Part Ⅱ:
Literature & Culture Studies

(Volume C)

A Comparative Study Between Charles Dickens and Lao She

Wang Ping and Wen Jianlan

Jilin Institute of Chemical Technology, Jilin, China

Email: wsbwangping@126.com; wenjianlan9631@163.com

[Abstract] *Charles Dickens is one of the representatives of critical realism in British literature; while Lao She is one of the most fundamental Chinese writers. Through comparative study with their personal life experiences, social and political background, the two novelists share a lot in common. This paper aims to analyze the two novelists from character building, writing features and their feminist thoughts in the novel.*

[Keywords] *Charles Dickens; Lao She; Character; Female Images; Humor*

Introduction

Charles Dickens is a British novelist of critical realism in the 19th century who pays special attention to the life of "little guys" at the bottom of British society, reflecting the complex social reality deeply at that time. His exploration and development of English critical realism made outstanding contributions. His works are still popular today and have had a profound influence on the development of English literature; while Lao She, in the period of the 20th century, with special requirement at that certain time, was one of the contemporary novelists, pursuing the western advanced ideas, and was also influenced a lot by the western civilization.

In Lao She's writing career, he was affected by many famous writers worldwide; Charles Dickens is the most influential one. During Lao She's trip in London, the first initial period for Lao She is quiet suffering; he had read so many books written by Dickens. Lao She recalls that "he was first inspired to write fiction because of his loneliness as a Chinese student in London in 1920s. he had read Dickens and other British novelists to while away the hours and to improve his English, and was inspired by Dickens's lively portraits of London" (Faurot, 2013, p. 159). In Dickens's writing, he had a complex understanding and love of his own country. On the one hand, Dickens explored the dark side of the whole society; on the other hand, Dickens can't away with his hometown. This arouse Lao She's unique views on his own hometown—Bei Ping. Lao She shares the same feeling with Dickens. Dickens's family background is the same as Lao She; both of them focus on poor people, showing sympathy for the lower class. Charles Dickens promotes Lao She's writing inspiration. Both Charles Dickens and Lao She share a lot in common in their writing.

The Character Portrayal

Charles Dickens combined writing with his own personal experience of all kinds of oppression and exploitation. His works deeply reflect the life at the bottom of the "small tomato" in British social cruel social environment in the

19th century. He exposed the ugliness of Victorian capitalism to promote the development of English critical realist culture which played a crucial positive effect by using a realistic writing method. Life and literature are not dispensable. Charles Dickens and Lao She have a deep reflection of life through novels, they lay special emphasis on images in the novel. Characters are the soul of the novel; they convey the ideas of writers. In Charles Dickens's novels, there are almost 2000 various characters; some characters became the common words in the dictionary. Picwick is the one; it was the image in his novel *The Pickwick Papers*. Pickwick is the symbol of people who are willing to help other people. Characters are quite typical in Charles Dicken's novels, all the development of plot depends on those characters, even the minor character, and Dickens still focuses on the portrayal of characters, several words describe the characters vividly, even the character just appeared in the novel once. In the era of economic development in Victoria, great changes took place in the British social structure. With the aristocracy declining and the middle class developing rapidly, the bourgeoisie was rising. When the noble lords fell, the middle class came to rapidly developing, and the emerging bourgeoisie kept growing. These changes had a great influence on people's way of life and thoughts and a new social issue became increasingly salient. In order to restrict the social norms, deontology and utilitarianism, the two thoughts predominate the society. People advocated the restraint of self-behavior, and regarded the feeling of pleasure as the criterion of moral. Living in Victorian, the idea of his creative idea was greatly affected by moral thoughts. Therefore, he also insisted that moral persuasion should be taken as his social responsibility in his work. Therefore, we can also find that he punished the characters of evils in the works, while praised the character of good.

With the influence of Charles Dickens, Lao She's novels still pay special attention to the image building. Characters are still vital in the literary writing. For Lao She, the successful part of Dickens is not relying on the structure or plot, but the images in the novels. A novel without various images or characters has nothing different from report. So in Lao She's novels, there are also many characters as famous as the novels. Characters are divided into two types: flat character and round character. Most of characters written by Dickens belong to flat characters that have the peculiar characteristics. Mr. Pickwick is always helpful and merciful even in his bad condition. In *Lao Zhang's Philosophy,* Lao Zhang pursues his own principles all the time. Both Dickens and Lao She pick one typical point to illustrate characters, not the complex inner heart of characters.

Of all the writing technique, both Charles Dickens and Lao She use the method of exaggeration. In the novel *Pickwick Papers,* Charles Dickens, in order to describe Mr. Pickwick who is quite fat, he only used one word—round. Mr. Pickwick likes a rounding ball, the eyes are round, the glasses are round, and the buttons of the closes are round. This kind of exaggeration makes readers quite impressive.

The Writing of Female Images

Because of the ups and downs of Dickens's life, he created his unique writing style, which reflected the organic integration of romanticism and realism. The works of Dickens are full of feminist thought, especially on female characters in his works. He created bright, vivid characters by positive and negative foils. Positive female characters are beautiful, natural, graceful, sensible, and virtuous which the traditional women's good moral should be. After experiencing many hardships, the other women who pursued fame and wealth, and were selfish, greedy, and villain, eventually restored the true, the good and beauty in nature.

He was born in a small staff family whose father cannot afford to the debt and was chained and thrown into prison. Before the age of twelve, he had to move into the prison with her mother and brother and sister. Then, Dickens was

forced to a workshop as child labor by his cruel mother. Childhood's hardship and lack of mother love inspire deep sympathy for children from bottom of the social life who were suffering from so much like himself. At the same time, his experiences, without love and warmth, also promotes Dickens to shape the kind and honest female images that give care and love to those orphans in his works.

Dickens is the greatest realist writer in the 19th century of Britain, and his depiction to expose and critique the all-encompassing social picture implement the humanitarian spirit encouraging people to create many memorable characters. The semi-autobiographical masterpiece *David Copperfield* is a literary classic, and revealed the bourgeoisie in the exploitation of the working people, the darkness of judicial corruption and parliament to the oppression of the people, including a variety of female characters that are bright, unique, but is similar. David and Dickens "survive inauspicious beginnings to become a famous and distinguished author" (Allan. A, 1984, pp. 109-118). Dora looked like a delicate flower in the palm of everyone's hands, and a lovely "doll wife" in David's heart. The first time David saw Dora is in her home, in David's eyes, she was not an ordinary woman, but a typical Venus, and he quickly fell into the abyss of love. However, due to the wealth of the family, Dora grew up spoiled, and was protected by her father as a greenhouse flower. Charles Dickens admitted in a letter to Maria Beadnell years after their affair was over that he had much memory. Compared with Dora, Clara's bitterness is unusual. She was born without a high position as a servant, but fortunately she met David's father who gave her warm care and formed the character of the delicate simplicity gradually. But her husband died one year later and her second husband was cruel and ruthless. The brutal torture of the Mudstones ended her young life prematurely. Her weakness and ignorance resulted in her second marriage hastily, and dare not rebel against holding fluky hope. Eventually she ruined herself, also almost ruined her baby David. Agnes's lively and happy expressions revealed quiet and peaceful demeanor which leave a deep impression on us. To some extent, she was the spiritual pillar of David, and has been accompanied David from downcast to success. Eventually they have a happy life. Although Betsey looked eccentric, she is good and honest in nature. In *David Copperfield*, to a certain extent, Agnes and Bessie belong to the same kind of women, because they are kind and wise, gentle, and help everyone like Virgin Marry. Therefore, for the whole society including Dickens himself, they are almost perfect female images. It is not surprising that Dickens gave them a happy ending. In contrast, Emily and Dora are not in a state of happy ending. For Emily was initially disloyal to her fiancé, and Dora would not be good at doing the housework, Dickens cannot endow them with a happy future in the light of social morality and standards.

While in China, during that period of time, heavy industry's flourish development did not provide women with good opportunities for self-survival. Most women still relied on the family and their husbands. Therefore, the deep-rooted male chauvinism in society had always been regarded as the mainstream consciousness, which limited the self-growth and development of women in all aspects of life. The change in industry had made men work outside more and more frequently, so women took an important responsibility for the family. For this mode of life, the women can't create the social wealth directly; Lao She also shows his sympathy for the traditional women images. In his novels, he appreciates the intellectual women, Shrewish Female Images are also quite famous, Huniu in *Cameral Xiangzi* is the one. Not like Charles Dickens, in Lao She's novels, the women cannot determine their own fate, most of the women images have a tragic ending, the women's destiny have ruined by the social environment, to a certain extent, Lao She let the readers have a deep understanding of the women images.

The first time David saw Dora is in her home, "the charming and lovely Dora, full of girlish, has a pair of bright

eyes. Her figure is enchanting, her face is beautiful, and her temperament is elegant". In David's eyes, she was not an ordinary woman, but a typical Venus, and he quickly fell into the abyss of love. However, due to the wealth of the family, Dora grew up spoiled, and was protected by her father as a greenhouse flower.

Conclusion

Charles Dickens combined writing with his own personal experience of all kinds of oppression and exploitation. His works deeply reflect the life at the bottom of the "small tomato" on British social cruel social environment in the 19th century. He exposed the ugliness of Victorian capitalist to promote the development of English critical realism

Charles Dickens and Lao She reveal human nature with humanism; they depend on the ideas of reform, trying to pursue a new system and country. In their writing, they make the figures vividly with extravagation and humorous languages, the two writers Lao She really benefits a lot from Charles Dickens, but he surpasses him to a certain extent. Charles Dickens criticizes the darkness of society, not the system and shortcoming of his own nation, Lao She has a deep reflection on the cultural background of China, and we can obtain more tragic feeling through humorous description. "Lao She lived among common citizens as one of them, observed their lives, felt their feelings, understood them, and sympathized for their sufferings." (Li, 2012, p. 169) No matter Charles Dickens and Lao She, we still find the profound significance of their writing.

References

Grant, A. (1984). *A Preface to Dickens*. New York: Longman Inc.

Faurot, J. (2013). *Laoshe's philosophy and the philosophy of Lao Zhang*, CHINOPEARL (7).

Li, D. (2012). The Awaking Citizen Figures in Lao She's novels. *Canadian Social Science*, 8(5).

Stevenson, R. W. Y. (1989). *Notes David Copperfield*. Beijing: World Publishing Corporation.

Study of "i am sam" in Accordance with Nel Noddings's Caring Theory

Cao Peihong

School of Foreign Languages, Northeast Normal University, Changchun, China

Eamil:caoph183@nenu.edu.cn

Cui Chun

Office of International Cooperation &Exchange, Jilin Agricultural University, Changchun, China

Email:daniel0301@126.com

[Abstract] Nel Noddings, an American educator, argues that education should not prioritize intellectual development alone but promote the growth of students as healthy, competent, moral people through the philosophy of caring. "i am sam"[1] is a movie about a father whose IQ equals that of a seven-year-old child and a daughter who becomes very smart at seven. It is perceived as impossible for the intellectual-disabled father sam to raise his daughter Lucy; however, sam, through providing love and care for his daughter, proves to everyone that he is a capable father. "i am sam", which embodies Nel Nodding's philosophy of care, manifests the optimal effect of the care philosophy in education—a healthy, independent, competent child with true empathy. This article studies the film "i am sam" in accordance with Nel Noddings's philosophy of care. This philosophy is the primary means to fulfill the overall development of the child and to cultivate true empathy for mankind and the world.

[Keywords] education; *care*; *intellectual development*; *academic excellence*

Introduction

With the increasing equalization of the academic achievements with test scores and with the acquisition of knowledge, a growing number of scholars have realized the detriments of such a trend of education. This kind of education not only limits children's opportunity to develop all-roundly when they reach school ages, but also deprives kindergarteners of the chances of exploring new ideas and cultivate the spirit of caring, since even kindergartens start to prioritize academic achievements of children. Nel Noddings, a famous American educator, began to argue against such an education system as early as 1992 in her writing *The Challenge to Care in Schools*. Noddings emphasizes that education should allocate more time for students to "explore new ideas, discover new interests, expend established ones, and express thoughts in art, drama, music and writing." (Noddings, 1992, p. xiii) Moreover, Noddings also emphasized that "students should be given more opportunities to learn how to care for themselves, for other human be-

---

[1] "sam" is not capitalized in the title of the film, so in the whole article, sam is also not capitalized.

ings, for the natural and human-made worlds, and for the world of ideas" (Noddings, 1992, p. xiii). Because caring was a major organizing theme for schools and for how the communities of civility and democracy were constructed.

"i am sam", an American drama film released in 2001, described the story of sam and his daughter Lucy. Sam, whose intelligence equaled that of a seven-year-old child, provided a homeless woman with a place to live. The latter, after giving birth to a baby, ran away from the hospital and left the baby Lucy with sam because that was not the life she wanted. Despite sam's mental retardation, he successfully raised Lucy into a child who was independent, competent and compassionate through his true love and care for Lucy. The film is an embodiment of Ned Noddings's principle of care in education in terms of allocating more time for the child to explore, discover and express oneself in artistic forms and to cultivate care for other human beings and the world.

To Fulfill the Child's Overall Development Through Caring

Sam worked at Starbucks, though he didn't make much money; he had an enormous amount of time to accompany Lucy to explore new ideas, discover new interest and express her thoughts in artistic forms. Sam's love and care for Lucy enabled him to fulfill the multi purposes of the education as well as to promote the overall development of Lucy.

Firstly, sam always accompanied Lucy to various places where Lucy could observe the things and explore new ideas. They went to the parks, the restaurants, Starbucks, the shoes shop and a bunch of other places. At each place, Lucy had time and opportunities to explore new ideas: "Daddy, why does the snow flake? Daddy, what is mustard made of? Daddy, why are men bald? Daddy, are ladybugs only girls or are there boys, too? And if there are, what are they called? Daddy, where does the sky end? Why does the moon follow me home? Why is the sun orange? Where does the hour going Daylight Savings? Daddy, do I look more like you or Mommy?"…

All these questions not only manifested that Lucy was a curious child but that she was trying to explore the things that belonged to different fields—the natural phenomenon (such as the snow flakes), the physical phenomena (the movement of the moon), the celestial beings (the end of sky, the color of the sun), the animal world (the sex of the ladybugs), food (the component of mustard) and human body (the baldness of men, genetics). Sam treated each question seriously and answered all those questions that he could answer—"Because snow…because snow flakes. Because it's yellow ketchup. Sometimes they're bald because their head is shiny and they don't have hair on it, so their head is just more of their face. Yeah, the Beatles". These opportunities and ways of question treatment all encouraged Lucy to ask more questions and explore new ideas in her growth.

Secondly, Lucy was provided with a great number of opportunities to discover her interest. Lucy attended all the events that sam and his friends attended, which enabled her to discover varied interest. Every Wednesday evening, they went to IHOP (a name for a restaurant) to have dinner where the kids could draw pictures with the tools provided by the restaurant, or fold papers into different objects with the paper on the restaurant table. Every Thursday evening, Lucy would watch films together with sam and his friends to accentuate the taste for film appreciation. Friday evening, at the karaoke, Lucy could discover and expand her interest in singing. Moreover, Lucy also probed her interest through a variety of other activities—the pillow fight with sam to train her interest in sports; the reading books with sam to cultivate her interest in reading; the playing of the piano at Annie's and at her own home to ascertain her interest in playing the musical instruments; the making of the presentation of the butterfly to seek her interest in presentation and the attendance of the Halloween party to unearth her interest in costume selecting and making.

Thirdly, Lucy, influenced by her father sam and her godmother Annie, expressed her thoughts in artistic forms such as music and drawing. Sam was a die—hard fan of the Beatles, and he often used his expertise in the Beatles to address the issues he met in life. When asked the name of the new—born baby, sam recalled the name of a song of the Beatles "Lucy in the Sky with Diamonds", so he named her Lucy Diamond Dawson. When Lucy asked whether her mother would ever come back, Sam answered the question by quoting the life experiences of the Beatles—both Paul McCartney and John Lennon lost their mothers when they were little—to encourage Lucy. Lucy, influenced by sam, adopted the same means to address the issues in her life. Once she escaped from the foster home and spent the night with her father in the park, when she was questioned by the court lawyer about many things, she dared not to tell the truth because she was afraid that her father would lose the right to raise her. When the lawyer pointed out that "…you know you need much more than your daddy can give you", Lucy could not deny the fact, but deep down in her heart, she knew what was the most precious thing in life and she answered by quoting one of the Beatles' songs—"All You Need is Love". In addition to music, Lucy also used drawings to express her thoughts. When the school teacher as—signed the kids to draw a picture of their own family, Lucy drew herself and her father holding hands together, but drew herself as a big girl and her father as a small man to convey the fact that she would become bigger and smarter while her father would remain as a person with the intelligence of a seven—year—old child.

To Cultivate Care for Other Human Beings and the World through Caring

In addition to fulfilling the multi purposes of the education, sam also taught Lucy how to care for other human beings and the world through showing true empathy and care for all the people, the animals and the world. Sam's care about other people's feelings could be seen through the positive language he used when dealing with people. Sam always sincerely praised the customers' order of drinks by commenting, "That's a wonderful choice". Sam also praised Lucy when he found out she became a girl scout, "You'll be a very good girl scout." Moreover, sam com—mended the woman doctor, who testified that her mentally retarded mother had the ability to raise her, "You've be—come a wonderful girl, and we are proud of you". This way of speaking had greatly influenced Lucy who in turn did not utter negative languages either. Even when she was cornered by others, she still used positive language to handle the situations. For example, when Lucy was questioned harshly and challenged continuously by the court lawyer, she felt terrible, she paused for a long time before she responded by saying "All you need is love", no usage of words of protests, neither unkind, negative words. When Lucy found out that her classmates all laughed at her daddy on Hal—loween, she became stunned and shocked but she did not say anything bad to the other children, nor did she blame sam for humiliating her in public. When Lucy and sam went to a different restaurant to have breakfast and because sam was not used to the new environment, so he punched the table and kept saying "the customer is always right", Lucy still did not say any ugly language though she was astonished by sam's behavior.

Sam's caring for others' feeling over anything else in the world also impacted Lucy to put others' feelings as the priority. Sam was a person who would sacrifice anything to prevent people from feeling horrible; therefore, to sam, it was not nice for Rita the lawyer to make other people cry. After hitting her leg against the coffee table that her assis—tant failed to move out, Rita lost her temper and her scream made the assistant cry. Later, sam brought up this inci—dent to Rita and told her it was not nice for her to make the assistant cry. Sam also thought that Rita was being unkind to make the court shrink cry by bringing up the fact that the shrink made a huge mistake when her son was arrested for "OD" (overdosed), but Rita regarded it lucky because that meant they would not lose the case in the very first

round. Rita cared more about her own feeling and winning the lawsuit, while sam focused on caring for other people's feelings. Sam's care about others' feelings resulted in Lucy's true empathy to others too. For example, once Lucy asked sam whether it was an accident or God meant to make sam different, sam became confused and did not know how to respond, so he said timidly, "I'm sorry". Seeing that sam became uneasy and lost, Lucy reached out her hand and held sam's and comforted him by saying, "Don't be sorry, we are lucky, because no other dad go to the park with their kids". On another occasion, Lucy's teacher assigned a book for sam to read to Lucy, but because sam did not know the difficult words in the book, he struggled in reading. Seeing this, Lucy snatched the book away and told sam that she did not like the book; rather, she asked sam to read the only book that sam could read fluently "Green Eggs and Ham".

Sam's care about the world around him also equipped Lucy to possess this kind of care. In sam's eyes, everything had life and deserved to be treated with respect. So when he cooked with eggs, he would say sorry to the eggs. When he walked the dogs on the road, he could tell the dogs to stay from the drawings drawn by kids on the sidewalk. When one of the dogs got a cold, he felt sorry for the dog, and when Rita brought her son Billy to visit sam, sam told the dogs to behave. His care towards the world around him also influenced Lucy, who in turn, became a person who cared about the world around her. When Lucy found out that the dog Floppy still had a cold, she went to hug and comforted the dog. When Lucy saw a paper bird flew down from the tall tree and landed on the grass, she picked it up and hid it under her armpit, and when she arrived home, she put it on her bedside. Lucy's true caring could be seen from Annie's (Lucy's godmother) comment, "Lucy is an independent, kind, smart girl with true empathy".

Conclusion

Education has been gaining growing importance with the development of the human civilization, and the key function of education has been heatedly debated throughout the human history. No matter how the world develops, and how much dominance science and technology have gained, one should not narrow education to the academic achievement, which in turn narrow down to tests and scores. Because the foundation of education remains a "human" education, that is, education should be filled with love and care and education is to "educate" the persons to become real caring persons about themselves, the people around them as well as the world around them. Moreover, education should remain as a multi-purposed cause, through which students could explore new ideas, discover new interests, expend established ones as well as express themselves in artistic forms. All the key elements of education has been successfully achieved by an abnormal father sam in the movie "i am sam" since he followed his natural instincts of being a good person and not to limit education to any particular form or purpose, which sheds light to other parents as well as educators around the world.

References

Noddings, N. (2005). *The Challenge to Care in Schools: An Alternative Approach to Education.* NY: Teachers College Press.

"i am sam" (2001). Nelson, J. Warner Bros. Entertainment, Inc. Film.

An Ecofeminist Interpretation
of *The Secret Life of Bees*

Liu Di

Jilin International Studies University, Changchun, China

Email: 413516272@qq.com

[Abstract] *As a bildungsroman, or coming-of-age novel, The Secret Life of Bees presents the development and maturation of the protagonist, Lily Owens. This thesis aims to show the intimate tie between women and nature in the light of Ecofeminist theory and criticism. Its conclusion is that the final goal of the Ecofeminists today is the reconstruction of a harmonious society, which is expected to be the solution to the spiritual crisis faced by man in the 21ˢᵗ century.*

[Keywords] *The Secret Life of Bee; Ecofeminist theory; patriarchal culture; reconstruction of a harmonious society*

Introduction

Briefly speaking, Ecofeminism refers to the social movement that regards the oppression of women and nature as interconnected. It is one of the few movements and analyses that actually connect two movements. That is to say, the major concern of the ecofeminists is the oppression of women and nature and their interrelationship in the oppression. With the development of modern society, ecofeminist theorists have extended their analyses to consider the interconnections between sexism, the domination of nature, racism and social inequalities. Therefore, ecofeminism is now better understood as a movement against the interconnected oppressions of gender, race, class and nature. *The Secret Life of Bees* just embodies the oppressions women and nature have experienced and the interrelationship between women and nature in such situations.

Sue Monk Kidd, the author of *The Secret Life of Bees*, is a famous modern American female writer. Kidd was born on August 12, 1948 and was raised in the tiny town of Sylvester, Georgia, a place that deeply influenced the writing of her first novel *The Secret Life of Bees*. She cites Thoureau's *Walden* and Kate Chopin's The Awakening as early influences that would eventually lead to a writing career rooted in spirituality.

Kidd's debut novel, *The Secret Life of Bees*, was published by Viking in 2002, and it became a genuine literary sensation. The novel tells the story of fourteen-year-old Lily, who runs away with her black housekeeper Rosaleen in South Carolina in 1964, finds the sanctuary——a pink house——in the home of three beekeeping sisters who are called "calendar sisters". This is a touching story of coming-of-age, of mothers lost and found, conviction, forgiveness and love, of the ability of love to transform our lives, and the often unacknowledged longing for the universal feminine divine——a story that women will share and pass on to their daughters for years to come. Kidd bravely explores life's wounds and reveals the deeper meaning of home and the redemptive simplicity of choosing what matters and demonstrates the power of women coming together to heal those wounds, to mother each other and themselves, and to create

a sanctuary of true family and home.

Crises Faced by Both Nature and Women

Bronowski writes in his *The Ascent of Man* about the develpoment of science and how that develpoment relates to the parallel develpoment of man and society. As he believes, "Man is a singular creature. He has a set of gifts which make him unique among the animals: so that, unlike them, he is not a figure in the landscape——he is a shaper of the landscape. In body and in mind he is the explorer of nature, the ubiquitous animal, who did not find but has made his home in every continent." (Bronowski, 1973, p. 19) This is the typical theory of anthropocentrism. In the history of Western civilization, Nature has always been treated as the target to be conquered and ruled. Nature has become the "natural resources" to be explored. It is no doubt that anthropocentrism is the cultural root of today's ecological crisis. Anthropocentrism has been presumed by some environmentalists as the underlying reason why humanity dominates and sees the need to "develop" most of the Earth. It has been identified by these writers and others as a root cause of the ecological crisis, human overpopulation, and the extinctions of many non-human species. And it is believed by some to be the central problematic concept in environmental philosophy, where it is used to draw attention to a systematic bias in traditional Western attitudes to nature. Mark Twain once ridiculed Alfred Russel Wallace's "anthropocentric theory" that the universe was created specifically for the evolution of mankind: If the Eiffel Tower were now representing the world's age, the skin of paint on the pinnacle-knob at its summit would represent man's share of that age; and anybody would perceive that that skin was what the tower was built for (Twain, 2004, p. 226). It is anthropocentrism that contributes to man's beliefs and values in every field in life. It is the essence of the western value system, which encourages people to take the control of Nature. This attitude toward Nature takes it for granted that human beings can do everything they like to Nature since it is their captive. Nature is no longer their cooperator to be cared for. When man's overexploitation makes Nature lose its balance and a great number of species be on the verge of extinction, the very existence of human race had been threatened, not to mention his development.

While considering a huge impetus from the combination of feminism and ecology, Patrick Murphy (1995, p. 3) comments, "The various cataclysms of the 20th century that dethroned the idealist humanism that posited the linear progression of western civilization did not dethrone the anthropicentrism of religious and secular humanism, nor did they disrupt the androcentrism that arises from the patriarchal base of western culture." With regard to the importance of the emergence of ecofeminism, Karen Warren maintains "any feminist theory and any environmental ehtics which fail to take seriously the twin and interconnected dominations of women and mature is at best incomplete and at worst simply inadequate." (Zimmerman, 1993, p. 321) Ecofeminist critics believe that the integration of the feminist theory and the ecological ethics will provide a new perception of the relationship of humans with each other and with the natural world.

This novel is entitled *The Secret Life of Bees*. Readers can figure out that the author Kidd used Bees as models of human society. The resemblance of the bees' society to the human society reflects the intimate relationship between man and nature. Significantly, the novel contains fourteen chapters and fourteen epigraphs; as the novel opens, Lily has just turned fourteen. At the same time, Bees serve as Lily's unspoken guides throughout the novel. In the beginning, they come to her room to send the message that she should go out on her own and leave T. Ray's house. Likewise, Lily follows the trail of the honey label to Tiburon—and to the truth about her mother. In Tiburon, she lives in the honey house, and taking care of bees becomes her occupation. Early on, when August asks Lily what she loves,

she lists bees near the top of her list. Bees suggest rebirth, exploration, sexual maturation, and personal growth. They give Lily guidance, accompany her, and drive her forward. For every important action Lily takes in the novel, bees and their products play a role. Lily even finds the "secret life of bees" similar to her own life. Their industrious care for their mother, their continuous ability to keep going in work, and their ability to survive all inspire Lily. Finally, their reliance on an all-female community resembles her own reliance, and the bees' community helps Lily understand the power of the human community. All these details convey a very significant message: man and Nature are interrelated with each other. Humans are able to see themselves in the mirror of Nature and can even learn a lot from the spiritual communication with Nature.

However, not all humans enjoy this kind of link with Nature. Some are brute and merciless to Nature. Terrence Ray (T. Ray) Owens is Lily's father. He is obviously the representative of male power. As a peach farmer, T. Ray was once passionately in love with Lily's mother, to whom he was married. After his wife left him and later died, he became a bitter and resentful man. He abuses and punishes Lily by making her kneel on dried grits, making fun of her attempts to better herself through reading, and refusing to offer her any signs of love. Besides, T. Ray also abuses Nature to release his resentment to women. "At the entrance of the farm we had a big wooden sign with OWENS PAECH ENTERPRISES painted across it in the worst orange color you've seen,⋯. Its fleshy color, not to mention the crease down the middle, gave it the unmistakable appearance of a rear end. Rosaleen said it was T. Ray's way of mooning the entire world." (Kidd, 2003, p. 8) The descriptions about the sign used by T.Ray showed his irreverence to Nature. He dislikes those natural things even if they are what he makes a living by. He mocks Nature in his own way. What is even worse is that "once when he stepped on a roach in the kitchen, he told me my mother had spent hours luring roaches out of the house with bits of marshmallow and trails of graham-cracher crumbs, that she wa a lunatic when it came to saving bugs." (Kidd, 2003, p.13) The roaches are obviously the symbol of Nature too and Kidd just wants to illustrate the cruelty of man on Nature.

Besides, Kidd has an insight into the conflict between the born human desire and the modern civilization, man's spiritual wasteland caused by human's ruin of nature. In *The Secret Life of Bees* the moon is repeatedly described, such as the moon is Lily's heart, Lily thinks that at least they still have the bright moon, and when Lily regards the black women as her mother, she compares them to the shining moon above her head. Obviously the moon here also symbolizes affection and love, stands for people's best wished and dreams. It is where people rest their hope. However, in order to satisfy its own needs, the American government even designed the landing on the moon. No wonder Lily was anxious even in her dream and she saw that the moon was torn open and began to fall down and she started to run for life. With the girl's dream, Kidd seems to suggest that landing on the moon is not a progress as it should be. It is simply the result of human greed and this lust has extended his invasion into the outer space. Human race is developing at such a fast speed in science and technology that he is alienating himself from nature and making it impossible to maintain harmony with it.

Nature is subjugated and controlled by man in this civilized human society, so are women in the patriarchal society. Both Nature and women play a role of mother in this world. But neither of them are fairly treated by men. Instead, they are both dominated and plundered by men and their rights of living are trampled on recklessly.

Kidd reveals the domination of men over women both physically and spiritually through Lily and her female friends. First of all, men tend to ill-treat women physically and torture them in flesh. T. Ray was once passionately in love with Lily's mother, to whom he was married. After his wife left him and later died, he became a bitter and re-

sentful man. He abuses and punishes Lily by making her kneel on dried grits, making fun of her attempts to better herself through reading, and refusing to offer her any signs of love. T. Ray takes out his general resentment and bitterness on Lily, the product of his lost love. T. Ray has chauvinist and anthropocentric views toward nature and women. It is no wonder that he lost his wife at first and then his daughter at last.

Resistance from Both Nature and Women

Nature and women have the similar experiences in the history of development of civilization and thus became alliance in the struggle against anthropocentrism and androcentrism. They use their own ways to take revenge on men respectively and in the continuous struggles they also relieve and console each other. As for women, with the awakening of their female consciousness, they began to realize how important it is to get united to fight against the deep-rooted patriarchy. Only when all the sisters fight shoulder to shoulder can it be possible to deconstruct the old world and reconstruct a new world. The women with ecofeminist ideas will never yield to the gender discrimination and suppression in the patriarchal culture and will always resist against them.

Firstly, the Ecofeminists devoted themselves to the restoration of Nature's image as a goddess in order to inspire people's worship of nature. As is mentioned in the first chapter, cultural Ecofeminists point out that to change the cultural spirit is the fundamental means to the liberation of women and nature. Thus, by establishing their own goddess of worship to replace male God, women take their first step of resistance against men. In *The Secret Life of Bees*, Kidd created such a goddess of Nature as Black Mary. As a picture, the black Mary symbolizes mothers and mother surrogates. Thus in that male-dominated world women have their own religion and learn to comfort and console one another.

Secondly, after women have their religion and become independent spiritually, they urge to have equal rights with men in social life. In this novel, Kidd introduces two courageous females, Lily and her mother Deborah. Their life paths revealed their non-stopping struggles for freedom. Women are different from nature in the way that they fight against the patriarchy in direct and indirect ways. But no matter what means is employed, women, similar to nature, are fighting back. However, for any school of ecofeminists, the final goal of all struggles is not to totally overthrow the present world but to eliminate the patriarchal domination with its root cause——binary thinking. For the ecofeminists, it is the most important to seek a harmonious settlement of man and nature. And in the realization of this dream, women play a key part and they set a good example in the relationship between man and nature.

Nature has punished those defiant humans who tried to control her. However, she rewards those who are always tender to her with her gifts. Women are the care-takers to Nature and they are repaid by Nature. Since bees are the representative of nature, the relationship between Lily and bees reveals the close tie between women and nature. At the beginning of Chapter One, Lily recalls what happened that summer and said, "Right now it's enough to say that despite everything that happened that summer, I remain tender toward the bees." (Kidd, 2003, p. 2) Thus Lily becomes the spokeswoman of Kidd in manifesting her positive ideal of biological feminism. Lily lacks parental love since her childhood. However, she shows great love and care toward nature. When she catches bees and put them into the jar, she "had made the jar as nice as I could with felty petals, fat with pollen, and more than enough nail holes in the lid to keep the bees from perishing, since for all I know, people might come back one day as the very thing they killed." (Kidd, 2003, p. 11) Once when some boys try to frighten her by hanging around her neck with a bunch of fish, she witnesses the death of the fish and feels so deeply sorry for them that she even hopes to become one of them. So

Lily is a girl with the strong biologically feminist code and the idea of freedom and equality. This is the reason why she is always able to stay with nature harmoniously. She loves nature deeply and this is how Kidd feels toward nature. We know that Kidd reads a lot of Thoreau so when Lily runs away from her father into nature, she "started appreciating Mother Nature, what she'd done with the world." (Kidd, 2003, p. 57) Mother Nature consoles her just like her real mother.

The story highlights the power of female community during the fighting against patriarchy as well, which makes another bright spot of the novel. Motherless Lily finds at the Boatwright house several surrogate mothers and learns the power of female community. At the beginning of the novel, Lily longs for her mother and cherishes the few possessions Deborah left behind. She demonstrates an awareness of her femininity and laments that she has missed out on certain female lessons because her mother is dead. For example, she clings to a pair of white gloves that used to belong to Deborah. But although Lily lacks a mother, she does have female companionship. Rosaleen has raised Lily, and Lily looks to Rosaleen for love and support. Rosaleen's arrest serves as a catalyst for Lily's journey toward a much larger and more fulfilling female community: the one she finds at the Boatwright house. There, Lily sees how strong women support, tend to, comfort, encourage, and love one another by witnessing the bonds between the Daughters of Mary. Through their examples, and by being included in their group, Lily begins to feel empowered as a woman. It is this power of universal love that saves Lily and gives her new life. Therefore, it can be concluded that as long as women are united, they can struggle against the male-dominated world and get the final triumph.

Conclusion

The Secret Life of Bees is a modern classic, whose charm largely lies in the ecofeminist thoughts reflected in it. Readers can figure out that this novel describes how the weak group——nature, women and blacks struggle in their lives and resist in this male-centered world in the 1960s-1970s. Souls which are deeply hurt by the patriarchal culture and tradition are revealed before readers. This thesis also points out that Kidd in this way expresses her strong disapproval toward anthropocentrism, racism and sexism. The pink house in the novel shows Kidd's ecofeminist idea of re-establishing a new world in which man and nature, females and males can live harmoniously.

In the 21ˢᵗ century, we human beings are faced with the global crises and the alienation of the human spiritual world. Therefore, the ecofeminist study of this novel is full of meaning. According to the theories of ecofeminism, a strong parallel exists between the oppression and subordination of women and nature. To liberate women is to protect nature. Nature is regarded as Mother and women seek shelter in her embrace. Meanwhile, it is women who are the care-takers of nature. The interrelation between women and nature forms the foundation of the alliance of women and nature in the battle against the male dominance. They fight together in different ways to set up a harmonious world for man and nature to live happily.

Perhaps the ending part of the novel is too good to be true, but in Kidd's mind an ecologically healthy society can be built up only when man and nature co-inhabitate equally and the discrimination between the white and other races is eliminated from root. Lily in the end gains the right to live in the community of the black sisters where she finds the parental love. Meanwhile, she and Zachary Taylor, a black boy, have the possibility to continue their romantic relation in spite of the bonds of the racial discrimination. Kidd seems to remind readers that the celebration of women's culture and the critique of the twin dominations of nature and women do not mean that all women are born protectors of nature and that all men are born destroyers of it. Instead, men should learn from women in their harmoni-

ous relationship with nature.

References

Bronowski，J. (1973) *The Ascent of Man.* New York: Little Brown & Company.

Kidd, S. M. (2003). *The Secret Life of Bees.* London: Penguin Books.

Murphy, P. D. (1995). *Literature, Nature, and Other; Ecofeminist Critiques.* Albany: State University of New York Press.

Twain, M. (2004). *What is Men? Letters from the Earth: Uncensored Writings.* Reprinted in Mark Twain and Bernard Augustine De Voto. Boston: Digital Public Library of America.

Zimmerman, M. E. (1993). *Evironmental Philosophy.* New Jersey: Prentice Hall. http://www.lancs.ac.uk/staff/twine/ecofem/whatisecofeminism.html

Cultural Identity Reconstruction of Non–native English Speakers in Cross–cultural Communication

Tian Zhenjiang

School of Foreign Languages, Hulunbuir University, Hulunbuir, China

Email: zhenjiangtian@163.com

[Abstract] Cultural identity of non-native English speakers' is becoming a serious problem with more opportunities of intercultural communication. The questions appear like whether self-cultural identity will be lost or kept, what role the communication target culture is playing, what the relationship between self-culture and target culture in intercultural communication etc. The author points out that non-native English speakers influenced by the elements of second language acquisition and intercultural communication, are to adjust and the cultural identity needs to be reconstructed. It should be based on self-culture with the harmony of self-culture, communication target culture and other cultures in the world.

[Keywords] cultural identity reconstruction; non-native English speakers; cross-cultural communication

Introduction

Along with the process of globalization, people with different cultural background are having more opportunities to communicate in the areas of economy, science, technology, education etc. More people are going to use English as lingua franca to communicate. Language is the carrier of a certain culture. When speakers from different cultures use English to communicate, they will show their peculiarity of their identity, which consists of gender, age, culture etc. For Chinese English learners, it's very natural to integrate ourselves to western cultures, of most U.S culture, in the process of acquiring the language of English. We are having more challenge on their self cultural identity by not only culture of English countries, but also other countries around the world. The problem of cultural identity construction is becoming more significant in the dynamic state. Cross–cultural communication needs the participation of each party of the communication. How to reconsider self culture and represent self cultural identity, how to construct a harmony between self and target communication culture in cross–cultural communication becomes more important in the globalization era now.

This paper is to analyze the problem of cultural identity and to notice the change of cultural identity in the development of personification and in the process of second language acquisition. The aim is to point out the importance of cultural identity and to expect that Chinese English learners/speakers could improve their ability with deeper understanding of cultural identity reconstruction in cross–cultural communication.

Theoretical Framework: Construction and Reconstruction of Cultural Identity

Identity Construction in personality development and cultural identity development

The theory of psychosocial-development-stages by Erikson (1950) describes eight developmental stages through which a healthily developing human should pass from infancy to late adulthood. It includes Infancy, Younger Years, Early Childhood, Middle Childhood, Adolescence, Early Adulthood, Middle Adulthood, and Later Adulthood. In each stage the person confronts, and hopefully masters, new challenges. Each stage builds on the successful completion of earlier stages. The challenges of stages not successfully completed may be expected to reappear as problems in the future. In the stage of Adolescence (11–18 Years) he mentioned, the problem of identity construction appears in particular. In the meantime, a child meets the problem of *Identity* and *Role Confusion* and he is newly concerned with how he appears to others. He would have questions like "Who am I? Where am I going in life". An identity crisis generally happens at this stage because of the physical and cognitive changes in an individual. The identity construction will be involved the respects of physical maturation, emotional development, membership in peer group, sexual relationships and so on. A child struggles through psychosocial crisis and could construct the essentials of his identity.

In the psychosocial development, any individual constructs his identity with cultural transmission in vertical, horizontal and oblique perspectives. Cultural transmission was introduced by Cavalli-Sforza and Feldman (1981) to parallel the notion of biological transmission, in which, through genetic mechanisms, certain features of a population are perpetuated over time across generations. By analogy, using cultural transmission a cultural group can perpetuate its behavioral features among subsequent generations through teaching and learning mechanisms, for instance, parents transmit cultural values, skills, beliefs, motives to their offspring. Such cultural transmission from one generation to a subsequent one is termed vertical transmission. Besides that, there are two other forms of cultural transmission, horizontal and oblique. In the case of horizontal cultural transmission one learns from one's peers, for example, in primary and secondary groups, during the course of development from birth to adulthood. And in the case of oblique cultural transmission one learns from other adults and institutions, for example, in formal schooling, either in one's own culture or from other cultures.

Construction vs. Reconstruction

In the cultural transmission in vertical, horizontal, and oblique perspectives, if the process takes place entirely within one's own culture, then the terms enculturation and socialization are the appropriate ones. The process of enculturation involves parents, and other adults and peers, in a network of influences on the individual, all of which can limit, shape, and direct the developing individual. The end result is a person who is competent in the culture, including its language, rituals, values, and so on. If the process derives from contact with another culture, the terms acculturation and re-socialization are employed (Berry 1992). These latter terms refer to the form of cultural transmission experienced by an individual that results from contact with, and influence by, persons and institutions belonging to other cultures than one's own. Take Chinese English learners for instance, when he goes through his developmental stages from Infancy to Adolescence, namely, from his birth to the age of 18 according to Erikson's theory, his majority of surrounding is immersed in Chinese culture. It is the process of enculturation for him and he has constructed his comparatively-grown cultural identity after he goes through the stage of Adolescence. After he goes to university, for instance, studies as an English major, or work with the language medium of English with English native speakers, he would still go through his cultural identity construction, even with some cultural identity confusion, challenge, or cri-

sis because he is within another culture. During the process of acculturation, he is, in fact, reconstructing his cultural identity. Compared speaking, the process of the reconstruction is being done mostly from the oblique transmission, namely, by acculturation.

Problems in cultural identity reconstruction

Cultural identity can be represented in a dynamic situation. That is to say, if a person, from his birth to death, lives in a stable culture background, his problem of cultural identity could probably never appear because cultural identity could be sensed when people have opportunity to communicate with those from other cultures (Han 2005). In the environment of globalization with the language communicative tool of English, world English speakers/learners could face the influence of the following in the respect of cultural identity maintaining or shifting. When people around the world communicate with each other through the language of English in the multi-cultural environment, they will meet the problems of cultural identity. They would have the problems like culture shock, culture misunderstanding and even culture conflicts if they cannot solve the problems well.

To face the problems mentioned, there seems some options. The first choice is to keep self-culture identity firmly, namely, without any change. Take Chinese people for instance, we could eat Chinese food, see Chinese movies, getting along with Chinese friends and keep ourselves as original as we are even we study or work in another country. But this is impossible according to the Cultural Transmission Model (Cavalli-Sforza and Feldman 1981) in psychosocial development. The second option is to shift mostly to the culture of English countries with the reason that we use English language to communicate. We could talk about Hollywood movies, listen to RNB music, even eat American food. But it is not reasonable, either, because we cannot throw away our cultural identity so simply for one thing. For the other, sometimes the opposite side in communication with us is not from Britain, but probably from Germany, for instance. Last but not least, we still have a third option, to the target culture, for instance, if the communicative side with us is from Germany, can we shift to their cultural identity? The situations mentioned could make some troubles if we don't have the right option.

Reconstruction: the 1+1>2 model and Productive bilingualism

With the theoretical base of productive orientation in psychology, Gao (2001) points out productive bilingualism. If the first culture of an individual is Chinese, and the second culture is English, we can metaphor them 1 (first culture: C1) and 1(target culture: C2). She finds out that the cross-cultural communicators with good English ability could positively combine the two cultures, which is not the simple plus of the two, but more than one, namely, 1+1>2. She studied 52 "best English language learners" and find out that all the students that she interviewed tend to be free from ethnocentrism, from psychological disorder or discomfort, and from unnecessary code-mixing. They have no problems of identity crisis, but the quality of openness, criticalness and incorporation. It implies that the change in self-identity of second language learners is not merely a transformation from C 1 to C2 identity, but a broadened, deepened, and enriched C 1 identity.

Reflection and Implication

Cultural identity reconstruction of English speakers takes place in the whole process of the cross-cultural communication. This reconstruction process includes reconsideration of C1 and C2 and construction of a balance between

C1 and C2. C1 is the core part in the elements which consists the cultural identity of the communicator. The original cultural value is influenced in the process of this communication and their cultural identities are being reconstructed in the process of interaction of the two cultures. In brief, the balance between C1 and C2 in cultural identity reconstruction is to be based on C1 and to respect C2 in cross-cultural communication.

To respect each other in multicultural environment

Globalization and multicultural environment are the background of cross-cultural communication. People from different cultures have more opportunities to communicate in this background of multicultural environment. Communication across different cultures can offer vitality and accelerate the development of any culture. The important base in cross-cultural communication is to respect other cultures. Each culture is a heritage of human treasure. People have their cultural identity in the process from childhood to adulthood. The cultural identity is one of the core value concepts in constructing his ego psychosocially. Anyone with awareness of cultural identity pays a great attention to his self-culture and to respect his self-culture is a base to start a cross-cultural communication with him. Cross-cultural communicators should search cultural things in common and tolerate cultural differences. Whatever eastern or western persons we are, we have the culture representations that we share in common sometimes. We could explore the deeper universal core hidden behind the differences.

To balance the two cultures in a dynamic state in cross-cultural communication.

Interaction is the inter-response in cross-cultural communication. It does not refer to one side of communication tries to understand life conceptions, life styles and thinking ways of the other. To balance the two cultures is essential in reconstruction of cultural identity. Cultural identity should be reconstructed with the base of C1. Self-culture is the core part in cross-cultural communication and it is difficult to be changed and never be erased (Han 2005). It is the soul of a person and all the other value is based on this identity. It is crucial for a communicator to have this identity when he communicates with the people from other cultures. It is also important for the other side in cross-cultural communication because no one wants to communicate with a person without soul. The awareness of C1 is given through the process of knowing about C2 in cross-cultural communication. The communicators can know more deeply about themselves by knowing others. Cross-cultural communication with people from C2 provides to know C1 more deeply and C2 is also necessary, though it is called periphery culture. To solve the practical problems in cross-cultural communication needs wise solutions after reconstruction of cultural identity, which combines the elements of C1 and C2 and the process runs in the interaction of the two cultures.

To have a good communicative ability with English as a lingua franca

English has become the global lingua franca in the context of world globalization. It plays an important role in cross-cultural communication. People with good English ability can communicate with not only native English speakers, but also non-native English speakers. As a communication tool, language is essential to communicate for human being. Good language ability can accelerate communication efficiency. Many misunderstandings result from the poor language ability. English has become the global lingua franca in the context of world globalization. It plays an important role in cross-cultural communication. People with good English ability can communicate with not only native English speakers, but also non-native English speakers with the great increase of English learners/speakers in expanding circle countries like China and Germany (Kachru 1992). With its important language status around the

world, English fluency is the basic ability for people to grasp in cross−cultural communication and a successful cul−
tural identity reconstruction is based on the good ability of English.

Conclusion

Cross−cultural communication gives opportunities for people to aware the existence of their cultural identity
while they take it for granted if they have no cross−cultural communication. In the process of cross−cultural commu−
nication, the communicators reconsider their self−culture with comparison of target culture and take some actions in
solving practical cross−cultural problems after encoding and decoding between the two cultures. Their original cultur−
al value is influenced in the process of this communication and their cultural identities are being reconstructed in the
process of interaction of the two cultures and there must be a harmony. English learners/speakers nowadays are in the
context of globalization and multicultural environment and they have more opportunities in intercultural communica−
tion. The acquisition of English language and intercultural communication make their cultural identity change. The
reconstruction of cultural identity in intercultural communication is important and it should be based on self−culture
with the harmony of self−culture, communication target culture and other cultures in the world.

References

Berry, J. W., Poortinga, Y. H, Segall, M. H. & Dasen, P. R. (1992). *Cross-cultural psychology—research and ap-
plications.* Cambridge: Cambridge University Press.

Cavalli−Sforza, L. L. & Feldman, M. (1981). *Cultural transmission and evolution: A quantitative approach.* Princ−
eton: Princeton University Press.

Erikson, E. H. (1950). *Childhood and Society.* New York: Norton.

Erikson, E. H. (1959). *Identity and the Life Cycle.* New York: International Universities Press.

Erikson, E. H. (1966). Reflections on the dissent of contemporary youth., *International Journal of Psychoanaly-
sis,* 1966.07

Gao, Y. H. (2001). *Foreign Language Learning:* "1+1>2." Beijing: Peking University Press.

Gao, Y. H., Li, Y. X. & Li, W. N. (2001). *English language learning and self-identity construction.* Paper pre−
sented at International Symposium on ELT in China.

Kachru, B. (1992). *The Alchemy of English: The Spread, Functions and Models of Non-native Englishes.* Oxford:
Pergamon Press.

Sapir, E. (1929). The status of linguistics as a science. *Language,* 5. 207−14.

Han, Z. (2005). Studies on multi−identity in globalization. *Qiushi Xuekan* 5, 23−27.

Schumann, J. H. (1978). *The pidginization process: A model for second-language acquisition.* Rowley, Mass: New−
bury House.

Crystal, D. (2003). *English as a global language.* Cambridge: Cambridge University Press.

Wilkie Collins's Sensation Fiction and British Nationalism

Liu Xin

School of International Studies, College of Humanities & Sciences of Northeast Normal University, Changchun, China

Email: 46359924@qq.com

Cui Dan

School of Foreign Languages, Northeast Normal University, Changchun, Jilin, 130024,China

School of International Studies, College of Humanities & Sciences of Northeast Normal University, Changchun, China

Email: summerelephant@126.com

[Abstract] Honored as the father of sensation fiction, Wilkie Collins aims to embrace nationalism as the dominating topic in his writing. Such a grand topic has been delicately interwoven into people's anxiety over their personal identity, confrontation against European Continental fashion-French heat, confession and revival of British civilization, etc. This essay, through analysis of the aspects above, explores the construction of British Nationalism and literary writer's conscientious reflection. Also, the author of this essay aims to take marrow in the participation of literary in Chinese national identity.

[Keywords] Wilkie Collins；sensation fiction；British nationalism；Chinese cultural confidence

Introduction

Wilkie Collins, the father of British sensation fiction, honored as the "sensation king", has won his popularity among his peering readers and those of later generations through his fabulous suspension and justice he secured to the victimized and the punishment he saved to the crime doers. While throughout the critical papers out of the serious critics and academic scholars, many issues have been carefully and delicately scrutinized and analyzed, including the class segregation, gender issues (Cui, 2016, pp. 872–876), economic development and trade exchange, insanity and self–help spirit, Englishness and Orientalism (Cui, 2017, pp. 55–59), Working–Class Readership (Cui, 2017, pp. 503–506), etc, however, a certain aspect deserves our attention, that is, his attitude exposed consciously or unconsciously in his depicting the characters and weaving the plots, thus reflecting his individual efforts in constructing British national identity. Such identity is expatiated from certain facets: people's anxiety over their personal identity, confrontation against European Continental fashion–French heat, confession and revival of British civilization, etc.

Anxiety and Overlapping of Personal Identity

First of all, we can tell Collins endeavors to depict the anxiety people possessed in their identity in Victorian era. In Victorian age, people always met such a bizarre situation, in which the individual most often found somebody passing over him or her with a similar face. That means, they always met somebody who were just themselves.

And such psychological issue was grabbed by Collins and depicted in his novel creating. In *The Woman in White* there were both Anne and Laura who replaced each other as the wife of Sir Percival and the insane woman through life and death. Similarly, People's identity can be faked through careful designing and pretending. For example, In *Armadale*, Armadale's father's role as the future husband and heir was replaced by his intimate friend that ruined the career of the former and the precious life of his own. Also, in *No Name*, the illegal sisters pretend to be the family tutor in order to usurp the heir's inheritance.

It implicates the stress caused by such a boom in population, but also the anxiety they possessed in the bottom of their heart, that is, they were not quite sure of their own social identity, thus implying certain loss of mutual trust and reliance. Such a phenomenon emerges not only due to the great number of population, but also the fast transportation of people with the advancement of technology development.

Also, it reflects British people's declining morality and fierce competition they were faced in the fast-developing society. Since invention of trains and other transportation vehicles that make the city link closer, nearer and more intimate and more convenient. Thus, a greater opportunity to see strangers has been increasing than before. Without long-term acquaintance, people cannot tell exactly the authentic identity of a hello-sayer for the very first time, and therefore, it seems easier for people to cheat or be cheated.

It also indicates the transformation in social classes and shattering pounds and shakes the people of higher class with inherited title but without any fortune that will be proud of or deserves mentioning. Nevertheless, Collins interrogates the necessity of the long-lasting tradition, that is the blue-blood nobility. He did not publicly expresses his opinions in any of written or oral forms on such an issue, which seems rather a pity to a great extent. However, it can be compensated through pondering over his depicting of the character Percival, who committed murdering and confining, as well as Sir Roberts, the only heir to his uncle's fortune, sanctions his aunt to be insane in order to bury the noble family's scandal. Clearly, such seems mild superficially, however penetrative and sharp criticizing cannot even illuminates more Collins' attitude to the nobility.

Throughout the analysis above of the puzzles in identity from above we can know that Collins has sarcastically expresses his concern for the future of British in almost every class. He was heralding, if not calling on ardently and passionately, that a sober mind should be retrieved in order to regain the loss of identity.

Confrontation against Britishness and Alienation

If the previous paragraph takes the individual identity as the center for concern within the scale of native people, then an interesting phenomenon cannot escape our curiosity, that is British people's attitude towards foreign people and foreign culture.

First of all, we can tell such a generosity in their attitude towards Italian people in Mr. Hartright' mother, who treated her son's friend, the Italian professor Pesca in quite a generous way. First of all, Pesca would like to express his emotions and feelings in such an exaggerating way that is even out of British people's expectation and conven-

tional social communication mode. After Hartright rescued him from being drowned in water by accident, he felt so grateful that he always tried to seek out a way to return his favor.

Also, it is of great vitality for readers to detect such an implied arrogance towards Italian people. British people, as expected, are quite reserved and conservative. So no matter how much Hartright's mother feels totally unacceptable towards Pesca's face and manners, she always finds the latter pardonable. From the view of Hartright, "my mother sat by the open window, laughing and fanning herself. Pesca was one of her especial favourites; and his wildest eccentricities were always pardonable in her eyes. Poor dear soul!" (Wilkie, 2010, p. 5) However, his sister Sarah is less pliable. She cannot bear Pesca's constitutional contempt for appearances and "was always more or less undisguisedly astonished at her mother's familiarity with the eccentric little foreigner" (Wilkie, 2010, p. 5). In such a comparison, readers can detect the in-depth contempt that Hartright's mother possess towards Pesca and her confidence of herself.

Likely, Franklin in *The Moonstone* represents those noble descendants who were sent abroad to the countries of European Continent like Italy or France in order to gain excellent education and manners. Franklin learned drinking red wine from France, smoking cigar from Germany and many other kinds of manners that were even worshiped by English bourgeoisie. It is the French heat that attracts the interest of the nobility. During that period, people "found the Paris road so jammed with British travelers that there were not enough post-horses to go around" (Newman, 1997, p. 43).

However, European continental manners have been pondered and criticized by those sober minds who realize the newly learned manners will degenerate British morality of their new generation. For example, in *The Moonstone*, the Franklin's house leading butler was thrilled when he first saw Franklin back home from long-term overseas study, who he had established intimate relationship with and missed so much. However, when he came across Franklin's smoking and drinking, he could not help criticizing the latter, who he thought had discarded the precious qualities used to be possessed by the British noble landlords throughout generations. Similarly, Rebecca's husband in the *Vanity Fair* gambled in France and was gossiped by the French for they equalized his gambling tricks to Wellington's deceitful success in the Waterloo, from which the tone of sarcastic can be detected. Also, Rebecca and her husband found it harder to support such a luxurious French life style full of the games and parties of the wealthy. Therefore, Rebecca determined to return to Britain for an excellent striving and living. Thus, a certain contrast between the old and the young has been set up, but it is actually the cultural gap, or essentially, the nationalism, that distinguishes both. Therefore, British people are trying to establish their own Britishness in order not to be alienated by the Continental elite culture.

For example, British people endeavor to persist their own conventions and traditions. On the one hand, they try to demonize the detrimental influence from the Continent, and on the other, they eulogize the freedom they learn from America, and fundamentally, they emphasize their own British morality. It is quite coincidental for the protagonist to try their luck in America, which enabled them either to obtain wealth through exploring the gold or acquiring the other resources that can guarantee their luxurious future, just like the criminal in Dickens's *Great Expectations*. Mr. Hartright was dismissed by Laura's sister for the latter found the potential distraction of him to Laura. Though leaving was not his initially primary choice, however, he went to American to try his own luck and stayed out of way between Laura and Sir Percival. When he came back, he succeeded in exposing Percival's trick with the assistance of

Laura's sister. The courage and bravery are the two most important qualities that he gained while was struggling in American. Likely, Franklin went to American after being misunderstood and went back to detect the truth of the stealing. Further, we can also see from him the good qualities of Britishness like honest, bravery, courage, persistence, loyalty, etc.

British Self–Confession and Revival of Civilization

Sensation fiction is famous for suspensions since it not only enhances the fiction's readability but also the interest that holds up to the readers. But the suspension also functions as exposition of the themes and characterization. The doctor in *The Moonstone* blurs words that are hardly understood by the readers but masterfully decoded by his follower doctor. It adds mysterious atmosphere to the story, but also functions as the clue to decode the theme of nationalism: the confession towards the colony.

Since Britain explored the world as early as 14th century, she did harvest a great number of colonies to give evidence to her glory title of "the nation that the sun never sets". The India, West Africa, American, Australia were conquered successively during her colonizing period. However, during the whole process, Britain met with fierce resistance and rebelling, struggling and striving for freedom from the colonized. Thus this caused much pressure on Britain, which eventually makes the leaders and practitioners of conscience speculate on the justice of their behaviors. Especially the great revenge against them by the colonized thrusts them to ponder on this issue in–depth. For example, the Indian Mutiny even caused enormous panic on British people. It is said the newspaper propagated their British soldiers' skull skins were mercilessly peeled off even after they gave in or fought to death. Such kind of news made the British mothers and wives feel so indignant and furious. They protested against such inhuman deeds and called on British soldiers to fight back. However, it also aroused the heated discussion over whether the colonization abides by the civilization that Britain has always worshiped.

Against such background, British people tried to confess their guilt through apologizing. Therefore, Collins would like to apologize to the colonized through mad hardly comprehensible murmuring of the doctor. It is also echoed by Collins's writing of the Indian moonstone being regained by India. Also, Amadale's father used to be the colonizer in India and he died of incurable sudden stroke. He left his death will which was full of self–sense of guilt and expected to be pardoned for his previous ruthless crime he committed in his youth.

Conclusion

Sensation fiction was categorized as the popular genre of fiction in the 1860s and 1870s in order to cater to the working class and family wives due to their limited affordability and literacy. However, it embeds much more than people's expectation with its exposure of anxiety of personal identity, the European continental confrontation against Britishness and recovery from its national guilt of colonization. Wilkie participated through his writing in the construction of nationalism, which deserves the Chinese writer's attention, that is, objective judgement of Chinese culture from both sides and eulogizes its marrows and bones.

References

Cui, D. (2016). "The Secrets of Sensational Women and Spirit of Victorian Era." *The Proceedings of the North-*

east Asia International Symposium on Linguistics, Literature and Teaching. Las Vegas: New Vision Press.

Cui, D. & Li, Z. (2017). "Collins's Sensation Fiction and British Empire." *The Proceedings of The 2017 Northeast Asia International Symposium on Linguistics, Literature and Teaching*. Lv Liang: New Vision Press.

Cui, D. & Li, Z. (2017). "Wilkie Collins and the Working-Class Readership." *The Proceedings of The 2017 Northeast Asia International Symposium on Linguistics, Literature and Teaching*. Lvliang: New Vision Press.

Wilkie, C. (2010). *The Woman in White*. Beijing: China Translation & Publishing Corporation.

Newman, G. (1997). *The Rise of English Nationalism: A Cultural History 1740-1830*. Hampshire & London: MacMillan Press Ltd.

Acknowledgments

Cultural Trauma and Revitalization: A Case Study of Father–Son Relationship in Charlson Ong's *Rain*

Rao Yingzhi

University of Hainan, Hainan, China

Email: h2yr@qq.com

[Abstract] *From the perspective of the theory of Cultural Trauma and Loss, this paper explores the relation between cultural conflicts and trauma through a case study of father-son relationship in Chinese-Filipino English writer Charlson Ong's Rain. It is also an attempt to prove the possibility of resolution to achieve catharsis, and eventual trauma healing is through cultural reorganization and revitalization which is characterized by multi/bi-cultural adaptation.*

[Keywords] *Cultural Trauma; Cultural Revitalization; Cultural Conflict; multi/bi- cultural adaptation; Rain; Father and Son*

Introduction

The conflicts between the Chinese culture and the Filipino culture embodied in many English literary works by Chinese–Filipino authors. Among these writers, Charlson Ong is one of the most influential ones who are typical representatives of the third generation of immigrants. In 1988, Charlson Ong published *Rain* in *Diliman Review* and *Mithi*, based on his elder generation' experiences. In this paper, Rain can be analyzed from the perspective of the theory of Cultural Trauma and Loss, which proposed by B. Hudnall Stamm et al. in 2004. This theory suggests a framework for understanding disruptions that an "original" culture might suffer at the imposition of an "arriving" culture resulting in vulnerabilities of individuals, families/small groups, communities, and the broader societies. The result of cultural conflicts can be a form of bi–cultural or multi–cultural adaptation by the members of the original culture. This paper first, from the relationship between the father and son, describes the traumas of them. Second, it analyzes the cultural aspect of trauma and focuses on the cultural conflicts which are one of the main reasons for the traumas. Finally, it applies the theory of Cultural Trauma and Loss as a possible way to analyze the treatment about traumas, and concludes that multi/bi–cultural adaption is a possible way to eliminate cultural trauma or remove cultural conflicts.

Father and Son's Traumas

Charlson Ong's Rain captures perfectly the tense relationship of constant sniping and bickering between the father and the son. Father, an immigrant from China, cannot understand the life of his son, who grew up under very dif–

ferent circumstances, wishes to lead. Downtrodden by life, his wife long dead, it is only his clinging on to the culture of the past that gives him some joy in the present (Conejos, 2010). When *Lan Ping and Yung Jun,* the names of his grand twins, become *Xerxes and Antipordia* which are alien to his own Chinese heritage, he is sad. In *Rain*, the father is described as if a "whole life had been rained out" and a product of all his life's frustrations, "... the sea, the mad *huanna* revenue rats, mayor's special teams, immigration officers, fixers, lackeys of congressional hunters of over-staying aliens, forty years of umbrellas...". Like all migrant peoples, the first generation of Chinese immigrants had to get used to being second-class citizens and always need to deal with hostility from those who are threatened by their presence. The list of the frustrations for the father is endless. The penultimate horror that ends this list of sighs is, "... a useless son." Where the dream was for a rich offspring with high social status, the reality was a "useless son" toiling in the same umbrella store as the father.

Son is the father's antithesis with the loss of Chinese culture and identity, and he like goods made in Japan which are anathema to the father who can never forget Japan's role in WWII. The son dreams of being a great English writer while the father wishes him for a doctor and thinks his son could not support himself with a job related to English and Comparative Literature. Matching his father's scorn, the son retorts, "If there was any stain of insanity in me, it was definitely spilled over from him." In the Philippines, the son is one of the second generation of Chinese immigrants who are Philippine-born, Philippine-educated, but always has to straddle a fence between their Chinese features and upbringing and the Filipino world outside. They have to be Chinese at home, Filipinos outside the home. "Who are we?" they all ask with the pain of self-acceptance (Tope, 1991, p. 174).

Trauma and Cultural Conflicts

Rain is a story about the clash of generations in a Chinese Filipino family, highlighting the failure of the first-generation immigrants from China to completely assimilate, in contrast with the second generation's ease in embracing *huanna* culture. The latter usually opt for the values of the land of their birth rather than those of the land of their origin. As they repudiate the old-world mentality of their fathers, so do they embrace the culture of their new nation. The choice is painful, the victory over tradition pyrrhic, for in the process, they lose their fathers (Tope, 1991, p. 173). The father-son relationship in Rain reflects the conflicts and contests between the two cultures, which may be one of the main reasons for the trauma. The father is the representative of Chinese culture, trying to use the concept of traditional Chinese culture to educate his son; and the son is born in the Philippines and grows up in the Philippines, he is the representative of Filipino culture, he absorbs the culture of the Philippines and idiosyncrasies of the Filipinos as well as their historical baggage in the process of his Filipinization. So, he did his best to break away from the shackles of his father and resist his father's authority.

Due to the differences in history, geography, and traditions between the two countries, China and the Philippines have formed very different cultural characteristics and values. The following aspects about those cultural differences and the conflicts caused by them will be analyzed in detail.

Filipinos have the ability to find joy and humor in everything. It sheds light on the optimism and positivity of Filipinos in whatever situation they are in to remain determined in going through struggles or challenges. Compared to Filipinos, Chinese people regard suffering consciousness as the driving force of Chinese humanistic spirit and tend to be more conservative and indirect in the aspect of expressing one's feeling. At the beginning of *Rain*, there is an unpleasant scene between the father and the son. When it begins to rain, the son's face beams with delight: "It's rain-

ing saints and angels." But the father thinks his son is mad and "inherited the streak of looniness from those of Mother's side who were traveling acrobats back in Amoy, China." In his mind, most ordinary Chinese people express their feelings, especially happy mood, in a subtle way. He thinks his son's character inherited from some abnormal Chinese men of low social status and doesn't realize that his son, who is born and grows up in the Philippines, already has a very different cultural character and value from Chinese people. So, when his son sees an irony scene and begins whistling "Stardust", his father slams his pipe upon the counter and strides upstairs to his room. This action makes his son and his Filipina staff "bothered and bewildered".

The conflicts between father and the son are also manifested through the conflicts of language. Language is a part of a culture, different languages reflect different cultures, different languages which have different cultural characteristics also convey different cultural information. In *rain*, the father mainly communicates in a language mixed with Chinese, Tagalog and English or in Chinglish. Unlike his father, his son grows up in the Philippines and is educated to speak fluent and pure Filipino and English. To some extent, language barriers are also one of the reasons for the conflicts between the father and the son. The son thinks he is "the only one left who could make heads or tails of his Tagalog." He describes the difficulty of writing in Filipino-Chinese, "the problem of Filipino-Chinese drama is language: how to capture the pathetic beauty of a pidgin dialect revealing its pain in a unique cadence even as vocabulary varied from one speaker to another, one generation to the next; how, indeed, to hear my father's failed tongue on stage without resurrecting the hateful caricatures of pop media--pigtailed Chinamen with their Fu Manchu smiles and money bags talking nonsense." In the view of the son, the poor English or Tagalog spoken by the father is a sign of lack of cultural and social status. The son laughed subconsciously at his father's "pidgin dialect" "failed tongue" "Chinaman's Tagalog", and "talking nonsense", and was ashamed and impatient with them. Therefore, he did not want to talk to his father and refused to confide his thoughts and secrets to his mother. As a father, he was eager to understand his son and communicate with him. However, his poor Tagalog or English always hindered the communication between them, and much kindness was lost in that kind of communication. Moreover, many concepts corresponding to Chinese culture were incomprehensible to the son. For example, there is a scene in the last part of *Rain*: "*Lannang*, the word suddenly absurd after a lifetime of unquestioned usage, 'our people' how the Chinese in the Philippines call each other--as if some cryptic code, meaningless to other people from other climes. A heavy silence laid between us. I didn't want to feel anything for him" From the words above, it can be found that the difficulty to communicate between the father and the son, is not only the problem of generation gap, but also a lack of cultural understanding caused by different language systems and different psychological expectations.

What is more interesting is that even in the same language, the interpretation of the cultural connotation in the potential text is entirely different. In *Rain,* there is an unpleasant dialogue between the father and the son. His son told his father: "If I'm taking over the business someday, then I must begin having a say about how things are run." His father glared at his son as though seeing some alien futuristic creature or a ghost from his past and said: "I'm not dead yet." In the eyes of the Chinese people, his son's words are unacceptable to Chinese Confucian ethical code based on the authority of family in which father plays the most important part. However, according to the Filipino's view, it is no big deal. Due to the lack of common language and cultural basis, the father and the son couldn't understand each other.

The intermarriage views of these two countries are also different. Race places people in a cultural grouping that contains both sources of pride and shame and shapes the perceptions, beliefs, and behaviors of group members (Har-

dy & Lazloffy, 1995, p. 229). The Chinese people have a strong sense of cultural superiority in inheriting Chinese culture with five thousand years of an ancient civilization. So, Chinese Filipinos often reject intermarriage between Chinese and Filipino locals. However, Filipinos, who have been colonized by different countries for hundreds of years, are open to intermarriage. In *Rain*, after the mother died, the father hired old Luisa, a Filipino woman who was not the recognized wife but has played the role of a wife for twenty years. At last, she chose to the left in desperation. When someone brought Cornelia to the store, the father hired her without even asking about the woman's experience selling umbrellas. The father, long-widowed, assuages his loneliness by masturbating in front of his Filipina maid. He does not touch her physically though he could have, because a sexual act with her would mean tainting his Chinese purity. After all, she is a *huanna*, a native. Indeed, a keen sense of "they" and "us" pervade the story (Tope, 1991, p. 173). He just needed Cornelia to be the replacement for old Luisa and won't marry that Filipino woman due to his strong sense of cultural superiority. However, his son couldn't understand his father's thoughts and considered the woman as a normal employee. He flirted with her and made his father mad with rage.

When the son finds that he is losing his father and a surge of desperation nipped him, he want to evoke his father's good memory about the time they spent happily together to eliminate the confliction and contradiction between the father and him, "Memories of long-ago affection, of straddling his neck once upon a burning summer's day watching Vic Morrow and Ric Jason parade down the Luneta...carrying the first Tommy gun he'd bought for me—rose to consciousness like fossils from ocean beds swept to shore by raging tides." That is a remembrance of years long gone when the father and son was merely the father and son who could coexist with happiness, not the embodiment of everything they despised with each other.

The son begins to recount how Vic Morrow, a seemingly indestructible childhood hero, was killed in a helicopter crash. Painfully the son realizes, "...memories are never enough bringing back his spirit required a leap of faith that neither of us was capable of." Evoking the memory of the good time they spent together couldn't heal the wound between the father and son probably because of the cultural conflicts behind them.

When the conflicts intensified, they are no longer fierce and sharp. Before the father goes away from home, he mumbles dryly to his son—"take care of yourself." The son cries to his father: "Where are you going, pa?! It's still dark... it's not safe anymore... the *huanna* muggers!" However, his father still goes away. When the day of the baby typhoon comes, the son begins to worry about the father. The author made the following description with the son as the first person: "The possibility of pneumonia unthinkable without old Luisa around, I opened the paper-and-balsa contraption hoping my butterfly would fly away or hide in its cocoon. I rushed towards Rosario Bridge meeting the full fury of the storm...The thumping against my chest out pounded the riot over my head as I raced for the bridge." At that time, the son would never feel more helpless, and the fear of death grappled with his bowels. "I handed him the umbrella which at once weighed a ton. He ignored me and turned towards the sky—his face the profile of some barbarian king carved out of boulders whipped by the storm. He nearly smiled, cupping his hands to his face—making up for a lifetime of hatred against rain...He swung back, forcing me to backpedal, folding the umbrella in a single motion and for a moment I thought he'd bayonet me with the thing. We stood atop the bridge like two drenched swordsmen staring down each other in some cheap Hong Kong flick".

Treatment and Multi-cultural Adaptation

Rather than arguing for or upholding the necessity of violence in order to achieve catharsis and eventual healing,

the theory of Cultural Trauma and Loss suggest the possibility of resolution through reorganization and revitalization instead. This alternative is usually characterized by multi/bi–cultural adaptation, which includes the ability of each group to make choices about self and community and to protect desired traditionalism. In a variant on the algorithm of treatment, cultural accommodation can be divided into four types: original culture, assimilated, multi/bi–cultural, and alienated. The cultural accommodation type of father in *Rain* belongs to the group of "original culture". As a Chinese immigrant, his ethnocultural identity remains linked to Chinese culture with respect to customs, beliefs, and behavior. Unlike his father, the type of the son belongs to the group of "assimilated". As the second generation of a Chinese immigrant, the son abandons the Chinese culture and adopts the host country—the Philippines' culture. To eliminate conflicts between them and heal the traumas of them, multi/bi–culture should be adapted by them.

When the son realizes how painful it would be for a son not to know his father, and he decides to try to understand the father and the Chinese culture. The son looks at the father from a new perspective, begins to look for the lost self, and tries to accept and identify with the Chinese culture represented by the father. When the son grabs his father's hand and told him: "Come home, please!" the father moved to tears, the strong paternal love flows naturally. "Father crossed over to the concrete river bank where a naked brown tot stared good–humoredly at him; he opened his umbrella—the butterfly unfurled in the rain. Father squatted down and pulled the boy to him." This sentence is full of the spiritual implication of the melting of the two cultures. The father not only reconciles with his son from his heart and soul but also accepts the heterogeneous culture represented by the brown boy. In fact, when he chooses to go out from his home represented by the Chinese culture, he decides to try to understand and accept a new culture in a different country.

By the end of *Rain*, "I reached for what felt like bloodstains on my forehead as the human figures disappeared in the greyness. Something told me the clogged river will overflow once more to flood our streets as sure as I will never write about the old man and the boy with the Japanese umbrella and the sad butterfly in the rain." These sentences are also full of metaphors and hidden meanings. When the son reaches for the trauma which is on his forehead and feels that the traumas are the bloodstains, he realizes that he and his father's blood is in common, he is a continuation of the life of his father, an immigrant from China. Before he was ignorant of China and the Chinese, and spiritually abandon the father who dreams of the old world. Not that he loves his father less, but as a second–generation Chinese Filipinos, he often has to make a choice between isolation and assimilation. Now he realizes although the pain of self–acceptance is equally searing, he eventually has to confront and accept this cultural duality and to look for the balance between these two cultures. His father is the product of rain which represents the culture of the past (his original culture) in which he likes to immerse himself and hates umbrella which represented the new culture. Now he opens the umbrella and finds it is an urgent need for understanding and respect between heterogeneous cultures for healing the trauma between his son and himself.

Conclusion

The traumas between the father and the son described by Charlson Ong in *Rain* is the collision and friction between the two cultures. The efforts made between the Chinese father and the son who grows up in the Philippines to eliminate contradictions or remove conflicts between each other can be regarded as efforts and explorations made by the Chinese and Filipino heterogeneous cultures to adapt to each other.

At the end of the novel, the father and the son finally become reconciled. It symbolizes their attempt to adapt

multi/bi—culture and heal the traumas for them. In Charlson Ong's view, Cultural differences are objective existence, but these do not affect the harmonious coexistence between them. Multi/bi—cultural adaption, a possible way to eliminate cultural contradictions or remove cultural conflicts, emphasizes the harmonious coexistence among different cultures and advocates that immigrants should maintain their own fine traditions in the process of assimilation, rather than blindly retaining it completely. This is of great significance to the advent of the era of globalization.

References

Carpentier, N. (2015). *Culture, Trauma, and Conflict: Cultural Studies Perspectives on War.* London: Cambridge Scholars Publishing.

Caruth, C. (1996). *Unclaimed Experience: Trauma, Narrative, and History.* Baltimore: Johns Hopkins University Press.

Chemtob, C. M. (1996). Post—traumatic stress disorder, trauma, and culture. In F.L. Mak & C. C. Nadelson (Eds.). *International Review of Psychiatry*, 2 (pp. 257—292). Washington, DC: American Psychiatric Press.

Conejos, A. (2010). *Our Fathers (Reactions on works of Charlson Ong's Rain).* litreact.com. Retrieved July 23, 2019 from http://www.litreact.com/reactions/rain_ong_conejos.html

Hardy, K. V. & Laszloffy, T. A. (1995). The cultural genogram: Key to training culturally competent family therapists. *Journal of Marital and Family Therapy*, 21, 227—237.

Hart, M. (1995). Motherwork: A radical proposal to rethink work and education. In M. R. Welton. (Ed.), *In defense of the lifeworld: Critical perspectives on adult learning* (pp. 99—126). Albany: State University of New York Press.

LaCapra, D. (2000). *Writing History, Writing Trauma (Parallax: Re-visions of Culture and Society).* Baltimore: Johns Hopkins University Press.

Myhra, L. L. & Wieling, E. (2014). Psychological Trauma Among American Indian Families: A Two—Generation Study. *Journal of Loss and Trauma*, 19(4), 289—313.

Ong, C. (1999). Rain. *Men of the East and Other Stories, Second Edition* (pp.26—44). Manila: University of the Philippines Press.

Pieterse, A. L. (2018) *Attending to racial trauma in clinical supervision: Enhancing client and supervisee outcomes.* The Clinical Supervisor 37:1.

Stamm, B. H., Stamm, H. E., Hudnall, A. C. & Higson—Smith, C. (2004). Considering A Theory of Cultural Trauma and Loss. *Journal of Loss and Trauma*, 9(1), 89—111.

Tope, L. R. (1991). The Chinese Margin in Philippines Literature in English. In Mimi Chan, Ray Harris (Ed.), *Asian Voices in English* (pp.169—176). Hongkong: Hong Kong University Press.

Morality or Immorality: Reread Ben Johnson's *Volpone*

Zhao Dongxu

Jilin Institute of Chemical Technology, Jilin, China

Email: 21416933@qq.com

[Abstract] Ben Johnson's Volpone, or the Fox, firstly produced in 1605, is taken as one of Johnson's best-known comedies. One of the main purposes of Johnson's writing Volpone is to arouse people's original beliefs, reestablish their attitudes toward life and the world. This paper aims to dig out the moral traits under the surface of the immorality in the play and make Johnson's humanistic spirit and ethical guide inspire people in modern complex society. Meanwhile, illuminate those who are walking in the mist through rereading the classical play.

[Keywords] Ben Johnson; Volpone; Morality

Introduction

Classic works always have "something of lasting worth or with a timeless quality", which is attracting and enlightening readers home and abroad at all times. Ben Johnson's *Volpone, or the Fox* falls into this category. It is firstly produced in 1605, taken as one of Johnson's best-known comedies. *Volpone* not only brings its readers joy, delight and laughter, but also makes them "look fresh a week after". (Johnson, p. 9) When those hilarious players are off the stage and the audience or the readers' emotions are gradually calm down, they will reflect, reconsider the profound meanings in the drama.

Johnson composed this play under the social background of fast development of industry in the early 17th century, when they had created a new class that had disposable income and spare time that they needed to find ways to fill. *Volpone* is a commentary on the rise of this new middle class suggesting that the lack of a consistent work ethic will only lead to greed and avarice (Knapp, pp. 578–579). At that time, people were deprived from their former beliefs of honesty, generosity and justice. Instead, they were obsessed by money-making, luxurious living and pleasure pursuing. In that self-indulgent, and paradoxically self-conscious and self-forgetting moment, Jonson presents Volpone as a man whose worldview has been distorted by both avaritia and luxuria, which has led him to his idolatrous parodying of true worship (Scott, p. 2). Therefore, one of the main purposes of Johnson writing *Volpone* is to arouse people's original beliefs, reestablish their attitudes toward life and the world.

Ben Johnson puts his motifs of moral, righteous and kind qualities under the veil of greedy, avaricious and deceptive characters and their exaggerate behaviors. That makes *Volpone* both interesting and meaningful, both a satire

play and a morality work. It is also clear that *Volpone* is an example of the type of morality play popular in Tudor times (Kerr, p. 220). This paper aims to dig out the moral traits under the surface of the immorality in the play and make Johnson's humanistic spirit and ethical guide inspire people in modern complex society. Meanwhile, illuminate those who are walking in the mist through rereading the classical play.

In the play, the protagonist Volpone (the fox) is a greedy and rich, childless Venetian magnifico, who pretends to be deadly ill in order to get expensive gifts from legacy hunters, that are Voltore (the Vulture), Corbaccio (the Raven) and Corvino (the Carrion Crow). Mosca (the Fly) the servant of Volpone, is another main character in this play. He helps Volpone deceive other people and pushes him to become greedier and more immoral. The animalization makes the play a fable, which conveys its viewers and readers a lot of virtues and morality of human beings beneath the surface of the avarice, cheat and hypocrisy in the play.

Fable and Greed

Volpone is taken as a fable because many characters in the play are given the names of animals. For instance, Volpone is sly, greedy, good at scheming and always pretending dying during baiting greedy people. All of those characteristics resemble a fox. Mosca is the fly, hovering others around all the time. He lives as a parasitic. Voltore, Corbaccio and Corvino are the Vulture, the Raven and the Crow respectively. They are the prey of the fox and often fooled by the latter. Therefore, it can be safely concluded that *Volpone* is a beast fable. And the beast/animal imagery in the language is used in *Volpone* to represent the deformity and degeneration of the characters and moral abnormality found in Venice, portraying the city as a hot-bed of crime, knavery and lust (McEvoy).

Except animalization, another distinguish feature of fables is that it usually illustrates or leads to a particular moral lesson, which is also in accordance with *Volpone*. Observing the greedy, parasitic, hypocritical and envious characters in the play, audience would criticize those immoral behaviors and characters. Furthermore, they probably reflect the morality traits in their real lives. Johnson creates a chance for his audience to adjust and reconsider their moral code in the turbulent society. Therefore, *Volpone* is also a great work for modern people to appreciate the implicit ethics and guide their lives.

Greed is one of the themes in *Volpone*. It makes the characters in the play lose their virtues, distort their personalities and result in their humiliated ending. Money, or treasure is the utmost important thing for Volpone. At the beginning scene, he brooks no delay to open his shrine when he gets up, to see his treasure and is really exulted to see the shining, bright gold and diamond. He picks up one coin and kisses it with adoration. In his opinion, treasure is the best thing, far better than any other joy or dream, firstly, because rich people could make others do anything they like by using money, also because treasure can bring them fame, honor, even change hell into heaven.

Volpone is not satisfied with the fortune he owns, so he intends to accumulate wealth by pretending seriously ill. He is sure that there must be some people who are eager to get his legacies after his death as they all know that he has no wife, parents or children. Hence, he would choose someone favorable to be his inheritor. His avarice drives him to take the advantage of people's greedy nature, lure them into his trap.

Volpone: I have no wife, no parent, child, ally,

To give my substance to; but whom I make

Must be my heir —and this makes men observe me.

This draws new clients, daily, to my house,

Women and men of every sex and age,

That bring me presents, send me plate, coin, jewels

With hope, that when I die (which they expect

Each greedy minute) it shall then return,

Tenfold upon them; (Johnson, p. 13)

In scene five, Act I, Corvino, bringing a pearl and a diamond along with him, calls on Volpone. Mosca tells him that Volpone is in a serious condition that he can't remember anything, but keeps calling his name, "Signor Corvino". When Corvino comes close to Volpone, who catches the pearl and diamond at once. His swift catch and the tight hold reveal the Volpone's greedy face vividly. The hilarious behavior lets the audience burst into laughter as well as shows them how avaricious and ridiculous he is.

Volpone is never the only person who is greedy in this play. The three main legacy hunters are also in this line. In order to acquire heritage from Volpone, they compete among one another fiercely by bringing dying Volpone expensive gifts, such as plate, coin, jewels. Everyone wants to win Volpone's favor, and becomes the new owner of Volpone's treasure.

Voltore who is a lawyer in Venice, devotes his large valuable plate, on which inscribes Volpone's name to the fox and he even schemes the false testimony and frames a case against innocents to make Volpone safe. Under the temptation of Mosca, the avaricious old miser Corbaccio inscribes Volpone as his sole heir instead of his son. He greedily believes only in this way, could he become the sole heir of Volpone. Meanwhile, he recommended the "opiate" (a kind of poison) prescribed by his doctor, to Volpone with the hope that the fox won't wake up again after taking the medicine. The third fortune hunter is Corvino, a merchant who shamelessly sacrifices his beautiful wife to be together with Volpone in order to get the legacy.

Corvino: Go, and make thee ready straight,

In all thy best attire, thy choicest jewels,

Put 'em all on, and with 'em thy best looks;

We are invited to a solemn feast

At old Volpone's, where it shall appear

How far I'm free from jealousy or fear. (Johnson, p. 49)

From those conscienceless and immoral behaviors, it's not difficulty to find out those characters distort their values, cover their eyes with greed, fill their minds with money worship, lose the sense of righteous. Johnson creates those characters not only to amuse the audience and readers, but also encourages them to reflect themselves in reality from the mirror of the stage. He wishes to awaken people from the dream of becoming rich over night, changes the people's attitude toward pursuing luxurious life. Those moral traits also applicable for modern people as they face quite a similar situation in 16th century. The playwright Johnson lights a torch in the tempting society to keep people lucid and from distraction of corruption and greed.

Deception and Parasitism

Sincerity is a virtue fundamental to humanity, while *Volpone* is full of deception. The protagonist always disguises himself to make fool of others, through which he feels amusement and gets a sense of achievement. However, how could anyone get permanent success through the means of cheating? The exchange of deception must be illusion, which will disappear or expose sooner or later.

To accumulate more treasure, Volpone pretends to be dying, attracting greedy Voltore, Corbaccio, Corvino and many others visiting him and sending him precious gifts. However, their generosity and care are also not sincere. Under the disguise of their kind behavior, they dreadfully pray the early death of Volpone.

One of the most important character to put the cheating scheme into reality is Mosca. He is the fly, the parasite, the servant to Volpone. He helps his patron disguise dying, deals with every legacy hunter tactfully and successfully. When Voltore, the first visitor comes to see Volpone, Mosca skillfully tells him he is Volpone's only heir, because he is an excellent lawyer with profound knowledge which wins admire from Volpone. And he promises to be Voltore's steward to take care of the treasure before Volpone's death. Those statements convince Voltore easily as Mosca has the talent of meeting the others' psychological needs.

In front of Corbaccio, Mosca lies to him that Volpone is hard to get asleep and his condition gets worse day after day, which makes Corbaccio totally believes that he would outlast Volpone. And Mosca further suggests him that he should inscribe Volpone as his sole heir instead of his son, Bonario. Only in this way, could he become the only heir of Volpone. Corbaccio is easily induced to change his will. But this leads to hurt the innocent gentleman Bonario.

Also, under the trick of Mosca, the merchant Corvino thinks Volpone's disease is incurable. Mosca cheats Corvino that Sgnor Lupo the physician intends to offer there his daughter to please Volpone. Deluded by Mosca, Corvino is determined to send his beautiful wife Celia to sleep by the fox with the hope of getting the legacy through sacrificing his wife's chastity. Money consumes Corvino's conscience. He even loses his dignity as a man and becomes the most repulsive character in the play. Corvino is mercilessly deceived by Mosca as he has an evil will in mind.

There is no doubt that Mosca is an intelligent and eloquent cheater who can read minds of people, play tricks and make schemes. His inconsistent statements toward different people reveal Mosca's unfaithful and ugly personalities. By his lies one after another, he makes Volpone become more rampant and urges other fortune hunters to become insane. They are fooled by Mosca's deception and trapped in the greedy illusions.

Mosca: mould tales for men's ears, to bait that sense; or get

      Kitchen-invention, and some stale receipts

      To please the belly and the groin; nor those,

      With their court-dog-tricks, that can fawn and fleer,

      Make their revenue out of legs and faces,

      Echo my lord, and lick away a moth: (Johnson, p. 50)

Voltore is a ruthless lawyer, he takes the advantage of his professional knowledge to cheat the judges by false testimony. When Volpone's indecent behaviour toward Celia is witnessed by Bonario, Voltore tries to help Volpone deceive the court for his profits. He masterly states Celia is a close adulteress, Bonario is her lover. When Corbaccio discovers his son's immoral doing, he decides to disinherit Bonario. Judges are bewildered by Voltore's statement as

it is totally inverse with Celia and Bonario's. Then, he continues that Bonario, together with Celia, planned to kill his father when he heard he wouldn't be the heir of Corbaccio. But, fortunately, the father didn't show up, therefore, they hurt Volpone, who is a seriously ill person instead. Bonario is extremely indignant about Voltore's falsehood but he can't provide any evidence or witness. To make matters worse, his father Corbaccio stands against him, claims him a monster, parricide and viper. Besides, Corvino echoes his wife Celia is a shameless whore. And Mosca accuses Bonario of hurting him when he tries to protect Volpone from his attack. Besides, Mosca releases that a lady saw Celia bait her husband, a grave knight, in a boat. Voltore yearns for the legacy which leads him to disobey his professional moral and cheat the court. His statements along with those witnesses and testimony make judges turn stones and eventually they are convinced by the collective conspiracy.

4ᵗʰ Avvocato: They strike with wonder!

3ʳᵈ Avvocato: I am turned a stone! (Johnson, p. 86)

Innocent person and righteous gentleman are sent to the prison. The lascivious villains and hypocritical people are free from legal sanction. Judges can't distinguish truth from falseness. Deception is prevailed in that turbulent times. Johnson makes readers bitterly disappointed through his humorous lines in Act IV. However, Celia and Bonario are set free at the end of the play. People who made sins are all punished by law finally. Honesty, truth and righteousness are the real advocates that Johnson holds. Those virtues play the same important role five centuries later. People nowadays also need the nourish from the classical play to obtain the belief of sincere.

Mosca is the fly, the parasite in this play. He hovers around Volpone and other treasure hunters, serving and lobbying for his patron. He doesn't have independent work, only asking for money and make a living through pleasing Volpone. Whatever Volpone proposes, Mosca always seconds it. When Volpone claims treasure is the best thing in the world, Mosca echoes that fortune is better than wisdom for a person. When his patron plans to calculate money by pretending dying, he assists him to perform the act. To win Volpone's pleasure, Mosca informs him of the most beautiful woman in Venice. All of those doings contribute to the final disastrous results. One of parasite characteristics is adjusting to the environment and absorbing nutrition from it. Mosca's living wholly depends on his patron Volpone, so he obeys any command Volpone gives ostensibly without hesitation and principles. In this way, he thinks he could get rewards. But in fact, he gets nothing but punishment because he doesn't give any positive influence to others and is even not loyal to his patron. Through echoing without rules, he loses his identity, belief and base line of moral. Gradually, he becomes an inconsistent and immoral cheater, who finally pays his penalty without mercy from anyone.

1ˢᵗ Avvocato: For which our sentence is, first thou be whipped;

Then live perpetual prisoner in our galleys. (Johnson, p. 116)

Besides Mosca, there are, in fact, many other parasites in this play. For instance, the three main fortune hunters, Voltore, Corbaccio and Corvino, who all try every means to obtain the treasure of Volpone. Their ideas and behaviors have no essential differences from parasites, whose livings depend on others without hardworking of ones' own. Under this explanation, they are parasites too. People are willing to live luxurious lives without diligent working. Sloth and laziness make them turn into parasites. But the fortune by chance or getting money from others easily never goes well with life. Through this way, Johnson makes his audience aware of its own moral weakness.

Conclusion

Jonson created his plays to arrest this moral decline, and to show clearly to his audiences the things they should not do (Knapp, p. 588). Rereading classical work *Volpone* has significant meaning for modern people. It can not only add pleasure to the life but also provide deep moral lessons for people to ponder. There are numerous temptations in the current society, it's easy to fall into some immoral traps without awareness. With the mirror of Johnson sends to the posterity, modern people could keep mind clear, distinguish merits, virtues of humanity from those vanity, greedy desires. And enhance their morality through the negative examples in the play. The greedy are punished to varying degrees and the righteous are rewarded. Jonson extends his analysis to show that such sin will always get its just reward (Kerr, p. 220). The ending of the play always reminds readers of being a moral person. People in modern society also need that morality play to remind them the justice, honesty, hard working that are what modern people learn from this classic work. Human nature is complex and the society keeps providing attractive tempt baiting the ugly side out of it. To be sober and remain the goodness of original human nature still count for one of the vital things in one's self-development in Johnson's time as well as nowadays.

References

Jonson, B. (1995). *The Alchemist and other Plays.* Oxford: Oxford University Press.

Kerr, C. A. (2014). Volpone. *Introduction to Literary Context: Plays,* 213–222.

Knapp, P. (1979). Ben Jonson and the Publicke Riot. *ELH: English Literary History,* 46(4), 77–594.

Scott, A. V. (1992). Censuring Indulgence: Volpone's "Use of Riches" and the Problem of Luxury. *AUMLA: Journal of the Australasian University of Modern Language Association,* 110, 1–15.

Acknowledgement

Study on the Poetry with the Same Title in *The Book of Songs*

Liang Litian

College of Literature and Journalism, Sichuan University, Sichuan, China

Email:lianglitian1@163.com

[Abstract] *This paper mainly discussed problems of the poems with the same title in The Book of Songs. There are ten groups of twenty-three poems in The Book of Songs, and the textual relevance between them is affirmed.*

[Keywords] *Poems with same title; The Book of Songs; pre-Qin period poems; cultural communication*

There are a large number of poems with the same title in *The Book of Songs*, for example, there are three poems with the title "Gao Qiu": "Zheng Feng – Gao Qiu", "Tang Feng – Gao Qiu", and "Gui Feng – Gao Qiu". However, the current study is not completed in counting the poems with the same title in *The Book of Songs*. Whether poems with a similar title and the same first sentence can be defined as poems with the same title, the existed study shows no final conclusion.

The Poems with the Same Title in *The Book of Songs*

Historically, the definition of the poems with the same title in *The Book of Songs* is not clear, so the statistics of it are not completed. Li (2008) summed up four groups of ten poems with the same name: "Yang Zhi Shui", "Bai Zhou", "Gao Qiu", "Wu Yi". But he neglected poems in "Xiao Ya", and ignored poems with a similar title and the same first sentence. Sun (2018) summed up eight groups of nineteen poems with the same name. Sun took "Xiao Ya" into consideration, and regarded "Di Du" and "Da Shu Yu Tian" as poems with the same title. Nonetheless, Sun neglected "Qi Feng – Fu Tian", "Xiao Ya – Fu Tian", "Xiao Ya – Bai Hua" and "Xiao Ya – Bai Hua".

In fact, there are ten groups of twenty–three poems of the same title.

1. "Gao Qiu": "Zheng Feng – Gao Qiu", "Tang Feng – Gao Qiu", "Gui Feng – Gao Qiu".

2. "Wu Yi": "Tang Feng – Wu Yi", "Qin Feng – Wu Yi".

3. "Bai Zhou": "Bei Feng – Wu Yi", "Yong Feng – Wu Yi".

4. "Yang Zhi Shui": "Wang Feng – Yang Zhi Shui", "Tang Feng – Yang Zhi Shui", "Zheng Feng – Yang Zhi Shui".

5. "Gu Feng": "Bei Feng – Gu Feng", "Xiao Ya – Gu Feng".

6. "Huang Niao": "Qin Feng – Huang Niao", "Xiao Ya – Huang Niao".

7. "Fu Tian": "Qi Feng – Fu Tian", "Xiao Ya – Fu Tian".

8. "Bai Hua": "Xiao Ya – Bai Hua", "Xiao Ya – Bai Hua".

9. "Di Du": "Tang Feng – Di Du", "Tang Feng – You Di Zhi Du", "Xiao Ya – Di Du".

10. "Shu Yu Tian": "Zheng Feng – Shu Yu Tian", "Zheng Feng – Da Shu Yu Tian".

There are two groups of poems among them: "Di Du" and "Shu Yu Tian". Their names are just similar, not the same.

The group of "Di Du" have three poems, two of them belong to "Tang Feng":

"Tang Feng – Di Du" (translated by James Legge):

There is a solitary russet pear tree, (but) its leaves are luxuriant. Alone I walk unbefriended, is it because there are no other people? But none are like sons of one's father. O ye travellers, why do ye not sympathize with me? With-out brothers as I am, why do ye not help me?

There is a solitary russet pear tree, (but) its leaves are abundant. Alone I walk uncared for, is it that there are not other people? But none are like those of one's own surname. O ye travellers, why do ye not sympathize with me? Without brothers as I am, why do ye not help me?

"Tang Feng – You Di Zhi Du" (translated by James Legge):

There is a solitary russet pear tree, growing on the left of the way. That princely man there! He might be willing to come to me. In the centre of my heart I love him, (but) how shall I supply him with drink and food?

There is a solitary russet pear tree, growing where the way makes a compass. That princely man there! He might be willing to come and ramble (with me). In the centre of my heart I love him; (but) how shall I supply him with drink and food?

"Tang Feng – Di Du" has two chapters, and nine sentences in each chapter. While "Tang Feng – You Di Zhi Du" has two chapters too, but six sentences in each chapter. And "there is a solitary russet pear tree" is shared as their first sentence.

Mao Zhuan explained three words of the first sentence, "Di" means special, "Du" is a kind of russet tree, and "Xun Xun" means branches and leaves do not touch each other. *Jian* explained that since the poem satirizes the king who was not close to his family, then it is not suitable to use the flourishing leaves as a metaphor, so *Jian* interpreted "Jing Jing" as rare. However, "Jing Jing" is hardly explained as rare in literary work. The common translation of "Jing Jing" is flourishing. So its explanation is unreasonable. *Zheng Yi* tries to explain it in the base of *Mao Zhuan*, and explained that the poem means the tree had sparse branches and dense leaves, just like the king who was not close to his family. But this explanation is illogical, because *Mao Zhuan* explained that "Xun Xun" means branches and leaves did not touch each other, so not only the branches were sparse, the leaves were sparse too. So it means a lush tree was far away from other trees. This explanation is also more consistent with the following sentence (Alone I walk unbefriended).

Mao Zhuan didn't explain the same first sentence in "Tang Feng – You Di Zhi Du", this also means that the meaning of the first sentence of these two poems is the same, so it's no need to repeat the explanation. *Jian* and *Zheng Yi* explained the meaning of "Tang Feng – You Di Zhi Du" that this poem use "Di Du" as a metaphor, this kind of tree is often planted on the left side of the road, and people often rest under the tree, but people don't rest un-der the tree now, because one tree's shade is not enough to cover them. Jin Wu Gong didn't recruit good ministers, just like the tree, then he would lose the ability to protect people.

Comprehensively, these two poems all used "Di Du" as a metaphor, Di Du was lush but alone, the king had no one as his assistant, just like the tree. "Tang Feng – Di Du" satirized Jin Zhao Gong, who didn't have a good rela-

tionship with his family, "Tang Feng – You Di Zhi Du" satirized Jin Wu Gong, who merged the country of his clan and didn't recruit good ministers.

"Zheng Feng – Shu Yu Tian" and "Zheng Feng – Da Shu Yu Tian" have a similar situation.

These two poems, belonging to "Zheng Feng", share the first sentence, the content, and the performance of the poems. Three chapters of "Zheng Feng – Shu Yu Tian" revolve around the uncle's section of hunting, winter hunting, and three activities in the suburbs; "Zheng Feng – Da Shu Yu Tian" describes the scene of the uncle's hunting too. The relevance of their texts is unquestionable.

It's no doubt that the poems of these two groups have relevance in the text. First, they have a similar title and the same first sentence. Then, one group's poems belong to one country. Also, their metaphorical subject, theme, protagonist is the same.

Kong Yinda (574 C.E.–648 C.E.) explained the naming method of *The Book of Songs*, the tradition is to poetry first, then name it according to poetry. And the poems are not written by one person, so different poems have different naming methods, the length of the titles varies from one word to five words, some use the first sentence of the poem, and some choose a few words from the poem as the title, it's irregular. The title according to its text usually has to point out the theme of the poem, but the title in *The Book of Songs* is arbitrary, some titles are not directly related to the theme of the poem, the role of the title is to distinguish each other. That's why Qian Zhixi (1995) said that the poems in *The Book of Songs* are untitled.

Since the poems in *The Book of Songs* are actually untitled poems and their title actually used to distinguish each other, then, "Tang Feng – Di Du" and "Tang Feng – You Di Zhi Du", "Zheng Feng – Shu Yu Tian" and "Zheng Feng – Da Shu Yu Tian", they belong to one country, have the same first sentence and same theme, their biggest difference is their title, so, it's obvious that the different title is used to distinguish each other. And the collation of "Zheng Feng – Da Shu Yu Tian" provided evidence as well, it said that "Zheng Feng – Shu Yu Tian" and "Zheng Feng – Da Shu Yu Tian" are just the same, but with different titles. Other poems with the same title don't need to change the title to distinguish each other, because they belong to different country, or belong to "Guo Feng" and "Xiao Ya" respectively, such as "Tang Feng – Di Du" and "Xiao Ya – Di Du", they can distinguish each other by "Tang Feng" and "Xiao Ya". So, "Tang Feng – Di Du" and "Tang Feng – You Di Zhi Du", "Zheng Feng – Shu Yu Tian" and "Zheng Feng – Da Shu Yu Tian" should be regarded as the poems with same titles.

In addition to these two groups of poems, there are other poems with similar titles: "Chen Feng – Dong Men Zhi Fen", "Chen Feng – Dong Men Zhi Chi", "Chen Feng – Dong Men Zhi Yang", "Zheng Feng – Dong Men Zhi Dan". But the first sentences of these four poems are not the same, and their titles are all directly related to the first sentence, so there is a difference between this four poems and "Di Du", "Shu Yu Tian", this four poems are not poems with the same title.

So, there are ten groups of twenty–three poems with the same title in *The Book of Songs*.

The Reason of the Same Title

Wang Wei's "Tao Yuan Xing", Liu Yuxi's "Tao Yuan Xing", Wang Anshi's "Tao Yuan Xing", all use "Tao Yuan Xing" as the title, because their poem's theme is the life of Taoyuan, Du Fu had three poems named "Wang Yue", this three poems all described the scenery he saw on the mountain. They have the same theme. The titles were the summary of poems, so when they all described one thing or expressed one definite emotion, they use the same ti–

tle. Yue Fu is more complicated because of its musicality. Yuanzhen (779 C.E.– 831 C.E.)'s *Preface of Ancient Title Yue Fu* mentioned three creative methods of Yue Fu: use ancient titles and follow the tune and theme of these titles, or use ancient titles and follow the theme of them, or completely describe new content and use new titles.

Generally speaking, the same theme and the same tune are the most common reasons for the same title. The current study of *The Book of Songs* also believed the same theme and the same tune were the reason for the same title.

Li considered that the same title was a symbol of tune. Poems use the same title means they have used the same tune. He summed up four groups of ten poems with the same name, and he uses the number of sentence and words to prove that these poems used the same tune, he believes that these poems have an equal number of sentence and word, so the tune of them must be the same. But firstly, there is no relationship between the tune and the number of words, this can be corroborated from modern songs, and secondly, although Li mentioned the number of sentences and words of poems of these four groups is the same, actually they are different, such as "Tang Feng – Wu Yi" has three sentences each chapter, but "Qin Feng – Wu Yi" has five sentences each chapter, and the number of words was different too, so his statement is not convincing.

Sun uses Tsinghua Bamboo Slips's and scattered verses in other pre–Qin literature to prove that there are a large number of poems with the same title in the pre– Qin period, it's a common creative mode, and because these poems repeat a lot, so Confucius deleted them when he compiled *The Book of Songs*. But he hasn't presented convincing evidence about it, and besides, Tsinghua Bamboo Slips is not an acknowledged reliable resource. So Sun's materials are not sufficient to support his views.

What is undeniable is the textual connection between these poems with the same title. Texts of "Tang Feng – Di Du", "Tang Feng – You Di Zhi Du", "Zheng Feng – Shu Yu Tian" and "Zheng Feng – Da Shu Yu Tian" have been analyzed above. There is another poem "Xiao Ya – Di Du" in the group of "Di Du".Three poems of this group varies in article patterns, "Tang Feng – Di Du" has two chapters and nine sentences in each chapter, the number of words in each chapter is 4/4/4/5/4/4/4/4, "Tang Feng – You Di Zhi Du" has two chapters and six sentences in each chapter, the number of words in each chapter is 4/4/4/4/4/4, while "Xiao Ya – Di Du" has four chapters and seven sentences in each chapter, the number of words in each chapter is 4/4/4/4/4/4/4. The number of sentences and the number of words is different. Although most of them are four–character sentences poems, it should also be considered that most poems of The Book of Songs utilized four–character sentences. But they do have something in common, they all use "Di Du" as a metaphor, Di Du was lush but alone, the king had no one as his assistant, just like the tree. "Xiao Ya – Di Du" satirized the country's heavy labor, trees can grow freely, resulting in the right time, while people can't get rest because of the heavy labor.

"Shu Yu Tian" has varying patterns too, "Zheng Feng – Shu Yu Tian" has three chapters and five sentences in each chapter, the number of words in each chapter is 3/4/4/4/4, while "Zheng Feng – Da Shu Yu Tian" has three chapters and ten sentences in each chapter, the number of words in each chapter is 3/3/4/4/3/4/4/4/4/4, they all described the scene of hunting, and all have Da Shu as their protagonist.

The group of "Gao Qiu" has the same situation. There are three poems named "Gao Qiu": "Zheng Feng – Gao Qiu", "Tang Feng – Gao Qiu", "Gui Feng – Gao Qiu"."Gao Qiu" means clothes made by lamb, this kind of clothes were the attire of the pre–Qin ministers, and only for political meetings. "Zheng Feng – Gao Qiu" used "Gao Qiu" as a metaphor of an ancient gentleman, who wore splendid lamb and had outstanding virtues. This poem shaped this image to satirize that there are no gentlemen in the state of Zheng right now. "Tang Feng – Gao Qiu" used "Gao Qiu"

as a metaphor too, "Gao Qiu" refers to the minister who was unkind to the people, so people wanted to leave him. "Gao Qiu" of "Gui Feng – Gao Qiu" refers to the king, the king of Gui was not diligent in his affairs, his minister advised several times, but he didn't take the advice, so the minister was plan to leave. They have different protagonists, but they all use "Gao Qiu" as a metaphor for someone.

The remaining seven groups of poems all have a common theme (except for "Xiao Ya Bai Hua", which just have a title and have no text), for example, "Yang Zhi Shui" all use aggressive waves as a metaphor, the waves were just like the reign of the king, which could not bring help to people. Meanwhile, their article patterns vary, that means the same titles don't represent the same patterns, for example, "Tang Feng – Wu Yi" has two chapters and three sentences in each chapter, the number of words in each chapter is 6/5/4, while "Qin Feng – Wu Yi" has three chapters and five sentences in each chapter, the number of words in each chapter is 4/4/4/4/4.

The connection between poems with the same title is mainly the connection between text, such as the same image, the same protagonist, the same way to use a metaphor. However, Zhao Minli and other scholars also believe that these poems may use the same tune, just like Yue Fu and Ci, but based on current research, it is difficult to judge it.

Summary

Sun Shiyang mentioned that creating poems with the same title was a poetry communication activity, although some other views of him, such as there were a lot of poems with the same title in the pre-Qin period, may not be correct, but the study of the poems with the same title in *The Book of Songs*, should note that early poetry could have an impact on the following poems.

Table 1: When and where the poems with the same title were born

	Title	Time of production	Place of production
Gao Qiu	Guifeng–Gao Qiu	Zhou Yiwang and Zhou Liwang	Gui
	Zheng Feng – Gao Qiu	Zheng Zhuanggong	Zheng
	Tang Feng – Gao Qiu	Jin Zhaogong	Jin
Wu Yi	Tang Feng – Wu Yi	Jin Wugong	Jin
	Qin Feng – Wu Yi	Qin Kanggong	Qin
Bai Zhou	Bei Feng – Bai Zhou	Wei Qinggong	Wei
	Yong Feng – Bai Zhou	Wei Wugong	Wei
Yang Zhi Shui	Wang Feng – Yang Zhi Shui	Zhou Pingwang	Wang
	Zheng Feng – Yang Zhi Shui	Zheng Zhaogong	Zheng
	Tang Feng – Yang Zhi Shui	Jin Zhaogong	Jin
Di Du	Xiao Ya – Di Du	Zhou Wenwang	Zhou
	Tang Feng – You Di Zhi Du	Jin Wugong	Jin
	Tang Feng – Di Du	Jin Zhaogong	Jin
Shu Yu Tian	Zheng Feng – Shu Yu Tian	Zheng Zhuanggong	Zheng
	Zheng Feng – Da Shu Yu Tian	Zheng Zhuanggong	Zheng
Gu Feng	Xiao Ya – Gu Feng	Zhou Youwang	Zhou
	Bei Feng – Gu Feng	Wei Xuangong	Wei

Fu Tian	Xiao Ya – Fu Tian	Zhou Youwang	Zhou
	Qi Feng – Fu Tian	Qi Xianggong	Qi
Huang Niao	Xiao Ya – Huang Niao	Zhou Xuanwang	Zhou
	Qin Feng – Huang Niao	Qin Miugong	Qin

These poems with the same title almost produced in seven countries: Zhou, Jin, Zheng, Wei, Qin, Qi, Gui. Among them, Zhou, Jin, and Zheng are the principal ones: seven in Zhou, five in Jin, four in Zheng, three in Wei, two in Qin, one in Qi, and one in Gui.

The time of production of poems with the same title, except for "Zheng Feng – Shu Yu Tian" and "Zheng Feng – Da Shu Yu Tian" produced in the same time, others all have a time sequence, the oldest poem was "Xiao Ya – Di Du", produced in the era of Zhou Wenwang, the latest poem was "Tang Feng – Di Du", and others mainly produced in the era of Zhou Youwang, Zhou Pingwang and Zhou Hengwang.

In addition, according to the time of the poems produced by each country, there is a poetry communication route, and some basic understandings: First, Zhou has a deep influence in culture, "Wang Feng – Yang Zhi Shui", "Xiao Ya – Di Du", "Xiao Ya – Gu Feng", "Xiao Ya – Fu Tian", "Xiao Ya – Huang Niao" were poems of Zhou, and they all the oldest poem of their group, so there have a route of propagation that the spreading of Zhou Shi to other vassal states has had an impact on the land or has caused imitation in the area. Secondly, cultural communication between Jin, Wei, Zheng, and other regions are relatively frequent. Especially Jin, this country have thirteen poems, five of them shared the same title with other poems, Zheng also has a number of poems with the same title, except "Zheng Feng – Shu Yu Tian" and "Zheng Feng – Da Shu Yu Tian", they still have "Zheng Feng – Yang Zhi Shui" and "Zheng Feng – Gao Qiu". Wei has three poems with the same title. So, surely, these countries have frequent cultural communication between Zhou and them than other countries.

All in all, there are ten groups of twenty–three poems in *The Book of Songs*. Then, the textual relevance between the poems with the same title in *The Book of Songs* is affirmed, so did the impact from early poems to later poems.

References

James, L. (2011). *The She King*. Foreign Language Teaching Ana Research Press.

Li, B. H. (2008). "*The Book of Songs* – Guofeng with the Same Melody of the Same Name." *Literary Research*, 1, 51–57.

Sun, S. Y. (2018). "On the Derivation of the Origin of *The Book of Songs*." *The Book of Songs Rsearch Series*, 29, 264–283.

Qian, Z. X. (1995). "Preliminary Research of Fu Ti Method of Qi Liang Yue Fu's Simulation", *Journal of Peking University*, 4, 60–65.

Comparison between Russian Formalism and New Criticism
——Reflections from *Art as Technique* by Shklovsky and *Irony as a Principle of Structure* by Brooks

Yu Zhixue

Chifeng University, Chifeng, China

Email: sophiazhixue@126.com

[Abstract] *As the critic schools of Formalism, both Russian Formalism and Anglo-American New Criticism focus on the studies of literary form or texts, but the two schools differ in many aspects. This paper is written by comparison of Art as Technique by Shklovsky and Irony as a Principle of Structure by Brooks (the representative works of the two schools) to explore the similarities and differences between the two schools. The significance of the comparison is to provide a specific perspective and approach to literary study, which make readers achieve a kind of aesthetic perception from text with an oppositional and harmonious reading thinking.*

[Keywords] *Russian Formalism; Anglo-American New Criticism; Comparison; Reflection*

Introduction

Russian Formalism and Anglo–American New Criticism are taken into the category of critic school of Formalism because both kinds of criticism give similar importance to the study of literary form or texts, and focus on the exploration of "what is specifically literary in texts and both reject the limp spirituality of late Romantic poetic in favor of a detailed and empirical approach to reading" (Qian, 2004, p. 29). Nevertheless, there still exist many differences between the two kinds of criticism. The Russian Formalists were, in practice, more interested in method and a scientific approach, while New Criticism is characterized by many features, for instance, they lay stress on not only the specific verbal ordering of texts, but also on the non–conceptual nature of literary meaning etc. According to *Art as Technique* by Shklovsky and *Irony as a Principle of Structure* by Brooks, the representatives of the two schools, this paper aims to compare the differences and similarities between Russian Formalism and Anglo– American New Criticism, from which the revelation about the study of literature is to be obtained.

Comments on *Art as Technique* by Shklovsky and *Irony as a Principle of Structure* by Brooks

Victor Shklovsky, one of the most important representatives of Russian Formalism, wrote the essay "*Art as Technique*", which made great contributions to the Russian Formalist movement and paved the way for the formalist studies. In this essay Shklovsky firstly challenged the theory of "Art is thinking in images", pointing out the differences

between poetic imagery and prose imagery. Then he described the law of the economy of creative effort which is also generally accepted. As Shklovsky quoted from Richard Avenarius: "…since its forces are limited, one is led to expect that the soul hastens to carry out the apperceptive process as expediently as possible—that is, with comparatively the least expenditure of energy, and, hence, with comparatively the best result." (Shklovsky, 1965, p. 19) In order to overthrow the idea that art is an economy and "aesthetic feeling is the reaction to this economy", he develops the key notion of "defamiliarization", one of most valuable concepts in formalist theory, to process literary works. Defamiliarizaion refers to the deviations of objects from people's normal perception, and the perception of object would be reshaped by special creative means, which brings difficulties as well as freshness to readers. Shklovsky explains the concept in *Art as Technique* as follows: The technique of art is to make objects "unfamiliar', to make forms difficult, to increase the difficulty and length of perception, because the process of perception is an aesthetic end in itself and must be prolonged. Art is a way of experiencing the artfulness of an object; the object is not important. (Shklovsky, 1965, p. 21)

What literary language does is to "make strange" or defamiliarize habituated perception and ordinary language. In the essay Shklovsky used many words and presented some instances, to describe the device of "defamiliarization" which was used repeatedly by Leo Tolstoy. "Tolstoy makes the familiar seem strange by not naming the familiar object. He describes an object as if he were seeing it for the first time, an event as if it were happening for the first time." For example, the narrator of "Kholstomer" is a horse, and it is the horse's point of view (rather than a person's) that makes the content of the story seem unfamiliar. Shklovsky also quoted the story to illustrate this kind of exquisite writing device. Defamiliarization can be used as a technique of erotic art, i.e. a technique of euphemism; it is also the basis and point of all riddles. Sklovsky held the belief that defamiliarization was a necessary approach to process art of works, so readers can be led into the way in which they feel the unique charming of the art, and finish the aesthetic activity. That is the goal that literary works try to pursue—realization of aesthetic feeling in the longer process of appreciation of art.

One of the most important representatives of New Criticism was Cleanth Brooks, whose essay "*Irony as a Principle of Structure*" gives much importance to the role of "Irony" in literary works. This essay begins with the understanding of metaphor. The poet wants to express something, but he doesn't say it directly, and he is willing to say it only through his metaphor. So the commitment to metaphor is a principle of indirection in terms of general theme. However, with respect to particular images, it implies a principle of organic relationship. As Brooks describes in the essay: "The elements of a poem are related to each other, not as blossoms juxtaposed in a bouquet, but as blossoms are related to the other parts of a growing plant. The beauty of the poem is the flowering of the whole plant, and needs the stalk, the leaf, and the hidden roots." (Brooks, 1978, p. 472) We know from the sentences above that the parts of the whole cannot be separated, and they jointly work together to form an organic whole, therefore, parts of poem should be also related to each other organically, and related to the total theme indirectly. We have come to see the importance of context. The part is modified by the pressure of the context and produces its true meaning if it does not mean literally. "Irony" is a technique that Brooks often use. It refers to what is said literally is opposite of its true meaning. Brooks introduces an example in his essay: we say "this is state of affairs," and in certain contexts the statement means quite opposite of what it purports to say literally. This is sarcasm, the most obvious kind of irony (Brooks, 1978). Brooks believed that irony is a kind of statement beyond ordinary language and taken as the acknowledgement of the pressure of context. It is characterized by far-reaching and profound meaning. It is regarded as an indispens-

able figure of speech for poetry. New critic not only takes Irony as a principle for poetic creation and critics, but also deems it as fundamental thinking mode and philosophical attitude for poetry. To discover and understand Irony, "Close Reading" is one of the best methods. Brooks wrote *Understanding Poetry* in 1938 and *Understanding Fiction* in 1943, in which he made detailed semantic analysis of selected texts.

Reflections from the Two Works

Through the analysis of the works by the two representatives of Russian Formalism and Anglo–American New Criticism, we have come to see some similarities and differences between the two schools. Firstly, Both *Art as Technique* by Shklovsky and *Irony as a Principle of Structure* by Brooks reflect the view that literary theory should not concern the things outside texts, but focus on internal texts. They both held that the boundary between literature and humanistic or social science such as sociology, psychology, anthropology and history science etc. was hard to be drawn if literary works were studied from the perspective of historical background, author's background or reader's response and the like. They were exploring to establish a poetic system of innateness and scientificness. As Shklovsky stated at the very beginning of the preface in "Prose Theory", "my literary theory is to study the inherent laws in literature". And another representative of Russian Formalism, Jakobson also proposed: "poem is not at all concerned with what it states". New Critic representative I.A. Richards makes clear in "*Science and Poetry*": what is important is not what poetry said, but poem itself. The common characteristics of the two schools can be found from the two works; therefore, they pertain to the critic school of Formalism, mainly focusing on the study of literary forms and internal texts.

However, the two works reflect some differences between Russian Formalism and New Criticism as well. From Shklovsky's essay, we come to understand that Russian formalists were interested more with words and literary devices rather than the actual meaning of the words themselves, viewing a text as an object of art itself and as different from everyday speech and objects and thus worked to figure out what made it so. Key functions of literature for Russian Formalists are defamiliarization of life through its representation in literature and exposure of the literature functions by calling attention to literary forms and conventions. Russian formalism is distinctive for its emphasis on the functional role of literary devices and its original conception of literary history. Russian Formalists advocated a "scientific" method for studying poetic language, to the exclusion of traditional psychological and cultural–historical approaches. Two general principles underlie the Formalist study of literature: first, literature itself, or rather, those of its features that distinguish it from other human activities, must constitute the object of inquiry of literary theory; second, "literary facts" have to be prioritized over the metaphysical commitments of literary criticism, whether philosophical, aesthetic or psychological. To achieve these objectives several models were developed. The formalists agreed on the autonomous nature of poetic language and its specificity as an object of study for literary criticism. Their main endeavor consisted in defining a set of properties specific to poetic language, be it poetry or prose, recognizable by their "artfulness" and consequently analyzing them as such.

Comparing with Russian Formalism, Anglo–American New Criticism is characterized by its own features depicted by Brook as follows: firstly, attention is paid to the structure of literary works without the consideration of author's thoughts or readers' response; secondly, an organic unity of literary theory is advocated, opposing the view of dichotomy between form and content; thirdly, importance is given to the close reading to individual work, particularly to subtle differences, figurative device and slight differences of meanings, in attempt to illustrate context unity and the meanings of literary works. Fourthly, the distinction between literature and religion and morality should be drawn.

According to the view from Brooks, we can conclude that the New Criticism focused on the individual work of litera-ture, usually the poem, as the sole object of study. These critics placed special emphasis on the formalistic aspects of the literary work, highlighting connotative and associative usage of words and the many figurative devices of language that functioned within the poem.

The comparative analysis of Russian Formalism and Anglo-American New Criticism has profound theoretical and practical significance in promoting the development of literary criticism theory. Through comparison and analysis of the above two, Formalism theory has been improved, enriched and developed, which enables readers to obtain aes-thetic perception from the text through the defamiliarization process, and at the same time, to understand the great significance produced by the literary work with a kind of oppositional and harmonious reading thinking and in a more profound and systematic way. Russian Formalism and Anglo-American New Criticism show obvious differences in the critical paths and operational approaches, however, their exploring the essence of literature by using literary criti-cal methods, as well as their intention and result of establishing the objective and scientific literary theory are in con-sistence with each other.

Conclusion

Both Russian Formalism and Anglo-American Criticism play a critically significant role in our reading and study of literary texts, particularly "defamiliarization" by Shklovsky and "Close Reading" by Brooks offers a specific perspective and approach to literary study. In terms of the comparison made above, it is obvious that whether Russian Formalism or Anglo-American New Criticism neither formed a universe and systematic theory, nor did they propose a covered theoretical slogan. Their linguistic approach, however, brought literary study to a new research area, transfer-ring from previous author's background and social morality critics to linguistic symbol-based text critics, i.e. from outside texts to internal texts, which marked the beginning of contemporary literary critic theory. The study associated with texts critics and linguistic symbol to some extent dominated the direction to which the whole contemporary liter-ary critic theory moved forward. Structuralism, succeeding to Formalism, made attempts to extend texts study to the exploration of textness and symbolness, in hope to constitute a deep structure.

References

Brooks, C. (1978). Irony as a Principle of Structure. *The English Critical Tradition: An Anthology of English Liter-ary Criticism.* (pp. 472–487) (Ed.) Ramaswami, S. and Sethuraman, V. S. Macmillan.

Liu, X. Y. (2005). *A Brief History of Foreign Literary Theory.* Beijing: Peking University Press.

Qian, Q. (2004). *A Reader's Guide to Contemporary Literary Theory.* Beijing: Foreign Language Education and Study Press.

Shklovsky, V. (1965), *Russian Formalist Criticism: Four Essays: Art as Technique.* University of Nebraska Press.

Wang, F. Z. (2002). *Selective Readings in 20th Century Western Critical Theory.* Beijing: Foreign Language Educa-tion and Study Press.

Zhu, L. Y. (2005). *Contemporary Western Literary Theory.* Shanghai: East China Normal University Press.

Thoughts on Learning Materials Construction in Chinese Skills Curriculum in Private Higher Education Institution

Wang Jia

College of Humanities and Sciences of Northeast Normal University, Jilin, China

Email:jiayi1982000@163.com

[Abstract] The focus of Chinese Skills Curriculum is to cultivate Chinese teaching abilities. The course is widely open in major of Chinese International Education in China, using a few prevailed textbooks. The prevailed textbooks in use are not specific for the characteristics of the students in private institutions of higher education. In that case, the learning materials which in favor of leading students to learn are badly in need of being constructed. The thoughts on comprehension, structure, content and function of learning materials are meaningful.

[Keywords] Private Higher Education Institution; Chinese skills teaching; learning materials; textbook; teaching ability cultivation

Reason for Learning Materials Construction

Chinese as a second language includes the abilities in listening, speaking, reading, writing and also comprehensive application abilities. The students majoring Chinese International Education as the future teachers teaching Chinese as a foreign language are supposed to be have better teaching abilities in Chinese skills. The curriculum is designed for cultivating those abilities above. Based on the survey on the textbooks distributed on the current market, we found those textbooks are mainly composed the knowledge system according to the subject logic step by step. The teaching function is the major function which is fit for experienced teachers. It shows some deficiencies in aspect of student–friendly learning. For the students in private colleges, it is not easy to obtain feasible teaching methods directly and quickly from the textbooks. For example, the Chinese Skills teaching course is open in the third year in Chinese International Education major in our college. There are lots of problems existing among the students, such as not having a solid basic knowledge foundation, are not capable of understanding and analyzing the language, almost zero direct teaching experience and not having self–learning abilities, etc. Under this circumstance, how do we make the curriculum extended and offer the students full–scale learning support except for the in–class guidance? How do we help students improve their abilities in Chinese teaching practice? We believe that a specific textbook will play a great role in realizing those aims.

We need to transform the teaching concept and design the textbook centering in student learning, which is as we mentioned with "learning material". We searched the website of CNKI with the keywords "college learning materials", 193 thesis was found, but there is not even a single one concerning the learning materials for Chinese International Education major. There are only 10 thesis when we searched with the theme of Textbook Composition for undergraduate major of Chinese International Education. There is no textbook designed for this major in private colleges. In that case, construction the learning materials of teaching methods series curriculum for the major in private colleges is an issue worth to be think about. In the limit of the length of this article, we mainly discuss the issue on the construction of learning materials for Chinese skill teaching curriculum.

Understanding on Learning Materials

"Teaching Materials" concerns the materials related to the teaching content in *Modern Chinese Dictionary* (7th Edition), such as books, teaching materials, pictures, teaching outline, etc. The term of textbook is explained in the dictionary above as the books used by students for class and review, which are composed according to the curriculum. Thus, the concept of textbook is not as broad as teaching materials, but sometimes people mentions teaching materials as textbook. Here is this paper what we mentioned also means textbook. The basic function of textbook is teaching function, which existing as teaching resources specially as learning resources. The current textbooks are often regarded as the absolute authority highlighting the characteristics of teaching resources, it limits the teachers' creativity and initiative, also the students' ability to be self-dependant and creative. We hope there are textbooks in form of material which serves teaching and learning, especially for student to explore and learn independently. Learning materials can meet the needs like that.

The concept of learning materials originally emerged in Eighties last century in the 3rd deliberative report Japan Education Reform, saying as "In the process of informatization and textbook diversification, starting from the stand of the education of respecting individuality, promoting diversity, the quality and usage of textbooks have to be looked on again. The quality of textbooks, which used as students' learning materials, is particularly stressed. It is better than that stressed as teachers' textbooks used for teaching." (Xie, 2006, p. 6) We believe the counterpart of learning materials is textbooks, but textbook serve for teacher and learning materials work for students. At present, the Chinese skill teaching led by teachers and centered with students' practice is classroom teaching with time limit. In the classroom teaching students are limited for individual performance, and the communication between teacher and students is also limited. The textbook can merely meet all the different needs of students .Therefore, textbook needs to be transformed into learning materials. Under the needs of learning, textbook even can be totally changed into learning materials. We regard that the learning materials should be with characters like that they are teaching materials for teacher to carry out the classroom teaching and meanwhile they offers efficient learning plan guidance and connects resources, helping students to control the learning content and speed in both macroscopical and microscopical aspect. It is more convenient to use learning materials for the teacher to do the classroom teaching and students to do self-dependant learning.

Learning Materials Designing Basis

First of all, learning materials are designed according to the *Standards for Teachers of Chinese to Speakers of other Languages.* The *Standards* issued by Confucius Institute Headquarters (Hanban) was constituted from five aspects as follows: The foundation of Chinese Teaching, Methods of Chinese Teaching, Teaching Organization and Classroom Management, Chinese Culture and Cross Culture Communication and Professional Ethics and Development. According to the *Standards,* with knowing the characteristics of students majoring Chinese International Education in private colleges, we attach importance to the cultivation of Chinese skill teaching abilities in following eight aspects (Hanban, 2015):

(1) Skills Teaching is totally new to students, so students are supposed to master the characters, objects, principles and methods of Chinese listening, speaking, reading and writing and can carry out the teaching efficiently.

(2) Students are equipped basic knowledge of Chinese language, but their language analyzing ability and teaching consciousness need to be improved.

(3) Students can complete the teaching content design partially, but they are incapable of designing a whole text teaching.

(4) Students cannot choose and analyze the textbook based on the teaching needs.

(5) The teaching assignment and activities deigned by the students are slightly stuffless.

(6)Students' ability to do efficient evaluation on learners need to be improved.

(7) Students should develop their abilities and consciousness of interpreting culture by applying the knowledge they learned.

(8) Students' cross culture awareness is required to be enhanced.

Hopefully we can offer practical guidance on those eight aspects in construction of learning materials, helping them improve teaching abilities.

Secondly, referring to Kumaravadivelu's modular model for Knowing, Analyzing, Recognizing, Doing, and Seeing, the traditional way of teaching a second language in series courses is defective. In the whole courses, it is hard to display the whole picture for students' learning and teachers' teaching and teacher development. The comprehensive abilities development is not realized until work as an intern teacher. The teachers have to do things as follows to realize into a self-decisive self-transformed individual: "(a) Improving teacher's major, procedure and knowledge basis; (b) Analyzing learners' needs, motives and independence; (c) Identifying their identities,believes and view of value; (d) Implementing teaching, formulating the theories and starting dialogues; (e) Monitoring the teaching behaviors" (Kumaravadivelu, Zhao, & Fu, 2014, p. 14). All those above is what we want to try hard to implement in learning materials. Kumaravadivelu also propose the principle of particularity saying "the meaningful teaching method must build on the basis of all-round explanation for particular context, and improvement can be made by modifying these particular contexts" (Kumaravadivelu, Zhao, & Fu, 2014, p. 11). It inspire us that we need to improve students' teaching abilities by the authentic materials and teaching practices. He also indicated that the main role of teacher education is to offer present teachers sufficient tools which can be used for classroom observation and teaching methods exploring (Kumaravadivelu, Zhao, & Fu, 2014, p. 11). Learning materials could be tools like that showing knowledge to students. The materials will gradually display the process of obtaining the knowledge and learning methods to

students, which made students experience how to find and raise questions, know and solve the problems in practice step by step. In this process, students develop themselves from imitating into independent thinking.

Thirdly, the learning materials designing is under the background of big data era. In order to cultivate the students' global perspective, teacher development will be a life–long course to be pursued. We should be clear in mind that it needs transform both the students' learning methods and teachers' teaching methods. The books are displayed not only in one–dimensional linear structure in modern information technology nowadays. The organization structure information in hyper text non–linear and net structure fit for human thinking characters and reading habits, which offers further support for learning materials in form, structure and content design.

Learning Materials Structure and Main Content Design

Learning materials draft design include three major parts.

The first part is about references, offering related standards and methods and so on for skill teaching training. It mainly includes the frequent classroom language and principles used by teachers(different levels, different teaching sections), (group) teaching preparation procedures, standards for class evaluation and teaching reflection, and thinking guidance for textbook analyzing.

The second part is about exploring skills teaching, which is the main part of learning materials, including:

(1) Classroom teaching record cases(transcript version) concerning listening, speaking, reading, writing and comprehensive skills. General skills teaching is connected with class types, which merely experienced by students. These cases offers students a real sample of classroom teaching, guiding them to know better about teaching steps in listening class, speaking class, reading class, wring class and integrative class, helping students explore the teaching procedures and enrich their teaching experience.

(2) Former students' classroom simulation teaching cases(transcript version). In this part, two cases, the one with many merits and the one with many demerits, together with typical questionable teaching cases were chosen for students to. compare, analyze, discover and learn in a question–based or project–based way. The situation of the person in the case is similar to the students',which triggers students' interests. It is more specific and it can help students improve the learning efficiency.

(3) Basic components of skills teaching. We all know that there is no fixed teaching methods and the teaching procedures are always changed,but there are certain necessary procedures,which are flexible to be organized in orders. On the basis of completion of procedure (1) and (2), students have already gained some experience, and can decide the basic procedures of different skills teaching with teacher. The hints have been listed in learning materials, students can make up complete procedures which fit for their teaching style on their own.

(4) Trial teaching reflection cases. This part is consistent with part (2) which is to teach students how to reflect on their teaching. Students will be capable of summarizing the merits of others' teaching or discovering others' problems in teaching, indicating that students know themselves clearly on the same problem. Meanwhile, students can prepare for reflecting on their trial teaching. It contributes to build awareness for students' professional development.

(5) Introduction to the necessary knowledge for skills teaching. Though we say is as introduction, it is shown in questions or assignments, which guide students work together to summarize theories and other knowledge, outline the

logical relation map of important terminologies. In this process, students will obtain way more than that learn from teachers' lectures.

(6) Practical reference materials. In the process of exploring every skill, related papers, books, materials, text-books, and article collections are referred ,which offer strong support to students for class and after-class learning.

The third part is concerning about explanations and hints for related language elements. Both Chinese language ability and Chinese teaching ability cultivation on students has been carried out in Chinese skills teaching course. This part is for connecting both two kinds of abilities, including pronunciation knowledge related to how to teach pronunciation for beginners; spoken language knowledge on spoken Chinese class; vocabulary,grammar, rhetoric and culture knowledge in reading class; linguistic theory and character knowledge in integrated class. Although students have already take the related professional courses, it is still necessary to playback the key problems from the teaching aspect.

Objects of Learning Materials Design

The ultimate aim for the design of learning materials is to hope the materials have the functions as follows. First, the practical function. Students can refer to the materials whenever they need, no matter it is before they work or after. Second, function of learning abilities cultivation. In the whole semester study, students will get a whole textbook, which indicating the students' progress in process of discovering and analyzing the problems, working in teams and solving the problems. It is absolutely necessary for students to possess the thinking on future vocational development and professional research.Third, realistic teaching practice. In learning materials, the language materials were chosen from the real and simulated teaching situation, it makes students to experience the practical teaching actually.Fourth, learning guidance function. The learning materials themselves indicate the function of "textbook +teacher", the whole book is question-based and assignment-based, and already orientate the points for students to ponder over, facilitating students to foster a habit of learning by exploring. Fifth, function of breaking up the whole into parts and gathering parts into a whole. It means that the learning materials are designed into loose-leaf book, there are loose-leaf cases+loose-leaf assignment+loose-leaf notes+ reference foldouts. The form of the materials can be integrated or separated. When displayed in parts, they show the learning key points. When displayed in a whole, they highlight the systematic connection. Under this condition, learning is full of fun, and it is easy to make use of the materials. The materials reflect the students' individual learning content, logic thinking, which connecting teaching content with learning process, then the materials will be the guide for students to learn. Students in private colleges can be fostered with a good learning habit by taking notes, which record the problems they found, the process of discussion, the explanation on key points from teachers' lecture, summary of learning(logic relation map), teaching reflection, and the design of trial teaching,etc. Learning materials not only a product of teachers' reconstructing the textbooks, but also a tailor-made learning process made by students themselves.

References

Xie, X. Y. (2006). Research on Textbooks Transforming into Learning Materials, Graduate Thesis, Zhejiang Normal University.

Confucius Institute Headquarters (Hanban). *Standards for Teachers of Chinese to Speakers of other Languages* (2–015 Ed.). Beijing: Foreign Language Teaching and Research Press.

Kumaravadivelu, B., Zhao, Y. & Fu, L. Y. (2014). A Modular Model for Knowing, Analyzing, Recognizing, Do–ing, and Seeing. *Language Teacher Education for a Global Society*. Beijing: Peking University Press.

Part Ⅲ:
Teaching & Learning

(Volume C)

A Study on the Relationship between Art & PE Students' Majors and EFL Learning Motivation

Shi Likun   Jiang Chen   Gail Verdi

School of Foreign Languages, Northeast Normal University, Changchun, China

School of Foreign Languages, Northeast Normal University, Changchun, China

Kean University, USA

Email: agnesshi@sina.com; 6936868@qq.com; gverdi@kean.edu

[Abstract] *The present study was an attempt to investigate the relationship between majors of Art, Music, Dance and Physical Education EFL learners and their motivation toward English language learning. To perform this, 120 Art & PE students studying at Northeast Normal University in China were selected to participate in this research. In order to measure the EFL learners' motivation toward learning English, a motivational questionnaire including 29 items was administrated to all four groups of the present study. At last, in order to find any relationship between majors of Art & PE students and their language learning motivation and to examine any differences among Art, Music, Dance and Physical Education EFL learners in terms of language learning motivation, a questionnaire with Likert five scale was used. The results revealed that there was relationship between majors of Art & PE students and their language learning motivation. Language teachers and researchers should give due weight to inspire Art & PE students' language learning motivation.*

[Keywords] *EFL; Art & PE students; language learning motivation*

Introduction

There is a large population of Art & PE students in China, which refers to the college students majoring in Art, Music, Dance and Physical Education in this article. Their EFL (English as a Foreign Language) learning caused much concern for college English teachers and language researchers, since their language learning performance is much lower than other major students in college. The biggest reason is that they are not strongly motivated in EFL learning, except for their weak English foundation. Most of them want to seek a way to improve their foreign language ability in a short term. Yet motivation is claimed to have significant roles to the success of language learning, particularly in literacy skills.

The success of English language learning is not only a matter of teaching methods, but it also involves a number of factors. Individual factor like motivation is frequently recognized as the potential factor influencing EFL learning

(Amirian & Komesh, 2018). Motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of EFL learning (Dornyei, 1998). Motivation is the combination of intellectual or physical effort and emotional arousal to achieve a set of goals in language learning (Gardner, 1985; William & Burden, 1997). It is considered as an important process or complex phenomenon whereby goal–directed activity is instigated and sustained in foreign language classroom to which the students make choices to pursue their learning goal (Dornyei, 2001; Brown, 2007). In brief, motivation is the students' willingness, impulse, or enthusiasm that involves the effort to achieve the goal in language learning.

Language learning motivation is a prominent issue in EFL context. In order to improve the EFL learners' language proficiency, English teachers should encourage and motivate their EFL learners in the process of language learning. One of the most important problems in the field of language learning and teaching is how to motivate the EFL learners to engage in foreign language learning. The best teachers are those who motivate their learners to participate in learning process and learn actively (Dornyei, 2001).

Although different theories have been tried to explain motivation, only some aspects of motivation have been fully investigated and there are a lot of untapped aspects. In fact, no single theory can explain all human motivation because human beings are very complex creatures with various and complex desires and needs (Badrkoohi, 2017). Despite the bulk of work having been done on the importance of motivation in the process of language teaching and learning, what is deemed neglected is that, Art & PE students are always considered generally as an integral whole and their major difference seldom be taken into consideration when language teachers doing research. The necessity of exploring the relationship between majors of Art & PE students and their language learning motivation is of great importance. Therefore, in order to fill the gap, the present survey was constructed.

A survey of Art & PE students EFL learning motivation in different majors

Before doing the survey, a research question has been asked: Is there any relationship between majors of Art & PE students and their language learning motivation? To answer the related question, a hypothesis was formulated: There is relationship between majors of Art & PE students and their language learning motivation.

The participants of the present study are 120 Art & PE students majoring in art, music, dance and Physical Education, who are all studying English as foreign language in Northeast Normal University. After entering the university, all students should participate in an English exam for placing them in appropriate classes according to their language level. Most of Art & PE students are placed in class C or D which are lower than class A and B. All of the participants are in the age ranging from 18 to 21 years old.

In order to understand about the different majors of Art & PE students' language learning motivation, motivational questionnaire (adapted from Attitudes/Motivation Test Battery; Gardner, 1985), including 29 items was used. The questionnaire was a Likert five scale coded on a 5–point scale. Those learners' responses that were strongly agree for an item received five points and those learners' responses that were strongly disagree received one point. The reliability of the language learning motivation questionnaire was estimated which showed acceptable ranges (Table 1).

Table 1. The Cronbach's alpha for Language learning motivation questionnaire

Major	N	M	SD	Cronbach's Alpha
Art	30	2.4543	0.67091	0.602
Music	30	2.0482	0.68502	0.521
Dance	30	1.8547	0.56415	0.474
PE	30	1.7865	0.54356	0.451

In conducting this study, the language learning motivation questionnaire was administered to the whole population in order to examine the relationship between majors of Art & PE students and their language learning motivation. The participants were asked to complete information about their majors on the questionnaire and they were also asked to answer the questionnaire honestly as it was important for the researcher. They were informed about the study and the purposes before completing the questionnaire. They were also briefed that they had complete freedom and choice in participating in the study and their performance would not affect their grades. Moreover, the participants were supposed to fill the questionnaire in accordance with what extent they agree with the questionnaire's statements. In order to do this, a Likert five scale was used.

The present study was carried out through a non-experimental correlative research, in which the researcher investigates the relationship between four different majors of Art & PE students and their language learning motivation. And the descriptive statistics including mean, standard deviations, maximum and minimum of the scores were calculated. Cronbach's alpha, the most common measure of internal consistency, was used to reveal the consistency of the questionnaire. The values of Cronbach's Alpha for the instrument used in this study showed acceptable internal consistency of reliability (Table 1) for different groups.

The results of the survey showed that Art & PE students major in art, music, dance and Physical Education, whose mean scores in the language learning motivation questionnaire were 2.4543, 2.0482, 1.8547and 1.7865 respectively. Students major in Art have the highest mean and students major in PE have the lowest. The result reveals that Art EFL learners, reporting the highest mean, have the highest motivation in learning English as a foreign language. Moreover, PE EFL learners reported the lowest mean which reveals that they have the lowest motivation in learning English as a foreign language. Students major in Music and Dance have moderate level of motivation in comparison with Art and PE students. Therefore, there is relationship between majors of Art & PE students and their language learning motivation. In other words, the related research proved the hypothesis. Moreover, it can be understood that motivation does have an important role in different majors, which should be taken into account by educators when they are doing research related to Art & PE students.

The language learning motivation of Art and Music major students are greater than that of Dance and PE major students. Possibly, there are some reasons why the former majors are motivated which are as follows: the former majors have better English foundation than the latter majors, which makes subsequent learning rather easier; Learning English makes it possible to pursue further study abroad; English is a global language and facilities communication with people from different countries; Learning English improves career prospects and makes working life easier.

Differences in Art & PE students' EFL learning motivation

By analyzing the data collected from the questionnaires, all the participants' EFL learning motivation can be

generally divided into two categories according to Garner: instrumental motivation and integrative motivation. Gardener and Lambert (1972) differentiate between the two kinds of motivations. Integrative motivation occurs when the learner wishes to learn more about the cultural community because he or she is interested in it in an open-mind way. In contrast, if the purpose of the language learning reflects more utilitarian values of linguistic achievement such as getting ahead in one's occupation, the motivation is said to be instrumental.

Worldwide globalization process and the growing dominance of global or world English as an international language is the biggest reason for most students to learn English. For the students who show a genuine interest and respect for the culture and learn English in order to come closer to the English-speaking country (Mehrpour & Vojdani, 2012), in other words, they have a plan to study or even live abroad in the future, have a strong EFL learning motivation. They are seen as strong force of motivated behavior, continuous effort, desire and affect. The integrative motivation shows most in Art and Music students, who have a plan to pursue further study abroad in the future, or for the specialty of their majors, they have to seek firsthand material for their study since some majors are oriented from western world, like oil painting, sculptural art or opera performance, etc.

On the other hand, for students who want to achieve higher scores in EFL examinations, or better jobs in the future, the purpose of the language learning reflects more utilitarian values of linguistic achievement. Their EFL learning motivation is also stronger than peer learners. This kind of motivation is said to be instrumental. Art & PE students need to past Band 4 or Band 6 examination for a qualification to apply for Recommended Students to study as postgraduates in Northeast Normal University. Some universities require students to pass designated English examinations to get college diploma. And most employers need English certificates when they recruit new staff from college graduates. There are a large number of free-charge normal school students in Art & PE majors at Northeast Normal University, which means they will be teachers in the future. If they want to get ahead in their occupation, they have to treat English as a life-long learning subject, since they have to face English examinations for title or professional posts.

The two categories which shows strong integrative or instrumental motivation mentioned above existed most in students major in Art and Music, as is showed in Table 1 that their mean scores in language learning are higher than the other two groups who major in Dance and Physical Education. This doesn't mean that Dance and PE students do not need to pass relative examinations or pursue a job as a teacher. They also need to learn English well if they want to graduate. And some PE major students need to learn specialized English to get some kind of referee's certificates or use it when they are performing as a referee in some competitions.

However, most students major in Dance and PE have very poor foundation in English. Some students major in Dance and PE only learned English for 3 years compare with other major students who have learned English for at least 6 to 10 years. They are lack of confidence when they confronted with college English with little language storage. Some of them also show English anxiety and intended effort to learn English at the beginning but do not have a proper learning method and then give up EFL learning as a result. Moreover, for some majors which need students to attend performances or competitions or games frequently, can't assure their presence at English class, let alone autonomous EFL learning out of class. These students mostly major in Dance and Physical Education. This is showed in Table 1 that their mean scores in language learning are lower than the other two groups who major in Art and Music.

Teaching materials for Art & PE students are difficult to choose and have been changed for several times, but still difficult and boring for some majors. This caused students' inactiveness and silence in English class. And in

turn language teacher lose passion in teaching when he/she receive less reflection in class. And this inactive class atmosphere in turn caused most students' silence. It's a vicious circle with no solution in most Art & PE EFL classes.

The teacher, the curriculum, the teaching materials, and the peer group can have a remarkable and strong effect on motivated behavior. Language teaching should take into account students' major differences and that language teachers must tailor their teaching to the particular needs and characteristics of his/her students in accordance with their majors. To inspire their EFL learning motivation, teachers should improve their teaching in different aspects, including using different EFL learning materials and employ different teaching methods according to different majors of Art & PE students.

Conclusion

The present study was an attempt to investigate the relationship between Art & PE students (majors in Art, Music, Dance and Physical Education) and their EFL learning motivation. Obtained results from the data analysis procedure revealed that there was relationship between their majors and language learning motivation. The findings of the present study hold some important implications: Language teachers and researchers should give due weight to inspire Art & PE students' language learning motivation in accordance with their different majors based on the importance of motivation in the process of EFL learning; Students major in Dance and PE are less motivated in EFL learning. In view of that, teachers should use different teaching materials and teaching methods in order to overcome the problem and improve their learners' foreign language learning motivation.

There are some limitations in this research: Only quantitative analyses were employed and the number of participants is small; minority students and Media students are not included in this survey. Further research is suggested to use larger samples of participants to be able to generalize the findings to all Art & PE EFL learners. This research only finds the motivation difference in different majors. Further research could focus on how to inspire Art & PE students' EFL learning considering their different majors.

References

Amirian & Komesh. (2018). A Study on the Relationship between EFL Learners' Nationality and Language Learning Motivation. *International Journal of Applied Linguistics & English Literature*, 7(2), 26–32.

Badrkoohi. (2017). Individual Differences and L2 Motivation: The case of EFL Learners. *International Journal of Applied Linguistics & English Literature*, 6(3),199–209.

Bernard, J. (2010). Motivation in foreign language learning: the relationship between classroom activities, motivation, and outcomes in a university language-learning environment. Unpublished Master's Thesis. *Carnegie Mellon University, USA*.

Brown, H. D. (2007). Principles of language learning and teaching (5th Ed.). *San Francisco: Pearson Education*.

Dörnyei, Z. (2005). The psychology of the language learner. Individual differences in second language acquisition. *Mahwah, NJ: Lawrence Erlbaum*.

Dörnyei, Z. (2001). Motivational strategies in the language classroom. Cambridge: *Cambridge University Press*.

Dörnyei, Z., & Ottó, I. (1988). Motivation in action: A process model of L2 motivation. *Working Papers in Applied Linguistics, Thames Valley University, London*, 4(2), 43–69.

Gardner, R. C. (1985). Social psychology in second language learning: The role of attitudes and motivation. *London: Edward Arnold.*

Mehrpour & Vojdani. (2012). Globalization and EFL Learning Motivation: A New Perspective on Integrative vs. Instrumental Motivation among Iranian Learners of English, *Open Journal of Modern Linguistics,* 2(2), 43–50.

Shen, P. & Ning, Y. N. (2017). Research on Individualized EFL Learning Approaches for Art & PE Students. *Education of Science and Technology,* 7, 163–164.

Acknowledgements

Discourse Functions of Marked Theme in CET Writings

Chao Kun

Canvard college, Beijing Technology and Business University, Beijing, China

Email: kavona@163.com

[Abstract] *This paper attempts to investigate whether there are differences between the candidates of CET4 and CET6 concerning with their choice of marked theme. The results revealed that there are no differences in the use of "marked theme" between writings of CET4 and CET6, which indicate they are equal in formality. In addition, marked themes expressing time, location, manner and accompany adjunct indicates that both the CET4 and CET6 writings are influenced by Chinese sentence structure. This is seen in the much greater occurrence of marked themes expressing time, location, and manner and accompanying adjuncts than in marked themes that express cohesive ties.*

[Keywords] *marked theme; formality; cohesion; CET writings*

Thematic Structure

According to Halliday (2000, p. 73), the clause is organized as a message by having a special status assigned to itself and every part of it, namely, a communicative event, theme and rheme. In a declarative clause in written text, the theme is said to be unmarked where the subject is the starting point of the clause. However, other elements are frequently found in theme position in English clauses, and in these cases the theme is marked (Bloor and Bloor, 2001, p. 76).

The way we arrange words in different positions of the clause is essential to communicate in any language (Barzegar, 2013). This flexibility of position makes it easier for a writer to present a given element in these positions, which can assist in making a text coherent (ibid). According to Eggins (1996, p. 302), marked theme is relatively rare in casual conversation and it can be taken as "one realization of a careful written mode". Therefore, the marked theme employed in the texts shows the writers' careful planning of the texts' development.

Data Collection

All data in this study are obtained from CLEC (Chinese Learners English Corpus), a large-scale corpus consisting of roughly one million words of English compositions collected from 5 different levels of Chinese learners of English. The writings to be analyzed in this study are randomly sampled from CET4 and CET6 that received passing scores when writing on the topic "Health Gains in Developing Countries". A random sampling method was adopted and the decision was made to select thirty scripts respectively from CET4 and CET6. For the purpose of the study, thirty English writings on the same topic of CET4 and CET6 were collected. Log-Likelyhood Calculator, a freeware

program available online (http://ucrel.lancs.ac.uk/llwizard.html), was used for CET4 and CET6 corpus comparison to conduct statistical analyses.

Marked Theme Analysis

The marked themes in CET4 are as follows (underlined are the marked themes which directly link two sentences):

Marked themes express the manner (4): according to the great changes, according to the statistics of the life expectancy and the infant mortality

Marked themes express time (50): in 1960, in the past thirty years, by1990, comparing with 1960, in 1960, thirty years later, with years passing; in 1960, in 1990; in 1990, in the recent years; in 1960

Marked themes express location (7): in developing countries, in developing countries, in most developing countries

Marked themes express accompanying adjunct (18): with the development of the society; with the development of the science; with the development of modern science, With the technology advanced

Marked themes express addition (7): for example, moreover

Marked themes express cause (15): so, therefore, as a result, for this fact

Marked themes express contrast (3): however

Marked themes express validation (6): from the picture

Other marked themes: in reality

The total number of marked themes employed in writings of CET4 is 111 which consist of one or another marked themes. Of this total, 79 marked themes express manner, time, location and accompanying adjunct while 31 marked themes express cohesive ties.

The marked themes in CET6 are as follows (underlined are the marked themes which directly link two sentences):

Marked themes express the manner (2): according to the instructions, from the change

Marked themes express time (48): in the year that have past, in these years, in 1960, in 1960, in recent years, nowadays, in 1960, during past few decades, from 1960 to 1990, after the world war II, in the later of this century, nowadays, now, in the last thirty years, in these years

Marked themes express location (7): in developing countries, in developing countries, in developing country, in China, in developing countries, in some developing countries, in developing countries, in developing countries

Marked themes express accompanying adjunct (11): with the development of economy, with the economic development, with the development of economy, with the developing of the living conditions, with the development of economy

Marked themes express addition (7): furthermore, for example, for instance, in addition to

Marked themes express cause (16): so, therefore, as a result

Marked themes express contrast (4): however

Marked themes express validation (12): from the chart, from the example, from the graph, On the average

Marked themes express means (2): only by this improvement, through observation

The total number of marked themes employed in writings of CET6 is 109. Of the total, 68 marked themes ex-

press manner, time, location and accompanying adjunct while 41 marked themes express cohesive ties (Figure 1).

Item	CET4	%1	CET6	%2	LL
Word	111	2.70	109	2.71 -	0.00

Figure 1. The statistical study of marked themes

111 and 109 are the observed frequency of "marked theme" in the corpus of CET4 and of CET6. The 2.70 and 2.71 values show the relative frequencies in the texts of CET4 and CET6 respectively. The "−" indicates less use of "marked theme" in CET6 writings relative to CET4 writings. The statistical score 0.00 shows that there is no difference in the use of "marked theme" between writings of CET4 and CET6, which indicate they are equal in formality.

Although it seems that there is no difference in using marked themes between writings of CET4 and CET6, a further study should be conducted since there are differences between marked themes expressing time, location, manner and expressing cohesive ties. According to Davies (1989), the marked themes are used to express location, time and cohesive ties (validation, addition, cause, means and contrast) function as the context frame (CF). The choice of CF is indispensable from the content of the text (Eiler,1986). In the expositions studied here, the description of the chart demands presenting information regarding time and place. That is the reason why most of the marked themes are concerned with time and location. Although the theme choice contributes to text cohesion (Qi, 2012), in this research, it should be highlighted that the marked themes do not absolutely stand for a coherent text. Because a contrastive study of CF conducted by Yu Weishen (2002) reveals that due to the differences in the construction of English and Chinese sentences, Chinese students show more preference using CF to express time and location, while the native speaker prefer using CF to create cohesive ties (2002, pp. 112−126). A comparison of CF concerning cohesive ties will be conducted next (Figure 2).

Item	CET4	%1	CET6	%2	LL
Word	31	0.75	41	1.02 -	1.64

Figure 2 The statistical study of Marked Themes concerning with cohesive ties

31 and 41 are the observed frequency of "marked theme expressing cohesive ties" in the corpus of CET4 and of CET6. The 0.75 and 1.02 values show the relative frequencies in the texts of CET4 and CET6 respectively. The "−" indicates less frequent use in CET4 writings relative to CET6 writings. The statistical score 1.64 shows that the difference is insignificant as regards their use of marked themes expressing cohesive ties. This implies that both writings of CET4 and of CET6 are same in showing their inclination to English academic writing.

In addition, if the marked themes are used to make sentences overtly hang together, the stylistic significance is outstanding. In the italics following examples, the underlined are the marked themes which signify a cohesive function. The context of these marked themes is given as follows:

The examples from CET6 writings:

1. First, the improvement of economics is the most important reasons. Only by this improvement can people eat wholesome food and live longer.

2. Why the changes were so large in 30 years and what lead to these changes? At first, in that 30 years, most developing countries···

3. Since 1960, the developing countries have take many measures in economic development, environmental pro-tection. With the economic development, the medical care…

4. Second, the improvement of people's living standards is a factor as well. With the development of the econo-my, more and more people…

5. In these years, the developing countries emphasized economy very much and had made many policies and means to develop their economy. With the development of economy, the…

The examples from CET4 writings:

1. In 1996, life expectancy is 60 years old, while infant mortality is only 100 deaths per 1000 birth. According to the great changes…

2. I think that the first reason is the rapid development of developing countries. With the development of devel-oping countries…

3. The life expectancy increased form 1960 years to 1990 years. For this fact…

4. In 1960, the developing countries' life expectancy was only 40 years old. Thirty years later…

5. The development of technology caused the change. With the technology advanced…

6. The life expectancy is was 40 years old in 1960, but it increased to 60 years old in 1990. In thirty years…

7. The life expectancy is…. Compared the four data…

There are five marked themes playing an overt cohesive function in writings of CET6 while 7 in CET4 (Figure 3).

Item	CET6	%1	CET4	%2	LL
Word	5	0.12	7	0.17 -	0.29

Figure 3. The statistical study of Marked Themes playing an overt cohesive function

5 and 7 are the observed frequency of "marked theme playing an overt cohesive function" in the corpus of CET6 and of CET4. 0.12 and 0.17 show the relative frequencies in the texts of CET6 and CET4 writings respectively. The "−" indicates less use in CET6 writings relative to CET4 writings. The statistical score 0.29 indicates that the differ-ence in employing marked theme as an overt cohesive tie is unremarkable. This suggests that writers of CET4 and CET6 share a similar awareness of employing cohesive strategy concerning with the use of marked theme.

Summary

This paper, based on theory of thematic structure, identified the differences at the lexico−grammatical level be-tween shared topic writings of CET4 and CET6. The writings in this corpus ought to be formally and coherently con-structed by the writer. One of the most striking contributions of the choice of marked themes is the "internal cohesion of the text" (Eggins 1996, p. 299).Through the analysis of marked themes, it was found that there is no statistically significant difference in the choices of the marked themes which indicate both candidates of CET4 and CET6 are equal in their language formality. To be specifically, the study of marked themes expressing time, location, manner and accompany adjunct indicates that both the CET4 and CET6 writings are influenced by Chinese sentence struc-ture. This is seen in the much greater occurrence of marked themes expressing time, location, and manner and accom-panying adjuncts than in marked themes that express cohesive ties. Furthermore, an advanced study of Marked Themes playing an overt cohesive function suggest that writers of CET4 and CET6 share a similar awareness of em-

ploying cohesive strategy concerning with the use of marked theme.

References

Barzegar, H. (2013). Marked and unmarked translation of English thematized literary sentences into Persian. Intraline, 14. Retrieved March 20, 2017 from: http://www.intralinea.org/archive/article/ 1884.

Bloor, T. and Bloor, M. (2001). *The Functional Analysis of English: A Hallidayan Approach*. London: Edward Arnold.

Eggins, S. (1996). *An Introduction to Systemic Functional Linguistics*. London: Pinter.

Eiler, M. (1986). *Functional Approaches to Writing: Research Perspectives*. Norwood, NJ: Ablex.

Qi, W. (2012). Systematic functional perspective: Functions of marked theme in English. International Conference on Education Technology and Management Engineering. *Lecture Notes in International Technology,* 16, 198–202.

Halliday, M. A. K. and R. Hasan. (2001). *Cohesion In English*. Beijing: Foreign Language Teaching and Research Press.

Halliday, M. A. K. (2000). *An Introduction to Functional Grammar*. London: Edward Arnold.

Yu, W. S. (2002). Studies of the CF Marked Themes of the Academic Genres in Chinese and English. Retrieved on Jan. 14, 2017. https://wenku.baidu.com/view/7177d82abcd126fff6050b05.html.

The Development of Internet Resources Used in Foreign Language Teaching

He Fang

Dalian Institute of Science and Technology, Dalian, China

Email: 1193206924@qq.com

Liu Mingyang

Dalian Polytechnic University Arts and Information Engineering College ,Dalian, China

Email:57965289@ qq.com

[Abstract] The paper focuses on the development of the Internet resources used in foreign language teaching. The traditional curriculum is mainly based on the textbooks which mostly are compiled many years ago and to some degree out of date now. In China, foreign language teaching is basically teacher-centered, students learn what their teacher has arranged, and some content doesn't change even for years. To solve this problem, we must bring forth some new ideas and methods in foreign language teaching. In the new era, the development of Internet technology helps this teaching innovation. The resources of Internet are vast which can meet the need of both teaching and learning.

[Keywords] Internet resources; foreign language teaching; teaching innovation; interactive process

Introduction

With the establishment of the Internet began in 1990s, the Internet has affected human beings hugely. It has radically changed the ways of our living and learning. It has also put forward a new question to the teachers of foreign language on how to adapt to the new era and environment and particularly how to meet the need of students. Thus, the Internet resources must be properly used in foreign language teaching. Nowadays, the Internet–assisted method of foreign language teaching is not only a supplement but a necessity. With the development of pertinent researches about online learning, it has been found out that incorporation of both the traditional and online classroom teachings can make learning occur in both synchronous and asynchronous modes and can stimulate curriculum development with the benefits of students' successful learning (Kramsch, 1993).

The out–of–date foreign language curriculum

The traditional foreign language teaching is linear. The students are passive to the curriculum. In the era of web, this traditional way of teaching has some obvious problems:

(1)The curricula are seldom updated.

A foreign language textbook could be used for years in a school, especially in some traditional colleges and uni–

versities. To compile and publish a textbook is very difficult and time consuming, that causes a problem that the content of the textbooks can not keep pace with the development of the language itself. Some teachers even think if they can finish teaching the content of the textbook to the students, they accomplish their task well. And usually the test they give to the students is mainly based on the textbook they taught in the classroom.

(2)The linear teaching pattern is not suitable anymore.

The traditional foreign language teaching pattern is one way or unidirectional teaching, the teacher just cram the knowledge to students who seldom ask any questions or feed back what they've learned. Without the help of the Internet, there are not many interactive ways between teachers and students. Traditionally, there are not so many teaching facilities to use in a classroom. As foreign language teachers, they basically use their voices to convey the information and knowledge to their students with the help of the blackboard, the chalk and the textbooks. Sometimes, it's a torture both to the teachers and the students without the help of cyber technology. The teachers often have some problems with their throat after a period of teaching, and the students may also feel bored if they keep listening to a voice for a long while.

(3) The teaching resources are limited and unauthentic.

As the author has mentioned, before the IT has established, the resources for both teaching and learning only come from a few textbooks and related reference books. The nature of foreign language teaching is to keep up with the development of the time and to be useful and practical. Any single textbook written by a group of compilers is not sufficient for language teaching, because it can neither cover the whole learning process nor meet learners' need. As a result, even a student can get a high mark, he would find that the high mark in school seldom do much help in daily communication with a foreigner or at work. Without the help of the Internet, students who have finished their course of foreign language can not fully understand the authentic foreign language as appears in the newspapers, magazines or some articles related to their future work.

The necessity of using Internet resources in foreign language teaching

Compared with the traditional linear way of foreign language teaching, the Internet resources give us much more choices and possibilities. With the development of the Internet, both teachers and students can get much more resources than before. The use of the Internet resources has become a necessary trend of the times.

(1) The teaching theory will be changed and improved.

With the help of the Internet resources, teachers will have more choices for course development. According to Leloup Jones (2003), the following will be true of instruction in a technological age:

a. Students and teachers will both be learners.

b. The formatting of knowledge will give meaning to what the student learns.

c. The primary role of a teacher will be that of a guide, a mentor, and a tutor.

d. A set of essential learning skills will be required for learning.

e. Learning environments will be totally redesigned to encourage individual learning experiences.

f. Most learning experiences will be in the present or future, not directed to the past.

g. Student evaluation will no longer, and should no longer, be standardized.

Many educators believe that the best way to learn is by having students construct their own knowledge instead of having someone construct it for them.

(2) The Internet resources are vast and authentic

With the help of the Internet, teachers and students can get the update news and articles they want to read, hear or see. The students can broaden their horizons and enhance their interest in foreign language learning. Nowadays, there are so many websites which provide foreign language learning programme including audio and video. As we all know, language is a social phenomenon, which is developing accordingly, new words and phrases come out everyday. The Internet not only gives us the chance to get used to the new words and phrases but also gives us the example and environment of how to use them. The online dictionary is much more useful and inclusive than traditional paper dic—tionary.

Via the web, teachers are no longer the access point for knowledge acquisition. Students now have unlimited ac—cess to an authentic and universal source of information provided by the Internet. Sometimes students could control learning and determine the relevance of information themselves.

(3)The teaching method is diversified by the use of the Internet resources.

The traditional teaching method of foreign language is teacher—centered instruction. In traditional classroom for—eign language teaching pattern, teachers and students both think a lesson is just a process in which teachers should be the leader. The teachers make the teaching plan before the class, and explain the textbook on the class, then assign homework after class. To assess the teaching result is the test which is mostly based on the textbook the teachers had taught on the class. In order to finish the task, teachers talk most of the time, sometimes more than 70 % of the class hour (Schumann, 1994).

With the use of the Internet resources, the teaching method is diversified and the traditional relationship be—tween the teacher and student is altered. Teachers are no longer the access point for knowledge acquisition. Students now have unlimited access to a universal source of information by the Internet. Learning is changed from linear to nonlinear styles. The students can get what they want to learn and determine the method of teaching accordingly. As the Constructivism states that the learners will learn best by trying to make sense of something on their own with the teacher as a guide to help them along the way.

The status quo of the Internet resources used in foreign language teaching

As mentioned above, the Internet resources have so many advantages that can be used in foreign language teach—ing. Nowadays, the Internet assisted teaching has been widely applicated from primary school to university. No doubt it can create an ideal learning environment and establish a flexible mode of teaching. The followings are the status quo and some good examples or experiences of the Internet resources used in foreign language teaching.

(1) The use of abundant online materials including audio and video.

With the help of internet, we can easily access almost any information source in the world. As the supplement to textbooks, teachers can use online background information, pictures, maps, audios, even movies and other video re—sources. Generally speaking students respond better to visual and audio stimuli than dull lecturing (Sokolik, 2001), but they still need teachers' guide on how to use and choose the suitable materials. Some teachers recommend relat—ed web—sites for students to visit as an assignment for writing or classroom discussion. In this way, the students' learning curiosity would be enhanced and would like to get more information by themselves.

(2) Online interaction between teachers and students is much easier.

As we all know, foreign language teaching need more communication between teacher and student than other

subjects. In the traditional way of teaching, teachers and students can only get in touch and communicate in the classroom, interaction between teachers and students is a rare thing. But now, there are many tools for interaction, such as e-mail, Weixin, QQ and other platforms. The communication between teacher and student become much more easy and private, the students won't feel lose face when they ask a "stupid" question. And teachers can get more accurate information on students' learning situation and what they think or want to know. By which can definitely improve the depth of intimacy between teachers and students and consequently improve their learning.

(3) Online assessment is widely adopted.

A lot of banks of test come out with the development of cyber technology, as to the foreign language teaching and learning. There are banks of listening tests, reading tests, grammar tests, etc. Teachers and students can do the tests at anytime if the Internet is available. Teachers need not print the test paper and give the mark one by one, students need not go to class to have the tedious test. A click of mouse will solve the entire problem. The online test or assessment is not only more convenient but also more accurate. It gives teachers and students more opportunity to assess their learning performance and the improvement during that course.

Conclusion

Foreign language teaching is an open-minded process, which should not just be bound to the textbook, some teaching innovations must be made to meet the need of teaching and learning. In the new era, the development of the Internet provides good chances and methods to this innovation. The vast resources on web give us the convenience to get what we want to know. Foreign language teachers should use this tool properly and guide the students on how to use the Internet resources to improve their learning level. By using a bank of useful Internet sites, teachers develop classroom lessons and insert 'hot links' to Internet sites to supplemental resources. This allows teachers to create individualized and personalized lessons for any group of students or individual students in the classroom (Wiles & Bondi, 2004).

All in all, there is still a long way to go for the foreign language teachers in using the Internet resources. The teachers determine what online materials should be used, and what teaching methods should be adopted. At the same time, the students' need and voice can be heard more clearly than ever. In the near future, the foreign language teaching will become a real interactive process with the aid of the Internet.

References

Kramsch, C. (1993). *Language and culture*. SFLEP. Shanghai.

Leloup, J. (2003). On the net interactive and multi-media techniques in online language lessons: A sampler, *Language Learning and Technology*. 7(3), 4-17.

Schumann, J. (1994). Where is cognition: Emotion and cognition in second language acquisition. *Studies in Second Language Acquisition*. 16(2), 231-242.

Sokolik, M. (2001). Computers in language teaching. In Celce-Murcia, (Ed.). *Teaching English as a Second of Foreign Language*. Heinle & Heinle. Boston.

Wiles, J. & Bondi, J. (2004). *Curriculum development a guide to practice*. Foreign Language Teaching and Research Press. Beijing.

Research on the Sharing of Educational Resources of College English in A Cloud Environment

Zhou Guifang

Foreign Languages Department, Guangzhou College of Technology and Business, Guangzhou, China

Email: 12410145@qq.com

[Abstract] The sharing of educational resources of college English is a subject of theoretical research, as well as a practical problem that learners have to face. English teaching activities are rooted in the field of social practice. Learners, teachers and environmental factors are intertwined. Cloud environment provides an abundance of resources and favorable information platform for English teaching. Whether English learners can actively share information resources and effectively learn is closely related to learners themselves, and to the interaction between learners and the environment.

[Keywords] cloud environment; college English; learning subject; resources sharing

Introduction

According to *College English Teaching Guide*, curriculum resources are the direct conditions for implementing college English teaching activities, including teaching syllabuses, teaching materials and various learning–related resources. Throughout the history, every advance in technology has brought new challenges and opportunities to college English teaching. At the present stage, information technology has developed to the stage of cloud platform and IOT, and cloud technology has brought opportunities to resources sharing. Win–win cooperation is the main theme of world development, and resources sharing is an inevitable trend of social progress. With the help of information facilities in cloud environment, the sharing of educational information resources can not only alleviate the problems of resource shortage, uneven resource allocation and repeated construction, but also improve the effective utilization rate of resources, realize complementary resources and finally promote the sustainable development of education.

In recent years, scholars and experts have done a lot of researches on the sharing of educational information resources in the cloud environment, such as the information support services provided by "digital campus" and "education cloud", which are conducive to the joint construction and sharing of educational information resources (Chen & Wang, 2016). Through the investigation of the literatures on college English teaching in the network environment at home and abroad, it is found that the previous experts and scholars have mainly discussed the idealized design of teaching activities using foreign language teaching resources in the network environment, but rarely assessed the advantages of existing resources sharing, and paid little attention to its application effect in learners' learning practice.

Therefore, this study discusses the advantages of the sharing of college English educational resources, makes a survey about English learners' sharing of college English educational resources in a cloud environment, analyzes the reasons for their not sharing and their sharing motivations, and then puts forward the corresponding suggestions, in order to promote the information technology and college English curriculum integration, further optimize the information resources of the generic in the effective use in college English teaching and learning.

Advantages of the Sharing of Educational Resources of College English

It is an undeniable fact that educational input is insufficient and educational resources are in short supply. And it is imperative to use the limited resources to produce the highest possible efficiency. Admittedly, increasing investment in education is undoubtedly a way to solve the shortage of educational resources, but the implementation of this plan is also difficult, and it is hard to effectively solve the problem of repeated construction of resources, waste of resources and other problems. Therefore, there is only one alternative – resources sharing. On the one hand, the sharing of educational resources can effectively alleviate the shortage of educational resources, on the other hand, it can also effectively improve the utilization rate of educational resources, which can be said to kill two birds with one stone. The constructivist view of learning holds that learning is a process of constructing knowledge by students themselves. Students do not only passively receive information, but actively construct the meaning of knowledge. It can be seen that autonomous learning plays an important role in students' learning process. However, autonomous learning is a complicated process, which is closely connected with the learning subject and its interaction with the environment. Modern science and technology, especially network technology, with its peculiar interactivity, openness, resources sharing, liquidity and other characteristics (Ma, 2006), provides a strong technical support for the sharing of college English educational resources, subverts the traditional college English teaching and learning models, realizes the digitization of textbooks, contextualization of college English teaching environment, personalization of learning and proceduralization of learning assessment, and then increasingly highlights the students' subject status, which is in line with the teaching idea of the information age. In addition, the rapid development of Internet information technology makes various mobile applications come into being. Mobile terminals have become an indispensable part of people's work and study, and the requirements of computing power, storage capacity and security performance can also be well met in the cloud environment.

Flipping the Traditional Classroom and Highlighting Students' Subjectivity

The teaching concept of the information age is student-centered, that is to say, more importance should be given to students' development, students' learning effect and students' learning in the process of students' learning practice. First of all, digitization of textbooks. In cloud environment, network and cloud storage platform provide a lot of latest, audio-visual English learning resources for English learners, which can avoid the awkward situation of using the traditional print textbooks out of date. At the same time, students can also access the English educational information resources they care about and need through the cloud platform to meet their increasingly diverse needs. Secondly, contextualization of teaching environment. Informatization not only innovates the way of language teaching and learning, but also changes the way of language use and communication. A good learning environment is the basic condition for English learners to learn English well. With the help of information facilities and resources, it can create a real English learning situation for college English teaching and provide a realistic English communication environ-

ment for students. Thirdly, personalization of learning. Personalized learning is an inevitable learning trend in the era of information technology. The openness, richness and easy access of resources in the cloud environment enable English learners to select appropriate English learning resources according to their different needs and abilities, and conduct independent learning without limitation of time and space. Meanwhile, the way students use online platforms for interactive learning has also become more flexible. Finally, procedurization of learning evaluation. There is no doubt that the evaluation results of learners' learning quality will directly affect their active initiative of independent learning. As a result, in a cloud environment, the characteristics of college English autonomous learning of being based on the mobile APP and learners center determine that the teachers must change the traditional teaching concepts, modify the original score mechanism, and pay more attention to the formative characteristics of learners' learning quality in the process of students' learning quality evaluation, and to scientifically formulate a dynamic assessment system so as to objectively and fairly evaluate the students' learning effect.

Integrating Shared Resources and Expanding Data Storage

Cloud computing has greatly increased the level of resources sharing, which means the related resources of colleges and universities can be stored not only in computers, but in the cloud computing in the cloud environment. Hence various universities can use resources according to their respective needs, which has greatly improved the utilization of resources, avoided the idle and waste of resources caused by the scattered resources, and realized the maximization of resource sharing. Meanwhile, cloud storage services provided by cloud computing can work together with different storage devices in the network through application software to provide external data storage services, effectively expanding data storage.

Reducing Sharing Cost and Improving Storage Security

Cloud computing has the advantage that the sharing of information resources is no longer imprisoned in infrastructure and capital spending, which removes the limitations of hardware configuration on the terminals, and then low configuration equipment such as cell phones, mobile terminals can apply cloud computing, having access to the required infrastructure, platform, software and other resources from the cloud through wireless network, and save a lot of hardware cost. Moreover, the cloud data resources have professional firewall to ensure security, teachers and students can store data by password at any time, never worrying about data loss and virus infestation.
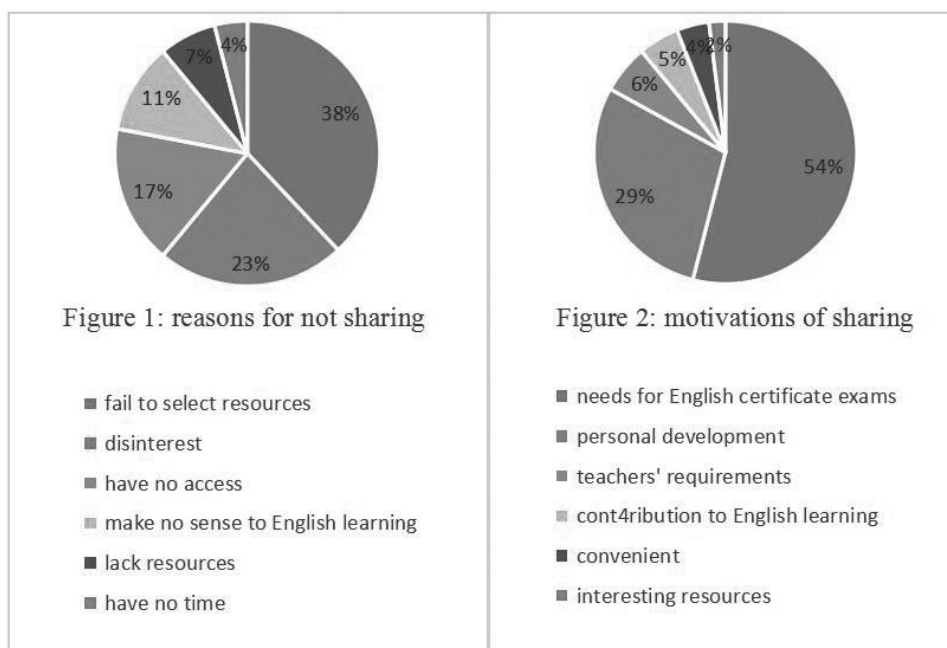
Sharing of Educational Resources of College English in Cloud Environment

There is no distinction between high and low levels in education, but the imbalance in the allocation and distribution of educational resources makes students in different schools enjoy absolutely different educational resources, and the growth and development of students are also constrained by the shortage of resources. Their strong demand for educational resources, especially high-quality educational resources, is a powerful driving force to promote the sharing of resources. Throughout the long corridor of the reform of college English teaching mode, college English teaching experiences the reform of MOOC, Flipped Class and Micro Class. In addition to the drive of external factors such as teaching policies and technologies, what is more important is the personalized needs of learning subjects as the internal factors. "Eagles strike the sky, tigers roar in the mountains", which means that only by choosing the right thing for oneself can one bring life to its fullest, and what is suitable for you is the best. Willful blind imitation will

eventually lead to tragedy. The same is true for college English teaching. Only when learners choose their own learn-ing methods and resources, and teachers teach students in accordance with their aptitude and keep pace with the times, can they achieve mutual benefits of teaching and learning.

This study is designed to investigate the learning subjects' sharing of English teaching resources with the help of the mobile information devices in a cloud environment. It mainly adopts the form of questionnaires and interviews, and the participants are 627 first-year students from Department of Economics and Trade of level 17 in Guangzhou College of Technology and Business, 627 questionnaires issued, and 627 questionnaires taken back. The 100% re-covery rate reflects a very representative situation. Among the 627 students, about 20% never or seldom share college English educational resources, sometimes 48%, and often or frequently only 32%. The reasons why students are not willing to share educational resources through online platforms are listed in the table according to the proportion: fail-ure to select learning content and disinterest in it has the most weight, and not knowing the access takes second place (see Figure 1). The main motivation for students to actively participate in the sharing is the need for acquiring certifi-cates and personal development, but some students say it is because of teachers' requirements or its contribution to English learning (see Figure 2).

In addition, when students are asked about the types and ways of sharing resources, the answers are basically "learning software" and "search engine". Thus, students' sharing of English educational resources is very limited regardless of shared contents or shared channels. Despite students' increasing demands for educational resources, especially high quality educational resources, their enthusiasm of participating resources sharing is not high due to the limitation and deficiency of sharing types and ways, which contradicts the subject of the talents cultivation in col-leges and universities. "Different from other public services, education is, after all, a service to improve human be-ings and a cause to 'educate people'" (Dai & Mo & Xie, 2004). Hence the most important task of colleges and uni-versities is to cultivate talents, so is the sharing of college English educational resources, which aims to allow students to enjoy more and better opportunities for growth and achieve higher English level.

Figure 1: reasons for not sharing

- fail to select resources
- disinterest
- have no access
- make no sense to English learning
- lack resources
- have no time

Figure 2: motivations of sharing

- needs for English certificate exams
- personal development
- teachers' requirements
- cont4ribution to English learning
- convenient
- interesting resources

Cognition of the Sharing of Educational Resources of College English

Constructivism holds that learning is a process of actively constructing knowledge rather than a simple stimulation–response behavior, and human beings gradually construct knowledge about the external world in the process of interacting with the surrounding environment. Needless to say, the network and cloud storage platform provide a healthy, safe, sharing, efficient and latest resources sharing environment for college English learners. English teaching activity is rooted in the social field of strong practicality, and learning individuals, teachers and environmental factors intertwined in the process of English teaching. Whether learners can share information resources to effectively learn English, is not unrelated to learning individuals and their interaction with the environment.

As the subjectivity of learning, freshmen's sharing consciousness, motivation and ability play a decisive role in the sharing of college English educational resources. In terms of the sense of sharing, most students have a shallow awareness of resources sharing and are not enthusiastic about sharing. Meanwhile, teachers do not give timely guidance to students, and students do not realize the significance of sharing. For sharing motives, though many students actively share English educational resources for individual development, much more students are for the purpose of acquiring certificates, which has weakened the students' motivation to use mobile terminals to share English resources. Combined with the low pass rate of English certificate examinations, students' sharing motivation will gradually change to external pressure. Therefore, it is understandable that few students share English educational resources out of interest. Sharing ability is the weakness of many students, so they feel at a loss about which resources they should share and how to share them, facing the vast amount of English educational resources.

The idea of "student–centered" education does not mean that teachers can let go and wait for flowers to bloom. The ideology and motivation of learners' active participation in resources sharing need teachers' active catalysis, and the cultivation of practical ability depends on teachers' effective guidance. For example, by integrating high–quality English educational resources, providing effective ways to share resources and creating a relaxed and harmonious online learning environment, teachers can help English learners experience positive emotions in the interaction between positive and negative external environment, and stimulate their initiative to share online educational resources.

Wen Qiufang (2013) proposed the "output–driven hypothesis" based on Swain's "output hypothesis": from the perspective of psycholinguistics, output drives the development of foreign language ability more than input. In a learning process, the learning effect is not satisfactory without output drive, no matter how high the input quality is. Therefore, English teaching should make full use of network information platform to create English output environment, create humanized network multi–mode learning environment, and enable students to complete learning or communication tasks in various forms, to experience the fun of English learning to increase their confidence in English learning, so as to actively input. Meanwhile, the integration of user terminals represented by the Internet and smart phones into college English teaching in the cloud environment can highlight its value, because the close connection between language teaching and semiotics makes it easier for learners to be interested in and sensitive to the "system of meaning generation" (Burn & Durran, 2007).

Conclusion

To sum up, college students generally lack the personal interest and internal motivation to actively participate in resources sharing, and the ultimate aim of the current college English learning is still to pass CET–4, CET–6, IELTS, TOEFL and GRE tests. As a result, most students, under the external pressure of English certificate examinations,

looking down on personal development and improvement of English level, can't fully understand the significance of English resources sharing. Whether students are willing to participate in resource sharing and the degree of participation, however, can't simply be attributed to less internal force and more external pressure. Interest in resources sharing is not innate, and the rise and fall of interest is closely related to external factors such as information literacy of teachers and students, teaching environment, shared resources and teachers' guidance.

References

Burn, A. & Durran, J. (2007). *Media Literacy in Schools: Practice, Production and Progression.* London: Paul Chapman Publishing.

Chen, J. L. & Wang, J. (2016). On the Development of "Normal" in IT-based Foreign Language Education. *Technology Enhanced Foreign Language Education,* 2, 3–9.

Dai, X. X., Mo, J. H. & Xie, A. B. (2004). *Higher Education Marketization.* Beijing: Peking University Press, 112.

Ma, Z. G. (2006). *Essence of Network Education.* Dalian: Liaoning Normal University Press, 83–88.

Wen, Q. F. (2013). *Application of the output-driven hypothesis in college English teaching: Reflections and suggestions.* Foreign Language World, 6, 14–22.

Acknowledgement

Research on Teaching Reform and Practice of English Education in Applied Universities under the Background of Education Informatization

Liu Liyuan

Jilin Agricultural Science and Technology University, Jilin, China

Email: 1264564688@qq.com

Kong Fanqiu

Changchun Normal University, Changchun, China

Email: 332320959@qq.com

[Abstract] *This paper mainly analyzes the current situation of English teaching reform and practice in applied universities, as well as the necessity of applying informatization in English teaching reform and practice in applied universities. Combined with the problems existing in the current English teaching reform in applied universities, it explores the teaching reform strategy of English teaching in applied universities in the background of educational informatization, aiming at promoting the process of the reform and practice of English teaching in applied universities in the background of informatization.*

[Keywords] *education informatization; English education; teaching reform; applied universities*

Introduction

With the development of the times, the advancement of science and technology, the influence of global informationization is getting stronger than ever before. And so many industries have been influenced by it, including education. For meeting the demand of the era and cultivating talents who have key competence and information literacy, *Ten-year development plan of the Ministry of Education (2011-2020)* claims that, "Informatization of higher education is an effective way to promote reform, innovation and quality of higher education, and is the frontier of innovation in the development of education informatization." Computer network technology and increasingly advanced new media technologies have brought new teaching concepts to the English teaching of university, transforming the methods, resources and media of traditional English teaching models and changing the traditional English curriculum system. Under the background of educational informationization, the reform and practice of English teaching in applied colleges and universities have strong representativeness and high research value.

Definition of the concept of English teaching informatization

Definition of the concept of English teaching informatization refers to the preservation, transmission, maintenance, updating and backup of all kinds of information in English major teaching through the network, using database technology and ideas. This all-round information management can effectively do with business, things, personal and other issues related to English teaching. It helps to improve teaching quality, teaching efficiency and meet the needs of teachers and students for knowledge and learning. (Li, 2017, p. 61)

The current situation of reform and practice of English teaching in applied universities

The informatization reform of English teaching has been fully carried out and has begun to take shape

Under the background of educational informationization, applied universities are carrying out targeted English education and teaching reform practice according to the relevant documents and combining with their actual conditions. Based on the data from comprehensive media information and official documents, the reform and practice of English education and teaching in applied universities have been more comprehensive and achieved certain results.

Configuration of hardware and software is unbalanced

Applied universities have taken action in implementing education informationization, and many applied universities have achieved good results. However, in the context of the entire educational informationization era, there are still some problems in most applied universities because there is no precedent for reference. The resource allocation of hardware and software is not evenly balanced. Although hardware construction is the basis of education informationization, the improvement in software cannot be neglected.

English teacher's information literacy is relatively lacking

Education informatization is a very new concept in recent years. But the cultivation of teachers is an extremely slow process. The training of teachers with information literacy requires not only the support of relevant policy documents, but also the corresponding hardware. In terms of information technology, the knowledge reserve of English teachers in applied universities is relatively weak, and some English teachers are in conflict with learning new information technology knowledge, resulting in poor information technology literacy of English teachers, which has become a major obstacle to the education informationization. Therefore, the information literacy of English teachers in applied universities is relatively lacking.

The necessity of introducing information into English teaching in applied universities

Making English teaching free from time and space constraints

The necessity of introducing information into English teaching in applied universities makes English teaching free from time and space constraints. The current situation of English teaching in universities is that one week is limited and there is less communication between teachers and students. Teachers cannot collect students' classroom feedback in time. The application of educational informatization has solved the above dilemma. Education informatization promotes the reform of English education and teaching in universities, breaking the traditional and inflexible classroom teaching mode. Therefore, teachers and students are no longer limited to a real classroom, but integrated into the classroom and the platform of information interaction, and are no longer limited by time and space. (Becker &

Ravitz, 1994, pp. 291–320) Teachers and students communicate and interact with each other at all times and everywhere. Teachers are always aware of students' learning trends, and students can check and fill gaps everywhere to consolidate and improve.

Making English teaching methods diversified

The introduction of information technology into English teaching in applied universities is conducive to English teaching reform, making English teaching methods diversified, more attractive and effective. In the era of big data, English classes in universities, with the help of the east wind of informatization, have sounded the clarion call of creating fine Micro–courses, Massive Open Online Course and The Flipped Classroom, (Michael, 2008, pp. 79–85) greatly stimulating the interest of college students in learning English, and at the same time promoting the process of English education and teaching reform in the background of informatization.

Making the material conditions of English teaching abundant

The introduction of information technology into English teaching in applied universities has provided new material conditions and strong technical guarantee for English teaching in universities. The reform of English education and teaching under information technology has broken away from the constraints of material conditions of traditional classroom with one chalk and one blackboard. The integration of information technology and English teaching has made English teaching rich and colorful, making all teaching links dynamic and improving the quality and efficiency of English teaching.

Problems and Suggestions for the reforms and practices of English teaching in applied universities

In order to realize the informationization of English education, applied universities have carried out many reforms and practices in English teaching. These reforms and practices have distinct characteristics of the times and clear features of innovation. Although these reforms and practices have achieved certain good results, in some details, there are still many problems due to the lack of targeted prior experience.

Changing the curriculum system of English education and teaching

The curriculum system of English education and teaching lacks innovation. Although many applied universities have invested a lot of money and introduced a large amount of technology to carry out information reform in English teaching, they have neglected the diversified characteristics of the English education curriculum system in the context of informationization. Based on education informationization, English class in applied university should have the features of openness, synergy and dynamics. This system should change with the social environment and students' needs. Based on information technology support, students should be able to choose the appropriate English course according to their interests, hobbies and needs. Only in this way can the applied university provide more and more English talents with core competitiveness to the society.

Establishing a new curriculum evaluation system

A change in the curriculum system means a corresponding change in the curriculum evaluation system. Under

the guidance of educational information, a curriculum system that emphasizes interests and hobbies needs to be accompanied by an evaluation system that evaluates students' comprehensive English ability. In the background of Education Informatization, the evaluation system for English teaching in applied universities should get rid of the evaluation system that only analyzes and monitors students' achievements under the traditional mode, and should pay more attention to the formative evaluation of students in the state of autonomous learning. By using diversified assessment sections, students' self–assessment, student–to–student assessment, and teacher–student assessment are combined together, both long–term and real–time collection of learning attitudes, learning motivation, extracurricular activity records, and learning efficiency self–recording learning results is conducted from multiple dimensions. Under the guidance of education informatization, the English teaching evaluation system of applied universities will be more perfect, which can not only cultivate students' comprehensive literacy ability, but also enable students to position themselves, understand their shortcomings at all times, and urge them to improve their abilities in an all–round way.

Improving the quality of teachers' education informatization

The Ministry of Education has put forward the requirement of building educational modernization. In the era of educational informatization, teaching has gradually changed from teaching–centered to learning–centered. Students' learning methods have been diversified for a long time. Once teachers stop, they cannot catch up with the pace of the information age of education. English teachers in institutions of higher learning have more opportunities to communicate in the industry, to communicate with foreigners, to communicate with teachers and talents in the information field, and to participate in major research activities in the information background. To improve the information literacy of English teachers in applied universities needs the help of universities. Universities should organize regular professional education information training for English teachers in higher education, in order to improve the information processing ability of English teachers in an all–round way, so as to facilitate teachers to smoothly use network information in daily teaching, thus improving the information literacy of teachers' education in an all–round way.

Cultivating students' autonomous learning ability

In the background of Education Informatization, information elements are injected into English teaching in applied universities, which provide students with a convenient online learning platform. Students can use the network to conduct self–evaluation, check out the results of tests, set their own learning goals, reflect after class, etc. In the information–based learning, students will gradually cultivate their autonomous ability in English learning and stimulate their interests and initiative. Teachers should optimize the practical teaching links and promote the improvement of students' autonomous learning ability. (Alma&Andrea, 2012, pp. 256–269) Teachers assign practical or investigative activities to students in teaching. Teachers encourage students to pull together, help students form team consciousness, pay attention to group learning in practical activities, in order that students' autonomous learning ability will be improved little by little. With the help of information media, students can share resources in many investigation activities, increasing many opportunities for discussion and mutual assistance.

Implications and Conclusion

In the background of information age, social development needs comprehensive talents, and applied universities

which are the important educational bases for training talents, it is necessary to speed up the reform process of English education and teaching in the background of informatization. In the background of information technology, with the help of network classroom and its diversity, it provides students with a broader platform for autonomous learning.

References

Chapelle, C. (2001). *Computer applications in second language acquisition*. Cambridge University Press.

Conole, G. G. (2015). MOOCs as disruptive technologies: strategies for enhancing the learner experience and quality of MOOCs. *Revista de Educación a Distancia*, (39).

Scott, P. (1995). *The Meanings of Mass Higher Education*. Buckingham: Open University Press.

Dalton, P.C. & Smit, U. (2013). Content and Language Integrated Learning: A research agenda. *Language Teaching*, 46(4), 545–559.

Richardson, J. C. & Swan K. (2003). Examing Social Presence in Online Courses in Relation to Students' Perceived Learning and Satisfaction. *Journal of A synchronous Learning Networks*, 7(1), 68–88.

Wang, Q. (2007). The national curriculum changes and their effects on English language teaching in the People's Republic of China. In Cummins, J. & Davison, C. *The International Handbook of English Language Teaching* . New York: Springer. 87–105.

Yang, S. H.(2012). Using Blogs to Enhance Critical Reflection and Community of Practice. *Education Technology & Society*, 2, 11–21.

Li, J. (2017). Research on the information–based Teaching Reform of English Speaking and Debating Course. *Journal of Shandong Agricultural Engineering College*, 34(2), 61–62.

Chen,Y., Chen, N. S., &Tsai, C. C .(2009). *The Use of Online Synchronous Discussion for Web-Based Professional Development for Teachers*. Computers & Education, 53(4), 1155–1166.

Michael, D. W. (2000). I*ntergrating Techology into Teacher and Learning*. Singapore: Person Education Asia Pte. Ltd.

Schön, D. (1987). Educating Reflective Practitioner: *Toward a New Design for Teaching and Learning in the Professions*, Jossey–Bass.

Chen, G. D., Chang, C. K. & Wang, C.Y. (2008). Ubiquitous Learning Website: Scaffold learners by mobile devices with information–aware techniques. *Computers and Education*,50(1),77–90.

Collot, M. &Belmore, N. E. (1996). Language: A New Variety of English Computer mediated Communication. Linguistic, Social and Cross cultural Perspectives. Amsterdam/Philadelphia: John Benjamin Publishing Company.

Shulman, L. S. (1987). Knowledge and Teaching: Foundation of New Reform. Harvard. *Educational Review,* 57(1), 1–22.

Michael, R. H. (2008). *Instructional technology and media for learning*. 8th ed. Peking: Higher Education Press.

Thompson , A. D. & Mishra, P. (2007). Breaking News:TPCK Becomes TPACK!.*Journal of Computing in Teacher Education,* 24(2), 38.

Becker, H. J. & Ravitz, J. (1994). How exemplary computer–using teachers differ from other teachers: implications for realizing the potential of computers in schools. *Journal of Research on Computing in Education,* 26(3), 291–320.

Alma, L. C. &Andrea A. G. (2012). When is a student–centered, technology supported learning a success. *Inter-*

national Journal of Digital Information and Wireless Communications, 2(3), 256–269.

The University of Queensland. (2017). About flipped classrooms: *What is the 'flipped classroom'?.* 10 Jan. Available: http://www.uq.edu.au/tediteach/flipped–classroom/what–is–fc.html.

Flipped Learning Network. (2014). *The four pillars of F-L-I-P.* 23 Nov, 2015. Available: http://flippedlearning.org/cms/lib07/va01923112/centricity/domain/46/flip_handout_fnl_web.pdf.

National Educational Technology Plan 2010.（2010）. *Transforming American Education:* Learning Powered by Technology.http://files.eric.ed.gov/fulltext/ED512681.

Harris, J. & Hofer, M. (2011). "Technological pedagogical content knowledge in action: A Descriptive Study of Secondary Teachers＇ C–based, Technology–related Instructional Plaiming." *Journal of Research on Technology in Education* 43(3), 211–229. Print.

Acknowledgments

On Developing Critical Thinking Skills in Business English Teaching

Chen Xirong

School of Foreign Languages, Minjiang University, Fuzhou, China

Email: 986418867@qq.com

[Abstract] *As developing critical thinking skills is a primary goal of higher education, the National Standards of Teaching Quality for Undergraduate Business English Majors set forth specific requirements for developing critical thinking skills. Based on Content-based Instruction and taking the course of international trade documents practice as an example, this paper tries to explore developing the skills of problem analysis and solving, as well as business practice in business English teaching, aiming at enhancing critical thinking awareness and skills to achieve the talent cultivating goal of Business English Majors.*

[Keywords] *National Criteria of Business English Major; practice of international trade documents; Content-based Instruction; critical thinking skills*

Introduction

In the 1990s, some researchers in China found that English majors' critical thinking skills failed to live up to expectations and did not match their English language competence. Improving critical thinking skills is thus particularly urgent for those students. As a major newly authorized by China's Ministry of Education in 2007, business English major is unique in its training objective, curriculum provision, professional background and teaching methods, which is often considered to be more beneficial in critical thinking education. Some Chinese scholars have analyzed the advantages and challenges in critical thinking education of business English majors, but the ways of cultivating them have seldom been explored.

The newly announced National Standards of Teaching Quality for Undergraduate Business English Majors in China (2018) highlight the cultivation of students' language competence, intercultural communicative competence, business practice ability, critical thinking skills and innovative ability. Among them critical thinking skills include such components of questioning and criticism, analysis and reasoning, summarizing, assessment and reflection and so on, and the lack of which may affect the students' abilities of problem analysis and solving, innovation and application.

According to the module division of curriculum system in business English major, taking the course of international trade documents practice as an example, and based on content-based instruction, this article tries to explore how to cultivate business English majors' critical thinking in practical teaching to achieve the talent cultivating goal of business English majors set in the National Standards.

The Relevant Domestic and Foreign Literature Review of Critical Thinking

The Definition of Critical Thinking

The Foundation for Critical Thinking defines critical thinking as 'the art of analyzing and evaluating thinking with a view to improving it' (Paul & Elder, 2006). Halpern (2003) describes critical thinking as a tool to facilitate decision-making and problem solving in a manner that increases the likelihood of 'a desirable outcome'. Critical thinkers are open-minded and communicate effectively with others (Paul & Elder, 2006). Critical thinking skills include asking relevant questions, defining a problem, examining evidence, analyzing assumptions, synthesizing information, drawing inferences and making reasoned arguments (Facione, 1999). These critical thinking skills are outlined by the Delphi Report on critical thinking (Facione, 1999) and include interpretation, analysis, evaluation, inference, explanation and self-regulation. Additionally, 'a well cultivated critical thinker', as expressed by the Foundation for Critical Thinking, is one who 'communicates effectively with others in figuring out solutions to complex problems' (Paul & Elder, 2006). From the definitions, critical thinking should include the necessary elements of logical thinking, effective reasoning and reasonable evaluation. Chinese scholar Wen Qiufang (2009) proposes the level model and holds that critical thinking should be specified into 2 levels: meta-critical thinking and critical thinking, and the latter includes the cognitive skills and standards as well as affective dispositions. Among them, cognitive skills involve 3 core skills related with analysis, inference and evaluation.

Based on the above research findings and combined with the National Standards of Teaching Quality for Undergraduate Business English Majors in China, business English talents should acquire the subskills of logical reasoning, problem analysis and solving, creative thinking and practical operation, evaluation and reflection, which complement each other and integrate into the critical thinking skills of business English majors.

The Relevant Domestic and Foreign Literature Review of Developing Critical Thinking Skills

For the recent 20 years, scholars at home and abroad have been paying more and more attention to the critical thinking education of university students. The foreign researches on critical thinking could be mainly divided into 3 types: the subskills of critical thinking, the conceptual framework for assessing college students' critical thinking skills and the development of critical thinking (Wen, 2009). In terms of the cultivation of critical thinking skills, many foreign scholars have conducted a series of researches about whether and how critical thinking skills could be taught, and most of them are about the critical thinking skills required by some specific subjects such as medicine, biology, nursing and accounting. In recent years many American researchers have been empirically exploring the ways of developing critical thinking skills. To address the challenge of developing critical thinking skills, Elise D. Wallace (2013) confirms the effectiveness of cognitive exercises in developing thinking skills in college freshmen to successfully navigate the overwhelming amount of information sources. Chad N. Loes & Ernest T. Pascarella (2017) find that exposure to collaborative-learning activities is associated with gains in critical thinking. Molly Espey (2017) holds that the team-based learning (TBL) environment could greatly enhance the critical thinking skills of college students.

At the same time, critical thinking skills are of increasing importance to employers. The number of job postings mentioning critical thinking doubled between 2009 and 2014 (Korn, 2014) and a recent survey indicates that nearly all employers (93%) place greater importance on 'a demonstrated capacity to think critically, communicate clearly and solve complex problems' than on a job candidate's undergraduate major and more than 75% want colleges to place more emphasis on critical thinking (Hart Research Associates, 2013). It could be seen that the foreign research-

ers have not only realized the importance of critical thinking in higher education, but also call on universities to culti-vate talents with critical thinking skills, for the systematic and migratory ability will bring their career a lifetime ben-efit.

In China, with the notion of "critical thinking skills" proposed by Qian Kunqiang in 1996 and "the absence of critical thinking skills" proposed by Huang Yuanshen in 1998, the development of critical thinking skills has been attracting more and more attention of foreign language teachers. Some scholars hold that English majors in China fo-cus too much on the language skills such as listening, speaking, reading, writing and translating, which makes Eng-lish major become "a language center". Therefore they appeal for teachers to develop and enhance English majors' critical thinking skills by training them to think critically, communicate clearly and solve complex problems. Some scholars propose to reform from the education system of English major. For instance, Huang Yuanshen (2010) sug-gests that the reform start with the teaching objectives, curriculum design and tests of English major. Sun Youzhong (2011) explores the cultivation of critical thinking skills from the perspective of training objectives, curriculum de-sign, teaching methods, course testing, textbook writing and teacher development of English major. In addition, Sun (2015) contends that the fundamental way to develop critical thinking skills is to increase the knowledge content and critical thinking dimension of skill-based courses and to increase the skill content and critical thinking dimension of knowledge-based courses. Other scholars put forward the ways to develop critical thinking skills of some language skills, such as writing, listening, English speech and so on. The above-mentioned literature and relevant researches provide the theoretical basis and effective ways to develop the critical thinking skills of English majors in China.

As a major newly authorized by China's Ministry of Education in 2007, business English major aims at training compound and applied English talents who are able to communicate with fluent English in international business ac-tivities. As business English major stresses the combination of language skills and business knowledge, and the stu-dents are required to have the inter-disciplinary knowledge of linguistics, economics, management and business laws, the major is considered to have advantages over the traditional English major in critical thinking development. Xian-peng & Wang Guangfu (2014) analyzes the advantages and the challenges it faces in critical thinking education, but the ways to develop critical thinking skills are seldom explored. Bonnie Canziani and William L. Tullar (2017) pres-ent survey results from faculty at 44 universities on the role of student consulting projects in developing business stu-dents' critical thinking. They conclude that students can improve critical thinking by engaging in guided primary and secondary research in consulting projects. However, few researches have been conducted in developing critical thinking in business English teaching of a specific course.

Developing Critical Thinking in the Course Teaching of International Trade Documents Practice

Being interdisciplinary and based on foreign language and literature, applied economics, business administra-tion and international business laws, business English major is characterized by training English talents of business language application, business knowledge and practice as well as intercultural business communication (Wang, 2015). The core courses of curriculum system for business English major set forth in The National Standards of Teaching Quality for Undergraduate Business English Majors include 4 modules, namely English knowledge and skills, busi-ness knowledge and skills, cultural appreciation and practice activities. Every module is composed of several courses, but the guidelines for developing different abilities, including critical thinking are not proposed in each course, so it

is very hard to effectively develop critical thinking skills of business English majors. Only by combining specific courses could we develop critical thinking skills in the teaching process. In view of this, taking the course of international trade documents practice as an example, this paper tries to explore how to integrate the development of critical thinking skills into the course design and teaching, aiming principally at enhancing students' critical thinking awareness and skills.

A Brief Introduction of CBI

The module of business knowledge and skills includes courses such as international business correspondence, import and export practice, international business negotiation, cross–border e–commerce and so on. These interdisciplinary courses often involve in some business knowledge, so CBI (Content–based Instruction) is just fit for the course teaching.

CBI refers to language teaching based on the teaching of a subject or a topic content, that is, the simultaneous learning of language and subject knowledge. The students' subject knowledge, cognitive ability as well as language competence could be enhanced by transforming teaching focus from language teaching to acquiring the target language through subject knowledge. Content–based teaching is originated from the "Immersion Program" conducted in Montreal, Canada in the 1960s. In the 1980s, content–based teaching was widely recognized and applied abroad. CBI follows three principles: 1) taking subject knowledge as the core; 2) using authentic language materials; 3) adapting to the needs of specific student groups (Stryker & Leaver, 1997). Many researches and literatures at home and abroad have shown that CBI can effectively improve students' English proficiency, for learners are placed in a specific content–based teaching environment, which not only improves students' learning initiative, but also broadens their professionalism. Some scholars have studied the practical significance of CBI in improving students' critical thinking skills. Yang Dexiang and Zhao Yongping (2011) have made the corresponding researches on whether CBI can improve the critical thinking of foreign language majors. By comparing the students taking the CBI course of International Trade Practice with those selecting the course of advanced English listening and speaking, they draw the conclusion that CBI curriculum for a semester has a positive impact on students' curiosity, openness, self–confidence, integrity and perseverance. In other words, CBI can facilitate the advancement of English majors' critical thinking skills. Taking the course of international trade documents practice as an example, and based on CBI theory, this paper tries to explore the ways to enhance critical thinking skills through language competence development.

Developing Critical Thinking Based on CBI

As the subsequent course of international trade practice, international trade documents practice lay emphasis on students' operational capabilities. The course aims at enhancing students' English application abilities based on the content of international trade and relevant business knowledge. At the same time, through designing a series of interactive activities to let students state, analyze, discuss, explain, challenge and evaluate in class, their critical thinking skills will be gradually developed.

In teaching, the teacher could carry out class activities by doing case studies on the integrated business training platform. For instance, when a teacher wants to teach the students how to examine L/C according to the terms and conditions of the sales contract, he or she may first divide the students into several teams and ask them to discuss, trying to find out the discrepancies existed in the L/C. Next the team leaders are required to respectively present the

opinions of their teams and challenge others. Then other students may explain and analyze the case according to the international trade practice and sales contract, and even assess others' opinions. The course requires skills such as inference or drawing conclusions, analyzing the parts that make up the whole, evaluating criteria or information, comprehending and interpreting the meaning or significance of L/C, and finally explaining and synthesizing the conclusion. At last the teacher could summarize the key points and evidences of L/C examination based on the opinions of all the teams to achieve the effect of drawing inferences about other cases from one instance.

After each class, the students are required to make corresponding summary reports, or make a mind mapping with a knowledge point to develop a habit of summarizing. The students should take the initiative to acquire, understand and absorb the learning resources. Not only should students have self-evaluation, but also have peer evaluation, including mutual assessment within the same group, finding the knowledge points that are prone to errors, and discussing why there are operational errors. In addition, teacher evaluation is also indispensable. Teachers not only need to evaluate the teamwork, but also need to guide and motivate students in the process of learning to get feedback in time, understand their thinking, and find out their confusions and weakness. Teachers should timely adjust their teaching methods in order to promote students' critical thinking. In this way, students' summarizing and reflectivity will be cultivated, and the establishment of an effective evaluation system will be promoted.

Often students feel that TBL(team-based learning) significantly enhances specific critical thinking skills in comparison to the 'typical' college course, and even more so in comparison to lecture-based courses, for TBL enhances all of these abilities of students by requiring extensive interpersonal communication, problem solving in class, coordination on reporting of outcomes including short written explanations and consensus building. Undoubtedly this teaching mode will gradually improve students' innovative abilities of problem discovering, analysis and solving.

In the course learning of international trade documents practice, students have to face English sales contracts and L/C from the authentic material, and learn to think, analyze and judge according to the expertise and practice of international trade. They are required to make documents with standard and idiomatic English, which integrates language learning with business knowledge learning, so it is very helpful to motivate the students to think with English and learn new professional knowledge. When the students realize that language is the tool to acquire the expertise and business information instead of learning goal, their language learning will be more active and successful.

As a practical course, nearly half of the course is learnt by doing in virtual simulation teaching environment such as integrated business training platform, where trade documents of different business stages(such as offer, counter-offer, signing a business contract, insurance, commodity inspection, customs declaration, booking shipping space and chartering ship, shipment, payment and so on) might be involved. The students are required to fully apply their English language competence, business knowledge and skills as well as intercultural communication competence to make international trade documents. In the course, the students' cognitive skills of understanding, inference, judgement, evaluation, analysis, explanation, challenge, innovation are trained, so their analyzing and judging ability as well as innovative thinking ability could be effectively enhanced. It can be seen that by integrating language learning with business knowledge learning, CBI focuses on the development of students' practical operation abilities of analyzing and solving problems, which will enable them to flexibly apply business knowledge and English language skills in business context to meet the needs of their future jobs.

Concluding Remarks

As developing critical thinking skills is a mission of higher education, the National Standards of Teaching Quality for Undergraduate Business English Majors set forth specific requirements for developing critical thinking skills. Due to the compound and practical characteristics, business English major should integrate the development of critical thinking skills into specific course teaching activities. As a course of business knowledge and skills, international trade documents practice should base on CBI and focus on developing students' abilities of problem analysis and solving, and try to co-cultivate the students' abilities of English application, business practice, innovation and self-learning in the virtual simulation teaching environment in order to achieve the talent cultivating goal of business English majors.

References

Canziani, B. & Tullar, W. L. (2017). Developing Critical Thinking through Student Consulting Projects. *Journal of Education for Business,* DOI:10.1080/08832323.2017.1345849.

Espey, M. (2017). Enhancing Critical Thinking Using Team-based Learning. *Higher Education Research & Development,* https://doi.org/10.1080/07294360.2017.1344196.

Facione, P. A. (1999). *Critical Thinking: a Statement of Expert Consensus for Purposes of Educational Assessment and Instruction.* Millbrae, CA: The California Academic Press.

Halpern, D. F. (2003). *Thought and Knowledge: an Introduction to Critical Thinking (4th ed.).* Mahwah, NJ: Lawrence Erlbaum Associates.

Hart Research Associates. (2013). It Takes More than a Major: Employer Priorities for College Learning & Student Success. *Liberal Education,* 99(2).

Huang, Y. S. (2010). On the Radical Reforms of Courses for English Majors: Re-discussion on "the Absence of Critical Thinking Skills". *Foreign Language World,* 1, 11–16.

Korn, M. (2014). Bosses Seek 'Critical Thinking,' but What is That? *The Wall Street Journal.*

Loes, C. N. & Pascarella, E. T. (2017). Collaborative Learning and Critical Thinking. T*he Journal of Higher Education,* 88:5, 726–753, DOI: 10.1080/00221546.2017.1291257.

Paul, R. & Elder, L. (2006). *The Miniature Guide to Critical Thinking: Concepts and Tools(4th ed.).* Dillon Beach, CA: The Foundation for Critical Thinking.

Stryker, S. & Leaver, B. (ed). (1997). *Content—based Instruction in Foreign Language Education: Models and Methods.* Washington, D.C: Georgetown University Press.

Sun,Y. Z. (2011). Highlighting the Development of Critical Thinking & Deepening the Teaching Reforms of English Majors. *Foreign Languages in China,* 3, 49–58.

Sun,Y. Z. (2015). Foreign Language Education & Critical Thinking Development. *Foreign Languages in China,* 2, 1–23.

Wallace, E. D. & Jefferson, R. N. (2013). Developing Critical Thinking Skills for Information Seeking Success. *New Review of Academic Librarianship,* 19(3), 246–255, DOI:10.1080/13614533.2013.802702.

Wang, L. F., et al. (2015). The National Standards of Teaching Quality for Undergraduate Business English Majors: Essential Introduction. *Foreign Language Teaching & Research,* 2, 297–302.

Wen, Q. F., et al. (2009). Constructing the Theoretical Framework of Critical Thinking Assessment for English

Majors in China. *Foreign Language World*, 1, 37–43.

Xian, P. & Wang, G. F. (2014). On the Advantages & Challenges of Developing the Critical Thinking Skills of Business English Majors. *Foreign Language & Literature*, 4, 167–170.

Yang, D. X. & Zhao, Y. P. (2011). On the Influence of CBI Teaching on the Critical Thinking Skills of English Majors. *Foreign Language Education*, 5, 61–64.

Acknowledgement

An Innovative Language Teacher Education Model with Flipped Classroom Approach

Hu Aijing and Fan Xinxin

College of Humanities & Sciences of Northeast Normal University, Changchun, China

Wuhan University of Technology, Wuhan, China

Email: 2435569272@qq.com; 956289595@qq.com

[Abstract] With globalization of international economy and rapid development of educational technology, foreign language teacher education has entered the Postmodernist period. Based on the characteristics of English teacher education in College of Humanities and Sciences of Northeast Normal University, this paper aims to construct an innovative education model: the Flipped Classroom which is based on the requirements of National Teacher Education Curriculum Standards and integrated with courses provided by the platform-- National Program of Web- Delivery for Elaborate Courses (NPWDEC) as its online learning recourses. The Flipped Classroom model as a disruptive innovation for the university might greatly change the traditional teacher-centred learning model, increase pre-service teachers' learning motivation and improve their professional competence.

[Keywords] Language teacher education; Flipped classroom; Innovation

Introduction

With the rapid development of educational globalization and educational technology, studies on teacher education model and curriculum design in domestic and foreign academic communities are deepening. As a new teaching approach, flipped classroom model has been used in many primary and secondary schools, but the application of this new teaching model combined with technology in teacher education is rare. Since the Ministry of Education promulgated the Teacher Education Curriculum in 2011, local colleges and universities, to some extent, have been engaging in reforming their curriculum, teaching model and teaching content, but few attempts have been technically carried out in practice. In short, though the core idea and curriculum framework of Teacher Education Curriculum reform have been made clear in most colleges and universities, there is no essential change in classroom teaching. Teachers still follow the traditional "Teacher−centred" model, that is, teachers are the knowledge transmitters and students are the passive receivers in the course of learning.

This paper takes pre−service teachers in the College of Humanities and Sciences of Northeast Normal University (CHSNNU) as a sample to explore a new learning model that moves away from the traditional one. The new model is about to forage a more collaborative, student−centred learning environment, by way of a flipped classroom. It combines the newly issued National Teacher Education Curriculum (2011) with the video courses provided by the platform−−National Program of Web−Delivery for Elaborate Courses (NPWDEC), in order to implement the flipped, in−

verted classroom and find out the potential advantages and drawbacks of the new model of teaching.

Literature Review on Language Teacher Education

The research on language teacher education has entered the Postmodernist period with the publication of the book *Understanding Language teaching: from method to post-method* by American scholar Kumaravadielu. He advocates the liberation from the traditional teacher-centred education model, and strives to help the second foreign language teachers acquire rich knowledge, skills and full autonomy, and promote their continuous re-reflection, re-creation and re-innovation. He puts forward the five-modular training framework: KARDS--*Knowing, Analysing, Recognizing, Doing and Seeing.* (Kumaravadielu, 2003) The remarkable feature of this framework is that it moves away from the traditional teaching method, that is, teachers and educators predetermine, preselect and prepare the teaching content and impart them to students in the form of knowledge. On the contrary, he encourages students and teachers to actively construct their own knowledge through practical teaching and emphasizes the process and reflection of students' acquisition of teaching knowledge. He believes that in teaching practice, only through the understanding and analysis of learners can students and teachers realize the recognition and improvement of their identity, belief and value as teachers. Although Kumaravadielu's theory of empowering teachers has great implications for language teacher education in various countries, some scholars have questioned the feasibility of his theory in different countries.

In China, the pace of teacher education reform is also accelerated along with the issuance of 2011 Teacher Education Curriculum (hereinafter referred to as Standards) by the Ministry of Education in China. (Zhong & Wang, 2007) The core ideas of promoting teacher professional competence and practice-oriented learning put forward in the Standards are complementary with Kumaravadielu's constructive learning and process-oriented teacher education research and practice paradigm. The Standards do not completely negate and abandon the traditional theory of teacher education but advocate the reconstruction of the content and curriculum of modern teacher education on the basis of a large number of studies.

China's higher education has entered a new era with the emergence of MOOC in 2011. Micro-class and flipped classroom have opened new doors to educators. In spite of the new concepts and approaches, the reform of teacher education is at a standstill since most colleges and universities persist on cultivating pre-service teachers by the traditional -Teacher Lectures-teaching model. This makes it difficult to achieve the goals listed in the National Teacher Education Curriculum Standards such as to strengthen the understanding and reflection of student teachers' practice, increase their hands-on experiences, hardness the attention to the problems of teaching practice and research. In order to put the Standards into practice and truly implement the Effective Teacher Education, the Ministry of Education launched National Program of Web-Delivery for Elaborate Courses (Xing, 2008,p.213.).The open online course resources for teacher education provide the possibility for optimizing the teaching content in different universities, flipping their classrooms, and promoting student teachers teaching competency.

Brief History of Language Teacher Education Model in CHSNNU

CHSNNU is a private independent college which provides undergraduate education in Changchun, Jilin Province, China. Its English department has three majors: *Language Teacher Education, Business English and Trade and Translation.* Students majoring in Language Teacher Education need to complete their four-year learning with the

first two years covering all the compulsory disciplines required for every student regardless of their majors. Disciplines at the first two years mainly focus on basic skills like listening, speaking, reading, writing but nothing related with education. Only at the third and fourth year that student teachers have two educational compulsory courses: English Teaching Pedagogy and Micro-teaching for English Majors. At the same time, they can select two more courses provided by the college. They are Modern Teaching Technology and The Application of Multimedia in Teaching. Statistically speaking, the language courses for Language Teacher Education majors in CHSNNU take about nearly 3/4 of the total credits, while the compulsory and elective courses of teacher education courses in total account for only 4.7% of the total credits (much lower than the 10% of similar courses for the liberal arts majors at the other undergraduate colleges). (Zhou, 2011, p. 23) The serious shortage of teacher education courses has become a key issue in the construction of English Teacher Education curriculum in CHSNNU.

In addition to the curriculum, students majoring in Language Teacher Education lack the cultivation of teachers' awareness. When they were enrolled, their average academic performance was lower than that of students in other regular institutions of higher education. In terms of learning, they show some similarities with students from other private colleges and universities: little interest in learning professional courses, strong self-esteem, weak self-confidence, and bad learning habits. All these above-mentioned problems challenge CHSNNU to adjust its teaching model in tune with its actual situation so as to stimulate their learning motivation and improve the effectiveness of teaching.

Among the three teaching elements——curriculum, students and teachers, the lack of professional language education teachers in CHSNNU is also one of the crucial issues causing problems for CHSNNU. Teacher education courses need teachers with teaching experience in related field and the teachers are mostly graduates with M.A. in English language and literature, and basically do not have related primary and secondary school teaching experience.

Exploration on the Innovative Education Model for Language Education Majors
To set school-based objectives for Language Teacher Education Majors

With the introduction of two educational policies—— the 2011's *National Teacher Education Curriculum and 2014's National Standards on the Quality of Undergraduate Education for Language Teaching Majors*, CHSNNU needs to review and reflect its teacher education curriculum, teaching model and curriculum structure, thus to form its school-based Standards which is based on the national policies, at the same time higher than the national requirements.

Through a thorough study on the national policies for cultivating *Language Teacher Education* majors, CHSNNU has adjusted it cultivation goals on the basis of an extensive comparison and reference to the literature of language teacher education at home and abroad. After years of school teaching practice and feedback from the graduates, CHSNNU now has blueprinted it cultivation goals into the following——Language Teacher Education majors should have a good command of English, a certain degree of relevant professional knowledge and skills, a broad international vision and patriotic ethic, strong ability of cultural awareness and critical thinking ability humanistic. Students majoring in Language Teacher Education are likely to serve as primary and secondary school English teachers after graduation, so they should know the characteristics of young children too.

It is the first time that professional teacher education knowledge such as the Intellectual Development of Children, Subject Matter Education and Activity-design Guidance, Mental Health and Moral Education is integrated into the educational objectives. The teaching focus is shifted from basic language skills training to the cultivation of cul-

ture awareness, critical thinking ability and the overall cognitive ability of the student teachers.

It's believed that the Language Teacher Education major should highlight the educational courses so that the prospective teachers can pre-think and pre-experience the challenges and problems that they may face in their up-coming career. Thus, their inquiring habits will be developed, and constant practise will also hardness their teaching skills which are crucial for their overall development as language teachers.

To explore the Infiltration Model for Language Teacher Education Majors

Due to historical reasons, the teaching model for Language Teacher Education majors in CHSNNU has always been research-based following the model for English majors in Northeast Normal University, namely the "university-oriented model". Professional, technical and theoretical teaching of subject courses are the focal points of teaching, and the model is 2+2. The first two years of college mainly focuses on core courses. The following two years are main-ly theoretical and educational courses for language teaching majors.

As a private college, research-based teaching model is obviously not suitable for students of low academic learn-ing interests. The actual employment situation can't be matched with the model that student teachers are being edu-cated. Therefore, analysis of the existing problems should be made and measures should be taken to change the model of teaching. The new model of teaching will be shifted from the original half-specialized, dead-end model to a com-petency-based, lifelong education paradigm. The practice-oriented educational model may become a new way of teaching which will lead to the changes of the curriculum and teaching practice in CHSNNU.

The Infiltration Model will become the concrete form of the new teaching model which will have the following characteristics: four years of professional learning and educational courses will be combined organically, to avoid the separated teaching: Teachers' identity and professional competence will be infiltrated into English listening, speak-ing, reading and writing skills training; English subject knowledge courses will be streamlined, meanwhile, the com-pulsory and elective educational courses will be added. Student teachers will be given greater autonomy to choose the content of education courses from the national open network teaching resources NPWDEC. The teacher educator will not be omnipotent; classroom teaching time will be used to solve the "teaching problems" put forward by students themselves; the Micro-teaching class will be given to students to explore practical teaching skills and negotiate their own believes about language teaching.

This kind of Infiltration model will broaden the scope and frequency of student teachers' knowledge of educa-tional subjects; stimulate students' motivation through the teaching problems they find useful and meaningful so as to internalize the knowledge which they are supposed to grasp.

Establishment of a Flipped Classroom Model with NPWDEC

The Infiltration Model as mentioned above is the general framework for CHSNNU curriculum design, but as to day-by-day teaching content for Language Teacher Majors we are aimed to establish a "Flipped Classroom" with the advent of the era of Massive Open Online Courses (MOOC), China's Ministry of Education issued National Teacher Education Curriculum with the video courses provided by the internet platform——National Program of Web-Delivery for Elaborate Courses. (Xing,2008) The elaborate courses ensure the implementation of flipped classroom with high-quality courses.

As a new teaching model, the Flipped Classroom model will flip the ordinary relationship between class time and

homework. Student teachers will learn before class via online video courses and lectures, and teachers use class time for teacher–facilitated practice or projects. With the help of the flipped teaching process, a new model of classroom teaching will be foraged by combining the two traditional education courses——Pedagogical Theory of English Subject and Micro–teaching course.

For the following reasons, these two traditional courses need to be reformed urgently: as the principle course for language education majors, the teacher educator mainly passes knowledge to student teachers resulting in Teacher–centred classroom. Meanwhile, students are lack of actual teaching experience due to less class hours per week and given no chance to work upon and reflect on their own teaching problems. Moreover, the large number of students makes it hard to even participation, not to mention the improvement of student teachers' teaching ability.

CHSNNU's new Flipped Classroom Model is going to use the teaching course provided by the National Program of Web–Delivery for Elaborate Courses Platform. The teaching course titled A Course in English Language Teaching Design for Compulsory–level Students in China is produced by Beijing Normal University and sponsored by the Ministry of Education. (Wang, 2006) The high–quality teaching course and its videos can stimulate student teachers' autonomous learning desire and are likely to transform the traditional courses   English Teaching Pedagogy and Micro–teaching into one comprehensive flipped course which is composed of 54–hour videos covering teaching theories, curriculum requirements and specific classroom technical skills. Teaching theory and teaching practice, thus, are well integrated into this online course which happens to be well–matched with CHSNNU's language education majors' teaching objectives.
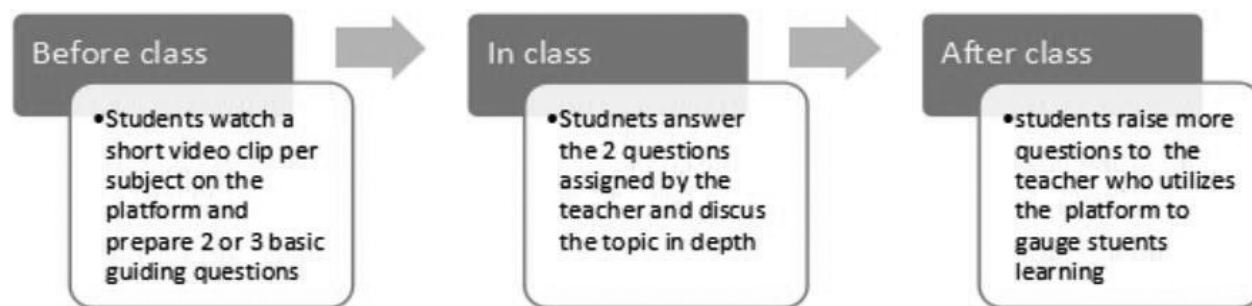

Figure1: The teaching model of Flipped Classroom for Language Education majors in CHSNNU

In this teaching model, before class, students should watch the short teaching video clip independently with 2 or 3 guiding questions proposed by the teacher. High–quality teacher education video clips offered by NPWDEC will greatly alleviate the shortage of professional teachers in CHSNNU and provoke students' critical thinking ability. In class, students should discuss and focus on research problems by means of group discussions or demo–classes which will reflect their understanding of the topic. The instructor should give feedback and evaluation in due time. 4/5 of the class time should be spent on student discussion, presentation, evaluation. Class time should belong to the students, who really discuss, think, act and speak. Reflection is the premise of stimulating students to explore teaching problems and hone their teaching ability, and the increase of students' participation rate in class will certainly stimulate their enthusiasm for education and teaching inquiry. This disruptive model of teaching extends the learning activities to extracurricular activities. The learning activities are not limited to the classroom interactions between a teacher and students but go on through the constant social media communication between students and the teacher. The teaching goal of this flipped classroom is to decompose the difficulty of knowledge, increase the repetition of knowledge and in–

tensify the training of teaching skills, so as to help students to internalize the teaching knowledge and the gradual construct their own teaching ability.

Conclusion

The Online–and–offline Blended teaching model we are about to construct will be built in accordance with the Standards proposed by Wu Yan, Director of the Department of Higher Education of MOE in China, i.e. high–level, innovation and challenge.

Higher–level: it refers to the higher level of thinking ability of students. This new model of teaching involves more work from the students' side. We will enhance students' comprehensive ability and advanced thinking ability to solve complex problems. As a new teaching means, through the platform students' learning will take place, that is, student teachers watch online video clips before class, and answer the guiding questions put forward by the teacher. Later they discuss them with their classmates and instructors in class. When they come to the classroom with questions and thoughts, the discussion in the classroom will become a collision of thinking, rather than a simple memorization of knowledge, thus forming their own high–level thinking ability.

Innovations: Our new teaching model will be based on the requirements of the National Teacher Education Standards with the help of modern teaching technology in the information age. Taking the advantage of the courses provided by Chinese University MOOC Platform and combined with the actual learning conditions of our students, we completely subvert the existing teaching model.

We will create online–and–offline blended teaching model with the platform of NPWDEC. By posting learning clips and learning materials online, we can move the original classroom teaching content to the pre–class stage. Students can learn first according to their own pace, find problems and complete tasks. Teachers can use multi–media platform to monitor the learning frequency and duration of online students, knowing the degree of students' involvement and making a preliminary judgment on their learning results.

Challenges: it refers to the level of difficulty to which students and teachers need to jump together to get it. Teachers should spend time and energy on preparing for the video clips, guiding questions and in–class interactions, and students should put in more time before and after the class to think and participate in order to keep pace with the teaching and grasp the concepts. English Teaching Method is an independent subject with its own research contents, methods and purposes. It has its own theory and characteristics different from other related courses. Therefore, we strive to embody the student–centred teaching ideas, starting from students' learning experience and cognitive level, through reflection, discussion, exploration and practice to inspire students' thinking, therefore, to give full play to students' creativity.

The new model will certainly bring new vitality to the teaching for Language Teacher Education majors in CHSNNU, but at the same time, new problems will arise too, such as the increased burden on teachers' work and students' learning tasks ,e.g. selecting and making videos clips on teachers' side, pre–watching and after–discussion on the students' side, afterwards online discussion and homework checking etc .All these problems need to be further explored and solved in the future research as we are constructing the tentative new model of the flipped classroom.

References

Wang, Q. (2006). *A Course in English Language Teaching Design for Compulsory-level Students in China. Chi-*

nese University MOOC Platform. Retrieved on (July 5, 2019) from https://www.icourse163.org/course/BNU 1002835004.

Xing, H. M. (2008). *Brief Analysis on the Construction of National Program of Web-Delivery for Elaborate Courses.* China Science and Technology Information.

Zhou, J. (2011). *A study on teacher education curriculum at undergraduate level in China.* Teacher Education Research.

Kumaravadielu, B. (2003). *Beyond methods: macro- strategies for language teaching.* New Haven and London.

Zhong, Q. Q. & Wang, Y. L. (2007). *The transition from Normal Education to Teacher Education.* Higher Education Research & Evaluation.

Acknowledgement

Activity Design of College English Based on Constructivism

Zhang Meiling

Canvard College, Beijing Technology and Business University, Beijing, China

Email: zmlchina@sina.com

[Abstract] Constructivism emphasizes the initiative of learners, holding that students are the subject of learning and teachers are only helpers and promoters. Therefore, classroom activities should fully reflect the main role of students, mobilize their enthusiasm and initiative, and there should be a reasonable evaluation and feedback system. This paper provides specific activity design from the four aspects of listening, speaking, reading and writing, hoping to stimulate students' interest in English learning through these activities, so as to improve their language ability comprehensively.

[Keywords] constructivism; college English; activities

Overview

Constructivism

Constructivism is basically a theory of knowledge and learning. It says that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. Constructivism advocates learner–centered learning under the guidance of teachers, that is to say, it not only emphasizes the cognitive subject role of learners, but also does not ignore the guiding role of teachers. Teachers are helpers and promoters of meaning construction, rather than implanters and indoctrinators of knowledge (Zhou, 2018).

At present, there are many researches on this theory at home and abroad. In terms of English, they mainly focus on the application in a certain discipline, such as Translation, Writing, Reading, Oral English Teaching, Vocabulary Teaching, etc., or combine this theory with teaching mode, such as flipped classroom, or study English teaching model and students' independent learning ability in language. Research on classroom activities is interspersed with these studies. This paper hopes to extract and summarize these activities and implement them in practical teaching, so as to fully mobilize students' enthusiasm and provide a good foundation and rich materials for future English teaching.

Analysis of English Class in China

At present, college English is generally taught in large classes in China, and the credits are constantly compressed, so college English classes are still dominated by teachers and textbooks. In this traditional teaching mode, the classroom is dominated by knowledge infusion and input, and teachers and students spend a lot of time and energy on English learning. As a result, it does not improve students' comprehensive application ability, but greatly frustrates students' enthusiasm and makes them dislike or even hate English. The main reason is that we ignore that stu-

dents are the subject of learning, while teachers are only the helpers and promoters. Only by changing thinking can we enliven classroom and motivate students to learn and to achieve effective learning.

College English Class Activity Design

According to Constructivism, teachers only act as designers, helpers and promoters in the whole teaching activities. So in the design of classroom activities, we should fully reflect the main role of students, fully mobilize their enthusiasm and initiative, so that they really participate in the activities, gradually build their own knowledge system. Based on these objectives, the design of classroom teaching activities should pay attention to the following issues:

Specific Language Objectives

The ultimate goal of all classroom activities is to improve students' ability to use English, including language skills and language knowledge. When designing English activities, teachers should carefully measure whether English activities meet the standards of English teaching and whether they can assist English teaching activities (Chen, 2018). Classroom activities are varied, including games, puzzles, posters, group debates, role-playing, short plays, recitation of famous works, timed recitation, English dubbing and so on. However, no matter what form it takes, these activities must serve the goal of English teaching and improve students' English ability in a certain aspect in order to achieve the goal of "learning by doing".

Suitable for Student Level

Classroom activities should be designed according to students' age and cognitive characteristics, and should be carried out according to students' English level and foundation (Wang, 2018). College students' English level is also uneven. Generally speaking, students from key universities have higher level, while those from independent universities have lower level. Take students from independent colleges for example, their English grammar foundation is generally poor, some even worse than high school students, but they have a wide range of interest and strong activity ability. When designing activities for these students, the first thing to pay attention to is that it cannot be too difficult. For example, in the debate competition with high language requirements, teachers should give some language knowledge in advance. Secondly, the design of the activity should be interesting and relevant, so that students can take the initiative to participate in it. For example, for students majoring in hotel, teachers can design some hotel scene simulation, which not only exercises students' language ability, but also makes them feel that they have learned useful knowledge in the activity. Even in the same college, students of different grades have different levels. Activities for the lower grades and higher grades should be distinguished. In short, the design of the activity should allow students of different levels to give full play to their potential, achieve effective learning, and improve overall English level.

Lively and Interesting Activities

Interest is the best teacher and one of the most active and important non-intellectual factors. Only when students have a strong interest in themselves, English learning and English culture can they arouse a strong thirst for knowledge and maintain the motivation of English learning (Yin, 2018). When designing activities, teachers should start with students' life experience and interest. For example, for some narrative articles, students can perform short plays according to the text. For students with poor basic knowledge, they can record small English videos, such as

group acting, magic, singing and so on. These activities can greatly improve their interest and confidence in learning English and lay a solid foundation for their future English teaching.

Evaluation and Feedback System

Evaluation is an indispensable link in the activities, a complete activity should be a chain including participation, evaluation, and revision. The evaluation system is the finishing touch of the whole activity and the key to the improvement of students' ability. Classroom activities are rich and colorful with different forms, and the corresponding evaluation system should be diversified, multi-level and multi-angle (Wang, 2018). We cannot just focus on students' academic performance; instead, we should pay more attention to their innovative spirit, practical ability, cooperation consciousness and psychological quality, etc.

Evaluation criteria and methods may take the following forms: firstly, teachers are no longer the only evaluators, multiple participants can be involved. Teachers are just the designers and helpers of activities. In various activities, students can also form a judging group, or teachers and students can form a judging group together. As participants, students can give more reasonable evaluations. At the same time, with many people from different angles to evaluate, the results will be more fair and objective. Secondly, combined with formative assessment. Making an overall evaluation of the whole activity process of students, rather than simply giving a single score, is conducive to enhancing students' learning motivation and cultivating their interest in learning. It is also advisable to add some results to students' daily scores and take a certain proportion in the final total scores. Thirdly, one-on-one evaluation. This form of evaluation requires some customized suggestions on the performance of students in activities, which requires more time and energy from teachers, but has a significant effect on the improvement of students. Last but not least, combine quantitative evaluation and qualitative evaluation. In the process of teaching activities, teachers tend to pay more attention to quantitative evaluation, and lack of evaluation on the development of non-intellectual factors such as students' emotions, attitudes and values. Teachers should concentrate on the results rather than on the process. They should use encouraging evaluation to improve students' self-confidence, and establish equal relationship between teachers and students, and create a happy, harmonious, relaxed and active classroom atmosphere.

Activities for College English Class

Traditional lecture-type classroom plays a certain role in indoctrination of knowledge, but there are also many deficiencies, such as: the class is basically dominated by the teacher, the students are in the state of passive listening and busy taking notes, communication is limited to the awkward situation of "ask and answer", it is difficult for students to really actively participate in. Classroom activities refer to activities designed by teachers according to specific teaching objectives and contents in class, which can effectively make up for these deficiencies, mobilize students' enthusiasm and adjust the classroom atmosphere, so that students can better absorb what they have learned in a relaxed and pleasant environment. Classroom activities, to a large extent, are to dissolve what teachers have to do in class into detailed operational steps for students to complete and achieve the goal of "learning by doing". Varied and rich Students' classroom activities are a high-level teaching realm and the embodiment of English teachers' teaching art.

In the classroom, the constructivist view of learning can point towards a number of different teaching practices. In the most general sense, it usually means encouraging students to use active techniques (experiments, real-world

problem solving) to create more knowledge and then to reflect on and talk about what they are doing and how their understanding is changing. The teacher makes sure she understands the students' preexisting conceptions, and guides the activity to address them and then build on them.

In actual teaching, the classroom activity forms, according to the teachers and students level, each college also vary, but in general, some activities can be universal, such as: video production, posters, group debate, role play, drama, recite, English stories, celebrity interviews, listening actions, tongue twisters, film dubbing, calligraphy competition, spelling contest, poetry readings, English songs, and so on. Here are some examples from listening, speaking, reading and writing.

Listening

Listening training is the first step in learning a foreign language. The selection of listening materials is very important. The difficulty should be slightly higher than the current level of students but not too much. After listening, then training of oral English should be followed, it is an organic whole. Listening can be divided into pre-listening, while-listening and post-listening. In pre-listening, teachers can input background information to students, give relevant words and sentence patterns, and clarify specific tasks of listening. In while-listening, there are more diversified activities. For example: follow and imitate, fill in the form, fill in the blanks, match, dictation and so on. In addition, video is an important means of listening teaching. Teachers can make use of it to let students do group activities. There is an event called "story collection", which is suitable for most video viewers. Here's how to do it: students work in groups of four and watch part of the story on video. After the video broadcast, students of each group sit together to discuss, tell what they have heard to others, four people put together a complete story. This activity can not only exercise listening and oral English, but also allow them to write stories to exercise their writing skills if appropriate. The actual classroom effect is very good, and students are very motivated.

Speaking

Speaking and listening are inseparable. Speaking activities can be put in the "post-listening activities" section. It can take many forms, such as answering questions orally, role-playing, summarizing key points, or retelling or paraphrasing. The oral class activity that is easy to operate and implement is situational simulation dialogue. For example, when talking about the topic of food, teachers can first give some pictures and English expressions of various kinds of cooking methods, and then ask students to make menus according to what they have learned, and act out the restaurant order with the menu made by themselves. To help students learn properly, it can be stipulated that their performance must include the necessary procedures such as greeting, ordering food and checking out the bill. Teachers can also define who the performers are, such as friends in the first group, colleagues in the second group, families in the third group, and so on. In this way, students can simulate more realistic scenarios and make more practical dialogues.

Reading

Traditional reading classes usually follow the procedures of words, texts and after-class practices, which are monotonous in form and boring in content. Many students are unwilling to learn. Teachers can liven up the class by incorporating activities into the reading. In terms of words, there is a game called "I do it, you guess", which is very

helpful for students to remember words. The specific method is that the teacher types the words to be guessed on the blackboard or PPT. One student faces the class with his back to the blackboard, and the other student gives a description. The aim is to guess the word according to the description. Those who guess the words can ask questions to find out the words as soon as possible. After learning new words, students can also be divided into groups and recite the words with limited time. They can memorize the words as soon as possible in the tense atmosphere of the competition. The activities of the text part vary according to the content, including poster making, role playing and short play. For example, unit 5 of New Horizon College English second volume "Weeping for My Smoking Daughter" is very suitable for making posters. Students make a poster about smoking ban according to the content of the text, which can not only use what they have learned in class, but also need to look up a lot of relevant materials. In the process of making, they need to cooperate with each other in a group. Finally, the poster is pasted in the school for publicity, so as to realize the purpose of putting what students learn into practice.

Writing

Writing is a high-level language goal that requires students to write an essay according to a given topic or material. Writing not only requires students to have a good grammar foundation but also must have certain logical thinking ability and expression ability. Teachers can ask students to imitate the text they have learned. For example, unit 7 of New Horizon College English third volume "Bill Gates" tells the story of Bill Gates. After this lesson, teachers can give the students some sentences and words to describe the characters. Then ask them to write a biography according to the text. After learning the text, it is easy for students to write with basic ideas and given words and sentence patterns. After writing, the teacher can collect all the compositions, rearrange the order and then send them out, and ask the students to correct the compositions for their classmates. The place altered must come out with red pen mark, and the name of the person that evaluate must be marked on final. In fact, the process of students' reading is also a process of thinking and learning. At the same time, it will be fresh to see their classmates' compositions. After reading, students can talk about the most interesting one they see, which is also a kind of practice of oral English. Finally, the teacher takes in all the essays and gives them a second look, including what the students have written and what the other students have marked. Only when students know clearly where they have made mistakes can they make progress and improvement. It is proved that this method is effective in improving students' writing ability.

Conclusion

Classroom activities, as a regulator of English classes, can effectively mobilize the enthusiasm of students, stimulate learning interest, strengthen the ability to learn independently and communicate with others, and improve the efficiency and effect of classroom teaching. However, the design of activities must be in line with the language teaching objectives and students' level. In the process of implementation, teachers are required to make careful plans and arrangements, practice repeatedly and carry out activities in a timely and appropriate manner. Only in this way, can we realize the teaching mode based on teaching materials, with language as the content and students as the main body, and ultimately helps students to improve their language ability comprehensively.

References

Chen, X. (2018). Activity Design of College English Classroom Teaching for Non-English Majors. *Cultural and*

Educational Information, 8(23), 217–218.

Wang, H. Y. (2018). Problems and Optimization Strategies of English Teaching Activity Design——— Take "The changing world" for Example. *Journal of Fujian Institute of Education, 6*(6), 86–87.

Wang, S. (2018). A practical Study of English Activities to Stimulate Students' Lasting Interest in Learning English. *Modernization of Education, 7*(29), 186–188.

Yin, H. (2018). An Interesting and Practical Exploration of English Classroom Activities in Junior Middle School. *English Teachers, 18*(14), 142–145.

Zhou, R. S. (2018). English Teaching Model Based on Constructivism. *Educational Review, 8*(8), 147–149.

Construction of Multi–level and Diversified College English Curriculum System under the Perspective of Needs Analysis
——Taking Dalian University as an example

Yu Hui

Dalian University, Dalian, China

Email:360923772@qq.com

[Abstract] *College English teaching in China is undergoing the transformation from "unity and standardization to diversity and individualization". This paper expounds the GDA curriculum system — the integration of the multi-level curriculum framework and the diversified content based*

[Keywords] *needs analysis; college English curriculum system; multi-level; diversified*

Introduction

The academic community is constantly discussing the development and orientation of college English teaching and the direction of college English teaching reform. The discussion focuses on the teaching orientation and content, such as academic English, general English, and specialized English etc. (Sun & Li, 2011). However, the reform of college English teaching is not only to reform the teaching content and accurately set up the teaching goals, but also to consider that students are the main body of education – students have different English levels, learning attitudes, learning goals, cognition and motivations etc. Only after a comprehensive and in–depth investigation and analysis of students' diversified needs, can the purpose of reform be fundamentally achieved. (Zheng, 2016)

Multi–level and Diversity Reflected in the College English Curriculum Requirements (2007)

In July 2007, the Ministry of Education reissued the "College English Curriculum Requirements" in order to adapt to the new development of higher education in China, deepen teaching reforms, improve teaching quality, and meet the needs of the country and society for qualified personnel in the new era. With regard to the basis for the for–mulation, the "College English Curriculum Requirements" (hereinafter referred to as "Requirements") takes into full account the differences in teaching resources, students' levels upon entering college, and social needs faced by institutions of higher learning across the country, which is a manifestation of diversity. By following the guidelines of

the "Requirements" and the goals of their College English teaching, colleges and universities design their College English course system, which should combine required courses with elective courses in comprehensive English for students at different levels.

Through careful reading, it can be found that the 2007 "College English Curriculum Requirements" has showed the multi-level and diversified characteristics of college English teaching from the following three aspects specifically:

Firstly, the teaching requirements in the "Requirements" reflects multi-level and diversity: it emphasizes the vast size of our country and the large differences between regions and universities. Therefore, college English teaching should implement the principles of classification guidance and individualized teaching to meet the specific needs of individualized teaching, and the requirements for undergraduate College English teaching are set at three different levels: basic requirements are the minimum level, and intermediate requirements and higher (or advanced) requirements can be selected by those colleges and universities with more favorable conditions.

Secondly, the course design in the "Requirements" also reflects multi-level and diversity: "Taking into account the school's circumstances, colleges and universities should follow the guidelines of the Requirements and the goals of their College English teaching in designing their College English course systems. A course system, which is a combination of required and elective courses in comprehensive English, language skills, English for practical uses, language and culture, and English of specialty, should ensure that students at different levels receive adequate training and make improvement in their ability to use English." So there are required courses and elective courses, with the time going, apart for general English, academic English and specialized English are gradually added to the course system.

Finally, the college English curriculum system is diversified and individualized. All the courses should be fully individual-oriented because students have different starting points: for the students starting from the lower levels, they will be well taken care of and for the students with better English, they will find room for further development. College English course should serve diversified functions: College English course design should help students to have a solid foundation in the English language while developing their ability to use English, especially their ability to listen and speak in English. What's more, it should ensure that students make steady progress in English proficiency throughout their undergraduate studies, and it should encourage students' individualized learning so as to meet the needs of their development in different specialties.

Needs Analysis and Foreign Language Teaching

The needs analysis has been widely used in various fields such as education, software, services, and economics and trade through interviews, observations, and questionnaires. The needs analysis in foreign language teaching first appeared in the 1920s. It was not until the 1970s that it received renewed attention, and it has been applied to foreign language teaching abroad for 20 to 30 years.

There is no uniformed and precise definition and classification of needs. Chen Bingbing studies and carries out foreign needs analysis, who mainly expounds the views of foreign scholars such as Berwick, Brundley, and Hutchinson & Water: Berwick (1989) divides needs into perceived needs and awareness needs; Brundley (1989) believes that needs include objective needs and subjective needs, learners' personal information belongs to objective needs, and learners' cognitive and emotional needs of language learning are subjective needs; Hutchinson & Water (1989, p. 59) believes that needs can be divided into target requirements and learning requirements, and target requirements are

refined into necessities, lacks of knowledge, and wants to learn knowledge. Learning needs include learning conditions, learners' knowledge, learners' skills and strategies, and learners' motivation.

The domestic needs analysis in foreign language teaching mainly includes Shu Dingfang, Wang Haixiao, Xia Jimei, and Kong Xian, etc. Shu Dingfang believes that the needs analysis can be divided into social needs and individual needs. The former mainly refers to the needs of the society and employers for the foreign language capabilities of the relevant personnel. The latter refers to the gap between the students' current level of and the level they want to achieve. Wang Haixiao (2004) puts forward needs analysis theory from the perspective of society, students, teachers, and teaching administrators. The needs analysis in this paper is divided into three levels: social needs, teaching needs and students' needs. The social needs can be as large as the national and social target for personnel training, or as small as the specific requirements of the employer for the relevant personnel in terms of foreign language capabilities; teaching needs refer to the ideas and requirements of educational managers, including teachers; students' needs refer to the current actual level of students and their desired level.

The Reflection of Needs Analysis in the Multi-level and Diversified College English Curriculum System in Dalian University

The outline of the national plan for medium-and-long-term education reform and development (2010-2020) mentioned the transformation of college English teaching in China from "unity and standardization to diversity and individualization". The hot topic and core problem during the transition period is the nature, orientation, and development direction of College English teaching. Among them, the reform of College English curriculum is the most critical one. There is still a lot of controversy among scholars about the development direction of College English curriculum in the transition period, mainly focusing on the dominant position of the comprehensive basic English, or specialized English, or general English.

In view of the above disputes, the key to the reform of College English teaching is to carry out the needs analysis at all levels. The importance of needs analysis in foreign language teaching is equivalent to the diagnosis by doctors before they prescribe medicines for their patients (Long, 2005, p. 1). Needs analysis can provide the basis for the formulation of foreign language education policies, acting as the premise and basis for designing foreign language courses, and also providing references for teaching methods and teaching assessments. Under the background of social needs, Dalian University fully takes into account the characteristics of its own comprehensive university, the teachers' strength, students' English proficiency and other specific conditions. Both the students' learning aspirations and the teachers' ability must be completely understood before setting up new courses. On this basis, the College English curriculum system is formed with the combination of a multi-level curriculum framework and a diversified curriculum content, namely the GDA-integrated college English curriculum system, which organically combines EGP and EAP. In the transition phase from EGP to EAP , an extension class is added as a convergence to form a mutually integrated curriculum system (GDA). Specifically, it is divided into three stages, namely the corresponding level:

The first stage is EGP (English for General Purpose), focusing on English language knowledge. The purpose is to help students consolidate basic knowledge and improve the application of listening, speaking, writing, and translation. The corresponding elective course is college English.

The second stage is DE (Expanded English). Its purpose is to use the learned language knowledge to help students broaden their horizons, improve their ability to think, and improve their comprehensive quality. Courses already

designed for the students in class of 2014 include cross–cultural communication, British and American profiles, English writing, English speaking and debate, and practical translation. At the class of 2015, English news, Chinese culture, Sino–American cultural comparisons in Hollywood movies, and professional English were added to the original curriculum.

The third stage is EAP (English for Academic Purpose). It is oriented towards students' needs and majors, and focuses on cultivating students' academic ability. According to the students' professional characteristics, academic English and other courses can be set up according to the majors of medicine, management, science and engineering and humanities.

The multi–level curriculum content reflects the characteristics of diversity. The 2007 "University English Curriculum Requirements" organically combines compulsory courses and elective courses such as integrated English, language skills, language application, language culture, and professional English. In the first level of EGP, college English is a comprehensive English class; In the second level of DE, outreach courses include language and culture (such as cross–cultural communication, British and American profiles), language skills (such as English speeches, English debates, practical translations), and language applications (professional English). In the third level of EAP, academic English is a course that fully considers the professional characteristics of students and the development direction of their respective disciplines, as well as the potential requirements for future employment. The content is accordingly divided into several aspects of medicine, management, science and engineering and humanities.

As a conclusion, in the short term, after the construction of a multi–level College English curriculum system, the curriculum content will become more and more diversified, making the construction of the curriculum system more and more perfect. In the long run, the construction of the curriculum system at a certain stage of development will encounter bottlenecks. The reason is that the knowledge structure of the teachers is a restriction on the diversity of content. Secondly, the construction of the college English curriculum system is based on the needs analysis for social and students' needs, but there is almost no need analysis for specific employers, so there is a very important link in the construction of the curriculum system, which should be the improvement room for the teaching reform.

References

Cai, J. G. (2007). A Study on the Characteristics and Countermeasures of College English Teaching in China during the Transition Period. *Foreign Language Teaching and Research,* 39(1), 27–32; 80–81.

Chen, B. B. (2009). Review of Foreign Needs Analysis Research. *Foreign Language Teaching and Research,* 41 (2), 125–130.

Higher Education Division of Ministry of Education (2007). College English Curriculum Requirements. *Shanghai Foreign Language Education Press.*

Shan, Y. & Liu, F. (2015). EAP Curriculum Construction Driven by Demand Analysis. *Journal of Innovation and Enterprise Education,* 6(2), 133–136.

Shu, D. F. (2004). *FLT in China: Problems and Suggested Solutions.* Shanghai Foreign Language Education Press.

Yang, X. B. (2013). Student Needs Analysis in College English Curriculum in Transition Period. *Journal of Hubei University (Philosophy and Social Sciences Edition),* 40(4), 129–132.

Yu, H. (2016). With College English DE Teaching as an Opportunity, Realize the Transition from the Hierarchical Teaching to ESP Teaching. *Journal of Dalian University,* 37(1), 134–137.

Zheng, D. H. (2016). Construct the Multicurricular System of College English Based on Needs Analysis. *Foreign Language World,* 6, 49–56.

The Construction of ESP Learning Mode Under the Guidance of Blended Learning

Feng Chi and Meng Fanhong

School of Foreign Languages, Dalian Neusoft University of Information, Dalian, China

Email: fengchi@neusoft.edu.cn; mengfanhong@neusoft.edu.cn

[Abstract] *The rapidly developing information technology promotes the constant innovation of higher education and develops the new blended learning mode which leads to the reforms of each subject. The paper firstly analyzes the current situation of ESP courses in college and what need to be improved. Then under the guidance of the blended learning concept, the integration policy of pre-class, in-class and after-class is constructed by combining the flipped class and micro-lecture. Therefore, the instruction mode will be shifted from instructor-centered to learner-centered. Students will also develop the habits of autonomous study and team cooperation which are essential qualities for college students.*

[Keywords] *blended learning; flipped class; ESP (English for Specific Purposes); micro-lecture*

Introduction

With the internet developing rapidly in the 21st century, the higher education has undergone drastic reforms. The E−learning at the end of the 20th century, the MOOC (massive open online courses) at the beginning of the 21st century and the following SPOC (Small Private Online Course), all advocate the blended learning with the combination of online and in−class education. The gradual improvement of three open online course platform (EDX, Udacity and Coursera) also motivate this kind of new learning mode.

Li Fengqing (2016) thinks that the blended teaching is the most optimized teaching method by applying the appropriate media, providing the suitable resources and activities which match the learning environment as well as enabling students to develop the self−educated abilities. Jennifer Hofmann believes that the blended learning is a kind of teaching design concepts. Jennifer Hofmann also pointed out in B−Learning Case Study that blended learning divides the learning process into different modules and then finishes teaching with advanced teaching methods (Ao, 2012). The paper regards the blended learning from two aspects: learners and teaching designers, which means it is defined from learning and teaching. That is to say, it should closely combine online learning before class with face−to− face learning.

Current Situation of ESP Teaching

ESP (English for Specific Purposes) is defined in contrast with EGP (English for General Purpose). ESP is a special English course for a certain major which not only involves language but also covers more professional knowledge. So it is sometimes called professional English towards employment. It should have no gap with students' career. By

contrast with EGP, however, ESP has less attention and fewer learners in higher education. As a result, it slows down the development of teaching methods which is still instructor–centered instead of students–centered. In class, there are fewer interactions between teachers and students. More importantly, students don't have an insight into the in–dustry and they are not motivated by the professional skills. After they finish learning this course they still can't apply what they've learnt into practices.

The new version of Benjamin Bloom's Taxonomy includes remembering, understanding, applying, analyzing, evaluating and creating (Lorin, 2001). From the present teaching in class, we can discover that teachers spend most time help students remember, retell or describe knowledge, which are called low level learning activities. Yet these high level learning activities, such as analyzing, evaluating and creating, are not emphasized and attached importance to in the class. Our national policy *mass entrepreneurship and innovation* appeals to higher education students for the capability of analysis and creation. It's obvious that the past education modes can't satisfy the social development. With the gap of students' learning abilities growing, self–motivated students can only finish low level learning on their own, but it is hard for them to acquire high level learning abilities, not to mention less motivated students (Merrill, 2002). Therefore, students need to acquire high level learning abilities under the teachers' guidance.

On the basis of the above analysis, the paper combines and optimizes the elements of learning and teaching in ESP courses by referring to the blended learning concept. It is not the simple combination of online education and in–class teaching, but the online and in–class multimodality teaching which is attached to the internet. It can meet the diverse and various learning objectives as well as different learners. Finally the best teaching effectiveness can be achieved through students' efforts.

The Construction of Teaching Mode Based on Blended Learning

Online (micro-lecture and flipped class model)

A flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. The instructional contents are usually presented with micro–video, MOOC, etc. (Han, 2018). The length of micro–video and MOOC is suggested to be ten minutes or so. The flipped classroom shifts the teacher–centered instruction mode to learner–centered mode. Before class, students are required to watch the video and learn relevant teaching materials in order to complete the remembering and understanding of knowledge. After finishing learning, students are supposed to submit homework by which teachers can check how well students acquire the knowledge. Then teachers give feedbacks or answer the doubts and questions via the internet or on the online platform. In the in–class lessons, teachers focus on difficulties and unsolved questions which need face to face discussion or collaboration. Meanwhile teachers shall guide the higher order thinking skills, such as the application of theory into practices and creating new things. Therefore the flipped classroom reflects the teaching methodology of study for the purpose of application which can better satisfy the social need.

The micro–lecture aids ESP teaching by using the mini videos which focus on the main contents of each lesson. Generally speaking, the micro–lecture is a procedure and a resource for the teaching. For the students with different learning abilities and different English competence, the micro–lecture can better satisfy their personalized needs for English study (Graham, 2007). Students choose what they need instead of being forced to receive the same contents, not only compensating what they lack but also consolidating their knowledge. In a word, the micro–lecture is an im–

portant complementary and additional resources. On the other hand, both the traditional offline teaching and new on-line teaching can utilize the micro-lecture as the lead-in material and motivate students' interest for the lesson. Af-ter class, the micro-lecture can also be applied in the conclusion section and deepen students' understanding and re-membering of the knowledge.

In-class (Task- and Case-based teaching)

The case-based teaching is used as a teaching tool to show the application of a theory or concept to real situa-tions so as to improve the practical use. During the case-based teaching, the cases are sometimes used as the in-class teaching contents to illustrate or prove a certain theory (Porter, 2014). Sometimes they are used as a procedure of the practical teaching to integrate the theory with practices. So the case-based teaching method can be divided into two categories: instruction and discussion. The instruction has two kinds, one of which focuses on illustrating the teaching contents with cases, and the other mainly emphasizes the instruction of theory with the cases playing the mi-nor role. Both of them make the instruction process vivid and facilitate the understanding and mastering of the basic theoretical knowledge.

The task-based teaching method is a tool using tasks as a carrier to explore the theoretical skills and knowledge autonomously. Generally students finish the assigned specific tasks in groups. The teaching follows the procedures which are lead-in, autonomous study, knowledge preparation, group discussion, task implementation, presentation, task check and teacher's comment. The whole process not only develops students' autonomous learning and team cooperation but also their problem-analyzing and problem-solving abilities.

The case-based teaching emphasizes teachers' instruction which refers to the teaching process based on typical cases. The typical cases are usually selected by teachers from the teaching process according to the teaching objec-tive. The task-based focuses on the practical exercise which makes students solve problems in tasks. These two meth-ods can be integrated and complemented in the ESP classes. In the first place, the teacher shall make a brief intro-duction to students about the case, then assign the question list and provide the access path to the relevant case mate-rials. The students then study the case materials on their own, post their answers to the questions, meanwhile they can check others' answers and make comments. Certainly students are supposed to acquire the principle, tendency, in-spiration and guidance from the answers. In the end, the students shall summarize what they have discovered and point out how they will apply the knowledge to the real practices. The teachers rate their performance on the basis of whether they understand the knowledge principles in the context which is not too simplified.

Implementation Process of Blended Learning

Before the class

Before the implementation of blended learning, the teacher shall upload to the platform all the online course re-sources including the autonomous task list and micro-lectures (Porter, 2014). The autonomous task list shall cover three parts: 1) Learning guidance, which provides the relevant information about the course and teaching, such as the teaching objective, important and difficult points as well as the suggestion for learning methods. 2) specific tasks, which refer to the learning tasks related to the important and difficult learning points, and which can be studied by watching the micro-lectures and using the materials on the platform. 3) doubts and puzzles, which students can up-load or submit to the platform. Teachers get to know what students are confused about from the platform, and then

provide guidance correspondingly via the internet or in face–to–face class.

In the class

At the very beginning of the class, the teacher can give feedbacks or make explanations by instructing or dis–cussing the typical problems during the autonomous learning process. The personalized guidance can't be offered on the platform but can be realized in face–to–face class. During the exploration phase of typical tasks in the class, stu–dent can adopt the self–exploration or cooperation method to do the research–related learning activities according to the different explored problems. It is worth mentioning that teachers are supposed to respect students' independence and enable them not only to construct their knowledge system but also to achieve the best learning efficiency during the limited time.

After the class

After the in–class presentation and communication, students shall modify, polish and refine their own achieve–ments and reflection summary, finally submit them to the learning platform so as to make the experience widely spread and communicated. The phase is usually called follow–up activities, sometimes ignored by students. Therefore teachers shall keep tracking and supervising the phase until the end of the cycle.

Implications and Conclusion

Under the influence of information technology, the teaching mode of ESP course has shifted from the single teaching mode of a book, a blackboard and a piece of chalk to the online, in–class and internet–attached multimodali–ty teaching (Allen, 2007). Today's higher education students also want to reach their educational goals in a way that fits their lifestyles. So The in–class teaching will become learner–centered gradually instead of instructor–centered. But during the transforming process, we've run into various puzzles and problems, for example, how to guide stu–dents' online study effectively and efficiently, how to inspire and encourage students with different English levels to join the in–class discussion or presentation, etc.. In addition, to better fulfill the blended education for ESP course, we have to prepare and select quite some typical cases, which takes quite a lot of time and efforts. So in the prepara–tion process, we divided the construction process into several steps and prepared the cases step by step. Then in the following terms we will add to more specific cases on the basis of actual teaching and learning practices.

As we know, the teaching objective of ESP not only involves the practices of English language skills but also en–able learners to acquire a kind of skill by reading and writing professional English materials as well as speaking and listening in the working environment. Therefore its objective can be better achieved through the new blended learning mode. In the end, this kind of skill can be proficiently applied to the career and create certain value for the society.

References

Allen, I. E., Seaman, J. & Garrett, R. (2007). Blending in: The Extent and Promise of Blended Education in the United States. *Sloan Consortium*, 105(2), 35–42.

Ao, Q. (2012). The Research of "Case–Task" Driven Teaching Model Under Blended Learning. *Modern Educa–tional Technology*, 3, 122–126.

Graham, C. R. & Robison, R. (2007). Realizing the Transformational Potential of Blended Learning: Comparing

Cases of Transforming Blends and Enhancing Blends in Higher Education. *Blended Learning: Research Perspectives:* 83–110.

Han, Y. F. (2018). The Research of New Blended College English Teaching Mode Based on Flipped Class. *Journal of Changchun Normal University,* 37, 175–180.

Li, F. Q. (2016). The Theoretical Basis and Instruction Design of Blending Teaching. *Modern Educational Technology,* 9, 18–24.

Lorin, W. Anderson. (2001). *A Taxonomy for Learning, Teaching, and Assessing - A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Pearson Education Inc.

Merrill, M. D. (2002). First principles of instruction. *Educational Technology: Research and Development,* 3, 43–59.

Porter, W. W., et al. (2014). Blended Learning in Higher Education: Institutional Adoption and Implementation. *Computers & Education,* 75, 185–195.

The Improvement of Oral English Ability in Classroom –Exploration of Individualized Teaching of Art Students

Zhang Jingyuan

College of Humanities and sciences of Northeast Normal University, College English Public Teaching and Research Department, Changchun, China

Email:103394903@qq.com

[Abstract] Follow the rules of language teaching and realize the "all-round development of English" in the sense. This paper considers the design of classroom activities, combining the students' professional learning to stimulate students' true interest in English learning, and subjectively changes students' attitudes towards learning English, and finally achieves the improvement of English teaching quality and achieves the goal of improving students' English ability.

[Keywords] classroom activity design; spoken English; art students; personalized teaching;

INTRODUCTION

Art students are a special group within the scope of higher education. The reason why it is special is that the majority of students in this group are not good at cultural knowledge lessons, or not interested in learning the cultural lessons, especially English learning. Today, with the globalization of information, art is a window for cultural exchanges between countries. Therefore, to some extent, art exchange is an important channel for people of all countries to increase their understanding and deepen friendly relations. Therefore, to improve the English ability of art students has important strategic significance. This paper demonstrates some fair effective methods of improving the oral English of art students through literature analysis and many years empirical research in oral English class.

AN ANALYSIS OF THE STATUS OF THE ORAL ABILITY OF ARE STUDENTS

The low level English of art students is a recognized fact. The reason is related to the college entrance examination in China. The scores of art admissions in China's college entrance examinations are lower, or far lower than those of cultural candidates to go to university. It is for this reason that in the junior high school or high school stage, some students who are unable to pass the college entrance examination will choose to learn art to enter the art major or art school through art test to achieve their goal and realize their university dream. Therefore, students with low grades in cultural studies will enter the university by taking the art test to past the college entrance examination. For example, students who do not have a foundation in painting begin to study painting in middle high school or junior high school. Some learnt paining before will continue to improve the level of art courses. Therefore, in order to improve the art level

a short period of time, most of the students will spend a lot of time on art curriculum. Some students with weak foun-dations in art lessons will not have culture lessons, especially the students who learn the instruments who will spend most of time on practicing. For the culture lessons, especially for the literature lessons, most students will choose re-citing the correct answers or read books by themselves according to their own time schedule without attending the class. Such kinds of students account for half of the proportion. Therefore, the English ability of art students is low, and the basic skills of English are weak too. It is the main reason for art students who are poor in oral English and with low ability in English. Mainly manifested as poor coherence, grammatical and pragmatic errors, lack of rich vo-cabulary output, lack of learning enthusiasm and learning motivation, lack of self-confidence of expression, and even voluntarily give up learning. Therefore, to improve the English speaking ability of art students needs to analyze the performance status, investigate the reasons, and find out the methods.

PRINCIPLE FOR THE DESIGN OF CLASSROOM ACTIVITIES

Understanding student interests and stimulating learning motivation

In view of the above investigation and analysis, in order to improve students' oral English, we must first change passive learning into active learning. Active leaning is the power to improve the English ability and it is the key points for a successful teaching. After years of practice, individuals believe that stimulating students' motivation to learn languages should be from their interests, if they are interested in something, they will participate in it voluntari-ly and they like to do it happily. So in class, teacher can use activities to change some of their cognition: any serious participation in activities is beneficial to language learning and language improvement. Therefore, when we design classroom activities, students' interests should be the main consideration, and then carefully thinking and building the class activities, and then conducting it in a logical and scientific way can stimulate their learning motivation. If the stimulating is successful, then whole teaching is half success already.

Appropriate information feedback and language correction

Students are not conscious for their performances whether good or not, especially for their language expressing skills and it needs the help from the teachers in class. So it can be said the students' English learning relies on the teacher's language or information feedback and language correction timely. However, the correct and feedback of the language should be appropriate. Too frequent correcting will make the students lose the confidence of expression. If they are not timely or too little, the students' mistakes will be stubborn and form a s that is difficult to correct. So the teacher should be responsible for it make sure to give students proper language correcting or feedback.

Opportunities for students to create oral communication

In most oral English classes, the communication of all students is mostly carried out in the plot given by the teacher, or the teacher asks questions, and the students answer, or the teacher gives directions, providing formation, and the students themselves organize and design activities. This fixed pattern often limits the student's creative thinking and puts the student in a state of "speak when spoken to" (H. Douglas Brown: 2005, P227-249). Therefore, students must be given a relaxed creative atmosphere and opportunities to let them play their own subjective initiative to design activities or dialogue scenarios. This is a good way to motivate students.

Adhering to the teacher's classroom guiding role

Adhering to the teacher's classroom guiding role is a point emphasized in the teaching of communicative principles. The teacher should be the correct guidance for students in class time, especially during the performance. Correct and appropriate guidance can give students the correct information and message, and students can adjust themselves and practice the language skills well after getting the guidance from the teacher.

Classroom activity and determination of the target

Short-term goals

The short-term goal is based on the class of the weekly speaking class, which can be two months or six months. This experimental class has a weekly oral class, so the period is determined to be half a year. For art students, the short-term goal should not be too long. This is very suitable for students who are not strong enough in keeping study. Otherwise, they will feel that time is sufficient. They have the idea and action of "Tomorrow Day", which wastes time and finally will "Nothing happens."

In addition, the short-term goal setting must be really practical and operative. The implementation process is strict and practical, focusing on practicality. At the end of each short-term goal, arrange a test evaluation to feedback the results, so that students have the opportunity to experience their own progress, which is a very effective incentive.

Long-term goals

The long-term goal is generally one or two years and is consisted all the short-term goals, and based on the time-length the English class lasts. And the long-term goals are divided into several parts and each consist several short-term goals, so its success determined by each short-time goal how it is carried. So the short-time goal should be conducted coherently in contents.

Material input with the target content

The content should conform to the psychological characteristics and professional interests of the students. This is very important in the design and organization of classroom activities. Art students themselves are not interested in cultural classes, especially English. If you don't mobilize your interest, the classroom design arrangement doesn't make any sense, so to grab the students' interest and to choose the basic elements of classroom material selection and input is the most meaningful.

The field of art is vast, the profession is different, and the characteristics of students are different. Students in the music department are generally provocative and willing to perform and are unwilling to participate in group or cooperative activities. Students in the clothing profession only feel content related to their professional-fashion design interest. If you grasp these characteristics, each time after completing the teaching content, and give some vocabulary about clothing (do not give too much at a time, otherwise become their burden, but lose interest) and a short article as a material, Then ask them in English and talk to them. The 32 classmates in the class showed great enthusiasm. I took this opportunity to give them tutoring and reviewing English knowledge. In fact, in this process, I only borrowed vocabulary and essays on clothing as the talking medium, but it works.

Half a year of practice has significantly increased the amount of words for everyone, and the interest in learning English is also stronger. Then to increase the explanation of their relevant professional knowledge, and also increase the amount of English tasks, each task will naturally extend to the after class time. Because the improvement of spo-

ken English requires practice in class and out class. Test should be followed to show the result classroom activity and give them encouragement and confidence and show.

The authentic material content

The material content must be authentic and essential for the learning of English language. (David, 2005, pp. 118–132) For example, applying the materials of real things happening in life to the classroom and let the students simulate the real scenes and conditions, which can not only interest students, but also help students grow. For example, in the classroom, I used the 2008 Olympic torch relay as a theme of classroom activities. When it was exposed by ZD molecules on the way to the Olympic torch relay abroad, the students became excited and tried to search for the right words in their brains and used their not fluent English to express their true feelings and emotions. (Before this event, I have gradually infiltrated the relevant vocabulary in this area in the class.) Many of my classmates performed very well. The English sentences were longer than before, and the time of their own expression also increased significantly and the most important is that they can do effective express.

The continuous target task content

At the same time, to do the combination of majors, English training must be coherent, that is, the design of each class should be combined with short–term goals, and each design should be coherent and serve the short–term goal. So the learning of English can be systematic, and so that we can have solid basic skills and can be continuously improved. Otherwise, there will be a fault phenomenon which is not conducive to language learning and mastery and just for fun. Now, in many classes, there are a lot of activities that just for fun, and they are not conductive for improving the English skills.

First, introduce the students to the vocabulary about color, then the vocabulary of the texture of the fabric, followed by the vocabulary of the style, and finally the vocabulary and related expressions of the concept design and creativity. In this process, each stage penetrates from shallow to deep. For the vocabulary about color, I use the form of the game or competition to increase the amount of the vocabulary. Each team sends a player to write out the words of the relevant color as much as possible within the specified time. Then each group sends another player within the specified time to do some supplement. Then, according to each word written by everyone, expand other words of a color system. Finally, the feeling of each color and the application in clothing are spoken in English. In the process of student expression, correct the mistakes and correct the knowledge of the language in error. Then put the knowledge points in another environment and practice again to consolidate.

The above practices and achievements illustrate the effective application of communicative and cognitive methods in spoken English. As long as they grasp the students' points of interest, apply flexibly, and skillfully combine with the students' professional, carefully design the classroom activities according to language learning principle and meanwhile to pay attention to the connection of task objectives, and the oral teaching of art students will have a greater breakthrough.

Maintaining the fresh activity of the language

In class, teacher's language is the main source of student English learning, especially for art students who seldom or never read English materials or to get information in English initiatively. So as a teacher, you should study fre–

quently, especially newspapers, journals, etc., which are updated faster, or through Other channels, constantly updating their knowledge, try to give students an authentic, concise English and skills to solve practical problems.

The choice of the form of class activities

Spoken English classes are available in a variety of forms and can be selected based on the characteristics of the students and teaching content and teaching goal. For example, interviews, problem-solving activities, word-spelling games, role-play and dialogue, questions and answers, pictures and pictures stories, discussions and decisions, etc. The activity form of any class is not a single one, and it is necessary to combine several to achieve the purpose according to the content the teaching goal the design. During the classroom practice, the following points are very effective and indispensable in the oral classroom:

imitation

Practice provides students with the opportunity to listen and verbally repeat certain languages, and the so-called "some languages" are those that are either difficult in phonology or grammatical (H. Douglas Brown, 2005, pp. 227-249). You can follow the following tips for successful leadership:

- This exercise simulates time in the classroom for a short time (a few minutes)
- Simplify the content of the drilled imitation (one item at a time, one point)
- Practice imitation activities to be lively
- Make sure students know why they are doing this
- Make sure they can ultimately achieve communication goals

answering questions

In oral English class, answering and question activity is the easy task for students to carry out and it is the one teacher prefer. It is always for some dispute questions and teachers will let students share their opinions. The teacher put forward the questions and the students give out the answers or their own thinking. Most of time, this kind of activity is often prepared for the poor English students, so that they can participate in the class and try to find the right answer. This kind of activities, most on time, are easy, and then the teachers always give praise and encouragement after the answer timely and this can make poor English students confident and be glad to participate next time.

dialogue between two people

According to the contents, dialogue between two people can be design. Such conversations can help them practice passing and comprehending specific information, which is an extended form of answering questions. This is very special task that is much easier to conduct and can transfer information, and this can let poor English students experience the conversation in English and they can win the confidence at once. This kind of task is often for the specific topic or some pointed information, the students practices the language skills by the given topic. Sometime, students can create conversation by themselves. This can be encouraged, because it is can show if they really master the points.

multi-person dialogue

This is a social interaction based on the dialogue between two people. Multi-person dialogue t is required to pay attention to some personal emotions, the information other people give, and other factors carried by people or by language and speaking tone, etc. when they are communicating . Such as dialects, proverbs, the use of ellipsis, including the person's feeling, etc. (Dong, 2005, p. 189-192) It is a little difficult than dialogue between two people and it is

much natural. So the length and the content or topic should be chosen carefully and with too concern, because it can determine the quality or the effectiveness of the dialogue.

personal explanation.

Personal explanation is much difficult and it needs vocabulary and the correct usage of words and much more clear English thinking way. In a word, it needs multi−skills to finish it, so this is the final goal that we hope to achieve in our spoken English class. During the practice, we can ask students to conduct exercises on the material profile, re−telling, speech, etc. (Marion, and Robert, 2005, pp. 88−107)

From the first point to the fifth point, it can be said that the level of students is required to be higher and higher. This requires careful consideration in class time setting, preparation for dividing and assigning tasks before class, and controlling the class activities and correcting the mistakes and ineffective information and giving the feeding back the suggestion in time and all this determine the success of the class design and the class task and teaching goal.

CONCLUSION

In order to make the students' oral English good and effective, they must have a full understanding of the students−−personality, group characteristics, psychological and professional characteristics, and divide the class groups into different groups according to certain standards and methods and to assign different tasks. The meticulousness of the classroom setting can be said to be the key to the effectiveness of the oral classroom. In addition, the time in class is limited, so in order to really improve the spoken language, the time in the class is very important and this requires the teacher to carry out the activities and tasks through the class, it means extend the class−time to out−of−class: to drill skills and absorb that in class, and do reviewing and consolidation after class, and do the class check and the new content in class time and all this are re−entered into this cycle state. Any step in the whole task is very important for the whole task−design and is the key to the success of the teaching. This implementation is difficult, so further exploration is needed.

These are just personal teaching practice and the thinking of it in the English oral class of art students, and they need to continue to explore and work hard.

References

Brown, H. D. (2005). *Principles of Language Learning and Language Teaching*, Beijing: Foreign Language Teaching and Researching Press.

Dong, Y. P. (2005). *Psycholinguistics and Foreign Language Teaching*, Beijing: Foreign Language Teaching and Researching Press.

Marion, W. and Robert, L. B. (2005). *A Probe into Language Teacher Psych*. Beijing: Foreign Language Teaching and Researching Press.

How to Tackle The Critical Problems Facing China's Foreign Language Education Today

Chen Sheng

South China Business College, Guangdong University of Foreign Studies, Guangzhou, China

Email: victorchensheng@126.com

[Abstract] Foreign language is closely related to every aspect of national development. Against the background of globalization and the Belt and Road Initiative, the importance of foreign language education is self-evident. It should be pointed out that there are some problems facing China's foreign language education. They need to be solved with creative idea, appropriate methods and effective measures in the new era. Currently, the following relations are expected to be focused on: input-output ratio, educational objective and social needs, general English (GE) and English for Specific Purposes (ESP), common languages and non-common languages, foreign language education and native culture, China's foreign language education and Teaching Chinese as a Foreign Language, etc. so that the cultural security is ensured, the economic prosperity promoted, social progress made, and the national and global development realized.

[Keywords] China; foreign language education; College English; ESP; non-common languages

Introduction

Against the background of globalization and the Belt and Road Initiative, the importance of foreign language education has become increasingly prominent. Over the past 40 years of reform and opening up, foreign language education in China has developed vigorously, but there is still much room for improvement. Especially in the new era, we need to pay attention to the following aspects in order to improve the efficiency of foreign language education and cultivate more professionals with a high foreign language proficiency to meet the needs of national and global development.

China's Foreign Language Education: Gains and Losses

Foreign language education is a complex system which are influenced by many factors. The following factors are of foremost importance.

Input and Output

Study, work and production involve the issue of efficiency and benefit and foreign language learning is no exception. Marschak (1965, p. 136) proposes the basic elements with economic significance in language use—value, utility, cost and benefit, i.e. the input–output ratio.

Do Chinese learn a foreign language effectively? The following analysis in based on the facts of English teaching

and learning in China. According to "English Course Standard 2011" (2012, p. 5), English courses are offered from Grade 5. Two class periods of English a week for primary are a common practice, with a total of 160. For Grade 7−9 students, that figure is 4 class periods a week, with a total of 480. For Grade 10−12 students, 6 class periods a week, with a total of 720. For college freshmen and sophomores, that figure is 4 class periods a week, with a total of 288. The classroom teaching from Grade 5 to college sophomores reach 1,648 or more. If morning self−study, evening self−study, homework, weekend and vacation extra classes, and off−campus coaching classes are taken into account, the time spend in English learning is considerably in excess of that of classroom teaching. A survey by China's State Language Commission shows that "The college students who spend more than one fourth of their total study time in foreign language study take a large proportion. Some of them even spend half, three fourth or total of their study time in foreign language study. Those who spend one fourth of their study time in foreign language study account for 65% or more." (2007, p. 8)

It is a pity that most of the students who have passed College English Test (Band−4) can hardly use English smoothly in their academic study or jobs. "Few of them are qualified for working in English after graduation and few−er can read academic literature in English or use English proficiently for their professional study and academic re−search." (Cai 2016, p. 87)

Teaching Objective and Social Needs

ZHANG Shaojie (2010, p. 5) points out, "In a comprehensive view, the explanation of educational goal is that education should conform to individual development and social needs. However, China's foreign language education circle is not adequately aware of the goal." How can the problem be solved? RAN Yongping (2015, p. 2) gives his so−lution: "Strengthen the communication and exchange of information between universities, governments, enterprises and social organizations. ... fundamentally implement the strategy of foreign language professionals training and aca−demic research serving the national development and meet the needs of society and enterprises." According to "Col−lege English Course Requirement (2007, pp. 3−4)", College English is a "required basic course". It is defined as a "required basic public course" in "A Guide to College English Teaching (2015, p. 3)". That is to say, students have to lay a foundation for English after thousands of hours of English learning in more than 10 years. The teaching objec−tive and social needs/job requirement do not match. The reasons for this phenomenon: 1) English textbooks are the same or similar regardless of the students' specialties. 2) English textbooks are focused on literariness and interest−ingness. 3) The teaching methods converge. 4) The students take the same tests. And what's more frightening, the test certificate is taken as an important and even the only criterion for judging a student's English language ability. It is argued that basic English education should be completed before students enter a college or university so that col−lege freshmen can study ESP courses or take bilingual professional courses or such courses taught in English only, i. e. learning in using and using in learning. A survey and analysis should be made of social needs and job require−ments, based on which different syllabuses are to be made. It is proposed that textbooks with various characteristics should be compiled or foreign textbooks should be adopted. Exam and assessment system should be reformed as well to make a coherent combination of the teaching objective and social needs. The teaching materials learned should be content−based and teaching procedure should be task−based. An the content and task should be abstracted from so−cial needs. Only if the two are coherent, can foreign language education shoulder the responsibility of improving na−tional quality and promoting national development.

General English and English for Specific Purposes (ESP)

What is the end of laying a foundation? When should general English end and ESP study begin? This is to be answered. McDonough (1984, p. 29) states, "… the idea of analysing the language needs of the learner as a basis for course development has become almost synonymous with ESP in recent years and it is difficulty to think of one without the other coming to mind." Foreign language learning can usually be divided into elementary stage, intermediate stage and advanced stage, and College English definitely falls into the latter. If the first two stages are used for laying a foundation, the advanced stage should be targeted at approaching the goal—the learners' needs and their actual use in social context—as close as possible. Professor XU Guozhang (1978, p. 22) points out the defects of learning general English only, "The four years' English study begin with so-called oral and writing practice and end with them as well. If so, those who have learned general English without any training in other specialties will find it a tough job when they are faced with the task of translation or interpreting in the field of politics, economy, military affairs, science, technology, literature and art, which they have never learned before." Learning general English as a college course was practiced in the early period of China's reform and opening up, when students' English level was not satisfactory. With 40 years' efforts, they have made much progress in English proficiency. For example, the requirement in vocabulary has increased from 700 in 1978 to 2,000 in 2007. In some areas, e.g. in Shanghai, the requirement was 4,000 in 2001 and 4,200 in 2002. (Cai, 2002, p. 11) Therefore, college students should learn ESP courses and/or bilingual/English-only courses on entering college or university. The urgent task is to make a new syllabus, compile or adopt new textbooks, and train teachers who can teach such courses. Suggestions about teacher training: 1) the current College English teachers should purposefully choose one or two specialties besides their own specialty and take several courses by taking the advantage of a higher education institution where they work. 2) Teachers who returned from abroad offer bilingual/English-only courses. If so, we can reach the aim of "four-year continuous English study" which we have always sought, making foreign language a real tool for communication. It is true with the foreign language major, for "with economic globalization, scientific and technological integration, cultural pluralism and information networking, traditional college-style foreign language and culture education can hardly meet the social needs for pluralistic professionals." (Zhuang, 2007, p. 15) ESP courses should be offered to foreign language majors. They should also be encouraged to take courses (as a minor or elective course) in economy, finance, management, diplomacy, military affairs, industry, agriculture, science, technology, etc.

Common Languages and Non-common Languages

The most popular common language has undergone a process of "English →Russian →English". "The one-sided Russian education" in the 1950s and "the overwhelming English education" have affected national development strategy to some degree. Foreign language education planning should be forward-looking to serve national development strategy, for it takes a long period to train foreign language professionals, especially teachers. In China, there are over 1,000 English programs with an enrollment of 1 million English majors. However, what we need is not just the English language. "There are at least 95 official languages used by 175 countries which have a diplomatic relationship with China, not to mention more unofficial languages. From the perspective of the language programs offered in China and the countries and regions in which these languages are used, they are focused on Europe. In contrast, China is lacking in the education programs for non-common languages used in the countries along 'the Belt and Road', for example, the languages used in central Asia, south America and Africa. This reveals the imbalanced distribution

and planning of non-common language education in China." (Shen, 2011, 152) According to statistics, there are 66 non-common language programs with a specialty code designated by China's Ministry of Education. However, the languages urgently needed are well over this figure. Besides, the number of students majoring in these languages with a specialty code is quite limited and far from the actual needs.

The layout of foreign language programs should not be decided by the market alone. The government should give financial support to the language programs which seem have no economic benefits but are needed from the perspective of national development. The economic benefits of those who are arranged to learn such languages should also be ensured. Due to the long-time cycle for training proficient foreign language users, the lack of such people cannot be made up in one day. It is proposed that it is better not to use them when ready than to lack them when needed. Considering the enormous number of foreign language learners, more input to non-common language education is a drop in the ocean.

Foreign Language Education and Native Culture

Foreign language learning itself is cross-cultural communication. How to retain the fine qualities of native culture while learning foreign languages and absorbing the cream of foreign cultures, that is the question. Now, foreign language learners are faced with shocks from foreign cultures—both from the verbal level and the nonverbal level. At the verbal level, the Chinese language has received strong impact from foreign languages, especially English. Quite a lot of foreign words and phrases are used directly in Chinese or mingled with Chinese, e.g. Bye-bye, karaoke, blog, fans, 回头我 call 你, 别忘给我发 e-mail, I 服了 you, 感动 ing, so on and so forth. At the nonverbal level, a large number of Chinese young people are fond of celebrating foreign festivals, e.g. Christmas, Valentine's Day, Halloween and thanks-giving Day. They worship the Western and other foreign cultures blindly. It should be noted that foreign language education is one of the factors that influence a nation's cultural security, which is an essential component in national security and national development.

Domestic Foreign Language Education and Teaching Chinese as a Foreign Language (TCFL)

As far as China is concerned, all languages are foreign languages except the Chinese language and the languages used by Chinese ethnic minorities; as far as other countries are concerned, Chinese is a foreign language. Therefore, TCFL should also be taken into account when we talk about foreign language education. In addition to training Chinese proficient at foreign languages, China should also train and help other countries train foreign Chinese users. TCFL is not confined to Chinese language teaching. It helps to spread Chinese culture and encourages cultural communication between China and other countries.

Discussion and Suggestions

In any period, foreign language education is influenced by domestic and international situations, and its development direction is decided by the government policies. Language planning and foreign language education planning should comply with national development strategy and conform to the tendency of the world development. Considering the long-time cycle for training foreign language professionals, foreign language education planning, especially the layout of non-common languages should be made with forward-looking vision. Currently, the training of the foreign languages used by countries along "the Belt and Road" should be enhanced.

One the one hand, the communication between different cultures should be encouraged; on the other hand, cultural homogenization should be avoided. Especially, we should be vigilant against the dominant cultures' invasion into and devouring of vulnerable cultures. In foreign language teaching, teachers should guide students to learn foreign cultures critically, going to the dregs and absorbing the essence. In China, it is important to add Chinese cultural elements into foreign language teaching by selecting teaching materials which can represent the cream of Chinese culture and offering an elective course "Chinese Culture" taught either bilingually or in English.

The great progress of foreign language education in Chinese primary and secondary education has laid a solid foundation for college foreign language education. ESP courses and specialty courses offered bilingually or in English only should be taken by freshmen from the start instead of learning College English—a kind of general English teaching. Colleges and universities should minimize the importance of College English Test (Band−4 and Band−6) and focus on developing students' practical ability of using foreign languages, to enable them to use foreign languages fluently in their jobs and academic research. Foreign language majors should take elective courses of other specialties, which of course is a tough task. It is therefore suggested that five−year bi−degree programs be offered to foreign language majors, who can spend more time learning non−language courses effectively to develop their inter−disciplinary abilities.

Currently, non−common language majors in China start learning such languages from zero. When they graduate from university, their foreign language abilities can hardly be compared with those English majors who begin to learn from the primary school. Therefore, it is essential that more attention be paid to non−common language education, including teacher training, textbook compiling and more input. It is proposed that non−common language education should start from high school or even primary school.

Finally, it is proposed that we give more input to Confucius institutes in the world and compile textbooks that can both embody the cream and essence of Chinese culture and arouse the students' interest. It is also proposed that educational communication between China and other countries be enhanced, e.g. more high−level teachers of Chinese be sent abroad and more grants be given to students who come to China to learn the Chinese language.

If more appropriate policies are made and more effective measures are taken in China's foreign language education, it will help promote its exchange with other countries and its national development as well.

References

Cai, J. G. (2002). Reduce College English and increase learning efficiency. *Foreign Language World,* 5, 11.

Cai, J. G. (2016). A Study of the efficiency of College English teaching from the perspective of the economics of language. *Fudan Education Forum,* 2, 87.

Department of Higher Education, Ministry of Education. (2007). *College English Course Requirement.* Beijing: Higher Education Press, 3–4.

Department of Higher Education, Ministry of Education. (2015). *A Guide to College English Course.* Beijing: Higher Education Press, 3.

Marschak, J. (1965). The economics of language. *Behavioural Science,* 10 (2), 136.

McDonough, J. (1984). *ESP in Perspective—A Practical Guide.* London and Glasgow: Collins, 29.

Ministry of Education. (2012). *English Course Standard* 2011. Beijing: Beijing Normal University Press, 5.

Ran, Y. P. (2015). Foreign language research should highlight the needs of serving the country and society. *For-*

eign Language and Translation, 2, 2.

Shen, Q. (2011). The evolution of ancient China's foreign language planning. *Fujian Forum (Social Sciences and Education Edition),* 12, 152.

State Language Commission. (2007) *Report on Language Life in China 2006.* The Commercial Press, 8.

Xu, G. Z. (1978). About the task of foreign language teaching in a new situation. *People's Education,* 10, 22.

Zhang, S. J. (2010). Making foreign language learners well-trained with solid foundations, strong capabilities, and high qualities to meet multi-social demands and multi-goal orientations—new thoughts on reform of English-major education. *Foreign Languages in China,* 3, 5.

Zhuang, Z. X. (2007). Reflections on China's translation specialty construction. *Foreign Language World,* 3, 15.

Acknowledgement

Study on Professional Talent Cultivation of English Education in Ethnic Areas' Colleges

Zhang Lihua

Hulunbuir College, Inner Mongolia, China

Email:1123706761@qq.com

[Abstract] The speed of development in China is getting faster and faster in recent years, and international trade and exchanges have been increasingly frequent, which has further promoted the great progress of English education in terms of quality and scale in universities. The demand of the society for high-quality foreign language talents is increasing day by day. However, due to the hinterland, underdeveloped external economy, less qualified teachers, and lower quality of students in ethnic areas, there is a serious gap between the cultivation of English teaching talents and the occupational demand. This paper makes a brief analysis of the current situation of education professional talent cultivation in universities in ethnic areas, and puts forward countermeasures on how to achieve the connection with the occupational demand, in the hope of providing reference suggestions to relevant education workers.

[Keywords] college English education; professional talent cultivation; ethnic areas

Introduction

According to the 2005 "college English education professional personnel training goal" (trial), English education professional personnel training in the 21st century will enrich the knowledge of humanities, science and technology under the premise of the basic skills and professional skills. Knowledge and the ability of independent thinking will be obtained. Professional skills related to work will be mastered. The comprehensive ability of using language will be improved. Thus, a new era for English education professional talent cultivation will put forward higher request, because international competition is increasingly fierce with the rapid development of economy, and single English talent training mode can't meet the needs of society and enterprises, only combining the talent training and professional demand, can students adapt to the development of the society better and realize self-worth. However, due to the limitations of China's national conditions and region, the English education of universities in ethnic areas is relatively backward, information is blocked, communication with the outside world is not frequent, the traditional teaching method is single, and the quality of the teaching staff is not high, which makes the cultivation of high-quality English interdisciplinary talents in this region in short supply. There are both opportunities and challenges for English education in colleges and universities in ethnic areas. It is the top priority of current work to innovate teaching concepts, analyze their advantages and disadvantages and explore teaching methods suitable for their own development.

Current situation of professional talent cultivation in minority areas' colleges

A brief analysis on the status quo of professional talent cultivation in universities in minority areas will be made in the following aspects.

The organization form of classroom teaching is teacher-centered

Because of the geographical location of the ethnic areas, communication with the outside world is not as frequent as coastal areas, economic development is relatively backward, and the teaching model is relatively traditional. The teacher–centered form of teaching organization is run in the most ethnic regions. Due to the limited class hours and abundant teaching contents, the phenomenon of "Cramming education" in college English teaching is still very common. As a result, students are deprived of their main role in learning, so it is inevitable that they will have poor learning enthusiasm for a long time and have little awareness of participating in class.

Weak teaching ability of faculty

Due to the level of economic development, colleges in ethnic areas have less qualified teachers, and many teachers with outstanding teaching achievements choose to teach in big cities. The vast majority of English teachers in colleges in ethnic areas are native, and there are few excellent foreign teachers. Secondly, most English teachers in colleges in ethnic regions have master's degree, and few have overseas study experience and few have doctor's degree, which, to some extent, hinders the realization of talent cultivation goals. At the same time, there are many part–time teachers. These teachers are often retired teachers or temporary substitute teachers. Some of them are too old for their teaching work, and some of them are too busy to devote themselves to college English teaching and scientific research. Therefore, it is difficult for college English teaching in ethnic areas to make innovation and progress in the model, and to meet the talent cultivation goals related to career needs.

Value basic knowledge, despise social practice

Due to the pressure of the college English teaching has a grade examination, four, six level of certificate has increasingly become the "key" for the enterprise recruitment, so pay more attention to master the basic theories of English teaching, teachers will focus mostly on vocabulary, grammar, reading, and ignore the oral communication ability of students and the cultivation of the British and American cultural knowledge. Moreover, students spend most of their time on campus, and social practice is very limited, so the school also believes that organizing social practice may cause a series of safety problems.

Basic principles of college English teaching reform in minority areas

Above all, national characteristics should be reflected. When recruiting students, colleges and universities can appropriately increase the proportion of ethnic students in their region, because they are familiar with local conditions, and have deep feelings for their hometown, the spirit of dedication to their hometown. After entering the school, we should continue to deepen the ideological awareness of serving ethnic areas, popularize the western development strategy, and look forward to a better future. In addition, let students understand the current situation, the public situation and the social demand for English talents, integrate the teaching with national characteristics, and use the resource advantages to strengthen talent cultivation.

Second, it provides students with a wide range of practical opportunities. English teaching in colleges and universities in ethnic areas should first of all strengthen the cultivation of basic skills such as listening, speaking, reading and writing, and provide students with practical opportunities through various channels. For students in grade one or two, activities such as "English corner", "English salon" and English campus radio can be set up on campus, so that students can participate in oral communication. In the third and fourth grades, the school can arrange students to practice in enterprises and establish long-term mutually beneficial cooperative relations with enterprises to provide more opportunities for students' social practice. As the ethnic regions have unique sceneries and cultural atmosphere, the tourism industry is developed, which will attract many foreign tourists to visit. Therefore, the school can establish cooperative relations with large travel agencies, so that students can go to practice and learn about the employment market in advance, so as to make reasonable planning for career.

At the same time, it is necessary to establish a practical teaching system that is consistent with the goal of talent cultivation. What the current society needs is inter-disciplinary talents with solid theoretical foundation, excellent professional quality, and first-class oral communication. Therefore, the talent training goal must reflect this point, and the school should establish a practical teaching system with national characteristics based on regional characteristics.

Strategies for integrating professional talent cultivation and vocational needs of college English education in ethnic regions

In view of the above problems and the current situation, we put forward some suggestions on the combination of professional talent cultivation and career needs of education in ethnic areas.

Strengthen vocational skills training based on regional reality

English teaching has a strong academic character. In the talent training plan that emphasizes the connection with career needs, colleges and universities should pay special attention to the difference between academic training and vocational training. The former focuses on the development of scientific research ability, intelligence level and innovation ability, while the latter emphasizes practical skills that match the development of future employment. From the perspective of employment, the school should focus on vocational skills training, provide students with more opportunities and better social practice, such as teaching view, internships, guide practice, and so on, causes the student to advance social contact, to adjust the direction of their own professional learning and social demand gap, laying a foundation for faster to adapt to the social development in the future. At the same time, the training target of English education professionals in ethnic areas should be accurately positioned to cultivate high-quality English talents in accordance with local conditions and regional development.

Make use of geographical advantages to achieve the combination of school and enterprise

Since the implementation of the strategy of developing the country by relying on science and education, the teaching in ethnic minority areas always adhere to the "adjust measures to local conditions, flexible and pragmatic" principle, and give full play to the enthusiasm of the industry, enterprises and individuals to talent training, promote the diversification of the school, constantly promote joint school, to promote cooperation of universities and colleges, universities and enterprises. Developing advantages in talent and technology, vigorously develop the combination of

production and education, combination between colleges. With a collection of information, technology and practice of integration in ethnic region, comprehensive three-dimensional teaching network was set. College English teaching in ethnic areas should be based on the basic principle of "integrating basic English with industrial English" to establish a curriculum system with distinctive professional characteristics in line with the needs of social market. First of all, more practical courses should be added, including local cultural geography, language skills and academic exchanges, to provide students with a comprehensive and diversified teaching framework. Secondly, colleges in ethnic regions should increase internship opportunities for the students who have not graduated. By school-enterprise integration, students can be integrated into the society in advance, understand the employment prospects and current situation, improve business capacity, and lay a good foundation for career planning. At the same time, the curriculum design should be three-dimensional, which is reflected not only in the timely update of teaching resources, but also in the connection of content and the introduction of social background, such as enriching reading materials from new media and channels, improving students' knowledge system and scope, increasing knowledge reserve and constantly optimizing course structure. Ethnic regions are rich in tourism resources and the number of foreign tourists increases year by year. Therefore, the school should take this opportunity to establish a long-term cooperative relationship with the travel agency and arrange students to practice, so that students can understand the employment status and career demands.

Strengthen the construction of teaching staff and arrange regular training

The innovation of college English teaching mode in ethnic areas is closely related to the overall quality of teachers, so it is particularly necessary to build a "double-qualified" teaching team. First of all, teachers should improve their own theoretical literacy and educational level through professional training, teaching and research, discussion and so on, get in touch with the updated teaching mode and methods, and make teaching resources keep pace with The Times. Secondly, teachers should also go to enterprises for regular training, strengthen their practical ability, accumulate certain social practice, combine teaching and practice closely, improve the pertinence of English teaching, and make college English classes more student-centered and employment-oriented, so that students can apply what they have learned to teaching. At the same time, when recruiting English teachers, schools in ethnic areas should start from professional characteristics, introduce teachers with both theoretical and practical skills, and constantly promote the adjustment, transformation and upgrading of the teaching team. Teachers should pay more attention to the characteristics of education in ethnic areas. In the process of English teaching, they should infiltrate the local customs and people's conditions and development planning, so as to combine the teaching content with the local situation. In addition, teachers should be able to do more than one thing. They should not only have a rich knowledge reserve of this subject, but also have a pass-by approach, expand their knowledge scope and update their knowledge system as much as possible.

Consolidate the basic skills of language knowledge and improve cultural soft power

In recent years, many foreign language experts and scholars reflect that students' listening and speaking ability is poor, and then criticize the traditional teaching mode, stressing that more attention should be paid to the proportion of listening and speaking ability in teaching. In fact, listening and speaking ability cannot be simply equivalent to communicative ability. Besides listening and speaking ability, communication also requires relevant skills, extensive

knowledge of cross–cultural communication and social etiquette. More importantly, good listening and speaking ability must be based on solid vocabulary, grammar and reading ability. Therefore, the only way to improve the comprehensive quality of English is to consolidate the basic skills of language knowledge. Ethnic areas should combine language output and input ability organically, cultivate their independent learning ability, urge students to learn independently from three aspects of attitude, ability and environment, and encourage students to participate in foreign practice activities. Colleges should attach great importance to personnel training and career needs, innovate teaching methods, use network technology and multimedia to teach, make classroom picture and text flourish and develop audio–visual, adapt to the pace of social development and meet students' personalized needs as much as possible. In addition, on the basis of language knowledge learning, the cultivation of students' native awareness should be strengthened and the correct cultural view should be established. Only through in–depth study of the local culture can we better understand foreign culture, accurately communicate China's excellent national culture and cultural characteristics in English, and constantly improve the cultural soft power.

Conclusion

To sum up, the talents training goal of college English teaching in ethnic minority areas should be for the local development and build a steady talent center. By adjusting measures to local conditions, realistic understanding of the local development present situation, reforming the traditional education ideas, develop better talent training scheme will be made to fit with the social development and enterprise needs. School authorities should actively implement the national policies, encourage students to expand the knowledge and ability in practice, and teachers should actively improve their own quality, strengthen studying and update of knowledge. Students grasp the practice opportunity to improve the level of autonomous learning ability and social practice for laying the foundation for entering the work post in the future.

References

Chen, S. Y. (2015). Discussion on the application of multicultural education theory in public English teaching in universities in minority areas. *Journal of Inner Mongolia normal university (education science edition)*, 28(3), 125–127.

Mou, J. (2015). Some thoughts on the teaching of British and American literature in college English majors in ethnic regions. *Journal of education college, Changchun*, 31(18), 98–99.

Mou, J. (2015). Study on current situation and improvement strategies of college English in minority areas. *Campus English*, 35(8), 36.

Qiu, S. B. & Xu, Y. L. (2015). Discussion on the curriculum system setting of education major in colleges in Hubei nationalities region –– taking Hubei Nationalities University as an example. *Journal of education college, Changchun*, 57(2), 58.

Shan, Y. (2015). An interactive study on the improvement of the professional quality of middle school English teachers in Hainan ethnic regions and the pre–service training of colleges and universities. *Journal of Inner Mongolia normal university* (education science edition), 28(7), 90–92.

Yao, Y. H. (2015). Study on education specialty positioning in colleges and universities in Hubei minority region. *Journal of Jiamusi vocational college*, 1, 136–137.

Acknowledgements

A Study on the Teaching Model
of Autonomous English Writing Based
on Pigaiwang

Gao Yan

Jilin International Studies University, Changchun, China

Email: 984883835@qq.com

[Abstract] *In order to promote students' autonomous English writing, the study designed a teaching model of reading — discussion — first draft — automatic feedback — second draft — teacher feedback — final draft on the basis of Juku Pigaiwang (short for Pigaiwang). By the means of questionnaires, interview and comparative analysis, it has been proved that this model can improve students' autonomous writing ability, writing quality and obtained students' positive comments. Therefore, to a certain extent, this teaching model can improve students' autonomous English writing.*

[Keywords] *autonomous English writing; Pigaiwang; teaching model; teaching effect*

Introduction

Autonomous learning ability is one of the important goals of talent cultivation and one of the goals of English teaching. Just as the "Syllabus for English Courses for College English Majors" (2000) emphasizes, English teaching should give full play to students' initiative and creativity, and cultivate students' autonomy, independence and cooperation spirit. With the development of educational science and technology, changes occurred in English teaching. In the field of writing teaching, the automatic assessment system changes the learning and teaching model by effective and quick assessment. Experts and scholars in China and abroad have done a lot of research on its application and effectiveness (Yang & Dai, 2015; Chung & Baker, 2003), but results are various. Therefore, this study chooses the automatic assessment system — Juku Pigaiwang (short for Pigaiwang) to discuss its application in English autonomous writing teaching practice and its effectiveness.

Theory Basis

This study combines the theory of autonomous learning with process writing, and carries out the teaching practice in English reading class.

Autonomous Writing

Autonomous learning is based on cognitive psychology and humanistic psychology. Holec (1981) first introduced the concept of "autonomy" into foreign language teaching. He believes that autonomous learning is the ability for

learners to manage their own learning. Autonomous learning ability includes determining learning objectives, plan-ning, choosing learning methods, supervising and controlling the learning process, implementing the plan and apply-ing learning skills.

The definition of autonomous writing has not been clearly put forward at present. Among many scholars, Tang Fang (2008, p. 26) believes that "autonomous writers should have the following autonomous writing abilities: they should be able to set up autonomous writing learning concepts and have a fairly high level of metacognition in writing; to be able to determine writing objectives, contents, materials and strategies, and to determine writing time, place and progress in order to improve writing level; can monitor themselves and evaluate the whole writing process." There-fore, referring to Holec's and Tang Fang's viewpoints, this study defines autonomous writing as the learner's ability to manage his/her own writing process, i.e. the learner can set up an autonomous writing awareness and independently complete the writing process. In this process, learners can use writing metacognitive strategies and writing strategies.

Process Writing Theory

Wallace Douglas, the initiator of the process writing method and a professor at Northwestern University, clearly pointed out: "Writing is a process, and what the writing class should teach is a step-by-step operation method that constitutes the writing process" (as cited in Judy, 1981, p. 16). The writing process includes five steps: pre-writing preparation, first draft, feedback, revision and final draft. It regards writing as a complex and circular psychological cognitive process, thinking creation process and social interaction process (Judy, 1981). Therefore, process writing theory is suitable for cultivating students' autonomous learning ability, and with the aid of automatic assessment sys-tem, it can play a more important role in cultivating students' writing ability.

Research Methods and Tools

This study attempts to establish an autonomous English writing teaching model based on the Pigaiwang, and at the same time to test the effect of this teaching model from three aspects: composition quality, autonomous writing ability, and students' evaluation of Pigaiwang.

The subjects of this study are 57 sophomores majoring in English in a university. They are in two natural classes taught by the same teacher. They all have similar English learning backgrounds.

The study conducts an action research with the help of questionnaires, comparative analysis and interview.

Questionnaires are given out before and after the study to investigate the development of students' autonomous writing ability. The questionnaire examines students' writing concept, writing motivation, writing confidence, writing strategy and metacognitive strategy.

Before and after the study, two writing tests are conducted and the compositions are evaluated and compared by three Chinese teachers and one foreign teacher who have been engaged in English writing teaching for a long time. The evaluation includes structure, content, diction, grammar, writing norms. After the comparison, the study tries to find out the changes in writing quality before and after the teaching practice.

Nine students are selected according to revision times recorded by Pigaiwang. They are those who revised most frequently, less frequently and the least frequently. With the consent of the interviewee, the conversation was record-ed and transcribed for analysis. The questions mainly include how was the experience of using Pigaiwang? What made you want to write? What were the aspects of Pigaiwang that made you not want to write? How did you overcome it?

The study will make adjustments after each writing exercise according to students' performance, interview and analysis of students' composition.

Teaching Model of Autonomous English Writing Based on Pigaiwang

The teaching model is established based on the following principles and will be specified in the following part.

Principles

Promoting writing by reading: Reading and writing are two important ways of input and output in second language acquisition. According to the theory of input and output, input and output depend on and promote each other. This study arranges writing practice in English reading class, following the "reading—discussion—writing" mode to promote writing by reading.

Step—by—step training: According to the theory of process writing, the whole writing teaching is divided into five phases: pre—writing preparation, first draft, feedback, revision and final draft. Therefore, the teaching model follows these five steps.

Improving autonomous learning ability: The concept of autonomous learning runs through the whole teaching design, and students' independent learning ability is cultivated from writing motivation, writing concept, writing confidence, writing strategy and metacognitive strategy.

The teaching model

According to the above principle, the study proposes a teaching model for autonomous English writing, that is "reading—discussion — first draft — automatic feedback — second draft — teacher feedback — final draft". The details are listed as follows (see fig. 1 for details).
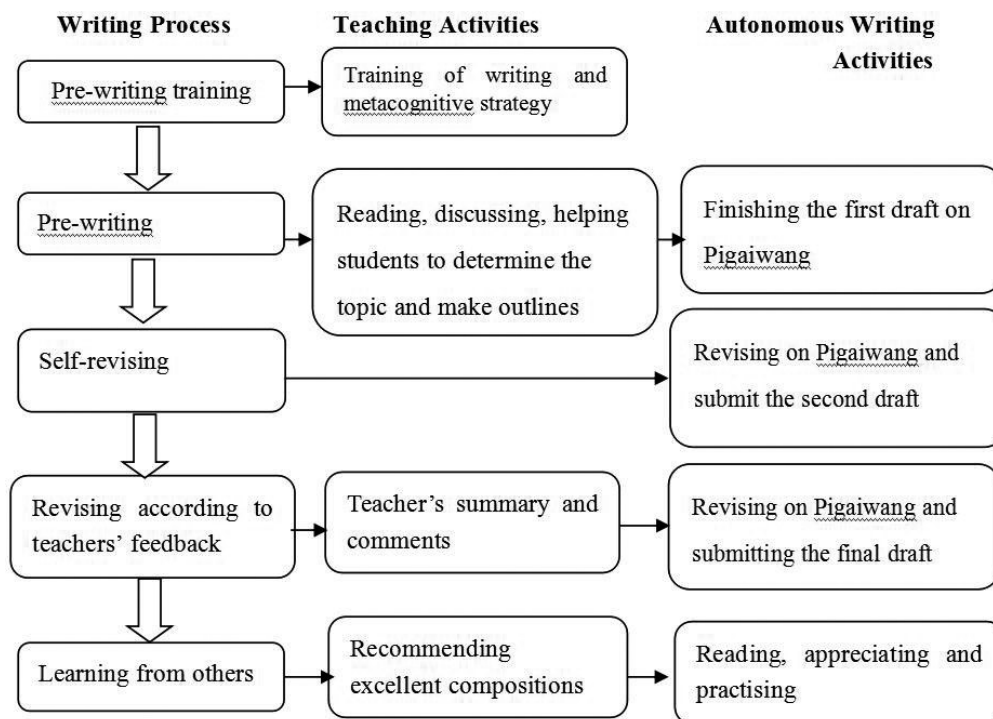

Figure 1 Teaching Model of Autonomous English Writing Based on Pigaiwang

1. Pre-writing training

At the beginning of the semester, students are given strategy training and writing task arrangement. The strategy training includes the training of writing strategy, metacognitive strategy and the use of Pigaiwang. The writing task is three different types of writing exercises.

2. Pre-writing preparation

The pre-writing preparation is the planning stage. Students are required to collect materials, select themes and genres. These activities are involved in English reading class in the form of reading and discussion. Therefore, the pre-writing preparation and reading class are integrated.

3. Self-revising

After class, students revise the first draft on Pigaiwang for an unlimited times until they are satisfied. They will submit the second draft and submit the "Self-revision Reflection Report". "Self-revision Reflection Report" is a summary of the problems and revision methods found by students in the revision process, so as to strengthen self-monitoring and evaluation and promote self-learning and internalization of knowledge.

4. Revising according to teachers' feedback

The teacher evaluates students' compositions, summarizes the students' overall writing performance and comments on common problems in class based on the data provided by the Pigaiwang. After that, the students follow the teacher's comments and advice to revise their writings on Pigaiwang and submit the final draft.

Learning from others

5. Learning from others

After the students submit the final draft, the teachers selects excellent compositions and recommend them to all students to learn on Pigaiwang. Students could read, appreciate them and practise what they learn from others.

The Effect of Teaching Model of Autonomous English Writing Based on Pigaiwang

After a semester of teaching practice, it is found that Pigaiwang can promote students' autonomous writing ability and improve writing quality to a certain extent. Students basically recognize that Pigaiwang can promote autonomous writing in some aspects. The specific results are as follows.

Improvement of the ability of autonomous writing

Through the investigation by questionnaires, the author investigates the changes of autonomous writing ability from five aspects: writing motivation, writing confidence, writing concept, writing strategy and metacognitive strategy, and obtained the following results.

After the survey, 84.21% of the students think that Pigaiwang can bring fun to writing, that is, from internal motivation, which is higher than that before the study (56.7%). As for writing confidence, 85.97% of the students agree to use Pigaiwang to increase writing confidence. The students' writing concept has also changed. 86.33% of the students realize that continuous practice and feedback are the key to improving their writing ability, higher than that in the first investigation (48.5%) . However, only 57.9% of the students think that writing is relatively easy, which shows that students realize that writing is a relatively difficult skill.

82.46% of the students make self-revision after writing, higher than that in the first survey (68.3%) . Most of the students (64.91%) think that besides self-revision, external assistance, i.e teacher's evaluation, is also very helpful

to them. As for metacognitive strategy,in the second survey, 89.48% of the students can set their own goals and make plans, 80.71% can make self—summary and evaluation, but only 57.9% can make self—adjustment in writing. Where— as, in the first survey, 70.4% of students can set their own goals and make plans, 50.1% can make self—summary and evaluation, and 36.9% can make self—adjustment in writing.

The above results show that, on the whole, the teaching model can improve students' autonomous writing ability, but it is also found that students need peers or teachers' assistance; in addition, they need to improve self—adjust— ment in writing.

Improvement of writing quality

In order to test the changes in students' writing quality, the author organizes teachers to evaluate and compare the composition before and after the study. The results are as follows (see Table 1):

Table 1 Scores of Composition Before and After the Study

Grading items and percentage	Average score before the study	Average score after the study
Structure (25%)	18.3	19.1
Content (25%)	17.4	18.2
Diction (20%)	12.7	15.2
Grammar (20%)	12.3	14.8
Writing norms (10%)	6.4	6.7
Total (100%)	**67.1**	**74**

According to Table 1, the scores of last draft are much higher than those of the 1st draft, which shows that the teaching practice has improved writing quality to a certain extent. In terms of each item, vocabulary and grammar scores are improved more. The score of structure, content and writing norms are not improved much. According to the interviews with students, they agree that Pigaiwang is helpful to the revise vocabulary and grammar errors; whereas it is not so helpful to improve structure and content.

Students' positive comments on Pigaiwang

In the interview, students give positive comments on Pigaiwang. They think that Pigaiwang has abundant and convenient functions, such as fast and timely feedback, clear and detailed sentence—by—sentence comments, and therefore, it increases their interest in writing. They also say that after the writing practice, the accuracy of spelling, choice of words and sentence writing have been improved, and they have basically mastered how to use advanced and authentic vocabulary.

Implications and Conclusion

Through this study, it is found that Pigaiwang can promote students' autonomous writing ability and students'

English writing quality. Students also agree that Pigaiwang can promote autonomous writing in some aspects and have positive comments on it.

However, there are still some problems. From the interview, the students also reveal some deficiencies of Pigaiwang. First of all, students say that Pigaiwang does not give much feedback on the structure and content. Secondly, students say that sometimes the mistakes in the text are still unsolved. Finally, Pigaiwang has some problems in recording students' revising times. The above questions show that the Pigaiwang still needs further improvement.

All in all, with the development of big data, teachers need to consider how to make a good use of advanced educational technology, to know specifically the characteristics of educational technology, to investigate to what degree students make use of the technology, and how teacher could wisely involve advanced technology in real class. The above problems are still worth further research and discussion.

References

Biggs, J. B. (1979). Individual differences in study processes and the quality of learning outcomes. *Higher Education,* 8, 381– 394.

Chung, G. K. & E. L. Baker. (2003). Issues in the reliability and validity of automated scoring of constructed responses. In Shermis, M. D. & Burstein, J. (eds.) *Automated Essay Scoring: A Cross-Disciplinary Perspective.* Mahwah, NJ: Lawrence Erlbaum.

English Section of the Advisory Committee of Foreign Languages Programs in Higher Education. (2000). Syllabus for English Courses for College English Majors. Retrieved 8 September 2019, http://dxwyb.ymcn.gx.cn/info/1014/1568.htm.

Holec, H. (1981). *Autonomy and Foreign Language Learning.* Oxford: Pergamon Press.

Judy, S. N. & S. J. Judy. (1981). *An Introduction to the Teaching of Writing.* Illinois Scott: Foresman Company.

Tang, F. & Xu, J.. (2008). Review of Research on English writing autonomy in China and Abroad. *Foreign Language World,* 4, 26–33.

Yang, X. & Dai, Y. (2015). An Empirical Study on College English Autonomous Writing Teaching Model Based on www. Pigai. Org. *Computer-assisted Foreign Language Education,* 162, 17–23.

Zimmernian, B. J. (1989). A social cognitive view of self–regulated learning. *Journal of Educational Psychology,* 81(3), 329–339.

Acknowledgements

The Applicable Standard Exploration of Language Assessment in Local Universities

Lin Zhumei

Eastern Liaoning University, Liaoning, China

Email: 17758572@qq.com

[Abstract] *As a crucial part of ESL (English as a Second Language) teaching, language assessment contributes significantly to reflecting both the advantages and the disadvantages of ESL teaching, and it's conducive to enhancing the effectiveness and promoting the quality. This essay takes the local universities in Liaoning Province (in China) as an example to address the urgent demand of applied ESL talents. In order to upgrade the integrated competence of the non-English major students in Liaoning Province, the old industrial base in Northeast China, which is on the way of the overall revitalization, this paper underscores the interaction between language service and language assessment. Predicated upon the present situation of language assessment in local universities, the paper puts forward some suggestions to construct the applicable standard of language assessment: the standard setting before ESL service; the standard applying in ESL service; the standard adjusting after ESL service.*

[Keywords] *Applicable Standard; Language Assessment ;Language Service; Local Universities*

Research Background

As a significant part of higher education, the ratio of local universities is more than 95% of the total number of the institutions in China. The assurance and improvement of higher educational quality has become an urgent problem to be solved. "The 13th Five-Year Training Plan of University Talents in Liaoning Province" stressed to speed up the cultivation of creative internationalized talent and promote university students well-developed and adapt to the social demand, which is set as the fundamental measure of talents training level. Efforts should be made to train application-oriented, multi-disciplinary and skilled talents with innovative spirit and practical ability (Chang, 2011). Language assessment is an important means to measure the effectiveness and the practicability of ESL (English as the Second Language) teaching. The purpose of language assessment is to provide a scientific measurement tool. So far, however, the students' knowledge and skills in local universities are evaluated incompletely and away from the practicability, the applicable standard of language assessment in local universities has not been really formed. Language assessment in local universities is under scrutiny because it creates tensions between standardization and measure-ability and influences learners' development of creative thinking and reflective competence. As a crucial part of ESL (English as a Second Language) teaching, language assessment contributes significantly to reflecting both the advantages and the disadvantages of ESL teaching, and it's conducive to enhancing the effectiveness and promoting the quality.

Literature Review

Language Assessment

Chomsky (1957) claims that language testing comes along with language teaching. Since the mid-1980s, the advent of communicative language teaching has been putting the communicative language testing under much attention. The viewpoint of language assessment during this period aims to evaluate whether students can use the language they have learned to communicate effectively in a certain context for effective communication, exchanging thoughts and feelings, so as to communicate smoothly with each other. A striking feature of modern language assessment is the stress on the consequences, morality and fairness of the evaluation. Language assessment has changed from attaching importance to language structure to language function, from valuing objectivity and trustworthiness to emphasizing validity. In the perspectives of constructs and theoretical focus, Bachman (1996) puts forward the communicative language testing theory, which believes that the quality of a language test depends on its "usefulness", which includes six aspects: authenticity, reliability, validity, discrimination, feasibility and backwash. Language testers used to focus on the professional aspects of testing, whereas the social and political factors were ignored (Yang & Gui, 2007). Su Dingfang and Zhuang Zhixiang (2008) believe that the ability evaluation of the subjects to use language in different contexts is closer to the actual process of language application.

Language Service

As an indispensable communicative tool in social life, language plays an extremely important role in serving social and economic development. In the perspective of industrial service, Treven (2006), Sparrow (2007), and Patrickson (2009) put forward some issues, such as the influence of language competence on communication, the standard of language competence in the process of talent recruitment and selection, the test and the analysis method of language competence. Joy Davies (2007) proposes that the competitive core of modern leisure tourism is no longer price, but service capability and quality, in which language service plays an important role. Patrick Goethals (2015) analyzed the relationship between hotel language service and hotel rating based on customer evaluation of hotel language service. Guo Xiaoyong (2010) pointed out that language services include translation and localization services. Li Xianle (2012) analyzed the economic value of language services from the viewpoint of language service providers and consumers. Chen Peng (2014) claims that generalized language services have a professional language service and industry services, professional language service is to provide service of products, including language translation, language training, technology and support services. Industrial language service is mainly dependent on the language service of various industries.

Research Questions

The research questions in this study are:

1) What is the current situation of language assessment in local universities?

2) Is there a correlation between language service and language assessment ?

Research Design

Participants

The respondents of the investigation are the students majoring in tourism management in local universities of Li-

aoning Province in China. 230 university students are involved in the questionnaire, including 109 males (47%) and 121 females (53%).

Materials

The investigation is divided into two stages: before and after professional practice. Prior to the internship, most of the students who took the questionnaire have passed college English test (Band 4 or Band 6), and they have a certain level of English knowledge. After the internship, the students have a further understanding of language service and practical application. Through two questionnaires and contrastive analysis, this study summarizes the existing problems and deficiencies of ESL teaching and language assessment in local universities, the strategies to reconstruct the applicable standard of language assessment are to be discussed (Two appendices are attached.).

Methods

The study was carried out in a variety of ways(documentary method, case analysis method, questionnaire and interview, method of comparative analysis). Meanwhile, the research team visited some local enterprises and institutions to learn about the basic requirements and social needs of English talents.

Procedure

The questionnaires were sent to students in Jun 2017 and Mar 2018. Totally, 223 valid questionnaires were recovered, with a recovery rate of 97%.

Measurement

Based on Byram's multidimensional model of IC (Fantini, 2000), Fantini's evaluation scale of IC (Fantini, 2007), and the situation of the language assessment, a set of assessment scale for university students is built by consisting of two dimensions and 25 descriptors. The questionnaire of this study mainly includes language service and language assessment, all of which are based on the Likert 5 point scale.

In this study, the data of 223 valid questionnaires of the two scales were collected, and the internal consistency was tested by statistical software SPSS17.0.The reliability coefficient of the two scales is between 0. 964 and 0. 977, and the measurement scale complies with the reliability requirement of the empirical study. The design of the scale in this study is based on the existing literature, and according to the actual situation of the research object, we adjusted and adapted the measurement scale to make it as valid as possible.

Research Results

Predicated upon the data of 223 valid questionnaires collected, we carried out the descriptive statistics and the correlation analysis.

Result Statistics for Each Factor in the Scale

It can be seen from Table 1 that the scores of each dimension in Language Service are between 1.0 and 1.9, the scores of each dimension in Language Assessment are between 1.9 and 4.1. It shows that the average level of Language Assessment is higher than that of Language Service.

Table 1. Descriptive statistics for Each Factor in the Scale

VARIATE	FACTOR FACTOR	MEAN VALUE	STANDARD DEVIATION
Language Service	English Translation Service	1.3667	.48596
	English Training Service	1.5167	.50394
	English Interpretation Service	1.0167	.12910
	Information Consulting Service	1.2833	.45442
	English Writing Service	1.6667	.65527
	Cultural Referral Service	1.1167	.32373
	English Assistance Service	1.2000	.42013
	English Editing Service	1.9333	.75614
	Foreign Affairs Service	1.3167	.53652
	Festival Service	1.4000	.52722
Language Assessment	Linguistic Knowledge	4.1667	.74029
	Linguistic Skills	2.8833	1.1802
	Specialized Knowledge	2.9500	.928327
	Specialized Skills	2.4333	.64746
	Post Knowledge	2.6500	.60572
	Post Skills	1.9833	.70089

Note: The factor evaluation of the scale ranges from "1" ("very little/very poor") to "5" ("very much/very strong")

n = 223

Correlation Analysis of Statistical Results.

The results in Table 2 shows that Language Service and Language Assessment are positively, significantly corre‒lated (Sig<0.05). This indicates that Language Service and Language Assessment are inseparable and mutually rein‒forcing. Namely, both Language Service and Language Assessment are related to each other.

Table 2. Correlation Analysis of Statistical Results

VARIATE	Language Service	Language Assessment
Language Service	1	.958* .042
Language Assessment	.958* .042	1

*. Significant correlation was found at the 0.05 level (bilateral).

The independent sample test results of the data in table 2 showed that there is strong correlation and high sig‒nificance level between Language Service and Language Assessment, and there is no significant difference (P > 0.05). Language Service is positively correlated with Language Assessment (r = 0.958).

Suggestions

The research above shows that language assessment does not exist independently, and it is closely related with Language Service. That's to say, Language Assessment of ESL teaching in local universities needs to be in line with the industry production process and professional standards, to be connected with industrial development, to understand the vocational standards and requirements of ESL personnel training in foreign-related industries and enterprises. Both local universities and enterprises need to make joint efforts to formulate applicable ESL evaluation standards. Authenticity and interactivity must be emphasized in the standard setting of language assessment.

Local universities in Liaoning Province that are in the period of transformation and development need to strive to cultivate interdisciplinary talents of "English + major". By means of integrating language knowledge and operational skills as a whole part, the applicable standard of language assessment for ESL teaching in local universities should be based on the cooperation-focused mode between local universities and corresponding industries. Predicated upon the investigation and the problems arising in the students' Language Service, some innovative ideas and constructive proposals for the standard of Language Assessment in local universities are presented.

Standard Setting before ESL Service

As for ESL teaching, its monitoring and evaluation should reflect the principle of "putting knowledge into practice" so as to achieve the objectives of practical and industrial evaluation. Before ESL service, ESL teaching could be assessed from a variety of competency standards, such as language competence, communication ability, specialized ability, innovation ability, etc. Only in this way, could students' abilities in various aspects be demonstrated. In addition, job responsibilities for different types of post groups in various industries may be simulated. The integrated assessment standard between local universities and the enterprises should be made, which may help check the students' mastery of ESL knowledge and their ability to use in practical communication. Meanwhile, ESL teaching may be reflected and improved.

Standard Applying in ESL Service

In order to meet the needs of enterprises, ESL teaching in local universities should focus on the cultivation of language output ability, that is, acquiring industry-relevant information, exporting industry content and communicating with each other in English. Based on the results of the survey, ESL teaching in local universities should formulate effective evaluation criteria so that students can implement the linguistic knowledge and professional skills they have learned into ESL service and the ability to "use" English they have mastered into practical work, improve their service ability and working skills.

Standard Adjusting after ESL Service

According to the questionnaires that are actually recovered, 82% of the students believe that the standard of language evaluation should be targeted in accordance with the demand of industrial post and the specialized ability to check the actual application of English. Only 28% of the students believe that the relevant content in books should be examined. It is found from the interview of teachers that about 80% of the evaluation content comes from textbooks, and none of them is related with some industry. It can be seen that students' ability to use ESL to solve problems and to be competent for post needs to be further improved. What's more, the Standard Operation Procedure (SOP) of some

enterprises is neither practical nor operable, just a form or not in line with its own reality. In a word, the stereotyped SOP doctrine is rigid and cannot be used as the industry standard of ESL teaching assessment. Based upon the enterprise's post work process, norms and post skills standards, students in local universities need to do internships in the industry, so as to achieve the connection between ESL teaching and language service. By introducing the operation mechanism of enterprises, language assessment is carried out in the form of work tasks or serving enterprises.

To sum up, the applicable standard of language assessment in ESL teaching of local universities should serve the development of regional economy as the aim, perform universities' function of social service, and improve the soft power of international cooperation and industry competition.

References

Bachman, L. F., & Palmer, S. (1996). *Language Testing in Practice.* Shanghai: Shanghai Foreign Language Education Press.

Chang, S. J. (2011). Research on the present situation of university English talents training in Liaoning Province. *Journal of Changchun Education College,* 1, 118–119.

Chen, P. (2014) . Several basic theoretical problems of industry language service. *Language application,* 3, 117–124.

Chomsky, N. (1957). *Syntactic Structure.* Princeton: Mouton and Co.

Davies, J. (2007). A study of language skills in the leisure and tourism industry. *The Language Learning Journal,* 21(1), 66–67.

Goethals, P. (2016). Multilingualism and international tourism: a content and discourse–based approach to language–related judgments in web 2.0 hotel reviews. *Language and Intercultural communication,* 2, 1–19.

Guo, X. Y. (2010). Development status, problems and countermeasures of Chinese language service industry. *Chinese Translation,* 6, 34–37.

Li, X. L. (2012). Value and benefit of language service –– a case study of Nanjing language service survey. *Institutional Economics,* 2, 172–186.

Patrickson, M. (2009). Assessment of communication skills manager selection. *Journal of Management Development,* 28(2), 109–112.

Sparrow, P. R. (2007). Globalization of HR at function level: for UK–based cases studies of the international recruitment and selection process. *The International Journal of Human Resource Management,* 18(5), 845–86.

Su, D. F. & Zhuang, Z. X. (2008). *Modern foreign language teaching: theory, practice and method.* Shanghai Foreign Language Education Press.

Trevens, S. (2006). Human resource management in the global environment. *Journal Of American Academy of Business,* 8(1), 120–12.

Yang, H. Z. & Gui, S. C. (2007). Sociological thinking on language assessment. *Modern Foreign Languages,* 30 (4), 368–374.

Teaching Voice in ESL Writing

Weng Jin

Liaoning University of International Business and Economics, Dalian,China

Email: 643813458@qq.com

Phillip Elliott

Dalian University of Foreign Languages, Dalian, China

Email: Jim-58682726@qq.com

[Abstract] *English as a Second Language (ESL) instructors commonly observe that ESL students' writing voices are in the process of developing. Spandel (2005) suggests that voice should be one of six characteristics of writing that teachers ought to instruct and assess. The other five characteristics are ideas, organization, word choice, sentence fluency, and conventions. But why exactly should voice be taught, and how should it be taught? These are questions the authors attempt to answer in this paper by appealing to the works of Zhao (2012), Harford's Eight-Step Strategy (as cited in Gao, 2011), and by applying the authors' own extensions to Harford's work. A step-by-step approach is described that helps improve student' writing by developing their writing voices.*

[Keywords] *metadiscourse; writing techniques; second language learners; language development*

Introduction

The word voice, with respect to writing, is frequently defined as the distinctive style or manner of expression of an author (Payne, 1995). All great writers have a distinctive voice: Edgar Allen Poe, Mark Twain, Ernest Hemingway, Elizabeth Bishop, among the many great literary figures of America, had their individual, unique writing voices. In fact, all writers have a voice. In the ESL classroom, students' writing voices in their second language (and perhaps also in their first language) are typically just beginning to develop. Spandel (2005) suggests that voice ought to be one of six characteristics of writing that teachers instruct and assess. But why exactly should voice be taught? What benefits do students derive from it? The authors believe by teaching students about voice, second language learners will be enabled to improve their writing in two important areas, namely, in their commitment to their writing, and in their relationship with their readers. The authors will demonstrate these benefits within the paper, but for now another question must be posed: How does one teach voice, given that, by definition, it is the "distinctive style" of an author?

Background

Zhao (2012) researched the dimensions and features of voice in second language writing. The authors believe her description is useful for teaching students about voice, particularly second language learners who may be struggling with writing. In her study on voice strength in second language argumentative writing, Zhao outlines three di-

mensions of voice: 1) Commitment to Topic, 2) Confidence and Fairness, and 3) Personal Interaction with Readers. Each of these dimensions of voice are said to contain three to four concrete features. The authors find Zhao's study to be a valuable resource for writing teachers, given the fact that she quantifies voice in such a way that teachers can explicitly teach its features and students can explicitly use them to improve their writing. The authors will next present Zhao (2012)'s voice dimensions and features and illustrate these by developing a composition on the topic of education and mobile phone usage.

Dimension 1: Commitment to Topic

Central Idea

For writers to commit to their topic, they must provide a central, controlling idea. For example, the following sentence provides a controlling idea for a paper on mobile use in education: *The use of mobiles in the college classroom has become problematic in China.*

Clear Point of View

As Zhao (2012) discovered, a clear point of view must be shared with readers to strengthen an author's commitment to his or her topic. To illustrate, the authors will develop the central idea expressed about mobiles in the classroom with the following, clearly stated point of view: *I am in favor of managing students' use of personal mobiles in the classroom.*

Support

It is not enough to simply state a point of view. Western rhetoric emphasizes the need to offer readers sufficient support and content to bolster one's point of view, as in the following illustrative paragraph, which includes survey and interview data (logos and pathos) as support:

Most teachers I spoke with suggested students turn off their mobiles before class begins. I interviewed ten classmates and all agreed it was difficult to resist the temptation to text friends and check messages while in class. My classmate, Crystal, said: "I am too attached to my phone! If I could detach during class, I think I would do better in my studies."

Directives

Directives have been defined in a number of different ways (Craven and Potter, 2010). For the authors, directives are a type of soft command or imperative. In writing, directives show the author has committed to the topic because the directives typically introduce additional supporting material. Take, for instance, the following paragraph, which continues the paper on cell phone usage in the classroom (the directives are bold-faced):

Let me give another reason why restricting mobile use in the classroom is a good idea. Consider the health benefits in regularly disconnecting from one's phone during class: It allows students to rest their eyes and it also allows students to focus their minds.

Dimension 2: Confidence and Fairness

In this dimension of voice, which allows the writer to develop his or her ethos and credibility, Zhao (2012) identifies three features that demonstrate an author's confidence and fairness: Hedges, boosters, and attitude markers.

First, the authors would like to share the research of Loi Chek Kim and Jason Miin-Hwa (2013), who compared English and Chinese research article introductions. One of their findings was that interpersonal categories like hedges, boosters, and attitude markers have varying importance in English and Chinese writing. Whereas in both English

and Chinese, hedges are a frequent interpersonal category by which the writer shares his or her personality and atti-tude with readers, attitude markers and engage markers, on the other hand, rarely appeared in the Chinese research article introductions that Kim and Miin-Hwa examined. This is all to say that, in the authors' opinion, not only are the elements of voice important to teach on their own accord, but second language learners in particular should realize that voice in their native language is likely to differ from voice in English, and, thus, they will need to make adjust-ments accordingly. Returning to Zhao (2012), here are some typical examples of hedges, boosters, and attitude mark-ers:

Hedges: *appear to be; less likely; tend to; could be; to some extent*

Boosters: *they actually make us safer; they clearly are better; there is little to contradict*

Attitude Markers: *evidently; surprisingly; unfortunately; it is regretful that; hopefully*

Applying these features to the topic of cell phone usage in the classroom, the authors offer the following para-graph to illustrate. The hedges, boosters and attitude markers are presented in bold face:

To be fair, to some extent cell phones can have pedagogical uses in the classroom. For example, students can look up unfamiliar words, they can find material that the teacher references, and they can find answers to their questions, since teachers cannot always answer every student's question during class. I believe such edu-cational uses could be allowed. Clearly, teachers want students facing forward, listening, taking notes and participating, instead of lowering their heads, staring into mobile screens, and tuning out. Restricting mobile use could remarkably improve teacher-student and student-student interactions. I am fortunate to attend a school that understands the detrimental effects that mobiles can have at school. I am hopeful that change to classroom policy will be made soon to address this growing concern.

Dimension 3: Personal Interaction with Readers

Zhao (2012) has included interpersonal categories (booster, hedges, attitude markers) in the second dimension of voice. Hyland (2005), a leading researcher on discourse, also offered an organizational scheme for interpersonal dis-course categories. The authors follow Zhao (2012)'s division of features for the purpose of this paper and consider now those she includes in Dimension 3. In this last dimension of voice she has included the following features: Self-mentions; reader pronouns; and personal asides. Self-mentions include words like *I, we, the author, the authors,* and so forth. Reader pronouns are, as one might guess, words like *you, reader, readers, one,* and the like. Personal asides are statements made which are ancillary in nature and perhaps somewhat off-topic, but which the writer wishes to in-clude anyway (usually in parentheses). The authors offer the following paragraph to illustrate the features of this third dimension of voice, again, developing the topic of mobile usage in the classroom. Features are bold-faced:

My opinion is that the sooner the school authorities address mobile usage during class, the sooner students will im-prove in their academic studies. That is also what my friend, Pisces, said. We students all want guidance that will lead us to achieve better academic results. If you were struggling with extreme attachment to your mobile phone, wouldn't you want your school to help you monitor this behavior? I am sure you would. To conclude, I am not asking for extreme changes to school policy (I am not asking for phones to be banned from classrooms, for instance), simply some restriction to make learning in the classroom easier to accomplish.

To summarize this section, there are three dimensions of voice, each of which includes three to four concrete fea-tures, which teachers can teach and which students can explicitly apply to their writing. Table 1 offers a summary of

the dimensions and features presented in Zhao (2012). By including these features of voice in their writing, students are able to strengthen their commitment to the writing and their relationship with the readers:

Table 1. Dimensions and features of voice (Zhao 2012)

Dimension 1: Commitment to Topic	Dimension 2: Confidence and Fairness	Dimension 3: Personal Interaction with Readers
Central Idea	Hedges	Self−mentions
Clear Point of View	Attitude Markers	Reader Pronouns
Support	Boosters	Personal Asides
Directives		

Teaching Voice to Students: An Explicit Approach

In this section, the authors offer their approach to teaching students how to incorporate features of voice as a means to improve their compositions. The authors believe this approach is particularly beneficial for students who struggle with writing and for all writers who may occasionally experience writer's block. The approach begins with the Eight−Step Strategy developed by Julia M. Harford (as cited in Gao, 2011). Harford's eight−step strategy helps students with paragraph development. The authors then take the paragraph developed with this strategy and expand it into a more complete paper, by incorporating features of voice.

Harford's Eight-Step Strategy

Step One: Choose Your Topic

Harford supplies the students with a partial sentence, asking them to complete it, as a means to decide on a topic: *My paragraph is about…* This simple step helps students focus on a central idea for their paragraph. For example: *My paragraph is about my trip to the zoo.*

Step Two: Developing Topic Sentence Choices

Next, students are asked to write down several sentences they could use as a topic sentence for their paragraph. These are alternatives, from which students will choose one to serve as their topic sentence at a later time. For example:

1. My visit to the zoo was fun.

2. My parents and I went to the zoo.

3. I will never forget my visit to the zoo.

Step Three: Brainstorm

In Step Three, students brainstorm a list of words and phrases they could use to describe and develop their topic. Continuing with the topic on the trip to the zoo, a student might brainstorm this list:

List: *giraffes, panda, 'do not pet' signs, give food to animals, monkeys, noises, afraid, mother and father*

Step Four: Sentence Making

Students are now asked to choose some of the words and phrases they wrote down in Step Three and combine

them to create four sentences. For example:

1. I gave food to a panda.

2. There were two giraffes.

3. Signs read 'Do not pet' the animals.

4. The monkeys looked at me and I was afraid.

Step Five: Order Sentences

Students put their four sentences in order. Typically students will choose a chronological order, or some order of importance. Here is the order chosen for the story on a trip to the zoo:

The signs read "Do not pet" the animals. The monkeys looked at me and I was afraid. There were two tall giraffes. I gave food to one panda. (chronological order)

Step Six: Choose Topic Sentence

In Step Six, students are asked to return to Step Two and choose one of the sentences they wrote down as their topic sentence. In this story on the zoo trip, the following sentence was chosen:

I will never forget my visit to the zoo.

Step Seven: Closing

In this step, students are asked to write a sentence that will serve to close the paragraph. For the zoo story, the sentence chosen was the following:

I hope to return to the zoo soon.

Step Eight: Put It Together

At last, students are asked to combine Steps Six + Five + Seven to create their paragraph. Here is the sample paragraph:

My paragraph is about my trip to the zoo. I will never forget my visit to the zoo. Signs read "Do not pet" the animals. The monkeys looked at me and I was afraid. There were two tall giraffes. I gave food to one panda. I hope to return to the zoo soon.

Using this Eight–Step Strategy, Harford is able to assist apprentice–writers in creating a complete paragraph. She teaches them how to choose a topic, how to develop a topic sentence, how to give details to develop the paragraph, and, lastly, how to close the paragraph.

Extending the Eight–Step Strategy with Features of Voice

Next, the authors offer a means to further develop one's paragraph into a more complete paper, using the features of voice described by Zhao (2012). This expansion involves the following:

1. Developing Content (Voice Dimension 1)

2. Adding Directives (Voice Dimension 1)

3. Adding Hedges, Boosters and Attitude Markers (Voice Dimension 2)

4. Adding Self-Mentions, Reader Pronouns and Personal Asides (Voice Dimension 3)

Developing Content

Returning to the paragraph developed with Harford's eight-step strategy, the authors suggest the following additional steps, or extensions, to further expand the writing. Steps are identified as Extension 1, Extension 2, and so forth.

Extension 1: Wh-Questions, Dimension 1

In Extension 1, students are asked to return to each of the sentences in their initial paragraph, and ask two Wh-questions about it, and supply the answers to their questions. Next, students are asked to modify their original sentence by using the new content from the answers to their questions. This process is illustrated here for each of the sentences of the original paragraph on the trip to the zoo:

Sentence 1: *My paragraph is about my trip to the zoo.*

Wh-Q 1: When did you go? Last fall.

Wh-Q 2: Who did you go with? My mother and father.

Modification: *My story is about my trip to the zoo last fall with my mother and father.*

Sentence 2: *I will never forget my visit to the zoo.*

Wh-Q1: Why not? I had so much fun.

Wh-Q2: How often do you go? This was my first time.

Modification: *I will never forget my visit to the zoo because it was my first time and I had so much fun.*

Sentence 3: *Signs read 'Do not pet' the animals.*

Wh-Q1: Where did you see the signs? When I walked around the zoo.

Wh-Q2: How did you feel? I was sad because I wanted to pet the animals.

Modification: *When I walked around the zoo, I saw signs that read "Do not pet" the animals, which made me sad because I wanted to pet them.*

Sentence 4: *The monkeys looked at me and I was afraid.*

Wh-Q1: How many monkeys? Ten.

Wh-Q2: Why were you scared? They made loud noises and their eyes scared me.

Modification: *There were ten monkeys and they made loud noises. They looked at me and I was afraid because their eyes scared me.*

Sentence 5: *There were two tall giraffes.*

Wh-Q1: Where were they? Near a tree.

Wh-Q2: What were they doing? Eating leaves and chewing on them.

Modification: *There were two tall giraffes near a tree and they were eating and chewing on leaves.*

Sentence 6: *I gave food to one panda.*

Wh–Q1: How did you feel? Excited but frightened a little.

Wh–Q2: What did your parents say? To be careful.

Modification: *I gave food to one panda, and my parents told me to be careful. I was excited but frightened a little.*

Sentence 7: *I hope to return to the zoo soon.*

Wh–Q1: Why? I like to watch the animals play and eat.

Wh–Q2: When? My mom says we can go next fall.

Modification: *I hope to return to the zoo soon to watch the animals play and eat. My mom says we can go again next fall.*

Adding Directives

Extension 2: Directives and Details, Dimension 1

In Extension 2, directives and additional detail are added in appropriate parts of the writing to strengthen the writer's voice. Here are examples related to the story about the zoo (the directives are bold–faced):

Let me give an example: Many monkeys shouted loudly "Ooh-ooh! Aa-ah!" Consider how you would feel if you had ten monkeys staring at you.

Adding Hedges, Boosters and Attitude Markers

Extension 3: Interpersonal Categories and Details, Dimension 2

In Extension 3, students locate areas in the writing, with the teacher's guidance, where it is appropriate to add hedges, boosters, and attitude markers, along with additional details. For example, in the story about the zoo, the following interpersonal categories and information are added in chosen areas of the composition:

1. Hedge: *To some extent, it is good to put signs up to protect us, but maybe the zoo could have a petting area.*

2. Booster: *Clearly I was not able to feed the giraffes!*

3. Attitude Marker: *I am fortunate my mother and father enjoy the zoo also. It makes me happy to spend time with them outdoors.*

4. Attitude Marker: *I can't wait to return!*

Adding Self-mentions, Reader Pronouns and Personal Asides

Extension 4: Interpersonal Categories and Details, Dimension 3

Lastly, in Extension 4, students are assisted by the teacher in pinpointing places in their writing to add self–mentions, reader pronouns and personal asides. In the example story, self–mentions and reader pronouns were sufficient in number, so that only a personal aside was added:

Personal Aside: *(But I didn't scream like some kids did when the panda got close to them.)*

Now the authors will present the revised paragraph, which is now a story in draft form, after the extension activities have been completed. Here is the zoo story in its present form, with its title:

My Trip To The Zoo

My story is about my trip to the zoo last fall with my mother and father. I will never forget my visit to the zoo be-

cause it was my first time and I had so much fun. When I walked around the zoo, I saw signs that read "Do not pet" the animals, so I was sad I could not pet them. To some extent, it is good to put signs up to protect us, but maybe the zoo could have a petting area. There were ten monkeys and they made loud noises. Let me give an example: Many of the monkeys shouted loudly "Ooh-ooh! Aa-Ah!" They looked at me and I was afraid, because their eyes scared me. Consider how you would feel if you had ten monkeys staring at you! There were two tall giraffes near a tree and they were eating and chewing on leaves. Clearly I was not able to feed the giraffes, but I gave food to one panda. My parents said to be careful. I was excited but a little frightened (But I didn't scream like some kids did when the panda got close to them). I am fortunate my mother and father enjoy the zoo also. It makes me happy to spend time with them outdoors. I hope to return soon to watch the animals play and eat. My mother says we can go again next fall. I can't wait!

Conclusion

What should I write about? Who will read it? These are questions that many writers struggle with. The authors have presented in this paper a means to incorporate the elements of voice into the writing of ESL students who need assistance with improving their writing and discovering their voices. Paradoxically, voice can be both a unique characteristic of an individual author as well as quantifiable dimensions with teachable features. Students can develop and enrich their compositions through the use of voice and its features, thereby demonstrating a stronger commitment to their writing and to developing a relationship with their reader. Harford's Eight-Step Strategy, Zhao (2012)'s dimensions and features of voice, and the authors' expansions with Harford's strategy, all seek to give both teachers and students a means to explicitly and concretely manage, control, and improve compositions written in English by second language learners.

References

Craven, A. & Potter, J. (2010). Directives: entitlement and contingency in action. *Discourse Studies*, 12(4), 419–442.

Gao, P. (2011). *On the effectiveness of writing strategies in promoting 13-15 years old Chinese ESL learners' writing ability (unpublished thesis)*. Kristianstad University, Kristianstad, Sweden.

Hyland, K. (2005). *Metadiscourse: Exploring interaction in writing*. London & New York: Continuum.

Kim, L. C. & Miin-Hwa, J. (2013). Metadiscourse in English and Chinese research article introductions, *Discourse Studies*, 15(2), 129–146.

Payne, J. (1995). *Voice & Style*. Cincinnati, Ohio: Writer's Digest.

Spandel, V. (2005). *Creating writers through 6-trait writing assessment and instruction*. Needham Heights, MA: Allyn & Bacon

Zhao, C. G. (2012). Measuring authorial voice strength in L2 argumentative writing: The development and validation of an analytic rubric, *Language Testing*, 30, 201–230.

An Empirical Study on Multimodal Interactive Teaching of College English: From the Perspective of Multimodal Interaction Analysis

Wang Xiaomei

School of Foreign Languages, Minjiang University, Fuzhou, China

Email: 837109321@qq.com

[Abstract] *As one of the main methods for multimodal studies, multimodal interaction analysis develops rapidly in recent years. This paper studied the effectiveness of the multimodal interactive teaching mode among non-English major students in the perspective of multimodal interaction analysis. The empirical study showed that this mode could cultivate students' interest in learning, enhance their self-learning abilities, and achieve better teaching results and learning effects, which were conducive to improving their listening, reading and writing skills. At the same time, pedagogical implications were drawn to improve multimodal interactive teaching.*

[Keywords] *multimodality; multimodal interaction analysis; College English; interactive teaching*

Introduction

With the development of network information and educational technology, various media technologies appear in college English lessons, such as network resources, multimodal PPT and textbooks, which can mobilize students' enthusiasm and become powerful assistants to teaching and learning. In the past decade, domestic scholars have conducted many in-depth researches on multimodal English teaching in terms of theory and practice, most from the perspective of systemic functional linguistics. However, multimodal interaction analysis (MIA) has developed rapidly and become one of the important research methods for multimodality in recent years. Jewitt (2009) viewed MIA as one of three important research methods for multimodality, besides social semiotic analysis and systemic functional linguistics. Djonov & Zhao (2014) held the view that MIA and social semiotics constituted the dominant approaches to multimodal research. The essence of the teaching process is the interaction between teachers and students. This paper attempts to verify the effectiveness of multimodal interactive teaching (MIT) mode on non-English major students from the view of MIA, which will broaden the depth and breadth of the research on multimodal teaching.

Multimodal Interaction Analysis

MIA focuses on how people make meaning with the different communicative modes available to them. Norris (2004) asserts that MIA systematically examines multiple communicative modes as cues to meaning rather than privi-

leging language as the primary mode. MIA is a holistic analysis with the mediated action as the unit of analysis, which includes eight elements: action, levels of attention/awareness, means, site of engagement, mode, modal density, modal configuration and medium. It adopts the analysis framework of "foreground−background continuum to analyze various simultaneous actions as well as frozen actions" (Norris, 2011, p. 48), and advocates that interaction is completed through the use of various modes, such as speech, proxemics, posture, gesture, head movement, gaze, music, print and layout. Therefore, MIA takes into consideration "embodied modes and disembodied modes" (Gbadegesin & Onanuga, 2018, p. 5). Each mode is made up of a set of symbolic systems and has its development process with starting, continuous and ending stages, which can be observed and described separately. Human interaction is seen as a communicative event consisting of a series of higher−level actions with an identifiable stage which has its own foregrounded higher−level action coordinated by various modes (focus of the interaction). Meanwhile, other higher−level actions of the same communicative event still exist in the awareness or attention of social actors, but are in background of their awareness (almost no attention) or in mid−ground of their awareness (declining attention). Each higher−level action consists of multiple lower−level actions with different modes to play a leading role, "questioning the notion that the process of communicating is dependent upon language" (Norris, 2004, p. 2).

Teaching activities of College English (higher−level action) are composed of multiple teaching steps (lower−level actions), which are essentially the interaction between teachers and students. Besides, other elements like PPT, computer, teachers' facial expressions contribute to English lessons. MIA is seem appropriate to analyze MIT mode because it can account for all the modes of communication in College English.

Research Design

Research Questions

This study aims to answer the following two questions：
(a) Can MIT mode improve the skill of listening, reading and writing in English?
(b) What are the advantages and disadvantages of MIT mode?

Subjects

The subjects were 106 non−English major freshmen of Minjiang University taught by the same teacher. Among them, 50 students in class one were the experimental group, and 56 students in class two were the control group. The teacher adopted MIT mode to teach College English in class one. In class, there were various interactive activities according to the teaching content, such as group discussions, presentations on self−selected topics, situational dialogues and role plays. After class, students in the same group interacted and worked together to complete the assignments. Besides, students should preview the text and learn vocabulary and sentences on U Campus (a online learning website provided by the textbook publisher), which was human−computer multi−modal interaction. The teacher adopted the traditional teaching mode in class two, that is, the teacher gave lectures on vocabulary, sentence patterns and text content, and students listened to the teacher in class. Before the experimental teaching, the data of their final exam in the first semester showed that there were no significant differences in listening, reading and writing proficiencies between the two classes. Students in two classes were of the same age and male to female ratio was close.

Research Tools

This study used a combination of qualitative and quantitative methods. The data used in the quantitative study

were the listening scores, reading scores, writing scores and total scores in the final exam of the two classes in the third semester. The types of questions in the exam were consistent with those of CET–4 (College English Test Bank 4), and the difficulty was also comparable. The grading criteria for writing in CET 4 was adopted to grade the subjects' writing. Descriptive analysis and independent sample T test of SPSS 20.0 were conducted to determine whether subjects' English proficiency of listening, reading and writing in the experimental group could be improved. Questionnaires were distributed and collected in the last lesson of class one in the third semester, which were used to analyze the influence of MIT mode on learning attitudes, self–learning abilities, teaching results and learning effects to understand the advantages and disadvantages of MIT mode.

Data Analysis

Influence of MIT Mode on English Scores

Listening scores (except the questions from the textbook, the total score of the rest was 25 points), reading scores (except the questions from the textbook, the total score of the rest was 30 points), writing scores (the total score was 15 points) and the final scores (the total score was 100 points) of the two classes were input into SPSS20.0 to conduct descriptive analysis and independent sample T–test. The results are shown in Table 1.

Table 1: Descriptive analysis and independent sample T–test of subjects' scores

	group	N	M	SD	T	Sig.(2-tailed)
Listening score	Control	56	12.27	9.675	-.157	.893
	Experimental	50	12.98	8.658	-.158	.893
Reading score	Control	56	18.64	9.382	-2.587	.016
	Experimental	50	23.87	8.468	-2.569	.017
Writing score	Control	56	11.06	8.893	-.146	.861
	Experimental	50	11.69	8.527	-.146	.861
Total score	Control	56	60.98	11.926	-2.857	.011
	Experimental	50	69.21	9.451	-2.839	.012

As shown in the Table 1, the average scores of the four parts in the experimental group are higher than those in the control group, with significant differences in the two variables of English reading (Sig.=0.016/0.017<0.05) and total score (Sig.=0.011/0.012<0.05). It is revealed that students' listening and writing proficiencies of the experimental class are correspondingly improved, and their reading proficiency is significantly improved compared with those in the control class after a school year's MIT activities.

Students' Feekback on MIT Mode

A questionnaire survey was conducted in the experimental class to investigate the impact of MIT mode on learning attitudes, self–learning abilities, teaching results and learning effects. The statements in the questionnaire were rated on a 5–point Likert scale, ranging from 1 = completely disagree to 5 = fully agree. 50 copies of the questionnaire were distributed and collected, all of which were valid.

Influence of MIT mode on students' learning attitudes.

According to the survey, 20% of students fully agreed, 64% agreed, and only 5% disagreed with the importance

of English learning. 46% of students fully agreed, and 54% agreed that the overall goal of English teaching was to improve students' basic skills such as listening, speaking, reading, writing, translating, and some related knowledge. 4% of students fully agreed, and 56% agreed that they clearly understood the teaching objectives of each unit. MIT mode had a positive impact on students' learning interests and attitudes. 24% of students fully agreed and 66% agreed that it cultivated their interests in learning English. 12% of students fully agreed, and 42% agreed that interactive activities strengthened their self-confidence. 32% of students fully agreed and 48% agreed that they had more opportunities to show themselves in class. During the activities, 76% of the students gained positive feedback from the teacher. So the survey showed that 86% of the students liked English lessons.

Influence of MIT mode on students' self-learning abilities.

According to the survey, 84% of the students agreed they could make a study plan according to their own situations. 64% of the students agreed they could complete the self-learning content, and 58% of the students agreed that they could choose appropriate learning strategies. But 90% students believed that they needed teachers' guidance and monitoring to improve their self-learning abilities. Overall, 82% of students believed that multi-modal interaction helped enhance their learning abilities. In addiction, web-based self-learning allowed students to control their own learning, to choose learning content according to their own interests and abilities, and to regulate the progress of learning, which fostered better motivation for learning. Therefore, students internalized their learning needs into autonomous behaviors.

Influence of MIT mode on teachers' teaching results.

According to the survey, 24% of the students fully agreed, and 68% agreed that the verbal mode dominated language learning. At the same time, 18% of the students fully agreed, and 72% agreed that other modes like sounds and pictures contributed to language learning. 12% of students fully agreed, and 66% agreed that teachers' facial expressions and body language could help deepen understanding of the content. But up to 76% of students asserted that too many modes in class distracted them, and 80% of students held the view that high frequency of modal change in class also distracted them. Besides, 12% of students fully agreed, and 72% agreed that interactive activities could help deepen understanding of the content.

Influence of MIT mode on students' learning effects.

According to the survey, 14% of the students fully agreed, and 66% agreed that teachers' frequent questions helped a lot. 18% of students fully agreed, and 72% agreed that MIT mode improved their application abilities of English. To be specific, students' listening abilities (64%), speaking abilities (82%), reading abilities (72%), writing abilities (68%) and English cultural literacy (86%) were improved respectively. Actually, their examination scores confirmed the answers in the questionnaire. With reference to which interactive mode was most helpful for English learning, 48% of students voted for teacher-student interaction, 22% for student-student interaction, and 30% for human-computer interaction, which indicated that MIT mode was flexible and met the needs of different students.

Pedagogical Implication for MIT Mode

From the data analyses, MIT mode can cultivate students' learning interests, enhance their self-learning abilities, achieve better teaching results and learning effects, and improve students' listening, reading and writing proficiencies. In order to achieve better results of MIT in College English, the following points should be emphasized:

Choosing Appropriate Modes and Mode Combinations to Achieve Teaching Goals

The teaching objectives of each teaching step are different, so that different actions are in the foreground of attentions of the teacher and students at different stages. For example, the goal of warm-up activity is to make students ready for the lesson, so the lead-in activities are in the foreground of their attentions. While the goal of interactive activities is to make students master the specific learning content, so students' activities are in the foreground of their attentions. The micro-teaching goals of each step are subordinate to the macro-teaching goal, which makes the foregrounded higher-level actions form an action chain, indicating the structural characteristics of a certain level of the multimodal interaction discourse. The communication goals of different stages of the teaching process are different, which are achieved by different modes and mode combinations (Zhang & Li, 2012). Therefore, it is necessary to pay attention to whether modes and mode combinations adopted by teachers are conducive to the realization of teaching objectives. It should be pointed out that throughout the teaching process, teaching activities have always been in the foreground of attentions of the teacher and students, that is, their focus.

Paying Attention to Modal Configuration

There are different modal configurations of different actions. In the process of interactive teaching, the modal configuration of the text explanation, activity rule explanation and inspecting activity effect is as follows: the verbal mode, the dominant mode, is at the first level; body modes such as gestures and gaze are at the second level playing the role of synergy; non-body modes such as PPT, computer and classroom environments are on the third level. The modal configuration during the process of monitoring interactive activities is characterized by the fact that the relationship between body modes and non-body modes is equal and there is no dominant mode. In order to better the effect of classroom teaching, teachers should ensure that the modal configuration is consistent within a certain period of time, and try to avoid the problem of students distracting themselves from frequent attention shifts due to the modal changes. In the teaching process, teachers should try to make a mode dominant within a certain period of time, that is, highlight a high-intensity mode (Zhang & Wang, 2016). The mode that plays a major role in interactive teaching is the high-intensity mode. For example, when using PPT courseware to explain knowledge points, teachers may focus on PPT content (visual mode is the high-intensity mode), so that students concentrate on understanding the courseware content, or mainly explain language points (auditory mode is the high-intensity mode) to enable students to concentrate on the spoken language, rather than frequently switching between courseware and spoken language.

Integrating Teaching Resources

The multimedia equipment in the classroom, the multimodal textbooks, online learning website, and teachers' PPT coursewares provide a material basis for MIT. The display of video, audio, pictures and text makes English learning colorful and vivid, which makes students get interested in learning, improve their English abilities, and experience western culture more intuitively. However, faced with numerous learning resources in the limited time, students have difficulties in choosing learning materials, which is not beneficial to English learning. Therefore, teachers should make full use of various media to integrate teaching resources. Teachers can ask students to learn the vocabulary and complete listening tasks on the multimodal website through human-computer interaction. In class, teachers design interactive activities around a theme to help students understand the text and do various output activities. At the same time, teachers can use some professional tools, such as online writing website, Iwrite system, to help writing and

translation teaching. Furthermore, teachers can encourage students to take advantage of MOOCs on the university's website for extended learning.

Conclusion

Through the empirical study, it is not difficult to see that MIT mode can foster learning interests of non–English major students, enhance their self–learning abilities, achieve better teaching results and learning effects, and ulti‐mately improve their comprehensive ability in English, which validates the effectiveness of MIT mode in College Eng‐lish. Meanwhile, some shortcomings are revealed by the questionnaire survey, and effective ways are put forward to improve classroom teaching based on MIA. However, this study was confined to some students in one university, and the research only lasted one school year, involving listening, reading and writing. In the future, the research and ap‐plication of MIA in English teaching need further development and deepening.

References

Djonov, E. & Zhao, S. (2014). *From multimodal to critical multimodal studies*. London: Routledge.

Gbadegesin, V. & Onanuga, P. (2018). A multimodal interaction analysis of selected 2015 Nigerian election campaign adverts. *Communicatio*, 44(2), 1–26.

Jewitt, C. (2009). *The Routledge handbook of multimodal analysis*. London and New York: Routledge.

Norris, S. (2004). *Analyzing multimodal interaction: A methodological framework*. London: Routledge.

Norris, S. (2011). *Identity in (inter)action: Introducing multimodal interaction analysis*. Berlin and New York: Mouton de Gruyter.

Zhang, D. L. & Li, Y. X. (2012). Research on modal coordination of multimodal classroom discourse. *Foreign Languages and Their Teaching*, (1), 39–43.

Zhang, D. L. & Wang, Z. (2016). Theoretical framework for multimodal interaction analysis. *Foreign Languages in China*, 13(2), 54–61.

Acknowledgements

Interpretation Education from the Perspective of Intercultural Communication

Du Xiulian

Shandong University of Political Science and Law, Jinan, China

Email: Susandxl866@126.com

[Abstract] *This paper explores the relationship between interpretation and intercultural communication from a theoretical point of view, and tries to clarify the interface between interpreting education in universities and intercultural communication education. After analyzing the problem of the traditional interpretation education model, a new paradigm of interpreting education, the "3D Model", is discussed. This model clearly shows the target for interpreting training, making it possible to set the curriculum apart from the "Sink or Swim" approach by providing a curriculum in light of the lower goals to be achieved for each target.*

[Keywords] *interpretation education; intercultural communication; "Sink or Swim" approach; 3D Model*

Introduction

Currently, "interpreting" courses are offered by a lot of universities and colleges all over China and, considering the popularity of these courses among students, the number is likely to increase in the years ahead. Most of these courses, however, are being offered as an extended–type of a foreign language course, and objective of the course is to enhance students' linguistic skills. Being an interpreter, however, requires much more than linguistic competence. Interpreters are not just a convenient conduit of communication: they are essentially "mediators" of intercultural communication. As such they must have a strong intercultural communication competence as the basis of their interpreting competence.

Interpreters, also referred to as "intercultural communicators", deal with at least two cultures, multicultural ability is a prerequisite for work. Witte describes the multicultural ability as "the ability to interpret and produce behaviors in a culturally and situationally adequate way for the interaction purpose and needs of at least two members of two different cultural communities." (Witte, 1994, p.71) Ability to interpret and produce actions in a culturally and contextually reasonable manner in light of the purpose and needs of multiple participants with two different cultural backgrounds, "translation–oriented bicultural competence" is necessary for translation. In other words, it is an idea that interpreters should be regarded as "cultural transfer", not just "word–by–word transfer". Likewise, Toriko (1994) says that it is wrong to discuss the act of translating only in the dimension of language, its essence is to bridge the different cultures, to convey messages across different cultures.

On the other hand, interpreting education at present in most universities is overwhelmingly placed on the language aspect and it is positioned as a part of foreign language education. However, an interpreter is an intercultural

mediator in nature, interpreters should not merely get language and translation skills training in class, it is necessary to provide a comprehensive curriculum that enables them to acquire the basic ability as a cross–cultural communicator through these exercises.

Significance of "Cross–cultural Communication" in Interpreting Education

Communication is to communicate and share ideas, emotions, intentions and knowledge with each other. In this paper, in accordance with the definition of *Encyclopedia of Applied Languages,* communication means "a process of using a language and a non–language as a tool and communicating a message to a listener". Cross–cultural communication is "communication activity among people with different cultural backgrounds".

Of course, it will not be possible to communicate smoothly with foreign people if you don't have cross–cultural background. As a prerequisite, it is necessary to train fundamental skills related to communication. In this section, we first cover three aspects of communication concepts: communicative competence, intercultural communication and cultural context and non–verbal communication skills.

Communicative Competence

Social linguist Hymes says, "There are rules of use, without which the rules of grammar would be useless." (Hymes, 1972, p. 283) In order to effectively communicate, in addition to grammatical competence, the ability to use the language properly according to the scene, that is, communicative competence, is also necessary. Canale & Swain (1980) and Canale (1983a) further developed this concept of communicative competence and classified it into four subcategories: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

First, interpreters need to have advanced grammatical skills as a premise. According to the vocabulary and grammar rules of the target language, after understanding "linguistically encoded meanings" accurately by the vocabulary, syntax and phonological features of the starting language, they can recode the meanings. Therefore, the interpreter must have advanced bilingual grammatical competence.

Second, interpreters are required to have sophisticated social linguistic ability to manipulate appropriate linguistic expressions appropriate for the place. Originally, interpreting teaching should be conducted for those with advanced language ability. In other words, we assume guidance under circumstances where you do not have to worry much about grammatical abilities. At that time, one of the final criteria of whether to be a professional interpreter or not has advanced sophisticated pragmatic competence that can appropriately use language in various human relations whether or not it is. No matter how accurately translated, unless you can convert to the target language with the vocabulary and speaking style appropriate for that place, you cannot be a trusted interpreter.

Thirdly, the interpreter needs to translate the material into a consistent coherent target language in the content for the audience to understand. Of course, as a premise, logic development and other series of discourse or metaphor and power will accurately grasp and analyze various discourse such as discourse structure determined by source language. In some cases, the embedded or unexplicitly expressed logical indicators and coherent symbols embedded in the starting language, between lines and between words and without giving the correct format are stored in the target language, which is translated into the symbol of the language. In this sense, interpreting exercises are a general discourse skill of the trained person, inter alia, interlinguistic discourse competence.

Fourth, as with general discourse situations, strategic abilities are an essential ability in interpreters as well.

Normally, strategy ability is the ability to substitute other vocabulary or expressions that you know, if you can not think of an appropriate vocabulary or expression, communication such as reducing complex contents to simpler elements and processing. Also, it is one of the important strategic abilities to interrogate as necessary and to communicate with each other by making use of nonverbal means such as gestures and facial expressions. Also for interpreters, if, for example, a word can not be heard, estimate its approximate meaning from the preceding and following contexts, replace it with a superordinate concept that encompasses its meaning or an adjacent similar word, or integrate a series of propositions into one and translate. It is thought that these strategic abilities should be positively evaluated as skills indispensable for interpreters.

The so-called background knowledge is also decisively important for interpreters and translators. Without background knowledge about the theme to be translated, we can not predict the flow of the talk, we can not choose the appropriate translation, we just start replacing words that can not be understood by listeners and readers. As interpreters have many scenes of translating professional contents, it is necessary to constantly engage the antenna and to positively address updating of the subject-specific knowledge related to the specialized field. At that time, what is important is various information gathering skills. Samovar & Porter (2004) pointed out the importance of information-gathering skills of communication parties from the standpoint of cross-cultural communication, but Schaffner (2000), from the viewpoint of training interpreter translators, pointed out its importance. "Survey capability" refers specifically to the ability to solve problems related to information gaps appropriately and efficiently by utilizing resources such as dictionaries, specialized books and the Internet.

Intercultural Communication and Cultural Context

Hall focused on "beyond culture" for the first time on the relationship between intercultural communication and cultural context. According to Hall (1977), culture can be roughly divided into two types, high-context culture and low-context culture. For example, China is a representative of the former, and many of the Western countries including the United States are classified as the latter.

In high-context culture communication, much of the information to be communicated is already shared between the speaker and the receiver, so the message is transmitted with minimum language information. Communication in low-context culture is opposite. Because there are few shared contexts, most information must be conveyed as an explicit message.

Communication in high-context culture is more economical, faster, more efficient, and more satisfying than communication with low-context culture. However, it takes a long time to share information, and unless this advance programming is done, communication will be incomplete. Interpretations are often carried out in situations where the background knowledge of the parties and the degree of sharing of the context are low, and interpreters who act as vectors of communication under such circumstances are not only merely superficially chasing words, it is necessary to make a translation with sufficient consideration of the cultural background of the parties.

Although interpreters who are originally required to faithfully translate the language expressions of the former speakers as they are, in interpreting between the parties with a different cultural background in a broad sense, in order to proceed smoothly, there are not a few cases where it is sometimes necessary to add, omit, or paraphrase information. Strictly, how far the interpreter has discretionary authority is a difficult problem and cannot be said unconditionally this way. Apart from the case that thorough fidelity to the starting language is accepted as a standard gnome

like a judicial interpreter, in general, as Bar—Tzur (1999) says, given circumstances and engagement of broad context such as people, field purpose, cultural differences, etc. in consideration, we will only have to pay attention so that communication will progress smoothly while cooking various ideas. An interpreter is required to own intercultural pragmatic competence over two cultures. In order to nurture such ability, systematic interpreter training is necessary.

Non-verbal Communication Skills

As is clear from the above definition of communication, communication is not performed only through language expressions. "Message" can also be conveyed by non—verbal means such as voice tone, facial expression, gesture etc. However, the roles that language expressions and nonverbal expressions play in communication and the degree of their relative dependence differ depending on the country and culture. For example, in Europe and the United States, the degree of dependence on language is generally high, language ability and debating ability tend to be emphasized.

Although it is non—verbal communication which was handled about 20% in *The Silent Language* mentioned above, Birdwhistell (1970) mentions the proportion of language messages occupied by interpersonal communication is 35%, while non—verbal messages occupy the remaining 65%. According to the experiment of the well—known Mehra—bian (1981), the contribution to the impression conveyed to the opponent is 7% of the language and 93% of the non—verbal element. In any case, just by looking at this proportion, it is clear that the non—verbal message is important.

Even when interpreting, when it is not possible to accurately grasp the speaker's non—verbal message, there are many times that it cannot correctly convey its true meaning. Nonverbal communication is a field that has been regard—ed as important in interpreting education in the past. However, as Birdwhistell and Mehrabian say, nonverbal factors are a major factor in our daily communication, so interpretation education will not be able to ignore this.

What role does this nonverbal factor play in communication? Means of nonverbal communication include paralanguage, kinesics, occules and facial expression. "Para—language" refers to the phonetic nature and characteris—tics of speech, generally referred to as "prosody". "Body movement" has "emblem" and "gesture". "Emblem" is a representation movement as a substitute for a specific phrase, and its form and meaning are established as social cus—toms, so it means what can make sense even without accompanying speech. As "gesture" is not defined as a social custom in its form and meaning, it usually refers to what appears with utterance, examples of actions, emotion expres—sions, language adjustment actions, reaction behaviors and the like. In addition, among them, non—voluntary actions that the listeners express during a conversation may be distinguished by calling them "signature" in particular.

Nonverbal communication is particularly important in intercultural communication. Non—linguistic factors are often culture—specific, and whether communication progresses smoothly depends not only on languages but also on whether they can accurately take non—verbal messages of the other's culture.

Then, what kind of influence will the interpretation technique have on the characteristics of nonverbal behavior? In general terms, in order to accurately convey the intent of the speaker, it is necessary to capture the characteristics of non—verbal behavior as well as the language, and make a translation based on delicate nuances. The actual inter—pretation site is quite varied and it can be said that there is no same environment as a lecture, corporate meeting, fac—tory tour, courtroom, broadcast interpreter etc. However, under any circumstances, there are cases where more than the language is spoken from the speaker's gesture or facial expressions, or speech features at utterance, so after read—ing the features, it is necessary to reconstruct the message in an easy—to—understand manner for the listener.

In addition, interpreters should also observe expressions and attitudes of partners listening to their interpreters

(audience in case of lecture). If the listener seems to have a strange expression, there is a possibility that the meaning has not been fully transmitted, so it will be necessary to change the translation strategy. Non–linguistic behavior of listeners is one of important information as fulfilling the monitoring function to evaluate the performance of interpret– ers online.

Traditional Interpretation Education Model

Education, no matter whether you are aware or not, is done according to some "model". Regarding foreign lan– guage education, various theoretical or methodological proposals have been made so far, and some of them have formed the "paradigm" representing each era (Richards and Rodgers, 1986). However, for interpreter education, no clear educational model such as this has been presented until now.

In the first place, interpreting education is considered to be one of vocational training to train specialists with special skills called "interpreter", and intensive training is given to students with more than a certain level of power. According to the survival principle ("Survival of the Fittest"), only those who survived travel the way to be profession– al interpreters. Therefore, it is the actual situation that traditional interpreting education has been developed mainly through the so–called "Sink or Swim" approach, and even now most interpretation vocational schools are more or less adopting such an approach in interpreter training.

The Problem of "Sink or Swim" Approach

A typical interpreter class with "Sink or Swim" approach says, (lecturer) sheds a teaching tape or VCR and asks the students to interpret that part. Then, the instructor sends a model translation to evaluate the translation of the stu– dents, and most of the lessons in interpreting class are to proceed like this. Likewise, in Nisaki, which has extensive interpretation education experience for about 20 years, the three steps of interpreting exercises conducted in the classroom are "repeating the teaching materials, students interpreting, lecturer commenting". It is a basic style to do that.

Of course, there is no particular problem in the style itself of such class management. In order to acquire the swimming skill, it is best to enter the water and swim. Likewise the best way to have a good interpreter is to do as much interpreting practice as possible. In that sense it can be said that such classroom construction is justifiable. The problem is the content of the evaluation and comment by the lecturer, or the "guidance". In a class like this, the most important thing is what kind of comment (guidance) the teacher will add.

Here are some comments the teacher may give to students' translation, such as "Your translation is to the origi– nal text faithfully as much as possible, but please translate it precisely". Certainly, in this translation some elements in the original text have not been translated on the surface. However, suppose that you translated these parts properly and made a faithful translation to the surface structure of the original text, the teacher may comment "There are too many useless words, so you should translate it more concisely". Students are also in trouble by asking for "accuracy" or "fidelity" at one time and requiring "simplicity" at another time.

Adding comments on the so–called immediate idea of requesting "accuracy" or "fidelity" at one time and re– quiring "simplicity" at another time is an ad hoc teaching method to go. It goes without saying that interpreting is ac– tually possible in various ways of translating, the form of the final translation is decided by what kind of basic policy the interpreter faces in interpreting. Therefore, in interpreting practice, it is necessary for the teacher to clarify in ad–

vance the basic policy for translating the text or the learning goal in the text. The interpretation of each student direct–ly reflects the degree of his understanding and the proficiency about these points, and the teacher analyzes and evalu–ates the students' translated sentences from this point of view and gives necessary guidance. However, in reality, there are not many instances of letting the interpreter exercise without specifying the framework of evaluation about individual texts, and instructors adding only comments with the immediate thought to the translation that came out. In other words, coaches suddenly put the swimmers into the pool without preparatory exercises, watches them sway themselves and add comments.

Students are given such guidance throughout the year, and only a few of them survive. Students who survived did not necessarily survive as a result of teaching but exclusively self–efforts, absorb the meaningful things from the lec–turer's random pamphlet, digest themselves and systematize themselves, acquire skills (competence) necessary as an interpreter.

Of course, the specific concrete comments by the teacher are not useless for the students. Rather, it can be said that comments based on the rich experience of teachers are greatly beneficial for learners. However, no matter how useful each comment is, if it is lacking in unity and not systematic, it cannot be called "education". After all, the problem is whether there are systematic guidelines on "what to teach" to the teacher engaged in interpreter educa–tion, and based on that framework, an annual lesson plan is made, and for each text whether or not you plan properly for the selection of concrete guidance. And it is now questioned to rebuild interpreting education towards such a di–rection.

"3D model" of Interpreting Education

One of the attempts to present a systematic framework for interpreting education is "3D model" of interpreting education proposed by Aya.

Abilities Necessary for Interpreters

Interpreting is a type of work that mediates communication between different languages. Therefore, it is said that "Language competence" (L) is the first thing that must be cited as an ability necessary for an interpreter. However, interpreting is not possible only with language skill. Normally, interpreters are required to be familiar with specific professional topics in some scenes. In order to understand the contents correctly and to arrange it according to de–mand, it is necessary for the interpreter to have "knowledge base" (K) over a certain level. Being equipped with a cer–tain level of language ability (L) and knowledge base (K) – it is undeniable that this is the minimum requirement as an interpreter. "Interpreting Potential=IP" is a correlation between these two abilities. To put it simple, interpreting power also increases as L and K grow.

By the way, even if anyone who has "language ability" and "knowledge base" to some extent can be an "inter–preter", this alone is simply "knowing only in a foreign language". From the viewpoint of interpreting as profession–als, in addition to L and K as the minimum necessary condition, there must be a technical system unique to interpret–ers. If we call this "Interpretation Skills = S", we will be able to create a three–dimensional model. This is the "3D model of interpreting education". This model shows that the interpretation power (IP) as a possibility is the sum of L and K multiplied by S. That is, by adding the dimension of S, L and K can have depth and spread more than the sim–ple summation of each. And these three elements will be the target of interpreting training.

Level of "Language Ability" as a Prerequisite for Interpreting Training

First of all, it is clear that a certain level of "language skill" is necessary. Briefly, in essence, skill as close as possible to "near-native" is required. Although we do not describe the definition of "near-native" in detail here, at least (1) vocabulary: having a vocabulary of more than 10,000 words, (2) readability: being able to read TIMES or Newsweek at an average speed of about 140 wpm (3) listening comprehension: the minimum requirement is to listen to news broadcasting such as CNN without particularly great difficulty.

In addition, reading comprehension and listening comprehension are integrated capabilities, and in addition to knowledge on basic vocabulary, syntactic law, speech grammar, etc., language ability also includes sociolinguistic competence which appropriately interprets the meanings of utterance and sentences and textual linguistic ability. It also includes various skills and strategies for more effective reading and listening.

"Knowledge Base" Necessary for Interpreter and Its Acquisition

"Knowledge base", may be paraphrased as "background knowledge" necessary for understanding the content of utterance and appropriate interpretation. However, background knowledge can be divided into various layers. Here, according to Hedge (1985), it includes general knowledge (GK), culture-specific knowledge (CSK), knowledge by specific subject (SSK) and contextual knowledge (CXK).

Of these, GK includes so-called common sense, but the fact that the trainee has general knowledge at the level normally expected as an adult is an implicit premise for starting training and is usually, not subject to training. The CXK can be divided into two, global and local. The former is the knowledge about the subject to be interpreted, the latter is the contextual knowledge in the speech text. The former is subject to interpreting training in the sense that it acquires prior investigation or research skills prior to interpreting exercises of individual texts and the latter is a word pragmatic adjustment power in text interpretation from a text linguistic point of view. From the viewpoint of training, this is also considered as an object of important training.

CSK is also an important factor. Naturally, foreign language communication is also intercultural communication, and it is ideal that interpreters who mediate between them are not only bilingual but also bicultural. However, it is a difficult problem to know what kind of intercultural education should be conducted in interpreting education. In our opinion, what we should do in interpreting education is not to increase knowledge about individual culture, but to raise awareness about the problem of intercultural communication. And to learn basic strategies and tactics to deal with various cultural problems is one of interpreting skills. This can be accomplished to a certain extent by using texts in which different cultural elements are particularly highlighted in interpreting exercises.

SSK specifically refers to knowledge related to various fields such as politics, economy, society, environment, science and technology. Interpretation is usually an operation targeting discourse related to any special field. However-er, interpreters do not need to become experts in their respective fields, and this knowledge is a level to be called "quasi-expertise". This can be thought of as the level of knowledge content of economic and political sections of newspapers and current affairs magazines, or feature articles on environmental issues, for example. In general, it can be said that the primary problem of interpreter class students is that this "quasi-expertise" is decisively deficient.

Therefore, while interpreting class aims to acquire the various "interpreting skills" described later, on the other hand, strengthening the semi expertise (SSK) and cultural knowledge (CSK) related to cultural communication, is the base to effectively utilize that skill. The discourse of a certain genre is best characterized by the vocabulary specific to

that field. Therefore, mastery of SSK can eventually be consolidated into the problem of acquiring specialized vocabulary for each field. Stocking the basic background knowledge of each field through reading, is referred to as a "schema" or "script". However, mastering of SSK is not a goal itself. Therefore, in the end, interpreting exercises will be based on mastering "interpreting skills".

Training of "Interpreter Skills"—What to Teach

Although L and K are necessary for interpreting, it is not a sufficient condition, and after all, interpreting training is focused on acquisition of various "interpreting skills" themselves. If it is the original appearance to develop it, it becomes a question of what kind of thing concretely refers to "interpreting skills".

As mentioned earlier, typical interpreting classes consist of three steps: "listening to teaching materials, students interpreting, lecturers commenting". Among them, educational intervention is the last comment part. As already mentioned, interpreting is actually possible in various ways of translating, the form of the final translation, is based on what kind of basic policy the interpreter faces in interpreting. In short, "interpreter skill", refers to the strategy and its system for concretely realizing its basic policy. Naturally, if the translation policy differs, the strategy to be used will also be different. If we are going to do the interpreting practice with the basic policy of "generating a translation as concise as possible" for the texts, what we should teach is that various techniques to realize "conciseness". In addition, it will be necessary to mention the principle of "equality of information value" as one constraint condition for the realization of "simplicity".

For example, it is assumed that the translation of the sentence is produced based on "briefness" as described above, as a strategy to realize this, for instance, two points of "leaving from the surface structure" and "principle of economics" are set as specific teaching targets. The former is not limited by language forms such as individual vocabulary, vocabulary, and syntax, but trying to convey the "meaning" as a whole. In the sense of paying attention to the speaker's "transmission intention", the latter generally refers to obtaining the maximum effect on a certain phenomenon or action at a minimum cost. Interpreting can be rephrased as achieving the purpose of transmission using the minimum number of words to convey the same situation or concept.

Ideal Model for "Interpretation Course" at University

Full-fledged interpreter training started decades ago in our country, although some universities have set the goal of professional interpreter training, in fact only a few students have reached the level capable of professional interpreting, and most of them have been at a level to strengthen their language skills. This is basically the same even today.

However, this does not mean that interpreter education in China has not been successful. In fact, language skills have grown rapidly after receiving interpreter training, and a large number of graduates who are actually professional interpreters have been produced, and while having various problems, Chinese interpreter education through private training organizations can be said to have produced steady results. However, you may think that the result is due to the self-effort of the motivated student rather than the result of education. Many of the students who gather at private interpreter training institutions are those who are studying while having work, and there are many people who are motivated and aim at becoming a professional interpreter in the future. The goal is to make a professional debut as quickly as possible, and you can say that it is the result of having done the task properly and working on learning actively

every day. It cannot be denied that they have relied on extra-classroom efforts and personal qualities.

On the other hand, unlike the students who gather at private interpreter training institutions, it is safe to say that there are not many students who take interpreter classes at university and have clearly set their goals for the purpose of becoming a professional interpreter in the future. Many are interested in learning English, wanting to improve their language skills, be entertaining, or vaguely interested in interpreting. As already stated, the contents of the class also reflect this, and the interpretation education at present universities in China is weighed in terms of language, and has been positioned as a part of foreign language education. Even if you give such students a so-called interpreter training from the beginning, as a result, you will lose the confidence of the students and reduce their willingness to learn.

However, a lot of students taking the interpreter courses have an English ability that is much higher than the average university students of the same age, and some of them are sufficiently capable of withstanding "interpreter" training. It is possible to give such students a very high degree of training and they can approach the professional debut level.

Therefore, in the future the goal of interpreter training at the undergraduate level should be centering on the development of advanced language operation skills, with the interpreter training method, to foster human resources with flexible cross-cultural communication skills necessary to be active in the international community. These abilities (and knowledge) have already been discussed in the previous discussions, but the important thing is that interpretive education at the university should be an integrated one encompassing these elements.

For interpreters, in addition to advanced communication skills (= grammatical skills, sociolinguistic skills, discourse skills, strategic skills), extensive background knowledge and research skills (= information gathering skills) are indispensable. In addition, these abilities are required across at least two languages and cultures. The curriculum for interpreting training must therefore be the ultimate goal of comprehensively developing these skills.

In the actual class, it will be decided according to the student's level and needs about what to select as the concrete teaching materials, however, now matter what teaching materials are selected, there are various aspects to each teaching material, there is no way to handle all of them in classes that take place within a limited amount of time. Also, effective teaching can not be expected unless the teaching side clearly recognizes what they want to teach using each teaching material. The typical ad hoc teaching method is to enable teaching that is different from the others.

Concluding Remarks

Interpreting and translating can be a great opportunity to realize the cross-cultural communication which requires a variety of non-language skills. In addition to the structural differences between the two languages, it is important to go back to the cultural norms and values behind it, analyze the text, and convey it in an easy-to-understand, no misunderstanding manner. It is because it thinks that it can contribute to nurturing the power as a "supporter who conveys a different culture" as a result by translating while being conscious of whether it is good. In that sense, it is no exaggeration to say that the curriculum combining intercultural communication and interpreting education will lead to the development of human resources who can actively contribute to the multicultural society in the future.

References

Bar-Tzur, D. (1999). Integrating the interpreting service models. [Online] Retrieved from "The interpreter's

friend" by David Bar–Tzur, theinterpretersfriend.com

Birdwhistell, R. (1970). *Kinesics and Context: Essays on Body Motion Communication.* Philadelphia: University of Pennsylvania Press.

Brinton, D. M., Snow, M. A. & Wesche, M. B. (1989). *Content-Based Second Language Instruction.* Ann Arbor, MI: University of Michigan Press.

Canale, M. & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied Linguistics,* 1, 1–47.

Canale, M. (1983a). From Communicative Competence to Language Pedagogy. In *Language and communication.* (eds.) Richards, J. & Schmidt, R. (pp. 2–27). London: Longman.

Hall, E. T. (1977). *Beyond culture.* Garden City, NY: Anchor Press.

Hymes, D. H. (1972). On Communicative Competence. In *Sociolinguistics.* (eds.) Pride, J. B. & Holmes, J. (pp. 269–293). Harmondsworth: Penguin.

Richards, J. & Rodgers, T. (1986). *Approaches and Methods in Language Teaching.* Cambridge University Press.

Schaffner, C. (2000). Running before Walking? Designing a Translation Programme at Undergraduate Level. In *Developing Translation Competence.* (eds.) Schaffner, C. & Adab, B. (pp. 143–157). Amsterdam/Philadelphia: John Benjamins Publishing Company.

Samovar, L. & Porter, R. (2004). *Communication Between Cultures,* 5th edition. Belmont, CA: Wadsworth/Thomson Learning.

Witte, H. (1994). Translation as a Means for a Better Understanding Between Cultures. In *Teaching Translation and Interpreting* 2. (eds.) Dollerup, C. & Lindegaard, A. (pp. 69–75). Amsterdam/Philadelphia: John Benjamins Publishing Company.

Teaching of English Rhetorical Devices from the Perspective of Appraisal Theory

Chen Gangni

School of Foreign Languages of Northwest University, Xi'an, China

Email: Chengn1979@126.com

[Abstract] *Rhetorical devices receives little attention in college English teaching in China and are mainly conducted within the field of rhetoric. Appraisal theory, as a new perspective for rhetorical devices teaching, can not only deepen students' understanding of various figures of speech, but also increase their appreciation of literary works. When applying this theory to practice, teachers should attach great importance to the functions of attitude, gradation and engagement expressed by them, as well as the mode of expression, that is, in what way the speaker's or writer's evaluation involved in them is expressed.*

[Keywords] *rhetorical devices; appraisal theory; mode of expression*

Introduction

Rhetorical device is one of the learning contents for English learners at their advanced stage of learning. Its teaching purpose is to help students understand and master various kinds of figure of speech so as to improve their appreciation of English literary works. In recent years, with the support of various linguistic schools, college English teaching in China has made great progress, but the effect of figure of speech teaching is not so satisfactory. This paper attempts to explore how to teach English rhetorical device from the perspective of appraisal theory, so as to find out the effective methods of rhetoric teaching and lay a solid foundation for students' appreciation of English works.

Problems in English Rhetorical Device Teaching

English as a foreign language is a compulsory course in all the universities in China. And English teaching has gone through several decades which witnessed great progresses. In spite of the achievements made, there are still some issues which should be given enough emphasis. Of these issues, one is related to rhetorical device teaching. To be specific, there are mainly two problems concerning this aspect.

On one hand, in college English teaching, figures of speech are attached with less attention and they are generally at the edge of English teaching. Teachers usually focus on vocabulary and grammar in class and they spend a lot of time introducing the usages of words and grammatical structures to students. Occasionally, there are some teachers explaining figures of speech, but such explanation is quite superficial. As a consequence, students are in bewilderment. Since it is not included in the examination, students will not ask the teacher for detailed explanation. In a word, rhetorical device is not paid enough attention in traditional English teaching. As a course of social science and hu-

manities, English teaching is not only to impart vocabulary and grammar knowledge to students, and to cultivate students' basic language abilities such as listening, speaking, reading, writing and translation, but also to improve students' humanistic literacy and appreciation of words. Therefore the importance of rhetorical devices teaching should be emphasized as it is closely related to the cultivation of a person's character and his humanistic quality.

On the other hand, teaching of English figures of speech in college is mainly carried out in the field of rhetoric. When encountering a sentence with the use of a certain figure of speech, English teachers often follow such a procedure in which the definition of this particular figure of speech is explained first, then the example is given, afterwards students practice recognizing the rhetorical device. In order to enable students to master a figure of speech, sometimes teachers will make students compare and analyze the characteristics of similar figures of speech by putting them together. It can be easily found that figures of speech are mainly taught from the perspective of rhetoric. In my opinion, rhetorical device is essentially a linguistic phenomenon, and linguistics is the scientific study of language. Therefore, in rhetorical device teaching, it is necessary to draw on linguistic theories and knowledge. Only in this way can students understand rhetorical phenomenon more deeply. This paper is intended to explore English rhetorical device teaching from the perspective of appraisal theory in linguistics, the significance of which lies in providing a new perspective for rhetorical device teaching, enabling students to understand rhetorical phenomenon more profoundly and increase their appreciation of words and literary works.

Appraisal Theory

Appraisal theory is developed and perfected by Martin and other scholars in the 1980s. It pays attention to the subjective attitude or position of the author or speaker in verbal communication. The development of this theory mainly originated from the thought of Aristotle, an ancient Greek scholar (as cited in Peng, 2011).

Appraisal theory holds that people use language to express their attitudes, opinions and positions on things, people, events and so on. The evaluative functions can be divided into three categories, that is, attitude, gradation and engagement. Attitude function refers to the speaker's or author's comments on people's mental state, human behavior and things, including negative and affirmative aspects. Gradation function "is related to the enhancement or weakening of gradability" (Martin & White, 2005, p.135) and it is a description of degree and intensity, such as "very", "often", "a lot of", "quite", "extremely" and "really" etc. Engagement function is the source of opinion. "It focuses on the negotiation of interpersonal meanings of speech" (Martin, 2005, p. 327) and through engagement the speaker and the writer can either take the full responsibilities or reduce their responsibilities for the statement they make or introduce.

Appraisal theory is an applied theory. Since its emergence, it has been mainly applied to two areas. One is the analysis of different stylistic evaluation functions, such as Cortazzi's and Jin's (2000) analysis of narrative style, Wang's (2004) investigation of evaluation resources in news discourse, Xu's (2009) description of attitude system in scientific and technological discourse, Yan's & Xu's analysis of appreciation system in scientific discourse (2011). And the other is the description of evaluative functions in some sentence patterns or constructions. For example, in the discussion conducted by Hunston and Sinclair (2000), they identified six syntactic structures related to evaluation, Tang and Yu (2012) described the evaluative function of the "Adverb of degree + noun" construction in modern Chinese from the two categories of attitude and gradation.

Application of Appraisal Theory to English Rhetorical Device Teaching

When applying appraisal theory to the practice of rhetorical device teaching, teachers should pay attention to two aspects of which one is the appraisal functions or meanings conveyed by rhetorical devices and the other is the mode of expressing appraisal meanings involved in rhetorical devices. The two aspects will be illustrated in detail in the following part.

Pay attention to appraisal functions involved in rhetorical device

To improve the English rhetorical device teaching, enough attention should be attached to the three functions conveyed by various devices, namely attitude, gradation and engagement. That is, teachers should clearly and correctly tell students what function is expressed by a particular figure of speech after a detailed analysis and explanation of it. A close observation shows that simile, metaphor, transference and irony all can perform the function of attitude. Typically English simile has such a structure as "as... as" in which the first "as" is followed by an adjective, and the second "as" by a noun phrase, like "as timid as a mouse", "as easy as ABC", "as happy as a bird". In simile, adjectives are used to express the speaker's subjective attitude. In metaphor, it is the whole sentence, rather than the single word that expresses the speaker's attitude. For example:

(1) My love is a red red rose.

This sentence is a highly praise of "my love", showing her beauty and elegance. But such a positive evaluation is inferred from the whole sentence rather than conveyed by any of the single word in it.

Transferred epithet, like simile, also relies on a single word to express the speaker's attitude, such as "happy" in "happy tears" and "witty" in "witty tongue" both of which show the positive attitudes.

When teaching these figures of speech, teachers must make students realize that they can not only express positive attitudes, but also express negative ones. Although irony has attitudinal function, it mainly focuses on negative aspect. Take "glorious 16th century" as an example. With the context absent, "glorious" is typically an affirmative evaluation of things, but when the word is collocated with "16th century", it is a negative evaluation of 16th century. This is because in this century, religious forces persecuted people who advocated advanced ideas such as human rights and human nature, which seriously hindered the progress of human society. In this sense, the 16th century is a dark period rather than a "glorious" one and the use of "glorious" exactly describes people's negative evaluation of it.

Besides attitude, figures of speech can also express the function of gradation. The first kind to be mentioned is hyperbole. It is also known as overstatement, meaning "a great exaggeration or reduction of the events described" (liu, 2013, p. 55). In the drama *Romeo and Juliet*, when the hero and the heroine separated, the hero said "one thousand kisses" which is a case of hyperbole. In the explanation of this linguistic expression, the teacher should let the students understand that the phrase conveys the hero's quantitative modification of the "kiss", thus highlighting the two lovers' reluctance while parting. In addition, zeugma also has the function of gradation. This rhetoric device refers to the linguistic phenomenon in which "one word modifies or dominates two words at the same time, and it is only suitable for one word in usage or meaning" (Shao, 1997, p. 64). Look at the following example:

(3) They went to the funeral with weeping eyes and weeping hearts.

In example (3), the adjective "weeping" modifies both "eyes" and "heart", thus forming two collocations, of which one is "weeping eyes", and the other is "weeping heart". The former is conventional because it conforms to

the objective reality, while the latter is unconventional as it violates people's common sense. It is through the combination of conventional and unconventional collocations that highlights and enhances the grief of those attending the funeral. Antithesis also has the function of gradation. This device means a linguistic expression in which phrases opposite to each other are set in contrast and the opposition between the phrases is manifested through parallel grammatical structure. Now we will look at the following example of antithesis.

(4) The world will lament him a day and forget him forever.

In this case, the two phrases "a day" and "forever" form a contrast. Without being compared with "forever" or referring to it, the time of a day is not so short, but it is in contrast with the latter that the former appears to be quite short, showing how short people mourn the deceased. In other words, this antithesis emphasizes the time for morning the dead is extremely short.

In addition to expressing functions of attitude and gradation, rhetorical device also has the function of engagement. Transferred epithet is a typical way to express such function. This is because in the process of transference, the speaker's evaluation of a certain thing is often separated from the thing itself and moved to other things, hence reducing the speaker's responsibility for his own subjective evaluation.

(5) He gave me a cold shoulder.

The word "cold" in above example originally is a comment on the way "he" treated "me", such as in the sentence "he treated me coldly", criticizing his arrogance. But such an evaluation is transferred to "shoulder", one part of human body, resulting in "cold shoulder". And this transferred epithet gives people an impression that the speaker did not criticize "him", but his "shoulder". Therefore the speaker's judgment on "him" is greatly reduced.

It should also be noted that not all figures of speech express the speaker's subjective evaluation. The following example is such a case.

(6) He had a sleepless night.

Sentence (6) involves the use of the expression "sleepless night", a case of transferred epithet. But this rhetorical device does not convey any evaluative meaning, as it just describes the fact "he was sleepless that night".

Put emphasis on the mode of expressing appraisal functions in rhetorical device

It is necessary that teachers should pay attention to the functions conveyed by various rhetorical devices. On the other hand, teachers should also put emphasis on the mode of appraise expressing, that is, in what way the speaker's or writer's evaluation involved in them is expressed. In terms of mode, the evaluative meaning could be expressed either in a direct way or in a direct way.

(7) The princess is very generous to the poor.

The word "generous" is an expression describing someone is willing to give things to and share things with others. In example (7) it overtly and directly expresses the speaker's subjective judgment of "the princess" and affirms her personality. But the speaker's view of "the princess" could also be stated in an indirect way and the following is an example.

(8) The princess always gives money and food to the poor when she meets them on the street.

This example contains no word which explicitly expresses the speaker's evaluation of the princess, instead it describes her behavior of giving money and property to the poor on her way. From this specific description the hearer or the reader can infer the speaker's positive evaluation of the princess's conduct. Thus the speaker's subjective eval-

uation is expressed indirectly rather than directly in this case.

As an unconventional phenomenon in language, it is true of figures of speech which have also the distinction between direct and indirect ways of expressing evaluative functions. Therefore, in rhetorical device teaching, as a teacher, he should not only teach students how to identify a particular rhetorical device so that students can understand the differences between different devices, but also make students understand in what way a subjective comment contained in a particular rhetorical device is expressed. Take sentence (9) as an example.

(9) She is as beautiful as a flower.

This sentence is a case of simile. Simile refers to the comparison of two things which are basically different. By comparing one thing with another, the speaker can highlight the characteristics of the former. Obviously, in this simile, "she" and "flower" are totally different with the former being a person and the latter a plant. But since they stand in a relationship of comparison, her beauty can be highlighted. At the same time it should be admitted that the speaker's evaluation of her looks is conveyed by the word "beautiful", therefore this evaluation in this simile is expressed directly.

However, not all sentences containing figures of speech express the speaker's evaluation of things in a clear and direct way. Although some figures of speech involve the appraisal meanings, they need to be reasoned by hearers or readers, that is, the appraisal meanings involved are expressed indirectly and implicitly. Therefore, when teaching such figures of speech, teachers should make students understand how to use logical reasoning to infer the speaker's subjective appraise in the figures of speech. Generally speaking, the speaker's evaluation in metaphor is expressed in an indirect way.

(10) Mark Twin had a phonograph memory.

Sentence (10) is an example of metaphor in which the speaker compares Mark Twain's memory to a phonograph. Since this machine has the function of recording people' speech accurately, this sentence implies that Mark Twain has a very good memory in the sense that he can remember other's utterance or words with an exactness. As such an evaluation is implied, it is expressed in an indirect way. Admittedly, irony also involves the indirect way of expressing appraisal functions as is demonstrated in the above section.

Conclusion

In traditional English teaching, figures of speech are often neglected. Even occasionally they are touched upon, they are done in the field of rhetoric. As a new linguistic theory, appraisal theory can provide a new perspective for rhetorical device teaching. Under its guidance, when teaching English figures of speech, teachers should not only make students understand appraisal functions conveyed by each figure of speech, but also make students understand in what way the figure of speech expresses the speaker's evaluation, that is, is it expressed in a direct or indirect way? Only with these two aspects taken into consideration, can rhetorical device teaching be done effectively and satisfactorily.

References

Cortazzi, M. & Jin. L. (2000). Evaluating evaluation in narrative. In Hunston, S. & G. Thompson (eds.) *Evaluation in Text: Authorial Stance and the Construction of Discourse*. Oxford: Oxford University Press.

Hunston, S. & Sinclair. J. (2000). A local grammar of evaluation. Hunston, S. & G. Thompson (eds). *Evaluation*

in Text: Authorial Stance and the Construction of Discourse. Oxford: Oxford University Press.

Liu, Q. (2013). Why is "hyperbole" possible – Intentional Explanation of "hyperbole". *Foreign Languages in China,* (2), 55–60.

Martin, J. R. and Rose. D. (2003). *Working with Discourse: Meaning beyond the Clause.* London, New York: Continuum.

Martin, J. R. and P. R. R. White. (2005). *The Language of Evaluation: Appraisal in English.* New York: Palgrave Macmillan.

Peng, X. W. (2012). Reflections on Aristotle's Thoughts from the Perspective of Evaluation Theory. *Shandong Foreign Language Teaching,* 1, 16–20.

Shao, Z. H. (1997). Zeugma – Category of Grammar and Rhetoric. *Journal of Foreign Languages,* 1, 63–66.

Tang, Q.Y. & Yu, Y.W. (2012). Evaluation Function Analysis of the Construction of "Degree Adverb + Noun" in Modern Chinese. *Journal of Beijing International Studies University,* 10, 1–7.

Wang Z. H. (2004). The Study of Attitude in Hard News. *Foreign Language Teaching,* 5, 31–36.

Xu, Y. C. (2009). *A systematic study of attitudes in scientific discourse.* Foreign Language Teaching, 4, 37–44.

Yan, X. & Xu, Y. C. (2011). Appreciation system and its evaluation mechanism in scientific discourse. *Foreign Language Learning Theory and Practice,* 1, 60–67.

Acknowledgements

A Brief Analysis of Application on Nonverbal Communication in Teaching College English

Xu Kexin

School of foreign languages studies, Tourism College of Changchun University, Changchun, China

Email: xkxdennis@163.com

[Abstract] *As is known to all, communicative competence consists of intercultural communicative competence and intercultural nonverbal communicative competence. We always communicate by using our hands, eyes or giving a smile. Each teaching activity is based on the conscious and unconscious mind from the perspective of nonverbal communication. This paper depicts some connotations, elements and functions of nonverbal communication, which link to the proficiency of college English teaching.*

[Keywords] *Nonverbal Communication; College English Teaching; Communication Awareness*

Introduction

"Human communication is usually divided into verbal and nonverbal systems." (Samovar, 2000, p. 15). As a matter of fact, in our daily life, more and more people tend to spend a lot of time on nonverbal communication and they always receive much of the emotional meanings by means of all kinds of language elements.

It is known that nonverbal communication is an element of intercultural communication, such as body language. It contains some sign language, eyes, facial expression, handshake, etc. It is obvious that the study of nonverbal behavior is an important component to the study of intercultural communication. On account of the different cultures and religions, the same body language may have different meanings and usages in other countries. Therefore, we have to understand the history and culture of different countries and learn how to use the body language in communication. Culture and non-verbal communication are inseparable, and the nature of non-verbal communication is determined by the cultures, customs and psychological factors. In communication activities, people tend to use not only verbal communication, but also non-verbal communication with abundant content. It is an indispensable part of human communicative activities including all ways of transmitting information except using speech, such as body language, paralanguage. Therefore, this paper is to depict and analyze the significance of non-verbal communication in teaching college English.

Body Language

"Body language, also called kinesics, is a kind of nonverbal behavior which can transmit information through gestures, facial expressions, including: posture (the way the body is acting), stance (the way of standing), gesture, facial expressions, eye contracts, appearance (clothing, cosmetics, hair style and smell), etc." (Bi, 1999, p. 27)

Talking about the physical expression sentiment, we naturally think of the meaning of many idiomatic actions, such as nodding in agreement, clapping in favor or excitement, rubbing hands due to anxiety. As an important way of communication, body language can fill the blank of the language. For further information, we mainly talk about the features of body language in English classroom teaching through a more effective way.

(1) Intuitive features: teachers can use the information provided by facial expression and gestures to request something. The use of body language in teaching can help teachers to deepen students' understanding and impression.

(2) Communication characteristics: people use the local language and body to communicate in daily life so we should not forget the importance of body language while communicating with students. A more comfortable and exciting teaching environment can be created by body language. Moreover, students are the main object in English teaching and body language can be used to help teachers and students have better interaction and communication.

(3) Suggested feature: In fact, students sometimes try to understand the sentence by guessing the teacher's body language. It is very important that students can get more information and imagination by means of the teacher's body language that makes the process of English knowledge learning easier.

All in all, a good teacher should know how to use the body language properly and effectively, which makes students absorb more methods and knowledge. That is, it can get twice the result with half the effort.

Facial expression is one of the most important forms of body language in the English class, and facial cues are the first signal that people give and receive others. A smiling teacher can convey warmth and encouragement and promote a supportive meaning, non-threatening classroom atmosphere that contributes to the student's positive attitude and corresponding accomplishments. A smile can eliminate jealousy, resolve contradictions, and buffer confusion.

Besides, in the English class, you can't ignore the role of smile. With the ringing of the bell, the teacher came into the classroom with a smile, giving students a feeling of relaxation and cheerfulness. Through a series of movements, the classroom atmosphere is harmonious. Teaching tasks can be finished in a relaxed and happy environment. On the contrary, if the teacher walks into the classroom with an upset face, it will give the students a feeling of nervousness and depression, which is absolutely not an ideal atmosphere. Smile can be a reward for success or a treatment for trauma. In various competitions, an eliminated player, if he or she could smile and say goodbye to everyone, would show his or her demeanor and self-confidence, indicating the next victory.

The function of eye contact cannot be overemphasized. Teachers often look at students to seek for signals, based on which determining their teaching strategies and speed. If students have already been wondering around, then the teachers need to get them involved. As an old saying goes, the eyes are the windows of the heart, indicating that the eyes play an important role in interpersonal communication. In daily life, sometimes people will inevitably have some misunderstandings in language communication, because of which body language should be used properly. Eye contact plays a key role in interviews. In a face-to-face conversation, two people can infer the other's psychology through their eyes; they can perceive each other's psychological changes through the eyes. For example, turning your eyes into a line indicates that the person is very happy; the eyes are rounded, indicating that the person is surprised or frightened. Moreover, a mother's eyes are full of love. An English expression "Can you see any green in my eyes?" means, "From my eyes, do you see that I am naive?" This shows that the eyes can reflect a person's inner world.

Gestures are a link between students' and teachers' mind. Teachers not only can use gestures to guide students' attention in various aspects, but also to convey information, express the point, and organize the teaching class

atmosphere about the interaction communication.

In some situation, teachers have to use the correct actions in a relaxing and professional manner to arouse students' positive attitude. Moreover when the teachers face the students comfortably, students would be so easy to change their mood, pay their attention, and strength some ideas.

Paralanguage

Paralanguage means a kind of auxiliary no-language symbol system in the process of people's communication which is to deliver information, exchange thought, convey feeling by the means of body movements, including other paralanguage models. The paralanguage has the broad sense and the narrow sense. In the narrow sense, the paralanguage refers to the non-semantic sound, the silence, the turn-taking and all factors of vocal system, such as tone quality, gamut, tone, tone color, and so on." (Chen, 2001, p. 79) Even if it has no practical meaning, the paralanguage is useful and meaningful in daily communication. Used properly, it can express certain meaning. In some context, the meaning can be more implicit and authentic, even unconsciously breaking the code of mood. During communication, teachers should pay more attention to the meaning of what the paralanguage really expresses. Teaching the same contents, some teachers can be both excellent in voice and affection, while others dull. That is because the paralanguage plays a big role. In addition, the proper silence can gain unexpected results: giving the silent students time to think, warning those absent-minded ones, or showing that the teacher is thinking about the students' questions.

(1) Volume control: The sound, one of the most important methods of English teaching, should be paid more attention. Meanwhile, teachers should not use the same sound and volume for different teaching tasks.

(2) Induction voice: it belongs to the non-verbal sound of the vocal organs and can replace the word they use. By doing this exercise again and again, students' self-confidence will be enhanced gradually and their interest in learning also improved dramatically.

Improving Nonverbal Communicative Competence of College Students

The teacher's words and deeds are closely related to the students. The teacher's gesture can reflect his or her mentality and appearance. The purpose of English education is to develop students' communicative competence. This ability includes both verbal and nonverbal communication. So we should not only pay attention to the pronunciation, the grammar, the words and other language points, but to the culture background introduction, as well as the nonverbal communication system. It is a good way to teach students to avoid the culture and customs conflicts that arouse the significance of nonverbal communication of students' minds. When teaching English, the teachers should use many nonverbal communication ways, such as proper and rich countenance and body language. Then the class will be happy and relaxed. There are many seasons the nonverbal communication of target language will be grasp perfectly and unconsciously.

In addition, knowledge about diverse cultures opens up people's mind and enables them to perceive things from different angles. Different countries have different cultures. In the process of discovering differences, we must also pay attention to not forgetting a lot of commonalities and ccultivate the ability to adapt to cultural contact. When you first come into contact with different cultures, it is often subject to cultural shocks that create some kind of discomfort. In order for communication to continue, it is necessary to try to mitigate shocks and improve adaptive capacity.

It follows from this that acquisition foreign language many factors needed to consider. Except for some verbal

communication—grammar knowledge、sentence pattern, the native speaker body language used to express should be introduce to students, in case of just learning a foreign language. Otherwise, the education will be incomplete. The students' ability to communicate will also be deficient.

Improving Teachers' Nonverbal Intercultural Awareness

In comparing nonverbal communication with verbal communication, some people in general believe in the superiority of the verbal communication to the nonverbal communication. They hold that verbal communication is of higher rank than the nonverbal communication. In college English education, the nonverbal communication is necessary to prepare students with a intercultural awareness. Integrated with non—verbal communication can make English teaching more efficient. So in the English class, the teachers should comply with the English principles, guiding the students to feel the happiness of learning different culture, and making them able to communicate verbally and non—verbally. (Chen, 2001, p. 80) Then making a knowledge of English can be achieved by the teachers through performing nonverbal communication.

Creating a Warm Atmosphere in Teaching College English

If the method we used will help to relieve the pressure of the teaching environment, we can create a better harmonious interaction environment between the teachers and the students. College English teaching has been a serious and formal learning situation, and the inequality of teacher—student relationship in traditional classroom makes students psychological pressure under the teacher's dominant position. An excellent teacher does well in using body language during the teaching process with a simple eye contact, appropriate gestures, affirmative eyes and smiles, making the teaching easier, so that the students will stay in the excited state which could reduce students' anxiety effectively, relieve stress and improve the learning efficiency.

In College English teaching, some words are not easy to understand and to be remembered by students, such as the vocabulary of laugh, smile, giggle, grim, chuckle, crow, guffaw, roar, etc. Although these terms are said to express "smile", they have different meanings and it is too hard to distinguish their meanings apparently. However, we could solve this problem easily with the use of body language. In the teaching process teachers could provide a wealth of facial expressions and vivid gestures to demonstrate their meanings which allow students to actively participate in teaching activities for the performances of many kinds of "laugh" together. These rich facial expressions will help students to understand and deepen their impression of vocabulary to form the teaching interaction so as to narrow the distance between teachers and students, to promote feelings between teachers and students, and to achieve the good desired effect of teaching. (Yang, 1994, p. 63)

The teacher can not only convey ideas, but also use body language accurately and appropriately in the English teaching atmosphere. Emerson once said, "people have as many eyes as they have tongues, and we can understand everything from them without a dictionary." Among the organs that could pass the feelings, the eyes will express feelings. Also talking will and convey the most subtle and delicate emotions. Excellent teachers are good at controlling the teaching process in teaching and communicating with students with eyes which is conductive to teaching and enhancing the teaching effectiveness. In the teaching process, teachers should look around the classroom with the eyes from time to time, paying attention to each student's behavior, and organize teaching with eye contact in order to capture feedback in time. By eye contact with students and teachers can know whether the students are focusing on

knowledge as well as the interest in knowledge, and know how much students master about the knowledge in order to adjust teaching pace and change teaching methods. For example: for the questions in the classroom, teachers can communicate with students by eyes to remind students to actively think about the answers to the questions actively. In normal circumstances, the students with a firm and confident eye have a certain view of the questions and teachers should give them the opportunity to speak; the students who touch with the teachers' eyes and then leave immediately with wandering eyes have the desire to speak without enough confidence, and it is expected that teachers will make a great improvement after the systematic and purposeful practice.

References

Bi, J. W. (1999). *Intercultural Nonverbal Communication.* Peking: Foreign Language Teaching and Research Press.

Chen, G. Y. (2001). An Analysis of Optimizing English Teaching Through Nonverbal Communication. *Journal of Guangxi University for Nationalities,* 6(3), 79–80.

Samovar, L. A. (2000). *Communication between Cultures.* Peking: Foreign Language Teaching and Research Press.

Yang, P. (1994). Comments on Nonverbal Communication. *Foreign Language Teaching and Research,* 6(3), 63.

Part Ⅳ :
Translation

(Volume C)

The Impact of the Structure Transformation of Translator Resources on the Cultivation of Translation Competence in Translation Teaching

Zhou He and Deng Jiangxue

Sichuan University, Chengdu, China

North Sichuan Medical College, Nanchong, China

Email: 364069557@qq.com；djxsnow@163.com

[Abstract] Translation teaching and teaching translation were not completely clarified until the 1980s. Since then, translating as a special professional skills for cross-culture communication has been recognized widely, and the cultivation of translation competence gradually became the core and goal of translation teaching, so as to achieve the ultimate goal of the training of excellent translators among English majors. Presently, the structure transformation of translators is constantly reframing due to the changing social demands, and non-English majors have been swarming to take work as translators, which posed a great new challenge to the upgrading of teaching mode, content, material and so on in the process of translation teaching, so as to improve translation competence. In light of the above factors, this paper proposes that translation teaching should be conducted according to the specific requirement of certain fields, the needs of market, and the types of courses arrangement in university, so as to diversify the structure of translators.

[Keywords] translation teaching; the cultivation of translation talents; the structure of translation talents

Introduction

Traditionally, the classroom foreign language teaching is carried out in such a way that vocabulary, sentence-making, passage-writing, reading is taught step by step. If one compares the teaching procedures to that of building a house, then the grammar-teaching likens the setting of the house frame; the vocabulary, bricks; collocation and idiomatic usage, cement; figure of speeches, ornament; and the way of teaching, designing. Among the designs, translating as a most common design to master the skill of sentence-making and the right wording, to achieve the familiarity with grammar, and to know the style of articles, counts heavily no matter for beginners, juniors or seniors of language learning. Teaching translation is commonly-used as a indispensable part in classroom, but its goal is not to nurture students' practical translation competence, adversely, such kind of awkward teaching mode, to a large extent, stifles the imaginative and creative ability of students. And most students learn hard only to find that they can fabricate many grammatically correct sentences without any practical meaning. The shortcomings of teaching translations as a method of foreign language teaching has been spotted and challenged by many scholars since the last two decades of the 20th

century. With the advancement of modernization and globalization, multinational trade or cross−cultural exchanges ask for personnel who can provide language service unprecedentedly, with translators and interpreters among them. Obviously, the traditional mode of producing language service providers is far outdated and can not meet the require− ment for both the quantity and quality and translators. Both English majors and non−English major all sniff the oppor− tunities brought along by the development trends, so foreign language teaching is facing with great challenges. And teaching translation as a major or as classroom method, as a reserved "patent" for English majors or a universal chance for all non−English majors who likes translating, need to be discussed theoretically.

From Teaching Translation to Translation Teaching

The establishment of the status of Translation Studies as an independent discipline directly brought into discus− sion the question about what is the difference between the traditional way of teaching translation in and translation teaching as major, how translation is to be taught, what translation materials are to be chosen, how to organized the teaching procedures, and how to evaluate the the teaching results.

As a matter of fact, long ago before that, the research on translation teaching had always been one of the objects of translation studies, which many scholars have attached importance to, such as Holmes who has included in his Maps of Translation Studies the "translator training" (Holmes, 2004, pp. 184−191), Tan Zaixi who subdivided trans− lation studies into many research branches with translation teaching as one(Tan, 1988, pp. 25−26), and Cao Minglun who held fast to that translation teaching occupies a definite place in the field of translation studies (Cao, 2013, p. 166). However, in the 1980s and 1990s, most of the research on translation teaching was based on the summary and conclusion of the teaching experience, which is featured by the lack of systematical and in−depth study. The main reason lies in the fact that scholars did not clarify the concept of "translation teaching" and "teaching translation".

"Canadian scholar Jean Delisle (1981) first proposed the concepts of 'Teaching Translation' and 'Translation Teaching'. In his view, the conduct of carrying out "translation teaching" is for the purpose of translation itself ... while "teaching translation" is only taken as a tool in foreign language teaching. He believes that the former should be the focus of translation studies." (cited indirectly from Luo Xuanmin, 2002, p. 56) Owing to Jean Delisle's contri− bution, Chinese scholars of translation studies successively published papers in concerned journals to call for atten− tion to "translation teaching" instead of teaching translation. Among them, Mu Lei emphasized that "translation teaching is to teach translation as a profession, so that students ... will master certain basic translation skills." (Mu, 1999, p. 113) Since then, the study on translation teaching in China has been conducted systematically, but still at a relatively shallow level. Few scholars has asked how shall the teaching results can be evaluated, from what criteria, and with what scientific measures? Teacher−oriented model put the students competence or ability of translating into obscure, so the tangible achievements such as high test scores or certificates winning is articulate in students' perfor− mances. Translation competence, as an abstract factor which is easily influenced, is left in ignorance. So studies about translation competence made no breakthrough in China's academia. However, Western scholars have paid attention to the translation competence in the process of translation teaching as early as in the 1970s and 1980s. The book De− veloping Translation Competence co−edited by Christina Sch   ffner and Beverly Adab discussed the definition, culti− vation, and evaluation of translation competence, which provides a solid theoretical basis for translation teaching and the studies about it.

Translation Competence

Since the 1970s and 1980s, many foreign translation researchers have explored translation competence from the perspective of translation teaching. Zhou En and Ding Qingnian summarized the major findings from the researches on translation competence in the West and there are several mode of competence study: "the linguistic competence centered model, multicomponent model, professional(legal) translation competence model and minimalist model." (Zhou & Ding, 2017, p. 51) Among the different definitions of of translation competence, the one proposed by Albrecht Neuburt (2012, pp. 5–6) is of the nature of the multicomponent model. He analyzed the seven features of translation competence, namely, "complexity, heterogeneity, approximation, open–endedness, creativity, situationality and historicity," and came forward five parameters for the analysis of translation competence: "Language competence, textual competence, subject competence, cultural competence and transfer competence." He further pointed out that language, textual, subject and cultural competence are shared with many cross–cultural communicators, while "transfer competence is the distinguishing domain of a translator." That is to say, to be a competent translator, the former four competences are heavily relied on as basis, especially the language competence and cultural competence. Knowing that, a trainer can theoretically realize that the nurture of an excellent translator can be divided into several steps in several periods. The traditional way of teaching translation can never help the realization of such goal. Then Schäffner (2012, p. 147) pointed out that "linguistic competence is in the first two years to a large extent provided by the language skill model, focusing on linguistic structures an communicative use." She likens "walking" to the linguistic competence and "running" to the translation competence. She attaches great importance to the basic knowledge of language. That is to say, in the early stage of university study, language competence and, to some extent, cultural competence are must–haves both for English majors and non–English majors, if there are qualified faculties. Especially, in the teaching process of translation for non–English majors, the traditional way of teaching translation should be replaced with translation teaching under theoretical guidance. And according to the requirements and goals in different learning stages, the needs of the market, and the demand of specialized fields, the criteria for the translation competence to be nurtured should also be flexibly defined.

The improvement of translation competence takes a long time. From the perspective of the long process of learning and the features of translation competence, Neuburt's theory serves as the conceptual and theoretical basis for non–English majors to acquire translation competence, which is reasonable and feasible for the cultivation of translation competence in the undergraduate period of non–English majors.

Analysis on the Diversifying Structure of Translation Talents

As we all known, the improvement of translation competence is the core and goal of translation teaching, and the ultimate goal is to cultivate excellent translators. However, the changes in the structure of translators have put forward new requirements on the mode, content and materials of translation teaching, and posed new challenges to the nurturing of translation competence.

In 1999, in her book Translation Teaching in China, Mu Lei defined that the objects of translation teaching can be divided into "two levels: first, senior undergraduates majoring in foreign languages who take part in translation courses...Second, students with Master's degree of translation studies." (Mu, 1999, p. 113) As translation studies gradually secure its status as an independent discipline in the Chinese academia, and the Ministry of Education approved in 2005 and 2006, respectively, the setting up of the BTI (Bachelor of Translation and Interpreting) and MTI

(Master of Translator and Interpreter), "translation teaching" has become the designed "dividend" for the English Majors, narrowing the scope of students who can receive professional translation training. "The non–English majors have been excluded, no matter how large the group it is." (Luo, 2002, p. 56) In the 21st century, China was included into the WTO, won the bidding as the host of the 2008 Olympic Games and 2010 Shanghai World Expo, and launched the "Road and Belt Initiative" since 2015. As a result, the demand for interdisciplinary translation talents has been mounting. In addition, there are diversified channels to acquire knowledge, the match between a job with the major one received training with is no longer a necessity, and the professional market is relaxing its market access to non–professional counterparts, which boosts many non–English majors to pick up translation as their career under various incentives. Finally, the structure of translation talents grows diversified. Cai Jigang (2017, p. 10) also warned that "If China seeks to go global in an all–round way and substantially promote the 'Belt and Road Initiative', It is unreason–able to rely solely on translation talents and elites with excellent English." Only when "graduates of science and technology, engineering, military and law are active on the world stage rather than graduates of translation or English... It is time for our country's English education to embark on a truly healthy path." (ibid) However, the practical prob–lem remains like that translation teaching is biased towards English majors and non–English majors take part in the course of public English in the University. Therefore, Professor Luo Xuanmin redefined the concept of what is transla–tion teaching. He set out that " 'translation teaching', which is a general term for translation teaching for college stu–dents, should consist of 'translation teaching in public English and 'professional translation teaching'." (Luo, 2002, p. 57) The purpose of translation teaching is to cultivate and improve translation competence. "Lu Gusun from Fudan university stressed the importance of translation practice: If one's whole volume of translation is less than one million words, he had better shut up and talk no experience about translating. Therefore, even for English majors, classroom teaching is far from meeting this requirement, and they need to supplement it with independent learning after class." (Mao, 2003, p. 2) Therefore, the purpose of this paper is to find out in what ways non–English majors can improve their translation ability.

Conclusion

The research of translation teaching is of great significance and is the key for training translation talents. While the nurturing of translation competence should be the focus of discussion. Because more and more non–English ma–jors prefer to choosing translating as their career due to demand for translation talents, the structure of translators grows diversified. Translating is becoming a most important way of cross–cultural communication, and its insurmount–ability as a speciality is gradually weakening, so the focus of translation teaching should not always be confined to English majors, but also attention should be paid to the training of translation competence of vast number of non–Eng–lish majors. The more diversified structure the translators is, the more interdisciplinary translation talents we will have to keep the smooth exchanges with countries in the world, and to be more competitive via the help of language services. As a result, there is not only English for specific purpose, but translation for specific purpose, such as medi–cal translation, scientific translation, commercial translation, tourist translation and so on. Therefore, translation teaching, not teaching translation, in Public English for non–English majors is an important way to promote students' translation competence, so as to diversify the structure of translators and produce translators with different education–al background, and encourage more graduates to participate in international communication.

References

Cai, J. G. (2017). It is time to put the breaks on translation majors. *The China Youth Daily*. 25/9, 10.

Cao, M. L. (2013). *The Way of Translation: Theory and Practice*. Shanghai: Shanghai Foreign Language Education Press.

Holmes, J. (2004). The Name and Nature of Translation Studies. In L. Venuti. (Ed.), *The Translation Studies Reader* (pp. 172–186). New York and London: Routledge.

Luo, X. M. (2002). On the Teaching of Translation in China: Problems and Perspectives. *Chinese Translators Journal*, 4, 56–58.

Mao, R. G. (2003). *New Perspective to English-Chinese Translation Skills*. Beijing: Foreign Language Press.

Mu, L. (1999). *Translation Teaching in China*. Shanghai: Shanghai Foreign Language Education Press.

Neuburt, A. (2012). Competence in Language, in Languages, and in Translation. In C. Schaffner & B. Adab. (Ed.), *Developing Translation Competence* (pp. 3–19). Shanghai: Shanghai Foreign Language Education Press.

Schaffner, C. (2012). Running before walking? Designing a translation program at undergraduate level. In C. Schaffner, C. & Adab, B. (Eds.), *Developing Translation Competence* (pp. 143–156). Shanghai: Shanghai Foreign Language Education Press.

Tan, Z. X. (1988). A Brief Analysis on Translation Studies. *Journal of Foreign Languages*, 3, 22–27.

Zhou, E. & Ding, Q. N. (2017). Study of translation competence models in the West and its implications for China's MTI competence cultivation. *Foreign Language World*, 4, 51–60.

Dolphin Books: The Engine of Chinese Children's Literature Sailing Abroad

Hua Meng

Xuzhou Kindergarten Teachers College, Jiangsu, China

Email: hm@xzyz.edu.cn

[Abstract] *Dolphin Books, the only country-wide children's literature publishing house in China, has been devoted to introducing the Chinese children's literature to the whole world for many years. The author first describes its history, status, and influence as well as its unique translation mode, and further explores its enlightenment on the current international children literature issues. The research shows that the translation for children is not an immovable object and it is in need of accommodation to target children readers' expectation and flexible adaptation in translation.*

[Keywords] *Chinese children's literature; history; translation mode; enlightenment*

Dolphin Books is the only country-level publishing house in China with the mission of translating and publicizing Chinese children's literature abroad. In 1972, it released the first children's book entitled *Little Sisters of the Grassland* to the world in 26 languages, which caused a great impact at home and abroad. Since then, it has been devoted to Chinese children's literature translation. As Chen Jianying put it: "For more than ten years since its establishment, Dolphin Books has published excellent children books with more than 300 themes and 1000 varieties. They are, with delicately illustrated pictures, translated into more than ten languages, including English, French, German, Indian, Bangladesh, and etc " (Chen, 1997, p. 48).

Dolphin Books formerly was the Editing Room for children's literature in Foreign Languages Press (FLP). In 1986, it developed into a publishing house affiliated with FLP. Later it gained its independence. In the course of self-development, has accumulated rich experience in translating Chinese children's literature, accomplishing overseas publication and forming its own distinct characteristics, which may shed some light on the current international children literature scene in general. This paper intends to trace the history of translating Chinese children literature, to describe objectively its translation mode and to explore the enlightenment gained from Dolphin Books's experiences.

Overview of Translation of Chinese Children Literature

Dolphin Books' translation of Chinese children's literature can be divided into three stages with respective features.

Stage one marked Dolphin Books' formation, from 1971 to 1986. Ms. Li Shufen, the first president of Dolphin Books, was assigned to be in charge of the Editing Room for Children Literature in FLP. According to her, the translation scope of this period was to praise the heroic deeds of the Chinese people. Hence the works selected to be trans-

lated were to reflect the truth, goodness and beauty of new China. Take *Little Sisters of the Grassland* in 1972 as an example. It spoke highly of the two Mongolian girls for their gallant protection of the collective property regardless of hundreds of difficulties. Another example is *The Rainstorm in 1974*, which highlighted the courage of the People's Liberation Army in protecting the lives and property of the people. These two books were published in many languages and brought certain overseas attention, thus a series of books on similar themes were successively published, such as *Bright Red Star* in 1974, *Billows Ferry* in 1975, *Storms on the Chinking Docks* in 1976, *Stormy Night on the Frontier* in 1978, B*uilding a New Bridge* in 1979. After 1980, some folktales were released, such as *Weighing and the Elephant*, *Luban Learns Carpentry, Ma Liang and His Magic Brush, Happy-go-lucky Mama, Plop Plop*, and so on. What followed next were the adaption and rewriting of some famous works, for instance, *A Gathering of Heroes*, *The Battle of Red Cliff, Stealing the Magic Fruits* and many others. The translations during this period were successful. A number of favorable responses from foreign countries were sent to the FLP, which promoted, to some degree, the further development of Dolphin Books. In 1976, it only had four editors. Within six years the number doubled.

Stage two, from 1986 to 2006, marked Dolphin Books' gradual maturity. During the first ten years of this stage, Dolphin Books maintained its vigorous momentum, launching a series of well-planned theme publications, such as Chinese Mythology Series, *Chinese Folklore Series, Chinese Ancient Science Story Series, Science Fairy Tales Series, Monkey King Series* and other series with nearly one thousand different themes. These translated works won an even better international reputation for enabling it to become a model in the domestic publishing industry. It is worth mentioning that in the 1980s, the country was faced with the issue of book "famine," especially of children's literature. The State Press Administration, therefore, held a nationwide publishing conference to relieve this book famine. Dolphin Books was invited to attend the conference to introduce its publishing experience. What is more, the first president of Dolphin Books was appointed as a member of the National Comic Book Research Committee.

Stage three, from 2006 to 2012, marked Dolphin Books' period of decline. In 2006, it was transformed from a state-owned institution to a financially independent company, completely separating itself from the FLP. Coupled with changes in staff and other factors during the conversion, the Dolphin Books' translating for international children came almost to a standstill, as it was struggling to maintain its tradition by copying and reprinting previously published books.

Since 2012, Dolphin Books has been moving forward into Stage four, attempting its revival by launching "the Finest Book Series of Chinese Children Literature Going Global". So far, 3 series of 30 books have been published, of which 15 books have been translated into English. The first series in 2012 included *Sweet Orange Tree* by Cao Wenxuan, *A Magical Parrot* by Ge Bing, *The Fragrant Bird* by Jin Bo, *The Secret of Sweet Strawberries* by Tang Sulan, *Legend of Panda* by Sun Youjun. The second series in 2013 consisted of *The Persian Cat Called Peck* by Gao Hongbo, *Christmas Eve* by Huang Beijia, *My Cousin Is Coming* by Qin Wenjun, "King Boar" by Shen Shixi, *The Taste of the Sun* by Zhang Zhilu. The third series in 2014 had *Big-Headed Son and Small-headed Father* by Zhen Chunhua, Little Ostrich Knight by Liu Xianping, *Wormwood Flowers Eaten by the Deerlet by Xu Lu, Life is Life* by Zhang Haidi, *The Night When Dancing With the Dragon* by Peng Yi. Currently, five of the fourth series are being printed, and five of the fifth series are being translated. It is estimated that 30 books will be finished in the forthcoming three years.

To sum up, Dolphin Books, historically, has undergone four stages in the process of translating Chinese children's literature for the whole world. It initially enjoyed sound acceptance home and abroad in stage one and two, yet stage three witnessed its downward slope due to various perplexing factors. Fortunately, Dolphin Books is sparing no efforts

to regain its past glory.

The Translation Mode of Dolphin Books

Dolphin Books has been affiliated with the FLP for a long time, indicating the latter's dominant roles in many perspectives. Taking the translation process as an example, the translators were mainly from China International Publishing Group (GIPG), including such outstanding and famous figures as Xu Chi, Yang Xianyi, Gladys Yang, Ye Jungian, Epstein, Shapiro, etc. Apart from these well-known translators, most works in this period fell into the category of collective translation, namely, they were not accomplished by a single translator. Interestingly, many a book was published without translators' signatures, revealing the underestimation and lack of understating of the role of the translators.

As for their basic translation mode, the Dolphin Books followed standardized modes of translation in the periods of stage one, two and three, with five main procedures as follows:

1. Text-selection: Dolphin Books had the freedom in selecting texts to be translated and submitted the confirmed Chinese manuscripts to the Chinese text editors for proofreading. It was the Chinese chief editor who possessed the final say about the last version.

2. Text-positioning: Once the original texts were finalized, the expert panel in Dolphin Books would gather together to discuss each text's fate: for instance, which languages were more suitable for translating, which countries might have more potential readers, and so on. In the course of decision-making, the textual content and its ideology were the prime elements taken into consideration.

3. Text-translation: Relevant professional staff reported the original texts selected and experts' opinions to the GIPG, and then the GIPG would assign them to full-time translators to complete within a fixed time. It was routine that every translation text needed to be processed at least twice before being reviewed and finalized by the target language chief editor.

4. Text-comparison: The finalized translation texts were handed over to Chinese bilingual text editors at Dolphin Books, who were in charge of comparing the original with its translation to check whether equivalence or faithfulness was achieved. Tolerance for mistranslation or omission was rather slim.

5. Text-distribution: Dolphin Books did not need to worry about text distributing for the China Book Trade Corporation(CBTC) were specially established to issue translations abroad.

Mei Jie, the Planning Director of "the Finest Book Series of Chinese Children Literature Going Global" has contended that the Dolphin Books' translation model in stage four seems to differ, yet it has not changed much. It is the chief editor who is responsible for proposing selections which will be finalized by the president of Dolphin Books. The chosen materials, to a large extent, need to be in accordance with three criteria, namely, 1) reflection Chinese cultural characteristics 2) to attract target readers and 3) feasibility of ensuring competent translators for the chosen original texts. Competent translators currently are mainly picked from translation companies on the basis of submission of sample translations instead of being assigned by the GIPG as in the early period when Dolphin Books was still affiliated to the FLP. The final competent translator will be chosen from many a candidate from excellent translation submissions. He or she will be required to translate the chosen text faithfully without distortion of the meaning. And then, the finished translation must be processed by foreign experts and the English chief editor to ensure language accuracy and idiomaticity. One factor which needs emphasizing is that every translation cannot be handed over to CBTC

for oversea distribution without inspection by Chinese bilingual text editors.

It can be seen that, the translation of children's literature by Dolphin Books, since its establishment, has been following five well-organized and strict processes from Text-selection to Text-distribution Such main issues as what to translate, what language to translate into, who will translate and how to translate will be determined by Dolphin Books itself.

The Procedures of Dolphins Book on Children's Literature Translation

Dolphin Books, one of the main sponsors of children's literature translations in China, serves as the intermediary between translators and readers, possessing supreme rights in the translation process. In the era when Dolphin Books was still an affiliated organization, all translations had to be published in the name of FLP. Its guiding ideology, principles and purposes were promoting the new China, serving as progressive portrayal of leftists and striving for a desirable international image. Hence, from text-selection to text-translation, and to text-distribution, Dolphin Books rarely took readers into consideration, the main focus lying in enhancing approachability and accessibility of the new China (Dai, 1999). Since gaining independence in 1986, Dolphin Books, fully financed by the government's financial allocation, switched its publishing ideas and purposes into spreading Chinese culture abroad. After Dolphin Books transformed itself from a state-owned institution to a financially independent company, it inherited the external propaganda principles of the earlier stage, shouldering the responsibility of sowing seeds of Chinese culture. It is this publishing guidance and purpose that has been give the sponsorship role of Dolphin Books full play, manipulating Chinese children's literature translation in various aspects, mainly in the following ways.

To begin with, the manipulation lies in text-selection: In 1970s, Dolphin Books, under the leadership of GIPG, attached greater importance to works of realism which could either reflect the true, the good and the beautiful of new China or extol some heroic deeds. The 1980s and 1990s witnessed an explosion of works with themes of Chinese traditional cultures. Multitudes of fairy tales, mythology, and folk tales were collected, compiled, and translated. Some classical novels were even adapted, such as *Journey to the West, The Outlaws of Water Margin* and so on. Since the beginning of the new century, Dolphin Books focused attention on works which could portray the psychological and spiritual world of children, and represent the current healthy life of Chinese children so as to build up a positive international image of China. The texts selected and translated must adhere to the universal aesthetic value of children's literature and were believed to be acceptable among international children readers. However, a key element seemed to be neglected. That is, Dolphin Books, from the beginning until now, has been focusing on the source language (SL) context with less consideration given to the target language (TL) context. This emphasis may easily cause bewilderment whether texts chosen within the domestic domain can survive or even be understood in a new cultural community.

In addition, in text-translation: Dolphin Books manipulated standards and methods of Chinese children's literature translation. It insisted on the principle of equivalence, thus adaption was not tolerated. All completed translations must go through multiple inspection from target language editors, domestic bilingual editors and the chief editors to ensure that distortion existed as little as possible, and that the ideology of the content translated could accord with national conditions.

This manipulation mainly adopted foreignization translation that attempted to pull readers closer to the writer, while meanwhile allowing the reader to experience another culture via reading. However, whether foreignization trans-

lation can capture readers in the target language context depends on its location in literary polysystem, and the competitive tension between translated literature and local national literature. "the various strata and subdivisions which make up a given polysystem are constantly competing with each other for the dominant position" (Baker and Malmkjaer,1998/2001, p. 177). "There is a continuous state of tension between the center and the periphery, in which different literary genres all vie for domination of the center" (ibid). Once the translated literature steps into the target language context, it will exist as a part of the polysystem of a given national literature, forming a dynamic relationship with local national literature. Take the English translation of Chinese children's literature for example, in the tension between Chinese children's literature translation and children literature in such countries as America, UK, and etc., the former stands in the peripherical position. Despite the fact that the border and position of Chinese children's literature translation is not set once and for all on account of interaction with other elements in literary polysystem, dramatic change will not take place in a short term.

To be more specific, whether foreignization translation is suitable in the current general situation of peripherical children's translated literature into centered local national children literature deserves further exploration. Reading, as it is known to all, is an active and positive pastime. The more the foreign children obtain from reading Chinese children's literature, the more passion for reading will be triggered. In any reading situation, the reader is inclined to identify with texts to be read. "The reader not only reacts to the whole expression (e.g., the whole book, the whole story) but, at each moment, to the text she/he has read so far" (Oittinen, 2000, p. 18). Hence, excessive foreignization may reduce readers' participation degree, thus texts' readability being lessened.

Blue Mouse and Big Face Cat, made by Chinese famous fairy tale writer Ge Bing, was collected in "the Finest Book Series of Chinese Children Literature Going Global" of Dolphin Books. With an appealing plots, excellent imagination, and a sense of humor from children's perspective, the work won many awards in China and was made into a film and TV series, gaining tremendous popularity among parents and children. Its English translation was accomplished by Wang Guozhen and Guan Weiwei working in GIPG, with foreignization translation as the main method.

Let's look at two examples by comparison between the original text and the translated text.

e.g.

The original text: 蓝皮说："这可要吃苦,不能三心二意。"

The facing text: Blue Mouse said: "You should endure hardships and can't be half-hearted."

In original text, the expression of "Chi ku（吃苦）" is colloquial which is easy for children to understand while once it is translated into "endure hardship", language's formalization levels up and childlike innocence are lessened in spite of maintaining the meaning of the original text.

e.g.

The original text: "学习任何艺术都要精神集中,懂吗?"

The facing text: Spiritual focus is necessary for learning any art, understand?

Anyone who is a native Chinese speaker will burst out laughing at Blue Mouse's so called solemn remarks. Unfortunately, "Jingshen Jizhong（精神集中）" is translated into "spiritual focus", not only with a complex meaning but also with a lack of sense of humor.

As demonstrated in examples above, Dolphins Book's self-centered guideline determines adoption of foreignization translation, ignoring the research paradigm, the poetic features and reading habits of foreign children literature readers. Any adoption of translation method originating from SL context deserves to be further explored with

cultural factors in TL context taken into consideration, especially taking into account the perspective of target readers.

Last but not least, the manipulation lies in text–distribution: All books published by Dolphin Books will be sent to CBTC for international publication. The predecessor of CBTC was the International Bookstore affiliated with GIPG. Currently it has had 20 oversea branches, including Sinolingua London LTD, Cypress Book Co. LTD, Guanghwa Company in UK, China Books & Periodicals Inc., Changhe Press in USA, and etc., responsible for distributing trans–lated works for GIPG.

Without support from GIPG, the translated works of Dolphin Books will have slim opportunity to be published abroad, so the text–selection and the text–translation must be set out at the arrival of GIPG's subscription catalog. A factor needing to be pointed out is that GIPG will propose various requirements on languages translated and book size chosen according to different distribution destinations. The comic book project and painting album for children pub–lished by Dolphin Books in 20th century, were either in hardcover or in softcover, ranging from folio (the largest), to quarto (smaller) and octavo (still smaller). Conventionally, folio hardcover was published in developed countries while quarto or octavo softcover in developing countries. According to Ms Li Shufen: It is a routine for Dolphin Books to translate works of excellence into English, French, Spanish, German and Japanese, and not until positive responses from target readers of these five languages had been gained, was translation of other languages taken into consider–ation. *Little Sisters on the Grassland* was published in English in 1973, in French and Japanese in 1974, and in Ukraine and Mongol in 1975. Since in 21th century, works in Dolphin Books were mainly translated in English in hardcover format, which could be attributable to the weakening translation power caused by independence from FLP and the popularization and universality of English.

Reflections on Children's Literature Translation of Dolphin Books

Chinese children's literature translation of Dolphin Books is processed in text–selection, text–translation and text distributing. It cannot be denied that the manipulation, to a large extent, ensures translation quality and sound operation of translation and publication, yet whether it may have positive influence and appeal to readers in target language context is questionable. Sales volume of "the Finest Book Series of Chinese Children Literature Going Glob–al", which was the winner of 2016 Hans Christian Andersen Award was good, but Cao Wenxuan's Sweet Orange Tree for example, was so low that it seemed rather difficult to find any reader comments either in Amazon or in Goodreads.

By contrast, Cao Wenxuan's *Bronze and Sunflower*, translated by Helen Wang and published by Walker Books in UK, received an English PEN award with praise from both organizations and individuals. Children's Books Ireland contended, "It is a rare treat to come across a book that you want to keep with you for days after reading, to dip into again at leisure, be it for the beauty of the writing, the resonance of the story, or the luminosity of the imagery. Such a book is Bronze and Sunflower" (Bell, 2015). "There is little doubt that adult readers too will be struck by the vivid way in which the rural Chinese landscape is evoked and have their mental horizons enriched by an imaginative aware–ness of the impact of the 1960s Cultural Revolution on both villagers and city people" (IBBY, 2017). David Almond, a British author who won the biennial international Hans Christian Andersen Award, argued that it is a beautiful book, a treat for all young readers. In addition, Bronze and Sunflower has received extensive notice by international readers. In Goodreads, it is rated by 188 readers with 64 reviews. Many readers spoke highly of this book and wrote the review with thousands of words.

What contributes to different fates of two works written by the same novelist does deserve further discussion.

On the one hand, utter manipulation in SL context with less consideration of factors in TL context cannot accommodate tastes of target readers. Cooperation with translators, literary agents, publisher in TL context, thus, can be conducive to TL acceptance. A series of *Mo's Mischief* by Chinese author Yang Hongying is a good proof. It was purchased, translated and published by HarperCollins in 2008 and its sales in the Anglo-American region have reached 100,000 copies within two years.

On the other hand, adaptation for the sake of targeted readers is a must in children's literature translation. It is a well-known fact that in order to obtain a perfect translation, one must go beyond the superficial meaning of the words. It is very important to extract what the words mean in a particular situation according to the cultural context. When the metatext is addressed to children, the publisher must adapt the text in order to avoid language that might be inappropriate for a child, and prepare a censored adaptation. Any sexual reference must be eliminated, as well as violent language. Words that are too difficult to understand will also be eliminated, as well as all types of behavior that are considered contrary to public morals.

Let's look at three examples in English translation of Bronze and Sunflower.

e.g 1.

The original text: 男孩用手用力拍了一下牛的屁股，牛便听话地走入水中。

The facing text: The boy gave the buffalo a slap on the rump, and it walked obediently into the river.

e.g 2.

The original text: 水从牛的脑袋两侧流过，流到脊背上，被男孩的屁股分开后，又在男孩的屁股后汇拢在一起，然后滑过牛的尾部，与小船轻轻撞击着，发出咕嘟咕嘟的声音。

The facing text: The water parted at its head, rejoined over its back, parted again around the boy, then flowed together over the buffalo's rump before slapping against the boat.The boy gave the buffalo a slap on the rump, and it walked obediently into the river.

e.g 3.

The original text: 男孩走过来，用双手托着葵花的屁股，用力往上一送，就将她的双手送到了葵花爸爸的大手里。

The facing text: The boy came over and gave her a big shove from behind. Her hands met her father's, and with one pull she was on the bank.

The Chinese word "Pi Gu (屁股)" appears three times with different logical subjects, namely, the buffalo, the boy and the girl. It is only literally translated into "rump" in the first instance while being changed into "part around the boy" and "gave her a big shove from behind" in other two instances. In the English-speaking culture, rump belongs to taboo language which may entail the association of sex. It is not only inappropriate to children literature itself but also does not take into account the cultural background of the original which is based on a realistic description of rural areas in northern Jiangsu Province in 1940s.

To sum up, the history and translation mode of Dolphin Books reveals that it has played a significant and positive role in introducing the Chinese children's literature to the whole world. However, utter manipulation in SL context with less consideration of factors in TL context cannot accommodate current needs of international children's literature communication and proper adaptation from perspectives of target readers should be tolerated.

References

Baker, M. and Malmkjaer, K. (1998). *Routledge Encyclopedia of Translation Studies*. London and New York: Routledge.

Bell, A. Bronze and Sunflower. 2015−01−04.

http://childrensbooksireland.ie/review/bronze−and−sunflower/ [2019−01−05]

Chen, J. Y. (1997). Dolphin Books—the Paradise of Children. *International Communications,* 23(4), 48.

Dai,Y. N. and Chen, R. eds. (1999). *Fifty-year Events of China Foreign Languages Publishing Administration.* Beijing: New Star Press.

IBBY. Bronze and Sunflower. 2017−09−18.

http://ibby.org.uk/bronze−and−sunflower−2/ [2018−12−30]

Riitta, O. (2000). *Translating for Children.* London and New York: Routledge.

Acknowledgements

A Probe into The Translation Principles of Chinese Local Culture with Characteristics Under Globalization

Ma Nawei

College of Humanities & Sciences of Northeast Normal University, Changchun, China

Email: 1343508697@qq.com

[Abstract] *With the acceleration of globalization and promotion of China's international status, the translation of Chinese local culture with characteristics (CLCC) contributes to projecting a positive and constructive image for China and fostering a favorable climate for China's development. Based on the theory of Eco-Translatology, the present research probes into the three basic translation principles for the translation of CLCC, which are as follows: the readability of language dimension, the understandability of cultural dimension and the interaction of communicative dimension.*

[Keywords] *Eco-Translatology; three-dimension transformation; adaptive selection; Chinese Local Culture with Characteristics (CLCC); Globalization*

Introduction

With the acceleration of globalization and promotion of China's international status, China should introduce Chinese culture to the world and make the world have a good understanding of China. Chinese local culture with characteristics (CLCC) is extremely significant part of Chinese culture, which shows the diversity of Chinese culture. Therefore, the translation of CLCC is an integral part of the Chinese culture going-out strategy. In addition, the translation of CLCC is helpful to project a positive and constructive image for China and foster a favourable climate for China's development. This paper will explore the translation of CLCC based on the theory of Eco-Translatology, and comes to the conclusion that there are three principles while doing the translation of CLCC, which are as follows: the readability of language dimension, the understandability of cultural dimension and the interaction of communicative dimension.

Survey of Eco-Translatology

Eco-Translatology, proposed by Professor Hu Gengshen in 2001 and fully developed in 2009, is a cross-over study of ecology and translation, which presented the fundamental conception of "adaption and selection" of Darwin's evolutionism. Professor Hu regarded translation as the choice activity of a translator's adaption and selection in a translational eco-environment, which refers to a world of the source text and the source and target languages, comprising the linguistic, cultural, and social aspects of translating, as well as the author, client, and readers. Within a

theoretical framework of translation as adaptation and selection, the process of translating is a production of target texts by 'natural' selection via the translator's adaptation to the eco-environment and the translator's selection of both the degree of the adaptation and decisions about the form of the final target text in terms of the Darwinian principles of natural selection (Hu, 2003).

Eco-Translatology can be summed up as "multi-dimensional adaptation and adaptive selection", which focuses on three-dimensional transformation——adaptive selection in language, cultural and communicative dimension. Language conversion is translation; the carrier of culture is language, and the accumulation of communication is culture; therefore, language, culture and communication are interrelated logically, which reflects the main content of translational transformation (Chen, 2012).

Basic Translation Principles for the Translation of CLCC

Human beings are the children of nature, and any human activities are bound to be inextricably linked with the natural world. Translation, as one of human communication activities, is no exception (Liu, 2010).

Readability of language dimension

Readability of language dimension for the translation of CLCC, based on Eco-Translatology, aims to ensure the readability of the target text of CLCC. Due to the different social, political, historical and cultural backgrounds, the Chinese nation and the target language nation have different language cultures, which make the words in the two languages show non-corresponding and non-overlapping phenomena and fail to produce semantic resonance. According to Eco-Translatology, the translator should first make the adaptive selective transformation for linguistic form in the translation process, proceeding on various aspects and levels of linguistic dimension.

Nida American translation theorist thought that the most important difference between Chinese and English is the contrast between consensual and form (Janet, 2011). Chinese is *consensual language* which refers to use context to reflect the logical relationship between sentences not by conjunctions; while English is *form language* that refers to the use of conjunctions (coordinating conjunction and, but, or other, or subordinating conjunction that, who, when, if, etc.) to express the logical relationship between sentence elements or sentences (Janet, 2011). Therefore, from the linguistic dimension first, the translator of CLCC must understand the differnece and minimize its negative effects. In order to adapt to and survive in the translational eco environment, which is "dynamic and changeable". It is necessary for the translator to reconstruct the sentences and passages of the source text, considering the target language features and readers' demands, without losing writing style of the source text, not failing to realize the purpose of international publicity.

Example 1:

向海是"植物王国"。珍惜树种蒙古黄瑜,一株株,一簇簇,一排排,千姿百态,令人满眼苍翠。杏花林更是清香十里,迎客送宾。真可谓"黄榆簇簇含晨露,杏花十里映朝霞"。向海更是"动物王国",最能体现人与自然和谐的当属人与动物和平共处。

(*From A Brief Introduction to Jilin ProvinceCultural Scenic Spots*)

Translation:

Xianghai is a "plant kingdom" boasting large amount of Mongolian yellow elms and apricot trees. It is an "animal kingdom" too, showing a harmonious picture of human and nature.

The source text is about a brief introduction to Xianghai in Baicheng, Jilin Province of China. Compared with the source text, the content, the structure, and even the writing style of the target text is different from the ones of the source text. The translator selects the simple and direct expression to introduce Xianghai for catering to the target language readers' aesthetic thinking habits to adapt to the translational eco-environment. Therefore, the translator selects free translation, while translating "一株株","一簇簇","一排排","千姿百态，令人满眼苍翠", and "黄榆簇簇含晨露，杏花十里映朝霞", which make the source text full of poetic interests, but not the target text. English utilitarianism Textual system requires that the target text should be non-rhetorical, observational and factual, so the translator does not translate modifiers but the essential content in order to make it easier for the target language readers to accept the foreign cultural information. Obviously, the translator adapts to the translational eco environment and makes appropriate selects from linguistic dimension, so that the target text of CLCC is readable for the target language readers.

Understandability of Cultural Dimension

Understandability of cultural dimension for the translation of CLCC, based on Eco-Translatology, aims to make the target text of CLCC understandable. The translator needs to focus on transmission and interpretation of the Bilingual cultural connotation. The translator must analyse the cultural background information of the source text, and master the cultural differences between the source language and target language, so as to avoid distorting of the source text from the target language culture perspective, by which the translator can convey the source language cultural connotation. Only in this way, can the translator ensure harmonious cultural ecology.

Example 2:

<div align="center">祭尤节</div>

苗族祭尤节是一个古老的传统节日。祭尤节的时间为每年十月的第二个丑日。祭尤节的程序分为三个部分，即祭尤、杀牛、庆祝。每个步骤不可遗漏，也不可混乱，否则就直接影响了神赋予人的恩惠。"祭尤节"以祭祀祖先为节日活动的形式，以祈求祖先保佑族人强大为活动的内容，表达了苗族人民祈求人丁兴旺、强族强种的美好愿望。

Translation：

Chiyou Memorial Day, October

Chiyou is the mythological warrior engaged in fighting with the Yellow Emperor. Chiyou Memorial Day is a traditional ancient festival of Miao, the time of which is the first two "Chouri" (The Chinese ancestors has used the Heavenly Stems and Earthly Branches to calculate hours. There is a fantastic system of 10 heavenly stems and 12 earthly branches. Chou is one element of earthly branches, Chouri means the day of Chou, but it is not a certain day and appears every 12 days.) of the tenth lunar month.

There are three parts-- worshiping Chiyou, sacrificing buffalo, elaborating-- each part cannot be omitted and disordered, or it will directly affect the grace of Chiyou. The main activity of this festival aims at offering sacrifice to Miao's ancestors, and praying to ancestor to bless the future generation, which demonstrates the good wishes of having a growing and strong family.

The source text is a brief introduction to a Chinese traditional Festival. The translator pays more attention to the transmission and interpretation of his native cultural connotation. Firstly, the translator does not adopt transliteration to translate the title of the text, but free translation for "Chiyou Memorial Day October". It is helpful to the target lan-

guage readers to know the festival's meaning and time. Secondly, the translator adopts amplification at the beginning of the target text to tell the target language readers the story of Chiyou, reducing cultural barriers. In addition, for "丑日", a word with cultural characteristics, the translator adopts transliteration and interpretation, so that the target text can both convey CLCC and establish the cultural image of China. On the whole, No matter he adopts transliteration, free translation or interpretation to translate cultural words, the translator is doing the cultural adaptation and adaptive selection to realize the purpose of international publicity of CLCC.

The interaction of communicative dimension

The interaction of communicative dimension requires the translator to emphasize the intensions of bilingual communication, which means that the translator not only transfers the language information and culture connotation, but also put emphasis on the level of communication and the reflection of communicative intention of original text (Hu, 2011). Communicative dimension, which is a higher ecology than language dimension and culture dimension, requires the translation should adapt to the communicative ecology of readers, and realize the communication needs between source text and target language (Hu, 2004). Communicative selective adaptation is a pragmatic process, concerning about not only lexical and grammatical combination constraints and cultural identity, but also the quality evaluation criteria obtained in the specific context (Chen, 2016). The interaction of communicative dimension is a question of the appropriateness of the language used and the manner of expression.

Example 3：南岳衡山岩壑深幽，寺院棋布，郁郁葱葱的森林中，流泉飞瀑点缀；这里人杰地灵，是湖湘学派的发源地，书院盛行，人文浓郁，历史厚重。这块神奇的土地为历代帝王、名人所仰慕。(From *Chinese Translators Journal,* 2011）

Translation：

Mt. Hengshan, a holy place worshiped by ancient emperors and scholars, is renowned for its beautiful scenery and ancient culture. Here you will be attracted by the waterfalls and streams lowing through the forest and valleys, impressed by the temples, academies and memorial halls dotting the slopes. (Tr. By Xiong Liyou & Liu Helin)

The source text with the humanities characteristics describes the geography, environment, ecology, historical status and role of Mt. Hengshan, whose language is compact and logical. In the process of translation, in order to improve the acceptability of the target text, the translator should fully consider the writing habits of the target language, and ensure the suitability between the target language and the source language; therefore, the translator needs to select and reorganize the content and structure, delete the information that is unfamiliar and distracting to the target language readers. In the process of translation, the translator combines the meaning of the first and the last sentence of the source text into one sentence, the first sentence of the target text, adding "ancient culture". "人杰地灵"，"湖湘学派的发源地"，"历史厚重" are already between the lines and not translated. Such target text is concise and clear, catering to the appreciation habit of the target language readers. The communicative effect of the target text can be achieved to the maximum extent.

Conclusion

The process of globalization is accelerating day by day and the exchanges between different nationalities are becoming more and more frequent. As a behaviour of intercultural communication, the translation of CLCC is by no means a simple process of decoding and reorganization, more importantly, it is a communication activity, in which

language, culture, communication and other factors are often intertwined, interactive, and sometimes it is difficult to separate them. Only those translations, which meet the overall requirements of the language, communication, culture, society, and the authors, readers, mandates, can be called the best translation of *the highest degree of holistic adaptation and selection* (Hu, 2004). Therefore, the translator must follow the three basic translation principles for the international publicity translation of CLCC, which are as follows: the readability of language dimension, the understandability of cultural dimension and the interaction of communicative dimension.

References

Chen, J. Y. (2016). Three-dimensional Conversion of Translation of Public Signs: Exampled by Hengdian Cinema City. *Journal of Shanghai Translation*, 1, 38–42.

Chen, S. B. (2012). Ecological Approaches to Interpretation Studies. *Doctoral dissertation*. Shanghai: Shanghai International Studies University.

Hu, G. S. (2003).Translation as Adaptation and Selection. *Perspectives,*11(4), 283–291.

Hu, G. S. (2004). *An Approach to Translation as Adaptation and Selection.* Wuhan: Hubei Education Press.

Hu, G. S. (2011). Translation Studies from an Ecological Perspective: "Eco-translatology" and "Translation Ecology". *Journal of Xi'an International Studies University,* 2, 8.

Janet. (2011). Sentence Structure Difference between Chinese and English, *ccjk, from* https://www.ccjk.com/sentence-structure-difference-between-chinese-and-english/

Liu, A. H. (2010). Translation Studies from an Ecological Perspective: "Eco-translatology" and "Translation Ecology". *Journal of Xi'an International Studies University*, 1, 75–78.

Acknowledgement

Exploration of the Translation Process of the Culture of Dunhuang Fresco from the Perspective of Intercultural Communication

Zhang Fumin

College of Foreign Languages and Literature, Hexi University, Gansu, China

Email: zhzy0409@163.com

[Abstract] *Dunhuang Fresco in Dunhuang has been attracting scholars and visitors in and outside China, and also provides rich and prosperous material for the sustainable development of Dunhuang Culture and its going-out. To manifest its culture value and inherit its intangible inheritance, it's necessary to explore the translation of The Culture of Dunhuang Fresco. This paper discusses its ground, analyzes its possibility and feasibility, and explores primarily its translation process. Research shows that Translation of Dunhuang Fresco is valid, normal, possible and feasible from the perspective of Intercultural Communication, and translation process of the culture of Dunhuang Fresco should abide by the basic procedures: receiving the Fresco→analysis of its message→deep comprehension of its Cultural Background → further Comprehension of its expression technique and form → analysis of the skops of translation → choice of translation→ composition of intercultural text→ decoding and converting→ output of Target Text→ sending the Target Text in Appropriate media.*

[Keywords] *The Culture of Dunhuang Fresco; Intercultural Communication; Translation Process*

Introduction

Dunhun has already been an international city due to both its artistic treasures in Mogao Grottoes and Dunhuan Studies which appeal to scholars at home and abroad for many years. Of course, as an international city, most people appreciate its charm and attractions being witnessed by nature and history, hence there are many visitors around Dunhun city being surrounded by Mingsha Hills, Yueya Spring and Mogo Grottoes. However, from my standpoint, what attract people most in Dunhuang are not the natural phenomena but the Culture reflected by Dunhun and beyond Mogo Grottoes. It's well-known that so many stuff which undergo and reflect history and culture of Hexi Corirdor have been increasingly found in Mogo Grottoes and Yulin Grottoes etc. in Dunhun, which promote the thrive and prosperity of Dunhun Studies. No wonder there occurs the Dunhun International Cultural Expro each year in Dunhun City in the new era. And then, Dunhun Fresco, the most highlight treasure in Mogo Grottoes and Yulin Grottoes could or could not be translated into the cultures of other countries? This issue attracts and puzzles me as well as many other scholars, too. To give exact answers to this issue, several key and core definitions have to be explored.

There's no doubt that to translate Dunuhuang Fresco is absolutely as abnormal as to translate cartoon or paint-

ing because anybody may think it's absurd and impossible to do so. They virtually may think how anybody could translate them into other cultures without the basic foundation of Source Language. However, Painting, Carton or Fresco are the means to convey message and information with special methods, crafts and materials to illustrate the author's ideas or thoughts. So, considering from this perspective, it's worth exploring this issue: Is Dunhuang Fresco Translation normal, possible and feasible?

If so, what about Translation of the Culture of Dunghuang Fresco? It has been four decades since Susan Bassnett etc. advocated the cultural translation and published so many articles or books such as *Constructing Cultures: Essays on Literary Translation*. Therefore, there indeed exist the study and practice of the Translation of Culture at home and abroad. So are the culture of Dunhuang Fresco and its translation, or there have not been the articles published by Zhao Yue, Geng bin and Hu Da etc., which are all centered around one of the important key words—The Cuture of Dunhuang Fresco. In addition, judging from definition of culture defined by E. B.Tylor, any scholar or literate human being could understand and accept that Fresco is contained in the category of culture. And one of the paper by Ye Yumei (2002, p. 35), is a good case in point to support this idea, too. Hence, the issue of the Translation of The Culture of Dunhuang Fresco is also worth being explored.

Based on the analysis above, it could safely come to the conclusion that exploration of the Translation of The Culture of Dunhuang Fresco is not groundless but significance though the issue of Dunhuang Fresco Translation still need to negotiate with other prestigious and experienced scholar or translators.

Research Status

Translation, in fact, is not a new phenomenon in the eyes of scholar because it has long and rich history which can be illustrated by so many articles, works, translators and scholars in the world at home and abroad. And in the 21st century, Cultural Translation and Cultural Turn of Translation have been increasingly attracting more and more scholars in and outside China.

Research Status Abroad

Many scholars engage in translation study and practice hence contribute so much to the sustainable development of the discipline such as Peter Newmark, Eugenu A. Naida, Roman Jakobson and Jacques Derrida etc., who mainly concern the fundamental elements of language as to translation. And some scholars such as Roger T. Bell and George Steiner have been specializing in translation Process. Steiner advocates the typical procedures of translation while Bell, R.T. published his work *Translation and Translating: Theory and Practice* in 1980. Some other scholars have composed works as to culture or intercultural and translation such as Theo Hermans and his *Crosscultural Transgression—Research Models in Translation Ⅱ: Historical and Ideological Issue*, Maeve Olohan and his *Intercultural Faultlines—Research Models in Translation Studies: Textual and Cognitive Aspects* and Susan Bassnett etc.. All their studies and research on cultural, intercultural and translation or translation process are beneficial to the research of intercultural Translation and Translation of Culture of Dunhuang Fresco including its translation process.

As to Cultural Translation, Intercultural Translation and even Translation of Dunhuang Culture, many scholars, translators or Translation Agency have also been contributing to its development too much. Compared to the achievements and the advancement of creating translation study efforts made by scholars outside China, though scholars in China seem a bit cautious, yet there occur to interested readers some works, articles concerning the issue. For example, Cheng Jiangping published in 2012 his work *Translation and Intercultural Communication* which discusses the relationship between translation and intercultural communication and influence on translation that intercultural communication have, but this work gives priority to the influence to language on translation but not concerns too much to other factors that occurred to translation research such as translation of Dunhuang Fresco. Scholars, for example Jiang Qiuxia, in Northwestern Area in China have been making special efforts to advance the translation of Dunhuang Culture. Professor Jiang Qiuxia (2018, p. 103) discusses in her article translation strategy and method as to Dunhuang Culture Translation. In addition, Liu Jia and Zeng Lixin also published their research results as to Dunhuang Stone Cliff Culture. Liu Jia (2014, p. 119) focuses on translation variation while Zeng Lixin (2019, p. 63) cares for the Translation of Dunhuang Grottoes and Architecture Terms. In short, all their researches are closely related to Translation of Dunhuang Vulture including Translation of Dunhuang Fresco which gives some insights to the Translation Process of the Culture of Dunhuang Frsco.

What's more interesting is some Chinese Scholars such as Wu Jun (Professor) and Chen Lian (Professor of Fudan University) has discussed such issue as Dunhuang Fresco Translation in there Academic Seminar held at Hexi University by College of Foreign Languages and Literature. Wu Jun advocates in her article the significance and ground of Dunhuang Fresco Translation, and Cheng Lian discusses with Wu Jun and other teachers the method of Dunhuang Fresco Translation very briefly. Though they don't mention the issue further, the issue indeed appeals to the teachers in College of Foreign Languages and Literature, and their opinion stimulates me to reflect on the issue further.

Whatever has been explored and discussed by scholars, translators and agencies specialized in service of translation, however the Translation Process of the Culture of Dunhuang Fresco has not been mentioned at all, let alone its translation strategies.

Theoretical Foundation Analysis

According to what has been discussed above, it's evident that there indeed exist in translation research and line Translation of the Culture of Dunhuang Fresco. Therefore, this issue is worth scholars further exploiting. And then, is it possible and feasible? From my standpoint, scientific research is doomed to create or it couldn't survive further, so is to translation studies. If all scholars consistently and solely persist on linguistics influence on translation, if the definition of translation could not be in accord with the scope and nature of translation and its change promoted by society and human being's new cognitive degree, how come translation study could gain so many achievements within these years? Therefore, considering from other perspective instead of linguistics, for example intercultural communication, it's completely probable and feasible to translate the message and information implied in Dunhuang Fresco

into other cultures. It can be simply and briefly illustrated by the following table.

Table 1. Probability and Feasibility of the Translation of Dun Huang Fresco

Results of Translation Choice / Translator's Identity	Painting (cartoon)	Painting (fresco)
Mono-lingual native	impossible and unfeasible	impossible and unfeasible
Mono-lingual foreigner	impossible and unfeasible	impossible and unfeasible
Bilingual non-translator	Impossible and unfeasible	impossible and unfeasible
Bilingual translator	possible and feasible	impossible and unfeasible
Linguistics perspective	normal	Abnormal, impossible and unfeasible
Intercultural communication	Normal and feasible	Normal and feasible

Combined the analysis above with the data in the table, scholars with creative thought may agree that if considering from mono-lingual identity or bilingual non-translator identity, message and the information implied in the cartoon and the painting couldn't be translated into other cultures, and considering from bilingual translator identity, it's possible and feasible for such translator to achieve translation aim of the cartoon but impossible and unfeasible of the painting. Additionally, to translate the massage and information conveyed in the cartoon or the painting, it's normal of the cartoon but abnormal, impossible and unfeasible of the painting. However, if considering from the perspective of intercultural communication, both are normal and feasible.

The reason why it's normal and feasible for translator to translator the information and message into other culture is based on the deduction of what Christiane Nord says in her book *Text Analysis in Translation: Theory, Methodology, and Didactic Application of a Model for Translation- Oriented Text Analysis (Second Edition)*. Nord advocates (2007, p. 8), "Being cultural-bound communicative signs, both the source and the target text are determined by the communicative situation in which they serve to convey a message."

Either cartoon or painting is the means for people to convey information and message which are conveyed in different means from the perspective of linguistics. However, intercultural communication mainly concerns the convey of information and message instead of language, as long as the translator try hard to convey the message and information implied in the painting or cartoon instead of language-orientated translation, then he or she could translate them into other culture.

Apart from Nord's functional thought as to translation, there are other scholars whose ideas or opinion may well support the Fresco Culture Translation thought. Roman Jacobson divides translation into three branches: intralingual, interlingual, intersemiotic. Jacobson (2000, p. 113) advocates, "Intersemiotic Translation or transmutation is an interpretation of verbal signs by means of signs of non-verbal sign system."

According to the definition of Intersemiotic Translation, translation of the Culture of Dunhuang Fresco is also possible and feasible because Dunhuang Freso can be regarded as non-verbal sign system. The younger scholar Li Wen, Wu Dan and Fu Yao explores English-Chinese translation of architectural culture in their work *Chinese-English Translation Study from the Intercultural Perspective*. Li Wen (2018, p. 291) says, "There are numerous classical

architectures in and outside China, and some scholars try to research the translation of such architectures and successfully present parts of its translation expression."

In a word, exploration of the translation of Dunhuang Fresco and its translation, judging from all the analysis above, is not ground but possible and feasible, and even an beneficial trial in translation studies in the new era.

Detailed Exploration of the Translation Process of the Culture of Dunhuang Fresco

Any experienced translators and scholars in Translation Studies know the importance of translation process, and they virtually have a good command of the basic rules of it. The rather famous scholar Bell, R.T. focused on this issue and published his work published his work *Translation and Translating: Theory and Practice* in 1980. George Steiner claims Fourfold Translation Motion Theory. As Hu Yun (2013, p. IV) says in his article, "Concerning the whole translating process, George Steiner proposes the Fourfold Translation Motion Theory that is trust, aggression, incorporation, and compensation. In his book *After Babel: Aspects of Language and Translation* in 1975, he presents the four steps minutely."

Based on George Steiner's translation process theory, Hu Yun composed his thesis paper *A Study of B S Bonsall's Translation of Idioms in Hong Lou Meng From the Perspective of George Steiner's Fourfold Translation Motion Theory.*

Common and Frequent Translation Process of Language Material

As is commonly seen, most inexperienced translators usually think and abide by this translation process: comprehending the Source Text and Convert it into the Target Text. Of course, this translation process is limited to simple language texts which haven't so much cultural elements. On the other hand, as to such texts, translators also don't depend too much on the decoding procedure that is driven by their inner translation awareness. That is to say, such translators and translation, in fact, doesn't give priority to decoding for it's not vital in the translation process.

Inspiration of Theory of Translation Action

Theory of Translation Action, in fact, belongs to Functionality School of Translation Studies, which is advocated by Justa Holtz Manttari. As to she and her theory, Liu Junping makes well sense to those in his Book *A General History of Western Translation Studies.* Liu Junping (2016, p. 384) says, "Manttari lays core of translation in the versatile intercultural convey including those conversion elements even irrelevant to any source text and target text such as the conversion of painting, sound and body language. Therefore, she claims message transmitters may well reflect the features that signs and culture convey."

According to her claim, it can be safely conclude that the features that signs and culture convey could be reflected by message transmitters, and translation process can not avoid an important step, as Nord (2006, p. 30) points out, "producing a certain kind of message transmitter", who, perhaps just the translator himself/herself, is to cooperate with the customer of the translation action or the translation expert whose role is to guide the translation action.

Of course, these ideas and its analysis give useful inspiration to the exploration of translation process of the culture of Dunhuang Fresco, namely, Conversion of the Culture of Dunhuang Fresco into other culture can not avoid the vital step and role—message transmitter and his or her cooperation.

Intercultural Communication to Translation Studies has not been a new term of phenomenon for many scholars have mentioned more or less as to it in their articles, works or impromptu claim in forum. Cheng Jianping published his work Translation and Intercultural Communication in 2012. As to this term, he (2012, p. 10) points out, "Although *intercultural communication* is the most general cover term used to refer to different 'types' of communication across cultures, it is still not adequate because there appears to be some confusion about when it can be used to refer to the specific types of communication."

However, Theo Hermans has already explored the influence that Crossculture has on translation. He (2007, p. 3) claims,

The explosive growth of interest in translation in recent decades has brought in its wake a proliferation of types and areas of research. Translation studies today look more varied and volatile than Holmes can ever have imagined. Even the discipline's name is now less assured than it once seemed, as at one end the field embraces travel, sign language and intercultural pragmatics while on the other 'translation' has come to encompass all forms of crosscultural and intracultural negotiation.

Combined their claims with what has been discussed above, it's evident that translation of the culture of Dunhuang Fresco, which can be seen as a new phenomenon to translation studies, is completely feasible. And to achieve the translation task of the culture of Duanghuang Fresco, the following procedures should be covered into its translation process: First, receiving the fresco and analyzing its information; then, comprehending deeply its Cultural Background with further Comprehension of its expression technique and form; and then, analyzing the skops of translation and making a choice of the Translation Text; after that, output of Target Text; finally, sending the Target Text in Appropriate media.

And the following table is used to show off the advantage and disadvantage of the translation processes mentioned above.

Table 2. Contrast of Translation Process of Dunhuang Fresco

Perspective	Translation Process	Acceptable or not
Linguistic Translation	Source Text Decoding Target Text	unacceptable
Creative Translation	Painting →Composing Source Text→ Decoding→ Output of Target Text	Perhaps Acceptable
Intercultural Translation	Receiving the Fresco→Analysis of its message→Deep comprehension of its Cultural Background→ Further Comprehension of its expression technique and form → Analysis of the skops of translation → Choice of Translation→ composition of intercultural text→ decoding and converting→ output of Target Text→ sending the Target Text in Appropriate media	Acceptable

As to the discussion of the translation processes of the culture of Dunhuang Fresco, it's easy for scholars to perceive the feasible and possible one though the last one is bound to be a controversial one which still needs further negotiation with other scholars.

Conclusion

Just as Translation Studies is faced with so many issues and challenges anew, Translation of the culture of Dun-huang Fresco is also faced up to many new issues and challenges for it's a new phenomenon for translators, scholars and even Translation studies. However, as Marxism once advocates: without creation, without sustainable development. Otherwise, why are there so many new terms, ideas, conception of Translation promoted by the time, society and mission of communication? From my standpoint, Creative Translation is just born of this thought, so is the translation of the culture of Dunhuang Fresco. And, in a way, exploration of its translation process is nevertheless a beneficial and worthwhile trial to this thought, too.

References

Cheng, J. P. (2012). *Translation and Intercultural Communication.* Beijng: Foreign Language and Research Press.

Christiane, N. (2007). T*ext Analysis in Translation: Theory, Methodology, and Didactic Application of a Model for Translation-Oriented Text Analysis (Second Edition).* Beijing: Foreign Language and Research Press.

Hu, Y. (2013). *A Study of B S Bonsall's Translation of Idioms in Hong Lou Meng From the Perspective of George Steiner's Fourfold Translation Motion Theory.* Chongqing: Southwest Jiaotong University.

Jiang, Q. X. (2018). Translation of Dunhuang Cultures: Strategies and Methods. *Chinese Translators Journal,* 4, 103–109.

Li, W., Wu, D. & Fu, Y. (2018). *Chinese-English Translation Study from the Intercultural Perspective.* Changsha: Hunan Normal University.

Liu, J. (2014). Research on The Theory of Variation in Cultural Translation of Mogao Grottoes in Dunhuang. *Overseas English,* 2, 119–120 & 156.

Liu, J. P. (2016). *A General History of Western Translation Studies.* Wucahng: Wuhan University Press.

Roman, J. (2000). On Linguistic Aspects of Translation. *The Translation Studies Reader* (ed. Lawrence Venuti). London & New York: Routledge, 113–118.

Theo, H. (2007). *Crosscultural Transgression—Research Models in Translation Ⅱ: Historical and Ideological Issue.* Beijing: Foreign Language and Research Press.

Ye, Y. M. (2002). Research on Effects of the Cultures of Dunhuang on Tibet Buddhist Cultural Arts: Comparison and Contrast of Dunhuang Fresco and Tibet Fresco. *Tibetan Art Studies,* 2, 35–37.

Zeng, L. X. (2019). How to Improve the Accuracy in the Translation of Dunhuang Culture Terms: Case Study on the Translation of Dunhuang Grottoes and Architecture Terms. *China Scientific Term Translation,* 1, 63–68.

Chinese Scholars' Use of Lexical Bundles in Translated Abstracts of Linguistic Articles

Zheng Lingqian

Minjiang University, Fuzhou, China

Email: zhenglq2013@163.com

[Abstract] This article explores Chinese scholars' use of lexical bundles in translated abstracts on the basis of three self-built corpora of linguistic articles. The findings show that Chinese scholars are competent in the use of research-oriented bundles but mechanically literal translation should be avoided. Text-oriented bundles are used significantly fewer while participant-oriented bundles are used markedly more frequently in translated abstracts. More attention should be given to framing and structuring signals and to the non-living subject structure of bundles. Varied forms of bundles are also suggested in the translation of academic abstracts.

[Keywords] lexical bundle; translation of abstracts; academic article; Chinese scholar

Introduction

Abstract is a brief summary of the key content of an academic article, and an important deciding factor for readers to search, download and cite the article. Most of the Chinese journals require English translation for the Chinese abstract, but the translation quality of a large percentage of abstracts from published Chinese articles is problematic (Wang, 2007; Lu, 2009). The translation of academic abstracts has been addressed by many scholars. Relevant studies have mainly been done in three aspects, about the use of vocabulary, grammar and language norms in translated abstracts (Yang, 2012; Li & Cao, 2015); about the lexical, genre and rhetorical comparison between source and translated abstracts (Mu, 2016; Ummah & Setiawan, 2019); and about abstract translation errors and strategies (Deng & Xu, 2013; Liu, 2015). However, these studies mainly discuss the linguistic features, errors and problems in abstract translation, and very few studies have been on the academic language use. Qian & Mu (2017) explore discourse markers in academic articles, but only focus on introduction writing.

Lexical bundles, or "fixed expressions", "formulas", "prefabricated patters" (Biber, 2004, p. 372) are the most frequent recurring multi-word sequences in a register. They are important components in coherent and fluent discourse production. This article explores Chinese scholars' use of lexical bundles by comparing three groups of data from Chinese scholars' English translation of abstract, Chinese and native English scholars' writing of English abstract. We try to answer the following two questions: (1) What are the differences between the use of lexical bundles in Chines-English translation of abstract and in writing English abstract by Chinese and native English scholars? (2) What can we draw from the differences in terms of abstract translation?

Data Collection and Methodology

To ensure the representativeness and comparableness of the data, this article selects three corpora of lexical bundles from linguistic articles from 2014–2018. One includes Chinese–English translations of abstracts from the CSSCI journal of *Applied Language and Chinese Character Studies*. Authors of this Chinese journal are mainly from language and Chinese character studies. The second includes English abstracts by *Chinese authors from the Chinese Journal of Applied Linguistics*, which is an English journal published in China. The third corpus consists of English abstracts by native speakers from 4 SSCI journals of *Applied Linguistics, English for Specific Purposes, System and Journal of Second Language Writing*. The detailed information of the three corpora are listed in Table 1.

Table 1. The Three Corpora of Academic Article Abstracts

	Source of Journals	Number of Articles	Number of Words
Chinese–English Translation of Abstracts by Chinese Scholars (TAC)	*Applied Language and Chinese Character Studies*	235	59,786 Chinese characters 39,329 English words
English Abstracts by Chinese Scholars (EAC)	*Chinese Journal of Applied Linguistics*	250	42,486 English words
English Abstracts by English Native Speakers (EAE)	*Applied Linguistics, English for Specific Purposes, System and Journal of Second Language Writing*	250	50,938 English words

Lexical bundles are identified on the basis of their frequency and distribution in the academic text. Borrowing the methodology of Simpson–Vlach & Ellis (2010), this article selects sequences of 3 and 4 words as lexical bundles. These sequences should also be used in at least five different texts to guard against individual preference. AntConc 3.4.4 and Long–likelihood Ratio Calculator (Liang et al, 2010) are used for lexical bundle identification and frequency calculation. Preliminarily identified bundles are manually examined to filter those repetitively counted and context–dependent words, such as "Chinese language learners".

Under the analyzing framework for academic discourse by Hyland (2008: 13–14), this article classifies the lexical bundles into three categories. Research–oriented bundles help structure and experiences and activities, such as "the use of". Text–oriented bundles contribute to the organization of the text, such as "on the other hand". Participant–oriented bundles focus on the relationship between the writer and the reader, such as "it is possible that".

Data Analysis and Discussions

Comparison of Different Uses of Lexical Bundles

We have identified 81 lexical bundles from the translated abstracts (with the token of 574), 98 bundles from the English abstract by Chinese scholars (with the token of 695) and 89 from the abstracts by English natives (with the token of 664). The comparative information of the bundles from the three corpora are listed in Table 2.

Table 2. Token Comparison of Lexical Bundles Between TAC, EAC and EAE

	TAC	EAC		EAE	
	Token	Token	LL（p）compared with TAC	Token	LL（p）compared with TAC
Total	574	695	−4.10* (0.043)	664	3.92* (0.048)
Research−oriented	212	275	−0.57 (0.450)	258	−0.30 (0.584)
Text−oriented	267	279	2.96 (0.086)	374	−5.76* (.016)
Participant−oriented	95	141	−2.38 (0.123)	42	29.49*** (0.000)

* p< .05 , ** p< .01 , *** p<.001

Statistical analysis shows that Chinese scholars use more bundles in writing English abstracts than in translating abstracts (LL=−4.10, p<0.05), and lexical bundles are used significantly more frequently in translated abstracts than in those written by English natives (LL=3.92, p<0.05). In other words, in comparison with native English authors, lexical bundles tend to be overused by Chinese scholars, and the problem is more prominent in English writing than in translation of abstracts.

More detailed comparison shows that there are no distinct differences between the use of research−oriented bundles in the three corpora, which means that the usage of these bundles by Chinese authors is similar with the English natives, both in translating and writing academic texts. Research− oriented bundles are mainly realized by noun phrases, describing objects, materials, context and environment of the research. A good command of these bundles, to some extent, demonstrates competence of Chinese scholars to control physical resources and research practices.

However, the Chinese authors use significantly fewer text−oriented bundles in translated abstracts than in English written abstracts (LL=−5.76, p<0.05). Text− oriented bundles contribute to the transitional links, inferential or causative relations, structural organization and framing conditions in a register. They are mainly used in "providing warrants, connecting ideas, directing readers around the text and specifying limitations" (Hyland, 2008: 16). The markedly fewer uses of these bundles in translated abstracts, to some extent, reveals that Chinese scholars are not competent in highlighting connections, structuring argumentative elements and framing coherent discourses in academic translation.

Participant−oriented bundles, in contrast, are used significantly more frequently by Chinese scholars than English natives (LL=29.49, p<0.05). Participant−oriented bundles convey the stance and engagement in the writer−reader relationship, signaling the intrusion of the writer to make affective evaluation, judgements and to invite the readers as participants in the discourse. The more frequent uses of these bundles demonstrate the efforts of the Chinese authors to create communicative discourses with the readers in academic writing. Such features seem even more distinctive in English abstracts written by Chinese authors, but the difference is not significant (LL=−2.38, p>0.05). Moreover, it is found that despite the more frequent uses of participant−oriented bundles by Chinese authors, the common bundles shared by the Chinese and English authors are very few and thus the idiomaticness of Chinese scholars' bundle usage needs to be further addressed.

Comparison of Chinese-English Translation of Abstracts in Linguistic Articles

According to Halliday (2001: 16), "one of the commonest criticisms made of translated text is that while they are

equivalent ideationally, they are not equivalent in respect of the other metafunctions interpersonally, or textually, or both." Therefore, translators of Chinese academic abstracts should not only pay attention to the ideational meaning but also the idiomaticness and academic norms. On the basis of the statistical results, we compare the Chinese source and English translated abstracts of the linguistic articles, and further discuss the Chinese scholars' use of lexical bundles in the translation.

Firstly, the Chinese scholars are statistically competent in the use of research-oriented bundles in translating academic abstracts. Since these bundles mainly consist of noun phrases, literal translation strategies are frequently used. But mechanical translation or word-for-word translation should be avoided. For example, among the 13 uses of the bundle "the way of", about one third can be improved (see Example 1).

Example 1

Source text: 本文以语料库的方式分析"廿"和"卅"的使用情况。	Target text: This article analyses the usage of Chinese characters "NIAN" and "SA" by the way of corpus. Revised version: This article makes a corpus-based analysis about the usage of the Chinese characters "NIAN" and "SA".

In this example, "以语料库的方式" (by the way of corpus) is literally translated but is clearly not idiomatic. The research-oriented bundle "the way of" is actually not needed in this context. A revised version of free translation, "a corpus-based analysis", is then suggested. Example 2 shows a good translation to avoid the mechanical use of "the way of".

Example 2

Source text: 文章讨论认为,对于初级阶段而言,图片–注音方式在测试理念上更为合理与科学,但操作上尚存改进空间。	Target text: This article argues that the photograph-and character with Pinyin approach is more reasonable conceptually for elementary tests but needs to be further improved in detailed designs.

In Example 2, "图片–注音方式" is translated into "the photograph-and character with Pinyin approach" rather than "the way of photograph-and character with Pinyin". The translation doesn't stick to the Chinese expression of "方式" and conveys the intended meaning of the test by using the word "approach". It should be noted that by changing the way of expression in the translation, the use of research-oriented bundles in the translated abstracts could be less frequent, which indicates that the statistical analysis may only reflect part of the competence of the Chinese authors in using lexical bundles.

Secondly, the significantly fewer uses of text-oriented bundles in the translated abstracts indicate that the Chinese scholars are not fully aware of using transitional, structuring or framing signals to facilitate textual organization in the academic translation. For example, framing devices may be added in some cases of translated abstracts (see Example 3).

Example 3

Source text: 本文拟从当代汉语"粉"族新词的结构要素与句法功能,……等维度进行分析,进而勾画出"粉"族新词的词语的生成过程和变异路径……	Target text: This article explores the new word family of "fen" in contemporary Chinese from the aspects of word formation and syntactic functions……This paper aims to delineate the generation and development process of the "fen" family……

Example 3 is from an abstract about the generation and development of the "fen" family in contemporary Chinese. After explaining the analytical dimensions, the author states the contents of the article. The source text doesn't specify the textual relationship between the dimensions and the contents, and the translator doesn't provide logical device either. We propose a revised version to add the faming signal of "on the basis" and improve the translation that "On the basis of the analyses, this article delineates the generation and development process of the 'fen' family…." The fewer uses of text-oriented bundles in translated abstract may be due to the negative influence of the Chinese textual structure, which may be paid careful attention to in academic translation.

Thirdly, the Chinese scholars tend to use more participant-oriented bundles in translated abstracts. This shows their awareness to communicate with the readers in academic translation. For example, bundles of stance signals are added in the translated abstracts to convey the attitudes and evaluations (see Example 4).

Example 4

Source text: 由于双认同的存在,有的双语人会拥有双母语。厘清母语概念,对于双语或多语环境下的母语习得、母语规划、母语人权、母语保持、母语教育等研究具有重要的意义。	Target text: Due to these two identities, it is common that some bilinguals have two mother tongues. It is argued that re-defining mother tongue will shed significant light on the acquisition, planning, human rights, maintenance and education of mother tongue in a bilingual or multilingual environment.

In this example, "it is argued that" is added to emphasize the view of the academic article that redefinition of the mother tongue is of great importance in relevant studies. We have also noticed that Chinese scholars frequently use the structure of non-living subject, such as "it is argued that" or "it is suggested that". But there are many cases of living subject structure used by English natives, such as "I argue that…" or "We therefore suggest that…" This may be one of the reasons that there are very few common bundles shared by the Chinese and English authors. The non-living subject, such as "we" and "I" and the varied uses of bundles by English natives may shed new light on academic English writing and translation for Chinese scholars.

Conclusion

This article uses the data from three self-built corpora of linguistic articles and discusses the use of lexical bundles by Chinese scholars in abstract translation. The findings show that Chinese scholars generally use significantly more lexical bundles compared with English natives. While there are no significant differences in the use of research-oriented bundles, Chinese scholars use significantly fewer text-oriented and more participant-oriented bundles in translated abstracts compared with English natives. Besides, there are very few common bundles shared by the Chinese and English authors. The differences between written and translated abstracts in terms of the three categories of bundles by Chinese authors are not significant. The statistical results shed light on the translation of academic ab-

stract. Firstly, Chinese scholars are statistically competent in using research-oriented bundles, but mechanically literal translation should be avoided. Secondly, more attention should be given to the use of framing and structuring signals in dealing with text-oriented bundles and to the structure of non-living subject in participant-oriented bundles in translation of academic abstracts. Varied uses of bundles by English natives are also worth learning and practicing in academic translation.

References

Biber, D., Conrad, S. & Cortes, V. (2004). *If You Look At…*: Lexical Bundles in University Teaching and Textbooks. *Applied Linguistics,* 25(3), 371–405.

Deng, J. T. & Xu, M. W. (2013). Typical Problems in Chinese-English Translation of Abstracts in Scientific Articles. *Chinese Science & Technology Translators Journal,* 1, 11–14.

Halliday, M. A. K. (2001). Towards a Theory of Good Translation. In Steiner, E. & Yallop, C. *Exploring Translation and Multilingual Text Production: Beyond Content.* Berlin & New York: Mouton de Gruyter, 13–18.

Hyland, K. (2008). As Can Be Seen: Lexical Bundles and Disciplinary Variation. *English for Specific Purposes,* 27(4), 4–21.

Li, G. J. & Cao, Y. (2015). A Study of Structure and Function of Lexical Bundles in Abstracts of Scientific and Technical Journals. *Journal of China University of Petroleum,* 1, 80–85.

Liang, M. C. & Xu, J. J. (2010). *Using Corpora: A Practical Coursebook.* Beijing: Foreign Language Teaching and Research Press.

Liu, L. J. (2015). Corpus-based Explicitation in the Translation of Abstracts in Medical Articles. *Chinese Science & Technology Translators Journal,* 1, 17–20.

Lu, J. P. (2009). On the Relation Between the Language/Editing Quality of Academic Journals and the Selective Conditions for Core Journals in China. Journal of Zhejiang University, 4, 192–199.

Simpson-Vlach, R. & Ellis, N. (2010). An Academic Formulas List: New Methods in Phraseology Research. Applied Linguistics, 31(4), 487–512.

Qian, J. J. & Mu, C. J. (2017). A Comparison of the Stance Expressions in Academic Writing Between Chinese and Foreign Scholars. *Journal of PLA University of Foreign Languages,* 5, 29–37.

Ummah, S. & Setiawan, T. (2019). Grammatical Errors in Students' Abstract Translation. *Proceedings of the International Conference on Interdisciplinary Language, Literature and Education.* Paris: Atlantis, Press.

Wang, F. N. (2007). On the Translation Problems of the English Abstracts of Academic Articles. *Editorial Friend,* 4, 86–88.

Yang, L. (2012). An Empirical Study on the Language Strategy for Promotion Purposes in the Abstracts of Academic Articles in China. *Journal of Xi'an International Studies University,* 3, 41–44, 91.

A Review on Juliane House's Book *Translation as Communication across Languages and Cultures*

Zhou Yong

Sichuan University, Sichuan, China

Email: 1220703193@qq.com

[Abstract] *The book Translation as Communication across Languages and Cultures was published by Juliane House in 2016. The book focuses on the essence of translation. On one hand, it lays stress on translation as part of Applied Linguistics by using systemic-functional theory, functional-pragmatics, etc. to analyze the issues, such as context and text, translation and version; on the other hand, it points out that translation is a means of communication across languages and cultures from the perspective of communication across cultures. Furthermore, translation is a means of cognitive process from the perspective of linguistic cognition and neuro-linguistics. In addition, it evaluates objectively the role played by corpora in translation studies and the influence on translation by globalization, and explores the role played by translation in foreign language learning and teaching and the new challenges and problems in translation.*

[Keywords] *Translation as Communication across Languages and Cultures; Applied Linguistics; cross-linguistic and cross-cultural communication; equivalence*

Introduction

The linguistic school conducts a research into translation from the perspective of Linguistics and the cultural school from the perspective of culture. The former thinks that translation is sign transfer and stresses equivalence between source text and translation text. For example, Nida said: "Translating means translating the meaning, and the focus of attention for a translator is the texts, because these are the basic and ultimate units that carry meaning" (Nida, 2001, p. 287). The latter focuses on outer constraints on translation, such as power, politics. For example, Lefevere said: "It is my conviction that translations are made under a number of constraints of which language is arguably the least important" (Lefevere, 2003, p. xiv). In recent years, the former seems old-fashioned and the latter more welcome.

However, the two schools have their own advantages. So Munday said: "In my view, the two are complementary and a combination of the two essential for a fuller understanding of the role of translation" (Munday, 2012, pp. 298–299). Juliane House published the book *Translation as Communication across Languages and Cultures* in 2016, which provided a support for Munday's idea. She points out that translation is part of Applied Linguistics, a means of communication across languages and cultures and a cognitive process.

Main Contents of the Book

Translation as Communication across Languages and Cultures consists in four parts and thirteen chapters.

PART I is Central concepts, including from chapter 1 to chapter 4. The part introduces basic issues.

The first chapter is "The nature of translation as part of Applied Linguistics". Applied Linguistics concentrates on relationship between theory and practice and explores how to solve the issues related to languages in the world. Translation in essence is part of applied linguistics, because translation is "(1) an essential part of today's revolution in communication; (2) is cross-linguistic and cross-cultural communication; (3) a cognitive process" (House, 2016, pp. 3−8). So, we should pay attention to the constraints from macro and micro contexts and can't ignore translator's cognition. If we know the essence of translation, we can define translation, for example Catford's definition of translation emphasized the textual nature, Nida and Taber's definition dynamic equivalence, and Wilss's definition communication equivalence.

The second chapter is "Overview of different approaches to translation". The chapter introduces different approaches to translation in chronological order. Those approaches includes early linguistic, textual and communicative approaches, the (neo)hermeneutic approach, descriptive translation studies, postmodernist, postcolonial, feminist and deconstructionist views, functionalistic, and action- and reception-theory related approaches, discourse, pragmatic and functional approaches. However, they have some disadvantages, for example, House says: "Given the functionalists' concern with target audience reception and the target culture, this theory might be classicized as part of cultural studies, certainly not of linguistics, which is rightly regarded as an empirical science" (House, 2016, p. 23). So, when we conduct translation studies, we should combine text-linguistically based, case-study approaches with large text corpora, and combine qualitative and quantitative methodologies.

The third chapter is "Some new trends in translation studies". The chapter introduces new approaches in translation studies in a critical way. They are ideology and ethics in translation studies, political action in translation studies, narrative approaches to translation, the role of translation in multicultural societies, micro-historical studies of translation and eco-translatology. House thinks that eco-translatology is "both old and new" (House, 2016, p. 31). It is old, because its notion of situational and cultural context has been a part of translation studies for a long time; it is new, because its notion of context is broader than other theories.

The fourth chapter is "Culture and translation" and conducts a research into translation as intercultural communication. The concept of "culture" influences an individual's thoughts and behaviors: Old thinking about culture regards culture as "national characters, mentalities, stereotypes" (House, 2016, p. 33), while new thinking considers culture as "small cultures, communities of practice, superdiversity" (House, 2016, p. 35), and thinks that languages and cultures are related closely with each other. So, the linguistic school thinks that languages are rooted in cultures, if we want to understand a language, we must relate it with its cultural context. Early communication across cultures concentrated on misunderstanding, cultural shock, etc. However, in new culture concept of context, communication across cultures focuses on how the two parts understand each other and how understanding across culture in translation is constructed. As for translation studies, "For translation, we need to base our judgment about when and how a 'cultural filter' is to be applied in the process of translation, on serious qualitative ethnographic and contrastive discourse analysis based on detailed micro and macro-contextual analyses" (House, 2016, p. 38).

Part II is "Translatability, universals, text, context and translation evaluation". It includes from chapter 5 to chapter 8 and deals with important translation phenomena and theories.

The fifth chapter is "From untranslatability to translatability". It deals with linguistic relativity in chronological order and its impact, that is, translation relativity. For one thing, true limits of translatability are found in connotative meanings, poetry form and dialects (House, 2016, p. 51). For another, in spite of different names of one thing, it is translatable when we relate it to its cultural context and situation context. Moreover, translatability is proved by recent neurolinguistic studies. Because if we understand a source text, we must relate it with its context, and we consider translation as a process of transposing the source text into a new cultural context, that is to say, the process of translation is "recontextualization" (House, 2016, p. 38). Recontextualization produces two types of translation, that is, overt and covert translation.

The sixth chapter is "Universals of translation?" To universals of translation, different scholars have different opinions. House thinks that they do not exist, "the quest for translation universals is in essence futile" (House, 2016, p. 56). Even if they do exist, they exist in three meta-functions (the interpersonal function, the ideational function and the textual function).

The seventh chapter is "Text and context——A functional-pragmatic view". Different disciplines have the concept of context, among which the functional-pragmatic approach is most suitable for translation. So, it is House for the first time that proposes that "context can be regarded as encompassing external (situational and cultural) factors and/or internal, cognitive factors" (House, 2016, p. 63) and "a stretch of contextually embedded language" (House, 2016, p. 64). So, a text and its context are reflexive, that is, they influence each other; furthermore, non-language factors and context are reflexive, for example, cognitive expectation, horizon of expectation. So, "recontextualization" means transferring a text from source frame and context to target frame and context so as to meet reader's cultural expectation.

The eighth chapter is "Translation quality assessment——Review of approaches and practices". Based on the core concept of equivalence, House proposes that any translation theory and translation quality assessment mode should deal with three issues: "1 The relation between the source text and its translation. 2 The relationship between (features) of the text(s) and how they are perceived by the author, the translator, and the recipient(s). 3 The consequences views about these relationships have when one wants or has to distinguish a translation from other types of multilingual text production" (House, 2016, p. 67). Accordingly, the author criticizes the following translation quality assessment modes: Psycho-social approaches (Mentalist views), Response-based approaches (Behaviourist views, Functionalistic, "skopos"-related views), Text and discourse-oriented approaches (Descriptive-historical translation studies, Postmodernist and deconstructionist approaches, Linguistically oriented approaches). So, the author thinks that her functional-pragmatic model firmly based on equivalence is most promising. And then she gives a brief view on her model developed from 1977 to 2014, introduces her new model proposed in 2014, and analyses covert translation, overt translation, cultural filter, version, linguistic analysis versus social evaluation, etc.

Part III is "Some new research avenues in translation studies", including from chapter 9 to chapter 11.

The ninth chapter is "Translation and bilingual cognition". Today's translation studies pays too much attention to culture, society, history, a new approach—a linguistic-cognitive orientation is useful. The author firstly raises his question: Are introspective and retrospective translation process studies valid and reliable? Secondly, she introduces a new neuro-linguistic theory by Michel Paradis, the neuro-functional and linguistic cognitive system of the bilingual mind, and points out that the theory explains translation process of understanding, transfer, and so on, and provides a scientific basis for overt translation, covert translation and cultural filter.

The tenth chapter is "The role of corpora in translation studies". Corpora have played a great role in translation studies and translation practice in the past decades. And its main achievement is that empirical inter−subjectivity is suitable for the concept of equivalence (House, 2016, p. 95). Corpora are the basis of translation studies and deepen− ing our understanding of translation. The chapter also provides seven examples of the analysis of Germany and Eng− lish translation by corpora.

The eleventh chapter is "Globalization and translation". Globalization makes the increases of translation re− quirements. Translation has the functions of mediating conflicts, solving problems, dissolving the power struggle, etc.

Part IV is "Translation practice in different societal domains", including chapter 12 and chapter 13.

Chapter 12 is "Translation and foreign language learning and teaching". Translation applied in foreign language learning and teaching has a long history. It has both the advantages of enhancing understanding across culture, help− ing learners compare two languages and the disadvantage of explaining grammar. Translation can be applied in para− translation activities, for example, it can be used to compare language and culture phenomena in the source and target lingua−cultural communities. In recent years, the role of translation is getting more and more praise, for example, translation can create conditions for activating learning process.

The thirteenth chapter is "The professional practice of translators−−New challenges and problems". Translation environment is unpredictable, and a translator cannot keep neutral or invisible. In particular, when the requirements from a client are in conflict with a translator's duty, justice, conscience, there is no code of translation ethics to guide the translator. For this topic, Mona Baker discusses the codes of translation ethics in violence and war areas by narra− tive theory; House thinks: "To provide such preparation is an urgent desideratum for translator training institutions" (House, 2016, p. 136). Multilingual institutions like European Union have some translation problems, for example, translations of different language are of uniformity mechanically, so multilingual institutions should give freedom to translators for high−quality translations.

Advantage and Disadvantage of the Book

As an important book, *Translation as Communication across Languages and Cultures* has two contributions to translation studies:

Firstly, the book stresses that equivalence is the core concept of translation and translation is different from ver− sion. As the cultural school in translation studies is getting more and more welcome, the concept of rewriting seems the core concept of translation. For example, Lefevere says: "Translation is, of course, a rewriting of an original text" (Lefevere, 2010, p. vii). The cultural school proposes that politics, patronage and so on instead of words impose con− straints on translation and equivalence is not the only translation strategy. So deletion, addition, etc. in translation is reasonable in order to meet the unreasonable requirements of a patron. However, House are against the opinion of the cultural school and say: "What sets off translation from all these text− processing activities is that translation is based on an act of creating a relation of equivalence between a source text in one language and its resulting translation text in another language" (House, 2016, p. 9). In House's opinion, translation is different from writing, rewriting or ver− sion, because a translation must be equivalent to its source text. The concepts of translation and rewriting are con− fused and the concept of equivalence is disliked by the cultural school, so that low−quality of translation will be prev− alent. The author of the paper is in favor of House's opinion.

Secondly, the concepts of linguistic analysis and social evaluation are proposed by the book. For translation

quality assessment, there are two steps including linguistic analysis and social evaluation. For one thing, translation is sign transfer, so we must analyze whether a translation is equivalent to its source text. For another, though version is different from translation, but version can also reach the goal what translation will reach, so it has its social value. For example, Cathay of Ezra Pound is not a faithful translation of Chinese poetry, but it makes a great contribution to the popularity of Chinese Classics in America. 块肉余生记 of Lin Shu is a version of its source book, but it spreads the foreign literature in China, so it has social value. Ezra Pound and Lin Shu promote communication across cultures. In a word, if we assess a translation, we should combine linguistic analysis and social evaluation. House says: "Judging without analysing is irresponsible, and analysing without judging is pointless" (House, 2016, p. 81). That is to say, House does not deny the research into translation from culture, power and so on, but the author wants to correct the radical research approach. The author of the paper thinks House's opinion new and valuable.

However, there is one disadvantage of the book, because House says that true limits of translatability are found in connotative meanings, poetry form and dialects (House, 2016, p. 51). In my opinion, limits of translatability are relative. For the same poem, translator A cannot translate, but translator B can do it; for the same dialect, translator A cannot translate today, but he may do it tomorrow. Importantly, a lot of facts have proved that peoples all over the world can communicate by means of translation, so House's true limits of translatability are not true.

Conclusion

House has been devoted to translation studies for over forty years. A lot of new research approaches arise during the past decades, but *Translation as Communication across Languages and Cultures* regards translation as part of Applied Linguistics, conducts a research into translation as communication across languages and cultures, learns new achievements from other disciplines, and displays a new outlook of translation studies. In a word, the book provides a new guide to translation studies.

References

House, J. (2016). *Translation as Communication across Languages and Cultures*. London & New York: Routledge.

Lefevere, A. (2003). *Translation/ History/Culture: A Source Book*. London & New York: Routledge.

Lefevere, A. (2010). *Translation, Rewriting and The Manipulation of Literary Fame*. Shanghai: Shanghai Foreign Language Education Press.

Munday, J. (2012). *Introducing Translation Studies: Theories and Applications (3rd edition)*. London & New York: Routledge.

Nida, Eugene. (2001). *Language and Culture: Context in Translating*. Shanghai: Shanghai Foreign Language Education Press.

A Rhetorical Reinterpretation of Roger T. Ames's Retranslation of *The Analects*

Zhang Yaqing

College of Foreign Languages,Minjiang University,Fuzhou,China

Email:mrbmw@126.com

Lin Haimei

Foreign Languages Institute, Fujian Jiangxia University, Fuzhou,China

Email:Jasmine-LinHaimei@foxmail.com

[Abstract] This paper focuses on the rhetorical motive and strategies involved in Roger T. Ames's retranslation of The Analects. By examining Ames's justification for his new translation, this paper questions the necessity and validity of his initiative and reaffirms the inextricable relation between translation and rhetoric. The study offers us insight into the importance of rhetorical literacy in reevaluation of Chinese classics translation.

[Keywords] rhetorical reinterpretation; Roger T. Ames, translation; The Analects

Introduction

As a leading American sinologist and comparative scholar, Roger T. Ames enjoys great popularity in China. His translation of Chinese classics, especially The Analects, has been widely acclaimed as a masterpiece in Chinese academia, though it has drawn fire from many contemporary western critics upon publication. In view of the tacit agreement among scholars to put forward original ideas or initiate new interpretation for preexisting texts, we need to go through a factual check see whether Ames has successfully discharged his academic burden of proof by initiating anything significantly new in his retranslation. If the result turns out to be positive, what can we learn from his methodology and theoretical perspective? And to bring the issue in a broader view, what light can this shed on systematic (re)translation of ancient Chinese classics? If negative, why does his translation enjoy such great popularity among Chinese academia? Besides, how do we account for the contrasting attitudes in receiving his translation between China and the West?

Translation and Rhetoric

The above questions direct us to the critical perspective and methodology of western rhetoric, traditionally an art of persuasion through language and other symbolic means and nowadays a useful tool for identifying motive and strategies in any persuasive discourse, among which translation is a typical case in point.

There has been an emerging consensus among authoritative scholars (Chen, 2013; Liu, 2014) from the fields of

translation and rhetoric that translation is a special genre of rhetoric, or to put it in simple words, translation is essentially a rhetorical act. The following shared experience by all translators suffices to establish a relation between translation and rhetoric: Any translator has her target audience in mind before the translation act, and she has to persuade the reader her rendition is the best one, even though she may have to make do with a version far from satisfactory. More often then not, a translator may come across more than one versions, and she has to settle down with one version, justifying its appropriateness and leaving out competing alternatives which may seem no less plausible. It is also not unusual for a translator to impose her own theoretical agenda on a specific translation with or without her own consciousness. When this is done subconsciously, it is usually driven by her preoccupation with a particular theoretical perspective or even simply an idiosyncratic concern, which can be described in contemporary rhetorician Kenneth Burke's term as "driven by 'occupational psychosis'". Consequently, the translation will be a significant deflection from the original and will be labeled as an interpretation rather than a translation in the conventional sense. When this is done consciously (intentionally), it is usually executed in a rhetorical way, in which a translator sandwiches her own theoretical agenda into the translation with an aim to influence the reader (audience)'s thought, feeling, attitude and behavior. In other words, the translation is imbued with persuasive intention and argumentative endeavour, either aiming at refuting a preexisting opinion or defending her own position. To facilitate the reception of her version, a translator frequently needs to resort to rhetorical strategies to direct the audience's attention . In a word, any translator is substantially a rhetor aiming at persuading her intended audience to accept her version. In the case of retranslation, a translator is presumed to shoulder the burden of proving the adequacy of her translation as well as providing justification for the new translation, which usually ensues a total or partial rejection of preexisting versions through rhetorical argument.

The above insights gleaned from contemporary scholarship serves as our point of departure in reinterpreting Ames' retranslation of *The Analects*.

A Rhetorical Reinterpretation of Ames's Retranslation of *The Analects*

The rhetorical nature of Ames's retranslation can be instantly identified by referring to his own statements in his "Translator's Preface". For example, he admits he endeavors to "grind scholarly axes" with his introductory philosophical materials which are "by no means noncontroversial" and offers additional evidence and arguments in the appendice "in defense of" his interpretation. (Ames, 1998, p. x) To reevaluate Ames's retranslation of *The Analects*, we need to answer some questions by going through some checks upon his translation. The first question we will raise would be: Did Ames discharge his burden of proof successfully? We will carry out some examinations to find out the answer in the following part.

A Checklist for Examining Ames's Discharge of Burden of Proof

Any undertaker of a retranslaton is presumed to answer the question of "why retranslate" and the answer generally involves an elaboration of "what is new" or "the superiority of the new version". Ames answers the "why" question by claiming that his is a philosophical translation which is significantly different from other versions (for example, those more historically oriented translations). (Ames, 1998, p. x)

1. Feasibility Check against Ames's Philosophical Innovation

Ames takes from the Chinese lexicon twenty-plus terms which he insist are "of philosophical import" and

spends at least 21 pages dwelling upon them before engaging in translation of *The Analects*. He elaborates the philological dimension of these terms and consequently gives his own "philosophically inspired" translations, rejecting the majority of preexisting translations with the exceptions of "he 和" and "tian 天". To do justice to Ames, it is necessary we go though a sampling feasibility check against his "philosophically innovative" core items.

1)子曰："已矣乎！吾未见好德如好色者也。"(《论语》15.13)

The Master said, "I have yet to met the person who is fonder of excellence (de 德)than of physical beauty, and I am afraid I never will. (by Roger T. Ames)

The Master said, "It is all over! I have not seen one who loves virtue as he loves beauty."" (by James Legge)

Critical readers will not fail to see beauty is a kind of physical excellence, which makes this translation verge on tautology. In contrast, Legge's rendering of "virtue" make the caparison meaningful and the whole sentence thought-provoking. We can even read out of Legge's version a certain philosophical import, although he never explicitly claimed to do so.

2)……所谓大臣者，以道事君，不可则止……(《论语》11.24)

What are called great ministers are those who serve their lord with the way (dao 道), and when they cannot, resign…. (by Roger T. Ames)

What is called a great minister, is one who serves his prince according to what is right, and when he finds he cannot do so, retires. (by James Legge)

Ames's preoccupation to excavate the philosophical import of (dao 道) and consequently expand it drives him to translate it into "the way", which, though seemingly philosophical enough, fails to give interested readers a concrete way to approach the text.They can only feel puzzled and end up being pushed away by the obtuse rendering of "way". This rendering is beclouding and verges on mystification.Ironically, it is a huge pity that readers should lose their way in reading a passage about "the way". Free from philosophical preoccupation, Legge's rendering is down-to-earth and well adapted to the context.

Through the above feasibility check against Ames's philosophical innovation, we cannot but notice that the core terms rendered by Ames do not fit logically in context and defeat the translator's attempt to foreground their philosophical import.Since they are not logically compatible in context, they stand no chance to exert persuasive force upon target readers. Therefore, his claim of philosophical innovation is not substantiated by his "philosophically inclined" translation practice.

2. Logical Superiority Check

Setting the philosophical issue aside, the following part will be an exclusively linguistic examination aiming at deciding whether his version is stylistically or logically superior to the rest.

3)子贡曰："……是以君子恶居下流，天下之恶皆归焉。"(《论语》19.20)

Zigong said "That is why the exemplary person(junzi 君子)hates to dwell in the sewer————all of the world's filth finds its way there." (by Roger T. Ames)

Zigong said "This is why a gentleman hates to dwell downstream of pubic opinion:all the filth of the world drifts there." (by Simon Leys)

Just as Leys's version shows,"下流" (downstream of pubic opinion) is a metaphor which refuses literal translation. Ames's rendering it into "the sewer" disrupts the logical flow of the saying and is quite likely to alert critical readers with suspicion.

15)...孔子曰："求！君子疾夫舍曰欲之而必为之辞..."(《论语》16.1)

Confucius said, "Ranyou!What the exemplary person hates most is having to declare in favor of something that he has already rejected, and then to have to come up with some excuse for doing so." (by Roger T. Ames)

Confucius said. "Ch'iu, the superior man hates those declining to say–'I want such and such a thing,' and framing explanations for their conduct.(by James Legge)

Confucius said: "Qiu! A gentleman abhors those people who invent excuses for their actions instead of stating plainly: "I want this." (by Simon Leys)

Ames's rendering is logically incompatible in that if one really dislikes something, he can simply refuse to anything in its favour rather than declare in favour of it.Both Legge's and Leys's versions are logically more consistent and intelligible.

Our comparative reading indicates that a considerable number of Ames's renderings show obvious signs of regression despite the fact he enjoys the benefit of reference to a huge corpse of excellent translations and interpretations done by predecessors and peers, among whom are giants in sholarship of *The Aanalects* such as James Legg and Yang Bojun, and a peer late comer Simon Leys whose concise and impressive translation just appears one year before Ames's.

So far we have gone through necessary checks and finds Ames fails to discharge his burden of proof. However, a second question pops up: Should this be the case, how come Ames' translation enjoys such great popularity among Chinese academia?

Rhetorical Strategies Employed in Ames's Retranslation of the *Analects*

To answer the above question, the first thing we need to do is to identify the rhetorical strategies adopted by Ames in persuading the readers to accept his new translation of *The Anelects* as both necessary and authoritative.

1.The Use of Terministic Screen in Translation

The first terministic screen (Burke, 1966) Ames imposes on his readers is "philosophy", which can be seen from the title of his retranslation––*The Anelects Of Confucius:A Philosophical Translation*. This title is imbued with rhetorical implication and not without its persuasive force to the audience unfamiliar with western rhetoric. As is known to all, philosophy is the pearl embedded in the crown of the humanities. By using the term philosophy, Ames associates himself with the most prestigious discipline in the present era and derives authority accordingly. Rhetorically sensitive scholars (eg. Møllgaard, 1998) may raise the question"What brand of philosophy does Ames subscribe to?"A factual check reveals the answer to be process philosophy advocated by Whitehead and like–minded philosophers. In view of the discovery, it is imperative that we rephrase Ames's translation as follows: *The Analects of Confucius: A Translation Based on Process Philosophy*. This explains why so many western scholars view his translation as highly controversial. On the contrary, most, if not all scholars in Chinese academia sing high praise of his retranslation because they tend to associate philosophical approach with objectivity and philosophy a discipline free of prejudice or discursive devices.

The second terministic screen Ames adopts is " to take Confucian way in its own terms" (Ames, 1998, p. x). For rhetorically sensitive readers, at issue is what terms can a translator employ to do justice to Confucius.To this, Ames's answer is "philosophical terms" (Ames, 1998, p. 311). For readers versed in western scholarly rhetoric, at issue is also "what initial assumption about the identity of Confucius can best help to reveal the scope, depth and complexity

of Confucian discourse in general: Should he be seen as a philosopher or could he rather be described as a rhetorical critic of their time? " (Liu, 1996). However, most Chinese readers, anxious to seek justification for the existence of Chinese philosophy, are so happy to find a foreign scholar in their defense that they even honor Ames with the title "a volunteer defense lawyer for Chinese philosophy " in the international academic arena.

2.The Use of Condensed Argument in Translation

Ames takes advantage of the widely held assumption that as a specialized social practice, argumentation usually takes place only at the level of discourse, sub-discursive linguistic units such as definitions can not be counted as argumentation and are exempt from criticism. Consequently, sandwiched in his "philosophical introduction" are his redefinition or interpretative translation of "philosophically important" Chinese terms. Ames takes a philological rather than a philosophical path to justify his highly controversial interpretation.With the redefined and reinterpreted translations of core terms, he embarks on his project of translating *The Analects:* philosophically", which should also be Amishly in the eye of rhetorically sensitive readers. Just as I. A. Richards observes, philosophers entering debates with one another would define all the key terms "for their own use in their own thinking, not for other people's use in different thinking," and "a philosopher who is ready to abandon his own definitions [of these terms] and adopt his opponent's on any considerable scale is quickly out of action." (Richards, 1991, p. 41) However, for average readers, especially those who never realize argument can be enclosed in a nutshell redefinition, Ames's condensed argument capsuled in the form of key word translation is not liable to arouse their suspicion. "The reasoning process it sets off necessarily takes place at a level of less than full consciousness, producing its persuasive effects almost imperceptibly and insinuating itself into the audience's acceptance without at the same time causing many questions about its own validity to be asked." (Liu, 2004)

The Use of Ethical Appeal in Translation

There is a scholarly consensus that the authenticity and authority of a translator are the guarantee of a good translation. In his "Translators' Preface," Ames emphasizes the authenticity of the source text by emphasizing his use of " the recently recovered archaeological manuscript--the oldest existing version " (1998, p. xi). Here is a condensed argument which leaves out its premise--the older a text is, the more authenticity it enjoys, through which he establishes his rhetorical ethos as a competent translator.Meanwhile, Ames also appeals to the institutional ethos of philosophy as a prestigious discipline by claiming himself to be a comparative philosopher (Ames, 1998, p. xiv).

Ames establishes an authoritative hierarchy among translators from different academic backgrounds, dismissing nonphilosophical translators of *The Analects* for failing to make their interpretative views on these matters explicit and approving of philosopher-translators for "philosophers are obliged to make explicit, and to argue explicitly for, basic views that are all too frequently taken for granted--presupposed--by other translators anxious to get on with their work." (1998, p. 284) In other words, through emphasizing the self-reflexivity of philosopher-translators and identifying himself as a philosopher-translator (despite the fact that sinology has been his home discipline), Ames constructs an ethos of a qualified philosopher-translator doing justice to the philosophical *Analects*. Undoubtedly, the picture of "the right person doing the right job" has its inherent persuasiveness.For those readers unfamiliar with western persuasive rhetoric, they tend to take Ames' self-identification at face value.On the other hand, those acquainted with Ames's previous scholarly identity as a sinologist and rhetorical projection of ethos should know better.

Implications and Conclusion

From the above discussion and examination, we can sense a rhetorical gap between China and the west.In order to be more productive in translation criticism, we need to develop our rhetorical literacy(awareness) to do justice to translation of Chinese classics.

Through serial checks concerning Ames＇s translation of *The Analects*, this paper concludes that Ames fails to discharge his burden of proof of launching a new translation of *The Analects*. Meanwhile, the wide circulation and positive feedback on his retansland of The Analects are explained by the rhetorical strategies he employs in the translation process. Besides, the asymmetrical responses to his translation mainly result from a gap of rhetorical literacy between China and West, which is a major insight offered by this paper.

References

Ames, R. T. & Rosemont, H. J. (1998). trans. *The Confucian Analects: A Philosophical Translation Based on the Dingzhou Manuscripts*. New York: Ballantine.

Burke, K. (1966). *Language as Symbolic Action: Essays on Life, Literature and Method*. Berkeley: University of California Press.

Chen, X. W. (2013). *Revisiting Translation and Rhetoric*. Beijing: Foreign Languages Publishing House.

Legge, J. (1893). *The Chinese Classics with a Translation, Critical and Exegetical Notes, Prolegomena, and Copious Indexes*. Oxford: the Clarendon Press.

Leys, S. (1997). trans. *The Analects of Confucius*. New York: W.W. Norton & Company, Inc.

Liu, Y. M. (2014). Rhetoric Is the Conceptual Matric of Translation. *Contemporary Rhetoric*, 3, 1–7.

Liu, Y. M. (1996). Three Issues in the Argumentative Conception of Early Chinese Discourse. *Philosophy East and West*, 46(1), 33–58.

Liu, Y. M. (2004). Argument in a Nutshell:Condensation as a Transfiguring Mechanism in Argumentative Discourse. *Argumentation*, 18, 43–59.

Møllgaard, E. (1998). A Review on Anticipating China: Thinking Through the Narratives of Chinese and Western Culture. *The Journal of Religion*, (78)2, 331–332.

Richards, I. A. (1991). *Richards on Rhetoric*. New York: Oxford University Press.

Yang, B. J. (1980). trans. *An Annotated Translation of The Analects in Modern Chinese*. Beijing: Zhonghua Book Company.

Acknowledgements