the in-depth learning of new engineering students. Offline teaching should explore actively the effective application of cooperative teaching, inquiry teaching, task-based teaching and project-based teaching so that the students' learning motivation will be stimulated. Any teaching must serve professional practice. ESP offline teaching of new engineering should design real new engineering academic activities according to students' major. Students are encouraged to read documents closely related to their major and future development and design corresponding academic writing exercises. No matter online or offline teaching, ESP teachers of new engineering should track and manage every link of students' knowledge preview before class, knowledge internalization in class and knowledge sublimation after class. (Lin & Li, 2020, pp. 45–47)

Conclusion

The essence of ESP teaching mode is to analyze and meet the different needs of different majors and learners. The construction of new engineering ESP system aims to realize the "application-oriented" transformation and development of College English, and cultivate the new engineering interdisciplinary English talents urgently needed by the country under the opportunity of new infrastructure construction, to improve the professional and academic ability of new engineering students. Although the prospect of ESP teaching for new engineering courses is bright, the road is still tortuous. How to construct ESP system for new engineering successfully is a topic that every language learner and researcher should pay close attention to.

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Acknowledgements

STRATEGIES FOR IMPROVING CLASSROOM NON–VERBAL COMMUNICATIVE COMPETENCE OF INTERNATIONAL CHINESE TEACHERS

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[Abstract] Non-verbal communication plays a significant auxiliary role in teaching Chinese as a foreign language. This paper aims the international Chinese language teachers and foreign students as research objects, and makes an in-depth analysis of the problems existing in teachers' use of non-verbal communication behavior in class, and proposes some tentative strategies of teaching objects, teachers' professional development, teaching methods, etc. It is really hopeful to provide some references for improving teachers' classroom non-verbal communication competence.

[Keywords] International Chinese language teacher, non-verbal communication competence, strategy

Introduction

The ways of communication between China and foreign countries have shown a diversified tendency, and foreigners' enthusiasm for learning Chinese language has increased much more than before, which raised much higher requirements on international Chinese language teachers, so these teachers should be equipped with the language communication competence, and should lay emphasis on cultivating and improving the non–verbal communication competence. Non–verbal communication defines as all communication activities that do not use languages to conduct, including eye–contact, gestures, body posture, smiling, facial expressions, clothing, silence, physical contact, distance between speakers, volume of speech, and concept of time space, etc. (Hu, 1999). Non–verbal communicative behavior runs through the entire process of International Chinese language teaching, and it is also a very important supporting teaching means. Non–verbal communicative behavior plays an irreplaceable role to exchange emotions, transmit teaching information and improve the ability of communication among foreign students. And the problems that exist in teachers' use of non–verbal communication cannot be ignored because these problems will impact the

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effectiveness of teachers' teaching and the relationship between teachers and students.

Problems Existing in Teachers' Use of Non-verbal Communication in Class

The role of non-verbal communication in class is not to be underestimated, sometimes even not to be irreplaceable. The problems existing in teachers' use of non-verbal communication should not be neglected because these problems will affect the teaching result, the acceptance degree of students and the smooth communication between teachers and students.

The awareness of non-verbal communication is weak

The most direct and fundamental purpose of teaching Chinese as a foreign language is to master the basic knowledge of Chinese and basic skills in listening, speaking, reading, and writing, and cultivate the ability to communicate in Chinese (Liu, 2000). Teachers work as a channel when international students learn Chinese language and understand Chinese culture in class. The level of a teacher's verbal and non-verbal communicative competence affects the level of foreign students' appropriate use of Chinese language to communicate. International Chinese language teachers do pay more attention to the appropriateness, correctness and acceptability of language communicative behavior, and do pay less attention to the impact of the use of non-verbal communicative behavior on students, so cultural conflicts often occur in cross-cultural communication. It is far from enough for Chinese teachers to only have Chinese knowledge and skills; they should also have a sense of multiculturalism, master the corresponding cross-cultural communication knowledge, and realize the importance of possessing and cultivating students' non-verbal communication skills. The improper use of the non-verbal communicative behavior, which is caused by cultural misunderstanding, will inevitably bring about undesirable consequences, so teachers must illustrate, explain or reconcile inappropriate behaviours timely.

Non-verbal communication behavior has distinct national cultural characteristics, and non-verbal communication systems in different cultures are not unified. For example, when the Chinese teacher asks the Indian students after the explanation of the language points, if the students understand, they will shake their heads in response, and the teacher will explain again, immediately after the students will shake their heads again. The reason is that shaking and nodding in India means exactly opposite in China. It can be seen that if teachers pay close attention to the differences between Chinese culture and foreign students' culture, the barriers in communication will be reduced.

The non-verbal communication is not systematic

Based on the status quo of 95 international Chinese language teachers' classroom non-verbal communication behavior, the interviews, questionnaires, classroom observation and other surveys were conducted. Through analysis, it was found that many teachers not only are short of the theoretical knowledge of non-verbal communication, but also are lack of the skills of using non-verbal communication. As the international Chinese education environment pays far less attention to non-verbal communication than language communication, most teachers who teach Chinese as a foreign language have not received relevant training, or have not systematically studied relevant courses, so they cannot teach or infiltrate students in teaching the non-verbal communication related knowledge, the consequent phenomena show that students are lacking in non-verbal communication abilities. Besides, teachers much more concentrate on the achievement of the expected teaching effect in classroom teaching via their own language communication, and the non-verbal communication is less considered by teachers in class, these teachers' decisions lead to the use of non-verbal communication becomes very casual and less systemic. For example, in the classroom reading session, the teacher's arms are straightened, the five fingers are brought together, and the palms are upwards. This body language sometimes indicates that a single student reads aloud individually, and sometimes presents all students read to-

gether. Such kind of casual gesture will not only confuse students, but also affect the rhythm of the class. Each teach-er can have his or her own style of gestures to deal with the following situations, such as, how to use gestures to express tones, separable words or antonyms; how to guide students to speak out complete sentences; how to correct students' grammatical errors, etc., but all these situations require a clear and fixed gesture to avoid wasting students' time to memorize the meaning of each body language of the teacher, not missing the main teaching content. If the teacher's instructions are clear and easy for students to understand, the students will get the teacher's intentions immediately, and there will occur a tacit understanding between teachers and students, and a perfect teaching result will be impressive without extra effort. Besides, teachers' non-verbal communication behavior in the classroom should follow the principle of moderation. Too few non-verbal communication behaviors and the simple use of language communication will be less vivid and attractive, and students are not easy to join classroom learning; in contrast, too much non-verbal communication behavior will distract students. When the non-verbal communication is used properly in class, it will play a significant and irreplaceable role.

The teaching form is relatively unitary

Although the teaching methods of Chinese as a foreign language have been innovating, there are still some unsat-isfactory aspects in the actual classroom teaching. For example, teachers generally pay more attention to the input of language knowledge and the training of listening, speaking, reading and writing skills, but do not take efforts into creating a language environment, which is similar to the real one for students to practice communication, and ignore the cultivation of cross-cultural non-verbal communication ability of foreign students. Therefore, "communication teaching method" and "communicative language teaching approach" do not become the mainstreams in teaching Chinese as foreign language classes at home and abroad. In addition, international students rarely take the initiative to communicate with Chinese people after class, so these foreign students are difficult to improve their Chinese communicative skills.

Taking vocabulary teaching as an example, many verbs in Chinese are very suitable for using body language to teach and practice, such as verbs related to hand movements: hit, hug, pat, push, pull, lift, point, etc. If the teacher simply uses language to explain these verbs, there are a lot of new words to need to explain, which not only violates the "i+1" principle (Krashen, 1982), but also confuses students' understanding. If the teacher's teaching method is single, short of flexibility and innovation, students will only focus on mechanical memorizing not actual usage. The combination use of verbal communication and non-verbal communication can make the lectures more vivid, and also deepen students' memory of words. Through the teacher's influence and penetration in class, students can use non-verbal communication behavior to assist language expression in real communication environment appropriately, and their Chinese will be more "authentic", and they will achieve a goal of the true meaning of "When in Rome, do as the Romans do".

Strategies for Improving Classroom Non-verbal Communicative Competence

Based on the problems existing in teachers' use of non-verbal communication behavior in class, some tentative strategies are recommended to improve classroom non-verbal communicative behavior.

Get to know the students and be prepared to teach

Teachers may learn about the customs and cultural taboos of countries in which foreign students are from before teaching them, or let students fill out a questionnaire to collect their personal information, religious beliefs, value ori-entation, etc. to make sure the guaranteed use of non-verbal communication behavior correctly in classroom teaching.

For example, it can be assumed that there is a foreign student from a polygamy country or a homosexual student in the class, if some topics are related to the above situations, teachers should respect the students' cultural differences and their personal behaviors, and deliver the acceptable information and opinions. The teachers should not take any expressions and actions that are surprised, unbelievable, or incomprehensible, so as to avoid misunderstandings and conflicts in the use of non−verbal communication behavior and affect the smooth progress of classroom teaching. Another example is that Russian students give a bunch of chrysanthemums to teachers to present their gratitude. If they don't understand that the "flower language" of chrysanthemums in Russia is different from China, this cultural difference will make teachers feel embarrassed. In the teaching of Chinese as a foreign language, cultural differences are everywhere. In addition to being sensitive and tolerant, teachers must also recognize these differences to serve the teaching, enhance students' curiosity, and boost their learning enthusiasm.

Teachers also need to observe students' non−verbal communication behavior, such as nodding and shaking their heads, frowning, smiling, etc., to judge whether students are attentively listening to the class or whether they understand the knowledge being taught. Non−verbal communication behavior is the external manifestation of students' psychology, which can influence and mobilize students' non−intellectual factors, and deepen the emotional communication between teachers and students. Teachers can use the collected feedback information to analyze the students' psychology, and then decide whether to continue the explanation or immediately adjust the contents, methods, or rhythms of classroom teaching.

Improve the abilities and teach by example

The combination of non−verbal communication and verbal communication generally plays a role of supplement, negation, repetition, adjustment, substitution or emphasis (Malandreo et al., 1988). Therefore, teachers should consciously and suitably use non−verbal communicative behavior in teaching Chinese as a foreign language, preach and teach by example, and continuously strengthen their own cross−cultural communication skills.

In terms of knowledge reserve, teachers should accumulate relevant professional knowledge, study knowledge of cross−cultural communication, sociolinguistics, pragmatics and psychology, master their own ethnic culture of language and non−verbal communication, and recognize the differences among different cultures, such as communicative habits in greetings, eating and seating arrangements, etc., to improve their theoretical level comprehensively. Through the study and research of the non−verbal communicative behavior system, teachers can develop their non−verbal communicative competence, to speak and behave naturally and appropriately when communicating with students in and out of class, and at the same time teachers may influence students subtly.

In terms of teaching behavior, language communication is the main carrier of teacher−student communication in language teaching and learning, but the non−verbal communication behaviors should be considered too, because the proper and active use of non−verbal communication behaviors will increase students' interest in learning Chinese. For example, the object language in non−verbal communication reflects personal characteristics and cultural characteristics, among which the teacher's clothing and appearance are a good start for successful teaching, and neat and decent clothes will enhance the teacher's teaching charm, and improve the students' mental outlook so as to achieve the best teaching effect called "Silence speaks better than sounds." In addition, the eye contact, the physical distance between teachers and students, the teacher's smile, gestures, intonation, etc., if these non−verbal communicative items are used properly, they can promote teaching effectively and efficiently and make students have more willing to accept and learn the contents of language communication.

In terms of concepts and attitudes, when presenting and spreading Chinese culture, teachers should understand the features of non−verbal communication in different countries while displaying and disseminating Chinese culture,

seek common ground while reserving differences, and respect students' personal choices. When there is a cultural conflict in the process of communicating with students, teachers can patiently explain the situation to the students, take the initiative to resolve conflicts, straighten out the mentality, and avoid the negative impact of stereotypes. In addition, it is not advisable to use the values of one's own country to measure the ethnocentrism of other countries' cultures. When sensitive issues such as politics and religion arise in the classroom, teachers should treat them objectively, and must not put Chinese culture above the culture of other countries to avoid students' resistance to Chinese culture. Teachers must also have the ability to weigh different cultural backgrounds between students, and be even-handed. Healthy and smooth communication will be conducted when teachers and students, students and students understand, tolerate, and adapt to each other.

In terms of professional development, teachers should form professional development teams to learn from each other and promote together. The authors' school has formed a study and research team, which is based on the International Students Department. All teachers sit together and study, discuss, share teaching experience regularly, or actively participate in training programs on verbal and non-verbal communication inside and outside the school, so as to improve the professional level themselves. Actually, the overall professional level and ability of the teachers have been increased a lot.

Yield more effective results with proper methods

Teachers may create opportunities for students to understand non-verbal communication in Chinese culture through designing typical and effective non-verbal communication behaviors in classroom teaching, which will help students to make up for their language deficiencies and promote communication with others. Teachers may enrich and perfect their verbal language in teaching with the expression language of the emotional system, the gesture language of the action system, the posture language of the modification system, the blackboard language of the symbol system, and the demonstration language of the experimental system (Wang, 1998). For example, in Chinese phonetics teaching, how to distinguish blade-alveolar sounds from cacuminal sounds, or how to teach tones or correct pronunciation errors, gestures can be used to help students find the right place of articulation and pronunciation methods. Another example is the teaching of "Bǎ" structure sentence and tendency verbs, teachers can use body language to convert abstract grammatical knowledge into intuitive demonstration content. Non-verbal communication has various forms of expression. Teachers may use facial expressions and actions to assist teaching to let students grasp the learning contents in the shortest time, and then let students internalize and output their learning results to achieve the best teaching effect. So this is two-way communication, and it is also a necessary condition for successful communication between teachers and students.

In addition to language courses, courses related to cross-cultural communication can also be offered for international students, which focus on teaching and experiencing non-verbal communication knowledge. The use of multimedia for teaching allows students to experience intuitively the charm of non-verbal communication. The simple and easy-understanding dialogue clips from movies and television works, which are rich in non-verbal communication, may be chosen to discuss, analyze and imitate the contents; later on, students' performance will be produced. For example, the teaching materials for Chinese as a foreign language, "Home with Kids" and "KUAILE HANYU", both adopt the form of sitcoms to show the life scenes of common Chinese people, meanwhile help students understand the cultural connotation of non-verbal communication correctly. Furthermore, teachers can also carry out social practice activities outside the classroom, such as organizing students' visiting and touring, so that students can experience cultural differences in the process of meeting and communicating with Chinese people. Through classroom exercises and extracurricular practice, students can accumulate verbal and non-verbal communication knowledge, and be able

to integrate and use the knowledge flexibly and improve their comprehensive ability to use Chinese for communication.

Conclusion

In a word, international Chinese language education has built a bridge of friendship between China and other countries all over the world. The classroom communication of international Chinese language teachers is not only the exchange of language knowledge, but also the exchange of cultures around the world, among which the non-verbal communication behavior is an integrated representation of teachers' cognitive level, professional quality and teaching ability. Non-verbal communication is closely banded together with language communication and plays a pivotal role in the entire teaching and learning process. Improving the non-verbal communication competence of international Chinese teachers is conducive to the dissemination of Chinese culture, and will also promote the better development of Chinese international education.

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Acknowledgements

Research on a Blended Teaching Mode of College English Translation Course Based on Rain Classroom and Task-based Approach

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[Abstract] *For further stimulating students' learning interest, mobilizing their initiative, and promoting their comprehensive English competence, a new teaching model integrated by rain classroom and task-based approach has been put forward. Taking a basic translation course as teaching scene, explorations have been made to apply the teaching software of rain classroom into the implementation of task-based approach in various stages and study the effect of task-based method in college English translation course.*

[Keywords] *rain classroom; task-based approach; translation course*

Introduction

Higher education didactics is undergoing a process of deep analysis in a variety of educational contexts. The main issues being focused on are related to learning and its transferability, and tied to the need for stronger interaction between research and didactics (Brew, 2003; Halliwell, 2008)

The 'Internet Plus' era enables us to choose a variety of teaching and learning management systems with interactive classroom teaching as the core. Therefore, new digital technologies have been widely involved in higher education institutions as well as other sections of the education system all over the world (Park & Biddix, 2008). In addition, Internet use has the potential to improve the quality of education (Ciglaric et al., 1998; Charp, 2000; Laurillard, 1992). Charp (2000) also stated that the Internet brought numerous positive changes to teachers and instructors. According to Dryli & Kinnaman (1996), the Internet enables students to find information as well as allowing them to think critically and creatively, to become collaborative and cooperative workers and to solve problems. Rain classroom (hereafter this app will be abbreviated as RC), as one of the alternative systems, focuses on the application of smartphones and provides rational teaching designs, can achieve ideal teaching and learning effects, which can be contributed to the training of foreign language talents.

The contemporary reformation for education advocates that teachers should optimize the teaching schedule to realize student-centered. In the last few decades, the field of task-based language teaching has received significant attention within language education and applied linguistics (Taguchi, 2020). English Curriculum Standards clearly states that the task-based approach is appreciated for the curriculum. It required that teachers should abandon these teaching methods that merely impart language knowledge, and adopt task-based approach to the full. The task-based approach is in line with the trend of 'task era', and its advantage has earned the affirmation from experts and schol-

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ars at home and abroad. It is an important language teaching model based on the research of bilingual language acquisition, and the latest research result of English education in the 1980s. Taking specific tasks as motivation, the learners can master and apply the language in the process of completing the tasks. In other words, everyone in class cooperates to accomplish tasks, so that bilingual learners can naturally acquire the knowledge and promote language learning. Task−based approach focuses on the exploration and application of knowledge systems, and provides platforms for learners' potential to apply and create languages.

In a classroom supported by task−based approach, teachers can split the teaching goal into small tasks. By having learners accomplish these tasks step by step, teachers will develop learners' ability to apply English. Internet also provides students asynchronous education where they can reach any kind of information anytime and anywhere (Nanza, 2011). This method not only makes learners as the center but also emphasizes their participation and collaboration, which leads to the concept of 'learning by doing and doing by learning'. It presents both authentic language and high efficient work if RC is introduced into the tasks and throughout them. After all the tasks were finished, learners can turn the acquired knowledge and skills into the application of English in real−life, which exemplifies the appeal of task−based approach teaching model. Moreover, teachers should emphasize the preparation of relevant knowledge, skills and cultural backgrounds for the tasks, and extends them appropriately, to activate and optimize the class.

Methods

Participants

The participants of the study were 139 sophomore students of non−English majors who studied Basic course of E−C and C−E Translation at Wuhan University of Technology during the Semester of 2019−2020. In the study, there were 128 male students and 11 female students. All of them were at the age of 18 to 20. 27 of them were from Wuhan, 112 of them were from other provinces. The course was structured in classes of two hours, each occurring once a week, and lasted about 16 weeks.

Instrument

RC is an intelligent teaching tool launched by Tsinghua University in the context of mobile Internet and big data in April 2016. It aims to "incorporate leading−edge information technologies (i.e., cloud computing, mobile Internet, data mining, etc.) into teaching scenarios', and is committed to providing data−based and intelligent information support for all teaching processes

During the lecture, the teacher's PowerPoint presentation is displayed in real−time on the learners' WeChat terminal, and the learners can click the 'Negative' button on the presentation page if they don't understand. They can also ask questions or express views via the presentation pop−ups. The interaction between teachers and learners in class makes teachers have a real−time view of learners' questions and their learning status, which tremendously helps teachers learn about learners and schedule the course.

Along with the face−to−face instruction, RC was used as the instrument. This app can be logged on via WeChat or scanning QR code. Embedded in PowerPoint, teachers needn't to run much software. Instead of being a common online platform, RC can easily combine online and offline teaching together. In class, RC can offer prompts for reflecting students' understanding and interacting with students.

Procedure

In the practice of Basic course of E–C and C–E Translation in one semester, after explained the translation theory and key points, the author designed translation tasks based on the difficulties involved in the twelve core units, then asked students to accomplish the tasks in group work and gives group reports. Afterward, the students graded every group's performance, which was included in the overall grade. The specific process can be split into three parts: preparation (Pre–class), implementation (In–class) and promotion (After–class).

Pre-class

The need of a path that can foster the development of professionalism requires knowledge to be activated by personal experiences and is related to one's life. (Laura, 2011) The main purpose of pre–class work is to arouse students' interest and give them an intuitive understanding of knowledge points in the current unit. It is feasible to prepare an interesting illustrative E–C translation sentence, which is related to the topic. Taking the unit 'Epexegesis' for instance, familiar game phrases such as 'Winner Winner, Chicken Dinner' can be pushed to the students via RC, to make them think ahead of time why the translation class would involve amplification. E–C translation is easier than C–E translation, so it is more suitable as a warm–up. Meanwhile, the translation tasks in class should be designed to alternate between E–C and C–E, and the length of the text should be selected to make the discussion not exceed 15 minutes.

In-class

The lesson begins after the students scanned the classroom–generated QR code created by the teacher. During the lecture, the teacher explains the key knowledge points, after that some single–choice questions made in advance will be uploaded in the form of test paper and pushed to the student immediately. These questions can also be embedded in the PPT so that answers will be given at once. As soon as they submit their answers, statistics will be generated for teachers to get an accurate understanding of learners' progress. Single–choice questions can expose problems well. Some options' mistranslation reflects the misunderstanding of sentence structure, while some options reflect the problem in the translation of definite clause. Afterward, the comprehension problems of sentence structure can be solved in the first place, following the translation problems. In that way, lessons can be adjusted. If the feedback indicates that most learners have mastered the translation of definite clause, it is not necessary to repeat the knowledge points, and effective class time will be saved. In this process, students are able to take effect to learn proactively by following the instructions and interacting with others. The 'pop–up' function, which is being kept on during the class, is an appropriate way for learners to ask questions. Teachers can provide explanations timely for the questions pushed by pop–up.

In the task session, the whole class is divided into ten teams, with four learners in each team. The tasks consist of E–C translation and C–E translation and they can be alternated by the course. Each translation task is limited to 8–15 minutes according to the content. In this period, each team selects the best manuscript and makes presentations to talk about their thoughts, difficulties and choices. There are two purposes for this method: 1) To cultivate learners' ability to continually figure out translation skills and learn from others. 2) To make learners experience the process of translation teamwork and cultivate their teamwork spirit.

Teachers need to make comments and conduct in–depth analysis when all the presentations are finished, to demonstrate the professional translation process, difficulties and skills step by step. Finally, the referenced manuscript will be shown to the whole class.

After-class

By checking background data, teachers can view attendance and discussion participation, as well as learning status. The purpose of attendance data is to keep teachers abreast of learner dynamics and remind individual learners not to be late or leave early. Via the RC platform, teachers can push assignments and materials to students, who complete them and submit them online. The powerful statistics function will help teachers analyze the homework. The online pattern is very convenient to submit assignments and review statistics, which greatly improves teaching and learning efficiency. On the one hand, teachers can classify learners' status and counsel individual students based on the statistical data, on the other hand, they can also adjust teaching method and pace, to prepare the following contents and adapt the teaching assignments. In addition, the online quizzes are not limited by time and space, which helps increase learner participation and achieve better results.

Results

RC is well-adapted for college English translation course. The reasons are as follows:

Complete Internet access environment and adequate network support. Help learners develop a more solid learning style. Make them complete pre, in and post learning tasks within a defined timeframe. Have a high acceptance of diverse learning materials and tasks.

Most learners recognize the teaching model accessed from WeChat terminal. A significant increase has been witnessed in reading interest and literature appreciation, and learners' ratings of their own learning effectiveness are positively and significantly correlated with their approval of course model based on RC.

96.7% of the learners felt that the discussion had deepened their understanding of the knowledge points, as well as translation skills. 95.2% of the learners said they were willing to participate in translation activities, indicating that they had recognized the importance of class discussion. Moreover, the class discussions gradually improved with the training. According to teachers' observation, learners were unorganized to express their ideas at the beginning of the semester. However, big progress could be obviously seen after the practice. At the end of the semester, learners were able to translate in an organized and structured manner, which demonstrated their improvement in analyzing and translating.

The task-based approach translation teaching model based on RC make teachers get rid of explanatory and didactic teaching model, and make learners from being passive to active by requiring them to use their hands and brains. Learners' interest and motivation are greatly enhanced. Moreover, the whole process can dynamically reflect students' differentiated learning status and provide teachers with communication lines for personalized responses, so that translation course can be accomplished efficiently. The model ensures adequate discussion in class and leads learners to consciously think about the value and meaning of E-C and C-E translation in the present day. The whole process is organized in an efficient time point and flow to guide learners, motivating and encouraging them to acquire, to think, to discuss, to actively exchange ideas, which to some extent achieves deep learning. It is beneficial to the improvement of humanistic literacy and the comparison between Chinese and Western languages and cultures.

Conclusion and Discussion

Task-based approach emphasizes the role of cooperation in facilitating English learning, and the process of learner's teamwork is the process of language communication. The application of RC makes it possible to extend translation course out of the classroom. It also makes classroom teaching more relevant and realizes 'one book for different students'. With the help of this teaching method, the amount of information in translation course is expanded. In class, students can not only learn the relevant knowledge but also cultivate the ability of applying knowledge and

self–learning by participating, analyzing and practicing.

For further improving the blended teaching method, the following suggestions are made according to the platform data and survey data: 1) Learners should be emphasized the importance of expressing and sharing ideas, and the behavior will increase its percentage in course grades. 2) The focus on output can encourage learners to value the accumulation of information. That is to say, information input is helpful to continually improve the quality of class discussion. 3) Teachers should promptly answer the questions and give personalized instruction via RC online to keep learners' motivation. 4) Tasks of pre, in and after class should be rigorously designed to fit the learning objectives, and strove to be higher–order and innovative.

Some of the elements present in the current research will be the starting point for future research in order to identify what characteristics can be generalized for the research on university translation course.

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Research on the Teaching Reform of Korean Translation Course in Applied Universities

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[Abstract] *At present, the world's largest higher education system has been established in China, but there are still some issues in personnel training. With the continuous deepening of the reform system of applied universities, great changes have been undergone in the methods and goals of talent training. As an important part of Korean language learning, Korean language translation is in urgent need of curriculum reform. This paper puts forward some pertinent measures for the reform of Korean language translation course, which has some guiding significance for the reform of Korean language translation course in application-oriented universities.*

[Keywords] *applied University; College Korean Language; translation Courses; Teaching Reform*

Introduction

With the increasing frequency of foreign trade exchanges in recent years, the number of translators that our country needs has increased dramatically. Practical universities should target on cultivating the students with practical experience, instead of taking scientific infrastructure and theoretical research as the main tasks of talent learning. And at the same time interdisciplinary Korean language professionals are also urgently needed for social development in the new era. As a product of the combination of theory and practice in undergraduate teaching, translation courses can not only fully reflect students' knowledge and skills, but also be an important tool to test students' comprehensive employ ability and professional level. Therefore, as local colleges and universities transform to application-oriented teaching, translation courses should also be reformed.

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Reform of the Teaching Staff

Problems with the teaching staff

In many local universities, teachers who teach translation in Korean language majors are neither Korean language translation majors nor engaged in translation majors, and even have not conducted systematic research on Korean translation. Due to their weak theoretical foundation, the students are unable to systematically learn the theoretical knowledge about translation under their guidance without any relevant theoretical knowledge extension.

Teachers of Korean language majors in local universities lack practical experience. The teacher's ability of translating in Korean language is also limited because of the lacking understanding when relevant industry involved. In short, the current situation of Korean language teachers from most local universities teaching in translation training is not optimistic. Due to lack of practical experience, their translation teaching ability is often limited to textbook knowledge. In the teaching process, the explanation of vocabulary and grammar are generally emphasized which leading to the ineffective translation skills of students. As a result, the deviates from the employment orientation and market demand make the students are hardly engaged in real job, let alone being professional talents in Korean language. (Song, 2018, pp. 25–35)

Reform Measures

Firstly, in view of the shortage of teachers in translation courses, teachers can be encouraged to participate in the research and study of translation courses and participate in relevant academic conferences as well as translation activities, so as to improve their teaching and academic level. In addition, teachers can be encouraged to learn non-Korean professional knowledge to expand their knowledge horizon.

Secondly, local colleges and universities should cooperate with some large local enterprises and encourage teachers to work in translation companies or enterprises. In this process, teachers can have a better understanding of the company culture and gain more practical experience. Teachers have enriched their own life experience after experiencing the specific situation and changes of the translation market.

Thirdly, teachers should cooperate fully with other universities or translators. Aiming at the problem of insufficient translation teacher resources, we can share translation teacher resources with other universities and invite them to open some translation courses. Inviting professionals to give lectures on translation apprenticeships or market conditions, to share practical experience and skills with teachers and students, so as to improve their practical ability in translation.

Reform of Teaching Content

In view of the problems encountered in translation teaching like outdated textbooks or poor practicality, traditional high-literature content should be integrated into the teaching process. For a long time, the literary content and exercises materials in translation teaching are monotonic which make students' translation ability hardly meets the needs of social development.

This requires that practical translation materials such as legal documents and regional economic development reports, as well as school characteristics reports should be added to the content of translation teaching. To make students become applied compound talents, students must not only have deep professional knowledge, but they should also have a large amount of knowledge reserve and sufficient understanding of interdisciplinary knowledge. Therefore, Korean language teachers should broaden their teaching content and combine Korean language with knowledge in a certain field.

Reform of Teaching Methods

Teaching reforms

The teaching methods can be combined with the teaching of translation knowledge, the design and learning of translation tasks as well as the application of computer-aided translation tools

Translation knowledge teaching includes teaching students general translation methods and simple translation skills. By understanding the application of these translation methods and skills, students can master the basic theoretical knowledge of translation. According to the knowledge taught in class, we can design some translations that students are willing to accept. In this way, students can take the initiative to complete their studies after class. In the course setting, computer aided technology in translation are necessary, especially when technical terms such as science, technology and medicine industry involved.

Teachers role reform

The change in the role of teachers in teaching is also conducive to improving students' Korean translation skills.

First of all, due to the practicalness of Korean language translation class, teachers should insist on student-centered teaching method instead of traditional teaching methods. After teaching basic translation theories and skills, teachers should give students some targeted translation materials which will help students to improve their ability of translating independence according to what they have learned in the class. Teachers are guides and mentors in this process by fully mobilizing the initiative of students in learning activities. (Du, 2019, pp. 114–116)

Secondly, Study group teaching method. Some of the translation tasks were completed in groups after class, and then representatives were selected from each group to present their results. Evaluation from group members are also encouraged. Each detailed essay should have two other students' Suggestions for revision.

Finally, students are encouraged to actively participate in group presentations or translation appreciation classes . A relaxed environment will be provided for the students within which they can fully express their ideas and opinions without pressure.

In addition, teachers should make full use of their spare time to allocate translation tasks for the students. Platform on internet for communication like Q&A and resource sharing can not only improve students' learning enthusiasm, but also strengthen the relationship between teachers and students.

Reform of Practical Activities

To encourage students participating in various translation practice activities. After all, the translation practice and translation opportunities provided to students in the classroom are very limited, and there are also big differences with the actual translation environment and actual scene organization mode, translation mode, weight, etc. Therefore, students are arranged to enter translation companies or enterprises for internships or part-time jobs to participate in real translation practice. From the perspective of economic development, we should strengthen the communication and contact with government departments and local export enterprises to broaden the internship channels for students. (Han, 2018, pp. 78–79)

To encourage students taking various translation qualification examinations. Research students are encouraged to participate in various translation proficiency tests to obtain certain certification due to the cramming theoretical research and inefficient translation practice. From participating in market-oriented and professional-oriented translation qualification test, teacher can provide targeted planned and teaching process for the students.

Conclusion

Nowadays, applied compound translation talents are urgently needed. Therefore, the Korean language professional translation projects of local colleges and universities should meet the needs of social ,business characteristics and regional economic development. The content and method of traditional education should be changed to improve students' practical ability and competitiveness, so as to train more applied talents to meet the needs of social development.

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Acknowledgements

Factors that Promote Second Language Learning for Chinese Students

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[Abstract] Since international communication and information exchanges have increased around the world, people's need for the skills of a second language have also increased. Second language education has been emphasized in many countries, and how to improve students' learning achievements of a second language has become the main concern of many scholars in this field. There are some factors closely connected to students' second language learning achievements, and through review and analysis of relevant literature, these factors can be identified. Specific factors that promote second language learning specifically for Chinese students, as a unique group of second language learners with their own characteristics in educational policies, economic situation and social context, will also be identified in this paper.

[Keywords] second language learning; Chinese students; learning achievement; language learning promotion

Factors on Promoting Second Language Learning

In searching for the factors on promoting second language learning, no single aspect in the teaching and learning process, such as the persons, materials, activities and behaviors, nor the outside environment and social context can be ignored. Among all the aspects, the teachers' professionalism, teaching methodology and curriculum, the cultural context, and the students' characteristics and emotional factors all influence the students' learning outcome. They play central roles in the whole process of second language teaching and learning.

Teacher Professionalism in Second Language Learning

Many scholars, such as Tschannen-Moran (2009), and Harmer (2007), have confirmed that teachers play on important role in influencing students' learning outcomes, especially in second language learning. Thus, it is important to investigate teachers' professional knowledge and skills, attitudes, behaviors, and personalities in searching the way to promote second language learning.

Specifically for second language teachers, in addition to instructional skills, language knowledge is very important because they not only instruct their students how to use this knowledge, as do teachers of other subjects, they also work as models and standards for their students in learning the new language. As Freeman (1989) stated, teachers are the basic learning resources for the students in second language learning. That is to say, the teachers' language knowledge, which contains knowledge of pronunciation, vocabulary, grammar and the target culture context, along with skills of interpreting, writing and oral communication, has determined the highest level the students can perform in learning. In addition, many studies show that the native speakers do not have an absolute advantage over non-na-

tive speakers in teaching a second language because though native speakers have the advantage in the target language and culture, they are at a disadvantage in communicating with the students. So the key factor here is not the native speakership of the teachers, but the allocation of their work for both native and non-native teachers.

On the other hand, the teachers' professional skills mainly pertain to teaching, managing classes and activities, and utilizing various kinds of instructional technology. As Davies and Pearse (2000) stated, good teachers may vary in different ways. Teaching methods and technology are continuously developed, so the important factor here is the teachers' ability to make changes. That is to say, they should always be familiar with the new trends and technology in teaching. They should be able to develop their own teaching styles and methods, and select the best method for a specific group of students in order to maximize their teaching effectiveness.

Furthermore, the teachers' personalities and behaviors outside the classroom are also important in promoting students' achievements. Larisa and Fumitaka (2008) has proved that students are more sensitive and more easily influenced by outside environments in studying a second language than in any other subjects. That is to say, they are quicker to feel frustrated and depressed when they encounter difficulties. But on the other hand, they are also more easily motivated by the teachers' feedback about their learning achievement. Beyond evaluation sheets or test results, teachers' attitude and behaviors even outside classroom all will be seen as a kind of feedback by their students. Therefore, teachers' attitude and behaviors toward their students are important factors promoting second language learning. Second language teachers, as teachers of any other subject, have various kinds of personalities and teaching styles. There is no one best kind of teaching style just as there is no one best kind of personality. The point here is that teachers' personalities need to be shown to their students. Second language teachers should always pay attention to their image in the students' eyes, because it plays an important role in motivating students in second language learning.

Curriculum and Teaching Methodologies in Second Language Learning

Since second language teachers and students rely heavily on textbooks and other designed learning materials, the quality of these materials and whether they are suitable for a specific group of students is important. There are two extreme ways to deal with the problems of curriculum. In some educational systems, textbooks and teaching materials are controlled by the teachers to coordinate their various teaching styles in order to maximize the effectiveness. In some other systems, teaching materials are highly controlled by the officials to ensure the quality and minimize mistakes. Each way has its own advantages and disadvantages. There is still a long way to go to achieve the goal of making the teaching materials high both in quality and in effectiveness. In addition, beyond selection of teaching materials and resources, curriculum design also indicates the expected goal performance of the students. That is to say, the students should know what they are expected to achieve; what is important for them and what is less important. A well-designed curriculum should be able to interpret the needs from the real world and add some practical value to the academic work. The goal should be neither too high nor too low in order to motivate the students as much as possible.

On the other hand, the teaching methods themselves vary. Both the traditional methods and the more rational and innovative methods have their own advantages, and there is no one best teaching method. For various kinds of students, or various teaching objectives, different teaching styles and methods may be suitable and effective. Therefore, the important factor in teaching methodologies that promote students' second language learning achievement is not only the quality of the method, but the appropriateness of the methods as well. Furthermore, through the investigation of various kinds of teaching methodologies, one common factor emerges among all the good practices: the students are central in the teaching and learning process. In other words, rather than the teachers, the students should al-

ways be the focus of all kinds of teaching and learning activities.

Cultural Context in Second Language Learning

The cultural context of the target language is especially important in second language learning, because as has generally been confirmed in recent years, the final goal for second language learning is to be able to communicate with others as do native speakers; and language skill without target cultural elements is clearly not enough for communication. Conversely, the content of the language has always been strongly connected with its cultural context. Without introduction to the target culture, students may feel confused about some parts of the language and use it in an inappropriate way. The cultural context then becomes an obstacle to the students' achieving. For example, American people use "How are you?" as a sentence of everyday greeting. But if Chinese students translated it directly into "你好吗"without the interpretation of its cultural meaning, they will feel confused. Chinese people only use this sentence when they know something unpleasant has happened on the other person. Therefore, high performance of second language learning requires not just knowledge of its target culture; cultural instruction will help the students a lot in learning a second language.

With the acknowledgement of the important status of target cultural context in second language learning, the next question is how to implement the cultural instruction in the teaching and learning process of second language education. Based on the literature reviewed in this field, the best practice is the study abroad program, because it offers an opportunity for language learners to experience the real cultural context in the target language environment. They can see how the target language is used in real life, not only for academic purposes, but also in daily life. On the other hand, although study abroad is really helpful for the second language learners, sometimes it is difficult to achieve. Therefore, other methods may also be applied. In recent years, innovative technology has become more and more important in second language education. Computers and various kinds of media are frequently used in second language classrooms. Cultural instruction can be accomplished and better results achieved through the new technology. For example, videos and films can be shown in class to introduce cultural elements of the target language; and students can also communicate with native speakers through the internet.

Students' Characteristics and Emotional Factors in Second Language Learning

Many students, and even teachers, believe that students' gifts and potential abilities in language learning determine their final performance to some extant (Fisher, 2001). It is true that it is easier for some people to learn a second language and others find it extremely difficult. However, this does not mean that success is impossible for students who do not have a special language gift. People's beliefs about whether or not they have a special gift are not always true, because these beliefs are easily affected by various emotional factors of the students themselves, such how they attribute their success or failure, and the way they interpret other people's feedback.

According to Fisher (2001), the characteristics of the second language students themselves and their emotional factors have been proved to be important, and may be the most important elements, in second language learning. Because students have central status in the teaching and learning process, their attitude toward second language learning will strongly affect their achievements and performance in this subject. Besides the students' special gift or potential skills in learning a second language, their emotional factors, including their beliefs about whether they have the ability to achieve success, the way they attribute their success or failure, and the way they interpret other people's feedback toward their performance in second language learning, all play an important role in promoting their learning achievements.

Overview of Chinese Context in Second Language Learning

Second language learning in China has a history of more than 100 years. In recent years, with the rapid development in China's economic situation and its political status in the world, second language education has been strongly emphasized by the government. In order to identify the important and useful factors for promoting second language learning in China, it is necessary to analyze Chinese social and cultural context for an overall understanding of Chinese students and the second language learning environment.

Educational Policies of China

Since the establishment of the People's Republic of China, English courses, as a major part of second language education in China, have become compulsory in schools at almost all levels. In addition to Chinese and math, English is the third major course for students in elementary schools, middle schools, and high schools. At the university level, the students of almost all majors are required to take English classes. Second language majors even have to learn a third language. English tests have become a major part of such national exams, as the university entrance examination and the civil service examination. As a result, students have paid more attention to second language learning, and the teaching methods, teachers' quality, and learning resources have all improved to some extent. However, the purpose for learning has changed. More and more students have started to learn a second language in order to prepare for major tests, but not for use it in real life. The results of many investigations have shown that though Chinese students have better scores on English tests they have a lower capacity to use it to communicate with native speakers. In recent years, the quality-oriented educational policy in China has again made the practical use of language skills a major concern both for the students and for the second language teachers, but it still has a long way to go to achieve success. From this point, we can see that the educational policies of a country can directly change the students' and the teachers' attitudes toward certain subjects, and finally affect the students' learning achievements.

Social and Cultural Context of China

China has a very long history and a large and diverse population, with 56 ethnic groups. The complicated situation has attributed to a specific kind of culture in China. Chinese people have unique values, beliefs, and ways of thinking. In second language learning, the specific social and cultural context have given Chinese second language learners special characteristics, some of which have become major obstacles to Chinese students achieving success in second language learning. In searching for ways to promote second language learning for Chinese students, it is important and necessary to analyze the specific social and cultural context in China.

Language structure

The Chinese language has a structure almost totally different from other languages. First, it has more than 90, 000 characters, and words are formed by these characters. In Chinese, each word has its unique meaning; unlike English in which words have various meanings and can be used in different ways. Chinese students always try to memorize the vocabulary through directly translating the words into simple Chinese words. In this way, the meanings of the new words have always been simplified to some extent, and will eventually lead to some misuse.

Secondly, the Chinese language has different pronunciation tones. The same sound with different tones may express a different meaning in Chinese. But in other languages, such as English, different tones are not used in expressing different meanings. As a result, since Chinese students are accustomed to their own pronunciation system; their pronunciation sounds a bit strange when they are speaking a second language. Sometimes, it is difficult for native speakers to understand what Chinese students are saying. In addition, some sounds in other languages do not even exist in Chinese, such as [ð], [θ], and [ŋ] in English, and are quite difficult for Chinese students to pronounce and will

take a lot of practice.

Last, the Chinese language has fewer grammar rules than other languages, and its sentence structure is relatively simple. There is no need to change the order or the form of the words in order to indicate a different tense or person. New words can simply be added to the original sentences. For example, people add the new character "吗" at the end of an affirmative sentence in order to make it interrogative. As a result, grammar rules and sentence structure are less important in Chinese rather than in many other languages, and the learning of grammar rules and sentences structures is easily ignored by Chinese students. Even though some of them know it is important to learn grammar, the totally different system make it really difficult for Chinese students to learn. For these reasons, second language learning is boring for some Chinese students, and their interests and motivation are reduced.

Chinese cultural elements

Chinese culture, as an example of a high-context culture, makes Chinese second language students quite different from the students of western countries. As stated before, Chinese students are commonly recognized to be hardworking, good at memorizing and test preparation, but silent in class, reluctant to participate in classroom activities, unwilling to ask or answer questions, and passive with group work. These behaviors are basically caused by Chinese culture context. The implicit and reserved style of temperament is highly valued in Chinese culture, and in the classroom, Chinese students keep silent even when they know the answers to the teachers' questions. When Chinese students have problems, rather than directly asking the teachers, they choose to wait for their peers to ask the questions. If no one asks the question, then they believe it is not important. On the other hand, due to their high-context culture, Chinese people always prefer non-verbal communication to expressing their feelings directly in words. In this way, in group work, people spend a lot of time interpreting the under-meanings of other members. They have to care about others' feelings even they will not directly express their feelings in words. Therefore, group work in China is not effective at all, and people always feel more tired from working with others than working by themselves. In order to overcoming these obstacles, second language teachers should be sensitive to the students' feelings in order to understand what they already know and what kind of problems they still have. The students should be encouraged to gradually change some of their values and behaviors, at least in second language classes.

From ancient China, a national wide test called the Imperial Examination which aimed at selecting officials to work for the feudal government, has had far-reaching implications for Chinese people even in modern times. In the distant past, students prepared for the exam through reading over and over and memorizing articles in the textbooks "The Four Books" and "The Five Classics." It became a cultural element and still affects the teaching and learning activities in second language education in modern China. Based on these traditional thoughts, as Hu (2005) stated, simply memorizing and repeating reading still constitutes the major part of education in China, especially in second language learning. The second language teachers and students in China put more emphasis on writing skills, vocabulary, and grammar rules, than on oral communication and other practical skills. In order to deal with these problems, the original purpose in learning a second language that should be emphasized to the students is that it is not for test preparation, but should be used in real life.

Conclusion

With the review and analysis of relevant literature, factors that promote second language learning have been identified, especially for Chinese students. These factors are key points in the whole teaching and learning process of second language education, and should be emphasized both by the teachers and by the second language learners themselves. With the acknowledgement of these aspects, the reasons for some problems and obstacles in second language learning should be identified; and many of the problems can be resolved through making some adjustments for

the real practices in the second language teaching and learning process.

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Drama in EFL Classroom

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[Abstract] *Because of the great potentials it can provide in language learning, drama has gained increasing attention from the researchers and practitioners in foreign language teaching. This study reviews the current research findings in order to achieve a clear understanding of the role drama plays in foreign language classrooms. It begins with a discussion of the connection between current learning theories and drama activities. An analysis of the role played by drama in EFL is then made based on current literature. After that, a practical guideline of the approach in integrating drama into EFL classroom is provided.*

[Keywords] *Drama in education; non-verbal communication; communicative environment; collaborative atmosphere*

Introduction

Drama in education can be described as "an educational approach that transforms the teacher–centered concept of classrooms to a teaching understanding, which initiates the use of learners' background knowledge and experience" (Ustuk & İnan, 2017, p. 29). This initiation enables students to reconsider their own knowledge and former experience, and achieve a better understanding of the target language. In this way, teachers provide the students with the opportunity to be actively engaged into a series of exciting drama experiences through interaction with the dramatic context, to build a new understanding of art forms of drama, and learn to use them in a skillful way (Bowell & Heap, 2013).

Drama is increasingly arousing the attention and interest of more and more English language teaching researchers and practitioners. It is mostly due to the fact that drama techniques connect well with those widely accepted theories of learning. Piaget believed that children construct new knowledge on the basis of their former experiences through interaction within their social and physical environment, and Vygotsky called for collaborative learning. In addition, constructivists appreciate that drama allows for students' imagination, and provides the possibility for them to build their own understanding. Drama also appeals to those rejecting the dullness of traditional behaviorist way of teaching English. In language classroom, drama can create learning environments quite different from the normal situations, in which students can communicate in the target language in a meaningful way.

While bringing great potentials, drama can also lead to certain difficulties in EFL classroom (Olaniyan, 2015; Angelianawati, 2019). This article would explore the current studies, trying to achieve a more comprehensive understanding of drama in EFL classroom and provide guidance for its usage.

The role of drama in EFL classroom

Since the 1990's, there has been a remarkable amount of researches into the affordance of drama in EFL classroom. As the findings suggest, drama can be used for a variety of purposes, which include "fostering communication

competence, embodied and engaging learning, contextually−situated interaction, confidence and motivation in learn−ing and using language and deeper engagement with literature" (Belliveau & Kim, 2013, p. 18). No doubt that the idea of making drama in class is constantly arousing the interest of language teachers and researchers, for the ability to interact and to communicate in efficient ways is the fundamental goal of language teaching and learning.

First of all, drama in education fits into the communicative environment which is essential condition for natural acquisition of language to occur. Traditional EFL classroom is often regarded as an artificial linguistic environment, where the affective filter may always be up (Krashen, 1982), and can bring great pressure to students. Drama in EFL classroom, with a variety of activities like improvisations and role−plays, can create a more real−life situation. Role-playing activities enable students to practice language skills in an environment reflecting real−life language use (Dod−son, 2002). Simulating certain aspects of natural communication in drama activities can serve as a "training field" for students, and can be highly effective (Bancheri, 2010). Drama activities create a safe and warm learning environment that is sensitive to the individual personality of the students, and therein helps to reduce anxiety in language learning process, and promote nonthreatening interaction among students. Students become highly motivated and learn the language more effectively in such environment. Students are provided with opportunities to experience the foreign language in realistic situations in classroom drama activities, which is considered beneficial to their language learning (Miccoli, 2003). Ntelioglou (2011) studied the foreign language class in university level, and found that dramatic ac−tivities can involve a variety of language skills and create a social constructive environment for collaborative learning. Kao, Carkin, and Hsu (2011) emphasizes several factors shared by drama and language: context plays an important role in facilitating communication; they are both socially structured; active participation is essential.

In addition, drama helps to establish a creative and collaborative atmosphere in EFL classroom. Drama can bring a strong motivation for the student to speak, which is beneficial to language learning but can sometimes lead to a sense of insecurity or stage fright (O'Neill & Lambert, 1982). Collaborative activities and fictional atmosphere in classroom drama can help students feel at ease. "These peer−to−peer relationships are extremely useful not only for establishing a positive effective climate in the group, but also for promoting language learning and helping students develop critical thinking skills" (Marini−Maio & Ryan−Scheutz, 2010, p. 5).

Moreover, the involvement of emotions in drama activities add affective flavor to language elements which will make them more memorable. Drama embraces the emotional elements of language, which are often neglected in text−books, and gives students a chance to practice language skills in fictional situations resembling real life. Communica−tion between two persons can occur at two levels, conscious and unconscious ones, like the wave and the undercurrent in a river (Boal, 2002). Thus language and emotions are parallel systems, with the latter affecting the performance of the former, and both are important in human communication process.

Furthermore, drama activities make difference in the language itself. Meaning is emphasized over form, therefore error correction rarely occur. In drama activities, students should use the target language as much as possible, and try not to speak their native language. Teachers play the role of a facilitator, encouraging the use of target language, and providing support when and where necessary. Drama can help in the language learning process by ensuring that the target language is used in an appropriate context, no matter how 'fantastic' this context may seem. Students are en−couraged to practice and improve their language skills in the dramatic context, interacting with other characters in the drama in a way quite close to authentic social communication (Sam, 1990).

Finally, drama activities provide students with opportunities to develop and make use of non−verbal communica−tion as well as verbal communication. Drama does not depend on language alone, but also convey message through objects, gestures, sounds and images (Palechorou & Winston, 2012). Non−verbal competence is closely related to stu−dents' fluency in oral communication, but it is rarely approached in textbooks. Proficiency in nonverbal traits of the

foreign language distinguishes culturally aware learners from those who are merely exposed to bookish oriented teaching. Drama activities emphasize paralinguistic way of communication such as gestures or facial expressions, drama in education greatly enriched the dimensions of language in the classroom, not just grammatical forms (Liu, 2002).

Approaches of integrating drama into EFL classroom

Drama has been an important way of human expression for hundreds of years, in which actors all over the world create fictional situations representing human conditions on the stage to entertain the audience. Drama in education, also called educational or classroom drama in different situations, is an activity in which a teacher and students invent and enact dramatic situations for educational purposes rather than for an outside audience. In classroom drama, teachers and students work together, using games, drama strategies and theatre based rehearsals to create and further develop a dramatic world. By playing drama roles, the students are able to communicate their understanding of life in an aesthetic way to themselves and their fellow participants (Rasmussen, 2010; Neelands, 2009).

Drama has been employed educationally in a number of ways including theatrical performance, process drama, and games and improvisations. Theatrical performance involves students in rehearsing and performing a scripted play and it is based on the view that cultural knowledge of dramatic literature is essential for a fully educated adult (O'Toole & O'Mara, 2007). This approach is employed as a means of introducing cultural concepts to foreign language learners for it is believed to be able to augment students' language skills through necessitating the use of the target language for a meaningful purpose (Via, 1972). Shier (2002) found it able to increase the sophistication, confidence, and accuracy of communication. Students learn theater terminology, collaboration in team-work, and the literature and historical background relevant to the performance as well (Lys, et al., 2002).

Process drama was originally called "drama-in-education" or "educational drama", and it requires students to take part in in-class performance, not for outside audience. It is said to be process-based rather than product-based for its not aiming at creating a final product (McGovern, 2017). Students seek to respond and interact in the way suitable for the characters and the situation in the play. Students and teachers collaborate in creating a dramatic world, and it engages students into meaningful acts of communication. The benefits of process drama include facilitating natural interaction among students and teachers, allowing for a wider variety of registers to be explored (Kao, et al. 2011), increasing student engagement and participation (To, et al., 2011), reducing affective barriers (Piazzoli, 2011), and resulting in embodied, multi-modal interaction (Rothwell, 2011).

Games and improvisations call for an array of theater games to be used in foreign language classroom. Spolin (1986) and Boal (1992) developed the most frequently cited drama related games. Paul (2015) believes that there is a parallel between the goals of the communicative approach and those of improvisational theater techniques, so he encourages teachers to make use of a large variety of games. However, Harman and Zhang (2015) insist that the use of gaming techniques with language learners should be from a critical perspective.

Whatever approach is used to integrate drama into language learning and teaching, the main purpose is to provide aesthetic, creative and imaginative learning experiences for second/foreign language students.

Conclusion

A review of the literature suggests that drama in education can bring much potential to the EFL classroom. Based on this, a number of authors support the use of drama in English language teaching. In addition, many current empirical studies clarified the benefits of using drama in language education. Like any other teaching approaches, a drama also has some potential difficulties. However, using good preparation, they could be anticipated, reduced, or avoided.

In conclusion, it is highly recommended that involvement of drama in education for foreign language purposes in the academic environment could be of great help, especially for people with difficulties in social relationships and interactions in a foreign language. Teachers should be encouraged to adopt an appropriate approach of teaching, which is dynamic and flexible, and consider how they can make foreign language teaching and learning more effective.

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Acknowledgements

On the Innovation of Integrated English Teaching in Higher Vocational College

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[Abstract] *As a professional basic course for English majors, Integrated English focuses on the cultivation of students' basic knowledge of English language and the application of language skills. This paper mainly discusses the problems existing in the current Integrated English Teaching in higher vocational colleges, and puts forward how to innovate the Integrated English teaching in class.*

[Keywords] *Integrated English; class teaching; Higher Vocational College*

Introduction

Integrated English is a basic course for English majors. This course is characterized by the integration of the learning of the basic knowledge of English language and the training of the application of language skills. Higher vocational education is to cultivate professional, skilled, practical and applied talents, which determines that the training objectives and the teaching modes of Higher Vocational English talents are different from those of ordinary undergraduate English majors. The contents of class teaching should aim at students' future job requirements. Class teaching should not only emphasize the training and cultivation of language ability, but also follow the principles of practicality, laying a good language foundation for students and strengthening students' ability, so as to integrate the comprehensive English knowledge teaching into the practice of the language skills of a large number of students with professional characteristics.

The problems of classroom teaching of Integrated English in Higher Vocational College

Students' English foundation and learning initiative are weak

With the development of education reform, the admission score line of vocational college is falling. Through comprehensive evaluation, students who have come from independent enrollment do not need to take part in the college entrance examination, which leads to the general weakness of English foundation, lack of self-study habits, and lack of clear and firm learning objectives. It brings many challenges to English teaching in higher vocational colleges. These challenges make the reform of classroom English teaching extremely urgent.

Teaching materials are relatively difficult

Textbooks are also an important factor affecting classroom teaching. Difficult teaching materials directly affects

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the effect of students' learning and the realization of teachers' teaching objectives. Difficult teaching material will frustrate students' learning enthusiasm and lead to the students' rejection psychology. On the contrary, if the textbooks are too simple, students will not be able to acquire language knowledge and skills to meet the needs of the society. Therefore, in the selection of teaching materials, we should not only consider the students' English foundation, but also the society's requirements for the knowledge and skills of English Majors in higher vocational colleges. At present, the textbooks of Integrated English for English Majors in higher vocational colleges don't have distinctive difference from those for English majors in the common undergraduate universities. There are many problems in the use of these textbooks. Although they also cover the basic aspects of language learning, such as listening, speaking, reading, writing and translation, they are not uniform in terms of difficulty, content and hierarchical structure, so they shouldn't be used as standard teaching materials for cultivating qualified talents of Applied English major in higher vocational colleges.

Teachers' teaching mode is not diverse enough

The teaching mode of Integrated English in higher vocational colleges is changing from the traditional teacher dominated to the student dominated, but it is still not free from the influence of traditional language teaching. For example: the teaching mode of Integrated English in higher vocational colleges is still the traditional way of vocabulary, grammar, text translation and after-school exercises. Although there are also classroom questions, they are not practical and exploratory, but confirmatory and repetitive retelling. This kind of teaching mode cannot really focus on the students. On the contrary, it ignores the language skills which are close to students' life and their future career needs, which makes the classroom teaching monotonous, rigid, and lack of flexibility and practice. Therefore, in the process of teaching, teachers should add open task-based activities and inquiry learning content, so as to cultivate students' innovative spirit and practical ability.

The Ways to Innovate Classroom Teaching of Integrated English

Stimulate students' interest and activate class atmosphere

From the perspective of psychology, interest is the tendency of giving priority to some things and engaging in certain activities. According to the needs, interest can be divided into direct interest and indirect interest. Interest in things or activities themselves is direct interest; interest in the results of things or activities is indirect interest. These two kinds of interests are both necessary for students' English learning. If students lack direct interest in English class, learning will become a heavy burden for them; if there is no indirect interest, students will lose their goal and perseverance in English learning. Therefore, the combination of direct interest and indirect interest is an important condition to complete the teaching task of Integrated English and improve students' comprehensive English skills.

For the teaching of higher vocational colleges, arousing students' interest in learning is crucial for the success of teaching. Vocational College Students' English foundation is relatively weak, learning methods are improper, and they are lack of self-confidence, so teachers should strengthen the interest of classroom teaching, teach in fun. Educational psychology tells us that only when students are in a positive and happy state of mind, can they actively use their brains, seriously think and effectively acquire knowledge. Lively, relaxed and harmonious class atmosphere can make students' cerebral cortex in an excited state, so students can happily accept new knowledge and skills. This kind of atmosphere requires teachers to adopt flexible and diverse teaching methods and means to achieve. Interesting class activities, such as theme speech, telling English stories, guessing English riddles, learning to sing English songs, etc. can be used to activate the classroom atmosphere and arouse students' interest in learning. When the

teaching content is out of line with students' interest and future needs, teachers should pay attention to the selection of teaching materials combining with reality, in order to promote the integration of classroom knowledge and students' interests and needs. (Jiang, 2019, pp. 205–206)

Innovate teaching mode

Adopt student–centered teaching mode

Higher vocational colleges aim to train professional, skilled, practical and applied talents. Teaching contents should be based on the practical skills of students in the future. Therefore, the student–centered teaching mode can be applied to the teaching of Integrated English course in higher vocational colleges.

Constructivism learning theory emphasizes that students are the center, which not only requires students to change from passive receivers and objects of knowledge infusion to the main body of information processing and active constructors of knowledge, but also requires teachers to change from knowledge imparts and inculcators to learners' helpers and promoters. Teachers should teach students how to learn and develop understanding, but not to accept the available knowledge and information. Teachers should learn to give the leading role to students, and make students the participants in practical activities. In class teaching, teacher's main task is to organize and lead students to carry out language practice, highlight the practicality of language, give students enough opportunities to practice through various forms, and develop students' language ability in practice. Only through a large number of effective language input can language laws be internalized, language be formed and used creatively, so that students become the real subject in class activities.

Adopt task–based language teaching mode

Task based teaching method means that in teaching activities, teachers should design specific and operable tasks around specific communication and language projects. Students can complete the tasks through various forms of language activities such as expression, communication, negotiation, explanation and inquiry, so as to achieve the purpose of learning and mastering the language.

Task based teaching method is conducive to improving students' initiative in language learning. Language teaching is not only to make students acquire language knowledge, but also to encourage students to discover language knowledge by themselves. Based on meaningful thinking activities and driven by the need of authentic communication, students can find a language form that can stimulate language development. In the traditional teaching environment, students listen more, speak less and do less. "Cramming" teaching method makes students only passively receive and learn, rarely use the English language they have learned to communicate and interact, and thus students have great problems in listening and speaking. In class, students are lack of enthusiasm and initiative to participate in class teaching activities, which leads to the dull classroom atmosphere and lack of vitality. In task–based teaching activities, students organize and use language to complete different tasks one after another. In this process, each student is the participant and executor of the task. They are the active participants, but no longer passive receivers of the class activities.

Task based teaching method is conducive to the overall development of students. In the process of implementing task–based teaching method, students learn knowledge in activities. Students' abilities of interpersonal communication, thinking, decision–making and adaptability are improved, which is beneficial to the overall development of students. In class, students play different roles and undertake different tasks just like individuals in real society. Learning in class and learning in life are organically combined. Classroom is not only a place to learn language knowledge, but also a place to cultivate students' comprehensive ability and skills. Through the completion of various language learning tasks, students can develop the ability to cooperate with others, learn from others, and objectively evaluate

their own performance. Through their own practical activities, students combine the new knowledge with the old knowledge, and transform the language skills they have learned into language practice. The opportunities for students to use the language have been greatly increased.

Increase "comprehensible input"

students must master the language through "comprehensible input". They need to have a certain amount of new language knowledge which is beyond their current level but can be understood. After their own internalization, they can generate their own language, and finally achieve a certain amount of output. In the Integrated English class, teachers should integrate teaching resources through the analysis of English teaching, students' psychology and social needs. They should increase the input of language information. In this way, there appears a knowledge gap between teachers and students, which forces students to think, speculate and internalize into the language they can master and use.

Nowadays computer-based multimedia teaching mode occupies a dominant position; thus, the input of language knowledge can be rich and diverse. In class, teachers can use the blackboard or corresponding slides to teach; they can also use multimedia to display the teaching contents closely related to teaching materials stored in USB flash disks or mobile hard disks; they can also play some extra-curricular English learning materials and original English film clips by using the sound, image, picture and other functions of multimedia equipment; they can even download fresh and real-time information from the Internet, including current political events, emergencies, new economic and technological development, etc. This makes language teaching closely combined with real life, makes language input more vivid, which can effectively stimulate students' cerebral cortex and its internal learning mechanism, stimulate students' interest in learning, and improve the efficiency of language input.

Integrating Ideological and Political Education in English Teaching

Curriculum ideological and political education is a kind of educational concept of teaching and educating people put forward in recent years. It requires that all courses have the functions of imparting knowledge, cultivating ability and ideological and political education, and bear the role of cultivating students' correct world outlook, outlook on life and values.

Integrated English course is not only an important tool for students to become applied talents, but also an important carrier to cultivate students' professional quality. In the study of this course, students will be exposed to the listening and reading materials of traditional culture, traditional virtues and success stories. The traditional Chinese culture, the beautiful natural and cultural landscape of China, and the changes and development of China since the founding of the people's Republic of China are to be displayed in English. While improving students' language abilities such as listening, speaking, reading and writing, teachers also need to cultivate and shape students' correct world outlook, outlook on life and values, and give full play to the educational value of English teaching. (Xu, 2013, pp. 119-120+137)

Conclusion

In conclusion, higher vocational personnel training is not simply the reduce of the training standards of the undergraduate personnel training, but a complex personnel training process which combines professional training and vocational training in the face of social needs and post needs. This requires that higher vocational teachers should think and innovate more to form a teaching mode with professional characteristics, which is conducive to the cultivation of higher vocational talents.

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Research on Talent Cultivation Innovation of China's Free Trade Zone

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[Abstract] *In recent years, with the rapid development of China's free trade zone, the corresponding demand for talents is increasing day by day, which puts forward new requirements for the cultivation of talents in colleges and universities. On the basis of summarizing the development positioning and talent demand of the existing 21 free trade zones in China, this paper discusses the innovation path of the cooperative cultivation of talents by government, enterprise and school in the free trade zone, in order to provide beneficial reference for school-enterprise cooperation in the new era.*

[Keywords] *free trade zone; talent cultivation; innovation*

Introduction

By September 2020, China has established 21 free trade zones, forming a new opening-up pattern of "no gap in the coastal areas, with focus in the inland areas", and simultaneously generating a large amount of demand for foreign trade talents, which puts forward a new proposition for talent cultivation in contemporary universities. Therefore, under this background, this paper discusses the related issues of talent cultivation in China's free trade zone.

An Overview of the Strategic Positioning of China's Free Trade Zone

The original intention of China's establishing Free Trade Zone is to promote opening-up. At present, the 21 free trade zones are divided into three types according to geography, namely coastal zone, border zone and inland zone. Their strategic positioning and mission are different, so they have different needs for talents. The respective examples are as follows:

Strategic Positioning of Coastal Free Trade Zones

Taking the three new coastal Free Trade Zones this year as an example, their strategic positioning is respectively (Li, 2019):

Shandong Free Trade Zone mainly aims to "promote the development of marine economy by accelerating the replacement of old growth drivers, promote the development of marine economy with high quality, deepen the regional economic cooperation among China, Japan and South Korea, and promote the construction of new highland for opening up to the outside world".

Jiangsu Free Trade Zone mainly "takes the lead in building an open economy, developing the real economy creatively and transforming industries by deepening the adjustment of industrial structure and implementing the innovation-driven development strategy".

Hebei Free Trade Zone "mainly focuses on serving the coordinated development of Beijing, Tianjin and Hebei,

building Xiongan New Area with high quality, developing high-end and high-tech industries, etc., building an important hub of international trade and logistics, a new industrialization base, a global innovation highland and an open development pilot zone".

It can be seen from the above that all the strategic positioning of coastal free trade zones has the word "innovation", which means that the exploration of innovative development should be carried out based on the original leading position in combination with the geographical location and regional development strategy, which inevitably requires the colleges and universities in these areas to carry out corresponding innovation of export-oriented personnel cultivation.

Strategic Positioning of Border Free Trade Zones

Taking the three newly established border free trade zones this year as an example, their strategic positioning is respectively (Li, 2019):

Guangxi Free Trade Zone "forms an important gateway connecting the 21st Century Maritime Silk Road and the Silk Road Economic Belt organically by deepening the opening-up and cooperation with ASEAN, promoting the construction of new international land and sea trade channels, and exploring the development and opening-up of border areas".

Yunnan Free Trade Zone "through cooperation and development with Vietnam, Laos, Myanmar and other neighboring countries, builds an important node connecting South Asia and Southeast Asia, and promotes the formation of China's radiation center and opening frontier for South Asia and Southeast Asia".

Heilongjiang Free Trade Zone "will build itself into a central hub of regional cooperation with Russia and Northeast Asia by promoting the all-round revitalization of northeast China, deepening the adjustment of industrial structure, building a transportation and logistics hub facing Russia and Northeast Asia, and improving the level of opening up of border regions".

It can be seen from the above that the free trade zones along the border have undertaken the mission of exploring new modes of foreign cooperation with China's neighboring countries and regions, which inevitably requires the colleges and universities in these regions to innovate and cultivate export-oriented talents familiar with their neighboring countries as soon as possible.

Strategic Positioning of Inland Free Trade Zone

Taking free trade area in Shaanxi province as an example, its strategic positioning is (State Council of China 2017) "taking institutional innovation as the core, the reproducibility and popularization as the basic requirements, fully implementing the Central Committee of the Communist Party of China and the State Council's requirements of playing a better role of impetus function of the Belt and Road Initiative in the development of the Western Region, and intensifying the opening up of gateway cities in the Western Region, making efforts to build the free trade zone into a experimental field of comprehensive reform and opening up, a new height of reform and opening up in the continental area, and the important fulcrum for the economic cooperation and cultural exchanges along Belt and Road".

It can be seen that the positioning of Shaanxi Free Trade Zone is to explore a new mode of inland provinces' opening wider to the "Belt and Road" countries, which requires colleges and universities in Shaanxi and surrounding provinces and cities to vigorously and creatively cultivate export-oriented talents familiar with the "Belt and Road" countries.

To sum up, the strategic positioning of free trade zones varies from region to region in China, aiming at exploring differently the reform and opening up experience and making greater efforts to promote opening up to the outside world. This puts forward the new era requirements for the talent cultivation in colleges and universities in various

provinces and regions.

Current Situation of Talent Demand in China's Free Trade Zone

As more and more domestic and foreign enterprises have settled in the free trade zone of all regions, the demand for talents who meet the requirements of the corresponding position is increasingly stronger, especially the talents (Han, 2016) of high-end manufacturing (including aerospace, equipment manufacturing, a new generation of information technology, etc.), productive services (including design, development, aviation logistics, etc.) and the modern service industry (mainly financial innovation), involving more than 10 kinds of job posts such as management post, civilian post, professional technology post, skill operation post and so on. The following is an introduction to the talents in great demand in China's free trade zone from the perspectives of talent level and post type.

Middle and High-end Talents

The middle and high-end talents mainly refer to those engaged in "lofty" work such as scientific research and development and financial innovation, which are determined by the outward nature and lofty positioning of the free trade zone. They mainly involve aerospace, equipment manufacturing, new-generation information technology, bio-medicine, mass consumer goods, financial leasing, financial services and other industries. In recent years, the number of registered enterprises in these industries has increased dramatically, making such talents the most popular candidates in campus recruitment fairs. In addition, the high-end is also reflected in the high degree requirements for talents. Take Tianjin Zhongyuan Xiehe Gene Technology Co., LTD as an example. The positions for recruitment (Han, 2016) mainly include R & D specialist in charge of r&d projects of cell immune-related products, instrument R & D specialist, reagent R & D specialist and other high-end positions, all requiring a master's degree or above.

Middle and Low-end Talents

Middle and low-end talents refer to operators, machinery manufacturer and other technical talents, also known as blue-collar talents. At present, the demand for such talents in the free trade zones has not been fully met, mainly due to the increasing number of manufacturing enterprises in the free trade zones and the transformation and upgrading of China's manufacturing industry. Such talents mainly come from vocational schools.

Marketing Talents

Marketing talents mainly focus on international trade, automobile trade and sales enterprises. In recent years, according to the recruitment situation of various free trade zones, there is a huge shortage of such talents. For one thing, the number of such enterprises in each free trade zone is increasing rapidly. For example, the import business of parallel cars in Shaanxi Free Trade Zone and Tianjin Free Trade Zone has brought an increasing number of such enterprises. The second reason is that most of the graduates prefer administrative, translation, finance and economics positions, and they send out more resumes. Of course, this has much to do with the majors opened by local colleges.

Talent Cultivation Innovation of China's Free Trade Zone

Based on the above strategic positioning of China's free trade zone and the current situation of talent demand, combined with the current talent cultivating mode of colleges and universities, the author puts forward the following suggestions on talent cultivation innovation in free trade zone from the perspectives of colleges and universities, industries, enterprises and governments:

Talent Cultivation Innovation in Colleges and Universities

As is known to all, serving the society is one of the three functions of higher education. In the era of free trade zone, colleges and universities should adjust their professional settings and teaching contents in time according to the strategic positioning of the free trade zone and the actual development of enterprises, and even make accurate matching, so as to ensure that the trained talents meet the actual needs of the development of free trade zone and better fulfill the function of serving the social and economic development of the region. To this end, colleges and universities should make the following innovations:

First, to actively carry out school—enterprise cooperation and establish a stable off—campus professional practice base. On the one hand, often organizing professional teachers to go to the corresponding enterprises in the free trade zone, timely understanding the talent needs of enterprises, and adjusting and updating the teaching content at any time, so as to ensure that students' professional ability meets the post requirements of enterprises in the free trade zone. On the other hand, regularly organizing students to go to the corresponding enterprises for professional practice, examining the major teaching effect on the spot, and comprehensively improving students' vocational ability.

Second, to invite the relevant enterprises to deeply participate in the teaching content design and student guidance, including extracurricular practical activities and various discipline competitions, and form a assistance pair with professional teachers to timely communicate related matters of teaching and research, so as to promote the improvement of teachers' theoretical and practical qualities.

Third, to establish a channel of substituted post exercitation in summer and winter holiday, implement apprenticeship system so as to increase the opportunities of teachers and students for vocational skills learning and training.

Fourth, to implement cross—major resources integration on campus, and jointly cultivate professional and compound talents needed by free trade zone.

Talent Cultivation Innovation Assisted by the Industry

Industrial organizations to which enterprises of free trade zones belong should also participate in talent cultivation to help enterprises cultivate the talents needed. Industry organizations can give play to their advantages in information resources, establish school—enterprise cooperative alliance, and try to innovate in the following aspects:

First, to organize school—enterprise cooperation activities regularly to promote school—enterprise cooperative education.

Second, to invite entrepreneurs to form a lecture group to give a touring report on the industry development in the corresponding colleges and universities so as to take the opportunity to publicize the needs of enterprises and explore the talents needed.

Third, to match schools and enterprises to jointly tackle the key problems of scientific research projects, apply for scientific research project and dock the conversion application of scientific payoffs so as to take the opportunity to find and cultivate the talents needed by enterprises.

Fourth, to gather all enterprise talents to jointly hold vocational skill training class or examination training class on vocational skill certificate for college graduates and workplace novices, so as to directly cultivate talents needed by enterprises.

Talent Cultivation Innovation Participated by Enterprises

Enterprises in free trade zone should also actively participate in the talent cultivating process, rather than waiting passively to hunt for talents at the job fair. To this end, the author suggests that enterprises try the following innovations (Zheng, 2016):

First, to set up the enterprise scholarship in the corresponding university to specially subsidizes students with

outstanding professional achievements and high profession quality in order to reserve the needed talent.

Second, to hold vocational skills competition or title the discipline competition in colleges and universities of the province where the enterprises are located, so as to explore and solicit the right talents.

Third, to hold the joint training class, titled class or order class with the counterpart colleges and universities to cultivate directionally the talent needed so as to avoid a job fair where resumes are numerous but one is hard to come by.

Fourthly, the human resources department of the enterprise should timely summarize the ability requirements and occupation skills and actively contact the counterpart universities to make free lectures or reports to cultivate potential talents.

Fifth, to focus on college students when participating in social public welfare undertakings, or invite college students to visit the enterprise and seize the chance to preach talent demand, conveniently selecting suitable talent.

Talent Cultivation Innovation Promoted by Government

As the enterprise director and service department, the government can make the following innovative attempts:

First, Human Resources and Social Security Bureau of the government can sign the cooperation agreement on human resources service with the service agencies of human resources development, and jointly construct public training center for professional skill talents to provide one-stop services, setting up special funds for talents, implementing the training of professional skill talents so as to help free trade companies to cultivate excellent talents.

Second, human resources and social security department of free trade area can sign the cooperative construction agreement with universities and enterprises to make full use of information advantage of the government, technical and working environment advantage of the enterprises and advantages of teachers, management, professional qualification identification of school in education training respectively, and set up government-university-enterprise cooperation platform to jointly carry out the talents cultivation.

Third, the human resources and social security department of the bonded area can cooperate with social human resources service institutions to establish a cooperation mechanism for talent flow, forge a regional service platform of human resources development and exchange, and build jointly the training system of regional human resources.

To sum up, talent cultivation in the free trade zone is a systematic project, which requires the cooperation of governments, industries, enterprises and universities, etc., so as to meet the talent demand for high-quality development of the free trade zone.

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Acknowledgements

Improving the Effectiveness of English Medium Instruction in Business English Programs: The Case of Economics

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[Abstract] *English Medium Instruction (EMI) is widely implemented in Business English (BE) programs in higher education in China to help students improve English proficiency and master subject matter. Positive impact of EMI on language and content learning has been reported, but using English as the medium of instruction (MOI) has also given rise to a number of concerns, such as the loss of subject content and inadequate integration of content and language. To address these concerns, the present study explores the impact of EMI on students' learning by investigating their perceptions and learning experience of economics, an EMI core course in the BE program. A questionnaire survey was conducted among 180 BE students to evaluate the pedagogy and teaching quality of the course, revealing improvement areas pertaining to instructional practices and teaching methodology. Based on the findings, the study yields pedagogical implications to improve the quality of EMI and students' capacity to learn disciplinary content in another language.*

[Keywords] *English Medium Instruction (EMI); Business English (BE); Economics*

Introduction

A high level of English proficiency and a basic command of business knowledge and skills are core competencies Business English (BE) students at tertiary level in China should develop. To achieve both ends, English Medium Instruction (EMI) has been widely implemented and promoted in the BE context for its dual commitment to language development and course content delivery.

However, EMI in the BE context has not received much attention, as the program is still in its adolescence in higher education in China. On the other hand, researches in other settings reveal that subject content taught through the medium of English brings benefits and challenges alike. Despite the positive effects, EMI still remains controversial as proof remains inconclusive. Students may or may not exhibit improvement in language competence, or they may experience more difficulties while learning disciplinary content, obtaining lower results. Therefore, further researches need to be conducted, and effective teaching methods should be adopted to deal with the challenges.

The present study helps to address these concerns by evaluating the effectiveness of EMI in the BE program and offering recommendations for pedagogical development. Drawing on data from 180 BE students in the subject of Economics through questionnaires, students' attitudes, learning experiences and difficulties are explored. In this paper, an overview of researches on EMI in higher education at home and abroad will be provided, then the study design presented and findings reported. Pedagogical practices to improve the quality of EMI will also be discussed.

Review of Relevant Literature

EMI is a relatively new and burgeoning field of academic endeavor, yet few attempts have been made to define it. Definitions remain scant and fragmentary, and EMI is used interchangeably with content-based instruction (CBI), content and language integrated learning (CLIL), and immersion education. The first established and the most comprehensive definition was given by Macaro (2018, p. 20) as "the use of the English language to teach academic subjects (other than English itself) in countries or jurisdictions where the first language of the majority of the population is not English".

Though the above definition makes no reference to improving English competence of learners, the beneficial impact of EMI on language proficiency cannot be ignored. EMI creates an immersion environment in an English-as-a-foreign-language (EFL) context, which is conducive to developing better English proficiency (Kim et al., 2018). Previous studies also indicate that EMI has led to an improvement in students' overall English proficiency (Byun et. al, 2010; Belhiah & Elhami, 2014), in particular listening comprehension (Aguilar & Muñoz 2014; Yeh, 2014). However, findings are somewhat inconclusive, as other studies show that students have demonstrated no significant increase in language proficiency (Bozdoğan & Karlıdağ 2013; Lei & Hu, 2014).

The definition also suggests a greater focus on content learning, yet there is insufficient evidence that EMI is or is not having a detrimental impact on students' learning of academic subjects (Maraco, 2018, p. 181). Results remain inconsistent; some researches report that the use of EMI does not lower academic achievement as no difference is found in EMI students' learning outcomes compared with non-EMI learners (Dafouz et. al., 2014; Ruiz de Zarobe, 2015; Dafouz & Camacho-Miñano, 2016), while other studies suggest EMI may "hinder students' acquisition of the subject matter being taught" (Byun et. al., 2010, p. 442) as students have more difficulties in content learning. Students also participate less actively in the classroom and are more reluctant to ask and answer questions in class (Airey & Linder, 2006, p. 555).

Despite the conflicting results, it is still too early to discontinue with EMI because a review of EMI in the context of higher education reveals a dearth of research on the impact of EMI on improving students' English proficiency and content learning (Macaro et al., 2018). Moreover, learning outcomes depend to a great extent on teaching methodologies, but researches in this aspect are not sufficient as well. Empirical studies on the implementation and development of EMI in BE programs are particularly lacking, as they are mostly clustered in fields of engineering (Kim et al., 2018) and accounting (Dafouz et. al., 2014; Dafouz & Camacho-Miñano, 2016; Basturkmen & Shackleford, 2015).

In China, the recent years has witnessed a sharp rise in the implementation of EMI in BE courses since EMI has been the best means to meet the educational purpose of the program so far. However, empirical researches in this area remain scarce in spite of the rapid development. Therefore, the current study addresses this deficiency by examining the effects of EMI and proposes teaching methods and practices to improve its effectiveness.

The study

The Objective of the Study and Research Questions

The present study aims to identify the strengths and limitations of English-medium teaching and learning in second-year Economics classes in the BE program in a tertiary education institution in China. Based on a diagnosis of students' learning attitudes, motivations and experience, suggestions for useful teaching methods are hoped to be put forward to increase the effectiveness of EMI.

The following research questions are formulated:

First, what are identified as the strengths and drawbacks of the EMI Economics classroom?

Second, what measures are necessary to improve EMI in a disciplinary context?

Participants and Course Subject

The participants in this case study are all second-year students in the BE program in South China Business College, Guangdong University of Foreign Studies (SCBC). Economics is chosen as the subject under study as it is a core compulsory course for BE students. By learning the basic concepts and principles of Economics, students are required to have a basic understanding of the workings of the economy and develop the economic way of thinking, which results in efficient utilization of resources and sound business decisions. Subject content taught in the medium of English can also help improve students' language competence. The course takes 32 teaching hours and lasts 16 weeks in a term. The lecturer has over ten years' experience in teaching the subject in English, and possesses a high level of interest in teaching pedagogy.

Test instrument

At the end of the term, students were asked to complete an anonymous questionnaire to evaluate their experience. The questionnaire consists 21 items, eliciting students' perceptions of EMI in the subject of Economics in terms of their attitudes, motivations, learning strategies and experiences, difficulties and challenges. Students were also asked to rate the usefulness of the course, the content, teaching methods, and their satisfaction levels. The last open-ended question ask students to identify areas for improvement and provide additional comments. Reliability analysis was computed to validate the reliability of the questionnaire. The total Cronbach's alpha is 0.885, indicating high reliability.

Findings and discussion

A total of 180 valid questionnaires were gathered. All participants are second-year BE students, and 92% are in the 20-21 age group with an average age of 20.4. A majority of respondents are female (82%) due to the fact that language programs are more popular among female students.

In terms of motivation, 60% of students express a high level of interest in learning Economics, and 83.3% consider it a very useful subject. Only a negligible number of students think the subject uninteresting and useless. Students take the course mainly to increase business knowledge (82.2%), develop the economic way of thinking (76.1%), better future career prospects (58.3%) and improve language proficiency (45.6%).

However, as many as 90.6% of participants consider Economics highly difficult, and up to 64% report constant feelings of anxiety during the learning process. This is probably because most language majors normally do not excel in mathematical ability and logical thinking. Meanwhile, they are not optimistic about lecture comprehension: only 36% feel their English is sufficient for understanding over 80% of the lectures, and half of them estimate 50%-80% of content comprehension. Students' opinions are also divided over the language of instruction, 28% of respondents opt for a Chinese-dominated classroom, and 38% are in favor of bilingual teaching, compared with 34% EMI supporters. When asked which language they prefer to use to communicate in class, more than half (53%) favor Chinese as opposed to English (17.2%), as their limited oral language competence prevent them from expressing ideas freely and satisfactorily.

Participants also identify a number of obstacles and challenges in their study, including (1) subject-specific terms and concepts of the discipline (75.6%); (2) subject-specific principles and laws (68.9%); (3) comprehension problems due to English used as the medium of instruction (MOI) (51.7%); (4) difficulties in memorizing and retaining disciplinary knowledge (46.1%); (5) superficial learning resulted from learning in English (33%).

To cope with the difficulties, students utilize a number of learning strategies, among which the most frequently used are highlighting and note–taking (76.7%), discussion with classmates (63.3%), rereading (61.7%), summarizing (59.4%), and mind maps (48.6%). Results also show that a very small number of students adopt self–evaluation and reflection to assess learning (8.9%) and read related English books and materials after class to expand their horizon (12.2%).

In class, participants consider the following teaching and assessing methods quite useful, including providing classroom recordings and extracurricular readings, assigning problem–solving and essay–writing, and administering quizzes after each chapter. They suggest that the class should be made more interesting (58%) and more interactive (32.8%), and the teacher should provide more opportunities for language practicing (30%) and organize more class-room activities (24.4%).

On the whole, students report a relatively high level of satisfaction with the course, scoring an average of 3.9 out of a five–point Likert scale. EMI seems to exert a more positive impact on their listening (M=3.05, SD=0.95) and reading (M=3.02, SD=0.97) skills than on speaking (M=2.67, SD=1.12) and writing (M=2.7, SD=1.07) mainly due to a large quantity of teacher and textbook input. Compared with progress in English proficiency, participants respond more favorably to improvement in cognitive ability (M=3.22, SD=0.87), ways of thinking (M=3.2, SD=0.88), business knowledge (M=3.11, SD=0.91), and decision–making capability (M=3.1, SD=0.94). They also exhibit a greater in-crease in interest in learning business subjects than in learning English after the completion of the course.

To sum up, students have made satisfactory progress in both language competence and subject content through EMI, but problems still exist in its implementation. Besides the challenges posed by the difficult nature of Economics itself, an L2 used as the MOI causes comprehension problems, constant fallback to L1, superficial learning, and a teacher–centered classroom.

Suggestions

EMI faces many challenges that need to be addressed, and the findings above prompt the necessity to develop an effective teaching pedagogy. Teachers should take greater care to help students overcome the hurdles caused by the presence of an L2. The following measures are proposed to benefit students from further improvement in both lan-guage development and subject content mastery.

Firstly, provide additional language support. The study findings suggest that limitations in language ability have adverse effects on content learning, and the specific terminology poses as a big challenge to students. Therefore, teachers should support student's learning to ease the pressure of acquiring disciplinary literacy in English. For ex-ample, a glossary of terms can be offered before class to familiarize students with the subject terminology, and multi-media resources can also be provided to increase students' exposure to relevant content, leading to better compre-hension of the course content. In class, lecturers can make subject content more comprehensible through paraphras-ing, exemplification, analogies, and even brief switches to L1. Delivering content through English and expecting stu-dents to pick up the language naturally do not suffice, teachers should purposefully incorporate language teaching in-to EMI courses. Strategies include occasionally shifting attention to language features, providing language practice on subject topics, developing language and content integrated tasks, and pushing students to produce output in English. In this way students can build up ESP vocabulary and become fully socialized with the academic register.

Secondly, create an interactive learning environment. EMI lectures are normally characterized by large quanti-ties of teacher input, so less language production is required from students. However, lectures become more effective if learners are encouraged to check their understanding by asking questions of what the teacher is saying or ask for clarification and repetition (Macaro, Graham & Woore, 2015, p. 16). Therefore, instructors are suggested to stop and

ask for signals of confirmation to ensure comprehension. Besides this, they could also adopt a more communicative approach and create more opportunities to engage students in interactive activities, such as seminar discussions, debates, teamwork and pair work tasks, presentations, and even games. Moreover, the flipped classroom has great potential to foster interactive and effective learning activities for all learners by incorporating peer instruction and discussion (Karjanto & Simon, 2019, p. 122). Online learning communities can also be established to promote student involvement and invite the expression of sophisticated thoughts and reflections. By fostering an interactive and a collaborative atmosphere, a more student–centered pedagogy can be developed.

Thirdly, encourage students to use effective learning strategies. As students are directing their learning effort to two disciplines, it is imperative they do so to reap more efficient and fruitful outcomes. However, techniques frequently used by students, such as summaries, mental imagery, rereading and highlighting are of low effectiveness for long–term learning (Dunlosky et al., 2013). Therefore, it is up to the teachers to utilize highly effective teaching techniques on which learners' strategic behavior depends. Instead of simply imparting knowledge, teachers should allow students to build up an understanding of the subject topic by using their own reasoning abilities while they tackle problems. They could also create opportunities for students to actively retrieve information from memory by using practice tests (Biwer et al., 2020). Some class time should be allocated for review, and students also need help in making plans to review content. Furthermore, students need to develop high levels of self–questioning about their learning process and self–evaluation about their progress (Macaro, 2018, p. 170). This cannot be achieved unless teachers constantly guide them to do so. By taking a more active part in subject content and language learning, students can further benefit their learning and achievement.

Fourthly, diversify the assessment methods. As students usually develop skills that match the assessment they are measured by (Dafouz & Camacho–Miñano, 2016), teachers should adopt a variety of assessment methods to ensure that students meet the teaching objective. Acquisition and understanding of content knowledge is not enough, students should also be able to link theories with reality, make better decisions, and develop the economic way of thinking. Therefore, assessment should be more formative instead of summative. The conventional assessment methods, such as students' participation in class, coursework collected throughout the term, and written exams, should not simply serve as a check on whether students have mastered content knowledge and internalized learning. Instead, they should be treated as opportunities to promote high–level cognitive and metacognitive abilities. Instructors can also design thought–provoking projects, assign students to solve problems in business contexts and write essays on the application of theories in real settings, to stimulate their interest in exploring their thinking and continue their study outside class.

Conclusion

The present study evaluates students' learning experience of EMI Economics in the BE program, identifying strengths and limitations of the teaching method. Results show that students have scored progress in language competence and business knowledge and skills, but an L2 used as the MOI poses obstacles to content learning and raises a number of concerns. Therefore, improvements in current teaching pedagogy should be made to address these concerns and enhance the effectiveness of EMI. It is proposed that teachers should offer language support, create an interactive learning environment, encourage students to adopt useful learning strategies and diversify the assessment methods to produce better language and content learning outcomes and help students thrive in an EMI context.

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A Study on the Application of Production–oriented Approach to English Writing Teaching in Junior High School

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[Abstract] *Writing teaching is an important part of junior high school English teaching. With the deepening of curriculum reform in China, the requirements for English writing teaching are also constantly improving. However, there are still many problems in the teaching of junior high school English writing. A common problem is that there is often an imbalance between "input" and "output" in English teaching. In order to overcome the drawback of the traditional teaching and make students truly apply what they have learned, Wen Qiufang led her team members to jointly develop a theoretical system of English teaching with Chinese characteristics namely, the production-oriented approach. On the basis of in-depth study of the theoretical system, the author designs a teaching procedure which has four stages: motivating, enabling, assessing and re-output. This study not only finds a solution to the imbalance between "input" and "output" in junior high school students' English writing, but also provides new methods and ideas for improving junior high school English writing teaching.*

[Keywords] *Junior high school English Writing; production-oriented approach; output; input*

Research Background

Language skills are important component of language proficiency, mainly including listening, speaking, reading, writing, translation and the comprehensive application of these skills. They complement and interact with each other in language learning and communication (English curriculum standards for compulsory education, 2011). According to the 2011 Edition of English Curriculum Standard of Compulsory education, after junior high school, students can collect and prepare the writing materials positively according to the writing requirements, and they can write essay and message by themselves; students can correct their writing by the instruction of the teacher, and they may write the simple paragraph or the operation instruction under the diagram and the table tips.

With the deepening of curriculum reform and the development of the core literacy concept of English subject, more and more English experts, scholars and teachers pay more attention to English writing teaching, and they try to apply various new English writing teaching modes into teaching practice. Under the background, Wen Qiufang, led her team developed a theoretical system of English teaching with Chinese characteristics, the production–oriented approach (POA). The system focuses on solving the common problem of "paying attention to learning, not paying attention to use", and the separating of learning and using at English classroom in China. At present, the theoretical system has gone through several rounds of empirical research by front–line educators and education experts, and it has achieved many positive results. The author on the basis of further study of the theoretical system, with the theory as

guide, combining the reality of the junior high school English writing teaching, designs a set of "the teaching model of POA on English writing". The type includes four steps: motivating, enabling, assessing and re-output, each step is closely linked, and it hopes to improve students writing ability.

Research Purpose

The author attempts to use POA to improve the current students' English writing ability. Firstly, teacher guide students to "output", with the purpose of students realize their own shortcomings and enhance their internal motivation of learning. Through the "input-enabling", students can selective learning, it can save students a lot of time and make up their shortcomings, then assess the writing by students themselves and their classmates, it can make students realize and correct their mistakes, finally, the purpose of re-output is to let students consolidate their new knowledge. The author hopes to be able to improve junior high school English writing teaching through the POA.

The Definition of POA and Its Related Researches

The prototype of the production-oriented approach is "output-driven hypothesis" (Wen, 2007), which is aimed at the curriculum reform of English professional skills (Wen, 2008). It was extended to college English teaching in 2013 (Wen, 2013) and revised to "output-driven -- input enabling hypothesis" in early 2014 (Wen, 2014). In October of the same year, it was officially named as POA in the 7th International Seminar on English Teaching in China (Wen, 2014). Unlike traditional teaching methods, the POA emphasizes the process and the outcome of output.

The core of many theory of second language acquisition is the role of input, which is formed and promoted by Krashen's input hypothesis. We think Krashen's hypothesis first proposed in 1970. Krashen's hypothesis states that we acquire language in a very simple way, when we read and understand information. (Krashen, 1985, p. vii; see Krashen 1980, 1981, 1982 for earlier formulation of this hypothesis). Input theory holds that convertible language input is a necessary and sufficient condition for second language acquisition. Assuming that the current level of language learner is "i", if he can understand the language input of "i+1", then he can achieve the language level of "i+1". There is no doubt that input plays a vital role in language acquisition no matter first language or second language. So, the acquisition of these knowledge is subconscious and automatic. Therefore, in production-oriented writing teaching, teachers should provide students with appropriate and understandable input writing materials, it is conductive to the improvement of students' writing ability.

The output hypothesis of Swain has caught the attention of scholars all over the world since it proposed. With regard to Swain's viewpoint that output can promote the learner to shift from semantic processing to syntactic processing in the process of understanding. Lzumi (2003), pointed out that the process of language output is conductive to the learner's to form an internal motivational mechanism by reviewing previous literature on cognitive psychology of language acquisition, understanding and output, In other words, in the output process, learners, due to their limited interlanguage ability, they will find that they cannot find the appropriate form and meaning connection for their personal expression, so as to find problems and solve them. Therefore, the first step of POA, "motivating" is conductive for students to realize their own shortcomings and then conduct "selective learning" in "enabling" stage.

Michael Long's interaction hypothesis is developed based on Krashen's input hypothesis. But Krashen called back that comprehensible input includes interaction, and it is still not necessary for second language acquisition. Long agreed with the idea that comprehensible input plays an important role in second language acquisition, but stressed the "negotiation of meaning". "Negotiation of meaning" refers that the conversation participants use repetition, paraphrase and adjustment of speed to understand each other when communicative misunderstanding appears. He holds the idea that correct language input attaches more importance than simple language input. Interaction in

certain context provides learners with some hints based on the postures, expressions and speech from both speaker and listener, and then adjust their language to reach the goal of communication. It is the perfect combination of language input and output. Therefore, in the stage of "motivating", teachers should provide a communicative content for students, and they need to tell the students the output tasks. The combination of input and output will promote second language learning.

To sum up, Krashen overemphasizes the role of "input" in second language acquisition, but neglects the non-negligible influence of output on language acquisition. But Swain recognizes the vital role of language input, and proposed the importance of output. However, he did not specify the output has an important driving effect on input. Long interaction hypothesis emphasized to provide comprehensible input through interaction, and speaker and listener can improve their language ability.

The Application of POA in Junior High School English Writing

The teaching process of POA theory system consists of four stages in this paper. The first stage is motivating. According to the writing topic and writing requirements, teachers create relevant situations for students, and guide students to enter the situation to produce the corresponding desire for expression. Teachers can guide students to do oral expression according to the situation, and present the writing task to students at an appropriate time, so that students can write for the first time according to the writing topic in the situation and their own ideas. The teacher only defines the writing requirements and task, without any writing instruction and intervention. The purpose of writing for the first time is to enable students to find their own "deficiencies" in writing. In other words, even if students have thousands of words to express, they may not know where to start and how to write due to lack of relevant knowledge. When students realize their own "lack of knowledge", they can make up their drawbacks in the following stages, and at the same time, it also lays a solid foundation for the following "input-enabling".

After the students finish their first writing, the teacher reviews and divides them into three degrees: excellent samples, typical samples and poor samples. Excellent samples have few mistakes, and it can be used as examples for students to appreciate; typical samples have some mistakes, where students' writing needs to be modified; poor samples have too many problems. So, the typical samples have common problems refer to the problems that most students have appeared in their compositions. The selection of typical samples can help teachers to better clarify and summarize the common problems of students writing, and it is convenient for teachers to select appropriate reading materials and input knowledge in class. It should be emphasized that teachers should implement anonymity when demonstrating and explaining typical samples and their existing problems in class, so as to avoid damaging students' writing enthusiasm and protecting students' self-esteem.

The second stage is enabling. The teacher presents the reading materials prepared in the first stage after the class. The content of the materials is closely related to the topic of this writing. The learning of the reading materials is divided into two steps: the first step, the teacher leads the whole class to learn the reading materials, and then explains the relevant knowledge in detail according to the requirements of the writing task. Then, the teacher explains the common problems in the typical samples, at the same time, students engage in selective learning.

The third stage is the evaluation stage. On the basis of the teacher's evaluation, the students make self-evaluation and revise their own compositions. After that, peer review will be carried out, four or five students in a group, they can evaluate each others' composition.

The students write for the second time on the basis of the draft. The topic and task requirements of the second writing can be determined according to the students' writing level and practical ability. In this re-output writing, excellent samples, the typical can be the same as the first writing, and the task can be changed; the writing topics and

tasks of the typical samples and the poor samples are the same as the first writing. The re−output stage can be ar−ranged in class or after class according to the actual situation of class schedule. At this point, the whole process of production−oriented English writing teaching has come to an end. It should be noted that although some stages are completed in class and some stages are completed after class, the four stages of the model are closely linked.

Research Significance

The teaching process of POA is motivating (writing output), enabling (relevant knowledge about writing), assess−ing (students and teacher) and re−output (correct writing). The model is helpful to solve the phenomenon of "learning can not use" in traditional teaching. From the perspective of students, the motivating stage is conductive to encourage students to write on their own initiative and find their own shortcomings. The enabling stage is conductive to make up drawbacks of students' composition through relevant materials and students' selective learning. The assessment stage, which is accomplished by students and teacher, it can make students to aware their errors. The re−output stage is helpful for students to consolidate their new knowledge and apply it to their writing practice. From the perspective of teachers, this model can help teachers understand their students better, and it is helpful for them to get more teach−ing feedback, and make them constantly adjusting their own teaching. Students' dominant position and teachers' leading role are organically integrated together, so that teaching and learning can truly be achieved.

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Using PBL to Boost Postgraduate English Teaching During Distance Learning

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[Abstract] *Due to the pandemic of Covid-19, the traditional postgraduate English teaching was transferred from the real classrooms to the virtual classrooms of distance learning, which resulted in the low efficiency and effectiveness. To help solve these problems, this paper puts forward a PBL (Project Based Learning) method, gives the reasons for choosing this method, provides the procedures to conduct PBL, and lists five noticeable questions for PBL.*

[Keywords] *project based learning; postgraduate English teaching; distance learning*

PROBLEMS STEMMING FROM THE DISTANCE LEARNING

At the beginning of the year, an unexpected breakout of Covid-19 greatly changed many people's routine life. The pandemic also caused great changes in our working and studying patterns. We could not go to our workplaces and students could not go to their schools. Thanks to the development of the internet technology, we began to work online at our homes and students began to study online in the distant virtual classrooms.

However, this swift change caused many problems. Take the postgraduate English teaching as an example: Given a very limited time to prepare for the new pattern of teaching, many teachers spent much of the time getting familiar with the technologies and they simply transferred their doings from the traditional classrooms to the virtual classrooms. Soon, the teachers discovered that they can not easily control the class as they did before. For example, they might spend much longer time questioning a student than in the face-to-face questioning due to the signal delay; they might have to pause for a while to solve the accidental problems caused by the breakdowns of the software or the hardware; and they might repeat several times what they had said to ensure that all the students had seen or heard clearly (Ma, 2020, p. 24). Many times they found that they could only finish two thirds or even half of their teaching contents when the time ran out. That is to say, the teachers can not finish the fixed teaching contents within the scheduled teaching hours, which translates into a low efficiency. In addition, just facing the screen or the images of the students, the teachers were not very sure whether the students were following the teachers' pace, especially the students who are inactive. On more than one occasion, the teachers found that their students were absent from the virtual classroom or doing some other things rather than listening and/or watching carefully. The comfortable home environment distracts the students' attention away from their learning when they are sitting in the virtual classroom or doing the after-class assignments, which causes an far-from-ideal effectiveness.

Many teachers would agree that the traditional lecture-style teaching method in the virtual classrooms achieved very low efficiency and effectiveness (Deng, 2020, p. 23).

HIGHER EFFICIENCY AND BETTER EFFECTIVENESS
AS WELL AS THE TRAINING TARGETS FOR POSTGRADUATES

To make all the students active in the teaching process and achieve higher efficiency and better effectiveness, we use PBL (Project Based Learning) to boost postgraduate English teaching during distance learning, which can also improve their abilities and skills to think critically, to make wise decisions, to collaborate closely with peers, to effectively solve problems, etc.

Higher Efficiency and Better Effectiveness

PBL is a model that organizes learning around projects. Nowadays, as an appropriate and effective method, it is widely used in the teaching of English as a second language (Du & Han, 2016, p. 2). According to the definitions found in PBL, projects are complex tasks, based on challenging questions or problems, that involve students in design, problem−solving, decision making, or investigative activities; give students the opportunity to work relatively autonomously over extended periods of time; and culminate in realistic products or presentations (Jones, Rasmussen, & Moffitt, 1997, p. 43).

Project Based Learning emphasizes student−centered instruction through the assignment of projects. It allows students to work more independently to construct their own learning and culminates in student−generated products. It is a pattern that transforms teaching from "teachers' speeches" to "students' deeds". Students become active problem−solvers, decision makers rather than passive listeners, they collaborate or cooperate with each other, organize their activities, conduct researches, solve problems, synthesize information, organize time and resources and reflect on their learning. The students are always on the run to get their project done. Researches have shown that the students' active involvement in the whole process of the project enhances the quality of students' learning in subject matter areas (Thomas, 2000, p. 35).

On the other hand, teachers change their role "from sage on the stage to guide on the side" and assume the role of cognitive coach (by asking, monitoring, probing, managing, group regulating, keeping moving) rather than knowledge−holder and disseminator (EduTech, 2020, p. 6). Teachers will not teach knowledge that they formerly taught in the classrooms. Students will learn the project−related knowledge on their own. The classroom time would be used to ask questions by students and answer questions by teacher, that is, to provide guidance for students to follow. In other words, the teachers and the students focus their attention on the core issues of the project, the ones that push the project move forward. This is the improved time efficiency. In addition, "fragmented knowledge" taught in the traditional classrooms has been designed systematically into the project. Through one single project, the students can actually learn a series of loosely connected knowledge. This is the enhanced content efficiency.

The Training Targets for Postgraduates

Moreover, project serves as the initial challenge and motivation (appealing to be explored, setting up the context of learning), which will drive the students to learn in the process of researching. This makes learning and researching equally important, which is the core of postgraduate education. The education of postgraduates requires that the students can not only obtain the abilities to learn knowledge but also gain the skills to work creatively through the training of scientific research. Compared with the education of undergraduates, the education of postgraduates puts more emphasis on the abilities and skills to identify problems, analyse problems and solve problems. As an important part of the postgraduate education, the concepts and methods of English teaching should serve for the overall training targets for postgraduates. Hence, the postgraduate English teaching should integrate its contents within the framework of independent research. It should try to improve the students' abilities and skills to practically use the English lan−

guage, collaborate with peers and lead the team during the process of a specific project. The postgraduate English teaching should make the students experience the basic features of different cultures in the aspects of thinking, expressing and acting, through which it makes them acquire a fairly good intercultural communicative competence.

In addition, PBL fits into the education of postgraduates. Generally speaking, a postgraduate has wider scopes of knowledge, stronger abilities to do researches and better personal qualities to work in a team, which are crucial for a successful project.

GENERAL PROCEDURE TO CONDUCT PBL

Traditional lecture−style teaching separates knowledge learning from the creative use of the knowledge learned. The learners are always the passive receivers of the knowledge. On the contrary, PBL covers all the elements needed for knowledge constructing and makes the two (learning knowledge and using knowledge) integrated systematically. The project in the postgraduate English teaching can go into various forms, such as lectures, reports, plays, micro−films, etc. PBL in the postgraduate English teaching is generally conducted in accordance with the following procedure.

Choosing a Project

The choice of a project is the key to the success of PBL. In the first place, the postgraduates' English level should be taken into consideration. The language requirement of the project should be a little bit higher than the students' actual level. In this way, it will not only guarantee that the project can be carried out smoothly, but also the students can improve their English during the process. They may learn some new English language or use the English language they have learned more fluently. In the second place, students should have the freedom to choose a course−related project according to their own interests. The teachers should not impose a specific project on students. What teachers should do is to provide guidance for the students to choose their projects based on the teachers' knowledge and experiences. In the third place, the project should originate from the students' daily life. Otherwise, the students cannot make observation or analysis from their point of view. In the fourth place, the project should involve complex and systematical problems rather than simple and separate problems. Only in this way can the students use their inter−discipline knowledge and master the procedures and methods of the research. In the last place, the project should finally turn into a product. In fact, choosing a project is the process of communicating between students and teachers and it itself is the process of researching and finding.

Making a Plan

The plan for a project should cover the contents, the methodologies, the procedures and the time−table. The contents are the entity of the project; they answer all the project−related questions. The methodologies and the time−table should be decided according to the features and needs of the project. The procedures should show the inner logic of the research process. Moreover, the plan should be flexible and adjustable for the reason that a research process is always unpredictable.

Exploring the Project

The exploration of the project is the main body of PBL. It is the core process for students to conduct the research and gain knowledge and skills. It is composed of the following four basic stages, namely collecting information, sorting and processing information, analyzing and evaluating information, and drawing conclusions. The information collected

must be real and reliable. The collected information must be sorted and processed scientifically. A rigorous and complete logic must be ensured during the analyzing and evaluating process. The conclusions must be supported by the reliable and sufficient evidence. In addition, English must be the working language during the exploring process and all the information must be expressed in English. By the way, the team members are encouraged to show their talents during the exploring process and learn how to communicate and collaborate, which is not only the demand for the modern scientific research but also the need to construct a healthy personality.

Making the Product

The product is the basic and key element for a project to be established and it is the evidence to show the cognitive results. It is also an important feature to distinguish Project Based Learning from other forms of learning. The process of making a product should keep pace with the conducting of the project. Actually, the process of conducting a project itself is the process of designing, making and perfecting a product. The product can go into the forms of lectures, essays, reports, models, web-pages, audio and video files, etc. This process can greatly improve the practical use of standardized English.

Exchanging the Products

Exchanging the products is a process of presenting and sharing. It is also a process of reflecting and improving. More importantly, the students will fully enjoy the happiness brought by PBL, obtain confidence, and form the good habit of thinking critically and practising whole-heartedly. The forms of the exchange can be exhibits, presentations, debates, competitions, etc. These activities provide a good chance for the students to improve their oral English.

Evaluating the Projects

The function of evaluating the projects is to provide a incentive mechanism and serve as foundation for further improvement. The general principle for evaluating the projects is the combination of quantitative and qualitative evaluations, which should cover the research process and the final product. For example, the choosing of the project, the performance of students in the team, the making of the plan, the arrangement of the time, the expression of the results and the presentation of the product should all be taken into consideration while doing the evaluation. The forms of evaluation can be self-evaluating, peers' evaluating and experts' evaluating. The evaluation should focus on both the contents of the project and the usages of the language. They are equally important.

THINGS TO BE MOTICED

When teachers are adopting PBL as their teaching method, they should consider the following five questions.

Are the PBL projects central to the curriculum?

Are the PBL projects focused on the questions or problems that drive the students to gain the key concepts or principles of the discipline?

Do the PBL projects involve the students in a constructive research?

Are the PBL projects student-driven to some significant degree?

Are the PBL projects realistic?

CONCLUSION

PBL is the process of constructing knowledge system in the student-centered pattern. The project combines

thinking with practising and integrates learning into researching. Thus it makes the learning become an active exploring process rather than a passive receiving one. Through the participation of project-related activities, the students improve their abilities and skills to learn in an independent and collaborative way and develop their competence of researching and problem-solving. The core feature of PBL is student-centered, but it does not mean that the roles of teachers are weakened. On the contrary, PBL sets up higher requirements for teachers. It requires that teachers must have a good master of the project-related expertise and updated development of the discipline. Meanwhile, it requires that the teachers must have the abilities to deal with different students and complex projects. The teachers should actively guide, direct, organize and supervise the doings of the students and the goings of the projects. The teachers should believe that the students have the potentials to trigger their great creativity under the proper guidance. All in all, the smooth communication, interaction and collaboration between teachers and students are the key factors to the successful PBL.

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Research on the Training of Applied Business English Talents

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[Abstract] *Business English talents can be a connecting bridge among enterprises. Enterprise application oriented business English talents put the stress on enterprise. In cooperation between companies, those people show great power and advantages, especially in foreign trade. From the aspect of the characteristics of business English and teaching, this paper elaborated how the higher education schools cultivate the talents of business English for enterprise application, and the teaching methods were studied.*

[Keywords] *applied talents; business English; enterprise; education*

Introduction

As a kind of English for special purpose, business English appeared with the development of economic globalization. The employees' business English knowledge and ability can directly influence the status of China in the international business competition. Therefore, cultivation of high-quality business English talents who can adapt to the background of economic globalization is what our enterprises need to be concerned most at present.

Business English has its own uniqueness, and business English teaching is not completely identical with ordinary English teaching. From the current economic development of our country, enterprise application oriented business English talents are required by the markets and to some extent they are lacking. According to the research by Li Zhao and Zhao Han (2006), over 500 universities and colleges have established the major of business English. Business teaching developed from the late 1960s, and passed four steps: special vocabulary, gambits, function language and business skills training (Cole & Smith, 1993).

The Ability Requirements of Applied Business English Talents

Firstly, it is professional ability. Basic ability of English language and international business students of special knowledge, professional skills and special ability are directly related to the occupation. Professional ability is an ability of teachers to engage in specialized work. The professional ability is based on professional knowledge. As a teacher, the fundamental task is to learn a good set of professional courses and be armed with knowledge. Therefore, teachers should take the initiative and make full use of the resources provided by the university. Teachers also need to make a good reserve of professional knowledge to lay a solid foundation for the profession. In order to enhance the competitiveness in the job markets, foreign language majors should learn more about business, finance, law and other fields.

Secondly, it is application ability. It includes the ability of independent thinking, the ability of judging and deci-

sion-making ability, the ability to use information, the ability to master the new technology and innovative ability and so on. According to national strategy of China's Ministry of Labor and Social Security in 1998, the "core competence" is divided into eight categories, including: communication with people, digital applications, information processing, cooperation, problem solving, self-learning, innovation and application of foreign language. Professional core competence refers to the ability to engage in any professional activity and adapt to the continuous change of positions and the rapid development of technology.

The last one is social ability. It includes the ability of organization and coordination, the ability of communication and cooperation, the ability to adapt to the transformation, the ability of criticism and self-criticism, the ability of oral or written expression and psychological endurance and social responsibility. Teaching can no longer meet the needs of the development of the market economy and the diversification of interests. Moreover the individual consciousness and subject consciousness are also increasing. On issues of employment, the teachers strive to make a wise choice. More and more teachers will work hard and burden their responsibilities.

Reconstruction of Business English Courses

According to Ye Xingguo (2012), the undergraduate BE program is a carrier of talent education for the Business English discipline and curriculum links between the Business English discipline and the Business English program. Survey shows that the current business English curriculum can't fully meet the needs of students. Either business theory or time is far less than the students' needs, and much lower than the social requirements. After defining the teaching goal of applied business English talents, it is necessary to optimize the curriculum structure and adjust the curriculum.

First of all, the training objectives of business English majors are determined. The focus is to cultivate the party's basic line, in Germany, Chile, the United States and other aspects of the comprehensive development of international trade professionals. Therefore, the teaching objectives should focus on mastering the basic skills of business English in actual work and acquiring the knowledge of international trade. As Students majored in business English, you are supposed to be familiar with foreign trade policies and regulations and have professional ethics, physical and mental health. In addition, you are required to have scientific thinking ability, good communication skills, innovative spirit and practical ability. The setting of core courses needs to be closely integrated with teaching goals. The main consideration is the following three aspects. First of all, the curriculum and professional requirements must be consistent. Main courses are set up according to professional requirements, such as "International Trade", "Marketing", "Business English", "Trade Law" and other courses. Secondly, the setting of courses should be closely related to social needs. Thirdly, the courses should be consistent with the language points of authoritative examinations, such as the National English Test and so on.

As a program for specific business purposes, business English has its unique terminologies and word-formation methods in the language level, and it also requires distinctive teaching objectives, teaching contents, teaching evaluations, and curriculum design. (You & Zhang, 2011, pp. 160-162) Firstly, it is practicality and pertinence. In order to cultivate the Business English talents with enterprise application, we should use industry-related books as teaching materials. Secondly, it is authority. The National English proficiency test, or PETS, is the National English proficiency test system designed by the Ministry of education. It is the test of listening, speaking, reading and writing which ensures that the scores of different tests at the same level are comparable, and candidates can take the test at any time. Even after graduation you must further study and obtain a higher certificate, which makes this examination continuous. Therefore, we chose the national English test textbook as our reading material. Finally, choose the latest version of the textbook and eliminate the old, outdated textbook. The content of PETS textbooks keeps pace with the

times and can attract students' attention.

Highlight of the Characteristics of Business English

Business English is based on general English, so it has the linguistic features of general English. At the same time, business English is a combination of business knowledge and English and it is a functional variant of English which has obvious characteristics.

In the course of teaching, it is necessary to highlight the characteristics of business English. At present, business English professionals are very popular in the market, but they are also challenged by other related majors, especially in professional fields such as international trade and international finance, part of whose courses is consistent with business English majors. In order to make the students take the advantage in the fierce market competition, it is necessary for business English majors to give prominence to their own advantages. In particular, the English language must be firmly maintained on the advantages of their own, while the students targeted to learn business knowledge, and highlight business practice courses. (Daniel, 2005)

Firstly, the accuracy of business English is conducive to promote the circulation of commercial information. The world has gradually entered the era of knowledge economy, and the knowledge economy is to promote the coordination of man and nature and the sustainable development of the economy, which is the intangible assets investment based economy. Intangible assets investment plays a decisive role in the role of macro-control, scientific decision-making in knowledge is the increasing trends in the economy. In modern society, the value of knowledge is far higher than that of human, financial and material, which is the most basic factor in all the factors of value creation. In international trade, it is very important for the enterprises to use the English language to acquire the relevant knowledge of business. For example, "Thank you for the normal expression of your letter of last month." In business English, it's better to say "Thank you for your letter dated 1st June". The exact expression can avoid time fuzzy disputes arising due to trade activities and help to improve the efficiency of commercial information circulation.

Secondly, the politeness of business English is helpful to improve the ability of foreign trade personnel. With the development of international trade, more and more Chinese are engaged in foreign trade. How to occupy a place in the management of foreign companies, in addition to trade knowledge, language differences are the biggest obstacles they encounter. Except academic English, business English is the most important modern communication tool. This requires foreign trade personnel not only to be familiar with the trade process and norms, but also to strengthen the use of business English and to create favorable conditions for the success of trade activities. At the same time, before getting in touch with the customer, you must understand the customer's interest. For customers in their hometowns, according to local customs and practices, you should take time to understand the customer's situation before visiting. In this way, a tacit and harmonious relationship can be established very quickly with customers. In the process of preparing for learning, it has a very positive effect on improving the cross-cultural communication ability of foreign trade business personnel. The politeness principle in Business English requires that we should try our best to benefit from each other's interests and stand on the other side's position to express our wishes. For example, your active participation in this conference will be highly appreciated. Pronouns can make each other feel respected. So in business English, use the second person pronouns as much as possible instead of the first person pronouns.

Improvement of Teachers in Enterprise

The professional quality of business English teachers in the teaching practice has been put forward for nearly twenty years. Due to the particularity of business English, English teachers are also very special. Business English teachers with professional English knowledge can teach business knowledge in English teaching, and they also need

to have a more comprehensive understanding of business knowledge and put forward their own views and opinions, instead of fully echoing the content of the book. In this way, most of the ordinary English teachers are not competent, and the problems of the teachers mentioned above appear. It is necessary and feasible to improve the professional quality of business English teachers. Nowadays, some scholars have proposed the training of "dual-qualified teachers". Teachers must not only possess relevant knowledge of their profession, but also have working experience in a company. The author believes that this "dual-qualified teacher" is very useful for business English teaching, but it needs to be improved. This kind of teacher has its own unique advantages, but it can only meet the teaching requirements in theory, and practical knowledge is still lacking. Nowadays, business English teachers have acquired business knowledge from business English teaching and textbooks, so that they fully meet the theoretical requirements of business English teachers. If conditions permit, the school should select excellent teachers to go to relevant companies for training for three to six months, so that they can better engage in business English teaching in the future.

The teacher is the executor of the teaching activities. Teaching reform is the key to improve the quality of talent training. It is necessary to put forward higher requirements for teachers on the knowledge structure, practical ability and innovation ability. Teachers should develop self-improvement plans to cultivate better talents for the society. Colleges and universities should pay attention to the improvement of teachers' academic ability and academic quality, in order to maintain and improve the scientific research level of colleges and universities, strengthen the scientific research management and evaluation of teachers, and improve the university's educational philosophy and sustainable development ability. At the same time, it is an important way to encourage teachers to continue their study by stages, which is essential for teachers' self-development. At present, our team can adapt to the needs of professional development of teachers. There is a serious shortage of teachers in colleges and universities, and the workload of young teachers is large. Teachers cannot continue to learn while completing the teaching workload. We must pay attention to the professional development of teachers to encourage on-the-job learning. We should guide teachers to set their own research directions according to the goals of school professional construction and make their own learning plans.

There are two ways to train teachers. One is to select excellent teachers for short-term study in domestic first-class universities. Teachers can continue to study one or several courses and pay attention to the practice of course learning. Another way is to strengthen on-the-job learning and practical learning capabilities in relevant enterprises and institutions. In addition, we must be good at researching problems in practical teaching to improve teaching ability and practical application level. Normally, the time for teachers to study is on vacation. There are also two ways to hire talents from other universities and enterprises. If the number of professional teachers in our school is insufficient, we can hire other university teachers to join our school curriculum construction and teaching. Another way is to hire talents from relevant enterprises and institutions to participate in teaching activities, especially practical teaching content, in order to change the current situation of insufficient dual-qualified teachers in our school. Regardless of the form of employing part-time teachers, the main function of teachers is to assist teaching and improve teaching standards.

Implications and Conclusion

Business English professional teaching should be combined with enterprise application-oriented training, focusing on comprehensive quality education. To make the graduates become the applied talents with characteristics in the social competition, we should establish the training concept of "firm foundation, wide-ranging, focusing on practice, highlighting individuality, and high-quality application-oriented talents". In the future, we will further study and explore the talent training model, and continue to cultivate more excellent business English talents for the development of export-oriented economy. At present, social development has entered the space and stage of global economic de-

velopment, and the requirements for the quality of business English talents are getting higher and higher. However, the training goals, textbooks and teaching content, teaching methods and teachers' quality of business English at this stage are difficult to achieve the purpose of application–oriented talents training. There are still many problems. This paper puts forward the goal of cultivating practical business English talents. In the process of training, we should optimize the curriculum structure, reform the teaching methods and improve the quality of teachers. In order to meet the needs of business English talents, the existing situation of Business English talent training must be changed.

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Acknowledgements

Reducing Students' Foreign Language Speaking Anxiety Through Drama Performance

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[Abstract] *Language anxiety is one of the most important emotional factors in foreign language learning and is pervasive among the learners. Of the four skills, speaking is more likely to induce anxiety. By doing the experimental research, this article suggests that English drama play can reduce the students' anxiety in speaking English, moreover it is helpful to organize the activities in College English teaching.*

[Keywords] *drama performance; oral English; anxiety*

Introduction

It is clearly stated in *College Curriculum Requirements* (2017) that "the objective of College English is to develop students' ability to use English in a well-rounded way, especially in listening and speaking, ···." However, there are some practical factors which have negative influence in College English teaching, such as the shortening credits and the unfavorable learning atmosphere, etc. So there are some difficulties in improving the students' ability in oral English. This is partly due to the fact that some students mainly focus on how to improve their academic scores in the senior schools and they pay little or no attention to the skill of speaking. So they might have trouble in expressing themselves by using English. Meanwhile, some students are reluctant to answer the question in English or communicate with their partners in English just because they are afraid of making mistakes, which will be considered as "losing face". In other words, they have anxieties if they are asked to speak in English.

Anxiety has been considered as one of the major obstacles in foreign language learning. Horwitz (2001) thinks that one-third of all foreign language learners experience some level of language anxiety. And the studies in the field of Foreign Language Anxiety have repeatedly revealed that the learners are more likely to have anxiety in speaking compare with other language skills (E. Horwitz, 2001; Melouah, 2013). So how to help students deal with the language anxieties in the speaking has aroused much interest in the research.

Literature Review

Horwitz and Cope (1986) defined anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (p. 125). Language anxiety is a kind of felling which always takes place on the learners who are expected to learn and employ the second language or a foreign lan-

guage. Students would become very nervous and perplexed and thus lead to a poor performance when they suffer from the language anxiety in the classroom, which may in turn create more anxiety and poorer performance. Most foreign language learners would not deny the fact that they have experienced the tension more often than not while learning a foreign language.

Anxiety are Generally divided into three categories: trait anxiety, state anxiety, and situation specific anxiety. Trait anxiety refers to "a stable predisposition to become anxious in a wide range of situations" (Spielberger, 1983, cited in MacIntyre, 1995, p. 93). State anxiety refers to "an immediate, transitory and emotional experience with immediate cognitive effects" (Spielberger, 1983, cited in MacIntyre, 1995, p. 93). The term "situation specific anxiety" was coined by MacIntyre and Gardner (as cited in Horwitz, 2001) and refers to the continuous and varied nature of some anxieties. Horwitz et al. (1986) classified foreign language anxiety into three components as:

1. Communication apprehension, which arises from learners' inability to adequately express mature thoughts and ideas.

2. Fear of negative social evaluation, which arises from a learner's need to make a positive social impression on others.

3. Test anxiety, an apprehension about academic evaluation.

Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS). Many researchers then began to use or adapt the FLCAS to measure foreign language classroom anxiety among learners and tried to correlate anxiety to the language performance of the students.

As for the research of language anxiety in speaking, Phillip (1992) found that foreign language anxiety have a debilitating impact on their ability to speak it. And it should be of considerable concern to language educators and students not only on performance on oral test, but also on students' affective reaction and their attitudes towards language learning. Young (1991) stated in his research that some researchers found no relationship between anxiety and performance. Some researches even suggested that some anxiety enhanced oral performance. Stern (1997) discovered that anxiety in speaking could disturb the learners' behaviors in language study and language performance. Williams and Andrade (2008) found that asking questions by EFL or ESL teachers' in classrooms make students anxious.

The relationship between anxiety and oral performance is also a hot topic in China. CHEN Jie (1997) found that trait anxiety and environmental anxiety are negatively correlated with English oral performance. CHEN Yuming (2001) discovered that anxiety is the main factor that obstacles the college students in participating in the activities and discussion in oral English class. CHEN Yao & LI Changjiang (2007) investigated 86 college students from Niaoning Province and statistical results show that most of them felt a higher level of anxiety in oral English learning with distinct individual differences. GAO Xianli (2008) investigated 12 non-English majors and the results indicated that there was significant negative correlation between English learning anxiety and oral fluency. In other words, students with higher anxiety spoke more slowly, stopped more frequently, and yielded fewer acceptable sentences. XU Dan (2014) investigated 240 students and found that there was a significant negative correlation between language anxiety and oral English fluency. WANG Haizhen (2019) found that anxiety plays a mediating effect on the relationship between motivation and English speaking achievements.

As on how to reduce the language anxiety in oral performance, Foss & Reitzdels (1988) found that oral interpretation, oral reading of a script before an audience is a good way of handling communication anxiety in second language classrooms. Ntelioglou (2006) investigated the impact of integrated drama/ESL lessons on second language learners' language skills. And the research findings suggest that the integration of drama helped students cross borders of cultures, identities and literacies in the multicultural second language classroom. Fuentes (2010) study shows that drama performance has a positive effect for the learners' autonomous learning, motivation and pronunciation.

Hasan Saᵒlamel & Mustafa Naci Kayaoᵒlu (2013) found that drama performance will reduce the students' language anxiety in oral performance. GU Xiaole, HUANG Furong & WANG Song (2004) made a theoretical discussion on improve the oral ability by using cooperative learning and drama performance. WU Junli (2009) found that pre-writing preparation can effectively reduce students' language anxiety in spoken English classes and improve students' oral ability. WANG Tianjian (2013) found that the Classroom Speaking Anxiety is negatively correlated with the total number of words in Communication Units. What's more SARM (Speaking Anxiety Reduction Model) can reduce speaking anxiety and increase the total number of words in Communication Units. LIAN Zhaoxia, WU Peng & LIU Yingli (2017) made an empirical study and found that APP can significantly alleviate the anxiety in oral English class. What's more, the combination of APP and traditional oral English teaching can alleviate students' oral anxiety more than all-APP oral teaching. Even though there are lots of researches, the there are few empirical studies in reducing the foreign language anxiety of speaking English through drama performance. This study is concerned with investigating English language speaking anxiety among non-English major students in the Chinese local university. The following questions are addressed:

1. What is the current situation of Chinese students' speaking anxiety?

2. Is drama performance effective in alleviating the language anxiety in speaking?

Methodology

This research was designed to study the speaking anxiety specifically among Chinese undergraduates in the local university. So the participants were some freshmen of a local university in Zhejiang Province.

Subjects of the Study

This study was conducted in Huzhou University, Zhejiang Province. 75 non-English major college students were selected in the School of Engineering. There are 19 female students and 56 male students. The ages of the students ranged from 18 to 20 years old. They need to study College English as it is a compulsory course for them. Their average score of English in the College Entrance Examination is 106, and the highest score is 137 and the lowest score is 59. This is in the agreement with the students' English levels of the whole university as the average score is 109.9 with 141 the highest and 26 the lowest.

Research Instruments

The Foreign Language Classroom Anxiety Scale (FLCAS) was used to the subjects. In order to make it clear, Foreign Language was replaced by English. FLCAS consists of 33 items that are scored in a 5-point Likert scale ranging from "Strongly agree" to "strongly disagree". Of these items, 8 items are scored reversely, that is to say, "strongly agree" indicates one point while "strongly disagree" indicates five points. These items are items No. 2, 5, 8, 11, 14, 18, 22, 28 and 32. The total scores of the scale range from 33 to 165.

In order to let the students express their own thoughts more freely, an online interview was carried out. 19 students were randomly chosen and the questions in the interview mainly include: what factors make you feel nervous in speaking English? Did you feel nervous when you were performing the drama in English? What are the advantages and disadvantages of the drama performance in practising Oral English? What are the differences between the drama performance and other activities in Oral English teaching?

Research Procedure

In order to make the participants understand the items in the questionnaire completely, both English and Chinese are used for the items. Furthermore, the researcher provided explanation if there is any vague item that the par-

ticipants were not sure. In October 2019, all the 75 students were asked to answer the FLCAS. Before they began to answer the questionnaires, the researcher told them about the objectives of the study and were encouraged to give the honest responses. Additionally, the participants were told that their answers would remain absolutely confidential.

Then the students were divided into groups of 4 (with one group of three people) according to the principle of being heterogeneous within the group and being homogeneity among the groups. This means that the students' English levels in each group are different, but the English levels of groups are similar to each other. Once settled down, the students could not change to other groups at random during the experiment period. The students then decided the name and logo of their own groups. Each group would prepare four English dramas, with three of them unloaded online and one of them performed in class.

The assessment for the performance was done both by the teacher and the students. In order to be fair, the students from different class were asked to evaluate the online drama performance. That is to say, the students in class 1 assessed the online drama performance of class 2 and vice verse. The assessment was done in the name of groups. Specifically, members of each group need discuss to give a score for all the groups from the other groups. What's more, they need describe their score briefly. The teacher scored for each group of their drama performance in class, but it didn't mean that the students had nothing to do. They need to evaluate other groups' performance from the same class by stating the good points and weak points. As they were called randomly, for example No.2 from each group this time and No. 3 next time. This required students to get well prepared and enhanced their opportunity to speak in English. The average scores from the teacher and other students would make up the final scores for the daily performance.

In January 2020, before the end of the class, the students were asked to answer the FLCAS for the second time. And one person from each group was chosen randomly to have the interview, but students from different levels were contained in the interview.

Results and Discussion

Results of the questionnaires

Zikmund et al. (2010) recommend the following threshold to interpret the values: scales with a coefficient alpha between 0.80 and 0.95 are considered to have very good reliability, those that have values between 0.60 and 0.70 have fair reliability, and values below 0.60 show poor reliability. The internal consistency of the research, as measured by Cronbach's alpha coefficients, was 0.8264. The result suggests that the respondents were generally consistent in their opinions with regards to the questions in the questionnaires.

In this research, items related with communication apprehension are paid great attention while items related with test anxiety and fear of negative evaluation are not considered. In specific, the researcher focused on 17 items named item 1, 3, 4, 9, 13, 14, 15, 18, 20, 23, 24, 27, 29, 30, 31, 32 and 33 of the questionnaire. The results before the experiments are shown below:
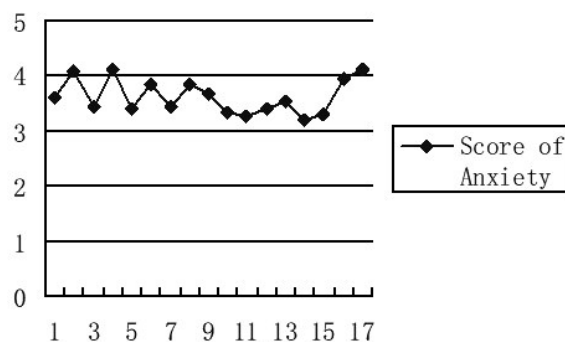
Chart 1 Anxiety levels of the Pre–research

The average anxiety score of the students before the research is 3.62, with the highest one 4.11 and lowest one 3.21. And the following line graph shows the results of the post–research:
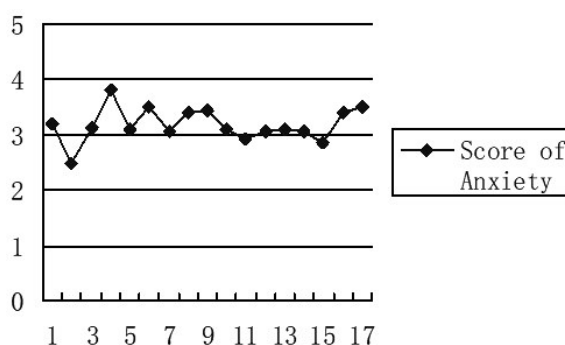

Chart 2 Anxiety levels of the Post–research

The average anxiety score of the students after the research is 3.18, with the highest one 3.72 and lowest one 2.48. Horwits (1986) thought that the learning efficiency will be reduced if one has too high anxiety level (3.6 and more) or too low anxiety level (2.8 and lower) . The mediate anxiety level (between 2.8–3.6) will help one to achieve desirable learning efficiency. The average anxiety level of the students before the research is 3.62, which means that the students have high anxiety in speaking English. The average anxiety level of the students after the research is 3.18, a figure between 2.8 and 3.6, which means that the anxiety level is reduced and the anxiety in speaking English is controlled efficiently.

Results of the interview

The students put forward the advantages of performing English drama in Oral class in the interview as follows:

Firstly, the drama performance helps to solve the problem of being short in time. Because of the limited time, the time allocated for practising English is far from being enough. Meanwhile, many students have trouble in expressing themselves clearly and accurately, which leads to the poor preparation and shallow discussion. Drama performance requires students to make full use of the spare time after class, and they can prepare it accordingly.

Secondly, the drama performance helps to create the comparatively authentic context. As the drama is per–formed in the certain context, the students need to choose the appropriate language for real communication. On the one hand, it enriches the learning atmosphere. On the other hand, the oral practice is no longer to imitate or recite what the students have learned.

Thirdly, the drama performance helps to develop the students' creativity and enhance their confidence. In the

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process of preparing the drama, the students can utilize their own creativity and initiatives. For example, one group adapted the story, *The Peacock Flies to the Southeast*. In their drama, JIAO Zhongqing and LIU Lanzhi worked together and thought of all possible ways to persuade JIAO's mother, who was finally moved and agreed about their marriage. Meanwhile, the comments from their peers are not only confined to language itself. They would praise the design of the story, the ability in performance and music, etc. These comments not only improve the students' confidence in learn English, but also increase their interest in learning English.

Of course, many students agreed that the choice for the drama would become more and more difficult as time went on because the commonly familiar ones would be occupied very quickly. They were challenged in choosing the drama they liked.

Conclusion

The results of the study indicated that the language anxiety in speaking for Chinese non-English majors is high and the dram performance did work in reducing the anxiety in speaking as it can increase the opportunity for practice and create a more relaxing atmosphere. However, there are some limitations for the study, for example, the period for the experiment is short, the group of the participants is small and more methods could be used, etc. These questions will be taken into consideration in the following research.

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Reflections on the Development of Scientific English Writing Based on New Liberal Arts Thinking

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[Abstract] As an important part of the construction of "The Four New" by the Ministry of Education, the concept of "new liberal arts" was put forward in 2018 and officially launched in 2019. Mr. Wu Yan announced "Declaration of new arts construction" on the Conference of the Construction of New Liberal Arts in Weihai Shandong on November 3rd, 2020. New Liberal Arts has entered the stage of all-round implementation. Based on this new situation, in this paper, the subject "landing" investigation was carried out based on the development of Scientific English Writing about the new liberal arts. The new problems in the development of New Liberal Arts scientific English is explored. The concrete solving methods and development trend in the new period are considered. Traditional barriers among Science, Engineering, and Arts are looking forward to be broken through in the field of Scientific English Writing.

[Keywords] New liberal arts; Scientific English Writing; Break through discipline barriers; Operating Mode

Research Background and Academic Trends

The concept of "New Liberal Arts" was first proposed in 2018 at the meeting of the Industry–university Cooperation education Program of the Ministry of Education, as an important part of the "Four new" construction of the Ministry of Education. In 2019, "Six Excellence and one Top–notch" Plan 2.0 jointly launched by the Ministry of Education and 13 other departments was officially launched and entered the policy implementation stage. On September 18, 2020, the "Forum of New Liberal Arts and Foreign Language Education Masters" was held by Collage of Foreign Languages of Shandong University. On November 3, 2020, the New Liberal Arts Construction Conference sponsored by the New Liberal Arts Construction Working Group of the Ministry of Education was held in Weihai (Wu, 2020).

New Liberal Arts are needed to build a powerful country in higher education. The integrated development of liberal education needs new liberal arts. The tide of new science and technology and industrial revolution is surging forward, and social problems are becoming increasingly comprehensive and complicated. To cope with new changes and solve complex problems, interdisciplinary knowledge integration is in urgent need. To promote integrated development is an inevitable choice for the construction of new liberal arts. It is imperative to further break the barriers between disciplines and specialties, promote the deep integration between liberal arts majors, the cross integration between liberal arts and science, agriculture, medicine, integrate modern information technology (Gao, 2020, pp. 65–71).

Overview of New Liberal Arts Scientific English Writing

Concepts and Language features of Scientific English

Scientific English mainly refers to all written and spoken English materials of natural science and engineering technology, which are mainly expressed in scientific works, papers, textbooks, scientific reports, academic lectures, scientific and technological films, scientific and technological news reports, etc. SCI for high–end natural science academic papers in professional fields is a typical scientific and technological English writing. In terms of grammatical structure, the use of techniques such as passive sentence pattern, professional vocabulary expression, nominalization, tense expression and subjunctive mood, and the use of IT as the formal subject are the unique linguistic features of scientific English. Stylistically it is an expository text without emotional thinking. The emergence of Scientific English is the basic requirement of the development of the times and social progress. (Ma, 2020, pp. 154–155).

The Role and Significance of Scientific English Writing now

Scientific English writing is an essential part of important capacity requirements for scientific researchers during the foreign academic exchanges. The investigated results were published in the international academic journals by means of this approach.so it can achieve the purpose of communicating with foreign scholars. The quality and quantity of investigated results in international authoritative journal was became the measure of the academic level for the academic research organizations at home and abroad. While Scientific English reflected the new development and innovation in the field of science and technology, also it recorded all the natural scientific achievements of human beings and their cognition of the world. In order to expound these advances and theories accurately and scientifically, scientists and scientists have made a lot of efforts. With the deepening of global economic integration, international cooperation and exchanges are increasingly close and the role of scientific and technological information exchange in the international community are obviously strengthened. Under this background, scientific and technological English writing is more prominent in its importance (Quan, 2020, pp. 1–14).

Factors affecting Scientific English writing

Due to the different characteristics of language, culture, environment and national customs, it is difficult for language expression to be completely corresponding. At this time, writers should use a variety of writing methods to improve writing quality, so that readers can better understand the content of the text. The author should adopt the grammatical structures and expressions styles commonly used in English writing possibly, then it follows the characteristics of English language and adopts different writing methods flexibly, so as to serve the purpose of writing. In the process of writing English for science and technology, the writer will often encounter a large number of English terms and proper nouns. Only when the writer has a solid writing foundation, so he can thoroughly master the professional knowledge. Then he can express accurately and fluently. Under the circumstances, the authors could not fall into the jargon or terminology of professional circles and make the English writing more interesting. So it can reach the scientific height and connotation depth of scientific English writing. At present, many countries in the world have set up scientific English research institutes and set up relevant majors in universities. In the development stage of new liberal arts, how should our scientific English writing move forward in china? This problem deserves our deep thinking. (Jiang, 2019. pp. 3–6)

The Construction of New Liberal Arts Scientific English Writing

Breaking through the barriers of Science and Arts and integrating disciplines

English professionals have the advantages in the forefront of scientific English. At present, English writing for science and technology focuses on the field of foreign language and professional language. The former focuses on the linguistic study of writing style, while the latter focuses on the expression of research content. If the two aspects are combined together, the practical effect of English writing for science and technology will surely be promoted to a new height. (Xiu, 2019, pp. 70–72). The researchers in both fields cooperate with each other to truly break through disciplinary barriers. Foreign language researchers do not give up their research direction and specialty. At the same time they participate in scientific study and research. But this case was quite a big challenge for foreign researchers. Based on this idea, English language learners should make great efforts to learn scientific professional knowledge and make up for the lack of scientific and technological academic level. Actually foreign language workers have more advantages in relatively long time exposure to the forefront of scientific development. So they can quickly understand the core content of the latest scientific articles. If people with relevant science and engineering backgrounds take part in translation and writing together, then the level of scientific writing will be raised to a new level and the latest trends of scientific articles will be studied thoroughly. Institute of technology professionals and a foreign language professionals collaborate together, so it starts to study the specific science knowledge. Scientific research level will implement process from the quantitative to qualitative changes. So it can achieve a higher level of scientific research results quickly in a certain scientific field. It could enhance the core competition of the domestic scientific research institutions and better service to the field of scientific research in China. (Wu, 2020, pp. 5–9; Wang, 2011, p. 14)

Multi-mode Teaching

Under the background of 5G, the Internet of things (IOT), cloud computing, artificial intelligence, block chain group of intelligent technologies, the introduction of machine is benefit to help writing. (Zhang, 2020, pp. 1–4). Machine learning related writing software operation, such as TRADOS, fire cloud translation of guest, et al. Mixed online

and offline teaching are carried on. Engineering glossary and text corpus of mechanical, chemical, construction, communication and other majors should be set up, and new development of the latest China hownet are introduced into a certain field. So it is benefit to achieve a new category of professionals in science and technology cooperation under the advantages of English major (Wu, 2020, pp. 5–9).

A practical point of view

English teachers should exploit the regional advantages, existing condition of colleges and universities, and their own working and learning environment to find the development direction of New Liberal Arts Scientific English writing. And Explore the connotation and extension of scientific English writing. We will surely find the most suitable point, so as to further study and improve it continuously (Zhu, 2019, pp. 4–8).

Establish the operating mode of New Liberal Arts Scientific English Writing

In–depth cooperation will be carried out by the teachers to break through the barriers among Arts and Sciences and Engineering so as to improve effectiveness (Yang, 2019, p. 6). The following are the exact measures:

a. Teachers should be encouraged to participate the construction of New Liberal Arts through subject application, interdisciplinary academic exchanging and interdisciplinary teaching.

b. Interdisciplinary education resources should be extended and expanded to break the existing barriers in the admission of master's and doctor's degree students, especially those in science and engineering majors.

c. Through the cooperation and integration of resources, a new type of cooperative teaching and research office is established.

d. In the context of "the Internet +" professional model, we will build a new network platform for cultural and scientific cooperation.

e. For industries, establish a green channel for talent exchange and exchange, and introduce senior industry talents and experts with rich practical experience into the regular teaching team. Actively strive to build the cooperation model of double–qualified talents.

New Teaching Mode of New Liberal Arts Scientific English Writing
New Teaching Objects and Course Ownership

Due to the particularity of Scientific English Writing, under the background of new liberal Arts, the teaching objects of this course can be Science ,Engineering students and English majors. The course can be conducted under the professional English course, the College English course and for the English Major.

New Contents of Teaching

Download the latest and most forward–looking scientific research papers or the latest published scientific works as the teaching content on CnKI or other national standard platforms, instead of using old scientific papers to teach students English Scientific Writing. Let students enter the forefront at the beginning of learning, stimulate interest in learning, improve the academic level. Having students learn the latest, most commonly accepted writing procedures and requirements can actually improve their academic performance. This requires teachers majoring in English, Science and Engineering to work together to select materials, analyze and form the teaching contents. These must be completed in the shortest possible time because of the timeliness of the articles and the immediacy of the lectures. This is a new way for teachers of Arts, Science and Engineering to cooperate. With the help of the Internet + platform, it can be completed with short time. Teachers of English majors can quickly grasp the overall layout and contents of articles, writing characteristics and so on. Teachers of Science and Engineering majors can provide deeper theoretical analysis support from the perspective of professional knowledge. This is the advantage of the Internet platform, a new

model that would have been unthinkable a few years ago. At the same time, it not only gives full play to the professional expertise of the teachers of Art, Science and Engineering, but also stimulates their challenge and creativity. Make the teaching of the subject "live", make the subject more meaningful, teachers more energetic and students more powerful.

The latest application of online and offline mixed teaching

Break through the traditional teaching mode of one teacher per class. We can have MOOCS and flip classes, so why can't we teach online multi-disciplinary teachers in real time? Under Internet +, teachers of Arts, Sciences and Engineering can distribute the contents to students before class , and both teachers and students prepare for class at the same time. On the requirements of students, not only let students check the words, but to master the general idea of the article. Let them analyze the essence of the content, learn the content before class. During the teaching, professional course teachers can be connected online to complete the teaching together immediately. This is a breakthrough for the existing teaching model, a breakthrough in the tradition of one teacher giving a lesson.

Breakthrough in teaching result evaluation

The curriculum evaluation of traditional English for Scientific English Writing is either the basic concept of the test, or writing an article or a review of English for science and technology, but basically cannot reach the direct publication level. Under the construction of New Liberal Arts, multi-disciplinary cooperation can be realized through Internet +. Enable students learn multi-disciplinary cooperation at the learning stage, so as to achieve a relatively accurate degree at every point of the article. We can encourage the publication of papers in English for Science and technology, and achieve the goal of writing and publishing in English as soon as possible, so this course has practical significance.

Re-establish teacher evaluation mechanism in the field of New Liberal Arts Scientific English Writing research

In the current system, the teacher evaluation of the research on scientific English writing of English majors is still in a relatively backward state. Some teachers or talents of English majors in the universities have made important contributions in a certain sicentific field, read a large number of the latest scientific articles, and some have even taught themselves many courses of the Sicentific major. However, published scientific English articles can not be regarded as teaching and scientific research achievements in the field of English majors.

In the evaluation system of scientific English writing under the context of new liberal arts, such in-depth cooperation in scientific English articles and other teaching and research achievements should be incorporated into the evaluation system of English professionals. It is necessary to break down the liberal arts evaluation barriers of scientific English papers and re-evaluate the results in line with the objective reality. So it can arouse the enthusiasm of Teachers of English majors and promote the construction of New Liberal Arts scientific English writing.

Conclusion

The construction of New Liberal Arts scientific English writing is not a new thing, but from the development of Traditional Chinese scientific English writing. Actively developing new approaches to scientific and technological English writing under the current situation of new liberal arts, based on the overall strategic deployment at the national level, giving full play to the advantage of social resources to make it better serve China's modernization in the new era.

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Exploration of the SPOC–based Blended Teaching Model: Case Study of Business English Course

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[Abstract] *This study is meant to examine the feasibility and effectiveness of the SPOC-based blended teaching model. Business English, a course for English major, is one of the first selected courses at Minjiang University to implement the blended teaching model with self-authored SPOC. And this paper introduces the context, implementation, assessment of the SPOC-based blended teaching model while exploring its effectiveness through empirical study and data analysis. It is proved that the SPOC-based blended teaching bears an advantage over the traditional offline-only teaching model in terms of student satisfaction, teaching efficiency and student performance. These findings are expected to cast some light on the reform of pedagogic methodology.*

[Keywords] *SPOC; blended teaching; MOOC; learning platforms; evaluation*

Introduction

With the in–depth development of Internet, information technology has been extensively applied to higher education. On Jan 19th, 2017, the Chinese State Council launched *The 13th Five-year Plan for the Development of National Education*, where Internet–plus Education is highlighted with technologies like big data and cloud computing. In 2019, the Ministry of Education issued the Double Ten–Thousand Plan to cultivate 3000 online "golden" courses and 6000 online–and–offline blended "golden" courses (MOE, 2019). The policies have witnessed the surge of online courses from the globally trendy MOOCs (Massive Open Online Courses) to SPOCs (small private online course). How to optimize the integration of online teaching resources and offline course has become a commonly–pursued subject in the whole higher education community.

MOOC and SPOC

MOOC, Massive Open Online Course, marked in 2012 the beginning of big data era in education (Chen et al, 2019). Universities such as MIT and Stanford launched three major MOOC platforms of Coursera, edX and Udacity, providing access to the first–class courses for global leaners. And in China, the well–known MOOC platforms are also rising, including XuetangX, Icourse, Ewant, etc. In a certain sense, MOOCs influence the traditional lecture courses by providing a new teaching approach where students can repeatedly watch online videos (Siemon, 2013). However, the massive access to the online courses limits the learning efficiency as it offers no effective interaction between teachers and students, which leads to a low learning sustainability.

SPOCs, small and private online course, emerge as a way to use MOOC technology for private courses. (Fox, 2013) SPOCs target on on–campus courses as students can watch videos and finish extra exercises out of the regular face–to–face offline class, making the process of learning more efficient and productive. Thus, SPOCs provide a well–built channel for the implementation of the blended teaching model.

Context of the SPOC–based Blended Teaching Implementation at the Application–oriented University

Business English (*Higher*) is one of the first batch of projected online courses at Minjiang University in 2018. The course is targeting on business English beginners who are sophisticated in general English but less aware of English for business purpose. To explore the effectiveness of the blending teaching model, 80 students who had taken the traditional *Business English* (*Vantage*) course in the previous semester were invited to participate in the teaching experiment in the 2019–2020 academic year.

Selection of SPOCs

To select a quality SPOC corresponding to offline course sets the foundation for the implementation of the SPOC–based blended teaching (Bralic, et al., 2018). If not available, setting up a new SPOC becomes another choice although the creation of videos poses a great challenge to teachers. With the support of the university, our teaching team spent five months in authoring and uploading 24 teaching videos and multiple resources to the selected leaning platforms.

As to the selection of the supporting platform, the choice is suggested to be made depending on the education context requirements, expectation of teaching and key features of platforms. The learning platforms selected in our project are Ulearning platform and Chaoxing Erya platform.

With the joint efforts of team members, the authored videos of Business English were launched as a MOOC at Ulearning platform in May 2019 and at Erya platform in March 2020. As of Sept, 2020, the course has welcome 25135 visitors (24872 at Ulearning and 263 at Erya).

With 10 topics in 24 authored videos of 10–12 minutes each, the MOOC covers basic business knowledge like advertising, sales, and entrepreneurship as well as practical business correspondence skills such as memo writing, report writing and email writing. Each unit is equipped with pre–class instruction, post–class exercises and extending materials. Table 1 gives an overview of the chapters, the number of teaching videos, the number of exercises as well as the number of extending resources included in the MOOC.

Table 1. Number of videos, exercises and extending materials in each chapter

Chapters	Videos	Exercises	Materials
Introduction	1	0	0
Ways of working	3	22	9
Company benefits	2	30	5
Advertising	2	15	7
Meetings	3	10	3
Recruitment	3	45	8
The art of selling	3	10	6

Branding	2	10	5
Management	2	6	4
Teamwork	3	7	7

The self–authored MOOC Business English is adopted as a SPOC for the blended teaching experiment, with 80 participants enrolling online while having offline course in the fall semester of 2019.

Framework of the SPOC–based Blended Teaching Model

Benjamin Bloom (1956), the American educational psychologist who develops a taxonomy of educational objectives, introduces the six level of cognitive domain, including knowledge, comprehension, translation, application, analysis, synthesis and evaluation. (Benjamin, 1956) The traditional teaching model tends to focus on the lower–order objectives of knowledge, memorization of facts, terms, expressions and concepts, leaving less or no time for medium and higher objectives of teaching.(Pedro, et al., 2017) However, the blended teaching model extends offline class with the self–made teaching videos and the abundant resources from the SPOC so that the lower–order objectives of knowledge memorization and comprehension can be accomplished online before class while the higher–order objectives of synthesis and evaluation can also be settled online after class. The participation of pre– and post–class study leave the offline class more flexibility for comprehension, application and analysis. Table 2 shows a general framework of the SPOC–based blended teaching model.

Table 2. Framework of the SPOC–based blended teaching model

Phase	Channel	Task	Goal
Pre–class	Online	Authoring videos; Self–test exercises	To understand basic concepts and theories; To memorize relevant vocabulary and expressions
In–class	Offline	Quiz; Case study; Mock activities	To apply the previously–learnt knowledge in case studies; To practice the expression and phrases in output
Post–class	Online	Topic–related reading materials, videos and exercises	To collect learning analytics for better evaluation and adjustment of teaching; To consolidate the learnt knowledge; To further extend the knowledge

Implementation of the SPOC–based Blended Teaching Model

The following example of Module 3.1 Starting a business presents how the blended teaching model raises the teaching efficiency and productivity through the integration of online and offline classes.

Table 3. Course Design for Module 3.1 Starting a business

Topic	Module 3.1 Starting a business		
Module 3.1 Starting a business	1.To understand different ways of starting a business To master pros and cons of franchising		
Phase	Pre–class	In–class	Post–class

Channel	Online	Offline	Online
Time	10–20 min	90 min	20–30 min
Tasks	1.Video–watching 2.2 Entrepreneurship: How to start your own business 2.Online self–test; Research on brands	1.Quiz on the pre–class online self–test report; 2.Presentation of the pre–class brand research Case study: Lucking Coffee;	1.Online homework；2.Extra exercises；Extended reading (Optional)
Cognitive Level	Knowledge and Understanding	Understanding, Application and Analysis	Application and Evaluation

Assessment of the SPOC–based Blended Teaching Model

The assessment of the blended teaching course shall cover both online participation and offline performance. For Business English, participants are assessed according to the three phases of teaching, pre–class, in–class and post–class. Such diversified learning evaluation can fully reflect the understanding of students and more conducive to im–prove the initiative of learning (Wang, et al., 2011). Table 3 gives an overview on the assessment system of Business English.

Table 3. Assessment of blended teaching model

Process Assessment 40%	Pre–class Assessment （Online）	Time spent on video–watching (report from platform)	10%
		Pre–class self–tests (platform)	10%
	Pre–class Assessment （Online + Offline）	Class sign–in (platform)	10%
		Discussion (platform)	20%
		Presentation and offline participation (Offline)20%	20%
	Pre–class Assessment （Online）	Homework (platform)	10%
		Post–class exercises (platform)	10%
		Extending learning (platform)	10%
Final Exam 60%	Online/Offline	Paper exam: multiple choice, reading comprehension, writing	Total score: 100

Effectiveness of the SPOC–based Blended Teaching Model

One important functionality provided by the online platforms is its learning analytics support. (Jong, 2016) After each class, the platform will generate reports about students' online performance, including time spent on video–watching, results of tests, class participation and so on. The learning analytics help teachers better follow the learning process of students and figure out where students are struggling in (Kiely, et al., 2016).

Time Spent on Learning

It is shown in Figure 1 that students spend an average of 219.5 minutes on watching the videos at Erya platform while the individual video–watching record is 6776.2 minutes. All the chapters have been studies for 11186 times while the record of the individual chapters–studying is 1766 times.
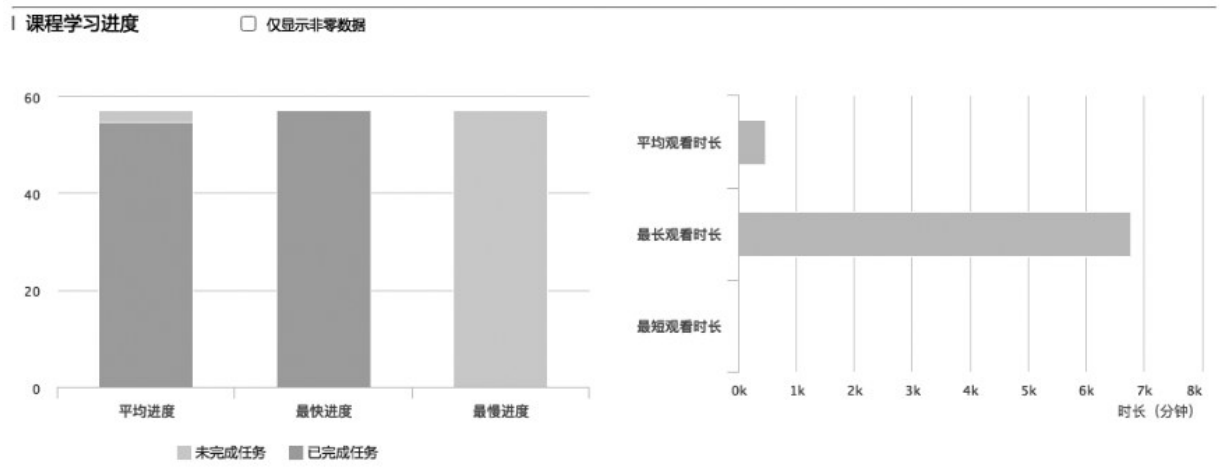

Figure 1. Report on time spent on the Erya learning platform

Course Evaluation

With the blended teaching methodology, the traditional offline–only teaching model is optimized as students have access to abundant teaching resources and a higher interaction between teachers and students have achieved. As a result, we've seen in Table 4 a 1.03 increase of student satisfaction on the course of Business English, from 93.9 to 94.923.

Table 4. Comparison on the course evaluation

Semester	Teaching Methodology	Number of Respondents	Couse Evaluation
2019 Spring	Traditional	80	93.9
2019 Fall	Blended Teaching	80	94.923

Results of Final Exam

And the effectiveness of the blended teaching methodology has also been proved through the exam results. By comparison to the traditional offline–only class in the previous semester, we've also seen an increase at 90–100 level from 0.00% to 17.67% as well as a decline of failing rate from 7.89% to 0%.

Table 5. Comparison on the results of paper exam

Semester	Teaching Methodology	90–100 （A）	80–89 （B）	70–79 （C）	60–69 （D）	< 60 （E）
2019 Spring	Traditional	0.00%	7.89%	28.95%	55.26%	7.89%
2019 Fall	Blended Teaching	2.33%	27.91%	58.14%	11.63%	0.00%

Conclusions and Reflections

It can be concluded that the SPOC–based blended teaching model enjoys an advantage over the traditional of–fline teaching model, providing a feasible and effective way to enhance both student satisfaction and teaching efficiency through the combination of teaching channels, the extension of class as well as the availability of abundant resources. However, it also poses great challenges to teachers in terms of data collection, video authoring, course design and IT technology (Combefis, 2014).

Video-authoring

Video authoring is the most complicated process in the SPOC–based blended teaching model as it involves with online course design, script preparation, data collection, video filming, video production as well as uploading at online platforms. For most of teachers who are not able to author an online course themselves which is costly and time–consuming, it is suggested to select an existing MOOC available at various platforms as SPOC. It is worth mentioning that quality of SPOC as well as correspondence between SPOC and offline course can be crucial to the implementation of blended teaching.

Course Design

For the SPOC–based blending teaching model, a reasonable course design is a key. Factors to consider are level of participants (beginner or advancer), objective of course, nature of course (theoretical or practical), data availability as well as online–offline proportion. In a word, the SPOC–based blending teaching design shall be tailored to the participants to reach the best effect.

IT Technology

Teachers implementing blended teaching model are not necessarily experts in computer or IT. However, a minimum requirement of mastering data uploading, platform operation and analytics acquisition is needed.

All in all, the SPOC–based blended teaching model provides a new effective pedagogic methodology in the information era. Teachers are suggested to customize the blending teaching model to cater to the needs of different teaching contexts.

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Acknowledgements

Part Ⅳ :
Translation

(Volume C)

Variation of Images in the English Translation of Li Qingzhao's Poems

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[Abstract] Li Qingzhao and her poems are disputed for generations and the images of the heroines in her poems are reconstructed even in heterogeneous culture, which are different from those in the culture of original texts. In the heterogeneous culture, the images of the heroines in her poems are varied inevitably. According to the analysis of the detailed poems, the relationships between variation and acceptance can be explored that language is the base of translation and the image variation, time and space are the conditions for image variation, and the aims of both faithfulness and betray are the acceptance of the target readers.

[Keywords] Li Qingzhao; poem; English translation; image variation

Introduction

Female images in the literary style of Ci, which is similar with poetry, are full of characteristics and are also important in Chinese poetry. The famous scholar, Ye Jiaying, believes in her academic research book about Ci that women in Ci are the incarnation of beauty and love between realistics and non–realistics, and thus the female images in Ci are the full of metaphor combined women in the realistics and imagination of non–realistics. (Ye, 1997, p. 227) The special characteristics gives the female images in Ci rich connotation and also gives readers more space of imagination. Although poetry and Ci are two comparatively different style in Chinese literature, there is no clear boundary between them when they are translated into English for English readers, and thus here in this paper, poem or poetry is used to replace Ci for English readers' acceptance.

Li Qingzhao is almost the most famous female poet in Chinese literary history although readers of later generations can read only dozens of her poems. Compared with the contemporary poets, Li Qingzhao is not a prolific poet and her female identification gives her more barriers from various perspectives. However, because of her special identification, revered literary talent and suffering living experience, the research of Li Qingzhao and her works attract more academic eyeballs from both China and western countries.

As far as the English translation of poetry is concerned, Kenneth Rexroth, the significant American poet or Chinese classical poetry translator has to be mentioned. Kenneth Rexroth loves Chinese culture and he even gives himself a Chinese name Wang Honggong, and he translated a lot of Chinese classical poems when he composed his famous poems. His masterpieces of Chinese classical translation are *Love and Turning Year: One Hundred More Poems from the Chinese (1970), One Hundred Poems from the Chinese (1956), and Li Ch'ing*chao, Complete Poems (1979), and since his achievements on the translation of Li Qingzhao's poems, Kenneth Rexroth has been one of the representatives of Chinese classical poetry translators. In his translation, female images are varied interlingually and heter-

ogeneously.

Female Images Variation in the English Translation

Li Qingzhao is one of the poets whose works are loved by Kenneth Rexroth, and the latter always regards Li Qin-gzhao as the only female poet who can master various literary style and makes great achievements on the creation of poetry. (Rexroth & Chung, 1972, p. 95) Across culture, readers find a female world which is more colorful in Kenneth Rexroth's translation, and readers can even be given a different female image in Li Qingzhao's poems with Rexroth's translation.

The Image of a Drunken Woman in the Translation

The following creation by Li Qingzhao is her masterpiece and also attracts Rexroth's translational eyeballs.

To the tune "A Dream Song"

I remember in His T'ing,/ All the many times/ We got lost in the sunset,/ Happy with wine,/ And could not find our way back./ When the evening came,/ Exhausted with pleasure,/ We turned our boat./ By mistake we found our-selves even deeper In the clusters of lotus blossoms./ And startled the gulls and egrets/ From the sand bars./ They crowded into the air/ And hastily flapped away/ To the opposite shore. (Rexroth & Chung, 1979, p. 48)

The translation is the full representation of special interpretation from the translator Kenneth Rexroth to Chinese culture. The original poem is not so long with only 33 Chinese characters, but there are 15 lines in the translation which includes 80 words. For Chinese poetry, one of the major features are the missing of the subject, which leaves much imaginable space to readers and in a further step, the structure of the sentence in Chinese grammar is free, in which the positions for most of the parts in a sentence can be exchanged or omitted, and the meanings of the sentence is complete. (Ye, 1997, p. 115) However, in English, translators always have to supplement the subject in a sentence to complete the structure and the meaning of it. Therefore, in the translation of the poem, Rexroth supplements the first person as the subject, which is as if the heroine tells her own happiness to readers and strengthen the readability of the translation.

In the translation, readers are given a poetic background with sunset. The heroine goes back home after she drinks wine happily in the pavilion besides the lake. But, she loses her way because of weariness and drunkenness, and strays into the clusters of lotus blossoms, startling the gulls and the egrets sleeping in the sand. Then, the gulls and the egrets fly into the sky for a while and after that stop in the sand of the other side of the lake. In all, the poetic artistic conception in the original poem is represented in the translation with the translator's understanding and inter-pretation, and in the translation, the image of the heroine is reconstructed. However, in the translation, the image of the heroine is reconstructed not only with happiness but also with drunkenness. Drinking is almost one of the most important topics in Chinese classical poetry for both poets and women poets. Drinking is one of the common and easy approaches for women poets to get rid of the tragic suffering in their lives. (Yang, 2001, p. 76) In Li Qingzhao's po-ems, drinking wine is also an unneglected topic since 27 poems are about drinking, and so an image of heroine with personalities of openness and melancholy is shown in the translation by Rexroth. Besides "happy with wine", Rexroth gives a title of "Joy of Wine" to the poem in order to emphasize the topic of drinking wine and reconstruct the hero-ine's image of drinking wine. Drinking wine is just like the blood in her (Li Qingzhao) spiritual world, and gives her beautiful and free image in the history. (She, 2004, p. 141)

In fact, aside of Kenneth Rexroth, other English translator also reconstructs the image of the heroine in Li Qing-zhao's poems as a drunken woman, such as James Cryer, a famous American poetry translator or American modern scholar, gives the translation to the fourth line as "so deep in wine/ we did not know/the way home" (Cryer, 1984, p.

61). In Cryer's translation, the heroine in the poem is still a drunken woman, and furthermore, Cryer gives the title "Wine Joy" to the poem, which is also the emphasis of the drinking wine.

The Image of a Dissolute Woman in the Translation

The connotation in Li Qingzhao's poems is so rich that it involves not only drinking wine but also something else, such as love. Li Qingzhao's poems are famous for love, especially the sweet love and sad miss between a couple. Different from the topic of love in the poems by the male poets, the love in Li Qingzhao's poems is implicit and delicate, and To the tune "I Paint My Lips Red" is a typical example. In Chinese culture and literature, the scene that a naive girl is playing in the beautiful spring is described in the original poem. This description is believe as the common method from Li Qingzhao, and this poem is always regarded as a vivid self-description for Li Qingzhao. (Chen, 2002, p. 10)

After kicking on the swing,/ Lasciviously, I get up and rouge my palms./ Thick dew on a frail flower,/ Perspiration soaks my thin dress./ A new guest enters./ My stockings come down/ And my hairpins fall out./ Embarrassed, I run away,/ And then flirtatiously against the door,/ Tasting a green plum. (Rexroth & Chung, 1972, p. 43)

Actually, this poem is believed to belong to another woman poet who has no name according to Rexroth, because Rexroth analyzes the heroine of this poem as a prostitute and the description in the poem is the work for the prostitute, and thus it does not impossible belong to Li Qingzhao, although sometimes it is believed to be created by her. (Rexroth & Chung, 1972, p. 129) Rexroth thinks that "kicking on the swing" means the love affairs between a man and a woman, and it is a metaphor of love for Chinese women. (Rexroth & Chung, 1972, p. 129) Based on this, "lasciviously" and "flirtatiously" are used in the translation to describe the heroine's behavior, and these words are impossible used for the description of a naïve and innocent girl.

It is found that there are great differences between the images from the intralingual interpretation and interlingual interpretation. In another poem about the difficulties for Cowboy and Weaving Girl's meet in Chinese culture, the image of the heroine is reconstructed with love-making. "Once a year the Cowboy and Weaving Girl meet./Imagine the year-long bitterness of their parting./Now suddenly in the midst of their love-making/The wind blows first clear and then rain." (Rexroth & Chung, 1972, p. 74) Rexroth masters the Chinese culture, and he learns about that "midst and rain" implicitly means love between a couple. Combined the Chinese culture and English culture, Rexroth interprets the connotation in the original poem excessively. When giving the meanings of sensuality in the poems by Li Qingzhao the meanings of sensuality, Li herself is regarded as a woman poet who is good at creating pornographic literature.

The image of the heroine in Li Qingzhao's poem reconstructed as a dissolute woman is also found in James Cryer's translation. In the line, "and laugh/to my sweet friend/tonight/you are within/my silken curtains/your pillow, your mat/will grow cold." (Cryer, 1984, p. 13) The original poetic line shows the talk and laugh between couples, but in Cryer's translation, "sweet friend" means lover, and "silken curtains", "pillow and mat", "cold" are the direct and bold showing of love form the heroine. Chinese classical poems, including Li Qingzhao's poems, contains much implicit meanings, and with translation, the images in the original poems are given more or even different connotation, and are varied.

Variation and Acceptance

When Chinese classical poems are translated by sinologists, something different between the original poems and the translation is found. However, in translation, readers are not always given rewriting of the original poems, but variation based on the original poem. As far as the variation of images in translation is concerned, some elements can be

talked about, including language, time and space, and even faith and betray.

Language is the base of translation and image variation. The base of translation origins from the texts with the broad meanings, and the texts are the source of information and the foundation to construct ideological concepts, image and imagination. According to the philosopher, Hans-Georg Gadamer, the bases of writing texts are language for translators, but the interpretation of the texts does not just involve language, and furthermore, the key to understand the importance of translation process is to learn about the world in which people live. (Bassnett & Lefevere, 2010, p. 137) The thinking process from a translator is to analyze the texts, to construct concepts with cross-cultural image and imagination, to realize the establishment of the real concepts and images, and to translate with the logic and approaches which can be accepted by the target readers. However, in this process, images variation and concepts remoulding are unavoidable for target readers' acceptance. Therefore, as to the translation of Li Qingzhao's poems by Rexroth, the image variation of the heroine in the original poem is also unavoidable and necessary for English readers' acceptance in the heterogeneous cultural background.

Time and space are the important conditions for the variation in the translation. Johann Wolfgang von Goethe thinks that the stage of translation is the further step of the writing stage, since the translator is behind the original writer. (Wang, 2016, p. 23) The viewpoint from Goethe also shows the process of time and space for translation. The translation by Rexroth is finished almost one thousand years after the creation of the original poem, and during the process of temporal changes, the changes of languages and concepts and the readers' acceptance of the translation appear inevitably. Therefore, the temporal gap between the original poem by Li Qingzhao and the translation by Rexroth is one of the necessaries for the variation of the translation, and the variation shows not only the cognitive changes from the translators, but also the changes of words and literary styles from the translators. On the other side, translation activity is the transformation of language location and cultural concepts from one language to another language, and from one culture to another culture or other cultures. In the transformation, since the words and sentences are defined again and cultural concepts are interpreted again in other cultural fields, reading environment changes according to the changes of readers' acceptance approaches and logics. Without the flow of the time and the displacement of the space, variation is impossible and on the contrary, time and space are the conditions for the variation of translation.

Translation is the combination of faithfulness and betray. The creative treason in the translation is unavoidable on the base of the faithfulness to the original texts, writers of the original texts and the reading environment from the original texts. Actually, there are more doubts to the faithfulness of the English translation of the Chinese classical poetry than to the creative treason. believes translation as the rewrite to the original texts. (Lefevere, 1992, p. xi) Therefore, translators are the rewriters, and even the traitors in a sense. They always betray the regulations in the original texts since they have to put the target texts into the target culture. (Lefevere, 1992, p. 13) The translation by Rexroth is the proof of this viewpoint. However, translation is from the original texts, and Rexroth gives faithful translation when the translation of the images does not influence readers' acceptance from the target language, and meanwhile, the translator conveys the interpreting logic and approaches to these images from the heterogeneous customs and culture. Faithfulness and betray show the process of translation from the original texts to the variation of the concepts and images, the process of variation from one cultural regulations to another cultural regulations, and in this process, foreign customs and culture are transformed under the circumstances of target readers' acceptance.

Conclusion

Li Qingzhao and her poems are typical examples for scholars to research the image variation in the process of translation because of her identification of female writer. According to the analysis of the image variation from the

translation of Li Qingzhao's poems, it is concluded that images are varied in the process of translation and in this process, language is the base for translation and variation, time and space are the necessary conditions for translation and variation, and both faithfulness and betray aim at the target readers' acceptance. Image variation always follows translation.

Nowadays, one of the Chinese cultural strategies is to make Chinese culture spread out of China, but the conflicts between variation and images are always found from the original texts and the target texts, and then they can give translators some enlightenment to translate and spread Chinese culture.

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Acknowledgments

A Brief Review of Translation Critiques of George Kao's Chinese Version of *The Great Gatsby*

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[Abstract] *George Kao was prolific as a translator from both English to Chinese and Chinese to English.* "大亨小传", *among all of the three English masterpieces translated by George Kao, is the first one in time sequence. After its publication, numerous critiques on the Chinese translation have appeared, a brief review of which can provide illuminating insight into George Kao's achievements in translation.*

[Keywords] *George Kao; Chinese Translation;* "大亨小传"; *Translation Critiques*

Introduction

As is known to all, *The Great Gatsby*, written by American writer F. Scott Fitzgerald, is among the world classics. After the novel was published in New York, T. S. Eliot, one of the most influential critics and poets of the 20th century, immediately commented that it had been the first step taken by American novelists since Henry James. Earnest Hemingway, an American critic and writer who won the Nobel Prize in Literature, commented that since Fitzgerald could compose such a good novel as *The Great Gatsby*, he believed that more better works could be expected. If being aware of how strict critics Eliot and Hemingway are, one can realize the great appreciation from them. However, upon the publication, it received little attention from most ordinary readers.

Since the 1940s, the novel has been a must reading in American high schools and universities. In the year of 1998, it ranked the second on the list of the Top One Hundred 20th century English Novels made by the worldwide famous New York literature publisher Random House. Nowadays, it becomes yet one of the household American Classics (Wu, 2016, p. ii).

George Kao is a well-known translator, writer, editor and journalist. Despite his ancestral home in Jiangning County, Jiangsu Province, he was born in Michigan, USA. He spent his childhood in Shanghai, China. After graduating from Yenching University in China, he pursued his further study in the United States in the 1930s. He obtained a master's degree in journalism from the University of Missouri and a master's degree in international relations from Columbia University. He has lived in the United States ever since. He has served as a journalist, writer and editor for several Chinese and English magazines and news agencies. In the 1950s and 1960s, He worked as the editor of the Voice of America in Washington.

George Kao was prolific as a translator from both English to Chinese and Chinese to English. After retiring from Voice of America in 1972, he dedicated himself to the Research Centre for Translation of The Chinese University of Hong Kong as a visiting senior fellow of the center and successfully launched, with the famous scholar Mr. Stephen C. Soong, the Centre's flagship journal *Renditions*. During his eight-year performance of editor-in-chief, he was dedi-

cated to translating Chinese ancient and modern literary works to English readers around the world and making Ren‐ditions the leading international journal of Chinese literature in English translation. He also contributed a number of translations to the journal himself. He edited or translated several of Taiwan author Bai Xianyong's collections into English.

He is known in the Chinese world as the translator of several American classics of English‐language literature, including *The Great Gatsby, Long Day's Journey Into Night, Look Homeward, Angel*, among which *The Great Gatsby*, with the title of its Chinese version "大亨小传", is the first American masterpiece translated by him. After the publi‐cation of the Chinese version, numerous critiques on it have appeared, a brief review of which can provide illuminat‐ing insight into George Kao's achievements in translation.

Translation Critiques on "大亨小传"

Given George Kao's translation achievements in translating American literature, it is particularly important to conduct a comprehensive and systematic study of it. However, there are very few studies and comments on the trans‐lations, and most of them are scattered. In view of this, this paper intends to briefly summarize the translation cri‐tiques of his Chinese translation of "大亨小传", in order to present a glimpse of his translation achievements.

The critiques can fall roughly into the two categories respectively by George Kao and other scholars.

Critiques by George Kao

George Kao's Chinese translation, "大亨小传", was first published in 1971 by World Today Press in Hong Kong. After its publication, George Kao himself once commented on the pros and cons of it. However, scattered cri‐tiques can only be found in an article, published in 2013, entitled "*Da Heng and me: Some Anecdotes About the Trans‐lation of the Novel*" (Kao, 2013, p. 314). These self‐critiques can be categorized into the following three types:

General Critiques: Self‐modesty

As a translator always keeping a low profile, George Kao once stated that he himself "is merely an amateur translator" with little expertise when it comes to literary translation (Jin, 2009, p. 115). Furthermore, he would feel greatly flattered to be awarded the title of "A Famous Translator", since he "was nobody but a skilled ordinary crafts‐man", who ventured to "act without due consideration" in translating the English novel *The Great Gatsby* into Chi‐nese. (Kao, 2013, p. 314)

Detailed Critiques: Exquisite Craftsmanship

In spite of the general self‐modesty critiques, George Kao also believed that some translations showed his exqui‐site craftsmanship. For instance, in rendering the English title of *The Great Gatsby* into "大亨小传", he once com‐mented:

> As a word both used in Shanghai slang and the Mandarin Chinese, "大亨*(Da Heng)*" skillfully reveals the legendary identity of the protagonist of the novel---a big shot named Gatsby. Furthermore, "大" and "小", as two characters opposite in meaning, not only form neat and ingenious antithesis, but suggest the pro‐tagonist's richness in both wealth and spirit as well as the length of the novel. Moreover, I would venture to say that not only can "大亨小传" trigger Chinese readers' association with "阿 Q 正传", but the two nov‐els respectively represent national essence of America and China. No wonder that even up to now, so many American intellectuals would tend to repeatedly resort to the icon of Gatsby, or to the citations in the novel as an epigram, just as Chinese people would frequently disparage the "Ah Q's Autosuggestion" (Kao, cited from Jin & Huang, 2015, p. 44)

To summarize, George Kao's Chinese version of the title, "大亨小传", as a four-word phrase, has much more profound meanings for Chinese readers. It is manifestation of his Chinese educational background and is a typical imitation of the naming tradition of Chinese classical novels and biographies. In establishing close association between the title of "大亨小传" and Chinese literature and culture, the translator, to a great extent, conveys both the form and spirit of the original novel.

Detailed Critiques: Self-criticism

In the article, George Kao also exposed his mistranslation of a proper noun:

ST: "*Not at Kapiolani?*"…

"*Not that day I carried you from the Punch Bowel to keep your shoes dry?*"…

"*Daisy?*"

TT:"*记得我们一同逛加比奥兰里的时候，你没有爱过我吗?*"

"*记得那次我从'酒钵号'游艇把你抱上岸，不让你鞋子弄湿，你那时没爱我吗?*"……

"*黛西，你说?*"*(Kao, 2013, pp. 327-28)*

In rendering the proper name of "the Punch Bowel" into "'酒钵号'游艇", George Kao committed a grave "error of fact". Since the proper name of "the Punch Bowel", which was mistaken by George Kao in the Chinese version as the name of a luxury yacht, is actually the remains of a volcano, located in Kapiolani Park, Hawaii, a well-known tourist attraction appealed greatly to the newly-weds during those years. Tracing his own mentality in producing the version, George Kao stated that the mistranslation was indeed "a shot in the dark, jumping to the conclusion without any verifying", and criticized himself for his "wild guess" attitude. Reluctance to check on the accuracy or consult the experts eventually led to the "unforgivable" mistake. (Kao, 2013, p. 328)

In short, Gao's overall evaluation of his translation is comparatively self-modest, still, he is satisfied with some details, which can be traced from his comments on the title of the self-translated novel. For the mistranslations resulting from his overconfidence, he adopted the attitude of "no evading, no covering up", exposing them without any hesitation, rather, with in-depth self-examination. Therefore, it reveals George Kao's professional integrity and academic earnestness.

Critiques by Other Scholars
Critiques by Writers

Regarding George Kao as a master translator, Mr. Bai Xianyong, a well-known writer from China's Taiwan, praised George Kao for his exceptionally skilled translation techniques, who "can handle both Chinese and English at ease, and can give full play to the target language without breaking the conventions of it". (Bai, 2011, p. 132) Believing that Fitzgerald's novel *The Great Gatsby* is the masterpiece of Fitzgerald and ranks the top among American novels and the beauty of Fitzgerald's writings has reached the summit of his writing career, Pai deemed that George Kao's translation captured the essence of the novel, which requires a deep comprehension and perception of the quintessence of American culture. George Kao's familiarity with the background of the novel also, to a great extent, contributes to his excellent Chinese version in that the novel is set in New York, the city in which George Kao has lived for decades. Consequently, the Chinese version is "of sufficient accuracy and fluency, even can serve as a model could be employed for translation instruction." (Bai, 2010, p. 380)

Mrs. Huang Biduan, another writer from China's Taiwan, deemed that George Kao is an "irreplaceable" trans-

lator with great proficiency in both the Chinese and English languages, taking his three advantages—the profound foundation of Chinese and Western culture, the exceptionally keen apprehension talent, and the broad intellectual interest—into account, while these advantages, in return, deem "大亨小传" a "canon Chinese version translated from English". (Huang, 2008, pp. 327–28)

Mr. Zhang Dachun, a Taiwanese Chinese writer who is ranked as "one of the best novelists among the contemporary Chinese novelists", after comparing George Kao's re-translated version and the first translated version of the initial part of the novel, is convinced that Gao's re-translation process not only takes into account the target readers set in the mind, but also succinctly integrates into the translation the understanding and cognition of the author of the novel as well as the characters in the novel, "skipping the surface meanings and conveying tactfully the implied meanings". (Zhang, 2013, p. iii)

Professor T.C. Tsia (Xia Zhiqing), a famous Chinese literary critic, believed that Kao's translation is "faithful and fluent," because Kao is a "translator of all talents", equally competent in bilingual translation. Furthermore, after commenting on the last chapter of the original novel Professor T.C. Tsia pointed out that it "has reached a high level of literary craftsmanship", while Kao's translation is rivally "subtle and powerful", equivalent to the original text. (Xia, 2002, pp. 169–70)

Hong Kong's famous writer Dong Qiao commented on Gao's translation in a vivid diction, praising that "the essence of the English language in the original text is integrated into the Chinese linguistic form, therefore, the translation manifests a sophisticated style." (Dong, 2011, p. 25)

Huang Weiliang, both a well-known literary critic and a professor at the College of Humanities of Fo Guang University in Taiwan, praised Kao as being an eminent translator of "appreciating gems of both English and Chinese literature". (Huang, 2012, p. 64)

Chen Zishan, a famous writer and literary theorist in China's mainland, holds that Kao is a literary translator enjoying considerable prestige both at home and abroad for his translation between Chinese and English. His mastery and application of Chinese and English bilingualism are well-known and can be listed top in today's overseas scholars. (Chen, 2007, p. 178)

Critiques by Translators

Professor Jin Shenghua, former Dean of the Department of Translation of the Chinese University of Hong Kong, commented that the translation of "大亨小传" not only enjoys great popularity among readers, but also is widely acknowledged by the academia of translation studies, which could be listed as one of the required readings for translation learners, and George Kao's proficiency in both Chinese and English cultures makes him a "rarely-seen bilingual master translator" (Jin, 2009, p. 115). She added that the Chinese version of the novel title "大亨小传" has displayed particularly exquisite craftsmanship with respect to translations of novel titles, since this "translation of muse", in conveying the original meanings of the source text, also conforms to the convention of pursuing antithesis for brevity in the classical Chinese language. (Jin, 2014, p. 124)

Liu Shaoming, a translator and professor at Lingnan University, Hong Kong, praised highly of George Kao's translation of "大亨小传", deeming it a flawless translation with resemblance in both form and spirit.

Yun Yetui (real name Zhang Letian), a translator and famous book reviewer, commenting on the translation of the initial part of "instructions from father", thought that the version, out of George's proficient language sense, possesses great fluency, and conveys "a special flavor of comfort and peace of mind" while reading. Comparing the translation of George Kao and another translator, Wu Ningkun, he believed that Kao's translation is far better than Wu's in terms of fluency. However, Yun also questioned the accuracy of the target text in conveying the original meanings in Kao's translation, and criticized Kao's domesticating tendency to dissolve the possible multiple inter-

pretations of the original text. "Despite the smoothness and expressiveness of Kao's version, there are also consider-able deviations and intentional additions and deletions." Moreover, after comparing the translations, he held that Wu's tendency to literal translation may cause the reader to "doubt whether Kao's interpretation featuring liberal transla-tion is too simplex." (Yun, 2013, p. A22)

Conclusion

George Kao demonstrated his humble policy and rigorous scholarship both in his modest self-evaluation of the translation "大亨小传" and courage to expose his own mistranslation. He once ranked, virtually, himself "in the forefront of the second rank". In spite of the fact that some scholars question the accuracy and mono-interpretation of his translation, most scholars give their applause to the translation, indicating that Kao's outstanding achievements in translating this world-famous classic have been widely recognized by the academic community.

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Thus Spoke Abraham Lincoln: A New Interpretation and Chinese Translation of The Gettysburg Address

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[Abstract] *Lincoln's Gettysburg Address is recognized at home and abroad, not just as a key political document in the U. S. history, but also as a gem of the English language. To date, there have appeared at least 25 Chinese translations. The major versions, however, have not translated the meaning and represented the style of the source text in a satisfactory manner, out of which arises the necessity to retranslate it. Considering that there is still room for improvement, this paper attempts to reinterpret this speech sentence by sentence or phrase by phrase so as to have a better understanding of what Lincoln intends to express, and then a new Chinese translation will be provided for academic reference.*

[Keywords] *The Gettysburg Address; meaning; style; interpretation; retranslation*

Introduction

Seven score and seventeen years ago (in 1863), at the dedication ceremony for the National Cemetery of Gettysburg, Pennsylvania, the U. S. President Abraham Lincoln delivered the world-famous speech — *The Gettysburg Address*. Despite its brevity, the whole speech fully displays Lincoln's strong determination to reunite the nation and finish what the founding fathers have started; it also conveys such illuminating thoughts as freedom, equality and democracy. Wills (1992, p. 147) ever observed, "*The Gettysburg Address* has become an authoritative expression of the American spirit — as authoritative as the *Declaration* itself, and perhaps even more influential." Apart from its political significance, this speech is a gem of the English language because of its lofty style and well-crafted sentences. The literary value secures its popularity with readers at home; meanwhile, it recognizes no national borders and has been rendered into other languages all over the world. In China, there have appeared at least 25 Chinese translations. In reviewing the major translations, it should be acknowledged that many scholarly attempts have been made at the translation work of the speech. However, the major versions have not translated the meaning and represented the style of the source text in a satisfactory manner. Therefore, it is necessary to retranslate it so as to faithfully convey what Lincoln intends to express.

Considerations about the Overall Style

Before approaching the overall style, we need to know that there exist five copies of *The Gettysburg Address*, whose providers are Bliss, Nicolay, Hay, Everett and Bancroft (Basler *et al*., 2020). These versions differ from one another in dictions, paragraphs, spellings, punctuation marks, etc. Given that Bliss's copy is the version inscribed

on the wall of the South Chamber of Lincoln Memorial and the one widely quoted in the circle of academia, it is, therefore, advisable to choose it as the source text for interpretation and translation. In terms of its overall style, the most striking stylistic features are conciseness, majesty and intertextuality.

As for conciseness, the speech is composed of 3 paragraphs, 10 sentences, or 271 words in total. Most of the words are monosyllabic and the sentence lengths vary significantly, ranging from 10 to 82 words. In the major translations, there is one common flaw: the long English sentences are "faithfully" translated as long Chinese sentences, which goes against the common practice of Chinese writing, thus failing to convey the concise style of the source text and reducing readability of the target text. For the sake of faithfulness, the style of conciseness should also be represented in translation. In dealing with the long English sentences, translators should keep the Chinese sentences as concise as possible and reorganize them in a logical way.

Apart from conciseness, majesty is also an aspect of the overall style of the speech, just as Carnegie (1968, p. 174) ever put it, "It is an unconscious prose poem, and has all the majestic beauty and profound roll of epic lines." However, most translations are expressed in vernacular Chinese, thereby failing to convey the intended meaning in an elegant style. To achieve this effect, we can choose classical Chinese, the standard form of written Chinese before the May Fourth Movement in 1919. Furthermore, considering that *The Gettysburg Address* was delivered in 1863, which was roughly the era of Emperor Tongzhi (who reigned 1862–1875) of the Qing Dynasty, classical Chinese is definitely a better alternative.

A third striking feature of the speech is intertextuality. Elmore (2009, p. 10) noted, "Lincoln grew up reading the *King James Bible* and echoed this great work in the greatest of his speeches, the *Gettysburg Address*." Moreover, the motto "All men are created equal" is taken from the *Declaration of Independence*. The expression "government of the people, by the people and for the people" may date back to 1384, when John Wyclif wrote in the prologue to his translation of the *Bible*, "The *Bible* is for the Government of the People, by the People, and for the People." Unfortunately, almost all the translations failed to represent the feature of intertextuality. If the translation is associated with Bible, it is hard to strike a chord with Chinese readers, just because of the differences in religious beliefs. On the contrary, translators should make the full use of intertextuality to establish some textual relationships with Chinese classics so as to increase the expressiveness and readability of the Chinese translation.

A New Interpretation

After discussing the issues of the overall style, we can shift to the in-depth interpretation of the speech. For the sake of clarity, we will list the source text sentence by sentence and then address the major misinterpretations.

① *Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.*

1) four score and seven: This expression is an imitation of the Bible, which resonates among the audience at the very beginning of Lincoln's delivery. The two words "four" and "score" share the long vowel /ɔː/, which, along with the use of conjunction "and", slows down the tempo of the speech, creates a solemn atmosphere, and brings the audience to a remote past. As for the translation, some put this part into "在八十七年以前", which goes against the concise style of the source text, because "在" and "以" are a bit redundant, while some employ the Arabic numeral "84" in Chinese, which seems less solemn. Worse still, all the existing translations follow the expression order of the source text, which sounds mundane to Chinese audience. Actually, translators can narrate the facts in the first place and highlight the time in the second place. This technique was employed by Zhuge Liang, a well-known statesman and war-strategist during the Three Kingdoms Period of China (220–280). By imitating this technique, we can inten-

sify the effect of narration and achieve the effect of intertextuality. Moreover, the insertion of "有" between the whole number "八十 (four score)" and the remainder "七 (seven)" can slow down the tempos of the speech, achieving the same effect as the source text does.

2) … conceived in Liberty…: This part involves two figures of speech: metaphor and personification. Lincoln compares the new nation to a newborn baby, whose father is the founding fathers and whose mother is Liberty. It is worth noting that the initial letter of "Liberty" takes the form of upper case, so it should be interpreted as the goddess of freedom. As regards the order of expression, all the Chinese versions follow the syntactic order of the source text: translating "bring forth" first and then "conceived". This way of expression seems logically awkward in Chinese, because "conceived" comes before "bring forth" in terms of the sequence of embryonic development. For the sake of coherence, the Chinese can be expressed like this "尊奉自由之神为国母".

3) … dedicated to the proposition…: The word "dedicated" translates as "致力于", "奉行", "献身于", "奉献", etc. All of the Chinese expressions are acceptable, but "笃行" might be a better choice. As for the word "proposition", the common translations are "主张", "宗旨", "公理", "目标", "原则", "理想", "理念", "信念" etc. The first one "主张" is more faithful to the original meaning, but it can be put into "大道", the highest political ideal, which is consistent with the following principle "All men are created equal."

4) all men are created equal: This quote comes from the fundamental document *Declaration of Independence*. It is commonly rendered as "(人)人生而平等", while a few translate it as "人(受)造而平等". In Chinese, the latter is syntactically unacceptable, whereas the former does not convey the religious implications and does not echo the word "God" in the last sentence of the speech. Moreover, it is worth noting that this expression uses the simple present tense to indicate truthfulness. To make this point clear enough for Chinese readers and convey the religious implications, translators can put this sentence into "人乃神造天生，由来皆属平等".

② *Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure.*

1) …we are engaged…: The personal pronoun "we" serves as the subject of the sentence, suggesting that President Lincoln speaks in the interest of the whole nation. In other words, the word "we" refers to not only the northern states (or the Union), but also the Confederate states of the South. However, the Chinese equivalent "我们" is so vague a term that it is hard to define who the referents are. Syntactically, the use of the passive voice indicates that "we" are forced to get involved in the Civil War.

2) …great…: This is a pun: it highlights both the scale and the significance of the war. The existing translations are "伟大的内战" or "大内战", only to convey one of the double meanings. According to the context of the expression and the historical background, the former part of the sentence can be translated as "而今，南北深陷内乱，几将另立新国…". The expressions "深陷" and "几将" highlight the scale and the significance of the war respectively: The former indicates that the whole nation was forced to get involved in a large-scale war, and the latter implies that the Battle of Gettysburg serves as a decisive battle of the American Civil War.

③ *We are met on a great battle-field of that war.*

… are met…great…: Just like the previous sentence, this one employs the passive voice and serves the same function. What might be the agent of the passive sentence? It might be God or the war, or something else. To represent the justice and significance of the war, this part can translate as "聚义" and the whole sentence can be reorganized and rendered into "怎奈大军兵戎相见于兹……(吾等来此)聚义……".

④ *We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live.*

… a final resting place…: This phrase is a euphemism for the grave and is indicative of Lincoln's reverence for

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the dead. Most translate this phrase as "最后的安息地" or "长眠之地". Faithful as the translations are, they are not as expressive as "在天英灵".

⑤ *It is altogether fitting and proper that we should do this.*

…fitting and proper…: As for the two synonyms, the common translations are "合适和正当", "合情合理", "理所应当, 恰如其分", "义不容辞, 理所应当" etc. Regrettably, these translations fail to make a distinction between the two words. According to *Oxford Advanced Learner's English-Chinese Dictionary* (Hornby, 2018, p. 817), "fitting" means "suitable or right for the occasion" and "proper" means "socially or morally acceptable". It is better to translate the whole sentence as "实乃合乎情而近乎礼也".

⑥ *But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow—this ground.*

1) But, in a larger sense：Almost all the translators render this part as "从更广泛/深刻的意义上来说". However, this way of expression seems too empty and lacks expressiveness. It can be translated as "然傍及吾众".

2) …dedicate… consecrate… hallow…: This is one of the most difficult sentences to translate, because it involves three figures of speech: parallelism, asyndeton and climax. Some translate "dedicate" as "奉献". It is obviously unacceptable, because it has no direct logical bearing on "consecrate" and "hallow" and it is not consistent with "We have come to dedicate a portion of that field". As for the last two words, most translate them as "圣化" or "神化", whose objects, however, should be someone instead of something like "the ground". According to *Oxford Advanced Learner's English-Chinese Dictionary* (Hornby, 2018, p. 553), "dedicate" means "to hold an official ceremony to say that a building or an object has a special purpose or is special to the memory of a particular person". Basically, Both the words "consecrate" and "hallow" mean "making something holy", but the latter is stronger in degree. To convey the religious implications and represent the stylistic features, we can translate this sentence as "名之莫能垂青史, 奠之不足为圣地, 祭之难以成神所".

⑦ *The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.*

1) The brave men, living and dead, who struggled here…: The phrase "the brave men" is placed at the beginning of the sentence for emphasis and is reinforced by the post-modifier "living and dead". The whole sentence contains a lot of information and is organized in a rather loose way. If we follow this way of expression, the Chinese translation will lack expressiveness.

2) … add or detract…: These two words are intransitive verbs. Some translate them as "褒扬" and "诋毁", while others put them into "增(加)和"减(少)". However, in Chinese, the missing of the objects of verbs leads to vagueness of expression.

On the basis of full understanding of the source text, the information conveyed in this sentence should be reorganized and translated as "众将士鏖战疆场, 或有生还, 或有阵亡, 尽皆豪情万丈, 血染热土, 英魂流芳。吾等倍感无力, 尚不可减其本色, 又不能增其圣光。".

⑧ *The world will little note, nor long remember what we say here, but it can never forget what they did here.*

…what we say here… what they did here: Lincoln deliberately employs the simple words "what we say here" and "what they did here" so as to highlight the phrase "poor power" in the previous sentence. In terms of meaning, there is nothing wrong with the Chinese translations "这里说的话" and "这里做的事". However, the Chinese translations sound too empty. The word "here" is repeated two times for emphasis, but it does not necessarily refer to the place twice. The first one may indicate "time" and this usage can be found in *Oxford Advanced Learner's English-Chinese Dictionary* (Hornby, 2018, p. 1021). The whole sentence can be translated as "吾等今日之片言, 世人或不闻其详, 亦不会永志不忘, 而勇士此地之壮举, 定能与国无疆".

⑨ *It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus*

far so nobly advanced.

…so nobly advanced…: For this part, some translators leave it out; others put it into "如此高贵地推动着" or "崇高地向前推进", either of which sounds so awkward that readers may feel confused about what the speaker is driving at. It can be translated as "煌煌伟烈，浩荡向前".

⑩ *It is rather for us to be here dedicated to the great task remaining before us — (1) that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion — (2) that we here highly resolve (3) that these dead shall not have died in vain — (4) that this nation, under God, shall have a new birth of freedom — and (5) that government of the people, by the people, for the people, shall not perish from the earth.*

1) that：This long sentence contains 82 words and involves 5 "that–" clauses (indicated by Arabic numerals). The last three serve as the object clauses of the transitive verb "resolve", because they share the same auxiliary verb "shall". The first "that–" clause is an appositive of "the task", and the second one expresses a hope or wish, which can be justified in the authoritative reference *Oxford Advanced Learner's English-Chinese Dictionary* (Hornby, 2018, p. 2237).

2) …government of the people, by the people, for the people…: This part is also very tricky to translate. As far as "government" is concerned, the common translations are "这个政府", "政府", and "政府模式". It is noteworthy that the word "government" does not have such pre–modifiers as "the" or "this", while it is post–modified by three prepositional phrases, clarifying the three most important aspects of American democracy. Therefore, the word "government" here functions as a mass noun, meaning the system by which a state or community is governed, and its Chinese equivalent is "政体". In terms of the translation of this part, the most common rendering is "民有、民治、民享". Because of its faithfulness and conciseness, this translation has gained widespread popularity among translators. However, the phrases can be interpreted in a new way: "of the people" is concerned with the essence of "Liberty", which means that the state sovereignty belongs to the people, instead of the British colonists; "by the people" addresses the issue of election on the basis of equality, as is stated at the very beginning of this speech; and "for the people" is about the function of the government, namely, for the wellbeing of the American people. It cannot be ignored that Lincoln places "by the people" in the middle as a connector "of the people" and "for the people", which suggests that "of the people" is the fundamental premise of democracy, and "for the people" is the ultimate goal of democracy, while "by the people" is the only way to democracy. The prepositional phrases "of the people, by the people, for the people" can be translated as "权归民有，官由民选，利为民求". Considering the expressiveness in Chinese, the order of expression may be modified.

3) …shall not perish from the earth: Some translate "not perish" as "永世长存". However, such kind of translation cannot express the style of the speech. In the source text, Lincoln intends to contrast "not perish" with "long endure". The two expressions share the same meaning, but the former employs a negative expression for emphasis. Therefore, it is better to translate "not perish" as "不朽", contrasting with "long endure (长存)".

A New Chinese Translation

The part above mainly focuses on the misinterpretations and reinterpretations of the speech. For a better understanding of the speech as a whole, it is necessary provide a full–text translation for academic reference. It runs like this:

葛底斯堡献辞

遥想先祖来此开辟大陆，缔造新邦，尊奉自由之神为国母，笃行"人乃神造天生，由来皆属平等"之大道，尔来八十有七年矣。

而今，南北深陷内乱，几将另立新国，自由、平等之大道可长存乎？此诚存亡攸关之际也。怎奈大军兵戎相见于兹，将士纷纷舍身救国。吾等来此聚义，且将一隅敬献忠烈，以告在天英灵，实乃合乎情而近乎礼也。

　　然傍及吾众，今日所踏之土，名之莫能垂青史，奠之不足为圣地，祭之难以成神所。众将士鏖战疆场，或有生还，或有阵亡，尽皆豪情万丈，血染热土，英魂流芳。吾等倍感无力，尚不可减其本色，又不能增其圣光。吾等今日之片言，世人或不闻其详，亦不会永志不忘，而勇士此地之壮举，定能与国无疆。煌煌伟烈，浩荡向前，可恨邦国尚不一统。然则吾等皆幸存之人，当继承未竟之大业，传习英烈之精神：尽忠竭力，共济世业，鞠躬尽瘁，死而后已。愿吾等齐立誓言：丹心碧血，岂可白流？天助雄邦，必复自由；权归民有，利为民求；官由民选，定得千秋；三民政体，垂世不朽。

Conclusion

　　Since its delivery in 1863, *The Gettysburg Address* was made public to the world. It still remains one of the greatest speeches in human history and continues to have far-reaching influences across the U. S. and throughout the world. In the critical review of the major Chinese translations, there are many misinterpretations in the existing versions. When it is found that there is still room for improvement, there arises the necessity to retranslate it. Accordingly, a new version is provided for reference. Hopefully, this new version will inspire enthusiasts to make further academic inquiries and scholarly attempts.

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The Final of Northern Dialect in Tang Dynasty Reflected in Sanskrit Translation

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[Abstract] The paper dealt mainly with the finals system which is reflected by the sanskrit-transcription of Mahā-mayūrīvidyārājan, which is translated by Yi Jing (義净). I think, compared with Qieyun System, the material show us some phonetic changes of Northern Eastern dialects in the Mid Tang Dynasty. Zhizhizhi (支脂之) became the same. There are glottal stops as codas. Sandeng (三等) and Sideng (四等) have merged into single one. Only a few chongniu (重紐) still exists, and there is the phenomenon of Tantan (覃談) chongyun (重韵). There are some differences between northeastern dialect, the northwestern dialect and central region dialect in Yangsheng (陽聲) rhyme final and Sideng (四等) medials.

[Keywords] Yijing (義净); Mahā−mayūrīvidyārājan; Sanskrit-Chinese transcription; Finals; Ancient Chinese sound

Introduction

Transliterations of Yijing (义净) as the object of study, have been deeply explored by two scholars, including Weldon South Coblin and Liu Guanghe. W. South Coblin (1991) discussed the phonetic features of Yi Jing᾽s transliteration by materials such as "*Jinguangming Jing*" and *Mahā−mayūrīvidyārājan*. He refered to Bernhard Karlgren, supplemented Li Fanggui᾽s research about chongniu (重纽), listed the middle Chinese and the corresponding sanskrit, but didn᾽t thoroughly discuss its phonetic characteristics. Liu Guanghe (1994) compared the difference of *Mahā−mayūrīvidyārājan* translated by Bukong and Yijing, pointed out the characteristics of the consonants of the *Luoyang* (洛阳) and *Chang᾽an* (长安) dialects, and made the table of consonants. At the same time, he pointed out the basic characteristics and differences between Bukong and Yijing in tail Consonant, medial and *yierdengyun* (一二等韵).

Yi Jing (635−713), who was born in Fan Yang, or Qi Zhou, are famous Buddhist in the Tang Dynasty. He is as well known as Xuan Zang and translated a large number of Buddhist scriptures. Yi Jing became a monk in his childhood. He went west to India to seek the Buddhist scripture, and returned to China in 659 A.D. He translated the Buddhist scriptures in Chang᾽an and Luoyang successively. Mahā−mayūrīvidyārājan was translated by Yi Jing during Luoyang. No matter it is Fan Yang or Qi Zhou, translation᾽s phonetic basis generally represents the dialect in eastern North China.

The Final System of The Northern Dialects of The Tang Dynasty

In this paper, the main object of this study is Chinese mantras in the Buddhist Scripture of Mahā−mayūrīvidyārājan (Tibetan Tripitaka 985) which translated by Yijing and Sanskrit mantras in Mahā−mayūrīvidyārājan

(Tibetan Tripitaka Volume 982, p. 459–477).

1. Medial [–u–] and [–i–]

The *Round-mouth* (合口) characters in middle ancient Chinese are usually have v in syllable, for example, the characters of guoshe (果摄) such as "埵堕莎锁" are generally translated to va,vū,the characters of *zhenshe* (臻摄) such as "奔敦酸" are generally translated to un,van,"没骨"to ud. In addition,characters of *yushe* (遇摄), *liushe* (流摄) are generally translated to u.Therefore, the medial word of *Round-mouth* characters is supposed to be [–u–].

Also, there are no v in syllable of some *Round-mouth* characters.They are always labial sound. For example, the characters of guoshe (果摄) such as "波婆么", the characters of *xianshe* (咸摄)such as "梵乏",the characters of *zhenshe* (臻摄)such as "勃",the characters of *shanshe* (山摄)such as "搬半盘曼钵跋末",the characters of *zhishe* (止摄)such as "微". Generally,there is a transitional [–u–] between the labial sound and the vowel spelling. So, there's no v in syllables is really normal.

There are always j or y in syllables of *sandengyun* (三等韵), such as "写迦耶也夜喏" to ya or y ạ "誓曳" to je, "树" to yo, "瘐" to yu, "善缮膳演" to jan, "折" to jar, j, jal, "羊" to yaṁ, "上" to jan, "尚" to jaṅ, "溺药" to yag, yak, "若" to yag, yav. In addition, in *zhishe* (止摄), *zhenshe* (臻摄) and *zengshe* (曾摄), there are usually I in *sandengyun*. Therefore, the mediaeval of *sandengyun* should be reconstructed as [–i–]. There are no j or y in some syllables of sandengyun when the initial is velar sound (见系), palatal sound (庄章系) labial sound (帮系), such as "遮者奢社差" to a or ạ "世" to e. K–, c– in Sanskrit sounds like that tongue's position is in the rear, so there is one transitional medial [–i–] in the syllable. There is only one exception "连" which is translated to ra ň .So there is medial [–i–] in sandengyun in ancient Chinese.

Sidengyun (四等韵) is usually translated to i, e, ia. I think that there is a medial [–i–] in sidengyun in order to explain this phenomenon. In medieval Chinese, *sandengyun* and *sidengyun* all translated to i, e, very few to ai. So sandengyun and sidengyun have merged into one.

In medieval Chinese, *chongniu* (重纽) should have rolling medial [–r], such as "欹" to kṣe, "绮" to kṣi, "器" to kṣ ī , "蜜" to mrt. But most chongniu (重纽) lost its medial sound, they are the same as normal *sandengyun* and *sidengyun*, such as "乔" to gau, "憍" to kau, "密" to miḍ, "金" to kum, "频" to bhin, "紧" to kin, "民" to min, "必" to pit, "毕" to pil, "吉" to kis.

2. The main vowel

Characters in *guoshe* (果摄) and *jiashe* (假摄) are all translated to a，ā Half characters in guoshe (果摄) is to a, the other half to ā But most of characters in *jiashe* (假摄) is to a. Characters in *hanyun* (寒), *huanyun* (桓), *shanyun* (山), *shanyun* (删) are all translated to a、ā, but most of them are *yidengyun*. There are only six characters of *erdengyun* (二等韵). The same as *tanyun* (覃), *tanyun* (谈), *xianyun* (咸), *xianyun* (衔). There are only two characters of *erdengyun* (二等韵) in above yuns. There are no characters of *erdengyun* (二等韵) in xiaoshe (效摄). Characters in *taiyun* (泰) and *huiyun* (灰) are all translated to ay, levant stress syllable of Sanskrit e is ai. The opening degree of a is less than ā(Shi Xiangdong, 1983). So, in middle ancient Chinese vowel [a] is between a and ā Most characters are translated to. The opening degree of *erdengyun* is less than a or ā, there is no such sound in Sanskrit. So characters in yidengyun are usually translated to a or ā So in middle ancient Chinese, *yidengyun* is always reconstructed as [a], *erdengyun* is always reconstructed as [a]. *Yidengyun* and *erdengyun* has the different timbre,the opening degree of *erdengyun* is less than *yidengyun*.

Characters in *xiaoshe* (效摄) are always translated to au, very few to o or u. O and au are separate levant stress syllable of u. So *yidengyun* in *xiaoshe* (效摄) and *xieshe* (蟹摄) are usually translated to ai. The main vowel of *dangshe* (宕摄) are always translated to a or ā , the same as *shanshe* (山摄), *xianshe* (咸摄), *xiaoshe* (效摄) and *xieshe* (蟹摄). Its yidengyun is [a], erdengyun is [a].

Characters in *yushe* (遇摄) are usually translated to u or ū, very few to au or o. O and au are separate levant stress syllable of u. So *yidengyun* in *yushe* should be u. Characters in *liushe* (流摄) are usually translated to u or ū. *Liushe* have the evolution of disyllabification from the ancient ages to the Middle Ages. But there is no ou in Sanskrit. So *yushe* are usually translated to u or ū. Liushe have compound vowel, so its *yidengyun* are always reconstructed as [au]. The main vowel of *tongshe* (通摄) are usually translated to u or o, so *yidengyun* should be reconstructed as [ua].

The main vowel in *zhenshe* (臻摄) is always translated to u or i.There is no characters in *yidengyun* and *erdengyun*. Opening mouth *sandengyun* is always translated to i. The rest of round–mouth characters is always translated to u. So round–mouth *yidengyun* are always reconstructed as rounded neutral vowel, opening mouth sandengyun are always reconstructed as central vowel. Only one character "金" in *shenshe* (深摄) is translated to um.Very few characters in *xianshe* (咸摄) such as "耽昙覃剑" also to um. I think maybe there is no um in Chinese, so monks use *xianshe* and *shenshe* to translate um. *Xianshe* should should be reconstructed as central vowel, *shenshe* should be reconstructed as central vowel. They are all close to um. Opening mouth in *zengshe* (曾摄) and *gengshe* (梗摄) is always translated to a or ā which is same as *dangshe* (宕摄), its low–pitched sounds to central vowel. *Zengshe* and *gengshe* are combined together in Song *dynasty* (宋代). So *yidengyun* in *sengshe* should be reconstructed as central vowel, erdengyun in *gengshe* should be reconstructed as central vowel to distinguishes *dangshe*.

There is no characters in *jiangshe* (江摄), because the sound of erdengyun is really different with a or ā in Sanskrit. Contrary to it, *zengshe*, *gengshe* and *dangshe* all can be translated to a or ā. Characters in *zhishe* (止摄)are always translated to i or e. There is no difference between *zhiyun* (支), *zhiyun* (脂), *zhiyun* (之). This phenomenon is the same as *Fanqie* (反切) in rhythmic dictionary. E is levant stress syllable of i.So the main vowel of *zhishe* should be reconstructed as i.

In middle ancient Chinese, *chongyun* (重韵) in yidengyun existed, such as *tanyun* (谈) to am, *tanyun* (覃) to am or um. At the same time,um is always translated to *qinyun* (侵). Examples are quite rare, but there is a similar situation in the material of the same period. The transliteration of *sengjiapoluo* (僧伽婆罗) (Liu Guanghe,2005) display such a phenomenon that *tanyun* (谈) and *tanyun* (覃) are all translated to am or um. The characters translated to um are most *tanyun* (覃), only one character of *tanyun* (谈). Characters in *qinyun* (侵) are usually translated to   m. The transliteration of bukong (不空) (Liu Guanghe, 2002) display such a phenomenon that *tanyun* (覃) are translated to am or om, *tanyun* (谈) to am, *qinyun* (侵) to im or um. The transliteration of *xuanzang* (玄奘) (Shi Xiangdong, 1983) display such a phenomenon that *tanyun* (谈) and *tanyun* (覃) are all translated to am, they are same, *qinyun* (侵) to [–

]. The transliteration of Bodhiruci (菩提流志) display such a phenomenon that *tanyun* (覃) are translated to am, um or om, *tanyun* (谈) to am, there is no *qinyun* (侵).

These phenomena show that *tanyun* (覃) have a smaller degree of opening mouth than than *tanyun* (谈). *Tanyun* (覃) sounds like that the lips are more round,which is close to *qinyun* (侵). In pre Qin Period, *tanyun* (谈) and *tanyun* (覃) both belongs to *qinbu* (侵部). *Tanyun* (覃) stands on its own since Wei Jin Dynasty when it became similar to *tanyun* (谈). To the Song Dynasty, t*anyun* (谈) and *tanyun* (覃) become the same. So I reconstruct *tanyun* (覃) as [–m]. I think *chongyun* (重韵) means the main vowel is really different in height. The difference of yidengyun and erdengyun is the front and back of the position of the main vowel. Most *chongyun* (重韵) merges together except *tanyun* (谈) and *tanyun* (覃) such as *xianyun* (咸) and *xianyun* (衔) to am, *shanyun* (山) and *shanyun* (删) to an. It is the same as yijing. Therefore, I believe that *chongyun* (重韵) is a phonetic phenomenon within the dialect, rather than a result of the overlapping of the north and South dialect phonology. *Chongyun* (重韵) disappears faster in the north than in the south, but there are still reservations.

3.Consonant ending

In middle ancient Chinese,entering tone rhyme endings can be divided into three categories: labial final conso–

nant to ap, ab, av, uv, m such as "摄" to yap, so I reconstruct it as [−p]; apical final consonant to il,ir,il,is,iṥ,it,iṭ,id,iḍ, ic,ud,ut,ur,uṣ,ar,ad,al,aṥ,as,ac,aj,ar,aṭ such as "卒" to ut, so I reconstruct it as [−t]; velar sound final consonant to ik, ak,og,ok,ak,ag,ah such as "索" to ah, so I reconstruct it as[−k]. The place of articulation of each entering tone is the same,only methods of pronunciation is different. Besides the plosives, there are fricative, liquid, nasal and lateral sounds. In translation, the ending of the entering tone is only related to the articulation part at the back.Although the three rhyme endings are very different, but maybe some characters became into glottal stop.

There are three nasal endings: labial final consonant to am, am, um, such as "耽昙" to um, am. So I reconstruct it as m; apical final consonant to in,uṇ,uṇ,uñ,añ,an,aṇ such as "因紧" to in, so I reconstruct it as n; velar sound final consonant to aṅ,aṁ,iṅ such as "鸯" to āṅ, I reconstruct it as velar nasal sound. There are few exceptions of nasal endings. Maybe it's the reason for copying. Nasal endings is more stable than it entering tone rhyme endings.

Conclusion

Nasal endings is relatively stable. Entering tone rhyme endings maybe confused into one. *Sandengyun and sidengyun* are combined in eastern dialects. There is a medial i in them. There is no difference in *zhiyun* (支) zhiyun (脂) and *zhiyun* (之). There is individual retroflex medial of *chongniu* (重纽). Most of *chongniu* (重纽) is the same as the other ordinary words. There still are *chongyun* (重纽) of *tanyun* (覃) and *tanyun* (谈) in the eastern dialects. May−be there still is *chongyun* (重韵) in dialect of Central Plains.

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Acknowledgments

A Research on C–E Translation of Official Document: A Case Study of Translation of the *Outline of China Tumen River Regional Cooperation Development Plan*

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[Abstract] *The thesis presents the reflection of the process of translating the Outline of China Tumen River Regional Cooperation Development Plan. As an official document, it enjoys such similar typical features as syntax, style and semantics. In accordance with the theory of "dynamic equivalence and functional equivalence", put forward by Eugene A. Nida and Chesterman, A.'s Professional Norms of Influencing Translation Product, as well as some strategies for translation, the author makes a summary and positive analysis on the source-text attempting to find some solutions to the problems in translating it, with the hope of providing some enlightenment and references for other colleagues.*

[Keywords] *official document; features; translation; solutions*

Introduction

Derived from the approval of the State Council (*Guohan, 2009, No.106*) on *Outline of China Tumen River Regional Cooperation Development Plan*, as an official document, it enjoys typical features either in tone or in language. Based on empirical study, the thesis focuses on the analysis of the source text language characteristics, such as syntactic feature, stylistic feature and semantic feature. Meanwhile the author of the thesis manages to find the solutions to solve different problems in translating with the guidance of "*dynamic equivalence and functional equivalence*", put forward by Eugene A. Nida (1974) and *Professional Norms of Influencing Translation Product* according to Chesterman, A. (1999). Through the comparative study, the differences between Chinese and English in government documents are presented concisely and distinctly.

Language Characteristics of the Source Text

The source text, as an official document, enjoys many typical characteristics either in syntax, style or linguistic meaning. In this part the author analyses its features in the following three levels.

Syntactic Features

In Chinese official document, short run–on sentences are frequently used. Sometimes parallel structures with compound predicates or coordinate phrases are much employed so as to emphasize the meaning or tone. In addition, active sentences, sentences without subjects, passive states are much used, too.

Use of Run–on Sentences

The most important contrast between Chinese and English is hypotaxis and parataxis. Chinese is a covert coherence–prominent, paratactic language and its clauses are often arranged one after the other without connectives showing the relation between them. Especially in Chinese government document, the feature is very typical. There are not any conjunctions between short sentences. For example,特色产业体系……,科技创新能力……,森林覆盖率……,大中城市污水处理率,资源环境承载能力……

However, in spite of the frequent use of run–on sentences, in terms of its expression or form, it is still more formal, for it represents some opinions or decisions from the government. From head to toe formal expressions can be found. The choices of vocabulary are both precise and rigorous so that the text can deliver exact information to the reader.

Use of Parallel Structure

Parallel structure, also called parallel construction, is used to balance word with word, phrase with phrase, sentence with sentence in order to add the qualities of smoothness and coherence, build a climactic order of ideas with pleasing rhythm and structure. For example, 1.……不畅,……不强,……不够,……不大,……不足等。2.……是我国……的需要,是实现……的需要,是加强……的需要。

Use of Active Sentences

Active sentence refers to that the action stated by the verb is performed by the subject. Such is much employed in Chinese official document. The same is true in the source text. Many examples can be found in it. For example, 我国参与大图们江区域合作的主体格局初步形成,珲春市…有了实质性进展,边境合作开发…呈现互动发展态势。

Use of Sentence with No Subject

Another typical feature of the source text is that sentences without subjects can be seen from top to bottom. Such sentences focus on the information itself rather than the recipient or producer as to make the text more positive, formal and convincing. The case also appears in topic sentence at the beginning of each paragraph. For example, 高举……旗帜,……,深入贯彻落实……,立足图们江,面向东北亚,服务大东北,全面推进……。

Stylistic Features

The features of seriousness, exactness, simplicity, brevity, preciseness and normalization can be felt in the text. Most topic sentences appear at the beginning of each paragraph; terminology is widely used; furthermore, some expressions with Chinese characteristics can be found everywhere.

Topic Sentence at the Beginning of Each Paragraph

In the 20 sections of the document, each part makes an overview of the main idea first, and then expounds point by point with topic sentences, to be more exact, functions as subtitles, which make the text seem clearer, more serious, logical and normative. And topic sentences are often put at the very beginning. Overview comes first and details follow after it.

Frequent Use of Terms

In the source–text different terms appear frequently, some of which refers to a place, some refers to a document, a meeting, or an organization, and so on. Roughly no less than 100 terms are mentioned in the document. Some of them appear in the form of abbreviations. All these constitute one of the features of the text, such as "物流业""服务业""旅游业""服务外包产业""文化创意产业"。In the Plan there are also some names of productive materials like "特种纤维""合成树脂""改性材料""合成橡胶"and so on.

Semantic Features

The semantic feature of the source-text highlights the structure of some expressions and sentences as well. These features are much more typical in Chinese language, such as the pattern "*adverbial + verb + noun*" and expressions with the characteristics of Chinese language.

Frequent Use of the Sentence Pattern "adverbial+ verb + noun"

Though Chinese language emphasizes morphological change, in the source-text some typical patterns can also be seen, for example, "加快建设长吉图开发开放先导区"、"进一步发挥珲春开放窗口作用"、"分步推进县城镇升级为小城市"and the rest. All those structures are made up of "adverbial + verb + noun". This may be another typical features of the text. Such pattern can concisely and explicitly convey information to the receiver.

Expressions with Chinese Characteristics

It is known that Chinese is a paratactic language focusing on the meaning instead of the form. Just as Gong Qian-yan summarizes in his book, Because the language of Chinese lacks morphological change in a strict sense, its language structure is unique for flexibility, more implication and parataxis-orientation. (Gong, 1997) So the case of gression or omission in the statement is often seen. The case is true in the source text. For example, 对外运输道路通而不畅。"通而不畅" means the road is not clear enough, but the text-producer doesn't put it into"不通畅"so as to meet the rhythm of four Chinese characters.

The use of metonymy is another feature of the source-text. In the description of the Program, Hunchun is compared to the window for opening and bridgehead, Tumen River area to the frontier for opening and Jilin Province the hinterland.

In order to make an emphasis in tone and make a catchy effect in form, parallel structure is widely used, for example,"以总体规划共制、基础设施共建、产业发展同构、公共事务同管,推进……,强化……"。In the remarks some phrases share the similar structure, the same number of Chinese characters, thus making a normative pattern.

With the development of Chinese economy, the expressions with Chinese language characteristics have sprung up. The problems to translate such expressions exist obvious, for example, "现代法人治理结构(the modern corporate governance structure)", "'西电东送'工程 (West Power to East Project)", "城乡建设用地增减挂钩(the increase and decrease of the rural construction land for the land acquisition of urban development)", "生态补偿机制(ecological compensation mechanism)"and "三个代表(Three Representatives)", etc. In a word, in translating above terms, it is essential to understand the background information of them as well as their connotations.

Due to the source-text language characteristics and some problems must be met in translation. However, with the guidance of some translation theories, as well as some strategies and approaches, some goals are achieved.

Solutions to the Problems in the Source Text Translation

The aims of official document translation should be definite and clear in meaning. No matter what method is applied, first "adequacy conditions" are to be met, that is, success conditions and effectiveness conditions. In other word, unless the translated document can convey the original information faithfully and effectively, the final recipient won't accept it. However, the translator cannot offer the same amount and kind of information as the source-text producer. What the translator does is to offer another kind of information in another form. (Asensio, 2008, p. 40) According to Chesterman's Translation Norm Theory (Chesterman, 1999), The value to constrain relation norm is not "faithfulness", but "truthfulness". Relation norm, as linguistic norm, involves the nature of the relationship between source-text and target-text. "Faithfulness-orientation" is apt to focus on the intention of the source-text producer to eliminate the nature of the relationship between the source text and target text. And the relation norm will become

meaningless. However, "truthfulness-orientation" will not. In accordance with the features of the source text, in translating it, the author tries to transform the text truthfully by means of different translation strategies.

Conversion of Sentence Structures

Since sentence structures of Chinese and English are quite different, it is inevitable to adjust the Chinese sentence structure in translation. Eugene A. Nida ever said: "…certain rather radical departures from the formal structure are not only legitimate but may even be highly desirable." (Nida, 2004, p.13) In his theory of functional translation, he advocates that when translating, the translator should reproduce the source-text with the most appropriate and closest natural equivalents both in semantics and stylistic features. In translating the source-text the author also deals with some long sentences in the same way. For examples,

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窗口功能显著提升,…开放前沿功能进一步完善,…腹地支撑能力进一步提高,…明显提升。(English version: By 2012, the function of Hunchun …*will be significantly increased*; Yan-Long-Tu …*will be improved*; the support capacity of Chang-Ji …*will be further developed*. Ultimately … comprehensive strength *will be promoted* markedly.)

In C-E translation, the conversion behavior of thought pattern is that in the stage of understanding, the translator is *based on* Chinese thought pattern, while in the stage of presentation, the translator is based on English thought pattern. (Lv, 2011) In the source text, active sentences play a leading role. When dealing with the above Chinese sentences, the author puts them into passive ones so as to make the English version more faithful to the original text.

Changing sentences without subjects into the ones with subjects

For example,适时推进…,尽快打通…,逐步建成…(English Version: *We* will step up …, open up …and gradually build up …) In the source-text, sentences without subjects are often seen. However, in English such pattern is never used apart from in imperative sentences. So being added subject "we" at the beginning of the sentence, the English sentences becomes better and more natural.

Turning sentences into phrases

When long English sentences are put into Chinese, the strategy of turning sentences into phrases is another effective way. However, translating Chinese sentences can also employ this way, for example,…主要有:对外运输道路通而不畅,产业国际竞争力不强,腹地与前沿联动不够,窗口地区经济总量不大,体制机制创新不足等。(English version: …is facing some negative factors including inconvenient foreign transportation routes, not strong international competitiveness of industry, not close linkage between the hinterland and the frontier, insufficient gross of economy in openness frontier area and lack of system and mechanism innovation, etc.) In the sentence, the subject-predicate structures are all changed into noun phrases. In this way the English translation becomes so short and concise that the target-text may be more smooth and readable.

On some occasions the "verb-noun" expressions can also be switched into noun phrases . In such way the translated sentence still remains regular in form under the premise of intact meaning.

Reconstruction of Run-on Sentences

Chinese coordinated run-on sentences constitute many long and complex sentences, due to the characteristics of parataxis. Thus the tough problems entail some effective strategies to cope with. First it's essential to make a good understanding of the original, then to analyze the structure of the whole sentence, next to restructure it, and finally to test the equivalence between the source text and the target text.

Determining the Sentence Structure

Because of the different syntactic features between Chinese and English, in dealing with long sentences, sentence structure should be analyzed first so as to find the main idea of what the text conveys. On the basis of the understanding of the source-text, it seems very necessary to determine the skeleton of the long sentence and review the logical relations among clauses. Now take a close look.牢牢把握……, 统筹……, 在东北地区加快培育……, 有利于增强……, 不断提升……; 有利于……, 加强……, 实现……, 进一步营造……。(English Version: *As long as we firmly seize ..., take into full account ..., and cultivate ..., it is beneficial to strengthen our comprehensive strength to participate..., upgrade..... It is helpful to stimulate production factors ..., enhance ... to achieve ... so that we can further build ....*)

In the above long Chinese sentence, there isn't any connective. However, it implies the conditional relationship between clauses. The first three clauses are the conditions of producing the result,有利于增强……, 不断提升…… As a result, in translating it, "*as long as*" is added to change it into a conditional subordinate clause. In short, when it is translated into English, such relations should be taken into account so that the translated sentence seems more coherent and exact in accordance with English expression.

Reinventing Sentence Structure

As the saying goes, "The translator is the inverse." (Xu, 2012, p. 118) Mostly the orders of some Chinese long sentences are completely different from those of English sentences in the way of expression. Therefore sometimes translating against the original order should be a good way. Translating the back part of the sentence first can produce a natural translation, namely reverse translation. Sometimes the order of the sentence needs to be reorganized. The approach is frequently used in translating such text, for example,长吉图地区实现经济总量翻两番以上, 基本公共服务体系进一步完善, 建成我国东北地区…基地, 基本形成…。(English version:… *the important growth pole of economic development in Northeast China will be basically formed by establishing in Northeast China the bases of important new industry, modern agricultural demonstration....and further improved basic public service system with the total economic output of Chang-Ji-Tu quadrupling.*)

Integrating the Structure

Sometimes the order of the sentence not only needs to be reorganized, the integration of the structure is also necessary based on the meaning of the sentence so as to achieve the optimal effect of brevity. For example,加快……, 打造……产业体系; 发挥口岸群优势, 扩大经贸合作, 建设……(English version: *We will speed up the production factors agglomeration, forge ... the industrial system, take the advantage of the port group to expand the economic cooperation and to construct Yanbian state-level economic and technological development zone.*)

In doing so the original form of the second part has been altered according to the requirement of translation. "发挥口岸群优势, 扩大经贸合作, 建设延边国家级经济技术开发区" seem to be parallel structure in form. However, logically in meaning the purpose of "发挥口岸群优势" is "扩大经贸合作, 建设延边国家级经济技术开发区". As a matter of fact they form the relationship of cause and effect.

Semantic Conversion

Syntactic analysis focuses on the structure of a sentence, while semantic analysis focuses on the contents of the sentence. A good translation should emphasize a good understanding of mother tongue. In semantics, it is essential to not only put the meaning of a word or phrase into target language accurately, but have a good master of the feeling, part of speech and collocation of the vocabulary. (Dong, 2010, p. 81) So the translator needs to understand both the basic and professional meaning of a word through the context so as to avoid literal translation. In translation, semantic problems are often confronted. How to convey the meaning exactly seems inevitable . For example, ……面向东北

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亚,服务大东北。"大东北" refers to the whole northeast of China instead of "big northeast of China" literally. For another, …向原料多元化、产品精深化、产业延伸化发展.In translating it, the method of omission is employed so as to conform with English expression. So in the expression of "多元化"、"精深化"、"延伸化", "化" is put into "*with diversified raw materials, refined products, extended industry*".

Handling of Terminology Translation

Terminology refers to proper names with specialized area of knowledge; it does not belong to the general vocabulary. Terminology practice goes from meaning in the source language to find the best equivalents from one language to the other. The wide use of terminology is one of the features of the government document. And how to translate the terms in an accurate way is another problem to concern.

Respect for Authority

Respect for authority is an important strategy in translating terminology. Since most terms are conventional, it can't be produced optionally. Each term has its origin. Authority here refers to general dictionaries in target languages, legal texts, specialized literature, colleagues specialized in the area of expertise, experts in the field, technical standards, etc. Nevertheless the first three are applied in translating the text. For example, *economic growthpole, synthetic resin and modified material,* As far as names of places, organizations, and exhibitions are concerned, it's a good way to consult some legal texts or specialized literature. For example, *Chang-Ji-Tu Development and Opening up Pilot Zone*, *CNR Changchun Railway Vehicle Co., Ltd* , *China Jilin Northeast Asia Investment* and Trade Expo, etc. In consulting some materials, by comparison and analysis, try to find and determine suitable one.

Avoidance of Literal Translation

In addition to the strategy mentioned above, another point should be noticed, that is, avoiding literal translation. Take "大中城市污水处理…"as an example. If "污水处理率" is put into English literally, it may become "waste water treatment rate" rather than the correct expression "sewage treatment rate". Look at another example"中俄互市贸易区". At first sight the term "互市贸易" is hard to understand for its specialization. After consulting some professional illustration, its real meaning refers to the trade with foreign nations. So the term is translated into *frontier trade zones between China and Russia instead of trade exchange zones*. When translating "一次能源", it is most probably to be put into *once energy or non-renewable energy* in Chinglish way rather than the exact answer *primary energy*.

All in all, never translate some terms you don't know well literally. Remember to have a good and sound understanding first and then turn to some authoritative source or experts before translating those terms of which you are not sure.

Conclusion

Translator is both a producer and a writer. Particularly in translating such official document, truthfulness is more important than faithfulness in a sense. Besides, in stylistics the translator should make the target-text conformed to the source-text. Through analyzing the process of the translation, the author summarizes some features of the source-text and puts forward some strategies for some problems in translation. Some opinions derive from the author's deep thought. Though some strategies are mentioned by some linguists in English-Chinese translation, in Chinese-English translation, not many experts do similar research, which might be sort of innovative in the thesis.

However, in translation, there is no best, but better. In this paper the author only summarizes some typical features of the source-text. Actually others exist distinctly too, such as the choice of vocabulary, some other fixed sentence pattern, etc. Finally the author makes a conclusion that no matter what source-text it is, it is essential to make clear the type of the article and its language characteristics first, and then manage to convey the information truthfully

with the aids of some translation theories and skills. And then you can achieve the goal.

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Acknowledgements

A COMPARATIVE STUDY ON TRANSLATION OF ENGLISH AND CHINESE BIOGRAPHICAL REPORTS FROM THE PERSPECTIVE OF AESTHETICS AND RECEPTION AESTHETICS

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[Abstract] From the perspective of aesthetics and reception aesthetics, this paper analyzes the characteristics of Chinese and English biographical reports and summarizes their differences respectively, so as to give some guidance to translation.

[Keywords] aesthetics; reception aesthetics; contrast; translation studies

Literature Review

Comparative study in linguistics is called "contrastive analysis", also known as contrastive linguistics. In the first half of the 19th century, German linguist Humboldt first put forward the idea of the relationship between language comparison and human spirit, which laid the ideological and theoretical foundation for comparative linguistics. (Pan, 2002, p. 60) However, the development of contrastive linguistics as an independent discipline can be traced back to the early 20th century. Danish linguist Otto Jespersen first advanced the concept of "comparative grammar" in his book *ThePhilosophy of Grammar* (1924). Whereas the American anthropologist B. L. Whorf was the first person to give the concept of "contrastive linguistics". (Pan, 2002, p. 61) After the Second World War, linguist Fries (Fries, 1945, p. 9) came up with the idea of taking contrast as the basis of teaching. Inspired by this, Lado published the book *Linguisticsacross Culture* in 1957, which discussed and contrasted from phonetics, grammar, vocabulary, written form and culture. (Lado, 1957, p. vii) Modern scholars regard it as the formal establishment of comparative linguistics as an independent discipline. In China, Zhao Yuanren published his thesis on the contrast between Chinese and English intonation in 1932. In 1933, Lin Yutang published *Kaiming English Grammar* and Li Jinxi also finished his book 《比较文法》(1933) with contrast as the main method. Subsequently, Wang Li, Lv Shuxiang and other scholars systematically and comprehensively conducted a comparative study of Chinese and foreign languages, and formed a distinctive Chinese grammar system. (Pan, 2002, p. 62) The comparative studies in China can be roughly divided into

three periods. The first period began with Ma Jianzhong's《马氏文通》(1983) and Yan Fu's *English Grammar Explained in Chinese.*(1904) Zhao Yuanren and Lv Shuxiang made great contributions to the comparative studies between English and Chinese during this period. The second period started from 1949 to 1976, basically, the comparative study in China made no progress. With the publication of Lv Shuxiang's《通过对比研究语法》(Learn Grammar through Comparative Study), comparative study in China entered its third stage. (Liu, 1996, p. v) From the year 1977 to 1997, there were more than 600 papers and nearly 40 works focusing on comparative studies. Especially in 1998 and 1999, more than 200 papers were related to comparative studies, forming a thriving situation. (Yang, 2000, pp. 9–18) However, the first systematic and comprehensive work on comparative linguistics in China was Xu Yulong's《对比语言学概论》(1992) (An introduction to comparative linguistics), which was revised,supplemented and renamed as *Contrastive Linguistics* in 2002. This book provides a theoretical frame for contrastive study between English and Chinese. Whereafter, many contrastive works written by Chinese and English scholars in this field came in to world, which constructed the theoretical framework and system of this subject from different perspectives. (Wang, 2007, p. 66) The main theories and methods of contrastive study between English and Chinese are as follows:

Structuralist Theory

According to structuralist theory, the linguistic structure consists of the horizontal combination of the linguistic elements which combined in a certain way. The structure of language is hierarchical and the language is composed of phonetics, vocabulary, grammar, semantics and discourse.

Transformational Generation Theory

Generative grammar theory holds that language structure has certain laws, and the task of grammar study is to reveal such laws. Transformational generation is committed to abstracting, formalizing and systematizing the rules of language structure, which are grammatical rules.

Theory of Systemic-Functional Grammar

This theory focuses on the communicative function of language and the linguistic environment. The first two theories are basically static studies of the language, while systemic function is committed to dynamic studies of languages. The same form of language can be used exactly the same in two languages, but with different meanings.

More and more achievements were made in English–Chinese contrast studies, while there are still some shortcomings. For example, the misuse of "contrast" and "comparison"; the macro research system of the nature, the objective and discipline theory of English–Chinese contrast and translation has not been formed yet. (Wang, 2007, p. 68) Although there are still some problems in the development of Contrastive linguistics in China, it is still full of hope on the whole. We still need more efforts to study and promote the development of contrastive study of English and Chinese witha rigorous and scientific attitude.

Aesthetic Choice of the Language

The aesthetic choice of the language refers to the choice made by the speech subject in order to achieve the best effect in practical and aesthetic purposes. With the intention of beauty, they are approaching towards appropriateness and properness in a group of language elements with slight differences.

The aesthetic choice of language includes the aesthetic choice of symbol, channel, language variety, style, communication type, speech act and discourse. (Qian, 1993, p. 96)

Language Comparison and Translation Studies of Chinese and English Biographical Reports under the Guidance of Aesthetics and Reception Aesthetics

It is generally believed that aesthetics is a human science that studies beauty, aesthetic feeling, skills to create beauty and law of aesthetic education. It is generally considered in academic circles that aesthetics, as an independent discipline, came into being in 1750. The concept of aesthetics gradually came to be known with the publication of the book *Aesthetics* written by German philosopher A. G. Baumgarten (1714–1762).

Reception aesthetics appeared in the late 1960s. In the 20th century, the research focus on aesthetics gradually shifted from the author to the works and then from the works to the readers, which promoted the birth and development of reception aesthetics. The most fundamental characteristic of reception aesthetics is to place the reader at the center of literary theory and aesthetic research. (Zhu, 2004, p. 3)

Beauty is what people pursue, and language itself is full of beauty. However, how to retain the beauty of the source language to the greatest extent and create a new beauty in translation activities? How to better understand the aesthetic difference between English and Chinese? How to carry out translation practice from the perspective of aesthetics and receptive aesthetics? These questions have become a hot topic in the field of translation. This paper makes a comparative study on biography in English and Chinese news reports from the perspective of aesthetics and reception aesthetics.

The Characteristics of English Biographical Reports

By comparison, it is found that English biographies are more flexible and less formal than Chinese ones. The English biographical reports are flexible in structure, and the pictures are always matched with and texts to help readers better understand the content. They tend to report something representative or several meaningful moments when people were alive to show their real life to readers. The reports come with lesscomment but with plain and funny words. They give enough space to readers to understand the life value of the deceased by other's evaluation, and then further think of their own life. At the same time, the reports of English figuresfocus on a comprehensive and objective description of the deceased, with both positive and negative stories. People come from all walks of life, from celebrities and senior officials to ordinary people, and the only criterion is the journalistic value. (Chen, 2002, pp. 85–86)

E.g. A piece of news from VOA: "Not everyone remembers Bush fondly, especially some Iraqis who saw their country expelled from Kuwait in 1991. History will not honor Bush Senior because he attacked a peaceful nation that never challenged America. The airstrikes were a disgrace and will remain his legacy."

The news broadcast the death of President George H.W. Bush. It gives an objective description of his actions in starting the Iraq war and criticized him. This is quite different from Chinese biographical reports.

And another biographical report from Associated Press, here's the passage:

"He was an angry and rebellious teen, who started drinking at 13. His mother shipped him off to live with his godmother in Detroit, where he stayed until enlisting in the Navy at 17."

The report reveals that the deceased was a rebellious and angry teenager in his teens. He began drinking heavily at the age of 13 and joined the army at 17. The characters and his stories are described realistically, comprehensively and objectively, while in Chinese, the characters are often portrayed in a positive way, and their faults and shortcomings are often ignored. Because the Chinese hold that the deceased should be respected after their death.

From the point of view of aesthetics and reception aesthetics: the English biographical reports are flexible in language, including standard style, dialect and slang. The reporting style is sometimes formal, sometimes humorous, sometimes illustrated. It is characterized by various forms to report, instead of sticking to one pattern. The layout can

be long or short. English reports are often written in long sentences, with complex sentence structure and rigorous log-ic, highlighting the important things and moving them forward. The past tense is frequently used.

E.g. "He eventually made his way to New York in the 1950s to pursue acting, launching a 60-year career with appearances in over 100 films. It was there that he met Cassavetes, who he said "saved" his life, and made his film debut in his 1958 feature "Shadows," which he also associate-produced, almost by accident."

It adopts the simple past tense for description, with plain words, long sentences, complex sentence structure and rigorous logic.

The Characteristics of Chinese Biographical Reports

By comparison, such a conclusion can be drawn that the Chinese biographical reports are quite different from those in English. Chinese reports usually follow three patterns: first, the name, the position, the age and cause of death, then their life stories and important experiences, in the end, evaluations about their whole life. Compared with English reports, there are few pictures in Chinese reports. Chinese reports generally present the positive deeds of the deceased to readers, highlighting the words and deeds of the deceased is a reflection of the Party's policies and guide-lines, and the deeds are instructive and educational, emphasizing the deeds themselves instead of the deceased them-selves. And those reports avoid talking about the characters' shortcomings and mistakes. Celebrities are the focus of the reports, not ordinary people. Taking a typical case for example, in the 1980s, the *Guangming Daily* pointed out that only people with a title of deputy senior or higher could be published after their death. What's more, it has always been a tradition that the reports should highlight the achievements and contributions of the people with high titles and avoid mentioning their mistakes or something negative. It seems to have certain rules about what to write and what not to write, and the length of the reports is matched with their social status.

From the point of view of aesthetics and reception aesthetics, Chinese reports always adopt the serious and sol-emn words to describe, which stands for majesty and solemnity of the words, such as "deep mourning", "deep sor-row", "turning sorrow into strength", can be found in almost all the life reports of the characters. These words on one hand are the reflection of the standard and solemn atmosphere. On the other hand, they lack of humanity and interest, which makes it difficult to arouse readers' attention and resonance. Compared with English biography, Chinese ones are characterize by loose structures, simple sentence patterns, and short sentences. Words repetition, omissions of re-lational words, frequent use of rhetoric are quite common in Chinese reports. They pay more attention to convey the exact meaning to readers and many sentences without subjects can be found in these reports. Logic exists among the sentences. (Chen, 2012, p. 86)

For example, inLouis Cha's biographical report:

"金庸一生经历极其丰富,获颁荣衔甚多,他是著名的武侠小说家、是一代杰出报人、是学者、是华人文化界的重要的人物之一等等,见证了上世纪中国无数重大历史事件。

Translation: Jin Yong(Louis Cha), with his rich life experiences, was awarded many honors. He is a famous nov-elist for martial arts, an outstanding journalist, a scholar and one of the important figures in Chinese cultural field. He witnessed numerous historical events in China in the last century.

1972年,金庸封笔;1989年,《明报》创刊三十周年的日子,金庸卸任社长职务;90年代,金庸将《明报》集团卖给商人,退出商界;2007年,金庸辞去浙江大学人文学院院长职务……

在完成了一次次谢幕后
这次,他真的退出江湖了
儿女情长今犹在
江湖侠骨已无多。"

Translation: In 1972, Jin Yong stopped writing. It was the 30th anniversary of the establishment of *Ming Bao* in 1989, and Jin Yong resigned his post as President. In 1990s, he sold *Ming Bao* to businessmen and left business world. He resigned as dean of the School of Humanities at Zhejiang University in 2007⋯

One task after another

This time, he really retired.

The affection between boys and girls is still there.

However, there are no such heroes.

This part mainly describes Jin Yong's (Louis Cha's) important achievements and experiences through his life with short sentences and loose structure. There are no obvious conjunctions. It described in detail at first and high-lighted the important part in the end to express the regret his passing away and recall him.

Conclusion

By comparing the biographical reports of Chinese and English characters, it is not difficult to find that the char-acteristics and aesthetic choices of Chinese and English writing, which can effectively guide translation practice. Zhu Guangqian once said that "translation cannot be separated from aesthetics", and the process of translation comes with aesthetic choices. Under the guidance of aesthetics and reception aesthetics theory, the translator should get rid of the limitation of source language and conform to the aesthetics of the target language. For English-Chinese bio-graphical reports, translators should take the cultural factors, reporting style, writing form, way of wording and writing requirements of the target country into consideration. The translator is expected to translate excellent works that meet the aesthetic requirements under the guidance of aesthetics and reception aesthetics theory, as well as the translation theory.

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Acknowledgements

International Publicity Material Translation: A Discourse Integration Perspective

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[Abstract] *This paper discusses about the discourse integration strategy's application in international publicity material translation. As an important translation strategy, discourse integration empowers the translated text to be readable, acceptable to the readers who live in a completed different cultural background. Restructuring the text, cultural default compensation and focusing on the acceptability of the text are three main ways to realize the high-quality international publicity material translation.*

[Keywords] *publicity material; translation; discourse integration; publicity effect*

Introduction

International publicity material plays a significant role in image–building, product–promoting and soft power re–inforcing. The translation of international publicity material requires the translators to output the translation text not only grammatically correct but also reaching excellent publicity effect. Because of the great difference between Chinese and English discourses, the readers' cultural background, reading habits are different. The translators should take that into consideration and always keep in mind that the publicity material cannot be translated mechanically, which will bring tremendous trouble in reading to the foreign readers. The translators should adopt the strategy of discourse integration, making the English text acceptable and readable. To realize this, the translators should restructure the whole text generally, apply the cultural default compensation strategy, and focus on the acceptability of the text. These three means of discourse integration can greatly improve the quality of the translation text, empowering the readers better understand and accept the international publicity material, and the Chinese text writers better convey their ideas. By restructuring the whole text, making some rearrangements about the main parts, the translators can output the English text that is friendly to readers, adapt to the reading habits. By applying the cultural default compensation strategy, the information unfamiliar to the foreigner readers who live in a complete cultural background is either compensated in the text or explained in the notes, such strategy can help in making smooth English text for the readers. By focusing on acceptability of the text, the translators can make some necessary changes about the source language text in order to make the target readers better understand the English text, to create a barrier–free context, further improving the publicity effect of the international publicity material.

International Publicity Material Translation

With the development of globalization, especially since the reform and opening up in China, governments in all levels, companies, institutions, schools and etc. pay special attention to international publicity. It is an effective way

to make connections with and cooperate with the world, letting themselves be better known and telling their own stories. Also, the international publicity can improve the country's image, discourse power in the global level and further promote the country's soft power universally. The Chinese stories, voices and culture go global via translation, the discourse system with Chinese characteristics can be perfected (Pan & Yang, 2019). In order to realize all these purposes, proper and high-quality translation of international publicity materials is highly expected. International publicity translation is a special kind of translation. It refers to a communicative activity that uses Chinese as the information source, English and other foreign languages as the carrier, the media as the channels and the foreigners as the publicity objectives (Zhang, 2016). Such translation of international publicity materials can remove the communication barriers and misunderstandings, making the target readers better informed. In this way, the international publicity material can reach positive transmission effect, which is helpful for image-construction, business promotion and soft power consolidation.

In the process of publicity material translation, the foreign readers' acceptance levels are the key for the translators to bear in mind. If the publicity material is translated "word to word", or translated mechanically, without thinking about the foreign readers' acceptance levels, then the background information about Chinese culture and the unique expressions in Chinese cannot be understood by the target readers. That will greatly influence the publicity effect of international publicity material. So proper strategies should be adopted in the process of translating the publicity material with the aim of outputting high-quality translation. The difference in culture, especially the difference between eastern and western cultures, makes people in different cultural backgrounds have different perception for the events or ideas in the same news (Zhang, 2013). Discourse integration serves to solve this problem, it is an important means for translating international publicity material. It refers to the integration of ideas and discourses, it is a translation strategy adopted for target readers' reading and thinking habit (Zeng, 2018). It provides effective strategies in the translation process. With all these strategies applied, the quality of translation can be assured that the intended meanings of source language can be expressed properly and the transmission effect can be reached that the translators can get the information conveyed effectively.

Discourse Integration in International Publicity Material Translation

General Restructuring of the Text

Chinese and English are two completely different discourse systems. While the same contents in Chinese and English texts have corresponding relationship, the process of translation is absolutely not translating Chinese into English word by word without any change. The Chinese text structure, expression ways that are suitable for Chinese readers may not be acceptable for English readers. The structures and expression methods in the two languages are diverse, and the foreign readers cannot well perceive the English text with the Chinese-style structure and expression methods. It is necessary to integrate the Chinese language with English language without changing the basic facts, making the translated text readable and acceptable. It is also necessary for the translators to get to know about the whole source text before translation or have deep discussion with the source text writers about the information they intend to convey. In this way, the translators can better know about the core facts of the source text and be influenced the least by the structure of it.

With knowing about the basic facts, the translators can restructure the text according to the target readers' reading habits and acceptance level in order to reach the best effect of transmission. A case in point is the English version introduction of Shanghai International Studies University (shorted as SISU). It has close connection with the Chinese version translation in terms of sections of the text and basic facts of the university. However, the English version is restructured compared with the Chinese version text, which is shown in the following. First, in the English version text,

there are seven parts which is the same with those of the Chinese version text. But, the seven parts are not completely corresponding, compared with the Chinese version, there is one part missing and one new part in the English version text. This shows that the general structure is subtly changed during the translation process for the purpose of better conveying the information. Second, the number of words in the Chinese text is more than 4000, while the number of words in the English text is around 1000. The striking difference shows that there are some contents in the Chinese text are not selected in the English text. This is the basic action for restructuring, because some contents in the Chinese text are not suitable for English readers for the unique expression methods in Chinese. What is acceptable for the Chinese readers, for example, the four-character expression, abstract description, the constant use of a series of verbs, is not suitable for English readers. For instance, in the Chinese introduction of SISU, there are sentences that are long and employ many verbs in just one sentence. In the corresponding English version, the translators did not translate such sentences word by word. Rather, the translators altered the sentences by highlighting the key points, dividing the long Chinese sentences into two or more English sentences on the basis of keeping the basic facts.

The Application of Cultural Default Compensation Strategy

Cultural default refers to omission of the shared cultural background information when the writer communicates with the target readers (Wang, 2012). For the reason that Chinese readers share the same Chinese cultural background, it is not necessary to explain the shared information. Nevertheless, considering about different cultural backgrounds of the English and Chinese readers, the translators should first identify what information in the text needs cultural compensation. That is to identify the parts that foreign readers may have trouble understanding because of different cultural backgrounds. Then in the process of translation, the translators should treat the parts that need compensation either by explaining in the text or adding notes. By doing so, the two different discourses can be well integrated, which is beneficial for the foreign readers.

A few examples can serve to explain the application of cultural default compensation strategy. In Chinese text there is information about a meeting "preparatory meeting of the Seventh CPC National Congress". Such expression can be perfectly acceptable for the Chinese readers, for the reason that the Chinese readers know at least that the meeting was held before reform and opening up period. However, for foreign readers, there is no concept of the meeting, especially when it was held. So, the translators make compensations about in the English text by adding the time of the meeting, what the foreign readers see is "preparatory meeting of the Seventh CPC National Congress in 1945". Another example of cultural default compensation is the expression "the awareness of keeping in line". For the Chinese readers, this expression can be only in the political discourse however it may seem to be in the military discourse. But for foreign readers, it is not easy for them to understand it that way. The translators added some information in order to make this expression easy understood for foreign readers "the awareness of keeping in line with the Party Central Committee". By adding "with the Party Central Committee", the cultural background information is compensated, making the foreign readers know this is an expression in terms of politics. Also, when the expression "Yan'an Rectification Movement" appears in the Chinese text, the Chinese readers have no difficulty in reading and understanding it as one concept of the sentence. The translators did not compensate the meaning in the text, like what has done with the expression "the awareness of keeping in line". Rather, the translators explained the "Yan'an Rectification Movement" in the note, with details explained in nearly 100 words at the back of the article. By doing so, the foreign readers are not interrupted by the explanation of this very expression because of the length of it. The examples above show that by compensating the necessary information, the discourse integration is realized and the quality of publicity material is guaranteed.

In some cases, there is no need to compensate the cultural background information. The publicity materials aim to convey the information for the target readers, if some information is irrelevant and not necessary for the readers to

know, there is no need to compensate the information. If all the information that is hard to understand for foreign readers is compensated in English text, the readers will have difficulty in finding the key points in the ocean of information. At the same time, the quality of publicity materials and the effect of transmission will be largely affected. For example, in SISU's Chinese introduction, there is detailed information about the historical development of the university, like the different names the university has used. But, in English introduction, all the information about the school's historical development is shorted in three words "throughout its history". For the foreign readers, there is no need to know about the detailed names of the university in different times. These things are what the foreign readers need not to know. So, for the translators, they should be clear about the aim of the international publicity materials, have a thorough understanding of the Chinese text and omit the parts that are not the core information.

Focus on the Acceptability of the Text

When writing the Chinese text, what the writers have to focus on is the writing itself, just convey the information in Chinese, not to take any other things in consideration. The Chinese text features in flowery languages, with figure of speeches in the text for the readers to grasp the main idea or information. In the Chinese text, it is quite common that some cultural background information, like the quotation of some ancient poems, appears in the text. This is acceptable for the Chinese readers considering the reading and writing habit developed since early age. However, for the English readers, they either do not understand such information or have any systematic concept for that in the English discourse. If the English text they read is full of such information, the readers would have doubts about the credibility of the text, not considering it as text. In this way, it is undoubtedly necessary for the translators to focus on the acceptability of the English text.

In some sense, the Chinese text is just the writing material for the international publicity material translators. Most of the foreign news is edited and then translated rather than mechanical translation of the whole text (Xu, 2017). The translators can and must make some necessary changes about the Chinese text without altering the basic facts. What the Chinese readers read and what the English counterparts read are the articles that having different expression styles but having the same core meanings. Some examples from can serve to support this. In Chinese, there is an idiom, literally with the meaning of "Being far away from the emperor, living in the distant mountainous area". This Chinese expression vividly shows a picture about a person who is far away from the supervision can do whatever he wants. The Chinese readers have no problem in understanding the metaphorical meaning of the expression which forms a picture when hearing it. Such picture comes only from the specific Chinese culture, the Chinese language discourse. Nevertheless, it is confusing for the English readers who do not have so much Chinese cultural background to have a picture formed in mind or fully understand this expression. Also they may have questions about why there is an emperor, why have to be the mountainous area. In the English text, the translators integrate the two discourses by explaining this expression in a way easy for foreign readers' understanding: "In many counties far away from the center, high-level supervision is distant". Here, the translators use the word "center" instead of "emperor", using the actual meaning to replace the metaphorical meaning; also they use the word "distant" to replace the figurative expression "mountainous area", giving the foreign readers clear concept in mind with these well-accepted words. Also, in the Chinese text there is a metaphor indicating something simple, literally "beef stewed with potato", which is a common dish in China. The translators change it to "a meal of goulash", which is quite familiar to the English readers. By subtly changing the name of different dishes, the translators have improved the acceptability of the English text and make the text smooth in reading.

Focusing on the acceptability of the international publicity material translation can effectively convey the information and ideas. The reader-oriented material is friendly to the readers, has high credibility among the readers. The translators should realize this point and make necessary changes about the parts that are unfamiliar to the foreign

readers or make them frowned, making the two discourses integrated.

Implications and Conclusion

In the international publicity material translation, the translators should focus on discourse integration, for the reason that it is a strategy that can be applied to output the acceptable, readable foreign text. Without considering the difference in the two discourses, without any integration in the process of translating, just simply translating the Chinese text mechanically word to word, sentence to sentence, the English text will not be well accepted, and the information and ideas conveyed by it will not be reach their publicity effects neither.

The three methods of discourse integration, namely, general restructuring of the text, cultural default compensation and focusing on the acceptability of the text can greatly empower the translators in the whole process of translation, making the text friendly, readable and acceptable. Chinese and English texts are not completely corresponding, the structure of Chinese text cannot stay unadjusted when being translated in English text. It needs generally restructuring in order to make the English text more readable. Foreign readers live in a cultural background that is quite different from the Chinese one. When there is something loaded with Chinese cultural information which is familiar to the Chinese readers, the translators have to make cultural default compensation in order to specifically convey the information. Also, it is not necessary to make any cultural compensation when the information is not the core facts. Translators should focus on the acceptability in that if some expressions are not properly dealt with, the English readers will not completely understand or be confused about the expressions translated literally. With all these discourse integration strategies in the translation process, the quality, publicity effect of international publicity material will be guaranteed, the acceptability and credibility of the material will be promoted.

The construction of the discourse system that integrates China and foreign countries should be the shared goal of the Chinese text writers and translators (Zhou, 2015). The international publicity material, as the concrete implementation of that construction, is vital for information and ideas conveying. The application of discourse integration strategy in the translation of it greatly helps output the translation text that is reader-oriented, making the publicity effect satisfactory. The translators should pay attention to discourse integration strategy and with its help, make the translation text as perfect as possible.

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