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PREFACE

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

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

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

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

Hongchen XU

China Foreign Affairs University, Beijing, China, 100037

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

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

Bionote

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

Keynote Speech II
Image Reactualization and Meaning Construction in Poetry Translation

Dong Guangcai

Liaoning Normal University, Dalian, China

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

Bionote

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

Keynote Speech III
Gothic Literary Imagination and Modern Culture

Audrone Raakauskiene

Vytautas Magnus University, Kaunas, Lithuania

Hebei Foreigh Studies University, Shijiazhuang, China

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

Bionote

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

Keynote Speech IV
A Sketch of the History of Translating Tibetan Gnomic Verses

Li Zhengshuan

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

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

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

Bionote

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

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

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

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

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

Keynote Speech V
A tentative norm principle of Chinese English and its implementation

Tian Zhenjiang

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

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

Bionote

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

Keynote Speech VI
Simultaneous Interpreting: The Role of Theory

Yang Junfeng

Dalian University of Foreign Languages, Dalian

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

Bionote

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

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

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

Keynote Speech VII
A Study of American Identity and Bilingual Education

Zhou Yuzhong

School of Foreign Languages and Cultures, Ningxia University

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

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

Bionote

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

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Linguistics

The Second Language Acquisition Of Directional V–Pp And V–Vp Patterns: Cases In English And Mandarin

Tan Zhanhai

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[Abstract] *In SLA, the influence of first language (L1) on second language (L2) argument structure has received wide discussion, especially in a situation where L1 argument structures shape a superset of the L2 counterparts. The current study tackles such subset-superset relations in SLA within the directional context of the argument structures, i.e., V-PP pattern and V-VP pattern, in English and Mandarin. Two control groups of monolingual speakers and two experimental groups of L2 learners are set in the research. Crucially, two comparisons are held—between the English native speakers and English learners of Chinese and between Mandarin native speakers and Mandarin learners of English—so as to ascertain the extent of the impact L1 influences L2, if any, when the former is the superset or the subset of the latter. The results show that neither L2 learners of Mandarin nor those of English had barrier in studying the directional argument structure of V-PP pattern. However, unlike Mandarin learners, English learners consistently failed to recognize the illegal argument structure of V-VP form in English. The statistic results are in line with predictions derived from the Subset Principle.*

[Keywords] *directional argument structure; second language acquisition (SLA); Subset Principle; V-PP and V-VP pattern; equipollently framed language*

INTRODUCTION

Argument structures, due to its close interaction with matrix verbs, have received intensive discussion for a long time in L1 and L2 acquisition studies. In the present paper, we carried bidirectional studies on L2 English and Mandarin acquisition of directional argument structures, i.e., the V–PP pattern, in which the matrix verb is followed by a locative PP and the V–VP pattern, in which the matrix verb is followed by a directional verb phrase and is only grammatical in Mandarin. In both patterns, the matrix verb belongs to the motion–manner verb providing the manner of the motion, such as tiao 'jump', *fei* 'fly', *zou* 'walk', *piao* 'float', etc., and the following part, i.e., the locative PP or the directional verb phrase, is used to indicate the path of motion, especially the locative PP which can either possess

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[1]The second author is the corresponding author.

the directional (or telic) interpretation or the locational (or atelic) interpretation, or both senses, such as *zai* 'at', *dao* 'reach', *chu* 'exit' and *jin* 'enter'.

There was no lack of discussions on the aforementioned similarities and differences in directional argument structures of English and Mandarin in previous studies; nevertheless, few were dedicated to probing how such divergence between two language argument structures affected the L2 acquisition respectively. As a matter of fact, English and Mandarin were categorized into satellite–framed and equipollently–framed languages respectively based on that grammatical diversity and it was argued that typological differences in expressions of motion had consequences for event conceptualization and influenced L2 acquisition. Accordingly, in our research, after briefly introducing the theoretical background, we carried a bidirectional research with two monolingual groups of English and Mandarin as control groups and two L2 experimental groups and attempted to investigate how L2 English learners and L2 Mandarin learners performed in the L2 acquisition of directional argument structures. Last but not least, we analyzed and discussed the statistic results, and raised some suggestion on L2 teaching and learning.

THEORETICAL FRAMEWORK OF THE STUDY

Various Conflations in Motion-Path Pattern and Language Typology

On the basis of the various ways of the encoding path, Talmy (1991, pp. 480–519) proposed that languages should generally fall into two categories, i.e., verb–framed languages and satellite–framed languages. Of verb–framed languages, the motional path was characteristically represented in sentential matrix verbs, such as in Japanese. In contrast, if those matrix verbs solely indicated the manner or cause of the motion, leaving motional paths depicted in the following satellites and/or prepositions, then that type of languages fell into the satellite–framed group, such as English and Mandarin. However, that dichotomous strategy on the language typology has been called into question. As some linguists (Slobin & Hoiting, 1994, pp. 487–505, among others) pointed out, there existed certain languages that did not neatly fit either category. Tai (2003, pp. 301–316) and Lamarre (2003, pp. 1–18), for example, argued that some evidence showed Mandarin did not seem to suit very well in the satellite–framed category in that its directional verb phrases in the V–VP pattern could indicate the path of motion as well. Subsequently, Slobin (2004, pp. 219–257) proposed a third category of languages, namely equipollently–framed languages in which the co–event verb and the directional verb contributed the equivalent morpho–syntactic weight.

Whether Mandarin belonged to the satellite–framed category or the equipollently–framed category has received heated disputes in linguistic world. Bi (2012) in her MA thesis attempted to shed light in this field by applying the assumption on the functional projection of PP in Mandarin. She argued that it was the different conflations of the embedded [+telic] feature at the functional projection of PP to either the preposition or the matrix verb that rendered the diverse modes of the encoding path and therefore categorized the verb–framed language and the satellite–framed language. Moreover, she further assumed that p0 was the parameter which distinguished the equipollently–framed language with [−p], such as Mandarin, from the other two categories with [+p], such as English and Japanese. Based on her analysis, we held that specialized with the V–VP pattern, Mandarin was an equipollently framed language; however, we did not deny the fact that Mandarin behaved similarly as English did in the use of V–PP pattern in directional contexts. In other words, the relation between Mandarin and English directional argument structures was mapped in a subset–superset format, in which Mandarin directional argument structure with two alternative directional structures constituted the superset to that of English with a narrower scope of choices.

Subset Principle

The Subset Principle was proposed under the framework of Principle–and–Parameters (P&P) theory, which was

proposed and discussed in Chomsky's work (1980, 1981a, 1983b, 1986b, 1995, 1999, etc.). It was raised to solve ac-quisition problems concerned with parameters, that is, whether there was an embracing relationship between a language generated with one value of a parameter and another language generated with the other value (Berwick, 1985; Manzini & Wexler, 1987, pp. 413–444; Wexler & Manzini, 1987, pp. 41–76). According to Wexler and Manzini,

Subset Principle (Wexler & Manzini, 1987, pp. 41–76)

The learning function maps the input data to that value of a parameter which generates a language:

(a) compatible with the input data; and

(b) smallest among the languages compatible with the input data.

The availability for the L1 acquisition has been widely investigated and agreed that for L1 learners, they could successfully adopt the most restrictive grammar, viz. the subset, out of more than one grammar. However, in L2 acquisition, as many L2 researchers pointed out, the Subset Principle seemed acting a non-leading role in second language acquisition, especially when the alternative choices of argument structure were more in L2 than in L1 (White, 1989a, pp. 134–158; Zobl, 1988, pp. 116–131; Finer & Broselow, 1986, pp. 154–168; Thomas, 1989, pp. 281–303; Hirakawa, 1990, pp. 60–85; Finer & Broselow, 1991, pp. 35–59; Finer, 1991, pp. 351–374). One of the leading opinions, which we adopted in our research, was that if the alternations of argument-structure scope in L2 or the target language was narrower than that of the L1 or the mother tongue, then a failure tended to be observed during the L2 acquisition (Bley-Vroman & Yoshinaga, 1992, pp. 157–199; Inagaki, 1997, pp. 637–669; Mazurkewich, 1984, pp. 91–109; White, 1987, pp. 261–286 among others). In contrast, if the alternative choices of argument structure were more in L2 than in L1. In other words, if the target language shaped a wider scope of knowledge (or the superset) and the mother tongue shaped the subset, the brand new knowledge, as positive input, might attract L2 learners' attention during acquisition, as illustrated in Figure 1 (Mazurkewich, 1984, pp. 91–109; Inagaki, 2001a, pp. 153–170; Inagaki, 2001b, pp. 37–79, etc.).
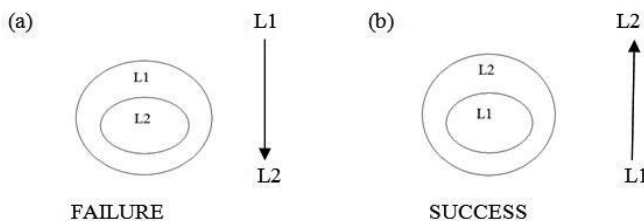
Figure 1. Subset–superset relation of argument structures between L1 and L2

THE CURRENT STUDY

This study aimed to investigate how L2 English learners and L2 Mandarin learners performed and which group performed better in using directional argument structures of V–PP pattern and V–VP pattern on daily basis. Particularly, we would like to know whether both groups of L2 learners were able to recognize the ambiguous interpretations of V–Pzai/inP. Moreover, for the V–VP form which was absent in English but ubiquitous in Mandarin, we doubted that, to what extent, L2 English learners were capable to use or avoid using such ungrammatical form in their daily lives. As far as we were aware, this approach has seldom been discussed and tested directly in previous studies, but some studies were nevertheless highly relevant (cf. Wu, 2010, Yu, 1996, pp. 191–218; Chen, 2005, Chen & Ai, 2009, pp. 149–164, etc). On the basis of the theoretical analyses in our discussion, we formed the hypotheses as follow:

Hypothesis 1:

On the directional argument structure of V-PP pattern, both L2 English learners and L2 Mandarin learners can successfully learn and use it in that it is the overlapped pattern in English and Mandarin.

Hypothesis 2:

On the argument structure of V-VP pattern, L2 English learners are assumed to experience difficulty in acquisition. However, no significant failure will be observed in L2 Mandarin counterparts.

METHODOLOGY

Participants

All together eighty−three adults aging from 19 to 62 participated in this study, whose biodata were summarized in Table 1. Among the four groups, the L1 Mandarin group (N=19) and L1 English group (N=17) were set as control groups, in which none had any knowledge of English or Mandarin, or other approaches to formal language education. Although 3 of the English speakers had travel experience around China, however, such short−term Mandarin expo− sure was not deemed to be able to affect their language knowledge. For the two experimental groups, the English speaking subjects in L2 Mandarin group (N=22) were college students majoring in L2 Mandarin for around 3 years. Moreover, over 80 percent of them were the alumni of a Mandarin program at California State University at Long Beach (CSULB), named Strategic Language Initiative (SLI) Program, which was an extremely rigorous academic expe− rience required students to commit an intensive study−abroad program in China and to follow−up guided study cours− es during the intervening semesters. In addition, their counterparts of Mandarin speakers in L2 English group (N=25) started to receive formal English education at middle school and have passed the national college entrance examina− tion. In view of the language education background of L2 learners, all the participants of experimental groups were considered to have (at least) the intermediate language proficiency level and were capable to read and answer the de− signed questionnaires, which will be introduced in the following section.

Table 1. Biodata summary of participants

Language background		L1 English	L2 English	L2 Mandarin	L1 Mandarin
Age	Range	40−62	23−32	19−27	46−54
	Mean	50.41	26.69	23.18	49.74
	SD	28.70	6.92	6.63	5.43
Years of learning L2 English/L2 Mandarin	Range	NA	6−14	2−6	NA
	Mean		10.84	3.36	
	SD		4.97	0.74	

Materials

One quantity task of acceptability judgment and one quality task of sentence construction were used in the re− search, in which the target items consisted of motion verbs (*zou* 'walk', *pao* 'run', *tiao* 'jump', *diao* 'fall', *fei* 'fly', *gua* 'hang'), prepositions (*zai* 'at', *dao* 'reach', *in, into, on, onto, out of, off, down*) and directional verbs (*chu* 'out of', *jin* 'enter', *shang* 'ascend', *xia* 'descend'*) in English and Mandarin respectively. The participants were required to finish the sentence construction section first before proceeding to the acceptability judgment. No cor− rectness or second thought was advised during the tests, which should be finished within thirty minutes. In the sen− tence construction task, the participants were required to construct a minimum of two complete English sentences (or three in Mandarin) which best described each picture by using the given keywords. The five pictures were different from those used in the acceptability task to prevent the negative inter−effect between two tasks.

In the acceptability judgment were seven pictures showing either a directional or a locational context and each picture was accompanied by three sentences (A, B and C), each containing a motion verb with a PP or VP, i.e., V−Pd$_{ao/}$

$_{to}$P, V−P$_{zai/at}$P, or V−VP. Based on the pictures, the participants were required to evaluate three given sentences from three perspectives respectively. First, they were asked to determine the grammaticality of all the descriptions (A, B, and C). Second, among those grammatical sentence(s), the accuracy of the descriptions to the picture should be judged. At last, they were required to choose one (or more than one) expression(s) out of the accurate description(s) according to their preference on daily basis. We provided a degree scale of acceptability, arranged from ABSOLUTE−LY grammatical or accurate (marked "3"), to POSSIBLY grammatical or accurate (marked "2"), and to NOT gram−matical or accurate (marked "1").

PROCEDURE AND RESULTS

Grammaticality Evaluation

First of all, we collected 41 effective sheets from 19 native Chinese and 22 L2 Mandarin learners. All the sheets were examined and analyzed one by one to count the grammatically correct sentences marked in the acceptability judgment task. The Kolmogorov−Smirnov Test was applied to examine the distribution conditions between each pair of control group and experimental group. The Asymp. Sig. figure indicated that there was no assumed distribution consisting with all the variable distributions. Hence, the Mann−Whitney Test was adopted to examine the significant differences between each pair of categorized groups. It presented that under the significant level of 0.05, there was no statistical difference between the experimental group of L2 Mandarin and the control group of L1 Mandarin. In other words, there was evidence to support that L2 Mandarin learners were able to learn and use three directional argument patterns well on daily basis. Similar procedures were taken in the test of English sheets collected from the L1 English group and the L2 English group. As showed, L2 English learners had sound performance in using the directional ar−gument structures of V−P$_{into/onto}$P pattern ($p=0.281>0.05$) and V−P$_{in/on}$P pattern ($p=0.124>0.05$). In contrast, unlike L2 Mandarin learners, encountering the ungrammatical form of V−VP pattern in English, L2 English learners consistent−ly failed to recognize it in that the value of Asymp. Sig. in the V−VP group ($p=0.000$) was significantly lower than their counterparts of native speakers.

Accuracy Evaluation

Secondly, an investigation was carried further to evaluate L2 learners' performances on the V−PP pattern, espe−cially on the V−P$_{zai/in}$(on)P pattern with either the directional interpretation or locational interpretation or both. We cal−culated the accuracy choices of V−P$_{zai/in}$(on)P that each L2 learner made under the locational condition. The K−S Test on sample distributions directed us to apply a nonparametric test to make comparisons between L2 English group and L2 Mandarin group. The outcome indicated that the performances of two groups were significantly different ($p=0.009<0.05$). The means of two groups proved that L2 Mandarin group (mean=2.88) performed better than L2 English group (mean=2.41).

DISCUSSION

Following the adopted framework, we proposed that English and Mandarin should share the same underlying structure of the directional V−PP pattern. In the previous section, it was statistically supported that the native English participants had no barriers in learning and using the Mandarin directional argument pattern of V−PP, so did L2 Eng−lish counterparts. This result could also be confirmed in their sentence construction tasks. Among the 36 sentences they made in V−PP structures, 30 of them (=83.33 percent) were both syntactically and semantically correct. Similar language performance could be found in the acquisition performance of L2 English group, in which the Mandarin na−

tive participants could realize the directional and locational senses delivered by the argument structure of V–PP and in their sentence construction tasks, we had 87.40 percent of grammatical English sentences with V–PP form. Therefore, based on the statistical and theoretical analyses, we argued that neither L2 English learners of Mandarin nor L2 Mandarin learners of English, with at least the intermediate L2 proficiency, had significant difficulties in the target directional argument structure of V–PP pattern.

Another central finding was on the L2 acquisition of the directional V–VP pattern in English and Mandarin. Statistically speaking, L2 Mandarin learners of English, whose inherited directional argument structure solely possessed the form of V–PP, appeared no difficulty in learning the structure of V–VP in Mandarin. As a matter of fact, from their written part of tests, this point could also be revealed. Among the 68 V–VP sentences made by English speakers, there were over 58 acceptable sentences observed (=85.29 percent). That result was consistent with the theory of Full Transfer Full Access, proposed by Schwartz and Sprouse (1996, pp. 40–72). According to the Theory, facing L2 Mandarin input, English speakers first applied their native grammar or argument structures to process new data. For the overlapped parts, they would transfer the initial state of grammar in which the direction or telicity of motion could and only be formalized in the structure of V–PP pattern. As for those fresh grammar properties, i.e., the directional argument structure of V–VP pattern, their inherited grammar would be reconstructed based on the UG options so as to have a more appropriate access to L2 Mandarin input.

Unlike the L2 Mandarin acquisition of English speakers, L2 English counterparts were tested to have significant difficulties in learning and using English directional argument structures. The analysis on the performance of the L2 English group showed that L2 English learners were prone to considering the V–VP form as one of the grammatical structures in directional description. As a result, in the tests, they consistently mistook the V–VP form, such as * *walk enter the room* or * *run ascend the field*, etc., as grammatical expressions. Notwithstanding, none V–VP structured sentences were found in their written English sentences. That acquisition tendency provided us with some clues in L2 English teaching that apart from the grammatical English expressions, we should also highlight the negative examples in that lacking in sufficient negative L2 input, L2 English learners had weak and unstable awareness of such ungrammatical V–VP pattern in English on the basis of their daily usage.

Summarizing, we argued that the previous hypotheses on L2 learners' acquisition on directional argument structures were tentatively corroborated, that is, L2 Mandarin learners of English had no barriers of learning target directional argument structures, whereas their counterparts of Mandarin performed significantly bad, even though the L2 English learners of Chinese were supposed to have higher L2 proficiency than the L2 Mandarin counterparts in that the former group had longer span and more intensive experience of L2 studying. In other words, our statistics supported the general hypothesis deduced from the Subset Principle that L2 acquisition was much easier to success when it transferred from a subset of knowledge (such as English directional argument structures) to a superset (such as Mandarin directional argument structures) than the reversed acquisition direction.

In fact, disputes on feasibility of the Subset Principle to the L2 acquisition, as mentioned in section 2.2, were mainly caused by the parameter setting that the parameters which researchers held in testing the Principle in L2 might be not invulnerable *per se* (cf. MacLaughlin, 1992). Furthermore, from our perspectives, the availability of the Subset Principle test by argument structure alternations in L2 acquisition has been over-generalized in that its application was originally parameter-oriented. On one hand, the subset-superset relation constructed by argument alternations among languages did not secure any direct concern with values of parameters. On the other hand, even being equipped with the same value of parameter, those alternations might also exist in the same or different languages due to other phonological or syntactic constraints. In order to alleviate or eliminate those concerns, a more crucial work we leave for future research is to testify our hypothesis, from a typological perspective, on the parameter causation in the

classifications of the verb framed language, the satellite framed language and the equipollently framed language with more comprehensive theoretical and empirical analyses.

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The Realization of Ideational Grammatical Metaphors in the State of the Union Addresses

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[Abstract] *Based on the research results conducted on the Grammatical Metaphor theory by Halliday, the author tries to analyze the realization of Ideational Grammatical Metaphor in 7 State of the Union Addresses delivered by W. J. Clinton. The author integrates Halliday's 13 types of Ideational Grammatical Metaphor into 4 categories, namely, nominalization, adjectivization, circumstancialization and verbalization.*

[Keywords] *the State of the Union Address; Ideational Grammatical Metaphor; Realization*

Introduction

Based on Halliday's Ideational Grammatical Metaphor theory (1994), the author tries to analyze the State of the Union Addresses delivered by W. J. Clinton and explore the realization of Ideational Grammatical Metaphor in the selected discourses. Each selected clause will be analyzed in terms of the criterion of 4 integrated types of Ideational Grammatical Metaphors. Any word or phrase involving some type of Ideational Grammatical Metaphors will be underlined.

Different people may choose different modes when they express their experiential world. Generally speaking, Halliday argues that two typical forms people employ are congruent and incongruent forms.(Halliday, 2000, p. 343) However, besides the congruent forms the human beings employ we should also realize people sometimes use incongruent or metaphorical forms to fulfill their communicative purposes. Clinton is not an exception, either. He employs various types of incongruent forms in his State of the Union Addresses.

The Realizations of Nominalization

Transference from Adjective to Noun

Clinton makes good use of such phenomenon that is transferred from adjective to noun as the following examples:

1) A year ago I asked all of you to join me in accepting responsibility for the future of our country. (The State of the Union Address, Bill Clinton, 1994: from Wikipedia, the free encyclopedia)

In this clause, "responsibility" as a noun belongs to nominalization which suggests a process being transferred metaphorically to the noun serves as a participant in a clause. Therefore this clause should be realized congruently as

"We should be responsible for the future of our country, and I asked all of you to join me to accept this task a year ago."

2) They have less security, less income, less certainty, that they can even afford a vacation⋯. (The State of the Union Address, Bill Clinton, 1995: from Wikipedia, the free encyclopedia)

In this clause the two nouns "security" and "certainty" function as attributes in the relational process. They are transferred metaphorically from phenomenon in mental process, therefore, the clause 2) can be realized congruently as "They feel insecure and uncertain and they don't have much money, so they don't think they can even afford a vacation."

Transference from Verb to Noun

3) Through our successful empowerment zones and community development banks, we're helping people to find jobs, to start businesses. (The State of the Union Address, Bill Clinton, 1996: from Wikipedia, the free encyclopedia)

The word "empowerment" in the nominal group is in a material process, that is, "zones are empowered" in sentence 3).

In addition, the word "successful" functioning as epithet in the nominal group is the circumstance as manner, which is transferred from adverb to adjective in grammatical metaphor. This clause is realized congruently as "We empowered zones and community development banks successfully, in this way; we're helping people to find jobs, to start businesses."

4) We are increasing inspections to prevent the hiring of illegal immigrants. (The State of the Union Address, Bill Clinton, 1996: from Wikipedia, the free encyclopedia)

Before analyzing the transference of this clause, the author gives its congruent form first as the following:

5) We inspect increasingly to prevent illegal immigrants from being hired by some companies or such kind of institutions. (The State of the Union Address, Bill Clinton, 1996: from Wikipedia, the free encyclopedia)

In the congruent clause the verb "inspect" functions as a process namely material process, and "we" functions as the Actor, the Goal of this clause is "to prevent illegal immigrants from being hired." However, in clause 4) "inspections" as a noun being transferred from the verb "inspect" namely nominalization which functions as Goal in the clause. The word "increasing" functioning as the Process, but it congruently functions as circumstance. The nominalization of "inspect" indicates that a process being transferred metaphorically to the noun serves as participant. Hence the metaphorical clause 4) comes into being.

Transference from Preposition to Noun

Clinton doesn't lose the opportunity to use Ideational Grammatical Metaphor in some simple clauses of the State of the Union Addresses. This type of nominalization is somewhat different from other nominalizations used in samples.

6) Sixth, character education must be taught in our schools. (The State of the Union Address, Bill Clinton, 1997: from Wikipedia, the free encyclopedia)

The word "character" functions as modifier of the entity "education" in the nominal group "character education", but it is also the circumstance within the prepositional group "education in character" or "education about character", which is transferred from prepositional group to noun in grammatical metaphor. This is realized congruently as "Sixth, education in/about character must be taught in our schools."

7) I said that education has to be our highest priority. (The State of the Union Address, Bill Clinton, 1998: from Wikipedia, the free encyclopedia)

The nominal group "highest priority", "highest" functions as Epithet of the word "priority", Clinton adopts this

device to emphasize the role played by the education in the society. This strategy is better than using preposition group "prior to", so clause 7) is transferred metaphorically from the congruent form as "I said that education has to be prior to others in our society."

Transference from Noun to Various

There is a large number of the thirteenth type in the samples. That is, "Entity" is construed as "modifier of entity". Therefore, this type of Ideational Grammatical Metaphor is categorized as nominalization by the author. Two clauses from the samples as examples to illustrate this phenomenon as the following:

8) Also, I ask your support for a dramatic increase in Federal support for adult literacy. (The State of the Union Address, Bill Clinton, 1999: from Wikipedia, the free encyclopedia)

In the nominal group "adult literacy", this means "adult's literacy" or "literacy of adult" congruently. From the grammatical function aspect, that is, "Head=Modifier". As a noun, "adult" has dual functions, so it belongs to the thirteenth type of Ideational Grammatical Metaphor.

9) And because those interest rates are down, business investment and equipment is growing at 7 times the rate of the previous 4 years. (The State of the Union Address, Bill Clinton, 1994: from Wikipedia, the free encyclopedia)

In this clause, two nominalizations are employed, one is "interest", and the other is "business". In the nominal group "interest rates", "interest" functions as "Modifier" of the word "rates", and at the same time, we can also understand it from this perspective: that is, "the rates of interest", from this structure, we can see that "interest" functions as post modifier and "rates" is the "Head", but in nominal group "interest rates", the noun "interest" is the "Head" and "Modifier" as well. Above all "interest" belongs to the usage of the thirteenth type of Ideational Grammatical Metaphor, hence is by name of nominalization. "Business" in this clause also belongs to the nominalization, and its usage is the same as that of "interest", no further explanation here.

The Realizations of Adjectivization

Transference from Verb to Adjective

On the lexicogrammatical level, this kind of adjectivization is that verb is shifted to adjective. On the semantic function level, it is transferred from Process to Quality. For example, "last" is transferred to "lasting", "promise" is transferred to "promising"; and adjectives can be transferred from tense or modality verbs, for example: "was/used to" is shifted to "previous"; "must/will (always)" to "constant".(Halliday, 2000, p. 185) On the grammatical function level, if "Event=Epithet" or "Auxiliary=Epithet", which is named adjectivization. Examples are presented as the following:

10) Tell it to the 81 million Americans with those preexisting conditions. (The State of the Union Address, Bill Clinton, 1994: from Wikipedia, the free encyclopedia)

In this clause, the word "preexisting" is adjectivization. On the lexicogrammatical level, "preexisting" is transferred from the verb "preexist" which can be explained as "come into being beforehand" congruently. On the semantic function level, the verb "preexist" functions as a Process while the adjective "preexisting" functions as Quality. On the grammatical function level, "preexisting" which is by name of a Process, or Event, that is, "conditions preexist" and "preexisting" serving as Epithet in the nominal group "preexisting conditions". Therefore, from this point, it is not difficult to recognize "Event=Epithet" (Halliday, 2000, p. 185), and thus clause 10) is realized congruently as "Tell it to the 81 million Americans with those conditions which came into being beforehand."

11) We know that our continuing racial problems are aggravated, as the presidential imitative said, by opportuni-

ty gaps! (The State of the Union Address, Bill Clinton, 1999: from Wikipedia, the free encyclopedia)

"Continuing racial problems" which is by name of a material process as "Our racial problems continues without stopping and the adjective "continuing" serving as Epithet in this nominal group(Halliday, 2000: p. 185), is adjectivized from the verb "continue" and thus this clause is realized congruently as "We know that our racial problems continue over a long period, without stopping. And these problems are aggravated by opportunity gaps as the Presidential initiative said."

Transference from Adverb/prepositional Group to Adjective

This type of Ideational Grammatical Metaphor is shifted from adverb to adjective or from prepositional phrase to adjective on the lexicogrammatical level. Circumstance is construed as Quality on the semantic function level. If it is viewed from the shifting of grammatical function, three circumstances will be explained as "Manner=Epithet", "Other=Epithet" and "Other=Classifier" (Halliday, 2000: p. 185). For example, "(decided) quickly" can be expressed in another way, that is "quick (decision)", and "discussed for a long period" can be said "lengthy discussion", and "(cracked) on the surface" can be switched into "surface (cracks)". Such kind of Ideational Grammatical Metaphors appears in Clinton's State of the Union Addresses.

12) We must have dramatic change in our economy, our Government, and ourselves. (The State of the Union Address, Bill Clinton, 1995: from Wikipedia, the free encyclopedia)

In the nominal group "dramatic change", "dramatic" serves as Epithet, and "change" which is by name of a material process that is "our economy, our Government, and ourselves change", and in this way the adjective "dramatic" is adjectivized from the adverb "dramatically" which functions as Manner in its congruent realization, and thus "Manner=Epithet" from the grammatical function level (Halliday, 2000: p. 185). Therefore this clause is realized congruently as "We must change our economy, our Government and ourselves dramatically."

13) I know there are still serious differences over the details of the unfunded mandates legislation, (but I want to work with you to make sure we pass a reasonable bill which will protest the national interests) (The State of the Union Address, Bill Clinton, 1995: from Wikipedia, the free encyclopedia)

Adjectivization always accompanies with the appearance of nominalization. In clause 13), nominal group "serious differences" is a typical example. "differences" which is by name of a relational process, that is, the details of the unfunded mandates legislation are different, and the adjective "serious" serving as Epithet in this nominal group, is adjectivized from the adverb "seriously" which functions as Manner in its congruent realization, and thus this clause is realized congruently as "I know that the details of the mandates legislation which is unfunded are different seriously."

14) I just don't want to punish poverty and past mistakes. (The State of the Union Address, Bill Clinton, 1995: from Wikipedia, the free encyclopedia)

In the nominal group "past mistakes", the adjective "past" functions as Classifier and it is adjectivized from the prepositional phrase "in the past" in its congruent realization, and therefore the clause 14) is realized congruently as "I just don't want to punish poverty and mistakes that made in the past."

15) Members of Congress have been here less than a month, but by the end of the week, 28 days into the New Year, every Member of Congress will have earned as much in congressional salary as a minimum wage worker makes all year long. (The State of the Union Address, Bill Clinton, 1995: from Wikipedia, the free encyclopedia)

There is a nominal group "congressional salary" in the clause, the word "congressional" functioning as Epithet, is the Circumstance with prepositional group "salary in congress", which is transferred from prepositional group to adjective in Ideational Grammatical Metaphor. This clause is realized congruently as "Members of Congress have

been here less than a month, but by the end of the week, 28 days into the New Year, every Member of Congress will have earned as much salary in Congress as a minimum wage worker makes all year long."

Transference from Conjunction to Adjective

This kind of Ideational Grammatical Metaphor can be seen as conjunction that is shifted to adjective or relator construed as quality in semantic function shifting level. When "Conjunctive=Epithet" (Halliday, 2000, p. 185), we call it the seventh type of Ideational Grammatical Metaphor which is also by name of adjectivization. For example, "previous" can be used to express "before", "then" can be shifted into "subsequent". The President Clinton does not employ this type of Ideational Grammatical Metaphor in his State of the Union Addresses, so the author will not give further explanation concerning this type of Ideational Grammatical Metaphor.

The Realizations of Verbalization

Transference from Be/go+prep to Verb

This type of Ideational Grammatical Metaphor can be seen as the structure "be/go + preposition" which can be transformed to verb. Or we can say that "minor process or circumstance is construed as process". Some examples will be presented as the following:

16) A lot of people think that the security concerns of America today are entirely internal to our borders. (The State of the Union Address, Bill Clinton, 1995: from Wikipedia, the free encyclopedia)

In this clause "concerns" functioning as a process which is transferred from relational process "is about", and thus this clause can be realized congruently as " A lot of people think that the security which is about America today are entirely internal to our borders."

17) Let us overcome their despair and replace it with hope. (The State of the Union Address, Bill Clinton, 1994: from Wikipedia, the free encyclopedia)

In clause 17), the phrase "replace it with hope" involves a special kind of Ideational Grammatical Metaphor. The verb "replace" here involves the transference from the structure "be + prepositional phrase" that is "be instead of", and therefore this clause can be realized congruently as "Let us overcome that their despair and hope will be in-stead of it."

Transference from Conjunction to Verb

This type of Ideational Grammatical Metaphor is verbalization, which is shifted from conjunction to verb and Re-lator is construed as Process accordingly. The President Clinton employs smartly in his State of the Union Addresses as the following two examples and the author will give the detailed explanation of their realizations in Ideational Grammatical Metaphor.

18) The courageous vote in 1993 that led to a cut in the deficit of 90 percent, and the truly historic bipartisan balanced budget agreement passed by this Congress. (The State of the Union Address, Bill Clinton, 1998: from Wiki-pedia, the free encyclopedia)

In clause 18), the verbal group "led to" involves the relation among the three things "the courageous vote in 1993", "a cut in the deficit of 90 percent" and "the truly historic bipartisan balanced budget agreement passed by this Congress". The relationship indicated by the verbal group in this clause is defined by Halliday as a "cause- ef-fect" relation, that is "a causes x to happen" and Halliday also gives numerous verbs that can play the role in this kind of relation, such as "induce", "result in", "stimulate", "require", "lie in" and so on. (Halliday, 1998: p. 173)

Therefore, in the clause 18), the courageous vote in 1993 caused a cut in deficit and balanced budget agreement to happen and the clause 18) can be reconstrued congruently as "the deficit of 90 percent has been cut; the truly historic bipartisan balanced budget agreement has been passed because the courageous vote in 1993."

19) Now I ask Congress to provide resources so that all parties can implement the Wye agreement to protect Israel's security to stimulate the Palestinian economy, to support our friends in Jordan. (The State of the Union Address, Bill Clinton, 1999: from Wikipedia, the free encyclopedia)

The phrase "stimulate the Palestinian economy" involves a special type of Ideational Grammatical Metaphor. The verb "stimulate" here is concerned about the transference from Conjunctive to Event, experiencing the shift from Relator to Process and actually is the Conjunction "so" expressing the cause−effect relation and acting as Relator in its congruent realization, and thus the clause 19) is realized congruently as "Now I ask Congress to provide resources so that all parties can implement the Wye agreement, so Israel's security can be protected, the Palestinian economy can be stimulated and our friends in Jordan can be supported."

The Realizations of Circumstantilization

As for this type of Ideational Grammatical Metaphor, conjunctions like "when", "so", "if" and "because" are metaphorized as prepositional group like "in times of" "as a result of", "under conditions that" and "because of". Some examples will be explained.

20) Because of a generation of bipartisan effort we do have cleaner water and air, lead levels in Children's blood has been cut by 70 percent, toxic emissions from factories cut in half. (The State of the Union Address, Bill Clinton, 1996: from Wikipedia, the free encyclopedia)

At the very beginning of this clause, there is a prepositional phrase "Because of a generation of bipartisan effort", in which there is a prepositional phrase concerning about one kind of Ideational Grammatical Metaphor that we never depicted in the previous part of this thesis. "Because of" functions as prepositional phrase, however, it is actually a conjunction in its congruent realization as "because" and thus clause 20) can be realized congruently as "We do have cleaner water and air, lead levels in children's blood has been cut by 70 percent, toxic emission from factories cut in half because the effort which was done by a generation of bipartisan."

21) Because of the things that have been done, we can make college as universal in the 21st century as high school today. (The State of the Union Address, Bill Clinton, 1998: from Wikipedia, the free encyclopedia)

The usage of prepositional phrase "because of" is the same as that of clause 20). The author does not give further explanation.

22) Last fall, Congress supported my plan to hire, in addition to the 100,000 community police we've already funded, 50,000 more, concentrated in high− crime neighborhoods. (The State of the Union Address, Bill Clinton, 2000: from Wikipedia, the free encyclopedia)

There is a prepositional phrase "in addition to the 100,000 community police", in which "in addition to" involves one kind of Ideational Grammatical Metaphor. "In addition to" functions as prepositional phrase but it is not difficult to find that it is a conjunction in its congruent realization as "and". Therefore, the clause 22) can be realized congruently as "Last fall, Congress supported my plan to hire, and the 100,000 community police we've already funded, 50,000 more, concentrated in high−crime neighborhoods."

Conclusion

The above analysis mainly concerns about the realizations of Ideational Grammatical Metaphors in the State of

the Union Addresses delivered by Clinton. From the analysis of the above selected data, the author finds that Ideational Grammatical Metaphors are rich in the samples. Four major Ideational Grammatical Metaphors namely nominalization, adjectivization, verbalization and circumstantilization are popular in samples. The study helps the English learners recognize the formation of Ideational Grammatical Metaphor and improve English writing level by using of Ideational Grammatical Metaphor properly. In addition, it can increase people's awareness in employing Ideational Grammatical Metaphor in communication.

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A Study on Chinese Catchwords from the Perspective of Memetics

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[Abstract] *From the perspective of memetics, this paper is aimed at exploring Chinese catchwords recent years, the top priority is placed to its inherent development mechanism and then some major findings are achieved. Also the implications and conclusion are provided.*

[Keywords] *Chinese catchwords; memetics; producing ways; causes of prevalence; evolutionary mechanism*

Introduction

Catchwords refer to words and expressions that are frequently employed by specific group in a certain region at a certain period of history. As a special linguistic phenomenon, catchwords are the results of the development of language, culture, society, economy and so on. They can reflect the social and cultural phenomena at that time. Although Chinese catchword is deeply rooted in the traditional Chinese language and culture, it also has its own characteristics. Within the past few years, Chinese catchword has developed so well that it has penetrated into many aspects of people's daily life. Based upon the findings achieved by the previous scholars and experts both at home and abroad, this article, however, restricts the scope to Chinese catchword and carries out the research on Chinese catchwords in a memetic approach.

Related Theories of Memetics

The term "meme" is firstly presented in The Selfish Gene, written by Richard Dawkins, the originator of memetics. Initially, Dawkins (1976) defines "meme" as a basic unit of cultural transmission and imitation. Also, he thinks of "tunes, ideas, catchy phrases, clothes fashions, and ways of making pots or building arches" (Dawkins, 1976, p. 206) as memes, whereas a few years later, he gives another version: "a meme should be considered as a unit of information residing in the brain... just like genetic information in the DNA" (Dawkins, 1982, p. 109). Then Susan Blackmore, a student of Dawkins, continues this study and extends the scope of memes. She points out that "as long as that information can be copied by a process we may broadly call 'imitation', and then it counts as a meme" (Blackmore, 1999, p. 66). Apart from the two versions mentioned above, some scholars also show their viewpoints. Durham (1991) considers memes as actual units of socially transmitted information, in spite of their sizes, forms and intrinsic organizations. Dennett (1991) views a meme as the smallest unit that replicates itself through the reliability and fecundity.

Brodie (1996) takes memes as units of information in memory, which can be replicated from one memory to another, like a virus in the mind. Besides, Lynch (1998) defines meme from a different aspect. He regards a meme as an item in memory, or a piece of information stored in the brain of an organism identified by using the abstract thinking of the observer, whose instantiation depends critically on the instantiation of the same item stored in the nervous system of other organism. He Ziran & He Xuelin (2003) regard memes as units of cultural information that mutate and are inherited like genes and spread like viruses from one mind to another. Undoubtedly, there are a lot of controversies with reference to the definition of memes. On the contrary, in this study, memes refer to the basic units in culture and they can be copied by the imitation, so the present research applies this definition of memes to conduct the analysis on catchwords.

Research Methodology

Research Questions

The present research is conducted to reveal the inherent development mechanism of Chinese catchwords from the perspective of memetics and explain the reasons why some catchwords gain more popularity while others do not. This thesis applies the qualitative method and conducts the study in explanatory and descriptive ways with memetics. It intends to answer the following questions:

(1) How are Chinese catchwords created?

(2) Why have some Chinese catchwords gained more prevalence than others?

(3) How are Chinese catchword memes selected, replicated, transmitted and varied as far as memetics is concerned?

Data Collection

More emphasis has been placed on data collection due to the fact that the results of the research would be affected and invalid with inadequate data collection. In order to ensure that the data is adequate and accurate, the present research obtains the catchword resources from noted magazines, newspapers and websites on the grounds that these mass media do play a critical role in our daily life and resources from authoritative organizations are more persuasive and reliable.

Research Methods

This article, based on memetics, a prevailing theory recently, mainly adopts three methods to conduct the analysis:

Firstly, the predominant method is literature retrieval. The present research has collected and read quite many documents and then choose a suitable topic to conduct the research. Moreover, in order to make a detailed and comprehensive analysis on Chinese catchwords, the present research has made full use of the library resources to collect and obtain documents about memetics and catchwords.

Secondly, after reading these documents, this research has conducted a detailed analysis during which there comes a new method, namely, the qualitative analysis. On the basis of memetics, this research makes the qualitative analysis on the producing ways, prevalent causes, and the internal development mechanism of Chinese catchwords in

detail.

Thirdly, this research also applies the exemplification to analyze Chinese catchwords. Although this research is based on memetics, it still needs to be supported by specific examples which, in this research, refer to Chinese catchwords. Furthermore, the chosen Chinese catchwords are more representative, thus enabling the thesis to be more persuasive.

In short, the research methods of this thesis include literature retrieval, qualitative analysis and exemplification, all of which are of great value to this study.

Research Procedures

The following are the main procedures in this research:

First and foremost, this research collects some Chinese catchwords from authoritative magazines, newspapers and websites to make the data adequate and accurate, summarizes the features of these memes, that is, temporality, high frequency, productivity and entertainment, and then classifies these Chinese catchword memes into four types, namely, phonematic memes, word memes, phrasal memes and sentence memes. Also, by making the comparative analysis, this research finds that the number of phrasal memes is more than others among Chinese catchwords.

Moreover, this research makes a memetic approach to the collected catchwords. Firstly, it studies the producing ways of catchwords from the perspective of memetics. Secondly, it explores the prevalent causes of Chinese catchwords. Thirdly, it conducts a memetic analysis on the internal' development mechanism of catchword memes. Eventually, this research gives a comprehensive conclusion.

Results and Discussion

There are two factors which result in the emergence of Chinese catchwords, that is, the use of language itself and the communication in language. Moreover, the hype of media, massive social responses and higher cognitive ability of individuals have taken effect jointly on the popularity of catchwords. Furthermore, a catchword meme, in order to be popular, is bound to go through the selection, the replication, the transmission and the variation.

A Memetic Analysis on the Producing Ways of Catchwords

As He Ziran (2005a) has mentioned, there are three ways that memes emerge, including the education and impartment of knowledge, the use of language itself and the communication in language. And language, as a kind of memes, comes into existence by these three ways. Catchwords, as strong memes, come into being in the linguistic communication, manifest the main characteristics of social language every year, and reflect some social reality. And in fact, few teachers have taught their students catchwords in class so Chinese catchwords have emerged owing to the use of language itself and the communication in language.

Prevalent Causes of Catchword Memes

Catchwords can obtain their great prevalence in a very short time concerning external and internal factors, including the hype of media, massive social responses, higher cognitive ability of individuals, etc.

Selection of Chinese Catchword Memes

Although there are kinds of language in our daily life, those which have gained the hype of media, aroused lots of social responses, and gone through individuals' selection, will be more prevalent and become strong catchword memes that are well-accepted by individuals, including "有钱就是任性" (a rich man is absolutely capricious), "时间都去哪儿了" (where did the time go), "人艰不拆" (to cut someone some slack), "喜大普奔" (news so exhilarating that everyone is celebrating and spreading it around the world) and so forth.

Replication of Chinese Catchword Memes

On the basis of the Chinese catchwords which are chosen by Excessive Wording and National Language Resource Monitoring and Research Center, this article concludes that the replication of Chinese Catchword Memes largely occurs on the phonetic level and the phrasal level.

Transmission of Chinese Catchword Memes

Transmission is the fourth stage in the life-circle of memes, in which memes must have a conveyor and enable it to pass on them to hosts. It is in this process that a meme cannot keep in exact correspondence with its original meaning and formation due to the fact that a new meme or memeplex might come out in this process. Blackmore (1999) holds the argument that memes are able to be transmitted in two methods since memes are divided into two types: genotype and phenotype. Thus, the ways in which a meme achieves its transmission can pass on the crucial information and formation, analogous to genotype and phenotype respectively.

Variation of Chinese Catchword Memes

It is memetics that explains cultural evolution. The replication and transmission of memes, which have been analyzed above, just ensure that culture can be passed on to next generations but the variation of memes enables cultural evolution to be achieved. Richards and Schmidt (2002) consider linguistic variation as the differences in pronunciation, grammar or word choice in languages and it may be caused by regions, social classes, genders, educational backgrounds or formal degree when language occurs. As a special linguistic phenomenon, catchwords also develop with the variation.

Implications and Conclusion

This article has made a memetic approach to the producing ways, prevalent causes and the internal evolutionary mechanism of Chinese catchwords. The major findings can be summarized as follows:

(1) Chinese catchwords come into being owing to the use of language and linguistic communication.

(2) Some catchword memes can obtain more popularity than others because the mass media have publicized them, the events concerning catchwords have given rise to lots of social responses, and individuals have higher cognitive ability.

(3) In response to the evolutionary mechanism, a meme should succeed in undergoing the selection, replication and variation. A meme will go through selection if it is characterized by novelty, simplicity, practicality and publicity. And the replication of Chinese catchword memes mainly occurs on the phonetic level and the phrasal level. Catchword memes transmit their information and formation in genotype and phenotype ways and achieve the variation on the word level and sentence level.

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Morpheme Comparison of Alphabetic Words and Other Foreign Words

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[Abstract] *In the process of language development,the phenomenon of absorbing loan-words is unavoidable for any language,nowadays there is new phenomenon of absorbing loan-words--letter words.As the only ideograph exists in the whole world--Chinese language,what difference it will be when Chinese absorb the borrowed language? This article comparing the phonetic between loan-words and lettered words,hope finding the trend of development of Chinese phonetic.*

[Keywords] *Letter word; foreign words; vowel; consonant phonetic correspondence; tone*

Sapir, a well–known linguistic theorist, said: "Language is seldom as self–sufficient as culture." (1997, p. 1) It is impossible for a certain language of information system to contact with the outside world absolutely. Therefore, any language has external components.In the process of development and evolution, Chinese also absorb a large number of loanwords and new phenomena have emerged – the influx of alphabetic words into the Chinese vocabulary system. In this paper, the author compares the morphemes with alphabetic words and other foreign words, and tries to explore the new trend of Chinese morpheme development and its evolution.

"Other Loan Words" is the definition of "Chinese Loanwords" by Shi Youwei (2000), "Loanwords" also called "foreign words," are in a sense comparable to 'borrowed words.' Other foreign words refer to the Chinese words that are wholly or partially borrowed from the corresponding foreign language words and are in some degree Chineseized under the premise that the word meaning is derived from a word in a foreign language; strictly speaking, Should have the conditions of using a longer period in Chinese, can as a real loan words. It is divided into broad and narrow two kinds of generalized foreign words include transliteration and free translation, while the narrow sense of foreign words only refers to foreign elements that contain transliteration.The concept of Chinese loanwords used here is broad.Al– phabetic words are defined as words that are composed of Chinese and foreign alphabets (mainly Latin alphabets), numbers, and symbols or Foreign letters, numbers, symbols, a combination of words for the alphabet.

The Causes of Other Foreign Words and Letters

The reasons for other foreign words

First, cultural exchange is the direct cause of foreign loanwords. As a communicative tool, language is the crys– tallization of unique national wisdom and reflects the history, customs, traditions and spiritual connotations of this na–

tion. In the exchange, the expansion of the nation itself inevitably leads to the expansion of its language and the infiltration into other peoples, especially in religious and artistic aspects, such as "Rohan", "Devil" and other Sanskrit words into Chinese.

Second, social and historical reasons. Language is a medium in which people contact each other, pass on messages and express ideas. It is not a superstructure or an economic basis but a social phenomenon. It is therefore highly vulnerable to social changes, and vocabulary is even more so as the most sensitive element of the language.

Third, the language itself. Chinese belongs to the Sino—Tibetan language family and is recorded through morpheme syllables, which is different from the languages of other languages. When introducing non—Chinese—Tibetan language department, we need to adjust and make changes. At the same time, the "economic principle" of the language itself also plays an important role in the introduction of foreign loanwords in Chinese. Therefore, there appear imitative transliteration, transliteration, transliteration Interpret the words and so on, they greatly increased the speed of the introduction of foreign loanwords, while maintaining the characteristics of Chinese itself. (Liang, 2004)

The reason for the letter words

1. necessity. On the one hand, the appearance of letter words is the inevitable product of social informatization and globalization. It should be said that the direct cause letter words generated by the exchange of science and technology. And then China's science and technology has lagged far behind these countries in a weak position, combined with the world economy to accelerate the integration process, but also the extremely frequent international exchanges, which makes it dominant in the economy naturally become international English were common language used for verbal communication. At the same time, because of cultural and economic in close contact, mutual penetration, the cultural industry to participate in international competition has become a trend. But in this competition in China's cultural trade deficit seriously. On the other hand, the rise of the letters of the word is its social value language of the decision. In science economy and culture, China are in a weak position, and thus the letter word for something on behalf of foreign inroads into the Chinese language, but also what makes sense.

2. Possibility. (1) Pinyin is a factor conducive letter words into the Chinese letter form. Pinyin is a Chinese program that borrows foreign words in transliteration and borrowing. At the same time, it also makes it easier for people to accept letter words psychologically. (2) Popularization of English education. After decades of efforts, our country's education has made great progress, and people's cultural level has been greatly improved. Especially with the popularization of English education, people can easily accept a few simple words psychologically and a few foreign words into their own language. (3) Letter word to its own characteristics. The greatest feature is easy to use letter words, in line with economic, fast and efficient principles. When communicate in Chinese, using some people to understand the international community's common foreign language name things or ideas, not only the clearly expressed directly, but also the language simple and clear.

3. Productivity. The large number of letter words and its production is inseparable. Appear in the generation of the letters in the alphabet morpheme words, it is highly capable of producing properties, such as: "IT series ——IT industry, IT managers, IT companies, IT consulting," and also appeared in the letter alphabet morpheme meaning .

Phonetic Analysis of Other Loan Words and Letters

Lenin once said: "the law to seize calm things, therefore, the law, any law is narrow, incomplete, approximate."

(1960, p. 256) In this regard, the evolution of speech has become more prominent.The introduction of foreign words, the voice also occurred in the corresponding law and irregular changes.

Vowel comparative analysis

Most of them are introduced in the source language (from outside the Chinese language) is a phonetic language. Vowel is very rich. The same vowel or polyphony in the source language may have several different sounds in modern Chinese, but all have a certain range.For example, ə in other loanwords is a middle sound and there are many vowels close to it, so there are more changes.æ is a vowel that is quite open, so that in the corresponding foreign words of modern Chinese, it is only modified in the range of the former vowels a and ai and the middle vowel ə.The Chinese phonetic system compares the vowel A [ei] [e], E [i:] [i], O [ou] [o], I [ai] [aI], U [ju:] [ju] to be modified to conform to the Chinese language. In other words, the vowel sounds of the source language basically correspond to the similar phonetics found in Chinese.

Chinese loanwords are spelled in accordance with "Hanyu Pinyin Scheme".The case of alphabetic words is more complicated. There are two kinds of specific readings. One is to read them in alphabetical order according to the original language. For example, "DNA, MRI, WTO, and CDMA" are all read according to the original pronunciation of the alphabet.Another letter word is a vowel when sandwiched therein, especially longer easily linking, for example: . com, JAVA, SOHO group, COBOL, PROLOG are tonal.In either form, the vowel letter word does not need specific changes in pronunciation.Of course, there can be both in the situation, for example: ISO both tonal, can be divided in‐ to reading.

Consonant comparative analysis

When recognizing the voices that do not exist in their own voice system, the language society in most cases will transform them from the pronunciation parts and the pronunciation method to make them conform to the pronuncia‐ tion habits and spelling laws of Chinese.For example: the introduction of other foreign words have double consonants source language, in accordance with the Chinese on their own between the syllabic structure of complex consonant plus a vowel or a consonant get rid of them.The source language has a vocal occlusion, which becomes a silent occlu‐ sion in its corresponding foreign loanwords because there is no occlusion in Chinese, k (k is silent) before i vowels, and only tɕ (tɕ That is, the palatalization of k), so g becomes tɕ as the vowel is i or i [i −].The word phonetic conversion to voiceless tone, apex tone into the group tone, tongue leaf tone [dʒ] read tongue accent zh or tongue tone j and so on. However, there are still some alphabetical characters that differ from the Chinese characters in terms of the character‐ istics and laws of Chinese pinyin, so we still need to maintain the pronunciation of the original letters such as W, F, H, X, M, S, etc.

Other foreign words in addition to the need to transform the consonants, there are clear correspondence with the Chinese consonants, for example: [r] → l, [m] → ng, n, [v] → f, w, [θ] → s, t, [z] → z, c, s, zh, ch, sh, x and so on. The monosyllabic letters and pinyin correspondences in alphabetic words are strong. In English, for example, in 26 English alphabets, there are 14 letters of monosyllabic consonants whose pronunciation is close to Chinese.According to the actual pronunciation of these 14 letters (indicated by IPA), the closest Chinese syllable corresponds to the fol‐ lowing: "B → bi, C → sei (xi), D → di, G → zhei, J → zhai, K → kei, N → en, P → pi, Q → kiu, R → a, T → ti, V → vei, Y → wai, Z → zei. "The above syllables are all in accordance with the "Hanyu Pinyin Scheme", and the

multi-syllable letters try to express a letter pronunciation with polyphonic syllables as follows: "F → aifu, H → aichi, I → a; ai, L → ailo, M → aimu, S → aisi, W → tabliu, X → aikesi. "Although it does not exceed the "Hanyu Pinyin program" requirements, but the letters are not Chinese characters, you can use polyphonic to represent a letter. These syllables break through the Mandarin phonology spelling law, to achieve the combination of the phonological spell scattered.

Comparative Analysis of Voice Correspondences

1. Dialect intervention on the Law of Correspondence

In modern Chinese, some foreign loanwords are transferred from dialects. First, people in the dialect area transform the pronunciation of the English original words according to the dialectal pronunciation method, and then transfer the pronunciation method with the dialectal tone into Mandarin , There are naturally different kinds of correspondence laws. Chinese loanwords in Chinese generally landed first in the coastal areas of Shanghai and Guangzhou and prevailed in the dialects of these two places before entering the language of the whole people. Comparison of some Chinese pronunciation of foreign words and the corresponding foreign language original word, you will find that they are first in what dialect popular stereotypes. For example, English sofa → 'soufə, in its corresponding modern Chinese foreign words to say ş a–fa (sofa). This is apparently the result of the alien words from the Shanghai dialect. Shanghai dialect "sofa" read into [safa], which is closer to the soufə English, but the Shanghai dialect "couch" is the word, he said, became şa–fa at the Mandarin. There are other "toffee" and "Canada" is entered by the Shanghai dialect of Mandarin; and "opium", "sandwich" is then spread from Guangzhou. Some Chinese dialect popular in foreign words only area, did not enter in Mandarin, the Chinese foreign words reflect the local culture and Effect of foreign culture. (Gao & Lui, p. 89) It is because of this reason there has been a large number of Chinese foreign words of the Synonyms Word.

Letter word is imported directly from the source language, its pronunciation basically read according to the pronunciation of the source language, without passing through the middle of the transformation of dialect areas, better preserved in the pronunciation of the source language. Which reflects its strict correspondence.Letter words because it is the introduction of foreign letters, and these letters While form and Pinyin similar, but there are still great differences in pronunciation.Monosyllabic letters and correspondence Pinyin strong, mostly derived from the English word letter, so in English, for example, close to the Chinese pronunciation of monosyllabic has 18 letters, letters polysyllabic try to represent a letter with complex syllable pronunciation (Introduced above).Alphabet letters in the pronunciation will find the corresponding pronunciation, and no complicated rules of change than other foreign words more practical and simple.

2. Foreign language proficiency also affects the corresponding law

Times have a huge impact in the text, the influence of the foreign language, mostly by word, influence of English on Modern Chinese is the same. The first is Han Chinese saw the English word file, and then take the characters to be transliterated English word file.However, Han Chinese pronunciation of the English language, due to the varying degrees of familiarity, there are also varying degrees of correctness, but Han Chinese native place as yet different, the voice normalization rules established for the pronunciation of Chinese characters also have a variety of different.Under such circumstances, the pronunciation of modern Chinese loanwords represented by Chinese characters can not be strictly corresponding to the pronunciation of English original words, resulting in a large number of synonymous

words.While arising letter word, foreign language has been popular in China, people's foreign language proficiency has greatly improved, for the letter is already very familiar with, so the possibility of bias is also greatly reduced, with the pronunciation of the letters are essentially foreign letters.

3. Semantics affect the corresponding law

Semantics in principle to create a Chinese foreign words also tend to affect the pronunciation, for example: Utopia since it refers to a political system (albeit political system ideal), it has the 'Utopia of the statemeaning'. Utopia 'pronunciation [wū−t´uō−paŋ] with the English pronunciation of the original word [ju'−t'oup'iə] there is a big gap, but there are always similarities.They have based on the corresponding voice, but also show the significance of the political system, then even if it is not quite right, yield to it anyway. Others are "靠背轮（coupling）、引擎（engine）、幺� （unit）". So it's the pronunciation because semantics becomes more complex.Letter words considered semantically created letter words are many, because although letter word has many advantages in expression meaning, but because of the limited number of foreign letters, limited the combined length, basically no more than four letters, so it is prone to the same type Different meaning.To solve this problem, the letter appears in the word in the way of letters and Chinese characters combination of both to express foreign sense, while it is easy to understand that it probably meant to express the content. In principle, there is no difference between pronunciation and other alphabetic words, so there are many kinds of such alphabetic words.

TCD 实验室(TCD Laboratory)− Tissue Culture Dose Laboratory Tissue Culture;

U2 飞机(U2 aircraft) – the United States in the 1950s altitude reconnaissance aircraft can fly at 25,000 meters altitude;

WORD 软件(WORD Software)− Part of Microsoft Office OFFICE software that provides the ability to write articles.

Letter word this simple and efficient way not only will not make people ambiguous, while increasing the speed the creation of new words, the pronunciation did not result in any significant obstacles.

To sum up, the corresponding letter word in the pronunciation has a great advantage over other foreign words.

Comparative Analysis of Chinese loanwords tone influence

Source language is phonetic writing, most of them have no tone, stress has the effect of differences in the significance of these languages, different accents, vocabulary meaning and usage will have differences.The vast majority of Chinese have the tone, the same sound phoneme structure may have four different tones, the performance of four different sets of words on paper.So when the Chinese transliteration of foreign words other voice, ignoring their accent, while giving each syllable a certain tone.For example: "copy (kaǒ bèi)拷贝"、"ballet (bā léi)芭蕾"。Chinese "的" used to express foreign words, to obtain the original no tone "dī", such as "打的". Some phonetic pronunciation of the word due to the influence of Western culture by the original word, and even turn affect the pronunciation of Chinese characters is a transliteration of its use changes, such as: "bye−bye" is translated as "拜拜" at the beginning, "worship". The original four−tone tone, with no second tone, but now subject to "bieibá i" by the actual pronunciation of "bye−bye", already has a second tone. "拜"was originally a four−tone with no second tone. However, due to the actual pronunciation of bye−bye, it is now pronounced as "báibái," which already has a second tone.

Letter Words in Chinese inevitably influenced by Chinese phonetic system, resulting in pronunciation of the letters and their pronunciation of the source language in the Chinese language is not completely consistent, prominent

feature is to obtain tone, for example: "E"is read as "yī" " J" "as" " jiè" "U" as "yóu" and so on. For example, "E–mail" is pronounced "yī mèir", "IP card" is pronounced as "āipī card", "VCD" is pronounced as "vēi cīdì" and so on.

In short, the intonations in the process of absorption of foreign words are subjected to the localization process.

Conclusion

Other foreign words and letters in the word pronunciation have a lot of similarities, their vowels and consonants and Chinese original pronunciation has a corresponding part, and tone of voice have emerged.But the letters and other foreign words different words, although letter words but also in line with norms of Chinese voice, but the letters in the word are still not finished with the renovation of letters, still retain the original letter sounds.This is different from oth– er foreign words that must conform to the phonetic features of Chinese phonetic system and spelling rules.

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Part Ⅱ :
Literature & Culture Studies

On Language and Culture

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[Abstract] *The relationship between language and culture is close. The former researches in some sense focus on the statistic language without concerning the dynamic situation. Language is the cultural heritage of the society. Culture study stays current in the globalized situation , yet the research on the relationship between language and culture is kind of ignored. As for this, the thesis will talk about the relationship between language, culture and communication to discuss whether language is science or not.*

[Keywords] *language; culture; communication*

Introduction

Apart from existing potentially in people's minds the thinking manners culture guides people's behavioral way, values and the canon of appreciation. Culture is social results of people's activities including all the cognitive activities, behavioral manners and the material productions which exists in people's food, clothing, architecture, apparatus and utensils, courtesy, folk lore, religion, politics and law, etc. (Tao Jiawei, 1998, p. 1) Language is the social heritages of culture. In addition, communicative culture decided by the cultural elements refers to the pragmatic knowledge in communication which concerns mainly in greeting and parting. If people master the pragmatic knowledge full enough people can communicate each other well. So, language, culture and communication are three respects which correlate and coexist closely each other.

Language existing in culture

No matter what article, poetry, prose, and novels are, they are communications with readers. The results are dialogues. Whenever people utter they make dialogues and conversations. The prefix di– and co– which are with culture and language are with ICC. There are at least two people with a definite background, a definite time and a place when a dialogue happens. One speaks with mouth winking, gesturing. Jackbson thinks that "the aim of language like any other semiotics first is to communicate. For Many people, the aim of communication is to convey the information."(Hu Zhuanglin, 2007, p. 7) Suppose in the generative grammar, there are such sentences in a statistic state:

"53 John hated coffee.

54 The child finds the toy.

61 Who do you want to visit? " (Cook, 2000, pp. 153–155)

The sentences above are null of two counterparts in dialogue in which there are no time, no place or no situation.

Readers fail to know who speaks to whom or where the sentences are read out. So non-dialogue with null of communication, but the sentences grammatically has no significance in real communications. Sentences may hinder readers rather than help them to understand since there are no speakers, place or time, or situation. The organic part in the communication is not only the one to adjust the ready language but also the principles in communication to moderate the dialogue in various cultures.

About culture, many anthropologists and linguists have defined it from various perspectives. The culture of knowledge, for instance, architecture, values and the ideology are called the capital letter C—— Culture. Samovar points out that culture orders or limits people's process of feeling the world and forming the concept of the world. In the end, people generate gradually the perceptual sets which are decided with culture eventually. Because language limits the way of people's thinking. Language with thought is different between cultures. In fact, since language itself is culture, different languages show different thoughts because of different cultures. Because of the null of the written language, it is not available to prove whether people have their thinking or not. Animal will only think in his mind and communicate each other in their own style.

It is of no necessity for people to argue that language is first or thinking is first. The way of thinking is decided with language. Saussure's diachronicity proves Hu Wenzhong's view that culture is the social heritage postnatally. Language is not the product by birth but somehting with synchronicity which media works in difinite time, space, voice with decibel and finally intonnation in style apart from gesturing. The thinking with language, eventually, is ruined by the invention of Chinese characters in the sense of Chinese even though it can keep thought. Both characters and words demage the oraler while having killed time to have built the Kingdom of linguistics with langue which no body knows what signifier or signifying had ever been then. In the opposite, language might be Father's utterring when His subjects(sons and daughters) are building the Babel Tower if people think that there is a Babel Tower.

The various nations own one world; nature embodies the common sense in the various nations. It is this common sense that provides the feasible evidence of opportunities of communication for various nations and feasible foundation to translate from one language to another (Yang Junfeng, 2006, p. 306). This common sense, the null of cultural vacancy causes people from various culture gain mutual understanding. Culture embodies as the model of language, the form of activity, and the style of people's behavior which is the sample of people's adjustive activities and appropriate behavoir in the society.(Hu Wenzhong, 2012, p. 33) "The deposit" is the social relics. So language is the heritage of the society postnatally. (2012, p. 31) It is the pragmatic rules postnatally mastered by people in the certain society but not the product by birth that control people's daily life. Malinowski thinks that the social heritage is the most important concept in culture anthropology. Hu Wenzhong lebels Capital letter C as 'Culture'.... something which is heritage about object, the process of technology, ways of thinking, customs and values.(2012, p. 31) Language is the style or sample to solve problems in people's daily life. Language is different bcause culture is different. Sapir argues that all the human races including any tribes no matter how primitive and barbariers they are, they have their own language. ... language is the most ancient heritage of human being with diachronism. There are no other respects concerning with culture which is earlier than language. There is no culture without language. (Hu Zhuanglin, 2007, p. 306)

Language originating from communication

People often regard language as language itself. The communication of language is, in fact, the communication of

language with culture. The social linguist Dell Hymes claims that the speaker's and hearer's ability should be regarded as the essential knowledge of how to use language. He points out as well that a man's language ability relies on not only his forming the sentences which are consistent with the grammar but also the ability of how to use language well. If use, it should have the place, time, tone, tune with decibel. In other words, the speaker and hearer both should know clearly in what kind of situation their dialogue should be and what kind of language they should use. Hymes regards the social culture as his research. In this society, there are people, nation, race, animals with gesture when making dialogues. In 1971, he published his work *On Communicative Competence*. He pointed out the term of communicative competence which is contrasted with Chomsky's language competence. Communication is overt, yet, the language construction is covert. Can they use the same word to manifest the gift of people's uttering? So Hu Wenzhong claims that the language ability might be the ability of communication. The competence inside people' mind is a way of construction in mind has nothing to do with the ability of communication.

Henry Widdowson argues that the behavior in communication is the embodiment of the language competence. He insists the difference between the usage and the use in language. This is the Rose Effect—————the two sides of the silk. Widdowson says that a grammatically right sentence will fail in communication if with wrong use. In other words, the grammatical ability is not equal to the communicative ability. Canale and Swain pointed out in 1980s last century a mode theory of communicative ability which is conformed to not only linguistic foundation but also the practical ELT. They thought that the communicative ability should contain four respects, the first one is the grammatical competence which refers that speakers can speak with the right language knowledge; the second one is social linguistic competence which refers that the talks by speakers should be consistent with the place, situation, the relationship of the roles in dialogue and the aim of communication. The third one is the discourse competence which refers to speaking skills and resilience in communication. What is ability in communication? This should at least include two abilities: linguistic competence and social linguistic competence. (Hu Wenzhong, 2008, p.8) So, people should not only improve the language ability itself such as pronunciation, grammar and vocabulary but also master the ability in communication.

Principles in communication

Principles in communication are the core in intercultural communication. It melts and twists with the six functions of language. There are some cultural elements within the language. For instance, the different words snow is for Inuit people in Canada is seemingly like the earth of Chinese and the water for English people, etc. The rules in communicative culture include how people greet and part. In fact, six linguistic elements: speaker, receiver, context, discourse, information parole code by Jacobson are completely concerned with the contents of culture. The process of coding and decoding is definitely the process of culture, for in two opposite languages coding is with A contents, however, decoding content A to content B need cultural transferring, otherwise the receiver will fail to understand. This results from a smooth lane from language A to language B through rules in communication if people master well. Since language itself is culture, Principles in communication are attached to culture. The arbiter of language fixes that kind of culture chronologically. The emergence of language makes the culture, the solitude partially. So principles of communication emerge when language happens. Children can speak language naturally. He/she gets rules of communication simultaneously when talking with his or her mother, for his/her matchless colloquial and smooth language is based on the governing rules in communication. Children master rules of communication through the environment

with his/her mother, including verbal language and nonverbal language such as of some gesturing language. He/she can communicate with his mother or adults easily and smoothly without any teaching on purpose. This refers to the cultural contents within the language. Maybe we call the rule in communication, for language is culture. The right pronunciation will cause mutual understanding, yet, the wrong ones will cause communication in failure, for example, a customer's visit a inn, the waiter says that the shoes you wear is good in quality and fashionable. The customer feels very happy with praise and feels proud of wearing the pair of slippers. Later the customer praises rendered with reserving of a table. This dialogue obeys rule in flattering when in business concerning with the rule in praising. There are many examples to show wrong rules in communication without grammatical mistakes

E.G. Hello! The vice president, Mr. Li.

This greeting conveys the information only but in a sense of a form of address in greeting it disobeys the rule in politeness. "The vice president" is the position of a people in a unit, but if people use it as a form of address to greet each other, one of the counterparts says "hi, the vice president." This is the information in passing but not adapted in greeting. It is not greeting politely or it loses the respect to the speaker. It is heard uncomfortably. So this wrong greeting disobeys the communicative rule in politeness. The right greeting should be like this: Hi, the president, Mr. Li. In this way, the format of passing info is not equal to the format of greeting.

It proves that even if the president is in fact with the position of the vice one this kind of calling is polite in a form of address, here the information is not very important but politeness with respect is important. If a person who is associate Prof. receives a letter, the cover of the envelope is written down as "Prof. × × ×" This is the right one to show the politeness with respect in a form of address even though the person is in the position of associate one. This is a kind of a respect to the addressee. In a series play a greeting like this "Deputy director, Mr. Li, you are wanted by Deputy Director General Mr. Zhang."(zhangfutingzhang) This is the typical wrong greeting showing the impoliteness to the counterpart——————passing info. The right one should be like this: "Hi, Director, Mr. Wang, you are wanted by Director General Mr. Zhang." (zhangtingzhang)The wrong examples are only concerning the language in conveying the information regardless of the communication of the two counterparts in cultural sense.

The cultural difference shows first in the farewell. Chinese people say in the end of visiting "henbaoqian, wozhanyonglenitaiduodeshijian." If you translate like this to an American people as "I'm sorry. I've taken a lot of your time." then you leave at once, this will cause American people to feel stun. The right English expression should be like this "Thank you for a lovely evening." Then you have to stay at least a quarter, you can leave. If Chinese people invite American people to dinner, the Chinese host will say "zhenbuhaoyisi, meishenmecai" to show the modesty. Yet, if you translate this sentence like this "I'm sorry, there are not many dishes." American people will ask you pointing to the dishes "How many would you call 'many'?"In the history, the minister Li Hongzhang had ever invited American guests to dinner in America. At dinner, Li said "womenluebeibojiu, liaobiaocunxin, meishenmekekoude, shizaibuchengjingyi, qingzhuweibaohan." Yet the interpreter interpreted literally as "We've just prepared some poor food and nothing is as delicious as it should be. Perhaps these dishes even can't help to show my respect to you. Please excuse me." Consequently, The American people felt confused. The boss of the hotel persisted and asked Li Hongzhang "Which dish is poor food and not as delicious as it should be". The boss had thought that Li Hongzhang's saying was pure slander and he would sue him for defamation. (Chen Dezhang, 2006) These examples above illustrate that when people communicate each other there are some rules governed in their communication. If people fail to master the rules in communication their communication will not be smooth. Language is a form which

embodies in culture. On one hand, if people fail to know Anglo—American culture, it is impossible for them to master English if they want to learn English well. On the other hand, the more and the deeper people know the history, culture tradition, customs, folklores the style of living of the target language, the more correct people understand and master the target language. (Hu Wenzhong, 2008, p. 8)

Culture is in existence with language. People in the world still could communicate each other because of mastering rules in communication between cultures. Ways of mutual understandings depend on rules in communication and the gesture language. This communication is cultural communication because of co—existence of language and culture. There are some rules in communication; otherwise, they will fail to understand each other. People need to communicate. Because children in their early stage can communicate with his mother without any hinders. They extract their cultural rules naturally. Children input the odd paroles yet, they output a set of systematical language. They input odd cultural material of culture; however, they can output with the communicative rules which they learn from their mother when talking. They can communicate with his/her mother without any obstacles. The children's first language environment is useful for their extraction of rules from mother tongue. Children master easily a set of grammatical principles. Their mastering competence of culture is accompanied with their ability of language. So their set of perfect cultural system is equal to the perfect system of language. As walk is nature, environment is part of culture, anyway.

Nonverbal Communication

Language, speech or utterance comes mostly out of mouth. So if people talk about the language communication, they always think about language first. In fact language is only one of the communicative styles. People use other communicative approaches to express their own ideas, feeling and convey the information. "All the communicative activities without language using are completely called nonverbal language including expressions in one's eyes, gesture, smiling, complexions, dressing, silence, body touching, the distance between speakers, the volume of the voice of the speakers and the concept of the time and space when people are talking." (Hu Wenzhong, 2008, p. 79) Some scholars think that in people's direct communicative activities, the information of 30 percent is conveyed though language, yet the information of 70 percent are conveyed through non language methods. Samovar and Porter define that the nonverbal communication is that in the environment of communication there are the man—made stimulus with environment in which the speaker and receiver gain the information. Nonverbal communication refers to gesture language, dress, smile, and the pitch of one's tones called by Hu Wenzhong as small letter c——culture. Nonverbal communication happens in the process of communication.

Malando and Baker"s five differences between verbal and nonverbal communication are: first language communication with grammatical rules, yet nonverbal with no regular principles; verbal communication uses with the special semiotic use yet the nonverbal communication with non—semiotic ones; the verbal communication happens or ends when dialogue happens or ends. So verbal communication is inconsistent, yet nonverbal communication is consistent; the postnatal acquisition, language is not by birth; nonverbal methods in communication partially are human nature and partially the postnatal acquisition; finally, from the neurophysiological sense, using of the hemisphere of the brain is different when verbal and nonverbal communication happen. (Hu Wenzhong, 2008, p. 81)

Conclusion

The theory of language with pragmatic principles by Yang Jincai shows the communication of bilingual and by-culture. The facility inside by Chomsky is science or not is a question. D. H. Lawrence's black blood to the Industrialized Revolution, the destruction to people's sexual instinct will prove partially that language is not science and that Functional G. has no function since its product comes from under the shadow of the Industrialization in England. The Poor D. H. Lawrence! Halliday, the forerunner of functional grammar stemming from the Chinese history was driven to Australia because of the heathen ideas in England. Poor Halliday! This , however, is a good evidence of non-functional language which needs proving. What on earth is the language? ——Generative G. in the lab or functional G. with implication of Yuan Dynasty? He Qixin's telling Chinese stories well to the world based refers to transition historically but not science functionally. So, "drifting" of competence out to sea of language to ability is imperative, for the research on ICC, IC-Media, and the comparison are, sort of , short of or even blank in some fields.(Sun Youzhong, 2008, Preface)

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The Auxiliary Effect of the Original Film on the Course of Learning English and American Literature

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[Abstract] *At present, how to enhance students' interest in English and American literature in the course of English and American literature has become a thorny problem. Appropriate use of English original films in the English and American literature can not only improve the learning effect of English and American literature, but also provide some methods for the reform of English and American literature courses.*

[Keywords] *English and American literature; original films; teaching; interest; auxiliary effect*

Introduction

It is a common phenomenon to introduce English films into English teaching. However, most scholars pay more attention to the importance of English films to improve English listening comprehension and spoken English, but few people notice the important role of English films in learning English and American literature. One of the reform directions of English and American literature teaching is how to introduce English original films into English and American literature class.

The Importance and Present Situation of Studying English and American Literature

Learning the important course English and American literature can not only cultivate the humanistic spirit of college students, but also improve their cultural accomplishment. Therefore, the English-American literature curriculum in the process of learning is much essential in the process of learning.

English and American literature has gone through a century's history since it entered the university class in the early 20th century. However, in most applied universities English and American literature is not given enough attention. Meanwhile, due to class time and students' reading ability, teachers can only explain a certain paragraph in a limited classroom teaching according to their own preferences (Wang & Li, 2003). Because of this, the class effect of English and American literature has not been the key to arriving the teaching goal. Coupled with the outdated teaching methods, students simply do not have interest in learning, "this kind of teaching method guides students while makes them in inertia or feels a single teaching form, which causes the classroom atmosphere in silence" (Lv, 2006,

p. 62), even making them feel that the course is useless.

Through my teaching practice, English original films, which can be used as a bridge between the two, is a better way to solve the contradiction. With the guidance of teachers, students may enjoy learning English and American literature by appreciating the original film.

The Significance of English–American Literature Teaching by the Original Films Assisted

As we all know, new knowledge that we contact and learn are passed into our brain through our eyes and ears. In an original film, fluent and idiomatic English pronunciation is very important for students to learn English. Obviously, students learn English well, they can study English and American literature better. In the current era of entertainment, watching films is a fashion for students to have a strong interest in it. Therefore, it is very necessary for teachers to use the original films properly in the course of teaching English and American literature. Literary language is too abstract for students to understand, and the film is an entertaining audio–visual form for them. When teachers choose the film material which follows the book faithfully and integrate text, students understand literature easily. Through the way of film teaching, teachers promote students' interest in reading English and American literature, and enable students to learn English and American literature in great depth by the original film (Li, 2013). It can be seen that the original film assists the teaching of English and American literature indirectly. And it is significant for assisting the teaching of English and American literature.

The Auxiliary Effect of the Original Film on Learning English and American Literature

The original film is a museum of western culture. Although the development of film history is not very long, it has a very important impact on classical English and American literature. In the course of English and American literature, if the original film can be properly used, the learning effect will be greatly improved. The original film has the following unique advantages.

1. To supplement and explain the non–native culture and make students get a better understanding of perceptual knowledge of the work. Some great events of history in Britain and the United States are usually manifested in their literary works; some also blend local folk customs in it. In such an original film, we have an immersed sense and feeling, and the supplement and explanation of its non–native cultural content helps us to understand the original work mostly. For example, by seeing *The Merchant of Venice*, we know why the Jewish Sherlock wore a red hat on his head; when we enjoy *Gone with the Wind*, we have an understanding of the American Civil War (Chen, 2009). The film provides us a direct and visual environment, so that students can experience their cultural connotations more deeply.

2. To cultivate students' reading interest through the visual and auditory impact of films. Anyone who has read British and American literary works knows that the length of English and American literary works is generally very long and it takes much time to read. In addition, some content in the article is difficult for students to understand due to cultural differences. However, the film can describe everything vividly in a very short period of time with compact plot and logic, "we can't ignore the impact of movies on English and American literature", "appreciating literary and film works can solve this dilemma" (Xie, 2013, p. 57). Film and television works emphasize visual effects, integrating sound, image, text and animation, and express some magnificent wars and mythological scenes in literary works di–

rectly. "The original English film has attracted many English enthusiasts with its ornamental and authentic language features" (Wang, 2013, p. 267), many students are interested in films. In their view, the film is an audio–visual language form and easily to understand, for it's not as abstract as literary language which is difficult to grasp. After seeing a film and listening to the teacher's explanation, there will be an increasing number of students who are interested in the original English and American literature and writers. In this way, they will learn English and American literature actively. When students read text with specific visual and auditory memories, they enhance their understanding of the original work inadvertently.

3. To watch videos related to the writer's experience to deepen students'' understanding of their life and work background. As we all know, teacher can only make a simple introduction to the writer's life and works because of the limited class time. In fact, many British and American literary writers are rich and tortuous in their life experiences and literary paths. Rough life and deep love may have a very important impact on the creation of his life. Knowing about their lives can help students understand their work better. For example, according to the film *Roughing It,* which was adapted from the book *Autobiography of Mark Twain,* written by American writer Mark Twain in his later years, the actors faithfully reproduce the hardships and difficulties in Mark Twain's course of growth; in the film *Shakespeare In Love,* about Shakespeare's love and creative life, you can also see the environment and performance mode of the former theater (Chen, 2009); the film *The Hours* is based on the work of the female writer Virginia Woolf and her works; *In Love and War* presents the two most important things in Hemingway's life about his love and the war. In summary, the film can reproduce some of the unknown details of the writer's life through the performance of the actors and provides information to us. In addition, the film can display the architecture and costumes in the author's era accurately, such as the geography and folklore that we can't learn in book.

The Feasibility of Applying Original Films to English and American Literature Teaching

It can be seen from the above that the film provides students with social history, local customs and other materials of Britain and the United States, which greatly enhances students' understanding of the original work and their humanistic qualities. However, we can apply English film to the teaching of English and American literature in the current situation.

Objectively speaking, the internet provides students with a lot of opportunities to contact English films. We may find a large number of English film resources through the internet. If we don't understand a certain literary work because of the very abstract literary language, this difficulty should be overcome. Through the internet and multimedia technology, the previously abstract text becomes vivid so that students can understand the original version better, which helps them to study English and American literature easily. The effective combination of film and literary works through the transformation of art forms makes them more popular among students (Shen, 2012). At the same time, the use of network technology can also improve the target of film teaching in English and American literature teaching courses. It can be seen that the development of modern technology provides a method for the use of film in literature teaching.

From a subjective point of view, most of the teachers who teach English and American literature courses are graduate students of English majors. Their theoretical level and practical ability are unquestionable and there is no pressure to carry out the original film teaching. It is important to strengthen their sense of responsibility to apply the

English and American literature curriculum into film and television appreciation course. As is known to us, English majors generally begin to learn English and American Literature in the third year. As for learning as a compulsory course for English majors, students have a certain ability of listening and speaking. It's not hard for them to appreciate the original film by gradual training. For English majors, a particularly important purpose to learn English and American literature is to learn language through literary works. The language in the original English film is standard and authentic English. By appreciating the films, students can be influenced subtly by the language to enhance their ability to apply English language.

Conclusion

The method that the original film–assisted English and American literature teaching combines film and literature not only can have a positive influence, but also receive good teaching effect. Although the original film has many advantages in assisting the English and American literature courses, it still can't replace the traditional English and American literature courses. Compared with the original literary works, original films have a certain gap in both narration and thought, which determines the auxiliary status of the original film in the course of English and American literature. In the process of using the original film to assist the teaching of English and American literature, we should know about the essence of the traditional teaching method to combine different methods appropriately.

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A Genre Analysis of *The Hatchet* Series

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[Abstract] *The Hatchet series is the most famous work of the American young adult writer Gary Paulsen, which has been warmly welcomed by the American young readers since it was first published. Then it is republished again and again and even translated into some other languages to be spread around the world. What makes it so popular is the attractiveness of being a typical young adult adventure story, so there are distinctive features in the content, setting and characterization in The Hatchet series. In this paper an analysis will be carried out into those distinctive features so as to display the unique charm of the series work as well.*

[Keywords] *The Hatchet; adventure; content; setting; characterization*

Introduction

Hatchet, as the first book of the *Hatchet* series, was first published in 1987. It is the representative of Gary Paulsen, a famous American writer in children's literature. *Hatchet* is warmly welcomed by the readers since it was published, later regarded as one of the fifty most excellent young adult books in the United States in the recent 100 years and was awarded the Newberry Prize, which is said to be attributed to its "realness", because it is actually based on the writer's own real life. Gary Paulsen had taken up kinds of occupations including hunter, sailor, engineer and so on. He even tried to live the jungle life with his newly-married wife in Minnesota State. All these rich life experiences provide the various materials for his later writing, contributing to the "realness" of the stories in his works. The *National Geographic* magazine even call for an interview with the young hero in Hatchet, Brian. The young readers are so concerned about what is happening to Brian afterwards that Gary Paulsen is driven to produce the sequels. *The River* was published in 1991; *Brain's Winter* was published in 1996; *Brian's Return* was published in 1999 and *Brian's Hunt* was published in 2003, thus compromising the popular the *Hatchet* series. The Hatchet series feature a young boy named Brian, being a typical adventure story. In *Hatchet* the 13-year-old Brian took the airplane to the north alone to join his father with a "secret" about his mother torturing him. Unexpectedly on the way the pilot suffered from a heart attack and the plane crashed into the deep woods. Brian saved himself but confronted himself with surviving in the woods with only the hatchet his mother gave him before he got on the plane. Based on this story, all sequels center on the following events. The survival experiences attract the attention of the authority, so in *The River* a psychologist is appointed to accompany Brian in another of his trip in the anticipation of benefiting more people with Brian's survival skills. But in the woods the psychologist is struck unconscious by the lightening and again Brian is forced to carry out his adventure by himself. On the other hand, the summer adventure is not enough to satisfy the young readers' need. The winter adventures in *Brian's Winter*, adventurous return in *Brian's Return* and the hunting

adventure in *Brian's Hunt* are produced at the right moment, which meet favorable receptions. The *Hatchet* series is of the distinct features of the adventure stories, being a typical young adult adventure story.

Adventure stories had a long history which can be dated back to the romance in the medieval ages. Then they became popular in all the countries, evolving into different forms, featuring different contents and displaying different features. When professor Wu Jilu from the Capital Normal University started the research into the young adult litera‒ture, the research into the adventure stories was enriched with the new angle concerning the young adult adventure stories. But it is hard to define young adult adventure stories. According to Donelson and Nilsen, "By young adult lit‒erature, we mean anything that readers between approximate ages of twelve and eighteen choose to read⋯". (Donel‒son & Nilsen, 2008, p. 3) Young adult adventure stories refer to the adventure stories readers of the age groups choose to read. But it cannot be denied that many classic adventure stories aim at the adult readers but become popular with the young readers and a lot of history stories are originally read by the young readers as the adventure stories. Along with the in‒depth study of the young adult adventure stories, the distinct features are explored. First, young adult ad‒venture stories follow the typical patterns in the content. Although there are the differences in the survival adventures dealing with life‒and‒death issues and the pure adventures pursuing excitement or of curiosity, there are the ele‒ments of adventure, calling on the young hero to overcome the difficulties and complete the missions set by the au‒thor. Second, young adult adventure stories follow the typical patterns in the plot. In order to conform to the typical content in the adventure stories, the plots are usually strange. Being strange means that it cannot be explained, ex‒pected, and even imagined by the young readers. Third, young adult adventure stories follow the typical patterns in the setting. The exotic setting paves the way to unfold the plots in the adventure stories. The exoticness lies in the two aspects concerning time and space. And the adventures are usually set in the places far from home with complete dif‒ferences and in the certain period in the history or in the future. The kind of defamiliarization contributes to enhanc‒ing the effect of adventure. Last, young adult adventure stories follow the typical patterns in the characterization. On one hand, the protagonist is usually the common young man in our life. It is easy for the young readers to identify with them because they share so many things in common. On the other hand, an assistant is usually present, who is more than an accompany. The assistant not only helps the protagonist to solve the problems they meet in the adventure but also provides mental instructions for the protagonist. Besides the humans, animals and even objects can be chosen as the necessary assistants in the adventure stories.

The Hatchet Series share distinct features with typical adventure stories in the content, plot, setting and charac‒terization and are actually typical examples of young adult adventure stories.

Content: Adventure Dominance

While analyzing the features of the excellent young adult works, Donelson and Nilsen, the experts in this field, claim that the most popular way of displaying transition and growth is to make use of the quest stories. (Donelson & Nilsen, 2008, p. 183) As a type of quest story, young adult adventure stories foster two branches in the content: sur‒vival adventures and pure adventures, which can be actually performed in *The Hatchet Series*. In the series, *Hatchet* and *Brian's Winter* are the typical survival adventure stories, both centering on the purpose of survival in carrying out the adventure. Brian, the protagonist in both stories, successfully completes his missions respectively in summer and winter. In *Hatchet*, Brian suffers from the air crash on the way to the north to join his father and has to live on by him‒self in the woods completely different from his everyday life. He builds the shelter, makes a fire and searches for food

all by himself. He learns to fulfill the tasks he has never put his hand on but closely related with his survival until he can carry out the everyday life to make sure that he can survive for the rescue and return to his parents. But in Brian's Winter, Brian is confronted with the harsh environment because of the bad weather in winter even though he has been used to the lifestyles in the summer and fall. Coldness, dying plants and scarce animals pose the new challenges for Brian, but the central theme in the story is still survival. Pure adventure stories focus on the pursuit of excitement, concerning life–and–death issues less. But sometimes survivals and adventures are interwoven and sometimes converted into each other. The original intention in *The River* is the adventure, but as the psychologist is struck unconscious, the adventure is converted to the survival because Brian must make sure that he can live on by himself and look after the psychologist at the same time until they are rescued in the shortest time. *Brian's Return* and *Brian's Hunt* both focus on the adventure pursuing the excitement. After being rescued, Brian returns to the city life. But after a period of time, he finds that he is lost and he is anxious to go back to the woods, thus starting the adventure in *Brian's Return*. This is a so–called expected adventure because all the incidents are in his command, an adventure helping him to find himself. But at the same time, survival elements still exist, ready to play the dominant role anytime. With the experiences in the previous adventure, Brian already incorporates himself with the nature, survival in the woods being not a problem for him. But in *Brian's Hunt*, he is forced into another round of adventure with the suffering of his friend Susan's family. It seems like a bear–hunting process of revenge, but it is also Brian's survival adventure from the bear's hunting of him. In the *Hatchet* series, survival adventures and excitement–pursuing adventures are both displayed, sometimes interwoven with each other and sometimes being focused on independently. They are really the typical examples of the young adult adventure stories.

Plot：Strange

As Jonathan Culler sums it up, "Literature⋯is a speech act or textual event that elicits certain kind of attention." (Culler, 1997, p. 27) Peter Hunt emphasizes that "This is fundamental to children's literature." (Hunt, 2005, p. 3) The strange plots in the *Hatchet* series help to achieve this aim successfully. The young readers have been accustomed to and lost interest in the boring, routine everyday life. The strange plots in the young adult adventure stories easily arouse the interest of the young readers because of the differences from the common life and drive them to read on. The stories in the *Hatchet* series consist of the trifles in the jungle life which can not be imagined by the young people living in the cities. And according to M. O. Grenby, the typical plot in the adventure stories should be like "mostly starting from a family crisis, forcing the protagonist to be away from the protection of the family." (Grenby, 2008, p. 3) Brian in the Hatchet is confronted with his parent's divorce and being exposed to his mother's "secret". He is so depressed that he hopes to relieve himself with the opportunity to join his father. But adventure always starts when you think nothing will happen. As Brain is hesitating whether to tell his father the secret, the pilot suffers a heart attack and throws him into the jungle life unexpectedly. If the family crisis can be something that is familiar to the young readers, the jungle life experiences are totally new to them. On the other hand, to complete the mission all by oneself is another strange plot arrangement. In the family the young readers are looked after by the adults, but in the jungle all the tasks must be fulfilled by Brian himself. This seems about the free choices, but with more difficulties. In order to survive, Brian must search the food for himself. The unknown fruits and the turtle eggs are both options for a good meal. The animals you can only see in the zoo in the cities are your competitors for the food, who will always win in the game. To change the clothes is a luxury, and Brian must prepare clothes to defeat the coldness.

What's more, building the shelter should be the newest experience. Putting up the shelter is not the whole thing, and a place to live involves more factors. It is just in the adventure stories that Brian is confronted with the strange plots, cultivating himself and growing more mature than the other young people of his age.

Setting: Exotic

M. O. Grenby (2008) said that most adventure stories are of the exotic settings. The *Hatchet* series are the typical examples in this aspect. The sense of alienation, the key element of the exotic setting, created by the contrast is what arouse the young readers' interest most. The *Hatchet* series' attractiveness lies mostly in the obscure boundary line between the novel and the reality. After the Hatchet was published and warmly welcomed, the National Geographic magazine even took it as a real story. Undoubtedly Gary Paulsen is a master in achieving the balance between vividness and remaining obscure. The exotic setting can be created with the contrast with the real life in the cities. The contrast between the noisy and the quiet is right on target. The noisy sound of the automobiles and human actions in the city is replaced with the "quietness" of the sound in the jungle. The exotic setting even with the sound contribute to the attractiveness of the Hatchet series. On the other hand, the jungle itself is a new thing to the young readers. All the human beings mentioned exist in the mind of Brian, while his everyday social activities involve animals. The interaction with the animals in the jungle is totally different from being with the pet at home. The exotic setting with the new environment offers the possibility of the new adventures. That is why young readers are so interested in the series, which are the typical examples of the adventure stories.

Characterization: A Protagonist with the Helper

As the typical examples of the adventure stories, there are distinctive features of the characterization, which can be displayed both from the main protagonist and the minor characters. As Donelson and Nilsen mentioned, there is usually one protagonist in young adult works. The *Hatchet* series center on Brian's own adventures in the jungle. In the process he may meet other people or other animals, but finally it is he who will carry out the adventure. The young reader will admire Brian while reading the stories and they cannot help identifying themselves with Brian because Brian shares the common features with most young people in the real life. He is just a child so when he is hungry he will imagine a turkey feast. At the same time Brian grows mature while carrying out the adventures. The stories pose a mirror in front of the young readers and seeing Brain grow is just like growing themselves. On the other hand, M. O. Grenby also points out that the protagonist is usually not lonely, so the minor characters as the helper in the *Hatchet* series are also typically characterized. First, adult characters are present. They can be present physically in the story, such as the consultant in Brian's Return and they can also appear in Brian's mind, such as Brian's teacher. All of them will not be the participants in Brian's adventures, just providing guidance at the proper time. Second, Brian's adventures can not be carried out without the hatchet. It not only brings Brian confidence when he loses hope but also plays an important role in the everyday jungle life. Third, the animals in the jungle are an indispensable part in the adventure stories. On one hand, they are the real parts in the jungle, being the witnesses of Brian's survival adventures and providing some necessities of Brian's life. At the same time, they are spokesmen of the nature, the mental guide for Brian sometimes.

Conclusion

The Hatchet series are the typical examples of the young adult adventure stories. The great success lies in the features displayed in all the aspects, which arose the interest of the young readers and contribute to the warm welcome from all the readers. It is also because of the typical features that the Hatchet series stay alive on the stage of the young adult adventure stories and become an important part in the history of young adult adventure stories.

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A Comparative Study of *Camel Xiangzi* and *David Copperfield*

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[Abstract] Both Charles Dickens and Laoshe have a great influence on world culture. This paper focuses on the comparative study of Camel Xiangzi and David Copperfield through several aspects: the writing style of two writers, the themes and protagonist of two novels, and the artistic value of such kind of novel. The purpose aims to analyze the similarity and differences between two novels and the writers, concludes that the two writers is the repetitive of realism in their era.

[Keywords] David Copperfield;Camel Xiangzi;realism;protagonist

Camel Xiangzi is the masterpiece of Laoshe, and this novel tries to reveal the darkness and unfairness of Chinese Old Society through the humble, unfortunate fate of Camel Xiangzi. *David Copperfield* also has something in common with *Camel Xiangzi*, which is realism. Charles Dickens is known as the critical realistic novelist during the Victorian period, causing uproar in its time but offering a paradigm for honest biographical writing. (Swisher, 2000) he also reveals the hypocrisy and unfairness of the Victorian society, hoping to reveal people's conscience and awareness. This is the critical point of critical realism. It is universally acknowledged that the two writers share the similarities in common, due to the influence of Charles Dickens; Lao she shows the idea of humanity, humor and satire in his works. But the two writers come from different cultural background and times; they also have their own characteristics respectively. It is not the imitation of each other. Lao she's humor is defined as laughing with tears, while the works of Charles Dickens all have a happy ending. Even the two novels describe the miserable life of poor people and the unreasonable social systems, the results of the two protagonists are different: Camel Xiangzi's character is twisted, but David Copperfield becomes a well-known writer. It is obvious that Camel Xiangzi's fate cannot be like David Copperfield owning to different social background.

The Comparative Study on the Style of Two Novels

Although the protagonists of the two novels are common people from lower class, the backgrounds of novel creation are still different. *Camel Xiangzi* was produced when China was under the exploitation and oppression of "three mountains". With the invasion of foreign countries, the household handicrafts were greatly destroyed, the common people have no means to live, they were forced into the cities to get the survival, Xiangzi was the one. Lao She once said, "What I need to observe are not only the superficial things that reflected in their appearance, words or gesture,

however, I must figure out what the hell is like through the observance of the inner heart of appearance of all, I must find the roots, to write a labor society." while the time of Charles Dickens was the 19th century of England. On the one hand, the Victorian period enjoy the economic prosperity of industrialization. On the other hand, there was deep conflict between bourgeoisie and the labor, the life for the lower class people was harsh. Charles Dickens who was born to a poor family, he had to support the whole family when his father was in prison. So David Copperfield was based on his own experience. Another formal strategy that helps to suppress the moral conflicts of the novel is Dickens's use of subplot. (John, 2005) So there must be some differences between the two novels due to different background of creation.

Both Lao She and Charles Dickens are good at shaping different characters in their novels through different techniques, such as the description of the environment, protagonists' physical appearance, psychology and their language. Charles Dickens is regarded as the most important writers in English literature, in his novels are found about 19 hundred figures, some of whom are really typical characters under typical circumstances, these figures become proverbial or representative of a whole group of similar persons. He always employs the skill of exaggeration through physical appearance, language and different personal habits. In David Copperfield, Charles Dickens created a great number of characters with different features respectively, such as the protagonist David Copperfield, Mr. Barkis and so forth. We can get a vivid picture of Victorian period with the description of conflicts among different characters. Lao She like Charles Dickens, he also employs various techniques to shape characters in the novel. In Camel Xiangzi, so many characters impressed us so much, such as Xiangzi and Huniu, however, Laoshe has his own features of shaping characters.

The Comparative Study on the Protagonists of Two Novels

Camel Xiangzi and David Copperfield have a lot in common; there are some similarities between the two characters. Firstly, both Camel Xiangzi and David Copperfield are sympathetic and grateful. Even Camel Xiangzi is hungry; he still simply buys steamed stuffed-bon to Lao Ma without saying a single word. The similar virtues of David Copperfield also can be found. In the story, David never gets the success through the cost of others. When he was quiet young, he was badly treated by other people, but he still behaved amicably to them. When he got the bad news that his aunt was bankrupt, he tried to relieve the burden of the family, when he was a little boy, he never forgot the people who loved him, Peggotty was the example, and David still remembered her and tried his best to help her and her family. Secondly, the nature of Camel Xiangzi and David Copperfield are diligent and independent. Xiangzi is a countryside boy who is strong, optimistic, ambitious and hardworking. His only dream is to have his own rickshaw, becoming an independent labor, he suffers a lot in order to make the dream come true, skimps his food and drink. During the days of renting a rickshaw, he just likes a top sent spinning north, south, east and west from dawn to dark. Owning a rickshaw represents freedom and independence. Even he was robbed by Detective Sun; he did not lose the confidence. David was an orphan; he lived quite harsh, he has the courage and confidence of life, when his aunt became bankrupt; he lived even harder to relieve the financial burden. Thirdly, both Camel Xiangzi and David Copperfield are selfish and indifferent. For David, it is his natural character. For Xiangzi, after several times of disappointment and blows, he became so cold and deadly. These are the author's words at the end of the novels "Xiangzi, so decent, willing, fond of day-dreaming, self-serving, solitary, strong and admirable, had been an attendant at countless funerals, but has no idea when and where he will be buried himself, where his despairing ghost, product of a sick society,

degenerate, selfish, unfortunate and individualistic will finally be laid to rest". While David's selfishness can be shown on his attitude to Dora, his first wife, after getting married, David requested Dora to be a good wife, learn to be practical and devoted to the husband and the whole family. The difference between two characters is obvious. The limitation of Xiangzi is the fact that he is simple-minded as well as short-sighted. His marriage is the example. Though he is unwilling to get married with Huniu, he can't escape it because of Huniu's cheating. He was trapped in such a situation that further proves his life is a tragedy. Xiangzi, like the other common people, failed to realize that it is impossible to achieve the freedom and happiness through individual struggle at that time. While David was failed to realize that he was responsible for the death of his wife and friends to a certain extent.

The character of two novels also shares the similarities and difference on the marriage. Camel Xiangzi did not like Huniu, while Huniu fell in love with Xiangzi at first sight; Huniu cheated Xiangzi that she was pregnant, and they got married finally, all the thing Xiangzi got from Huniu was not love but humiliation. This unhappy marriage ended with the death of Huniu. Xiangzi still hold the hope on Joy who cared for and helped Xiangzi with great enthusiasm, but the reality blowed him once more, poor Joy hanged herself, at this moment, Xiangzi collapsed thoroughly. David's first marriage was not happy with Dora, the gap between the couple became wilder and wilder, David realized that Dora was not his soul mate, but he had married with Dora. In contrast with Xiangzi, David found his happy ending with second wife who was beautiful and kindhearted.

The Comparative Study of the Theme of Two Novels

Owing to similar life experiences, both Charles Dickens and Lao She are humorists and they advocate "humanitarian". Lao She was born to a poor family that enable him to describe the life of poor people in the novel, likewise, Charles Dickens was also born to a poor family in Victorian period, when he was only nine years old, he had to work to support the whole family, the miserable experiences let Charles Dickens give deep sympathy to poor people. Dickens is highly critical of his age. (Manning, 1971) In *David Copperfield*, Piggott is the example. She is the symbol of humanitarian in the novel, she has been taking care of little David for more than ten years. Even after she marries Mr. Barkis, she still keeps the books, prepares the room for David. In *Camel Xiangzi*, Mr. Cao is the example, he treats Xiangzi quiet well.

Bogh novels try to expose the darkness of the society at that time. The setting of *Camel Xiangzi* is the time of Anti-Japanese War. Lao She gives us a vivid description of the society at that time through the tragic life story of Xiangzi. It is impossible to change one's identity through hardworking. It is an illusion of Cameral Xiangzi. The only dream of Xiangzi is to have a rickshaw of his own. After three years of hardworking, he had one rickshaw, but it was robbed by the soldiers, for the second time, all he thought was the money, but it was robbed again by Detective Sun. with the death of Huniu, Xiangzi have to sell his own rackshaw for the funeral, finally he collapsed completely. It is not Xiangzi's fault; it is the darkness of the society. The social indifference and injustice also be found in *David Copperfield*, Urian Heep is the one, even though he was put into prison, he incredibly became a model and a good example of criminal, through flattery and tricks. To say that Dickens is a social historian is not in fact saying much. As a matter of fact there have been may historians to quote him for support. (House, 1960)

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Uncertainty of Salvation: The Religious Theme of *Waiting for Godot*

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[Abstract] *The theme of Samuel Beckett's famous play, Waiting for Godot, remains obscure to all its audience. This paper searches for some clues for the explanation of the difficult play from the religious perspective. Despite of Beckett's denial of the religious interpretation of this play, this paper tries to illustrate that the uncertainty of salvation and uncertainty of life do indeed pervade the whole play.*

[Keywords] *religious theme; uncertainty of salvation; uncertainty of life*

Introduction

Waiting for Godot qualifies as one of Samuel Beckett' most famous works. Against all expectations, the strange tragic farce, in which nothing happens and which has been scorned as undramatic by a number of critics, challenges all its audience to discover the key to its understanding. Though Beckett once asserted: "I produce an object. What people make of it is not my concern. I'd be quite incapable of writing a critical introduction to my own works." "The key word in my plays is 'perhaps.'" (Pilling, 2000, p. 67), this does not necessarily mean that it is useless to search for some clues for the explanation of the difficult play. If it is not the answer to his question, at least it is the possible question that he is asking.

Uncertainty of Salvation

Despite Beckett's denial of the religious interpretation of *Waiting for Godot*, the theme of the two thieves on the cross, the theme of the uncertainty of the hope of salvation and the fortuitousness of the bestowal of grace, does indeed pervade the whole play. Vladimir states it right at the beginning: "One of the thieves was saved ⋯. It's a reasonable percentage." Later he enlarges on the subject:

"Two thieves⋯. One is supposed to have been saved and the other⋯damned⋯. And ⋯yet how is it that of the four evangelists only one speaks of a thief being saved? The four of them were there or thereabouts, and only one speaks of a thief being saved⋯. Of the other three two don't mention any thieves at all and third says that both of them abused him." (Beckett, 1954, p. 23)

Out of all the malefactors, out of all the millions and millions of criminals that have been executed in the course of history, two, only two, had the chance of receiving absolution in the hour of their death in so uniquely effective a manner. One happened to make a hostile remark; he was damned. One happened to contradict that hostile remark; he

was saved. How easily could the roles have been reversed? These, after all, were not well−considered judgments, but chance exclamations uttered at a moment of supreme suffering and stress.

There is a fifty−fifty chance, but as only one out of four witnesses reports it, the odds are considerably reduced. But, as Vladimir points out, it is a curious fact that everybody seems to believe that it is the only version they know. Estragon, whose attitude has been one of skepticism throughout, merely comments that people are bloody ignorant apes. The fate of the thieves, one of whom was saved and the other damned according to the one of the four accounts that everybody believes becomes as the play progresses a symbol of the condition of man in an unpredictable and ar− bitrary universe.

Godot himself is unpredictable in bestowing kindness and punishment. The boy who is his messenger minds the goats and Godot treats him well. But the boy's brother, who minds the sheep, is beaten by Godot, " And why doesn't he beat you?" asks Vladimir. "I don't know, sir". The parallel to Cain and Abel is evident: the Lord's grace fell on one rather than on the other without any rational explanation—only that Godot beats the minder of the sheep and cherishes the minder of the goats. But if Godot's kindness is bestowed fortuitously, his coming is not a source of pure joy; it can also mean damnation. When Estragon, in the second act, believes Godot to be approaching, his first thought is, "I'm accursed." And as Vladimir triumphantly exclaims, "It's Godot! At last! Let's go and meet him," Estragon runs away, shouting. "I'am in hell!" (Beckett, 1954, p. 27)

The fortuitous bestowal of grace, which passes human understanding, divides mankind into those that will be saved and those that will be damned. When, in Act II Pozzo and Lucky return, and the two tramps try to identify them, Estragon calls out, "Abel! Abel!" Pozzo immediately responds. But when Estragon calls out, "Cain! Cain!" Pozzo re− sponds again. "He's all mankind," concludes Estragon. (Beckett, 1954, p. 29)

There is even a suggestion that Pozzo's activity is concerned with his crazy attempt to draw that fifty−fifty chance of salvation upon himself. In the first act, Pozzo is on his way to sell Lucky "at the fair" —the Market of the Holy Saviour—to which he is taking Lucky. It seems that he is trying to sell Lucky to redeem himself. He certainly complains that Lucky is causing him great pain that he is killing him with his mere presence — perhaps because his mere presence reminds Pozzo that it might be Lucky who will be redeemed. Lucky's famous demonstration of his thinking, again, seems to be concerned with the fortuitousness of salvation: "Given the existence⋯ of a personal God⋯ outside time without extension who from the heights of divine apathia divine athambia divine aphasia loves us dearly with some exceptions for reasons unknown⋯ and suffers⋯ with those who for reason unknown are plunged in torment ⋯" (Beckett, 1954, p. 36). The above sentences can be interpreted as follows: we have the personal God, with his divine apathy, his speechlessness (aphasia), and his lack of the capacity for terror or amazement (athambia), who loves us dearly—with some exceptions, who will be plunged into the torments of hell. In other words, God, who does not communicate with us, cannot feel for us and condemns us for reasons unknown.

This whole matter of percentage symbolizes how chance is the determining factor of existence. On any given day there is a certain percent of chance that one will be saved or to be damned, and he is powerless to affect the decision. Beckett uses the Bible to prove this because that is the text that human beings have looked to for meanings of life.

Uncertainty of Life

A world based on chance can have no orderly time sequence, and thus time has no meaning. The extension, then, is that human life has no meaning. Realizing this, humans will create distractions and diversions in the reliance

on nebulous forces, to provide the purpose and meaning that is inherently lacking in their lives.

Time is really immobility, although a few minor changes do take place during the play: the tree grows leaves and one of the characters, Pozzo, becomes blind. There is a cyclic, indefinite pattern to events in *Waiting for Godot*. Vladimir and Estragon return to the same place each day to wait for Godot and experience the same general events. It is not known for how long in the past they have been doing this, or for how long they will continue to do it, but since time is meaningless in this play, it is assumed that past, present, and future mean nothing. Time essentially is a mess. The boy who acts as go between fails to recognize the pair from day to day. The boy who appears in the second act is the same boy as the one in the first act, yet the boy denies that he has ever see the two tramps before and insists that this is the first time he has acted as Godot's messenger. As the boy leaves, Vladimir tries to impress it upon him: "You're sure you saw me, eh, you won't come and tell me tomorrow that you ever saw me before?" (Beckett, 1954, p. 35)The boy does not reply, and we know that he will again fail to recognize them. When Pozzo and Lucky first appear, neither Vladimir nor Estragon seems to recognize them; Estragon even takes Pozzo for Godot. But after they have gone, Vladimir comments that they have changed since their last appearance. Estragon insists that he didn't know them.

In the second act, when Pozzo and Lucky reappear, cruelly deformed by the action of time, Vladimir and Estragon again have their doubts whether they are the same people they met on the previous day. Nor does Pozzo remember them: "I don't remember having met anyone yesterday. But tomorrow I won't remember having met anyone today." (Beckett, 1954, p. 36)

Waiting is to experience the action of time, which is constant flowing. And yet, as nothing real ever happens, that flowing is in itself an illusion. The ceaseless activity of time is self-defeating, purposeless, and therefore null and void. The more things change, the more they are the same. That is the terrible stability of the world. One day is like another, and when we die, we might never have existed. As Pozzo exclaims in his great final outburst:

"Have you not done tormenting me with your accursed time?⋯One day, is that not enough for you, one day like any other day he went dumb, one day I went blind, one day we'll go deaf, one day we were born, one day we'll die, the same day, the same second⋯ They give birth astride of a grave, the light gleams an instant, then it's night once more." And Vladimir, shortly afterwards, agrees: "Astride of a grave and a difficult birth. Down in the hole, lingeringly, the gravedigger puts on the forceps." (Beckett, 1954, pp. 31–32)

Moreover, it is in the act of waiting that we experience the flow of time in its purest, most evident form. If we are active, we tend to forget the passage of time, we pass the time, but if we are merely passively waiting, we are confronted with the action of time itself. The flow of time confronts us with the basic problem of being—the problem of the nature of the self, which, being subject to constant change in time, is in constant flow and therefore ever outside our grasp.

In this play, all the characters do not want to realize that their lives are meaningless, but try to distract themselves from their situation. Pozzo, after his vision of the emptiness and futility of human life, revives his Lucky and cries, "On!" though they have nowhere to go and nothing to carry but sand. Vladimir and Estragon try to distract themselves from the endless wait by arguing over mundane topics, sleeping, chatting with Pozzo and Lucky (again over mundane topics), and even contemplating suicide. Vladimir and Estragon's attempts at distraction are attempts to make time pass, to draw them closer to the time when Godot will arrive and solve all their problems. This is pure wishful thinking, but this is all that they have to look forward to, even if the action is meaningless. The only alterna-

tive to this is death, which the two contemplate, but lack the courage and initiative to carry through. Their behavior symbolizes man's condition: the only recourse left to human being is to persist in meaningless action or perish.

Conclusion

Whether or not Godot exists does not make any difference. It is only an illusion of salvation that is needed to cope with a meaningless life. We see that because of all the mentioned factors, that life is based on chance, that time is meaningless, that human life is meaningless, humans are driven to invent or rely on such Godot, otherwise they would perish. The belief in Vladimir and Estragon keeps these two people from killing themselves, yet living in a ditch. Also it keeps them away from the places where they want to go and at the same time, it keeps them together. This belief serves the most important function: it gives purpose to their lives. Much like them, most people spend their lives waiting for something, searching for an answer or a meaning to our existence though we are not sure of what ex—actly, but we most likely will never find it. This play is structurally arranged in such a way as to make us believe that Godot will probably never come, and that we must accept the uncertainty of salvation and uncertainty of life.

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A Frame of Reference for the Study of the Discourse Construction on China's National Identity Based on the Researches from Vienna School of Critical Discourse Analysis

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[Abstract] *This paper reviews the series of research findings on the discourse construction of European identity by scholars of Critical Discourse Analysis with the academic background of Vienna School, expounding the characteristics of the application of the interdisciplinary theories, the diversity of the research perspectives and the complementarity of the research frameworks presented in these papers. On this basis, the paper proposes a frame of reference on the research of the construction of China's national identity through Critical Discourse Analysis.*

[Keywords] *National identity; Critical Discourse Analysis; Vienna School; Discourse-Historical Approach*

Introduction

National identity refers to the formation of national image and features on the basis of self–cognition and the interaction with other countries in the international community. (Zhanglei, 2016) In the process of China's continuously deepening reform and opening up, especially in the context of strengthening international political and economic cooperation under the framework of the "Belt and Road Initiative", issues concerning China's national identity and national image both at home and abroad will naturally receive special attention. At present, domestic researches on national identity mainly focus on the field of international relations (Zheng Hua, Cheng Yaqing, 2015; Zheng Yingqin, 2014), and it is noted that in recent years more and more linguists have shown great interests to the discourse construction of national identity (Zhang Lei, 2016; Dou Weilin, Du Haizi, Sudan, 2012, Zhao Yang, 2013). However, few scholars have carried out relevant researches through Critical Discourse Analysis approaches.

The application of Critical Discourse Analysis has unique advantages which are mainly reflected in the exploration of the attitudes and positions expressed in the discourse construction of national identity, and inquiry into the deep ideological, political and economic reasons behind the discourses. The process of non–neutralization or de–naturalization may raise questions against the so–called common sense that is commonplace in the national identity cognition. All of these could further lead to a critical analysis of the discourse control mechanisms that possibly form ide–

ological bias. In view of the above–mentioned advantages, this article will review the series of papers on the discourse construction of European identity selected into *A New Agenda in (Critical) Discourse Analysis: Theory, Methodology and Interdisciplinary* compiled by Ruth Wodak and Paul Chilton, and draw inspiration from relevant studies to suggest a heuristic framework for the research on the discourse construction of China's national identity. The series of papers share the similarity that the authors have the same research background of Vienna School of Critical Discourse Analysis. One of the authors of *Analyzing European Union discourses: Theories and applications* is Ruth Wodak, the founder of Vienna school who proposes "Discourse–Historical Approach"(DHA). The paper *European identity wanted--- On discursive and communicative dimensions of the European Convention* which was written by Michal Krzyzanowski follows the research procedures of DHA. The paper *Deliberation or 'mainstreaming'──Empirically researching the European Convention* by Florian Oberhuber is a research achievement in the context of a project entitled "The discursive construction of European identities" that was carried out at the research center "Discourse, Politics, Identity" of University of Vienna, and Ruth Wodak also participated in the coordination of the project. The author Christoph Barenreuter comes from University of Vienna and his paper "*It is not sufficient to have a moral basis, it has to be democratic too.*"---*Constructing 'Europe' in Swedish media reports on the Austrian political situation in 2000* also follows the eight steps of DHA proposed by Ruth Wodak. The combing and induction of the literatures with similar academic backgrounds will provide useful reference for the expansion of the research perspective of Critical Discourse Analysis as well as discourse construction of national identity.

The Reference Significance on the Research of Discourse Construction of China's National Identity Provided by the Series of Papers

These series of papers with the same academic background of the Vienna School have applied different theoretical frameworks and models to explore the discourse construction of European identity from multiple perspectives. It offers important reference value in the aspects of the integration of the interdisciplinary theories, the complementarity of the research frameworks and the diversity of the research perspectives for the study of discourse construction of China's national identity and image.

From the macro perspective, the researchers uphold both in theory and in practice that the comprehensive interpretation of the complex interaction between discourse and society is based on the interdisciplinary integration of linguistic methods and related sociological methods. But it is not an easy task because "sociological and linguistics categories are basically not compatible" (Wodak, 2005, p. 124). For example, the connotation of the same term might be completely different in different fields, thereby making it difficult to form a unified and systematic theoretical framework combining interdisciplinary theories within any school of Critical Discourse Analysis. However, according to Wodak (p. 124), the plurality of theories and methodologies can be highlighted as a specific strength of CDA, to which this paradigm ultimately owes its creative dynamics. It should also be noted that both the frame of reference for researching the discourse within European Convention proposed by Florian Oberhuber and Christoph Barenreuter's frame which is established by invoking Waever's model are constructed on the basis of the introduction of political theories. It proves that the integration of theories is necessary in CDA, so the key is to find the way of effective combination. Similarly, China is constantly deepening the process of reform and opening up, facing a complicated interna-

tional and domestic situation with various opportunities and challenges. Therefore, it is difficult to interpret the discourse construction of China's identity and image on the international stage with a single discourse theory, otherwise it will lead to subjectivity inevitably. In other words, the inability to achieve full integration of theories in different fields may lead to the lack of objectivity and persuasiveness in the stage of critical analysis. It is a common problem to be solved in the current research of applying Critical Discourse Analysis to study China's national identity and image. To be sure, the interdisciplinary research of CDA is not easy and various obstacles need to be overcome. For instance, Weiss & Wodak (2003) indicate that a necessary prerequisite for interdisciplinary research is thus the development of "standardized transdisciplinary terminology" (p. 18) so that a common understanding of analytical concepts is generated. Consequently, it is very demanding for the research team since the members are required to have different theoretical backgrounds with the ability to apply interdisciplinary theories into practice.

From the micro perspective, the series of papers propose or use different research frameworks for different research objectives, which offer certain reference significance for the discourse construction of China's image or identity. Wodak proposes an interdisciplinary framework for studying the discourse construction of European identity, including making meaning of Europe (ideational dimension), organizing Europe (organizational dimension) and drawing borders (geographical dimension), thus the subjects involved (communicative actors) to participate in the discourse construction can come from within the constructed object, such as the government, media, citizens of a nation, or from outside the constructed object, such as the government, media, citizens overseas. This framework can be used to explore how the subjects involved participate in constructing the identity of a nation from internal perspective focusing on the nation's essential nature which we believe is the fundamental basis for subsequent researches. Another frame of reference proposed by Florian contains three steps for analysis. First the study looks at the phenomenological reality of the European Convention process itself. From this perspective, the object-field is conceived as a complex process of communications in a particular institutional setting. In a second step, the study moves on to the cultural dimension and discusses the questions of the meanings of the communicative acts, focusing on issues such as the ways of how discourse is ordered in a multi-lingual and multi-national setting, how a communicative actor is "acculturated" or "integrated". In a third step, the study turns to the legal and political dimension of the Convention. Christoph Barenreuter's theoretical model on the interaction between the discursive constructions of national identities and of "Europe" (based on Waver 2002) comprises three layers, including basic constellation of concepts of state & nation, relation between general presentation of Europe and state-nation construction, and concrete European policies pursued by specific groups/actors. The model provides an open perspective of the discourse construction concerning the relationship between the national identity and continental/regional identity.

When it comes to the research on the discourse construction of China's national identity, none of these frameworks can be fully applied due to the differences in national conditions and political systems, but they can provide some reference to some extent. First of all, the discourse construction of the essence of a nation needs to be highlighted. For this aspect, Wodak's framework provides important reference. Then Florian's Framework provides an external perspective to study how the subjects involved participate in the dynamic process of discourse construction of national identity. Concerning the discourse construction of China's identity and image, the focus will not only be on what kind of China is defined and described, but also on who is describing China (the subject of discourse/communi-

cative actors) and how to describe China (the process of discourse construction). However, it is still far from enough for the research of issues related to China who proposes the "Belt and Road Initiative" and is actively promoting reform and opening up. To be concrete, researchers should pay more attention to the diachronic evolution of the discourse construction of national identity and image in the process of China's participating in international competition and cooperation. For this aspect, Christoph Barenreuter's model and the emphasis on the diachrony by "Discourse-Historical Approach" provides important reference. But Christoph's model only presents a general description. And if the bilateral and multilateral relationship between countries do influence the construction of national identity and such relationship needs to be further classified, then Herrmann& Fischerkeller's framework of categories of national images (1995) which is established based on the analysis of foreign relationship can be referred to. Therefore, different research frameworks have their own advantages and they can be used complementarily and comprehensively according to the specific research.

Moreover, both Florian Oberhuber and Christoph Barenreuter's researches probed into how divergent questions and issues are marginalized, and how deviant positions are ignored or ostracized. In other words, their researches provide multiple perspectives of inquiring into how a dominant discourse (a "mainstream") is established. This also suggests that when we study the discourse construction of China's national identity, we should not only focus on what the mainstream voice is, but also the contextual mechanism that leads to the marginalization of non-mainstream voices and the decisive factors that form the mainstream voice. Such explorations are generally inadequate in the current researches.

A Frame of Reference for the Study of Discourse Construction of China's National Identity

Based on the above-mentioned different research frameworks, the eight-step program of "Discourse-Historical Approach" proposed by Wodak (2005, p. 96) and China's special national conditions, this paper intends to suggest a frame of reference for the study of the discourse construction of China's national identity. It should be noted that this is a frame integrating both research steps and concrete research content.

Some points are worthy of note as follows. In step 3, the tool of corpus linguistics such as Antconc, Wordsmith etc. can be used to help collect and filter data. In the fifth step, Wodak suggests five discursive strategies to analyze discourse, including nomination strategies, prediction strategies, argumentation strategies, perspectivization strategies, mitigation and intensification strategies. This paper further suggests specific research content according to the essential nature that distinguishes one country from other countries, the shaping role of the international community, and the identity consciousness concerning the relationship with other countries international organizations. Ultimately a critique can be formed and the detailed analytical results should be made accessible to the general public which show the application value of the research. (See Figure 1 below)

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┌─────────────────────────────────────────────────────────────┐
│ Activation and consultation of preceding theoretical knowledge │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│ Systematic collection of data and context information          │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│ Selection and preparation of data for specific analysis        │
└─────────────────────────────────────────────────────────────┘
         Assisted by Tools of Corpus Linguistics
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│ Specification of the research question and formulation of      │
│ assumptions                                                    │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│ Qualitative pilot Analysis                                     │
└─────────────────────────────────────────────────────────────┘
                Discursive strategies
            ↙                            ↘
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Internal perspective focusing on the essential nature

External perspective focusing on relationship

┌──────────────────────────────────┐
Discourse construction of China's national identity
  --history, culture
  --political framework& institutional forms of decision making
  --social-economic circumstances of development
└──────────────────────────────────┘

┌──────────────────────────────────┐
Discourse construction of China's national identity within international community
  --construction of identity from the perspective of bilateral relationship between China and other countries
  --construction of identity from the perspective of the relationship between China and international organizations (UN,EU,WTO,WHO,IOC,FIFA,etc.)
  --construction of identity in the process of participating in the policy-making or foreign negotiation in the international organizations
└──────────────────────────────────┘

the contextual mechanism for the formation of the mainstream voice

Case Studies

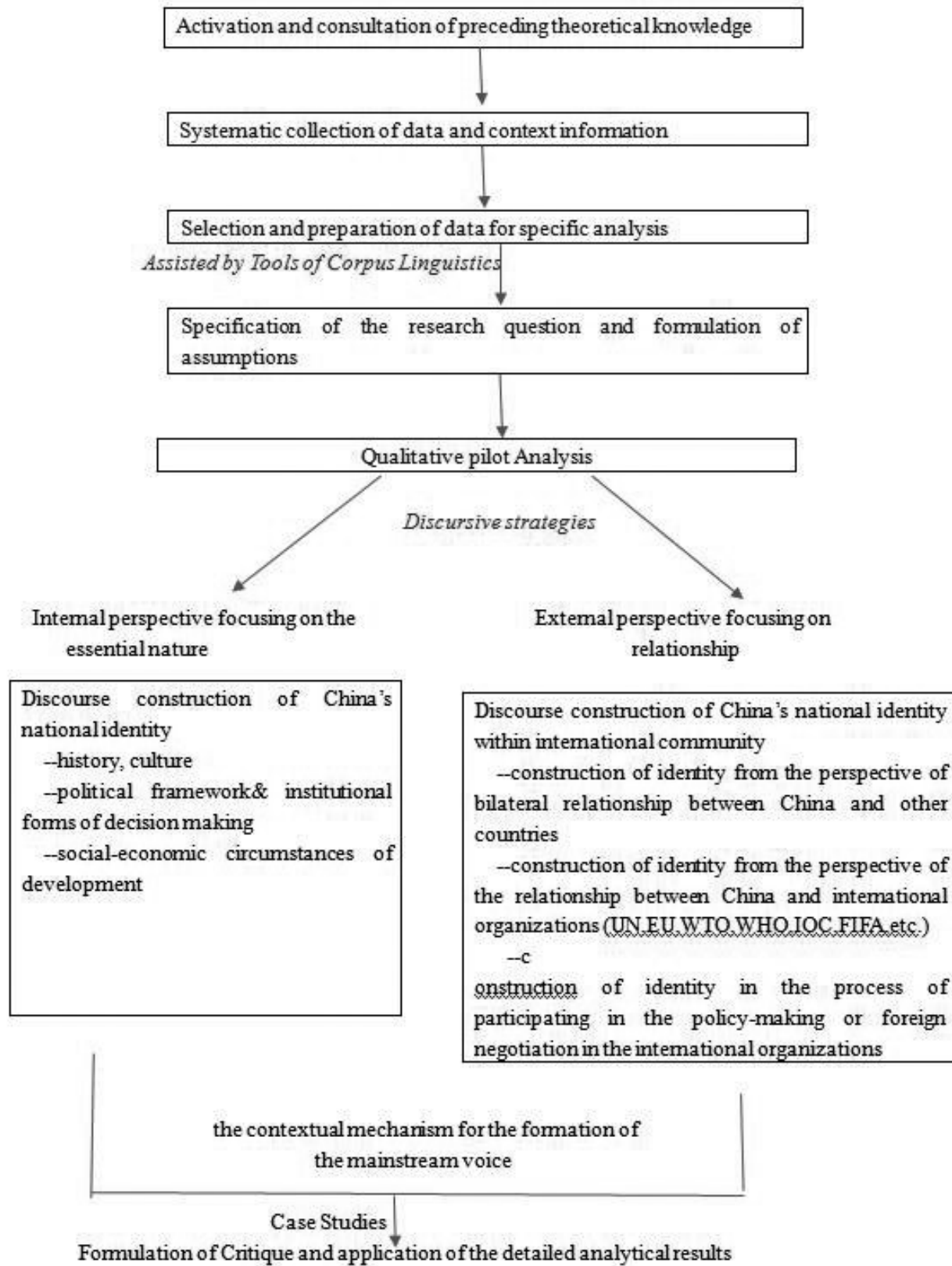Formulation of Critique and application of the detailed analytical results

Figure 1: A Frame of Reference for the Study of Discourse Construction of China's National Identity

Conclusion

At present, China has continuously promoted reform and opening up and strengthened international political and economic cooperation under the framework of the "Belt and Road Initiative". Therefore, it is of great significance to study the discourse construction of China's national identity and image in the international community. To this end, this paper reviews the various heuristic research frameworks proposed by the Critical Discourse Analysis scholars with the background of the Vienna School in the study of the discourse construction of European identity, but it should be noted that some frameworks have not yet been fully applied and need to be further developed and perfected in practice.

In addition, different research frameworks provide different perspectives, each with its own characteristics and advantages. However, due to differences in national conditions and political systems, no framework can be used directly to study the discourse construction of China's national identity, and only through comprehensive and complementary application of the frameworks, can the research goals be better achieved. Finally, the paper proposes a general framework for studying the discourse construction of China's national identity by taking advantage of the existing frames, which needs to be constantly revised and improved in subsequent researches.

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Acknowledgements

Tea Culture and The Inheritance of Northeast Folk Culture

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[Abstract] *Tea culture, which integrates Confucianism, Buddhism and Taoism, after 4000-5000 years of inheritance and variation, improvement and development, has become an important component of Chinese traditional culture, and also highlights the spiritual connotation of Chinese traditional culture. Since the new period, with the promotion of the consumption level and the popularization of tea culture, the spiritual connotation contained in tea culture has attracted much attention. From the perspective of tea culture to solve the bottleneck of the inheritance of the Northeast folk culture has become a highlight of folk studies. As people's consumption changed from hard demand to soft demand, relying on tea culture to enhance the internal dynamics of Northeast folk culture will become a powerful starting point to boost the economic development in Northeast china.*

[Keywords] *Tea Culture; The Northeast Folk Culture; Inheritance*

Introduction

In recent years, with the improvement of the people's consumption level, tea culture that was rooted in the fertile soil of Chinese traditional culture and that contains the spirit of traditional culture has attracted much attention. If tea culture is regarded as a big tradition, then the Northeast Folk Culture should be called small tradition. Thus, exploring how to make use the tea culture, the big tradition, to boost the inheritance of The Northeast Folk Culture, the small tradition, has become a new focus of folklore research and protection workers.

The inheritance of tea culture and folk culture

Tea Culture and The Northeast Folk Culture are characterized by perceptible and tangible, which exist in daily life. Folk custom is life culture that is created, enjoyed and inherited by the broad masses of people in a country or a nation (Zhong, 1996, p. 5). There are rich products, four distinctive seasons, and snow and ice landscape in White mountain and Black water. The northeast people's living environments were similar, which formed the Northeast Folk Culture with strong northeastern geographical characteristics. In the Living custom, there were not only the Qionglu style dwelling fit for Nomadic life and cold, but also the courtyard style dwelling house fit for settlement life. In the clothing folk custom, there were all sorts of heavy and warm clothing that were made of animal fur because of rich products and for the sake of resisting the cold. In the diet custom, Nomadism and fishing and hunting economy made northeast people like meat especially good venison. The cold winter made the northeast people like drinking

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strong wine. Pears, tofu were frozen before eating in winter. In the producing folk custom, mountain cutting, logging etc. were related to production practice. Theses materials production and life provided the material conditions for the survival of the Northeast Folk custom. The tea culture activities are inseparable from the restriction of the material media, from the picking and producing of tea, to the choice of tea, tea set, tea and fire, and to the presentation of the quality of tea drinkers. Although the process of human civilization has been deepened and material conditions have been improved, Tea Culture and inheritance of Northeast Folk Culture are dependent on a certain material medium to exist and continue, so that it has relative stability, and in a stable environment achieves heritage.

Tea Culture and the Northeast Folk Culture exist in the spiritual level with the invisible and scattered characteristics. According to the theory that material determines consciousness, Tea Culture and the Northeast Folk Culture were the psychological experience formed in the process of understanding and rebuilding objective world, which through group identification has become a generational behavior. While folk beliefs, folk ethical concepts, folk witchcraft and folk arts rely on the regional environment, more emphasis was placed on the interpretation and restriction effects of the Northeast Folk Custom on individuals, groups and society in the spiritual level. Rich in products and with four distinct seasons, the Northeast People's formed frank, straightforward character which was mapped to their behavior habits; in the face of difficulties, in the development process of regional history, they gradually formed the idea and ceremony system of spirit worship. The tea culture has undergone the development of the Chinese nation and has carried forward the cultural spirit of the Chinese nation for thousands of years. It is embodied in the tea culture are the essence of Confucianism, Buddhism and Taoism, which can edify the individual temperament and highlight the traditional culture. Tea Culture and the Northeast Folk Culture have been existing in the process of history, which were also based on the spontaneous consciousness of people, so the spirit gist contained in them is generally recognized by the people and is taken as a group behavior criterion followed by the people.

Tea Culture: the realistic appeal of the inheritance of Northeast Folk Culture

Seen from inheritance factors, "The folklore as a cultural phenomenon is a general term for a wide variety of customs and practices." (Zhong, 1996, p. 1) The three provinces of Northeastern China and the eastern part of Inner Mongolia, because of the strong homogeneity among the regions, have gradually formed the folk custom recognized by the northeastern region groups, and thus created a cultural circle with significant geographical characteristics. Northeast Folk custom is the culture accumulated by the Northeasterners in their long-term process of material life and spiritual life, which comes from the Northeastern People's production and life practice, and adapts to the Northeast regional environment, and which can meet the needs of the development of the Northeast region. Since the twentieth Century, the speed of economic development has provided people with more and more abundant and high-quality material enjoyment and also made folk customs constantly change. With the improvement of the objective material condition and the rich enjoyment of the subjective spirit, it is becoming the primary task for the folk workers to develop a new medium for the inheritance of the northeast folk culture with the tea culture as the base.

Tea Culture is the material media appeals of the inheritance of Northeast Folk Culture. Since the new period ,the material media for the inheritance of the Northeast Folk Culture has been facing the challenge of survival with the development of economy .Taking Shantytowns rebuilding as an example, its pilot implementation began from the three northeastern provinces in 2005. In 2012 the national basic public service system of 12th Five-Year planning and in 2015 the State Council' opinions on further improving the works related to the shanty towns and urban and rural re-

construction and supporting infrastructure construction, these two documents pushed shantytowns reconstruction to the deep development stage. Ten million households had been relocated by 2012. The living conditions of the residents and the living standards and quality of life have been improved. The material media necessary for the old living conditions lost the objective conditions of existence, which caused some old objects to be replaced. The folk customs that these material media carry are gradually disappearing because of the substitution of the media. Taking the customs of ethnic minorities in Northeast China as an example, The Northeast of china is a multi−ethnic region, North Korea, Mongolia, Hui, Manchu, Xibe, Daur, Ewenki, Oroqen, Hezhe andKirgiz these nationalities are necessary parts of the Northeast Folk culture. The relative weakness of the number of these ethnic groups makes the original folk customs inherited better in the minority inhabited areas, but the situation is not optimistic for those scattered ethnic minorities. Therefore, it is becoming the era demand for the protection and inheritance of folklore to study and make use of the characteristics of the material elements of tea culture to solve the problem of the inheritance of the Northeast Folk Culture which is gradually dispelled for the necessity of material media existence.

Tea culture is the spiritual appeal of the inheritance of Northeast Folk Culture.The creation and research of literature and art has ended its role to serve for politics in the new period, which boosted the diversification of cultural thoughts. Postmodernism challenged the authority of discourse in the attitude of deconstruction of reason and order, which caused the Northeast Folk Culture to suffer impact and underwent multiple challenges at the ideological level. On the one hand, people are influenced by pragmatism and pursuit of pragmatic value becomes the standard of measurement. The change of value scale makes creation and judgment excessively pay attention to the pursuit of form, and makes content serve form, which directly leads to the audience's aesthetic pursuit of heavy taste, sensory stimulation, so that content construction is neglected, as a result the modern value of the Northeast folk culture was questioned. On the other hand, the excessive attention to form makes the content construction necessary. The individual in the pursuit of sensory stimulation in hardcore is met, but due to the neglect of the connotation construction, it makes the aesthetic enjoyment extremely short, and after a short pleasure a kind of deeper dissatisfaction comes up. The Northeast folk culture depends on the Northeast regional environment and is rooted in Chinese traditional culture. It is becoming an important medium for promoting the economic development of northeast china to excavate and utilize the spirit connotation of the traditional culture of tea culture and to enhance the connotation construction of Northeast Folk Culture so as to promote economic and cultural construction.

Tea culture is reference and the appeal of the inheritance of Northeast Folk Culture. The tea culture consists of material and spiritual two aspects. In the material aspect, it includes technology, experience, circulation mode, consumption pattern and so on. In the spiritual aspect, tea culture is a cultural characteristic based on the material culture, which has promoted the material culture and also has promoted the social civilization. (Zhao, 2005, p. 19) Taking the tea culture as the basic point of study, on the one hand, we can make effective use of the material characteristics of tea culture and tap the commodity attributes of tea culture so as to make it participate in the economic construction. For example, the development of tourism relying on tea culture can make tea culture an economic resource and realize its economic value. We use it as a reference to promote the economic value of the Northeast Folk Culture and to seek its material protection and heritage medium for the lost or losing its real existential value of the Northeast Folk Culture, While we realize the economic benefits of the Northeast Folk Culture, we should seek ways to promote the economy of the Northeast. On the other hand, China is the birthplace of tea culture and has about 4000−5000 years of development history, tea culture crosses through the course of Chinese civilization and has been a symbol of

Chinese civilization. In the course of the intersection with Chinese civilization, the tea culture melts into Confucianism, Buddhism and Taoism, which has been a microcosm of Chinese traditional culture. To study tea culture's material attributes and cultural attributes and to explore the tea culture's 4000–5000 years of development and endurances, we can both provide a template for the Northeast Folk Culture's seeking construction in the variation and also broaden the living space and realize the heritage of the Northeast folk custom in the process of identity verification and value recognition.

Tea Culture: The Realization of the Inheritance of Northeast Folk Culture

Few tea plants are grown in Northeast China because of the influence of planting areas. Although tea culture has been bearing the traditional culture of China, the popularization and application of tea culture knowledge is often unsatisfactory. When the Northeast folk culture facing difficulties in its heritage, it is becoming a new perspective and new medium for the northeast folk custom to rely on the tea culture which contains the traditional culture to enhance Northeast Folk Culture's humanistic connotation and to rely on tea culture's profound cultural history to seek heritage in variation.

Tea culture can improve the connotation construction of Northeast Folk Culture. Carrying the essence of traditional culture Chinese tea culture creates the beauty of artistic conception, which exists in the selection of tea–leaf, tea–water, tea–things, tea–fire, and environment, in the process of making tea, drinking tea, smelling tea, watching tea and tasting tea, and in the passing of the drinker's cultivation and disposition. The ideological connotation of Chinese tea culture is seven connotations one heart. seven connotations refer to the seven main doctrines including Tea ceremony, Tea morality, tea etiquette, tea principle, tea feeling, tea theory and tea guidance. One heart is the spiritual core of tea culture, that is harmony including such meanings as respectful, clear, silent, honest frugal, joyful, delighted and quiet and so on, it also includes the right time, favorable terrain and unity of people (Chen, 1992, p. 17) The folk art forms such as the Northeast song and dance duet, the grand Yangko and the sketch are rooted in the black earth culture and have strong regional characteristics. From the form of expression, they emphasize ugly as the starting point and uglify modeling, coarse character language embodies that the Northeast folkloric culture has obvious vulgar characteristics. With the promotion of people's consumption level, the living space of this vulgar folk art is facing challenges and the need for its inheritance has been questioned. Tea culture just makes up for this lack of connotation because of vulgar. By making use of the tea culture's seven connotations one heart thought , and by weakening the vulgar factors in the folk culture, and by strengthening the humanity in Northeast Folk Culture, we can strengthen the heritage effectiveness of the Northeast Folk Culture.

Tea culture can realize the inheritance of Northeast Folk Culture in the process of variation. Inheritance and variation of is the foundation of the formation and evolution of folk culture. To solve the problem of the Northeast Folk Culture's Heritage, we need to rely on the tea culture and clarify the relationship between inheritance and variation of folk culture ,and to build on the heritage foundation while dealing with variation, and to seek heritage in the process variation.Tea culture began in ancient china. It contains the ideological spirit of Confucianism, Buddhism and Taoism to the utmost extent. The religious realm, the moral realm, the artistic realm and the realm of life are all embodied in the tea culture that presents the Chinese spirit of Avenue. (Lai, 1999, p. 56) This Avenue spirit makes tea culture not vanish in the face of changing times and changed objective materials and spiritual conditions, While it has fully inclusive and equitable position and rich philosophy foundation so as to be able to resolve dilemma and en–

hance intrinsic. When the Northeast Folk Culture has difficulties to pass on the corner of inheriting culture, it is only Tea culture that contains the traditional culture and philosophy that can turn difficult to easy, turn difficulties to power so as to realize inheritance in variation.

Conclusion

Chinese tea culture is different from Europeans and Americans efficient and convenient Tea culture. Chinese tea culture lies in recalling the naturally flowing mood and experiencing my old and true self in gentle and quiet drinking, seeking the construction of artistic conception in quiet, fresh and comfortable atmosphere, which fully shows the essence of Confucianism, Buddhism and Taoism. With the development of economy and the improvement of consumption level, tea culture has been popularized and its value has been recognized. The tea culture, which contains the essence of traditional culture has a strong practical significance to solve the bottleneck of the inheritance of the Northeast Folk culture. Making tea culture as the starting point to promote the traditional culture to cultivate the Northeast Folk Cultural Heritage, it can enhance internal drive of the Northeast folk culture and explore the way to realize the economic benefits of the Northeast Folk Culture so as to boost the revitalization of northeast old industrial base.

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Rereading Classics with Cultural Confidence –On Lu Xun's "A Madman's Diary" and Nikolai Gogol's "Diary of a Madman"

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[Abstract] Classic is infinitely proliferating. The literary and cultural relations between different nationalities and countries are intertextuality, complementarity and proliferation. After Nikolai Gogol's "Diary of a Madman" was published, it produced facts that were accepted, commented on, and influenced by foreign readers. It became world literature and continued to release "classic energy." On the basis of accepting the influence of Gogol's "Diary of a Madman", Lu Xun reconstructed the classics and shaped the image of "madman" under Chinese time and space, which has a great influence on the development and change of Chinese literature. Therefore, it is necessary to re-read literary classics under cultural self-confidence, gather classical energy, release classical energy, cultivate excellent nationals, and create new wisdom of the nation.

[Keywords] Nikolai Gogol; Lu Xun; "Diary of a Madman"; "A Madman's Diary"; classics

In the history of mankind, literary works are vast. After the era of cleansing, those works that have added value have gradually become classics. They show the world the cultural significance in the context of national history and show the natural course and spiritual genes of the fate of ethnic groups. In globalization, the globalization of national literature continues to disseminate the "classical energy" of cultural heritage, spreading new meaning and transmitting new energy in cross–border dialogue and exchanges. The "Diary of a Madman" of the Russian writer Gogol and the Chinese writer Lu Xun's "A Madman's Diary" are more than 80 years apart. On the one hand, they have an influence and reference relationship. On the other hand, Lu Xun is based on national culture and absorbs foreign culture. With strange artistic ideas, It depicts an extremely exaggerated and true madman world, creates bizarre madman stories, and shapes a vivid and vivid madman image. It not only fills the gaps in Chinese literature, but also embodies the energy of the literary classics to increase their value. It has important innovative significance in the history of Chinese literature.

The Birth of Two Classics:"Diary of a Madman"and "A Madman's Diary"

First, Writing motives behind classics

What is a classic? Liu Jianjun think that classics are works with infinite value and potentials of value addition. The literary and cultural works of different nations are in an inter-textual and complementary relationship, or in other words, could inspire others to add more value. Foreign readers accept and comment on Nikolai Gogol's "Diary of a Madman" after it was published and then translated into other languages. It continues to play its role in foreign countries and spreads "classic energy" as one of world literature and cultural heritage. In "Diary of a Madman", the story centers on Aksenty Ivanovich Poprishchin and expresses the woes of "eat people" and "being eaten" at the specific time. In this regard, it fits into the era of China at 1920s. Its potentials of value addition come from sinicization, which means "Diary of a Madman" is recognized and restructured by Chinese culture to adjust the requirements of cultural development. For writers questioning the times, their value comes from their influence of literary expression. How do you deal with foreign culture? Lu Xun suggested a principle of take-in. "Take its essence and get rid of its dross. " "Nikolai Gogol is famous for describing the darkness of the human life", and "awaking his compatriots by implying grief and despair in his works". (Cui, 1988, pp. 49-52)

Just 80 years after Gogol's works were produced, Lu Xun created the novel "A Madman's Diary" of the same name. Mao Dun ever praised "A Madman's Diary" as an unprecedented literary work, and it made "those who have been in darkness for so long suddenly see brilliant sunshine". The common points of Nikolai Gogol's "Diary of a Madman" and Lu Xun's "A Madman's Diary" are featured by literary style of diary and the protagonist of a madman.

Lu Xun stated in his article "How Do I Start Writing Novels?" I started writing novels, not because I thought I had some talents to write them, but because I was living in a club house at Beijing and had none conditions to do other literary works. I wanted to write essays, but had none reference materials. I wanted to translate something, but had none copies. So I ended up writing novels or short stories, and came up with "A Madman's Diary". It reflects Lu Xun's cultural confidence: to learn from the good, and create the best.

Second,The literary application influenced by classics:diary-style novels

Chinese novels use the diary style. Lu Xun's "A Madman's Diary" opened the prelude to modern Chinese diary novels and attracted new methods for Chinese literary creation. Ever since it was born, A large number of writers and their diary novels have emerged: Ding Ling's "Diary of Ms. Shafei", Lu Yin's "Diary of Lishi", Bing Xin's "Notes of an Officer", Shen Congwen's "Diary of a Woman", and Shipingmei's "Linnan's Diary" Mao Dun's "Corrosion" and so on formed a unique literary fashion.

It can be seen that the classics have huge proliferating energy. As far as the breakthrough of modern Chinese literature itself is concerned, under the influence of the "Madman's Diary", modern Chinese literature has gone to the multi-artistic road.

Spatial Meanings of "Diary of a Madman"and "A Madman's Diary"

Lu Xun's "A Madman's Diary" and Nikolai Gogol's "Diary of a Madman" have different spatial meanings, although they share a similar protagonist-a madman.

The spatial meaning refers to the objective existence of a special environment or a special form compared with time. In Gogol's "Diary of a Madman", the space of Russia means a geographical space where life and emotions of a nobody were under the pressure of multiple contradictions. In Lu Xun's "A Madman's Diary", the space of China refers to a slaughterhouse where people were killed by the benighted old political order under the oppression of imperialist powers.

"Lu Xun's 'A Madman's Diary' and Nikolai Gogol's 'Diary of a Madman' are classified as world literature due to their unique and typical artistic image. They shocked the society with their powerful cry of resistance and aroused people's interest and profound thinking on similar names of the two works" (Lu, 1956, p. 164). The "madman" created by Gogol is forced to become a sick maniac, while the "madman" created by Lu Xun is a heresy, a lunatic.

The "madman" named Poprishchin created by Gogol is a low-ranking civil servant, a titular counselor. He begins to imagine his social space in an insane asylum——to be the heir to the throne of Spain, who can love and swagger around. In the diary on December 25th, "this damn stick hurt me... But the judge... threatened me with severe punishment." Finally, he cries after a cruel torture, "mom, please save your poor child!" (Lu, 1958, p. 83)

Gogol created a weird space where people are driven mad. The "madman" Poprishchin has a psychiatric problem. His descent into madness spawns from his sense of inferiority, and leads him to a mental hospital. Such space represents cannibalism, the cruel force of society to devour people's souls, and the social space turns human into non-human.

The "madman" created by Lu Xun is insane in nature. He is only the madman in public eyes.

"I" am a madman, a real existence with own social status and solidified state in the space. Although "I" am seen as a madman in public, "I" am a human as others. "Zhao's dog, hyenas, lions, rabbits" are "beasts". Beasts are cannibal animals. For example, "Zhao's dog" glances at me for it wants to eat me. "Steamed fish" opens its mouth for it wants to eat me. Just as "that group of people who want to eat humans", humans and beasts are all cannibal. The diarist's brother eats people. Chen Laowu eats people. In this cannibal social space, everyone wants to eat people. "Humans" and "Beasts" = "Eat People". The world is overshadowed by the desire to "eat people". If wild animals eat humans, they are digesting human flesh. If humans eat humans, they are dispelling human attributes. The human world and beast world constitute a binary opposition between "human/beast", and create a realistic space and environment featured by "cannibalism".

Associating with China's "cannibal" history lasting thousands of years, and reminding the engulfment of beloved ones, "my" last miserable plea is that someone can "save the children⋯."

Thus, the "madman" world created by Lu Xun is more like an unchanged world of terror and sins. "Setting the protagonist as a madman shows Lu Xun's originality. The madman symbolizes those pioneers and warriors who have awakened and dared to speak up, although they are not understood by the public. Reformists and prophets are often not understood by people, and are even considered as madmen, such as Li Yu and Sun Yat-sen. The image of a madman enables the literary work more profound and deepened in anti-feudal and anti-traditional consciousness. Similar images rarely occur in previous literature. And that also shows the author's creativity and modernity" (Lu, 2005, p. 4). The diarist yearns for freedom and the right to survival—— motherland mother, can you save your child?

Energy of Classics

Lu Xun's "A Madman's Diary" aims at moral education and state governance. Nikolai Gogol's "Diary of a Madman" targets at self-salvation.

First, Lu Xun drew on Gogol's narration style and sought to explore in-depth reasons for the existence of madmen.

Lu Xun, with his deep and profound observation of the semi-feudal and semi-colonial China, shouted out to enlighten the benighted: feudalism eats people! Lu Xun once said that "A Madman's Diary" "excited some young readers with its sincere expression and special format, and yield some result of 'literary revolution'." In fact, "A Madman's Diary" is a milestone in modern Chinese literature, and creates revolutionary realism of new literature. In Lu Xun's "Preface to the Second Series of Chinese New Literature", the theme of "A Madman's Diary" is "to reveal the canker of faults of the family system and feudal ethnic codes". What is the "canker"? It is "eat people". In "Articles under the Lamplight" written by Lu Xun in 1925, he pointed out that "countless feast of human flesh continues to date since the birth of civilization. In this venue, people eat others or are eaten by others. Ignorant cheers of the fierce executioners override painful cries of the weak and the miserable, including women and children. " (Lu, 2005, p. 254)

Is "eat people" a benighted collective unconscious behavior or collective conscious behavior?

When "I", the madman, review the history of "eat people", "I" come up with the conclusion that perhaps some children have not eaten people, and perhaps they are like "me", a madman. So "please save children"! Wish those children who haven't eaten people will never learn to eat others! And don't force those children who refuse to eat people to be madmen! Please make our society a non-cannibal space!

Gogol's "Diary of a Madman" means a lot to Lu Xun. Its value is re-explored and revived after Lu Xun drew on Gogol's creation style and restructured the cultural recognition. Lu Xun absorbed foreign essence and integrated it into his characters by entitling them with new cultural meanings. Along with the nonsense of the "madman" and the cries of the "person with persecution mania", it is visible laughter and invisible tears nobody knows that mercilessly exposes and castigates the hypocrisy and evil of feudal ethics.

Second, Lu Xun was concerned about salvation. Compared with Gogol, Lu Xun paid more attention to the saving of the dark society. In "Eyes Open", he wrote the words that "literature and art are the flames of the national spirit, and they are also the lights that guide the future of the national spirit." (Lu, 2012, p. 124)

Since the Opium War, China's dream of the "Tian Dynasty" has been shattered. After half a century of exploration, China has never found a way out. Finally, thinkers recognize the need for enlightenment education and the improvement of people's ideas to seek the future of China. This set off a new cultural movement and humanistic education. The "Madman's Diary" is a creation that exposes social ills and inspires ignorance. Lu Xun uses the light of the spirit to guide the future, allow the people to discover the disease, find the cause, explore the recipe, and create a free and clean living space where no one eats the phenomenon.

The deeper implied meaning in Lu Xun's work is to enlighten people and lighten the world with literature.

In conclusion, Lu Xun started with his own national culture and was inspired by Gogol's "madman". With cultural confidence, he created a "madman" in Chinese space and sublimated his significance in a national era and space. In the history of Chinese literature, Lu Xun's works have posed great impacts on modern people, especially his "A Madman's Diary". "The story presents readers a more profound truth of destiny. What it brings to readers is

horror and intensive impression. The social effect of such impression is supposed to be the fore that drive people to consciously think about themselves and struggle to change their destiny." (Jameson, 1997, p. 38)

Today, encountered with the collision between globalization and anti-globalization and influenced by the technological impacts from science and technology, we should reflect on the reserving and saving of outstanding cultural heritages of mankind and make the literary classics a positive energy to comfort souls, alert the world, and edify sentiment. We need to reread the literary classics, accumulate classic energy and release classic energy in a unification of language and morality. We can cultivate excellent citizens with confidence in our own culture, and climb the new high of human intelligence.

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Acknowledgments

Part Ⅲ :
Teaching & Learning

A Study of College English Writing Based on "pigai.org"
——Exemplified by Anshan Normal University

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[Abstract] The "pigai.org" is an online service system used to help teachers to modify English essays. It has both strengths and weaknesses. The study takes the questionnaire survey and interview as the research methods to investigate the application of "pigai.org" in English writing in Anshan Normal University. Based on the survey and analysis, the author puts forward some suggestions to improve students' English writing ability.

[Keywords] pigai.org; college English writing; software revision; teacher assessment

Research Background

Many college English teachers may have been caught in such a dilemma in teaching writing: It is really time-consuming to correct all compositions for each writing task; but if teachers only correct part of the essays, they are worried about dispelling students' writing enthusiasm. But now the situation has been improved a lot.

Since 2012, many colleges and universities have applied "pigai.org" to college English writing. It is an intelligent system based on corpus and cloud computing technology, aiming to provide online scoring and comments on English essays. This system has the advantages of instant scoring, automated correction, detailed comments and so on, which greatly reduces teachers' workload and mobilizes students' writing enthusiasm. In Anshan Normal University, from March 2015 to March 2017, the number of essays submitted by students surged from 4746 to 14595, among which 12704 essays are homework assigned by teachers, and the other 1891 essays are submitted voluntarily. Students altogether correct their compositions 107818 times. The average revision of each essay is 7.387 times, which is unimaginable without the help of "www.pigai.org".

The extensive use of the software has aroused the concern of some scholars. Yang Xiaoqiong and Dai Yuncai (2015), through the empirical study on students' writing proficiency, motivation and self-efficacy, believe that autonomous writing teaching model based on "www.pigai.org" can effectively enhance the subjects' English writing proficiency, promote their writing motivation and improve their self-efficacy. Zhong Caishun (2015) also carried out an experiment on online autonomous writing teaching based on "www.pigai.org", but he draws a different conclusion. He maintains that students cannot do well in revising their essays by themselves with comments made by "pigai.org". They mainly focus on simple spelling and grammar mistakes, and the quality of the essays is not obviously improved. What has resulted in completely different results of the two studies? Yang Xiaoqiong and Dai Yuncai's writing teach-

ing model has combined comments of the software and those of teachers. Whereas, Zhong Caishun's teaching experiment is to test students' independent writing and revision ability entirely based on "pigai.org", without teachers' comments involved at all.

From the two researches mentioned above we can see whether the software can be effective in improving students' writing lies in teachers' involvement, which directly influences the results of the researches. Then what role does the teacher play in college English teaching in Anshan Normal University? Do they give feedback after students submit essays online or just completely depend on the software for revision? With the questions in mind the author launched a large-scale survey and a small range of interviews.

Research Design

Research questions

This questionnaire mainly answers the following questions.

What do students think of "pigai.org" in college English writing?

Has the use of the software aroused students' writing interest and raised their autonomous writing awareness?

Do the teachers comment on the essays submitted online?

How to improve college English writing teaching based on "pigai.org"?

Survey objects

The survey was conducted among students of 2015 from seven different colleges in Anshan Normal University. With two years of English learning and writing practice, they are familiar with the software and more likely to make an objective assessment. A total of 338 valid questionnaires were collected in this survey. Specific analyses are as follows.

Result analysis

The questionnaire consists of two part: The first part is about the strengths and weaknesses of the software and its role in English writing teaching. Based on the data from the survey, we can see nearly 91% of the students think they have benefited from the software, not only in vocabulary, but also in grammar and structure. Among its many practical functions, instant scoring, comments on each sentence and repeated revision and submission are all very popular among students. Of course, there are also some shortcomings, for example, not all mistakes are spotted; some corrections are less accurate; tips for correction are not clear and so on.

The second part of the questionnaire aims to learn about the status quo of the students' writing online and the teachers' feedback based on "pigai.org" in English writing teaching.

After submitting your essay online, do you take the initiative to perfect your essay until you get a satisfactory score? (See Table 1)

Always	Often	Sometimes	Seldom	Never
32.5%	32.8%	25.2%	7.1%	2.4%

After you submit the essay, do you carefully read the tips or comments made by the software? (See Table 2)

Always	Often	Sometimes	Seldom	Never
32.3%	37.9%	21.6%	5.9%	2.4%

From the data, we can see that most students read the comments and make corresponding revisions until they are satisfied with the score. This is crucial because students' correction based on feedback is the second writing process, which plays a very important role in improving students' language skills (Shi, 2012).

In addition to the feedback from the software, does the teacher correct the essays online? (See Table 3)

Always	Often	Sometimes	Seldom	Never
27.8%	25.2%	33.1%	7.1%	6.8%

Although frequency is different, most teachers comment on the essays online. This is a key part of English writing teaching. In view of the shortcomings of the software mentioned above, teachers' correction is indispensable. The survey data also shows that 76% of the students believe the revision by the software cannot replace teachers' feedback because teachers' evaluation is more authoritative, more reliable and more effective. It is especially true in Chinese culture (Li, 2015).

In order to gain a better understanding of the use of "pigai.org", the study randomly selected 35 students from seven colleges to have a talk. According to what they have said, most teachers combine online scoring with their own comments in English writing teaching. In general, they are satisfied with the present teaching methods. But they also hope teachers can give more comments and feedbacks after the software corrects their essays.

Based on the survey data and interviews, we can draw the following conclusions: 1. The software has played a positive role in improving students' writing enthusiasm, but some problems do exist. 2. Teachers' correction should be strengthened, thus to take advantage of each other's strengths.

Approach Recommended

Then what should we do to improve our daily English writing teaching and further improve students' writing ability? How to meet students' needs and avoid heavy workloads for teachers at the same time? To get out of this dilemma, the author believes that it is crucial to achieve the validity of correction. According to Wen Qiufang (2016), selective assessment is more effective than comprehensive assessment due to the fact that class time is very limited. Too many corrections will make students at a loss. In order to achieve the validity of correction, feedback should be focused. The author thinks the following process can help us improve the validity of revision: that is "online scoring–teacher's focusing–in-class comment–further revision–online checking".

 After each writing task is assigned, students submit their writing on "www.pigai.org". The software may score the essays and give detailed corrections and comments. Before class the teacher scans the essays online and figures out typical mistakes. Since there are quite a few mistakes, ranging from spelling mistakes and wrong collations to misuse of verbs and paragraph cohesion, the teacher's focus is very critical. It is preferable to follow the principle of importance. Take my class for example: my students always have grammatical mistakes, especially in the verb misuse, such as subject–verb disagreement, wrong verb tense, multiple predicates, non–predicate and so forth, therefore I first focus on the usage of verbs. After that I may deal with other mistakes, such as improper word choice, confusion of part of speech, wrong collation, misuse of clauses etc. When focus of comment is clear, the teacher selects a few samples and critically revises them. Here the samples must be representative, and the number of them is variable according to time allotment and degree of difficulty. In class students make critical comments on the selected samples independently, then exchange their views in groups, and have a teacher–guided discussion together. At last the teacher may offer the revised version prepared in advance. After class, the students revise their writing in the light of the

teacher's guided training provided in class, and submit their essays online again. The teachers should make sure that everyone modifies his essay and gives further guidance online if necessary.

According to process writing theory, writing process is not linear, not a one–time process, but a constantly modifying and improving process (Wang & He, 2007). With online scoring and correction and teachers' feedback and guidance, students' English writing will definitely be improved.

Conclusion

The online revision system does arouse students' writing enthusiasm and reduce teachers' burden of correction. However, it does not mean the teacher can completely depend on the software or free themselves from the revision task. The software, as an assistant teaching instrument, can't replace teachers' revision at all. In order to improve students' English writing, teachers should give full play to their own advantages and strike a balance between the software revision and teacher assessment.

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A Study of the Influence of Big Data on College Spoken English Education

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[Abstract] *This paper starts from the typical characteristics of the era of Big Data and analyzes the impact of Big Data on the core aspects of education activities, including educators and educated person, educational resources, educational interactions, and educational evaluations. The characteristics of Big Data in Internet age and the urgency of college oral English reform are studied as the key points. Domestic research on Big Data is more used in e-commerce, and there is less integration of education and Big Data. Foreign countries pay more attention to the technological innovation of Big Data and there are relatively blank in the field of educational practice. The research in this thesis will explore the bridge between Big Data and spoken language education and lay a solid foundation for future research.*

[Keywords] *Big Data; English speaking; education; influence*

Introduction

With the rapid development of information technology in the 21st century, human society has entered a new era of Big Data.（Viktor, 2012）In the era of Big Data, both people's lives and learning have been given more diversified forms. In the high-speed data environment, cloud data shows that these high-speed and varied data are being learned and worked in large numbers. In the era of Big Data, people's behavior and thinking patterns have changed dramatically. The era of Big Data has had a far-reaching impact on traditional oral English education. No matter the concept of education, teaching methods or teaching behavior has undergone tremendous changes. Big Data has undoubtedly provided a broader educational space for college students' oral English education, but at the same time it has brought even more severe challenges to the era of oral education in university in the new era. (Cukier & Viktor, 2013) In the era of fast-changing Big Data, a teaching reform is quietly underway, requiring university English teachers and students to be united.

The Existing Problems in Oral English Education of College

In English learning in our country, English classes in universities are generally divided into two parts, one is the listening practice and oral practice in the speech classroom, and the other is the course study in the ordinary classroom.（Mo, 2016）In the course of ordinary classroom learning, students will learn various aspects such as words, grammar, reading, writing and education. China's education will always have the drawbacks of exam-oriented education, and the proportion of English reading in examinations is the highest. This causes teachers to be inclined to prac-

tice grammar and reading in the course of study. In the course of the speech classroom, the listening practice will have a greater proportion in the subsequent examinations. Therefore, for the practice of oral education, there will be very little special explanation, and no special class hours will be arranged for learning. This results in a great lack of time in the setting of college oral English education, resulting in an extremely unreasonable situation.

In the course of learning, for current college English courses in English learning materials, nowadays universities generally adopt new concept English. In addition to textbooks, this set of teaching materials has related supporting listening and reading materials. However, there are no special textbooks for the spoken English education. Some professions with a high level of English proficiency, such as international economics and trade, may also be accompanied by foreign teachers for oral English teaching. However, the general professional practice of oral English education is generally be the exist of the final part of each chapter in the textbook, and this textbook does make it difficult to form a systematic education of spoken English, so that our college spoken English education has been greatly affected. In the classroom, the teachers will not focus on the oral education. Even the students are only required to practice themselves. Without specialized teaching materials, learning about oral education will also be ignored.

As a student, in fact, the most troublesome should be learning English. After all, English is a language. The use of language is often expressed in spoken language. Oral English is a comprehensive investigation. It will be comprehensively reflected in the use of spoken English. However, in the usual teaching process, because the teacher's explanation is not enough as the usual practice, it will produce even if the word reserve is still relatively good, but there is no way to use English to communicate. This kind of bottleneck will make students feel very difficult. Coupled with the relatively small amount of spoken language on the exam, students will have an escaping mentality and form a vicious circle. Over time, they will lose interest in learning spoken English and they may have bored mentality. This situation will be even more detrimental to the development of English speaking education and teaching activities.

The ultimate goal of college oral English teaching is to enable students to communicate proficiently in English and to develop students with certain intercultural communicative abilities and language literacy. In the ecological system of college spoken English teaching, teachers and students are the ecological factors, which are the main parts of this ecosystem. (Pata, 2009) Teachers' attitudes, student attitudes, teachers' teaching methods, students' enthusiasm for learning, teacher's teaching ability, student's learning level, and personality traits are all necessary factors to constitute this ecological environment. All these ecological factors are mutually reinforcing and mutually restrictive. If we want to achieve a harmonious and unified teaching ecological effect, we should give full play to the role of various ecological factors, coordinate the relationship between each other, and achieve a harmonious unity of teaching ecology. In the teaching process of college spoken English, teachers need to build the entire teaching process into an organic ecosystem, coordinate the relationships among the various ecological factors within the ecosystem, and make them harmonious and unified.

The Influence of Big Data on Oral Education

The era of Big Data has undoubtedly produced many influences and changes on the teaching of oral English education in colleges and universities. Some changes have been around us, while others are still in the bud. But it has surprised us by the effect it has shown on spoken English education. The positive impact of the era of Big Data on college oral English education and teaching is reflected in the enrichment of resources for teaching spoken English education. Using the network environment, teachers can obtain different forms of educational resources from various me-

dia platforms. There are also many mature spoken English education software. It can help teachers to achieve online spoken language education and teaching. In the age of Big Data, oral education can be combined with practice and expression. Students can be both oral educators and readers. Because spoken English education will be noticed by other students, the students' oral education will have real meaning and enhance their enthusiasm for oral English education. In addition, the era of Big Data has greatly improved the limitations of teacher evaluation in traditional oral English education and teaching, and related online assessments can more intelligently assess students' practical oral English education skills.(Viktor, 2012)

There are a lot of ways of teaching activities, such as multimedia use, Internet Demonstration Courses, Usage of Apps and Wechat. The use of Big Data technology in English classroom education has a wide application space in classroom teaching. The most important purpose of the application of Big Data technology in English education is to improve the effectiveness and efficiency of students' English learning. First of all, the use of popular multimedia equipment is now a type of Big Data application. There are a large number of high quality resources on the Internet today. Follow-up will be mentioned. Through the application of Big Data analysis technology and acquisition techniques, various media can be used to make beneficial changes to the English classroom teaching model, teaching methods, and learning behavior. In general, important information such as homework information and daily learning information in the classroom is often overlooked. Through Big Data collection technology and analysis technology, these important information can be discovered and organized in a timely manner. Not only can we provide students with more personalized services, but also improve the students' English test scores and their usual attendance. For example, through Big Data technology, can a student's poor performance in English be analyzed in a timely manner because of factors that influence the surrounding environment? Is it because the content of the study is not available? Or because of illness?

The arrival of educational Big Data has provided unlimited possibilities for the realization of student autonomy and individualized learning. Students have access to an unprecedented amount of online learning resources, and they have the opportunity to receive the fine course education of the top elite schools through the Mood Online Learning Platform of the world.(Cheng & Jin, 2013) The online real-time interconnection helps teachers to treat students needs differently, that is, different types of courseware are presented according to different needs of students in the same English class, so that each student can experience a personalized foreign language class suitable for students in reading class or other learning. The use of interconnected terminals in the session will generate a large amount of valuable data. If the terminal is used as a substitute for teaching materials, it will record the length of time the student stays on different pages, the speed of page turning, and whether there will be a look-back phenomenon during reading. How long each time is spent, what kind of reading order is adopted, what part of the content has been used for feedback operation, etc. With these data we can analyze what the students are interested in and what the reading habits are, whether to invest time in earnest learning. Each student's learning activities at different times and in different places will generate more and more data traces, and this kind of data has the characteristics of being cumulative and relevant. From a technical perspective, with the help of data extraction and integration to obtain information on student learning behavior, we can summarize what is a good individual learning habit, what kind of learning method is the easiest to grasp knowledge in general, and so on. The function is to provide early warning when self-study of student appears to be misaligned, so that students can adjust bad learning behavior in a timely manner. Teachers can also use these data and analysis results to immediately reflect on teaching and adjust teaching, so as to improve class-

room teaching level.

WeChat is not strange to us. Many times, we use WeChat to chat. We are not unfamiliar with the application. There are numerous English voice chat rooms. Use WeChat to create an English community or communicate in an English voice chat room. Can achieve a good learning effect. And the identities of the participants in these applications vary. Among them, most are businessmen, students, housewives, senior white–collar workers, foreign Chinese, immigrants or students studying abroad. Most of the domestic participants are university students and English teachers, or business workers who need English at work. From the regional characteristics and occupational characteristics of the above–mentioned participants, it can be seen that the English level of the participants is medium to high level. Its spoken language level is higher than college students. Moreover, the social education background, work experience, and life experience are all quite rich and constitute a virtual and real English network society. As online English chat rooms adapt to the development needs of modern society, the number of participants is on the rise. For example, there are as many as 150–200 people per day in Organic English English voice chat rooms.

Feedback is an important process of education and learning. It exists in all aspects of teaching activities. The main participants in education activities mainly include passing exams to reflect the quality of students' academic performance and teachers' teaching methods are reasonable and effective. Through the student's comprehensive performance in the school to feedback the level of students' overall quality; Through the student's learning effect feedback on the use of books, teaching materials is good or bad; Through the student's homework to complete the feedback on the student's parents to the student's learning degree of attention, etc. Feedback of the relationship. The accuracy of this kind of feedback is doubtful. It is based on the combing and exploration of small–scale small events, short–term results, and the relationship between causes. It is often from a macroscopic level that the direction of the change of influence relations is derived.

Therefore, Big Data technology should be used in the education of spoken English. It can not only record the learning situation of the students at ordinary times, but also apply Big Data technology in the examination to help make the English test more scientific and reasonable. In this way, the English test can be set up. A wide range of targeted considerations of students' English learning and answering questions are a variety of factors. During the examination process, the results of the test papers and class performance can also provide teachers with a large amount of data. Through data acquisition technology and data analysis technology, it is helpful to know in detail the students' English learning situation and memory situation. In the next issue, they will be closer to the actual situation of study, and set up a personalized problem that is more suitable for students. An education system or system that promotes oral English learning

The Significance of Big Data to College Oral English Education

In the era of Big Data, our spoken language education resources have been greatly enriched to some extent. The explosion of quality teaching resources has increased. The traditional curriculum theory holds that "courses are the synthesis of schoolwork and its processes." It is embodied in three forms: curriculum plans, curriculum standards, and textbooks. English teaching as an educational and teaching activity also meets this view. The education based on the Internet and computer technology, whether it is educators or educators, can participate in education and teaching activities without any geographical restrictions. English teaching is no longer limited to English textbooks in classroom education. The corresponding curriculum plans and curriculum standards will become more diverse. At the

same time, the Internet provides a convenient circulation for the circulation of teaching resources, and more importantly, users of a large number of teaching resources can quickly evaluate it. Through the reflection of a large number of evaluation data, it is possible to accurately evaluate and screen teaching resources. This further promotes the availability of quality teaching resources that are more quickly recognized by participants in educational activities. Obtaining the highest quality educational resources is the basic feature of teaching in the era of Big Data.

In traditional spoken language education, we learn through classroom exercises or reading aloud. However, the era of Big Data is also an era of high technology. With the continuous popularization of electronic computers, this has made our learning and oral education methods unconsciously. When we conducted oral education, we improved the efficiency of our oral education by using high-tech products such as computers. Oral language learning ranges from a single classroom professor to multiple ways of teaching. In the context of Big Data, the memory function and association function of various electronic products will effectively reduce the error rate in the oral education process and enable more timely correction.（Ge & Xing, 2015）

Teachers' teaching methods and levels will change under the Big Data environment, education will no longer be a social science based on ideas and experience, but a real empirical science. For foreign language teaching, the current teaching methods are mainly teaching methods based on language transfer information, such as lecture method, conversation method, discussion method and reading guidance method. In English teaching in the context of Big Data, in addition to the above teaching methods, teachers also include data analysis of teaching data generated during the process of mastering foreign language teaching in order to guide specific teaching activities. The teaching activities mentioned here do not refer to an individual or a school or a certain area, but are all the same type of foreign language teaching activities that are not restricted by the region and time and space. The higher teaching quality of teachers depends not only on the teachers' solid professional knowledge and rich teaching experience, but also on the mastery of Big Data generated by teaching activities. Big Data analyzes the long-term behavior of teachers and students, and draws targeted teaching behaviors, teaching habits, and teaching methods. The teaching quality can be evaluated, analyzed and improved through technical aspects.（Mo, 2016）

Implications and Conclusion

Nowadays, big data has been widely used in many fields at home and abroad, which also proves that Big Data has four types of features: large capacity, variety, speed, and high value. It can combine various industries and assist each other. The industry seeks better and more optimized operating models. Although the application of big data in college English teaching and oral education in our country has not been widely extended, but the effect of the application in existing media is also considerable. Through the study of the paper, we can also see the application of big data in the field of oral English education. The operability is relatively strong, and the possibility of big data application in the field of spoken English education is also relatively wide. Although the impact of today's development cannot be simply evaluated with good or bad, we should let practice and time test it.For the application of big data in oral English education, we should make careful choices. First of all, we should take the initiative to understand big data. Under the circumstances of mastering the characteristics of big data, we should thoroughly analyze the pain points of oral English education and actively use the advantages of big data. To solve the problems arising from the practice of spoken English education. Let big data have the greatest positive impact on the teacher's teaching activities and student's learning behavior. Really using big data as a tool does not produce more and more defects. Reasonable use of

big data makes the development of college English oral education teaching better in China.

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The Construction and Practice of the Flip Classroom in the Background of Rain Classroom

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[Abstract] *In recent years, with the rise of the Flipped Classroom in China, Tsinghua University launched this application software called the "Rain Classroom". This study combines the advantages of the Flipped Classroom and the Rain Classroom, and constructs the teaching mode of the classroom based on the Rain Classroom. Taking the course of "College English" as an example, this teaching mode is specially applied. This paper analyzes the teaching effect of the teaching mode.*

[Keywords] *Rain Classroom; Flipped Classroom; Teaching practice*

Introduction

Teaching philosophy on the Flipped Classroom

The Flipped Classroom is a new type of teaching mode which allows students to study teaching video, audio and other learning materials by themselves before the class through the network. During the class teacher carries out classroom teaching by organizing students' learning groups. This teaching mode was first experimented in 2007 by Jonathan Bergmann and Aaron Sams who are chemistry teachers at Rockies Park High School in Colorado, USA, in 2007. In recent years it has become the hot spots by the global education sector concerned about frequently.

Application of Rain Classroom

In April 2016, XuetangX and Tsinghua University online education office developed teaching tools jointly－－ Rain Classroom officially opened to the public freely. It is a hybrid teaching tool. It gives a new experience before and after class. It also supports multi－screen interaction, answering barrage, large data analysis (Zhang & Guo, 2016). Teachers and students only need to master WeChat and PowerPoint.

The Construction of the Classroom in the Background of the Rain Classroom

Needs of the Flipped Classroom

During the traditional classroom the teacher is the master and the center. Students are subject to the teacher and

learning passively. The teacher and students' activities are always subject to the lesson plan under this kind of teaching mode. What teachers consider the most is how to teach in the traditional classroom, rather than how students learn. Students are always learning passively. There are very few opportunities to do independent exploration and co-operation. Therefore, teachers must be based on student learning behavior and learning characteristics of the reconstruction process to adjust the teaching method (Yang, Zhang & Zhang, 2017). The Flipped Classroom is adapted to the needs of students. It solved the shortcomings that the teacher is the center. In the Flipped Classroom, the student is the master and the center. Students can design or organize their own learning plans according to their own situation. The teachers are equivalent to student's coaches and become facilitators and mentors for learning. The Rain Classroom is easier to achieve if teachers want to record the learning behaviors of physical classroom and the Flipped Classroom (Yuan, 2016).

Analysis of the function of the Rain Classroom

The Rain Classroom is a plug-in for PowerPoint presentations that links teachers and students through microseconds. Students and teachers can make their own characteristics of the PPT when teachers establish the smart class. Students can play in or out the class or classroom. At any time teachers can analyze and grasp the full range of students' learning situation by using their own mobile phone through the Rain Classroom which provides three-dimensional full-cycle data.

The Practice of the Flipped Classroom Supports by Rain Classroom

In this study, we randomly selected students of the four classes in the 2016 classes, which were divided into two classes according to the college entrance examination and freshmen English test. A total of 117 subjects were used as experimental groups. The other two classes were 127 as the control group. Students covered some majors of chemistry, Chinese, primary education, political and history, and finance. From the second semester of 2017, the instructor of the experimental group used the teaching mode which was the Flipped Classroom in the background of Rain Classroom. The course lasted 17 weeks and in fact taught 16 weeks and four periods per week.

Pre-class preparation

Students will be divided into a number of groups by the teacher before class. Each group makes the discussion in accordance with the assigned tasks for pre-class knowledge. Students can ask the teacher through the WeChat platform at any time and teachers must do online guidance. Students uploaded PPT produced by themselves to the teacher, then the teacher re-produced it and uploaded to the Rain Classroom. At last it is released to the class. Students can enter the Rain Classroom to begin to preview, while the teacher can read the publish news and puzzles sent by students. Teachers can use platform of the mobile phone to answer. And the teacher can also check the students' preview, urge students to self-study on the platform. At the same time teachers can also leave a refresher pre-class exercise for students to complete, and on the platform to see the completion of the students. Through the data analysis of the Rain Classroom, teachers can fully understand the learning progress, learning weaknesses of each student before the class.

Classroom teaching

Each collaboration team assigns a student to have a lecture in accordance with the division of the members of the

group. After the end of the class, the teacher and other groups of students will have a discussion. The teacher also will give some supplementary materials. Then the students will use the voting function of the Rain Classroom to give each team score. Each group's score and teacher's scores will be account for 50%, at last integrates into the final results. The teacher and students will select the most excellent PPT and best student lecturer after every unit. Each group member must complete a PPT or classroom presentation in one semester, which not only reflects the group members' sense of honor, but also provides demonstration for other students, and thus improve the participation and enthusiasm of students to learn. It also creates active classroom atmosphere and enhances students' interest in learning. After each flips, the teacher adjusts the content of courses about the next classroom according to the students' feedback.

An Analysis of the Effect of the Flipped Classroom in the Background of the Rain Classroom

At the end of the semester, we used SPSS to analyze the effect of the Flipped Classroom according to their academic achievement. See Table 1 and Table 2 for details.

Table 1 Paired Samples Test for Teaching Effect

	Paired Differences					t	df	Sig. (2–tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2–tailed)
				Lower	Upper			

Table 2 Independent Sample Test for Teaching Effects

		Levine's Test for Equality of Variances		t–test for Equality of Means							
										95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2–tailed)	Mean Difference	Std. Error Difference	Lower	upper
Academic achievement	Equal variances assumed	3.946	.048	3.165	243	.002	3.88679	1.22809	1.46774	6.30585
	Equal variances not assumed			3.124	217.193	.002	3.88679	1.24398	1.43497	6.33862
	Experimental class Score	Semester 1— Semester 2	–1.27586	6.86210	.63713	–2.53789	–.01383	–2.003	115	.048

We did with the sample T test in the experimental group according to the students' learning achievement. We got the results of the diachronic test. From Table 1 you can see the value of sig less than 0.05, indicating that the mean difference between the two groups were significantly different. According to the size of the two groups in the table can determine the size of the first semester of the experimental class was significantly lower than the average of the second semester. Similarly, SPSS was used as the independent sample T test of the experimental group and the control group to obtain the co-test of the student's academic achievement. As can be seen from Table 2, the variance of the two groups is homogeneous, that is, the variance is equal. The value of sig is less than 0.05 indicating that there is significant difference between the experimental group and the control group.

Students' basic knowledge examination results are significantly different from the control group, and the advantage is very obvious. Combined with the results of the questionnaire and interviews with individual students, we found that we may not only focus on teaching innovation and practical ability of training, but also emphasize the concern of knowledge teaching. The combination of the two fully mobilizes the enthusiasm of students to learn independently, and enhances the ability of students to self-study.

Concluding Remarks

In summary, the teaching practice of the Flipped Classroom in the background of the Rain Classroom has changed the existing curriculum teaching and the students' learning mode to a great extent. It conforms to the development of educational informationization. It is based on high-quality educational resources and e-learning environment. It is the core of innovation for the purpose of learning and education mode (Ministry of Education, 2012), which is issued by the Ministry of Education, "Education Information Decade Development Plan (2011-2020)". Teachers' teaching ideas and the teaching methods need to continue to innovate. This is the challenge that our time gives teachers.

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A Discussion on Cross–cultural Adaptation Problems and Solutions among Russian Students in China

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[Abstract] *Based on the teaching experiences with overseas students from Russia, this paper looks at their cross-cultural adaptation through their stay in China. The paper tries to analyze the influencing factors of cross-cultural adaptation from the following aspects, such as the daily life management, enrollment guidance, teaching courses arrangement, activities' design and language partner pattern, and offer corresponding solutions in the hope of providing something for reference for the industry of teaching foreign students in China.*

[Keywords] *Russian students in China; Cross-cultural adaptation; Solution*

Introduction

With the propelling of Chinese the Belt and Road Initiative, the number of coming China foreign students is in–creasing continuously. The neighbor country Russia has deepened cooperation with China in various fields as a sup–porter and a partner of the Belt and Road Initiative, including the sending Russian students to study in China and in the meantime, a series of problems appeared accompanying their stay in China, especially the problem of cross–cul–tural adaptation, which has received a big attention of Chinese language teachers and Chinese administration staff. The adaptability situation of Russian students will affect their learning and living in China as well as the evaluation of China, so it is very necessary to pay attention to the research of their cross–cultural adaptation and the corresponding solutions.

Influencing Factors of Cross–cultural Adaptation of Russian Students

Since 1993, more than 1,000 Russian students have been studying in our university, and the amount of students

is increasing. The high satisfaction of the overall students was proved by the several surveys and interviews, but the problem of cross–cultural adaptation became obvious. Russian students did not get used to eating Chinese food and Chinese–style teaching methods; furthermore, the limited social circle became obstacles of foreign students' adaptability. The above–mentioned phenomena push the author to understand the influencing factors of cross–cultural adaptation, and propose some suggestions to solve the problems.

Firstly, the change of living environment influences the cross–cultural adaptation of foreign students. Furnham and Bochner (1986) pointed out that there is a certain relationship between life change and physical and mental health, and the average correlation between life change and mental disorder is 0.35. In other words, the changes in dietary habits, weather changes and accommodation may influence international students physically and psychologically. In the unfamiliar living environment, the food becomes the top focus and the biggest challenge. Many Russian students report that Chinese food in the school canteen is very spicy, oily and greasy; therefore it often causes stomach upset. The previous experience of studying abroad also plays a certain role in cross–cultural adaptation. Relatively speaking, someone who has overseas study experience is easier to adapt to another foreign culture, and be able to actively acclimate themselves in new surroundings. In fact, most of the students don't have the experience of studying abroad, so the first visit of foreign country may inevitably produces the bad mood, such as the sense of anxiety, fear and loss, and all these situations need more care and help from teachers and management personnel in China. The change of living environment is an important factor which influences the cross–cultural adaptation of international students.

Secondly, the change of learning environment and teaching approaches bring difficulties to foreign students to adapt themselves. Generally, the Russian students join one semester academic study in our school so both teachers and students feel stressful a lot because the students should improve their Chinese communicative ability in a short time. According to the survey of Russian teachers and students, it was found that Chinese language courses in Russia mainly were conducted by translating or interpreting in Russian, and the teachers are the centers of the Chinese language class. If the teachers explain too much in class, the students hardly have chances to speak out and practice in class; if the teachers pay too much attention to teach grammar, students have no time to practice the language communication ability in class. Our school's Chinese language teaching employs "communicative language teaching method", which keeps teachers' eyes open to cultivate students' ability of communicating in Chinese language. Student's different adaptive capacity and learning differently in class bring huge challenges to the Russian students.

In addition, interpersonal communication also becomes a factor that influences the cross–cultural adaptation of foreign students. Interpersonal communication plays a very important role in the development of human society and it is an important part of cross–cultural adaptation too. Therefore, when Russian students and Chinese students meet each other, the differences in interpersonal communication affect the smooth communication, although Russian students have studied Chinese in their universities in Russia, and actually the real Chinese communicative ability is very weak. Everybody knows that the language is the main tool that can be used to exchange thoughts and deliver feelings. So if these students fail to communicate properly, they are hard to adapt to the new environment. Moreover, the different life values and communicative habits bring difficulties to speak to Chinese people actively. If the Russian students speak Russian and only ask for help from their Russian classmates, they may lose the chances to contact with Chinese people, and it should result in the worse integration of social and study life. Therefore, the situation needs the social support so that the school and teachers should build a communication platform between the Russian students

and the Chinese. Good interpersonal communication will play a positive role and promote Chinese language learning.

Solutions to Cope with Cross–cultural Adaptation

Enhancing students' daily life management

In order to let Russian students to acclimate themselves the new campus life in China as soon as possible, the Chinese school management should take some measures to help them. And the school rules and regulations may help the students behave well. About the food, the school should better serve international students to meet their needs. The school should constantly improve the quality of food and harmonize with the school canteen and Russian students, and prepare food on the basis of the dietary habits of Russian students. In addition, the school should set up the international student administration office to regulate the life of all international students in the university, and provide guidance for these students to participate in after–school activities. The school should appoint a class teacher and a dorm teacher to be in charge of the students' study and daily life respectively.

Concerning the international students' accommodation, Russian students will stay with Chinese families alternatively. They will benefit from speaking Chinese to improve their abilities to communicate in Chinese. Schools also can provide students' dormitories to students stay on campus and employ administrative staff to help the Russian students. In order to avoid the culture conflicts and misunderstandings, these students' administrative staff should be trained to have the cross–cultural communication abilities before they start to work. The school should do a good job in support, and constantly improve the international students' management system so as to offer better learning and living environments, and attract more international students to come to China and study.

Providing a good guidance to enrollment and learning courses

Due to the insufficient information of the climate, food, local conditions and customs in Changchun, Russian students usually suffer from culture shock. The term "culture shock" was introduced by Oberg (1958), which refers to an occupational disease of persons who have been suddenly transplanted abroad and it is caused by anxiety that results from losing all the familiar signs and symbols of social intercourse. So the school should carry out an appropriate guidance to enrollment let students have a brief understanding of Changchun including general information about the city and local customs in Changchun, and the learning courses also. The regulations of the school and the campus resources should be introduced well to the students too. With adequate cognitive and psychological preparation, foreign students will keep the initiative status to adapt new culture. The proper expectations determine the correct evaluation on the new environment, so the guidance to enrollment is an essential part of the process of recruiting international students. It ensures that the students start a new life in a new place smoothly.

The school should draw up the teaching objectives and curriculum plans based on the actual situation of Russian students to guarantee the quality of learning, which is guaranteed by teachers, and these teachers play a very important role in strengthening Chinese language proficiency and cultivating intercultural communication skills, therefore, the school should appoint highly qualified teachers who have strong cross–cultural communicative ability. These teachers must take on account the cross–cultural communication when they prepare classroom teaching, and they must insist this aim as the fundamental goal of classroom teaching all the time. Teachers should show solicitude for students' changes in mood, and help them to get rid of bad moods to acclimate themselves the new environment.

In addition, students' textbooks could be prepared about the city, which they live in the future, and includes the introduction of local conditions and customs, geographical features, natural environment and so on. These tailor-made textbooks will help students to understand and learn the correct expressions in their daily life and communication. Textbooks not only enable students to acquire language knowledge, but also cultivate students' ability of intercultural communication. At the same time, the school will open Chinese cultural courses, such as paper-cutting and calligraphy, and help the students to experience Chinese culture, thus to understand and accept Chinese culture better. The school teachers must try their best to summarize Russian students' characteristics and habits of learning Chinese to choose the best teaching methods, and strives to improve their Chinese listening, speaking, reading and writing skills.

Designing cross-cultural communication activities

Chinese-language teaching and learning is very closely related to the cross-cultural adaptation of international students, and it is also an important channel for international students to gain cross-cultural adaptability. Teachers can help students improve their cross-cultural adaptability through classroom activities and extracurricular practices.

First, teachers can design diversified cross-cultural communication classroom activities. Teachers can assign some discussion topics, for example, the ways of greetings by Russians and Chinese people, the comparison of school study life between Russian students and Chinese students, and two countries' urban traffic problems. Students also can compare the differences between two cultures through interviews, oral presentations or role-playings. In addition, students can have a further understanding of Chinese culture via watching Chinese films and cartoons. The intuitive way aids the students obtain information easier. Watching movies follow role-playings or discussions that may boost the classroom atmosphere and make language learning diversified, and enhance students' abilities to solve cross-cultural adaptation problems.

Second, Chinese teachers encourage foreign students to get out of the classroom and participate in social activities. Usually the classroom activities are finished in the certain language settings created by teachers. In practice, the real daily communication with Chinese people can improve students' ability to use Chinese in real life. Therefore, the teachers need to extend the range of the activities from classrooms to outside-classrooms, and let students to take part in various extracurricular activities and practice. It will help students to improve their self-confidence and self-efficacy, reduce the psychological pressure because of the cultural distance, and have a positive impact on cross-cultural adaptation. Before participating in extracurricular activities, the teacher must set up the language tasks, and after the activities, the teacher should give feedback in class, and the teachers and students should share the experience of participating in the activities so as to band the classroom and outside-classroom activities together. Students in our school were organized to join a lot of extracurricular activities, such as visits to the elementary and middle schools in the city and local tours in Changchun area. These activities helped students to improve Chinese level, and experience the Chinese life, and use learned knowledge to solve the problems of cross-cultural adaptation to acclimate themselves the new way of communication and the living environment. The encouragement of the Russian students to participate in China's social and cultural life, will broaden students' channel of communication, and promote their understandings of Chinese culture and accept it easily.

Third, the "language partner pattern" will enhance the cross-cultural adaptability of foreign students. The language partner pattern has become an assisted teaching method in the teaching international students. If the interna-

tional students want to blend into a new culture, they need the social support from the new culture. If international students receive informational, emotional and moral supports, they may reduce the pressure of cross−cultural communication and promote their adaptation to Chinese culture. By organizing various activities, the Russian students and Chinese language partners will increase the understandings of each other's culture, and create a friendly social support situation, and cultivate their favorable impressions and recognition of Chinese culture. For international students, the language partner is one of their most important social supports. Our school's International Students Affairs Office arranges students who major in International Education of Chinese Language Department to form language partner groups, which are featured in one−to−one or one−to−two mutual−aid teams. These Chinese students have learned theories and methods of teaching Chinese as a foreign language, and they finished cross−cultural communication course also, so they are able to combine the theories and practice. By opening a language communication class, the language partners can join the class and assist their Russian language partners to finish classroom tasks together to improve their Chinese language communication ability. The discussion topics will be prepared by the teachers and they are related to the textbook and the class learning objectives, for instance introducing one of his or her friends, shopping experience in China or their home country's traditional holidays to their language partners. If the both sides students have difficulties to communicate each other due to cultural differences or the different understandings of Chinese words, the teachers should assist them to solve problems. Language partners not only provide guidance for foreign students' study, but also offer more direct and effective help in their daily life. Chinese students and Russian students have differences in personal values and social etiquette, so it is necessary that they need seek common points while reserving differences to promote cultural exchanges and achieve multiplex development.

Conclusion

The foundation of state to state relations built on the friendship between peoples; the friendship between people built on each other's cultural integration; the each other's cultural integration built on the language communication; the language communication based on the cultivation of talents; and the cultivation of talents based on the education. International students in China play a very important role in promoting the communication between peoples in the world. As a part of education, the cultivation and improvement of intercultural communication ability of international students in China has a significant impact on the Belt and Road Initiative. Cross−cultural adaptation is a gradual process, which requires the joint efforts of society, schools, teachers and international students. The study of the cross−cultural adaptation of Russian students in China will contribute to the development of international students' education in China and to promote international exchanges. But the results of current research and study are relatively weak, so this article hopes to attract more and more Chinese teachers who teach Chinese as a foreign language and management staff to pay more attention to the cross−cultural adaptation problem and propose more suggestions to solve the problem more effectively.

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Application on Educational Ecology in English Cooperative Learning in Rural Middle Schools

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[Abstract] The application of educational ecology in English cooperative learning in rural middle schools is feasible for the theoretical foundation of the theories of educational ecology, i.e. the law of limiting factors, tolerance, niche and the Allee's principle. It meets the needs of social development and curriculum reform, the requirements of national English curriculum (2011 version) and the needs of English teaching in rural middle school. The basic idea of teaching in educational ecology is to organize classroom teaching with integrated, biotic, developmental and to respect students' subject status, which is basically consistent with the requirements of English teaching in the new curriculum. By using social clustering and Allee's principle to divide students into groups, creating harmonious and ecological English classroom environment, it proves that the application of educational ecology in English cooperative learning in rural middle schools can not only stimulate students' interest and enthusiasm in learning English, build up their confidence in learning English, but also improve students' English grades, and cultivate their awareness and skills of teamwork.

[Keywords] Application; Educational Ecology; English Cooperative Learning; Rural Middle Schools

Introduction

The 21st century is the century of the pursuit of ecological harmony. With the ecological balance and social harmony being deeply rooted among the people, the theory and concept of the eco-system have penetrated into the teaching field, guiding the teaching practice and contributing to the rise and development of educational ecology. English education focuses on the process of students learning the language and the students' active participation, cooperation, communication, independent thinking, self-learning, and develops good quality and innovation in the process of language learning. In recent years, with the continuous advancing of our new curriculum reform, the curriculum reform advocates cooperative learning. So ecological cooperative learning meets the needs of social development, the curriculum reform and the requirements of National English Curriculum (2012). The large-scale class is very com-

mon in rural middle school. There are at least 60 students in a class, so it's difficult for teachers to focus on every student. What's more, some students in rural middle schools have not learned English in primary schools, they are Junior-begun English learners. In English class, the teachers always keep speaking and what the students should do is to write down what the teachers teach mechanically. For kinds of reasons, the teachers' English professional quality in rural middle schools is always poor, for example, poor pronunciation, out-dated teaching methods and backward teaching concepts. Cooperative learning can strengthen students' cooperative awareness, reduce their anxious, build their confidence and stimulate their interest in English. So cooperative learning meets the needs of English teaching in rural middle School.

Cooperative learning can be traced back to the ancient Roman period. The research of cooperative learning abroad and at home mainly lies in the theoretical aspects (i.e. the elements, the definitions, the basic theory) and the practical application (the implementation strategies and methods, such as team-games tournament, jigsaw instruction method, student-team-achievement division, group investigation, learning together, team-assist individual learning, structural learning, cooperative integrated reading and composition, and so on) of cooperative learning. The term "ecology" in official used in educational research may begin in 1932. Researches on educational ecology abroad emphasize the basic spirit of the ecology -- comprehensive, contact, balance. And the content of the research is mainly focused on three aspects -- micro educational ecology, educational ecological factor, macro educational ecology. Researches on educational ecology in China began in Taiwan in1960s and mainland in 1970s-1980s, received more and more attention from 2004 to 2017, especially after 2000. The research fields mainly exist in higher education, macro educational ecology and the structure and level of educational ecological environment, fewer in primary and secondary education, or regional educational ecology.

Yet there still exist many problems in the process of the classroom implementation. The relationship between teachers and students is not natural, and cooperative learning is just a form. Educational ecology, especially the law of limiting factors, emphasizes the connotations of system, coordination, circulation, symbiosis, and so on. There are many researches on cooperative learning in English language teaching, but through the data in CNKI, there are fewer researches on cooperative learning in English language teaching in rural middle schools. What's more, there are even few researches on cooperative learning in English language teaching in rural middle schools from the perspective of educational ecology. Cooperative learning emphasizes student-centeredness; educational ecology emphasizes harmony and balance. There are some relations between these two aspects. Cooperative learning is good for harmony, and balance is also good for the implementation of cooperative learning. Based on this, this study attempts to apply educational ecology to English cooperative learning in junior middle schools to explore the new path of cooperative learning and to provide a new perspective for the educational ecology theory.

Educational Ecology and Cooperative Learning

Educational ecology is a broad subject with many theories which are related to cooperative learning and can guide its implementation. The theories of law of limiting factors, tolerance, niche and the Allee's principle, provide the theoretical foundation for the feasibility of the application of educational ecology in rural middle schools' English cooperative learning.

The Law of Limiting Factors

In the educational ecosystem, whether it is individual ecology or group ecology, large ecosystem or a small eco-system, there are limiting factors, and almost all the ecological factors may become a limiting factor. In cooperative learning, the group size, the relationships between teachers and students, the personalities of the group members, the relationships among the group members, etc. are likely to become limiting factors to influence cooperative learning. Therefore, during the cooperative learning, teachers should know the personalities and learning style of group members, the relationships among them, then exclude the limiting factors or change the limiting factors into non-limiting factors, enhance the coordination and solidarity within the group, reduce interference and barriers, and promote group learning and activities.

The Law of Tolerance

The tolerance of organism to an ecological factor is limited. "Over" and "less" are harmful, which is also known as the principle of optimum (Wu & Zhu, 2000, pp. 161–164). The ecological factors in the classroom ecosystem have their own tolerance, which is the upper limit and the lower limit that the ecological factor can adapt to. When the eco-logical factor is between the upper and lower limits, it will develop smoothly, but once the upper limit is exceeded or it is less than the lower limit, it will have the opposite or negative impact. As for the English class size in rural middle school, it also has its own upper and lower limit. Now the large-scaled class (more than 60 students) brings the class-room crowdness, air-pollution and pressures, which affects the healthy development of the classroom ecosystem. Sim-ilarly, the number of a group should not be too much or too little, and it should be a moderate number, which are usu-ally 4–6 students. The size and the degree of difficulty of the tasks assigned by the teacher should be compatible with the level of the group members.

The Niche Theory

According to the theory of ecology, niche means that in a community, each species has a different temporal and spatial location from other species, and also includes functional locations in the biome. Because there is fierce compe-tition between species on the same niche, no two species can occupy the same niche for a long time (Wu & Zhu, 2000, p. 172). Similarly, in the ecological system of classroom teaching, students have their subjective factors such as abili-ty, personality, self-efficacy and objective factors such as interpersonal relationships, they have their own niche and are in the corresponding position. In terms of its physical niche, the traditional seedling seat puts the teacher in a con-descending position, enlarges the psychological distance between the students and the teacher, and it is not conducive to the interaction and communication between teachers and students. In order to improve this situation, teachers can arrange different seats based on the content of the class, such as horseshoe, a circle and so on. In terms of its social niche, due to the particularity of English class, export-oriented students with strong English ability are often able to speak actively. Compared with other students, they take up more classroom time, get more practice, and it also causes the inequality of resources distribution.

The Allee's Principle

The Allee's Principle points that the density of the population varies with the type of the organism and the envi-ronmental conditions, and that it will have a limiting effect if it is too sparse or too dense, so that each creature should

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have its own optimum density (Wu & Zhu, 2000, p. 188). In the ecological system of classroom teaching, although teachers can not determine the class scale, they can arrange the seat creatively and make appropriate adjustments based on the principle of Allee. When conducting cooperative learning, the teachers can divide students into the best learning group with three to five students (known as the learning community). It refers that learners, including experts, teachers and students, focus on theme and create unique cultural atmosphere, the dynamic structure of the context in the same learning environment through participation in activities and conversation, assisting, solving problems, reflecting and so on. Importantly, teachers monitor and guide the group learning in the micro-ecosystem (English classroom) by exchanging emotions, sharing experience, promoting and complementing each other.

The Application of Educational Ecology in Rural Middle School Cooperative Learning

Educational ecology provides rich theoretical foundation for English cooperative learning. According to the reality in rural middle schools, we can apply educational ecology to English cooperative learning by dividing students into groups with Social Clustering and Allee's Principle, creating the English classroom physical environment under the educational ecology.

Dividing Students into Groups with Social Clustering and Allee's Principle

In educational ecology, there are formal, semi-formal, informal and reference social clustering groups. The learning group is a formal group. The size of the formal group is not arbitrary but determined by the teaching and tasks. Allee's Principle, also known as the principle of optimum density, points out that the density of the population varies with the type of the organism and the environmental conditions, and that it will have a limiting effect if it is too sparse or too dense, so that each creature should have its own optimum density (Wu & Zhu, 2000, p. 188). So the number of group members should be moderate, and should adapt to the size and difficulties of the tasks.

Choosing the Group Scale Suitably and Flexibly

The law of tolerance shows that the ecological factors in the classroom ecosystem have their own tolerance. When the ecological factor is between the upper and lower limits, it will develop smoothly, but once the upper limit is exceeded or it is less than the lower limit, it will have the opposite or negative impact. So the scale of the group should be suitable, flexible and efficient. The scale of the group also has a greater impact on the effective implementation of cooperative learning. A study shows that everyone can have opportunity to speak when in groups of 4-6. So in English teaching, the best number of each group is 4-6 students, which can not only ensure each one to participate in the group tasks, but also avoid making up the number.

Following Heterogeneity Within Group and Homogeneity Between Groups

Heterogeneity within group refers to the group members with large differences in gender, personality, interest, hobbies, ability, academic performance, growth background and other aspects, so that students can learn from each other, affect each other and make progress together. Learning groups with a moderate proportion of male and female can establish a relationship between boys and girls. Teachers can make use of the differences in personality and gender, complement each other as far as possible to create a harmonious cooperative atmosphere in which extroverted students drive the introverted students, boys and girls supervising each other their own learning.

Homogeneity between groups refers to the group members with equal level, which is good for fair competition between groups. But there are differences within the group, so teachers should integrate students' gender, personality

traits, English language communication skills and communicative strategies. In the process of completing the learning tasks, group members can learn from each other, help each other and coordinate together, so as to complete the learning tasks efficiently, enhance the students' sense of accomplishment, and promote the development of students' co-operative learning consciousness.

Allocating the Roles Reasonably

Reasonable allocation of roles will effectively promote the interaction between students. According to the niche theory, each factor (niche) in the natural ecological environment has a special environment that adapts to its growth. Ecological classroom requires students to clear their own niche and have a clear view of themselves, so as to adapt to the environment through its niche control and optimization, and achieve sustainable development of individual learning. The role of group members is reasonably allocated as group leader, recorder, informant and supervisor according to the group members' differences. Different roles can develop their sense of responsibility, improve their enthusiasm, and avoid the repeatability of tasks completion in the group. The role allocation should be relatively balanced, voluntary deployment, location rotation, role conversion and so on. In the selection of group leaders, the teacher should consider the student's leadership with strong sense of responsibility, positive personality and strong organizing ability. And after some time, the group leader can take turn for more students.

Creating Physical Environment of English Classroom under the Perspective of Educational Ecology

Classroom, as an important learning place, directly influences teachers' teaching activities and students' learning activities. So the environment of classroom is of great importance.

Balancing Physical Environment in English Class in Rural Middle Schools

The ecology of education regards class size as one of the ecological factors of classroom teaching. In rural junior middle schools in Nankang, there are many large-scale classes of fifty or sixty with short distance between the tables and narrow physical space between students. According to the law of tolerance and the principle of optimum in educational ecology, there will be a degree of tolerance of various factors for the environment in the ecosystem of English class. The teaching resources owned by each student are seriously inadequate and beyond the students' tolerance, the classroom environment becomes the limiting factor that influences the efficiency of classroom management. According to Allee's law in educational ecology, there is a certain degree of the scale of English class in junior high school. As language learning, English class should be in small class teaching with no more than 30 students, which is beneficial for effective language and spiritual communication between teachers and students. So group cooperative learning can balance the large-scaled classes in rural schools.

Building up Harmonious and Diversified Physical Environment

The physical environment means the light, color, temperature and other physical factors in the classroom. It also includes the classroom setting and the teaching facilities, etc. It is very important to make sure the physical environment in good condition. So it is advantageous to have a good learning atmosphere in the bright, comfortable, fine and quiet environment with the advanced teaching facilities. The basic principle is to avoid the too strong and too weak light in the classroom (Fan, 2010, p. 236). It is better to keep the light in an appropriate condition. Besides, the color, temperature and other physical factors should be fully considered. Different colors will have different impacts on students' physical and psychological development. For example, light color can make teachers and students eliminate brain fatigue, keep calm, so as to improve the efficiency of work and study. On the contrary, dark color will strongly

stimulus persons' brains, make them excited, and also make people have a certain degree of anxiety. People are mainly engaged in intellectual activities in the classroom. In order to enable students to focus on their attention, the walls, desks, chairs and other furniture in the classroom generally should not choose strong colors and should adopt a cold color with lower brightness (Fan, 2010, p. 234). As for the seating arrangements, we can use removable tables and chairs, and take different seating arrangements according to different teaching tasks. For example, the teacher can adopt row−line seat arrangement when teaching English new knowledge, so that students can accept the knowl−edge easily. The teacher can take rectangular, round or oval seat arrangements in class discussion, which can strengthen the language and emotional communication between teachers and students, as well as between students.

Conclusion

With the guidance of the theory of education ecology, cooperative learning has a positive impact on English teaching. It has great significance in theory and practice. Applying the educational ecology to the cooperative learning enriches the theoretical research in the two fields. Meanwhile it has far−reaching practical meaning in rural middle schools' English education in China. By using social clustering and Allee's principle to divide students into groups, creating harmonious and ecological English classroom environment, it can not only help improve students' English scores, arouse students' interest in English learning, optimize students' learning strategies in English, but also pro−mote the professional development of rural English teachers.

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A Discussion of the Current Situation and Constructive Suggestions on Accounting English Teaching and Learning in Independent Colleges under the Background of the Belt and Road Initiative

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[Abstract] The rapid development of China's economy and the Belt and Road Initiative has raised the higher requirements for the cultivation of internationally- oriented compound accounting talents. Such kind of situation has brought a high-level attention to the Accounting English course. As a hybrid course between accounting and English, the Accounting English course is an important course to develop internationalized compound accounting talents. This article analyzes some currently existing problems in Accounting English teaching and learning in independent colleges from several aspects, for example the cognition of Accounting English, teaching objects, teaching materials, teaching staff, teaching means, teaching methods, and course assessment systems, and some constructive suggestions are followed in order to solve the problems so as to improve the effects of teaching and learning to move into the new era.

[Keywords] Accounting English; the Belt and Road Initiative; independent college; current teaching and learning situation; suggestions

Introduction

The Year 2018 marks the 40th anniversary of China's reform and opening-up. With the deepening of reform and opening-up, the China's economic development has become faster and its economic status in the world economy has become more and more important. The Year 2018 also remarks the 17th year of China's accession to the World

Trade Organization (WTO), and trade between China and the rest of the world is increasing day by day. Cooperation and exchanges between domestic and foreign enterprises have become more and more frequent. Not only the world-wide well-known foreign companies continue to enter the China market, but also more Chinese business organizations and investors do business internationally and integrated into the global economic development process, especially through the leading drive of the Belt and Road Initiative which was proposed by Chinese President Xi Jinping in the fall of 2013, the Belt and Road Initiative is the short form of the Silk Road Economic Belt and the 21st Century Maritime Silk Road. The Initiative is guided by the principle of extensive consultation, joint development and shared benefits, and the Initiative indicates the development direction of the Chinese enterprises too. At the same time, China's new accounting standards and international accounting standards became convergent. This current social, economic and accounting development requires internationalized talents who have rich accounting expertise and are proficient in using English to deal with accounting affairs. In fact, the teaching of Accounting English not only provides strong support for Chinese accounting talents to understand international accounting, but also opens a window for international accounting talents to understand China too. The purpose of Accounting English teaching is to cultivate the talents who are familiar accounting practice and English language also. Therefore, the colleges and universities must emphasize the importance of Accounting English, and try their best to understand the students, prepare better quality teaching materials, reserve high qualified teachers, equip classrooms with more modernized teaching means, use more proper teaching methods, and employ more fair and reasonable assessment system to improve the effects of Accounting English learning and teaching to meet the needs of new era at home and abroad.

The Current Situation of Accounting English Teaching and Learning in Independent Colleges

The lack of understanding of the importance of Accounting English

Accounting English is underappreciated in the Accounting Departments and the schools. The situation is clearly showed by the limited lecturing hours. Accounting major students usually have 2-hour's Accounting English lectures per week during 18 weeks in only one semester, generally in the 5th or 6th semester. In many schools, Accounting English course is usually treated as an elective course. In this case, it is difficult for every student to master good Accounting English and practice accounting activities in English. Such kind of school's attitude influences the attitude of students, and the students' attitude has seriously affected the teaching and learning of Accounting English.

The uneven English level of students

The general level of Students' English proficiency in independent colleges is low, and many students do not show an interest in English language learning. The enrollment of independent colleges belongs to the third-class enrollment in China so that the overall level of students is relatively low, and English level is no exception. Although the students finished two-year' general English (=English for General Purpose=EGP) courses, only few students passed CET-4 and very few students passed CET-6. Most students still have a limited vocabulary, weak sense of English language, and weak reading comprehension. For these students, professional English is more difficult to understand than general English. Accounting English is part of the category of English for Special Purpose (=ESP), so it covers lots of accounting terms, couples with the unique English language style in the accounting professional context, which

is a deterrent to many students in independent colleges.

The lack of high-quality teaching and learning materials

Regarding the course material of Accounting English, there are mainly three types of textbooks are available to use in China: the first type is the original foreign textbook, most of them are imported from America and England; the second type is the textbook which is compiled by domestic scholars; and the third type is the textbook which is compiled by college and university teachers. The original foreign textbooks are more scientific in the design of their chapters and contents, and a large number of from−easy−to−difficult exercises and cases are attached in each chapter. The theories and practices are organically combined. Furthermore, the English expression of knowledge is accurate, but it is difficult for the students to understand, so this type of textbooks is not suitable for the students in independent colleges. The textbooks complied by domestic scholars are lacking in the authenticity of the English language, but owing to their knowledge system is closely integrated with the accounting practice in China, it is moderately difficult, therefore many schools choose the second type of textbooks. The contents of textbooks compiled by college teachers are normally from relevant documents and some chapters of the original foreign textbooks. The difficulty level of the third type of textbooks is low, and they are suitable for students with weak English, but they cannot fully satisfy the high teaching quality from the perspective of professional knowledge. In addition, domestic teaching materials emphasize theory explanations, so there are few actual case studies edited in the textbook so that students cannot practice application skills. No matter what kind of textbooks, it is very difficult to find out the textbooks that are truly suitable for Accounting English course in independent colleges. Choosing a proper textbook has become one of the major obstacles to improve the quality of Accounting English teaching and learning in independent colleges. Aside from the textbooks, it is also difficult to find out a proper exercise book.

The lack of qualified Accounting English teachers

Teachers are of great importance in teaching and learning. Accounting English teachers must have solid accounting professional knowledge, should have an excellent English expression skill, and also should have international perspective and be able to understand the similarities and differences between Chinese and the international general accounting systems. In other words, Accounting English teachers should master the basic English language skills, and profound professional accounting knowledge, and high−level front−line insight into accounting industry at home and abroad. Currently, the Accounting English teachers usually are from the accounting major or English language major. The former has shortcomings in both the spoken English expression and the English language teaching experience, while the latter usually has limited knowledge of accounting expertise and cannot provide a deep, wide and accurate guidance of accounting expertise. Such kind of above situation is very easily found in many colleges and universities including independent colleges.

The lack of modern teaching means

Teaching means are the tools, media or equipment for teachers and students to communicate with each other in the classroom. With the development of science and technology, teaching means have developed in five stages: oral language, text and books, printed textbooks, electronic audio−visual equipment and multimedia network technology. Modern teaching means are opposite to traditional teaching means. Traditional teaching means mainly refer to a text−

book, a piece of chalk, a blackboard, several historical wall charts and so on. Modern teaching means refer to all kinds of audio−visual education equipment and materials, namely, projectors, TV sets, computers, internet, wireless mobile net etc. in the classroom, as a visual−aids used in the subject teaching. The use of modern science and technology such as sound, light, and electricity as auxiliary teaching is also called "electrification teaching, but still many classrooms are not equipped by computers and projectors, so there is no expectation to access the internet in a times of the artificial intelligence(=AI). Without the internet access, the teachers are not allowed to share and discuss the latest accounting and financial news and affairs in the world in the classroom during class. Some teachers still only rely on the blackboard or Powerpoints to teach Accounting English. As a result, the classroom teaching becomes boring, the atmosphere in the classroom is depressing and the teaching effects and learning results are not good, and students are tired of learning Accounting English.

The simple and traditional teaching methods of Accounting English

At present, many teachers still adopt the traditional teaching methods, for example reading the text and translating the text word by word, analyzing and teaching grammar rules, and explaining some vocabularies. Still the teachers instead of the students occupy an absolute dominant position in classroom teaching and learning so that the students attend the classroom learning passively. Still some teachers are keen on cramming method of teaching. As time passes, students lose learning initiative and learning becomes more difficult and uninterested, and teachers lose the enthusiasm of teaching also. It leads a super bad result. The simple and traditional teaching methods will discourage the students and teachers too due to the less communication between teachers and students, and the students' passive learning, and all above mentioned will result in the low performance of learning Accounting English, which will be a disaster in Accounting English teaching and learning.

The simple and traditional assessment system of Accounting English learning and teaching

At the school level, the assessment of learning and teaching of Accounting English is very simple and fixed. Usually the final written exam paper covers 60% or 70% of the total course score 100% and the rest of 40% or 30% covers classroom attendance, classroom presentation, quizzes, assignments and so on. At the social and national level, there is no nation−wide accounting professionally−oriented measurement system, so students' Accounting English cannot be evaluated reasonably.

Constructive Suggestions on Accounting English Teaching and Learning in Independent Colleges

Strengthen the importance of Accounting English

First, strengthen the importance of Accounting English in independent colleges. Let the leaders in the schools and Accounting Departments know the importance of Accounting English. Second, set up a clear teaching objective of Accounting English, which suits independent colleges, adjust the existing curriculum plan, increase weekly lecture hours and total lecture hours, meanwhile let teachers be available to make teaching plans flexible to match the characteristics of Accounting English course and the students. Third, at the beginning of the teaching, teachers can emphasize the importance of Accounting English by introducing the fundamental requirements of professional English

and general English for accountants in businesses so that students can recognize the importance of Accounting English course considering on their own future career path. Fourth, let students know the importance of Accounting English through their visiting foreign-funded enterprises, joint ventures, and foreign trade companies etc. after the class, or working as an intern in foreign trade oriented companies. Fifth, teachers can help their students acquire a positive attitude towards Accounting English learning because a good attitude produces good results, furthermore emphasize the importance of Accounting English throughout the teaching process, which may help students have a sense of urgency to study Accounting English well.

Identify the students' levels and stimulate students' interests of Accounting English

Firstly, the teachers should help students change their attitudes towards Accounting English and raise their interests through the introduction of leading-edge accounting and financial information of world-wide famous enterprises at home and abroad. Building interests and increasing curiosities will help the students generate their motivation to learn Accounting English. Secondly, teachers can help students build the confidence of "I can learn well" to challenge the learning of specialized English – Accounting English, so as to increase the competitiveness in the future career concerning foreign-related affairs. Finally, the teachers keep on the idea of "students as the center", divide into students with different groups and use the diversified teaching methods to meet different students' needs to improve the level of Accounting English.

Use high-quality suitable teaching materials for Accounting English

In view of the advantages and disadvantages of the three types of textbooks in this paper, the author believes that the selection of the original foreign textbooks rearranged by domestic scholars is the first better choice. This type of textbook not only remains the advantages of the original foreign textbooks, but also adjusts the difficulty of some chapters, so it is more suitable for Accounting English education in independent colleges. For example, *Fundamental Accounting Principles,* edited by John.J.Wild Editor, Cui Xuegang, and Rao Jing (Published by the People's University of China Press, English Version, 21st Edition), is a good teaching material for the Accounting English course. The second better choice is the second type of textbook which is compiled by domestic scholars so that the teachers can use the original foreign textbooks as supplementary materials, at the same time may use the exercises and cases from the foreign textbooks to enrich the content of teaching to make up for the inadequacies of domestic textbooks. As supplementary materials, the author believes that the books – *Accounting: Financial Accounting* and *Accounting: Management Accounting* (9th.ed), which are edited by Charles T. Horngren, Walter T. Harrison, Jr. and M. Suzanne Oliver, are good choices. In addition, teachers can also make use of top-level English version financial newspapers and magazines to make up for the lack of teaching materials. Annual reports of listed companies are also very fine supplementary and down-to-earth teaching materials. Finally, teachers in independent colleges should be encouraged to edit their own textbooks which suit the students' English level mostly in independent colleges. The best textbook is the one which most fits the students to help them master the knowledge and apply the knowledge.

Build a high-qualified Accounting English teaching team

Teachers are the key to ensuring classroom teaching effectiveness. The school must have a long-term plan to build a high-qualified teaching team. A teacher with a solid accounting knowledge, a high level of English, and an in-

ternational perspective, can really handle well the teaching of Accounting English. Independent colleges can build their own high-qualified Accounting English teaching team through both introducing the new faculty and training the existing faculty. On the introduction side, first, graduate students in accounting majors with overseas study background will be introduced, especially those having corporate internships or work experience. After their recruitment they need to be trained as a teacher. Second, high-level financial employees who work in foreign companies will be introduced to teach the students too. This special group of people should have enthusiasm for teaching, and enable to work as a part-time teacher. On the training side, full-time accounting teachers with relevant higher-level English will be arranged to join the English courses to improve their English, and also give them opportunities to work in foreign companies a certain time to strengthen the practical abilities. The school also can encourage the accounting teachers to obtain the international accounting professional certificates, such as the international certificates of ACCA, CIMA, CPA and CMA, and let them be "double-professionally-titled" teachers.

Promote Accounting English teaching and learning by new media-based modern teaching means

Following the application of "Internet +" teaching reform concept of the nation, the school should use modern teaching means to cultivate "Internet + Professional + English" accounting talents, with information technology as a strong support. First, the school can use different types and levels of educational platforms to enhance students' English and accounting skills, for example English language classroom teaching platform, the school accounting practice platform, and the off-campus training platform. Second, teachers will diversify the classroom teaching by the existing famous on-line micro class videos and MOOC curriculum to enrich the teaching content at first, after that according to their own teaching experience to develop their own micro class videos which suit the student's level in independent colleges. Third, teachers also can collect the latest typical business and financial English news and stories from newspapers,magazines and video programs on the internet, and share them with the students to increase their interests in learning Accounting English, in this case, www.chinadaily.com.cn/business, www.ft.com, www.bbc.com, www.cnn.com are strongly recommended. Fourth, one more suggestion is to use the social media to enlarge the channels to learn Accounting English. Teachers and students will enjoy the achievements of efficiency and effectiveness of learning from the organic combination of online-and-offline teaching and learning by using Tencent QQ and WeChat. E-learning mode will promote students' learning effectively and efficiently outside of the classroom after the class. That is a kind of extension of classroom learning and the start of life-long learning. Finally, some internet accounting schools regarding the accounting learning, for example www.chinaacc.com and www.gaodun.com, and Mobile Apps about English language learning, such as baicizhan, shanbei, zhimi may also be suggested to students to promote their accounting and English skills.

Employ diverse learning and teaching methods to improve the effects of teaching and learning of Accounting English

Teaching methods comprise the principles and methods used by teachers to enable students to learn. The teaching method includes the teaching method of teachers (teaching method) and the learning method of students (learning method). It is the unification of teaching method and learning method. In other words, the teaching method is a general term for the methods used by teachers and students in order to achieve common teaching goals and complete common teaching tasks. There are many teaching methods can be used in Accounting English teaching and learning, such

as task-based teaching method, situational teaching method, case study teaching method, heuristic teaching method, "group learning" teaching method, "Flipped Classroom" approach, these are the main student-centered teaching methods, meanwhile the teacher-centered teaching fits theoretical contents, for instance, the teaching of the generally accepted accounting principles (GAAP) matches the teacher-centered teaching method. No matter what teaching method, the particularly selected teaching method must be appropriate and efficient, and it has to be in relation with the characteristics of the learners and the teaching contents to generate the maximized effects of the teaching and learning. Different teaching methods match different teaching contents of Accounting English. The variety of practical teaching approaches will boost students' initiative and interests in learning, so as to enable students to have fun in Accounting English course, and quickly master the accounting terms and knowledge in English and practice accounting activities in English. Here are some constructive suggestions under three learning environments.

Individual-based learning environment

Heuristic teaching method is a proper method under the individual-based learning environment. In the Accounting English course, students are required to remember lots of accounting professional terms. Heuristic teaching method mainly focuses on student's self-learning, it encourages the students to learn, discover or solve problems on his or her own. In particular, it is absolutely necessary to remember the names of the accounting accounts accurately. Therefore the teacher needs to guide the students to master the professional vocabulary step by step. Here is a good example. The word "payable" may not be known by some students, but the word "pay" is very familiar to the students. If the word "pay" is added with "able", then the meaning of the word becomes "a bill, debt etc that is payable must be paid", and then students are inspired. After that, the following questions could be asked. What kind of debts may the company pay to its creditors? Then, how can we name these must-pay debts in English with the combination of "payable"? Students will think and try their best to answer the questions. Finally, the teacher may announce the answers as Accounts Payable, Notes Payable, Salary Payable, Tax Payable, Interest Payable, Dividends Payable, and Bonds Payable, etc.

Group-based learning environment

Group-based learning method is part of the cooperative learning. Extensive research has compared cooperative learning with traditional classroom instruction using the same teachers, curriculum, and assessments. On the average: Students who engage in cooperative learning learn significantly more, remember it longer, and develop better critical-thinking skills than their counterparts in traditional lecture classes. Students enjoy cooperative learning more than traditional lecture classes, so they are more likely to attend classes and finish the course. Cooperative Learning involves structuring classes around small groups that work together in such a way that each group member's success depends on the group's success. Through group-based collaborative teaching methods with different trait members, the classroom is transformed into a good communication platform for active interaction, mutual cooperation and free play of creative thinking (Slavin, 1991). The group learning method first emphasizes "member responsibility", that is, whether the success of the group covers the unique contribution of each member, and group-based learning method can be combined with some learning and teaching methods to create synergetic effects of learning and teaching.

a. The combination of the task-based teaching method and "group-based" learning method

Task-based teaching method was created in the 1980s, and Jane Willis (1996) elaborated the task-based language teaching in his book *A Framework for Task-Based Learning*. He divided it into three stages: "Pre-task", "Task-cycle", and "Post-task". This teaching method always use in my class because it can stimulate and mobilize the stu-

dents' interests and enthusiasm for learning. For example, students can be grouped to find out the types of business organizations and their advantages and disadvantages. This method helps students learn purposely and actively, also let students work together to finish the specific task to increase their participation in learning and enhance their communication skills.

b. The combination of the situational approach and "group–based" learning method

The studying of "Accounting Cycle" becomes the best example of the combination of the situational approach and "group–based" learning method. Students will practice the entire accounting cycle in the form of group cooperative learning, and students are encouraged to use English to simulate the conversations after their video–watching about accounting cycle which is prepared by the teacher. This teaching method can stimulate students' enthusiasm to experience the real working environment. After the first practice, students are allowed to change roles in the accounting cycle to reinforce the learning of the entire accounting cycle.

c. The combination of the case study teaching method and "group–based" learning method

The case teaching method is a case–based teaching method. This method encourages students to think independently; guides students to become knowledge–focused and force them to transform the knowledge into ability; promotes the interactive communication among group members and let them explore their own understanding of the case, and the group try to deliver better solutions to the problems. The analysis of a listed company's profitability, operating capacity, solvency, and the potential stock investment according to the calculation of certain financial ratios should be a nice example to combine the case study teaching method and "group–based" learning method. Under this combination students are grouped by four or five. They must download the listed company's annual report before the calculation of the ratios, and then they are required to hand in a written report and do a short oral presentation of the company with the argumentation for the three weakest ratios and suggestions for improvements including consequences. Such kind of case study is part of the assignment which covers 10% of total score of the course. Thanks to the collective wisdom and strength of the group, it is easier to create better results.

"Individual + Group"–based learning and teaching environment

Bergmann and Sams (2012) developed the "flipped classroom" model of teaching in the United States of America. A flipped classroom is an instructional strategy and a type of blended learning method that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom. It moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home while engaging in concepts in the classroom with the guidance of a mentor. The flipped classroom intentionally shifts instruction to a learner–centered model in which class time explores topics in greater depth and creates meaningful learning opportunities, while educational technologies such as online videos are used to 'deliver content' outside of the classroom. A good example under this environment is the inventory costing methods. The students are required to watch a video about perpetual inventory system using the three most common costing methods———FIFO, LIFO and Average cost before the class, and when they join the class they are required to compare the impacts of the three methods with group members, continually the teacher will ask the students more questions to consider the impacts of the three methods. These questions may be "Which method results in the largest gross profit and why?", "Which method maximizes the net income?", "Which method minimizes income taxes?" and so on. The teacher may walk around during the lesson and join the group's discussion. After the group discussion, the teacher can check the answers first and may con-

clude the teaching content with "The different accounting methods have different benefits."

Optimize the assessment system of Accounting English learning and teaching

A more reasonable learning and teaching evaluation system will boost the student's morale of learning Accounting English and increase the effects of learning and teaching of Accounting English too. At the school level, many ways are available to evaluate the results of learning and teaching. Individual or group basis oral exam can be combined with written final exam to promote both oral and written expressions of Accounting and English at the same time. Question-driven, individual or group-based written or oral presentation project work which analyzes a corporate annual report financially is a good choice to evaluate students' practical application ability. At the national and global level, there is no a certificate examination like CET 4, CET-6, Business English Certificate (BEC) from the UK and Test of English for International Communication (TOEIC) from the USA. The Chinese National Education Examinations Authority should consider to organize the nation-wide examinations for ESP, including Accounting English. The purpose of such kind of the assessment is to allow students to improve the level of Accounting English to apply their acquired professional knowledge and terms of Accounting English to a specific accounting situation.

Conclusion

The world's macroeconomic environment is changing and the world's economic landscape is changing, but the nickname of accounting will not be changed,which is often called the "language of business" because accounting is the key to business success. The better you understand the language of business, the better you can manage your own business. As a cross-disciplinary subject between English and accounting, Accounting English is an important course to cultivate internationalized accounting talents who serve the enterprises at home and abroad, and these talents will contribute their wisdom to the social and economic development of the countries alongside the Belt and Road and people around the world.

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Ability–Oriented College English Writing Reform in the Chinese Local University Influenced by Big Data

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[Abstract] *Not only does big data influence our daily life, but also our learning ways. This paper mainly discusses how college English writing can be combined with information through three aspects: curriculum provision, the teaching model, and the evaluation system, which aims to cultivate the students' interest in writing and improve their writing ability.*

[Keywords] *big data; College English writing; reform; Chinese local university*

Introduction

The development of technologies in computer science has greatly changed our lives. It is said that people has en– tered a new era of time–big data time due to the development of the computer science. Big data not only make us get access to the information more easily, but also change our behavior, and even the way of thinking. As for as higher ed– ucation is concerned, some new teaching models appear in the recent years, such as Flipped Classroom, MOOCs (Massive Open Online Courses), and SPOC (Self–Paced Open Course), which is both a complement and challenge to the traditional teaching method. At present, many researchers are trying to explore how to make full use of big data to sever their teaching and improve their teaching. Take English teaching as an example: more than 300 articles will be found in *CNKI* (China National Knowledge Infrastructure) when the key words "big data" and "English" are typed in. And more than 160 are published in 2017 and 2018, which suggests that much attention is paid on how to apply ideas and techniques of big data.

Research Background

The College English Teaching Guidance (2017) states "*the aim of college is to foster the students' ability in apply-ing English*". *The 13th five-year planning in education informatization* (2016) also points out "*education informatiza-tion should serve and support the reforms in curriculum. The design and development of the curriculum reform should be put under the background of education informatization.*" It can be easily seen from the documents that it is essential to improve the students' ability in English writing by making use of the technologies provided by the informatization.

Writing teaching has always been a hot topic in college English teaching as writing is considered as one of the

four language skills in learning English. However, the research shows that improvement of the students' ability in English writing is far from what has been expected. Tang Jinlan (2012) found that the students' ability in listening and reading has an obvious improvement in CET 4 and CET 6, two of the national English tests for non-English majors undergraduates and postgraduates in China, while the scores in writing remain unsatisfactory. One of the results from Z university shows that the average score of the students in CET 6 is about 6 with a total score of 15. This also demonstrates that the writing ability of the students is from being satisfied. Some researchers have done a lot of work in how to improve the students' ability in English writing. Wu Yuhong and Gu Weixing (2011) did a research and found that cooperative learning can reduce anxiety in writing, thus improving the students' ability in writing. Zhang Jingwei (2012) put forward the writing model of "output–reflection–feedback–reoutput" based on the *Output-driven Hypothesis*. His research shows that this model can improve the students' writing abilities effectively. Wang Haixiao (2014) proposed his idea on how to reform the college English writing teaching under the background of Big data. Yang Yonglin (2014) discusses how to teach college English teaching in the era of Internet plus. Chen Qingbin (2016) discusses on the reconstruction of the teaching model of college English writing in Big data background. Li Shuying (2017) conducted a systematic analysis of the learners' autonomous learning characteristics and language output ability and explored the new paths of English writing teaching.

Big Data

Wikipedia defines Big data as "data sets that are so big and complex that traditional data–processing application software are inadequate to deal with them." McKinsey (2011) defines big data as "datasets whose size is beyond the ability of typical database software tools to capture, store, manage, and analyze," the McKinsey researchers acknowledged that "this definition is intentionally subjective and incorporates a moving definition of how big a dataset needs to be in order to be considered big data." Gartner (2012) defines big data as "high–volume, high–velocity and high–variety information assets that demand cost–effective, innovative forms of information processing for enhanced insight and decision making." Even though the definitions of Big data are different, the characteristics are acknowledged by most people, which can be summarized as 4 Vs: Volume, Variety, Velocity and Veracity.

Volume means the quantity of generated and stored data. The size of the data determines the value and potential insight, and whether it can be considered big data or not. Variety mainly refers to the type and nature of the data. This helps people who analyze it to effectively use the resulting insight. Big data draws from text, images, audio, video; plus it completes missing pieces through data fusion. Velocity usually means the speed at which the data is generated and processed to meet the demands and challenges that lie in the path of growth and development. Big data is often available in real–time. Veracity means that the data quality of captured data can vary greatly, affecting the accurate analysis.

English Writing Teaching Reform Influenced by Big data

Big data has provided lots of resources for English study and English teaching, which makes English writing reform both possible and practical.

Reform on the Setting of the Curriculum

The College English Teaching Guidance (2017) suggests that there are three levels for each of the skill, namely,

basic objectives, improving objectives and developing objectives. As for the writing ability, the description for each level is like following: " *For the basic objectives, the students can describe his or her personal experience, feelings and the issues happened in English. What's more, he or she can write the commonly used practical writing in English.* " For the improving objectives, " *the student can express his or her own ideas for the general topics, he or she can write abstract of the paper related with his or her major in English. Moreover, he or she can write short English article and depict different kinds of graphs in English.*" For the developing objectives, the description is like this: "*the student can express is or her opinions freely in English, and he or she can write English argumentation and exposition essays in depth. The student can write a short report or paper related with his or her major. He or she can write the business letter, memo, etc in English.*" Obviously, these goals can not be reached at the same time in the traditional classroom as the teaching time is so limited and the tasks are too complex. But Big data provide a good opportunity for the selection of the contents.

Specifically speaking, many online English writing courses appear in recent years, which helps to give students much more choices in what to learn. For example, online English writing course provided by American Liberty University contains how to write narratives, exposition, descriptions, and argumentation, and the online English writing course provided by Tamkang University, Taiwan, focuses on how to write an English paper. Both of these courses can be easily got on www.163.com. On the icourse, more than ten online English writing courses are available for the learners to choose. So, more choices are given to the students. And the following table will show the new model of choosing the course.

Table 1 Course Design

Type	Term	Name of the Course	Goal
Compulsory course	1&2	College English Teaching	Basic objectives
Required selective course	3&4	Writing course by the foreign teachers	Developing objectives
		Online writing course	
		Practical writing course	Improving objectives
		General English Course	Basic Objectives
Random selective course	6&7	GRE,TOEFL and so on	Developing objectives

In recent years, the enrollment expansion makes the gap of English between individuals widen. Take 1994 students of 2017 from Huzhou University as an example, the highest score in English of College Entrance Examination is 139, while the lowest is 52. Of all the students, 710 got a score of more than 120, which accounts 35.6 percent, while 300 got a score that is below 100, which is about 15 percent. So setting different goals for different students is of great importance. The new curriculum system can give students more choice to choose the course. What's more, the students will have more freedom in choosing the contents. The teacher can list the contents and requirements on content choosing first, then the students then can consider both the requirements and their interest before making the decision. With the help of technology, each students can give a unique schedule of writing learning to the teacher and be tested accordingly. A student can cover parts or all of an online course. After they finish their study in one or two chapters, the teacher can gather them together to discuss the problems they have or share the experience in learning.

And for some slow learners, this is particularly helpful as they can watch the video many times and discuss the problems with the teacher more effectively.

Reform the Teaching Model

Traditionally, the writing teaching model goes like this: the teacher first teaches the content while the main task for the students is listen carefully. Then the teacher asks the students to write an article→ the students finish the work in or after class and hand it in to the teacher → the teacher then checks and corrects the article → the teacher returns the work to the students and may do some comments. The whole writing task is successfully finished. In this model, the work of the students is independently finished by themselves and it is the medium to connect the teacher and the students. In the Big data era, the resources of writing is no longer limited to the teacher, the written work and the students themselves. Resources online, peers and so on can all be utilized. The comprehensive application of the four skills, listening, speaking, reading and writing can be synthesized in the process of writing. Moreover, the students' work is no longer just between the teacher and the student and it can become resources to share with each other. Taking argumentation writing as an example, the new teaching model can be shown as the following:

Table 2 Teaching Model

Befor e class	the teacher decides the topic		the collect materials, prepare lectures and make PPT (input for the group members)		
In class	group presentation+ debate (output) (Input & output)		feedbacks from the teachers (output)		
After class	first draft of the article (output)	peer review (input & output)	first draft revised (output)	feedback from the intelligent evaluation system (output)	the final script after revising (output)

compare & contrast

compare & contrast

compare & contrast

evaluation

all the group vote to choose three to five articles that they think great	each group recommend two articles (one from the group and one from other groups)
the chosen articles are collected and exhibited in E-files	the teacher scores & recommend some good articles

The characteristics of the new teaching model can be summed up as the following:

1) The group members need to collect and read a lot of materials before they are going to present their topic to their classmates. That is to say, they have got some materials before writing the article, which can solve the problem of what to write effectively. Meanwhile, the cooperation among the group members can reduce the anxiety in writing as each member is responsible for part of the work in the group. And they need to work together to finish the task.

2) When the group gives the presentation, the logic and writing ability are shown. When they debate with the audience, the skills of listening and speaking are also contained, which not only increases the interactions among the students, but is also helpful to the development of the critical thinking ability and logical ability.

3) The introduction of the intelligent evaluation system can effective reduce some basic work of the teacher in correcting the composition, such as vocabulary problems and grammatical problem. And the teacher can choose the composition of the group randomly each time to correct carefully. In the long run, the students have more opportunities to practice their writing abilities. And the database can also help the students to find the mistakes that they may have commonly made, and thus make them aware of them in their future writing.

Reform the Assessment system

By using the Big data, the evaluation for the students' work will be finished by the teacher, the peers and the intelligent evaluation system. Comparing with the traditional evaluation that is mainly done by the teacher, it is more objective and enlightening. Peering review can make students learn from others even if it may be word choosing, a good phrase, a good sentence or a great idea. And the mistakes made by the peers can remind them of not making them in their own writing. Furthermore, the intelligent evaluation system allows the students to challenge themselves by revising the composition as many times as they like in the required time. They can try to improve their scores by revising the mistakes mentioned.

The exhibition of the great work can give students a feeling of pride. And when the students choose some practical writing like card writing and business card writing, they can not only practice how to write in English, but also make the cards themselves. All the work the can be shown in the E-files, which is a sharing for the resources.

All in all, Big data not only give the opportunities but also the big challenge for the higher education. Only by continuous study and application of the technique to the English writing class can students participate in the teaching and learning of writing, thus improving their ability in writing.

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Intelligent Teaching of Foreign Language Speaking Course Assisted by Multimedia Teaching Platform

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[Abstract] *In recent years, although network teaching has developed greatly in theory and practice, in general, the teaching forms are relatively simple and lack of interactive function, and there is no reasonable measure of the amount of students' learning. It is not conducive to the balanced development of students' oral English proficiency. In view of the present situation, this paper, starting from the analysis of current English speaking teaching for non-English majors, puts forward the idea of building an English teaching management platform based on Web and highlighting practical features in order to provide a management platform with rich teaching forms and individualized course setting.*

[Keywords] *oral English; platform; non-English majors*

Introduction

With the changes of China's education system and the increasing demands for talents of many fields, the proficiency of students' oral English communication gets more attention. "Requirements of College English Curriculum," also clearly states the objective of college English teaching is to cultivate students' English language proficiency, especially their listening and speaking skills. Students can use English effectively not only in oral communication but also in written forms when they are working or in social interaction in the future; furthermore, they can enhance their self-learning ability, increase cultural awareness to adapt to China's economic developments and the needs of international communication. However, being influenced by test-oriented education for a long time, the non-English majors' oral skills are unsatisfactory, and even cannot reach the most basic requirements of the "College English Curriculum Requirements" which require students to have the ability of discussing with each other on one subject and communicating with people from English-speaking countries, not to mention using some basic strategies in their conversation sessions. The formation of this phenomenon are not unrelated with traditional teaching methods which bring excellent reading skills and a larger vocabulary size for the students, but their listening and speaking abilities are lagged behind, it become an inevitable choice for teachers to apply the appropriate teaching theory of establishing a new teaching model which can promote the teaching contents and teaching methodologies to meet the challenges of education in the information society.

Current Situation and New Request of English Speaking Teaching for Non-English Majors

In the long process of English Speaking Teaching in China, various teaching methodologies have been introduced, numerous kinds of teaching approaches, especially Communicative Approach, have contributed much to the development of English Speaking Teaching in our country. Nobody can deny these contributions. But pragmatically speaking, there still exist some deficiencies.

Firstly, some English teachers are still using the traditional English speaking Teaching methods which focus on the cultivation of learners' linguistic competence, ignoring the cultivation of their pragmatic competence. Some English teachers will follow the traditional way: learn the vocabulary, read the dialogue or the text, translate it into Chinese, explain the difficult points, then recite the dialogue or the text. Consequently, an overwhelming majority of students cannot make them understood, let alone talk with the native speakers after ten years of learning English. Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drills. In a word, these tedious drills totally destroy the students' interests in learning English rather than cultivate it. Motivation is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. (Brown, 2001)

Secondly, one of the conspicuous teaching disadvantages in China is that many teachers totally control the classroom and learners play a fairly passive role: students receive passively the knowledge taught by the teachers instead of being actively involve in making their own senses of language input. The conception that teachers should play the main role has existed for a long time since the time immemorial. Task-based Approach requires that teachers play more roles in the classroom. According to China's New English Curriculum, teachers are expected to put on new roles: facilitators, guides and researchers. But most teachers tend to overweight their self-respect, which limits students' thinking and exploring in oral English class.

Thirdly, the teaching aim is to teach students to apply English as a target language to complete the tasks in the real activities of study, work, and life. However, some teaching contents that the teacher chooses are not in accordance with students' needs. Therefore, they are not fit for the oral English teaching.

Causes of the Problems Concerning English Speaking Teaching for Non-English Majors

Two very different views of the target or goal for language learning/teaching, the first is the goal of native speaker-hood (Guy Cook,1999). Because of the effect of examination-oriented education, all levels of examinations mainly pay attention to the written form but neglecting the speaking ability. Therefore, all colleges and universities focus on the pursuing of the passing rates of the tests. Thus objectively reduced the students' requirements of practical English proficiency. As a result, just as some students said, although having learned so many words and grammar items, but he still can not use, do not understand, and can not speak them out.

English teaching should been put in an significant position of university teaching. However, many colleges and universities have not give the subject status of college English, the treatments that the universities give are generally difficult to attract the talents. In addition, the college English teachers' teaching tasks are arduous, education and training opportunities are few. Whatever the level of the students and however language study is organized within ESA teaching sequences, there are four things that students need to do with "new" language: be exposed to it, under-

stand its meaning, understand its form and practice it. (Jeremy Harmer, 2000) There are thousands of colleges and universities nationwide, but very few of them have been given in-depth discussions about the basic rules and characteristics of college English speaking courses. Not to mention having been built an effective model theory and implementation of it.

Any effective teaching activities are the ones that involved with the students' active participation. As different school's educational background, English language learning bases, different language learning talents, and personal factors may be the causes of differences in students' learning English. When students start speaking, many of them can not speak, fear of making mistakes, especially some introverted students. They are worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts. Even if they are not inhibited, they often complain that they cannot think of anything to say. In a word, it is really hard for students to talk a lot, to express themselves in relevant utterances. Besides, students' positive motivations and interests are their desires to study hard in English. If they show little or no interest in English, their motivations are not aroused correctly. When learning English, students should bear clear goals in mind. They should also have interesting topics that are selected carefully as well as eye-catching visuals relevant to the task. More useful, they need to entertain themselves in English learning via game-like activities, which adds their motivation. While in campus life and classes, they are unlikely to get access to those well-designed and carefully selected English learning activities and therefore lose their interests to some extent. As a result, the goals are not as clear as it should be. Maybe this time, getting a grade in tests is regarded as the most beneficial aim. Without motivation, students will never have interests in English and learn it by heart.

As the problems and causes discussed above of oral English teaching, it is the right time to reform the English speaking teaching methods for non-English majors in universities.

The significance of multimedia teaching platform

Of central importance in the study of communication strategies, however, is their effectiveness in promoting L2 communication (Ellis, 1999). Multimedia teaching is a series of teaching activities based on multimedia technology, which fully embodies current teaching contents. With the rapid development of information technology in education, modern multimedia teaching is unique in the field of education and teaching with its intelligence, efficiency and vigor. Under the successful establishment of the campus network of universities, multimedia network teaching with network as transmission platform has been widely applied in universities. Of course, all technology can not be separated from the construction of hardware and software platform. The new term of multimedia teaching platform comes into being. It refers to a series of hardware and software facilities for the teaching of multimedia teaching, including multimedia classrooms, multimedia equipment, network equipment, and so on. It involves the integration of more than 20 kinds of equipment.

The significance of intelligent innovation is also here. On the premise of giving full consideration to the experience of teachers and the needs of teaching, by adding hardware function modules and compiling new functional codes, the whole multimedia teaching platform can fully play its auxiliary work effect in the whole multimedia teaching process under the conditions of high efficiency and convenience, and the multimedia teaching platform and the current multimedia teaching platform can be used. (Zhou, 2016) More efficient intelligent operation and management technology is more perfect integration, so that the entire teaching process to achieve twice the result with half the ef-

fort.

Research Methodology

The present study is aiming at testifying the following assumption: comparing with traditional oral English teaching methods, whether the oral English teaching combing with multimedia teaching platform is more effectively to improve students' oral English competence or not. Two classes are involved in this experiment. The author chooses the sophomores from the Traditional Chinese Pharmacy Department of Jilin Agricultural Science and Technology University as the subjects. Class one, serves as the experimental class in the teaching process, using the teaching methods that are supported by the current multimedia teaching platform and the second class of students is control class who are being taught with traditional teaching methods. According to the investigation, students from the two classes have the similar basic knowledge of English, the same periods of English lessons per week and use the same textbook. They share similar social and cultural background and no one has ever been to English speaking countries.

In order to testify the two classes had the similar English level, the author of this thesis chose the final examination scores of the two classes in the second term as the pretest data. The test was composed of three parts. In the first part, every student was required to read an English passage. In the second part, every student was required to listen to the tape for two times (2−3minutes, they can take notes when they were listening) and then retell the contents of the listening materials. In the third part, each student was asked to choose randomly a topic and gave a free talk within three minutes. There are five aspects to judge the students' performance: pronunciation, grammar, fluency, accuracy and the contents, and then the teacher will give students scores objectively. In order to better check students' acquirement of knowledge which they learned in this semester and whether they improved or not in oral English, a post-test was designed and carried out. At the end of this semester, the author of this thesis ran the spoken−English post test in these two classes and got the students' final scores. The items of the test were the same as those in pretest, but the contents are different.

In order to make sure the reliability of the test, other two oral English teachers worked as scorers and calculated the average of students' scores. On the basis of the data which were analyzed with the help of the computer, the results of the study were concluded.

The results of oral test are presented in the following tables:

Table 1. The mean scores of the two classes in pretest and post test

Class	Item	Pronunciation	Grammar	Fluency	Accuracy	Contents	Total Score
1	Average (pretest)	7.5	6.5	7.3	6.4	7.6	35.3
2	Average(pretest)	6.5	7.3	7.2	6.6	7.5	35.1
1	Average (post test)	8.5	7.3	8.2	7.1	8.9	40
2	Average (post test)	6.8	7.2	7.2	6.8	7.3	35.3

Table 2. the mean score difference

Oral test	Pronunciation	Grammar	Fluency	Accuracy	Contents	Total Score
pretest	1	−0.8	0.1	−0.2	0.1	0.2
Post−test	1.7	0.1	1	0.5	1.6	4.7

From the results, we can see that the scores of the two classes are not good because the means are below 50 of

the total score. In table 1, there is no significant difference between the two classes in the pretest. In the post–test, it can be seen that both of the two classes have made progress. In table2, the difference between the two classes is very significant. In the post–test, the mean total mean scores difference between the two classes is 4.7; the mean score difference in pronunciation, grammar, fluency, accuracy and the contents are 1.7,0.1, 1, 0.5, 1.6 respectively. The highest difference lies in pronunciation, then the contents and fluency, these differences are very important for the author to evaluate the significance of multimedia teaching platform.

Implications and Conclusion

The major findings are summarized as follows:The oral English instruction that is guided by multimedia teaching platform can more effectively improve learners' oral English achievements. The main factors contributing to the students' higher oral English achievements lie in students' increased interest, uplifted motivation in oral English learning and active participation in oral English activities. The teacher sets goals before each lesson, establishes authentic context, provides abundant opportunities for interactive and collaborative learning.

Findings for this study have three pedagogical implications:

openness. The multimedia teaching mode based on computer network provides a very open multimedia network environment for both teachers and students. The multimedia network teaching integrates the listening, speaking, reading and writing in English learning into an organic whole. It has a broad, rich and diverse nature, and gives students an omani–directional sensory stimulation to improve their learning efficiency.

learning autonomy and initiative. Mint's English education is a student centered individualized learning, but it does not mean that a person is self–taught, but it should be a collaboration between teachers and students, and the students get knowledge under the guidance of teachers. Student – centered learning is active learning. The position of students in the center of learning is the main body of learning.

Using multimedia teaching platform is conducive to teaching students in accordance with their aptitude and makes individualized teaching possible. Because of the better interactive performance of the intelligent teaching software, the learners can carry out individual learning freely, so that teachers can teach according to their aptitude according to the individual situation of the learners, making it possible to individualize the teaching. Specifically, through the interactive performance of the intelligent teaching software, the learner centered autonomous learning can be realized, the required content is chosen, and the individualized teaching can be realized; the learners can also carry out meaningful creative learning through the situation and the powerful information resources created by the software.

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Acknowledgements

Student Attitudes: Gaming at The College Level

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[Abstract] *There has been growing interest among second language researchers and educators in harnessing the motivational power of computer games to improve learning outcomes for students. However, the literature is still somewhat sparse when it comes to the integration of educational games into the college-level course syllabus or major curriculum. This paper reveals the features and requirements necessary in order for gaming to be useful at the college level, based on a survey completed by 36 Chinese college students majoring in English or English Translation. Results suggest that students are able to provide thoughtful insights into the possible benefits of gaming for their language learning, which is useful information for game designers, English professors, and English and Translation department chairs to take into consideration when contemplating the integration of gaming into the college course syllabus or the major curriculum.*

[Keywords] *gaming; language learning; motivation; student attitudes*

INTRODUCTION

Playing games to enhance language learning has a long history in education. Teachers and students are familiar with the use of board games, memory games, card games, and role playing games. The wide capabilities of virtual learning are now being acknowledged, making computer gaming a hot topic among language educators. The US government has created games such as *Trace Effect* and *The Forgotten World* to reach a wide range of English language learners across the globe (Hanson–Smith, 2013), the latter game specifically targeting middle school students in China (US Department of Education 2011). Gaming modules have been created for American public school students studying literature. Virtual role playing for learning is becoming more sophisticated (Barab, 2012), and local governments and school districts in the US are investing large sums of money in order to implement gaming in their public school systems. In addition, professional publications related to gaming and education are increasing in number, becoming more widespread and well–known (Schrier, 2016).

While these efforts to incorporate gaming into education are valuable and meritorious, based on a review of the

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literature there still appears to exist scant gaming experience and gaming material directed toward students at the college level, as part of their course syllabus or major curriculum. One exception is Mount Saint Mary's University in Los Angeles, California, an American university which is implementing virtual reality gaming for the Creating Writing curriculum (Dr. Johnny Payne, Director of Creative Writing, Mount Saint Mary's University, *personal communication*). The researchers sought to first understand from the college students' perspective what gaming should look like in order for it to benefit them. To this end, a survey of college English and Translation majors in the Dalian area was conducted to ascertain what features they believe are required for *gaming for language learning* to succeed at the tertiary educational level in China. A description of the research methodology, data analysis, and the findings and conclusion follow.

RESEARCH

Survey

The survey developed by the researchers consisted of three question groups (QG1, QG2, QG3) which were written to solicit students' ideas about game design, game content, the integration of gaming during class time, and students' attitudes towards the use of virtual reality games to enhance their language learning experiences. The following is the survey in its entirety (the space for responses has been deleted):

Please answer these questions about the interest in using computer games at college to improve English majors' English language and culture skills.

QG1. How can computer games best be designed to instruct college English majors? What characteristics should the games have? What language skill or culture knowledge should they focus on?

QG2. What is the best way to use computer games in the classroom to benefit the college English majors? How should the professor and the students use the games in the classroom?

QG3. Do you think that virtual reality computer games for practicing language skills are the best type of computer games for college English majors? What types of computer games do you think are the best kind for college English majors to use to improve their language skills and culture knowledge?

Participants

Those surveyed were freshmen and sophomore students at two local universities in the Dalian area. These students were part of classes taught by the researchers. All students were either English majors or English Translation majors. Participation in the survey was voluntary. All students who were approached by the researchers agreed to take the survey voluntarily. There were 36 participants in all: 10 from a freshman course (English majors) and 26 from a sophomore course (English Translation majors). Students completed the survey anonymously.

Methodology

Survey completion was one hundred percent. Nevertheless, occasionally a participant would give a very brief answer to one of the survey questions. Overall, however, students took the survey seriously, offering substantially insightful comments.

After collecting all surveys, student responses were read and then statements of particular interest were under-

lined or otherwise highlighted by the researchers. After all responses were read and relevant statements marked, the researchers then typed each student's important remarks into a file, giving each student a number (ex: Student1, Student2,…Student36). The next step taken by the researchers was to re–read the relevant student responses that were collected in the file to ascertain patterns of similarity and differences; that is to say, to uncover particular themes that the remarks were related to. These themes served as categories into which the relevant remarks were placed. These remarks were abbreviated and written in summary form, for convenience sake. The themes uncovered for a particular question group did not necessarily apply to or appear in a different question group. Thus, the research was in large part qualitative in nature, and, therefore, little quantitative analysis was applied to the data set.

FINDINGS

As stated previously, for each question group (QG1, QG2, QG3) there were specific themes discovered based on students' relevant comments. These themes, or categories, will now be presented and discussed, starting with QG1. Students' quoted comments, or the researchers' paraphrasing of such comments, are given in quotation marks. Due to publication requirements, this paper will focus on QG1 findings. A summary of QG2 and QG3 findings appears in the conclusion section. For more complete research findings, please contact the authors directly.

QG1 Themes

In QG1, the researchers uncovered the following 3 themes (some containing sub–themes): *Impression, Content, Manner. Impression* revealed how the students wanted the gaming experience to make them feel. *Content* revealed what the students wanted the language learning games to contain. *Manner* revealed the way the game should be structured, including its style. Each of these themes will be considered and described in more detail.

Impression

Six students revealed how the design of the computer game should make them feel. One student remarked that the game should be like "talking with friends." Other students wanted the game to be both "challenging and enjoyable." In addition, some students wanted the game to make them "curious and intrigued." One student wanted the game to "bring positive energy to the students."

According to these students, design features needed to be personable, challenging, enjoyable, and attention–grabbing, creating a positive emotional experience for the students.

Content

This category had to be subdivided, according to the content focus. The main subdivisions uncovered were *linguistic focus, culture focus, game focus,* and *student focus.*

Linguistic Focus

Students wrote that the gaming experience should include mainly dialog or vocabulary. For dialog, students wanted lots of conversation in the game, giving students practice in common daily life situations (ex: "at the restaurant"), or in particular fields (ex: "sports"). Dialogs should include jokes, everyday language, and should allow students to practice interpersonal communication skills. In addition, the game's dialog activities should include practice in various language skills (ex: listening, speaking, and reading).

For vocabulary, students desired the game to include terminology or jargon (ex: "medicine," or "technology"), and "local English words" meaning slang, colloquialisms, and idioms. In addition, students wanted to learn "set

phrases." Lastly, students mentioned that they wanted the game to focus on "common expressions not mentioned in the textbook."

Culture Focus

Regarding the cultural content of a language learning game, students wanted the game to provide them with information about "current events from many countries," "real historical stories," "western culture," "cultural knowledge about daily life here and abroad," and "information about human civilization." Such content reveals students interest in expanding their knowledge about life in other countries, in comparing cultures (ex: Chinese versus Western; American versus British), and in knowing more about history in other places, to get a broader view of "human civilization."

Game Focus

Students described some of the content features of their ideal game for language learning. Some students suggested that, when students reach a particular game goal, that there should be "a reward" given to them. Other students required "pictures" in order to "recite words" while looking at the pictures. Some students wanted to play the game with "foreigners," not just with their classmates. Other students wanted the game to include characters "of different age groups." One student wanted the game to "focus on the expressions and the behaviors" of the different characters in the game. Finally, some students wanted very specific types of games, such as "shooting games," and "puzzle games." Receiving a reward after achieving a particular game goal can be linked to the "positive energy" a game should create for students, as previously mentioned. The use of images (photos) for learning vocabulary is a basic and popular multimedia tool for language learning games and Chinese students' particular fondness for focusing on vocabulary learning is extended to the gaming content focus.

Student Focus

While few students had comments that fell into this category, the researchers felt it worthy of mention. Several students mentioned that they wanted the game content to focus on their particular "interests and hobbies." This requirement could be in response to what they see as lacking in the regular course content.

Manner

Student responses about manner were subcategorized into *structure* and *style*.

Structure

Students wanted the game to be played "in groups," "worldwide," with "foreign speakers." They wanted the game to only have English words, but to be able to "automatically translate a word into Chinese if a word is unknown." Students wanted the game to be divided into different sections, or levels "from easy to difficult." Some students suggested the game have different sections and each section would contain "different content." One student wanted the game to have a "background story." Others wanted the game to have "roles for students to play."

Style

Students wanted the language learning game to have "no violence," be "moral oriented," "humorous," "competitive," "pure, comprehensive and educational," "simple and easy to use," "not complicated," and "about life." Thus, students wanted the language learning game to have some features of commercially popular games (ex: competitiveness, humor) but also other features that popular games do not always have (ex: simplicity, pureness, educational value, and a focus on real life).

Summary of QG1 Findings

It is remarkable how thoughtful the students were in giving their responses to this question group. Students want-

ed the game to affect them emotionally, in a positive manner. They did not want the game to be violent but did like the competitive nature of gaming, in general. They wanted the game to extend their studies beyond the textbook, beyond the classroom and even beyond their local environment, to include cultural understanding of other countries and interaction with foreigners from all over the world. Students remained committed to their focus on vocabulary development when using the game, but they also wanted to learn more about everyday language use such as colloquialisms, slang, jargon, idioms and set phrases. Students wanted the capability to practice, in particular, dialog skills, to improve their speaking and listening. In an English–as–a–foreign–language setting, this likely reflects the students' desire to expand their conversational practice time by using the game.

CONCLUSION

Gaming is not an unfamiliar territory for college English majors in China. They play computer games and virtual reality games already, but not as part of a course syllabus or school curriculum. Based on the survey results, students appeared to understand the addictive nature of gaming and insisted that gaming at the college level would need to address this concern, by the application of constraints: time played and teacher control were the two most frequently mentioned restrictions needed. Some recognized the potential danger to their health and asked that students exhibit self–control if games were used as part of the regular curriculum. Students wanted the games to reinforce what they were learning in the textbook and from the teacher, but also to go beyond those boundaries to include interactions with players outside the classroom, a language and culture focus that they could not find in the textbook, a sense of immersion in a foreign culture, and increased opportunities to practice their interactive skills, particularly conversational skills. Students appeared to appreciate the potential for gaming to involve them more deeply in their language and culture studies and to increase interpersonal communication.

Students generally took 15–20 minutes to complete the survey, and their responses reveal a considerable and sincere thoughtfulness about the topic. The responses from these students serve as a wealth of information for game designers, teachers of English, and department chairs, all of whom would have to be involved should gaming be considered an additional part of the English or Translation majors' curriculum of study. Additional research is needed to consider larger numbers of Chinese college students and their attitudes, as well as research that tries to understand the attitudes of professors and college administrators in China. Further research will help to best plan for the integration of gaming at the college level, either as a part of the individual course syllabus or as part of the overall major curriculum.

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A Study on Factors Influencing Chinese Students' Learning English Middle Constructions

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[Abstract] *This paper explores a comparison of English and Chinese middle constructions. The working definition of middle construction is appointed firstly and then similarities and differences are illustrated with examples. To testify whether the differences lead to the Chinese students' problems in understanding and learning English middle constructions, a test is designed to verify the question. It is found that the two major differences between middles in English and Chinese, productivity and resultative compounds, result in the difficulty when Chinese students learn English middle constructions. Thus, in the learning process, it is very important for the English teachers to implement efficient strategies to enhance the positive transfer while weaken the negative transfer from the first language.*

[Keywords] *English and Chinese middle construction; similarities and differences; Chinese students; difficulty*

Introduction

The Middle Construction (MC), first proposed by Jespersen (1927) as "activo passive", is a special language phenomenon over many languages. Many labels have ever been cast upon it, such as medio–passive, middle–voice construction, pseudo–intransitive and patient–subject construction, etc. It differs from the active and the passive construction in that it is a kind of construction which takes the patient or the passive participant as its grammatical subject with an implicit argument. It only allows the internal argument to be present in the subject position and does not implement passivization operation. Meanwhile, the verbs in the construction are not ergative.

As for the definition of middle constructions, many scholars presented different opinions on it. Massam (1992) treats modality as one of the criteria to define middle construction. Iwata (1999) argues that the existence of implicit argument should be contained as one of the standards. He (2005) proposes that middle constructions refer to the sentences with the structure of [NP+V+Adv]. In his view, two conditions are the criteria judging whether a sentence is middle or not: first, the passive participant is the subject while the predicate is in its active form; second, the event is triggered by the passive participant who exerts positive influence on the happening of the event.

Following He's proposal, sentences like *This book sells well* and *Zhèběn shū mài qǐlái hěn hǎo* 'This book sells well' are canonical examples of this special construction in English and Chinese. The middle constructions in English and Chinese share many similarities and have some differences as well. These differences make the Chinese

learners face difficulties when they learn the constructions in English. Meanwhile, due to the peculiarity of these constructions, even some factors which are common to both English and Chinese middle constructions may exert some influence on the study of them for Chinese students.

This study first explores a comparison of English and Chinese middle constructions. Then, an experiment is designed to show that Chinese students have some difficulties in learning English middle constructions resulting from the differences. Hopefully, this research can help both Chinese teachers and students in teaching and learning the special construction in English.

A Comparison of English and Chinese Middle Constructions

Similarities

Middle constructions in English and Chinese share many common properties and are derived in the same way under more or less the same constraints. Semantically, middles in both languages share the same properties as non-eventivity, agentivity, and a modal reading. Syntactically, both of them have the adverbial modification and the internal theme argument is raised as the surface subject. In addition, the derivation of middles involves the same processes (e.g. with a base-generated empty external argument, the internal theme is raised into the Spec-TP position serving as surface subject). The same constraints like responsibility of subjects, affectedness and aspectuality of middle verbs also attribute to their sameness. These similarities contribute a lot for Chinese students to learn English constructions in an easier way. However, since middle constructions are a kind of special construction in both languages, even the constructions in the two languages share some similar points, without the realization of them, the similarities also pose problems for students to learn the construction. This study mainly discusses the influence of the differences of the constructions in the two languages, so more details are to be discussed relating to the differences.

Differences

In this section, two major differences between middles in English and Chinese will be demonstrated: productivity and resultative compounds.

1) Productivity

Chinese middles seem to be more productive than English middles. Those ungrammatical English middle sentences, in most cases, may become acceptable in Chinese. Take the examples below.

(1) a. *French learns easily.

b. *This job does easily.

c. *Simple stories tell easily.

(2) a. Fǎwén xué qǐ lái hěn róngyi.

French learn qilai very easy

It is easy to learn French.

 b. Zhèjiàn gōngzuò zuò qǐ lái hěn róngyi.

This-CL job do qilai very easy

It is easy to do the job.

c. Jiǎndān de gùshi shuō qǐ lái hěn róngyi

Simple DE story tell qilai very easy

It is very easy to tell the simple story. (Sung, 1994, p. 39)

Sung (1994) assumes that the difference between (1) and (2) results from different understanding of the affected-ness constraint in these two languages. In English the complements like *French, job, story,* are not regarded as being affected by such verbs as *learn, do,* and *tell.* In Chinese such sentences can be shown by BA-construction, where complements are regarded as being affected, as shown in (3).

(3) Lǐ sì bǎ fǎwén xué de hěn hǎo.

Lisi BA French learn DE very good

'Lisi learnt French well.'

Now that the complements in (2) are affected while complements in (1) are not, the differences between them are well accounted for. However, there are still some problems that the affectedness effects cannot solve. For instance, in English, there are cases that the complements are not affected as proposed, but they can form acceptable middles, which appears similar to some of Chinese middles, as illustrated in (4).

(4) This book reads easily.

Here, the complement *this book* is not affected by the action of reading, which shows that it is also problematic to take only the affectedness approach to explain the difference between English and Chinese middles; so, how to explain such a case needs further exploration.

Sung (1994) further argues that the productivity of Chinese middle construction has something to do with the overt verbal affix *qilai* in Chinese sentences, on the other hand, the adjunction of the overt affix *qilai* is also related to the productivity of Chinese middle construction. The function of *qilai* in middle use enables the predicates to com-ment or illustrate the subjects. The usage of the overt affix *qilai* also means that there will be more selections to choose nouns as their surface subject in Chinese middle sentences, so that there are much more acceptable and gram-matical Chinese middle construction formed than the English language can do.

2) Resultative compounds

There exists another difference between Chinese and English middles. As is well known, resultative verbs are al-lowed in English to form the middle construction, shown in (5). However, in Chinese it is not available, as illustrated in (6).

(5) a. Plastic tires wear flat easily.

b. Those cookies break into pieces easily.

c. These buildings burn down easily.

(6) a.*Sùliào lúntāi mó píng qǐ lái hěn róngyi.

'Plastic tire wear flat qilai very easy.'

b.*Zhèxiē lóufáng shāohuǐ qǐ lái hěn róngyi.

'These buildings burn down qilai very easy.'

c.* Zhèxiē dòngwù shè sǐ qǐ lái bù róngyi.

'These animals shoot dead qilai not easy.'

According to Carrier and Randall (1992), only a verb has a direct internal argument. It can be applied to middle formation, which can provide sufficient evidence to account for the grammaticality of sentences in (5). Since the sen-tences in (5) meet such a condition, that is, verbs *wear, break and burn* are transitive with direct internal arguments

plastic tires, those cookies and these buildings, the middle constructions containing resultative verbs are acceptable.

But how to account for (6) seems not so tenable merely according to that condition, since (6) also observes such a condition, that is, *suliaoluntai* 'plastic tires' is the direct internal argument of transitive verb *mo* 'wear'.

To tackle the problem of Chinese resultative compounds, many scholars like Huang (1991) have made great efforts from the perspective of the event structure or in terms of reanalysis. But as far as middles like (6) are concerned, the most plausible explanation is again the existence of the overt affix *qilai.*

Consider the general condition of the well-formedness of a verbal compound, which stipulates that a compound verb cannot contain more than two elements. Due to the presence of *qilai,* there are two elements after the verb *mo,* which results in the ill-formedness of (6). Thus, it can be assumed that it is the presence of the verbal affix *qiali* that results in the different behavior that Chinese middles do not allow the resultative compounds.

An Experiment

A brief experiment is carried out to test the students' difficulties in learning English middle constructions.

3.1 Design

1) Time: April. 20th, 2017

2) Place: Linyi University

3) Method: Questionnaire Survey

4) Attendants: 55 sophomores who major in English in their first semester attended the experiment, and 51 subjects are available.

5) Goal:

The aim of the experiment is to figure out whether Chinese students are influenced by their native language in understanding and producing English middle sentences since there exist some differences between the two counterparts.

6) Data:

Data in the experiment are chosen to testify whether the differences between English and Chinese middle constructions lead to the difficulties in Chinese students' learning English constructions.

12 sentences are chosen, including 6 Chinese middle sentences and their English counterparts, to testify whether the differences between them affect students' understanding and learning this construction.

1. *这块橡皮磨平起来很容易。Zhèkuài xiàngpímópíng qǐ lái hěn róngyì.

2. The eraser wears flat easily.

3. *这面墙烧毁起来很容易。Zhèmiàn qiáng shūohuǐ qǐ lái hěn róngyì.

4. The wall burns down easily.

5. *这种纸撕碎起来很容易。Zhèzhǒng zhǐ sīsuìqǐ lái hěn róngyì.

6. This kind of paper tears into pieces easily.

7. 德语学起来很容易。 Déyǔ xuéqǐ lái hěn róngyì.

8. *German learns easily.

9. 这故事讲起来很容易。 Zhè gùshi jiǎng qǐ lái hěn róngyì.

10. *The story tells easily.

11. 这首诗理解起来容易。 Zhèshǒu shīlǐ jiě qǐ lái róngyì.

12. *This poem understands easily.

Resultative compounds are allowed in English middle constructions but not available in their Chinese counter-parts. 1-6 are chosen to find the answer to the problem whether this point results in some difficulties in learning mid-dles for the students. Because of the existence of resultative compounds, 1, 3, and 5 are unacceptable while 2, 4, and 6 remain grammatical.

Data Analyses and Discussion

Table1. Consequence 1 of the Test

Sentence Number	acceptable	Students' answers		
		percentage	unacceptable	percentage
1	17	33.3%	34	66.7%
2	37	72.5%	14	27.5%
3	19	37.3%	32	62.7%
4	41	80.4%	10	19.6%
5	25	49%	26	51%
6	33	64.7%	18	35.3%

Resultative verbs are allowed in English but not available in Chinese to form the middle construction. According to Table 1, this difference results in some difficulties in learning English middles for Chinese students. Sentences 1, 3, and 5 are word-for-word interpretation for sentences 2, 4, and 6. Due to the existence of resultative compound, the Chinese middles are not grammatical, that is to say, sentences 1, 3, and 5, *Zhekuai xiangpi moping qilai henrongyi* 'The eraser wears flat easily', *Zhemian qiang shaohui qulai henrongyi* 'The wall burns down easily' and *Zhezhong zhi sisui qilai rongyi* 'This kind of paper tears into pieces easily' are actually unacceptable Chinese middle construc-tions.

A strange phenomenon can be found from the table that despite the facts that Chinese is the mother tongue for the students who present the answers and most of the students, namely, 66.7%, 62.7%, and 51% of the students re-spectively give the right answers, still 33.3%, 37.3%, and 49% of the students consider the three sentences to be grammatical sentences in Chinese. Among the three, sentence 5 is a peculiar one that should arouse more attention. Almost half of the testees consider it a right middle sentence in Chinese, which reminds the English teachers of im-puting more knowledge about middle construction, a relatively special one, to the students.

Regarding their English counterparts, sentences 2, 4, and 6, which are right English middle constructions, most of the students make the right choices. But still 27.5%, 19.6%, and 35.3% of the students think they are unacceptable English sentences. Through the follow-up interview with the students who present the wrong answers to the three sen-tences, it is found that some of the students are confused about whether Chinese and English middles share the same structure, that is, allow the existence of resultative verbs. Thus, it can be concluded that the difference between the constructions in the two languages, namely, whether resultative compounds are allowed or not, leads to the difficulty when Chinese students learn English middle constructions.

Table 2. Consequence 2 of the Test

Sentence Number	acceptable	Students' answers percentage	unacceptable	percentage
7	47	92.2%	4	7.8%
8	18	35.3%	33	64.7%
9	46	90.2%	5	9.8%
10	21	41.2%	30	58.8%
11	47	92.2%	4	7.8%
12	20	39.2%	31	60.8%

As is shown in many examples, Chinese middles are more productive than English middles. Many ungrammatical English middle sentences may become acceptable in Chinese. Sentences 7, 9, and 11, *Deyu xueqilai hen rongyi* 'It's easy to learn German', *Zhegushi jiangqilai hen rongyi* 'It's easy to tell the story', and *Zheshoushi lijiqilai rongyi* 'It's easy to understanding the poem' are good middle sentences in Chinese. As it can be seen from the table, 47, 46, 47 students, with the percentage of 92.2%, 90.2%, and 92.2% of the total respectively, offer the right answers, which shows that almost all the students understand this type of middles correctly, laying a foundation for the later analysis. As for the ungrammatical English counterparts of these middles, the table shows that students have some puzzle in deciding whether they are acceptable or not. However, for the three sentences, the answers which students present illustrate similar situation, namely, 35.3%, 41.2%, and 39.2% of the students regard them as acceptable English middle constructions, showing that a large portion of the students are affected by their mother tongue.

In a word, productivity of Chinese middle sentences is another factor that influences Chinese students' learning English middles.

Pedagogic Implications and Conclusion

Based on the two factors presented in the previous subsections which lead to the difficulties for Chinese students' learning English middle constructions, some teaching suggestions are to be offered so as to help the students better master this special construction.

It is obvious from the questions of the experiment that language transfer plays an important role in students' learning process. In learning a second language, one's mother language exerts great influence on the effect. In the learning process, it is of vital importance for the English teachers to implement efficient strategies to enhance the positive transfer while weaken the negative transfer from the first language. As for the middle constructions in English and Chinese, they share many similarities, such as the semantic and syntactic features, constraints on middle formation, and the similar derivational analyses. These similarities contribute a lot for Chinese students to learn English middle constructions in an easier way. Teachers should take the advantage of this point and enhance the positive transfer.

However, the differences between English and Chinese middle constructions do exert negative influence when Chinese students learn middle constructions, as shown in the experiment results. Teachers should first help the students to find the differences between them by offering examples and hints, instead of enumerating the differences directly. Then, by comparing the two constructions, teachers should encourage the students to better understand the features of this construction by themselves. Only in this way, can the negative transfer from their mother language be

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weakened.

Besides the factors mentioned in this study that influence teaching and learning of English middle constructions in Chinese universities, some others also exist, such as the constraints, markedness, etc, which need further discussion in the future research.

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Application of Flipped Classroom Teaching Model based on Micro–lecture in British and American Literature

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[Abstract] *The flipped classroom is a kind of new teaching model of learning knowledge after the class, and internalizing the knowledge in the classroom. Micro-lecture is based on the idea of blending learning, as the design scheme of "flipped classroom", which is an effective supplement to classroom teaching. On the basis of micro-lecture, the flipped classroom could enrich the British and American literature course, and make a series of teaching idea apply to the course. It brings new opportunity and challenge for the teaching reform of the universities.*

[Keywords] *Micro-lecture; Flipped Classroom; British and American Literature*

Introduction

With the application of information technique, the traditional teaching model has gradually become one of the important innovation of education development. "Flipped classroom" is an effective way to change the traditional pat–tern of classroom. Micro–lecture is based on the idea of blending learning, as the design scheme of "flipped class–room", which is an effective supplement to classroom teaching.

British and American literature course is a compulsory course for senior English majors, which not only requires students to learn the British and American history, but also demands to know well–known writers in each period and to analyze their works. Due to the limitation of class period, it will inevitably appear the negative phenomena, such as teaching too fast, instilling teaching and superficially learning instead of in–depth study, which cause students fail to grasp the key points. Moreover, Many students only focus on language learning but neglect the cultural accumulation, which leads to the lack of interest in the course. Therefore, it is necessary to make a positive response to those prob–lems on the teaching model, while the "flipped classroom" teaching model based on micro–lecture provides an op–portunity to solve this problem.

Micro–lecture in Flipped Classroom

Micro-lecture

"Miniature video network curriculum", hereinafter referred to as "micro–lecture", is a miniature video as the

main carrier of teaching, and the online video course resources supporting multiple learning methods for a discipline knowledge (e.g. emphasis, difficulty and doubt, the examination, etc.) or teaching links (e.g. learning activities, theme, experiment, tasks, etc.).

The first prototype of micro−lecture was first introduced by professor LeRoy A. McGrew in the university of North Iowa and T. P. Kee in the Napier University in the UK. The most popular concept of micro−lecture is proposed by David M. Penrose who is a senior instructional designer and e−Learning consultant at San Juan College in new Mexico and the college's online services manager. The core idea is to combine teaching content with teaching objec−tives in the course to make students experience an effective and focused learning. They are not just brief (one minute) presentations. "...micro−lecture is an efficient resource for learning because of its focused delivery of topics, cutting−edge updating of knowledge, careful management, diversity style, replaying for consolidation and easy manipulating." (Lu, 2015, p. 169).

Flipped Classroom

Flipped classroom originated in Woodland Park High School in Rockies, Colorado, USA. The real cause of con−cern for domestic educators is a speech by Salman Khan. In 2004, Khan began recording videos at the request of a younger cousin who was tutoring because she felt that recorded lessons would let her skip segments she had mastered and replay parts that were troubling her (Clive, 2011). Salman Khan founded Khan Academy based on this model.

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

Micro−lecture Design Concept in the British and American Literature

British and American literature covers the wide range of the information, including history, famous writers and their works, which demand teacher to introduce and require students to memorize the details and analyze their works. As the teaching hours of the course have been cut down, teachers have to briefly summarize the contents of the history of British and American literature in limited time. It is so hard for teachers to explain all the knowledge points with a traditional style of instruction. "During British and American literature teaching process, effectively selecting method for literature theory and work appreciation is very important for guarantee course teaching quality and effect" (Pan, 2016, p. 548). The teachers could select related literature theories and appreciation methods so that students can have deep understanding of British and American literature works and provide useful precondition for improving their ability of literary appreciation.

Under the background of rapid development of information technology, multi−media technology, network infor−mation technology have been widely applied in teaching work and become the mainstream trend in current education teaching development. Micro−lecture is a demonstration of a certain knowledge point in the form of video, which makes up for the visual demand of the traditional teaching. Being guided by this inverted teaching style, both teachers and students have to re−organize their time and energies. These specific lectures are combined with specific activities

designed to promote the epistemic engagement of the learner. "Since the authority of class is returned to students, they can make full use of class to solve different problems that they encounter when learning the basic knowledge out of class" (Guo, 2016, p. 43).Therefore, the key task of the course reform is to know how to pick up the knowledge points, and how to get a piece of knowledge to be refined in the form of video.

Firstly, teachers need to focus on selection of curriculum knowledge, and take into account the students interaction in the flipped classroom. Besides, micro−lecture and flipped classroom are closely related unit. In the leading part, the teacher needs to make an outline of a lesson in order to guide the students to digest the following details through appropriate summarization or testing, and finally achieves the ideal interactive effect in the flipped classroom.

It is by no means that one person could be qualified for the design of this course. This requires a teaching team to brainstorm. English literature history and American literature history can be designed separately. As the UK has a long history, the teacher can introduce its general knowledge at length, such as the background of the Anglo−Saxons, the Norman conquest, the evolution of Scotland and so on. All of these can be shown through video to make students have an image and systematic understanding of the change of time in Britain. In addition, the background and social impact of the famous writers can also be used as a part, and relevant video can be quoted or linked. Due to advanced resources, the course provides a better study platform for students.

According to the different content, the micro−lecture can also be taken in different forms. Let's take the personage introduction as an example, it can profile one character by watching biographical film and then do exercise. If it is about a poet, teacher can choose one of his poems through case based study to deduce his stylistic features and poetic rhythm. Based on those knowledge, students can fully discuss and analyze in the class, which makes the teaching more targeted.

Besides, British literature and American literature can be designed respectively, that means British literature and American literature can be seen as an individual. If they are treated as a whole, cultural comparison of Britain and America is also a good choice. Since micro−lectures are not subject to time constraints, they can also present the ideas objectively and critically, which lays the foundation for students to better understand Chinese and Western culture.

Micro−lectures are not merely produced by teacher, once students are familiar about this approach with their enthusiasm aroused, they can be encouraged to design their own one, based on the knowledge they are interested in. This not only motivates the students' autonomous learning ability, but also returns the dominant role to the students and strengthens students' participation in the blending learning model. Through the interaction between teacher and students, the knowledge points are not dry and boring. The source for students to get knowledge is not limited to books and teachers, because the Internet with amount of information is becoming a platform for students to broaden their horizons. Through teacher's comment and students' mutual evaluation, students' ability of application and expression will also be improved.

Application Exploration of Flipped Classroom Model Based on Micro−lecture

Flipped classrooms redefine in−class activities. In−class lessons accompanying flipped classroom may include activity learning or more traditional homework problems, among other practices, to engage students in the content.

Because these types of active learning allow for highly differentiated instruction, more time can be spent in class on higher−order thinking skills such as problem−finding, collaboration, design and problem solving as students tackle difficult problems, work in groups, research, and construct knowledge with the help of their teacher and peers (Bennett, 2013). The flipped classroom teaching model conforms to the teaching objectives of British and American literature, and accords with the arrangement of teaching content, which can help teachers break through the restriction of traditional teaching model and shift teaching thought. It can also meet the learning needs and psychology of the students, which corresponds with the students' learning pattern, as well as the new interaction mechanism in the class and after class. Based on the characteristics of British and American literature, students can be encouraged to draw a timeline respectively according to the history, combined with the writers in the corresponding period to make vertical axis, which can clarify the important knowledge points, such as the tedious time and endless characters. Through the comparison of each group, the students' competitiveness can be established and a benign learning atmosphere is also created. The course can be combined with the form of question−and−answer, debate, speech and performance, at the same time the teacher controls the whole process.

With the learning and thinking beforehand, the content of the course will be enriched in the limited time. It connects various knowledge points link to each other, which promote the transfer of knowledge. The students form into habits to think independently to find out the problem, solve them, and finally create a virtuous circle. The students can complete interactive discussions in class and then strengthen the knowledge integration. If they have problems that cannot be explained before class, they can achieve through the discussion among students in class and the teachers' explanation to internalize the knowledge. Certainly, teachers should also create learning atmosphere, answer subsequent question online timely through teaching platform, investigate and supervise the students' learning process. After class, the content will be sorted out again, especially the reanalysis of the author's novels or poems, and then submit the homework in different forms.

Conclusion

Nowadays, English teaching reform is imperative, especially for English majors, which not only let them have a solid theoretical foundation, but also let them learn to apply the knowledge. The flipped classroom teaching model, based on micro−lecture, can be continuously introducing information technology into the teaching process, which realizes the new teaching ideas. That is, students−centered classroom teaching with the teacher as a guide, supported by online teaching resources, should be adopted in British and American Literature. It can make full use of the limited time in the class, truly targeted to solve problems, and broaden students' horizon. The British and American literature course truly realizes brainstorm under different cultural perspective.

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Frequency Effects and the Acquisition of English Resultative Constructions for Chinese English Learners

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[Abstract] *Resultative Construction is available in both English and Chinese, yet factors like negative transfer of mother tongue, less exposure to enough input add to the learning difficulties for foreign language learners. This study aims to explore the relationship between input frequency and mother tongue transfer, and the optimal input frequency and input interval for the acquisition of ERCs for Chinese English learners.*

[Keywords] *English Resultative Construction; input frequency; mother tongue transfer*

Introduction

Ever after 2002, studies on frequency started to regain its popularity after years of neglect. Ellis (2002) claims that frequency is a key determinant in language acquisition because language rules come from learners' analysis of the distributional characteristics of the input. The importance of frequency in language acquisition gains support from many theories including Construction Grammar. According to Goldberg, constructions are to be learned on the basis of the input and general cognitive mechanisms (Goldberg, 2006). That is to say, the acquisition of constructions, to a large extent, depends on the input language learners are exposed to.

The resultative construction (RC henceforth) is a special syntactic pattern, signifying an entity that has come to a final change of state as a result of certain actions performed on it (Goldberg & Jackendoff, 2005). This construction is available in both English and Chinese, yet differences exist in aspects like word order, type, entry conditions.

 Differences between English and Chinese Resultative Constructions

The typical transitive prototype for English Resultative Construction is SVOR, while it is SVRO in Chinese. That is, in English, the object follows immediately after the verb, but it is the complement that occurs immediately after the verb in Chinese. For instance,

(1) a. He broke the vase into pieces.

　　b. tā dǎ suì le yí gè huā píng.

In (1a), *the vase* is the object, followed by the resultative phrase *into pieces*. Different from (1a), the NP *huā píng* appears after the resultative phrase *suìin* (1b).

In Chinese, when a part of the body is influenced by the verb, it can occur in the position of Patient, but it can al−

so be omitted. In the case of omission, both Agent and Patient have to be realized in the subject position. Sentences in (2) are good examples.

(2) a. She cried herself hoarse.

b. tā kū yǎ le (sǎng zi).

Sentence (2) means that she cried and her throat became hoarse. The NP *sǎng zi* is supposed to occur in the position of Agent in the resultative subevent, yet it is not the case in Chinese. It can be omitted with an empty category. This omission is not allowed in English, so in (2a), a reflexive is chosen to fill the position.

Different choices for the argument between Chinese and English Resultative Constructions can also be evidenced by the following examples.

(3) a. He ran his shoes off.

b. xié zi pǎo dīu le.

In (3), there are two subevents. One is "he run", and the other is "his shoes were off". Both Chinese and English choose the verb *run* as the one in the action subevent, but the two differs in that in English, the NP *he* is chosen as the subject of the sentence, while in Chinese, the NP *xié zi* is put in the subject position. As is required in English, governed by the verb *run*, the subject position does not permit the occurrence of an inanimate agent. That is to say, the NP *xié zi* is not supposed to appear in the subject position in English.

Differences between the two Resultative Constructions will make it harder for Chinese English learners to acquire English Resultative Constructions. Thus the question this paper tries to tackle is whether the influence of negative mother tongue transfer can be reduced for better language acquisition if language learners are provided with appropriate input at appropriate intervals.

The Experiment

To find out how input frequency affects the acquisition of English Resultative Constructions for Chinese English learners, an empirical study was carried out to the freshmen of English majors in Linyi University. This study follows a pretest–experiment–posttest format and the procedures of data collection were presented in Figure 1.

	Pretest	Input Sessions								Posttest
		D1				D2				
		1	2	3	4	5	6	7	8	
Group A	√									√
Group B	√	√								√
Group C	√	√	√							√
Group D	√	√			√					√
Group E	√	√	√	√		√				√

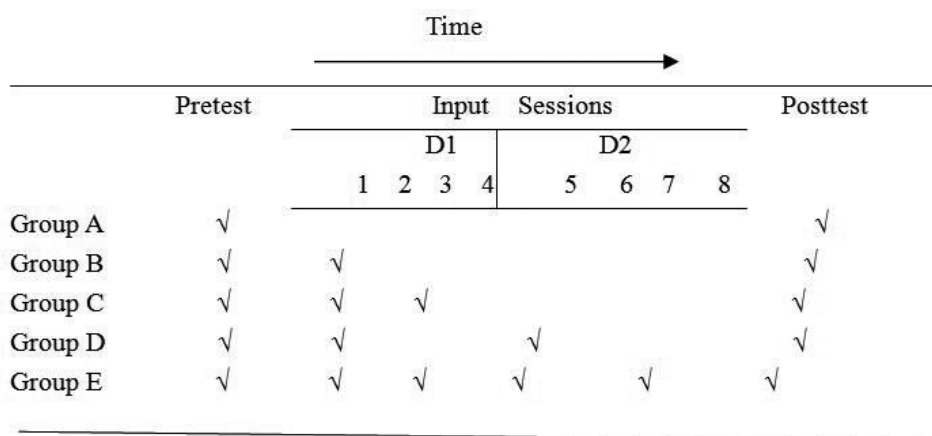*Figure 1. Procedures of data collection*

25 participants took part in the experiment, and they were grouped into 5 groups with 5 members in each according to their scores in the pretest. After the grouping, input would be given to participants in different frequency and at different intervals. In each input, the researcher would guide the participants to find out the syntactic (the form) and

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semantic (the meaning) differences between groups of sentences and to generalize the patterns of English Resultative Constructions by themselves.

In the study, participants in Group A had no chance to be exposed to the input, but they were to be tested a week later. Participants in Group B were exposed to the input for one time only. Participants in Group C were exposed to the same input twice in a day, one in the morning and the other in the afternoon. Participants in Group D were also provided with two chances of exposure to the input, but the exposure was done in two consecutive days. Group E received the input for four times in two consecutive days, twice a day. Groups B to E were to take another test immediately after each input, that is, the posttest. Groups B to E were to take another test immediately after each input. In addition, one week later, all the five groups were asked to take the same posttest again.

The instruments adopted in the two posttests included a grammaticality test, an error correction test, and a Chinese–English translation task.

Results and Analysis

The data of the other four groups gathered before and after the experiment is analyzed below because Group A in the experiment received no input. Figure 2 provides us a better understanding of the changes that have taken place.
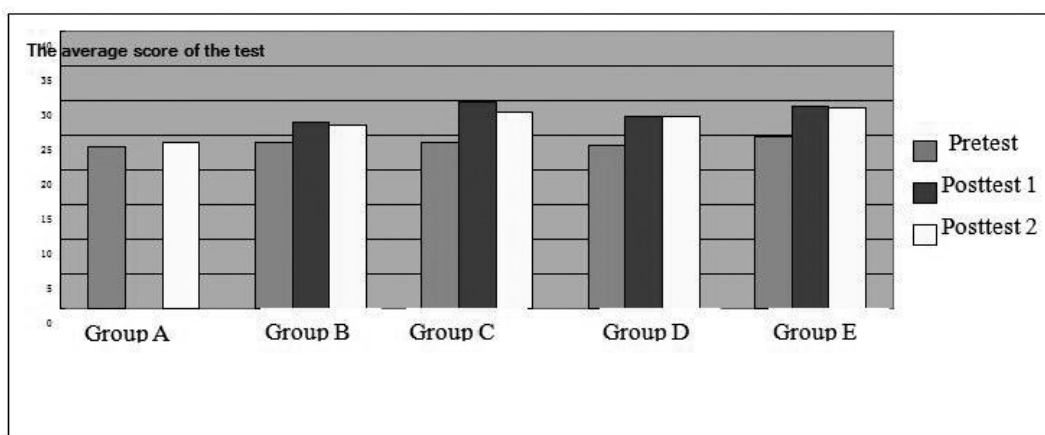

Figure 2. Results of grammaticality judgment task

Owing to the fact that Group A was not exposed to the input, the participants in this group took two tests, as indicated in Figure 2. It is easily noticeable that there was only a shade of difference in the performances of Group A in the two tests. On the contrary, all the other four groups have undergone varying degrees of changes. The contrast between Group A with the other four groups testifies the assumption that input plays a significant role in the acquisition of ERCs for Chinese English learners.

Figure 2 demonstrates that the average score of the second posttest was no higher than that of the first posttest. The second posttest was taken a week after the first posttest, so it is assumed that the score is lower than or at least no higher than that of the first posttest. As far as this study is concerned, this assumption holds water. However, it is also true that for the other four groups except Group A, the scores of the second posttest were a little lower than or no higher than that of the first. It can be inferred that one–week interval makes a difference on the acquisition of ERCs.

It can be seen from Figure 2 that the average scores for Group C and Group E were in close proximity, higher than the other three groups. Given Group E received two more inputs than Group C, a conclusion is made that Group C ranked the first. Put it differently, Group C achieved the best acquisition outcome compared with the other groups.

That is to say, as far as this study is concerned, the optimal input frequency for the acquisition of English Resultative Construction is twice, and the appropriate interval between inputs is two to three hours.

Also, negative transfer of mother tongue interferes in language acquisition. There is no exception to the acquisition of English Resultative Constructions. One of the hypotheses held by this study is that input frequency can reduce the negative transfer of mother tongue in the process of acquisition. Therefore, a comparative analysis of the results of the two tests was done.

Table 1 Mother Tongue Transfer in the Pretest and the Posttest

Sentences in Change the pretest	The pretest (percentage of accuracy)	The posttest
*2. He cut open his forehead	72%	56%
-16%		
*13. Mom wiped the table dirty	76%	84%
+8%		
18. The pile of clothes washed me tired	68%	76%
+8%		

According to the table, nearly half of the participants in the posttest still held that sentence 2 was acceptable. What is more, the average accuracy percentage in the posttest even declined after they received the input. The contrast of the results between the two tests reveals that negative transfer does die hard. As mentioned above, Chinese Resultative Constructions follows the order of [SUBJ V COMP OBJ]. Such linguistic knowledge roots deeply in Chinese English learners, so it is a tough job to reduce such negative transfer. As far as this study is concerned, two or four times of input are not sufficient to reduce the negative transfer of mother tongue effectively. It is proposed that more input should be provided so as to reduce the negative transfer.

As for the other two sentences, there was a slight increase in the accuracy percentages. That partly proves a few more participants received the input given, understood, and digested it so that they were able to make right decisions. Yet, as indicated by the data, only a small number of participants noticed the differences between the two languages, and for most participants, teachers' instruction on the cross-linguistic differences would be beneficial.

Summary

To sum it up, input is important for better acquisition of English Resultative Constructions to Chinese English learners, yet, it is not the sole factor that acts. Mother tongue transfer, different subtypes of ERCs, input interval, and other factors also interact in the process. Besides, it is assumed that optimal input frequency does exist for the acquisition of English Resultative Constructions. Last but not least, the time interval between inputs is another important influencing factor for the final result. Too long or too short interval brings little benefit to acquisition.

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A Brief Analysis on Causes of Phenomenon of Students' Silence in College English Classroom and Its Strategies

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[Abstract] *Classroom silence has become a common phenomenon in many college English class now, and this trend is getting worse. For the English classroom which focuses on the communicative competence, classroom silence has brought many negative effects on teachers' teaching and students' learning effect. This paper aims at to find the causes of silence in college English class through the two methods of classroom observation and questionnaire survey and to explore the way to break the silence in-depth, so as to achieve the effective classroom interaction.*

[Keywords] *classroom silence; causes; strategies*

Introduction

Language is a system of arbitrary vocal symbols used for human communication. While silence, a kind of nonverbal behavior, is very common in people's daily communication. Many colleges' classroom silence has brought many negative effects on teacher's teaching and students' learning effect. In order to reduce these negative effects, we must take effective measures through finding the causes of silence of the college English class.

However, current research about silence phenomenon is quite limited. The researches about learner's silence in college English class are even less. Therefore, in this thesis, the author will deeply discuss about students' silence in college English class and the solutions for this phenomenon.

Definition of Classroom Silence

Silence belongs to the category of communicative linguistics. In a certain sense, silence means that communicative subjects showed no nonverbal behaviors which were silent and have no in fixed semantics. Therefore, classroom silence can be interpreted that these nonverbal behaviors are presented in the classroom teaching. At the same time, silence refers to all silence in the classroom teaching in a broad sense. In the teaching process, both teachers and students' will show behaviors of silence. And in its narrower sense, silence is the students' silence in the process of class discussion or classroom questions. In addition, classroom silence has a positive silence and negative silence. Positive silence refers to the silence which students remain the state of thinking seriously and actively after listening the problem. And negative silence refers to that the students think and accept the teachers' questions and knowledge

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negatively, do not participate in or passively participate in interactive classroom activities. This paper mainly discussed the student classroom silence which is spontaneous by students and negative in classroom silence. It can be specifically defined as: in class interaction, students showed negative silence due to subjective reasons. That is to say, students should be able to participate in the classroom interaction, but they were unwilling to take part in or avoided it.

The Current Situation of Classroom Silence in College English

The successful teaching not only need teachers' correct guidance and students' actively cooperation, but also need communication and interaction between teachers and students. However, a large number of teaching researches confirmed that the phenomenon of students' silence and boring teaching atmosphere in college English class is becoming more serious. Specific performance of this phenomenon in classroom was plunged into silence when teacher asked questions, even whisper of students also immediately lowered his head. If even a few students responded, they were scanty top students. The teachers acted as the speaker with many words. While the students were observers absolutely.

In other words, English classroom has been presenting a teaching state with teacher-centered, and students were in the secondary position passively. According the results of my survey, we learned classroom was plunged into silence when teacher asked questions, few of the students can answer the questions actively, and they had few class activities. This phenomenon not only hindered the smooth progress of teaching, but also deprived the right of development of students' comprehensive language ability. And with the enactment of college English curriculum requirements, the emphasis on college English is to take the student as the center with the teaching mode of cooperation between the teachers and students. Meanwhile, improving the students' ability of using language to communicate is becoming the focus of college English teaching. Therefore, learning how to break the silence, optimize the classroom, let the students express their bravely has profound significance.

Research Design

Research Questions

Based on the above statement, the research questions of this paper are as follows:

1. What is the current situation of silence in college English class? For example, the types of students' silence, the performance of students' silence.

2. What are the reasons for the phenomenon of silence in college English class?

3. What measures should be taken to solve the negative silence in college English class?

Research Objects

The object of this study is the 200 students of the Jilin Agricultural Science and Technology College, including English majors and non-English majors. The author mainly observed and studied the current situation of their silence in English class and on this basis to explore the causes of their silence in English class explore effective solutions for this phenomenon.

Research Tools

The research tools are the form of classroom observation and questionnaire.

The study of the current situation of silence in college English class used the method of classroom observation by observing the practical English class. The observer is mainly to observe the teacher's teaching methods, students' reaction in the classroom and classroom atmosphere. Observation tool is the form of classroom observation. A total of 8 English classed were observed. In the condition of teachers' permission, the observer sat in the last row of the class before class beginning, did not involving in class activities.

The study of the reasons for students keeping silence in English class used the questionnaire survey. The questionnaire consists of 32 questions. The first 31questions are single choice; the thirty-second one is a multiple choice. From three perspectives, the questionnaire is to understand the reasons why students keep silence in English class, that is, the external environment, factors of students and teachers. The author sent out questionnaires to 200 students of English major and non-English majors in JiLin Agricultural Science and Technology College. All the questionnaires are valid. (The table is omitted here)

From the results of the questionnaire, the following problem is obvious: Firstly, Most of the students are fond of English class; Secondly, the students' actual performance in the English class with their inner expectations are contradictory. Thirdly, English classroom teachers often hold English class, and account for most of the time for explaining. Lastly, most of the students have different levels of anxiety in the English class when teacher asked questions or asked individual student to answer the questions.

Analysis of the Reasons of Classroom Silence

The reasons of causing the student to keep silence in the English classroom are various, but to sum up, there are three aspects: the external environment factors, student's factors and teacher's factors. The following will do a detailed analysis from these two aspects for the reasons of the student's silence in the English class.

External environment factors

External environmental factors include the following aspects: one is their broad environment which students lived—the influence of Chinese traditional culture; another is the mini-environment which students stayed—atmosphere of the class environment. And China's traditional culture of five thousand years deeply rooted and influenced. There is an old saying in China "silence is golden". Many students still keep silence when the teaching told them to raise their hands to speak, this silence is not gold.

Students Factors

Materialist dialectics holds that the development of things is the result of internal and external factors, while internal factors play a fundamental role. Students' silence in the English class is also a result of both internal and external factors, while the student's own factors play a decisive role. English learning motivation is an important factor influencing the learning effect of English learning. Many students express that their English is poor, 48% students has lack of self-confidence in expressing in English class.

Learning Motivation

Table1 (the fourteenth question of questionnaire) What is the main reason for you to learn English:

Option	Numbers	Proportion(%)
In order to get good grades in the exam	64	32
Out of loving, like very much	24	12
English is an important tool for communication	64	32
The Curriculum Settings and Requirements	48	24

From table 1, we can see learners' learning initiative and enthusiasm is absent.

Teachers Factors

According the data statistics, it is found that the influence of teachers' factors on students' classroom silence mainly includes two aspects: teachers' teaching methods and teachers' classroom feedback.

The Teaching Methods of Teachers

Table 2 (the twenty–second question of questionnaire) What is the main way to learn in your English class?

Option	Numbers	Proportion(%)
A. Listen to the teacher's explanation	136	68
B. The teacher asked, and the students answered	44	22
C. Read silently and do exercise	16	8
D. Discuss in groups	4	2

From table 2, we can see that when students was asked learning English by what way in the English class.

Teacher's Classroom Feedback

Table 3 (the twenty–seventh question of questionnaire) When the students answered the question wrong, the English teacher usually:

Option	Numbers	Proportion(%)
A. Let him sit down	40	20
B. Give tips and encourage	92	46
C. Find other students to replace this student to answer	56	28
D. Criticize	12	6

Table 3 shows that when the students answered the question wrong, teacher's feedback.

The Exploration of Strategies of Classroom Silence

In a word, the phenomenon of silence in college English class does exist, and it hinders students' English learn-ing. Both teachers and researchers should pay attention to find out the reasons and find effective strategies so that teaching activities can be carried out in a relaxed and active environment.

Change the Traditional Idea and Create an Active Classroom Atmosphere

Students should correctly understand the meaning of the sentence of "Silence is golden". When the teacher is giving a lecture, the students should listen to the teacher carefully, think actively and make notes. At this time, the students are generally in a state of silence. But students and teachers should make it clear that this state of silence is an active silence. If the teacher asked the students to answer questions, the students still keep silence, which is a kind of negative silence. This silence must be avoided. So students should set up the correct idea. When the teacher asked the questions, students should abandon the concept of "silence is golden", and speak actively.

The classroom atmosphere directly affects whether the students actively participate in teaching activities or not. In the active class environment, teachers and students can maintain the best emotional state, and totally devote themselves to the work of teaching and learning.

Teachers can enrich the teaching design and stimulate students' interest. They should change the past single teaching methods and means, avoid stereotyped teaching design and try to use modern teaching methods and tools as much as possible. Such as multimedia, simple strokes, pictures, etc. so that they can present teaching content vividly. Only students' interest was attracted by these classroom activities, they are willing to participate in and the classroom atmosphere will become active (Li, 2010).

Students Should Fully Exert Their Subjective Initiative

Form a good learning attitude. Attitude is established and organized by learning. Many researches on attitude with regard to language learning have found that a positive attitude towards the target language correlates with the success in foreign language learning. This is best shown in the change of attitude of many Chinese college students towards English from negative to positive, and their achievements in learning it. A good language learner should find out how language learning works and then make specific plans for it. Before the class, students can have a rough understanding of the learning context. In the class, students should volunteer to take part in group discussions, role-play, or make speeches. They should try to seize every chance to participate in class activities. Thus, classroom interaction plays an important role in teaching activities. It can certainly improve students' oral English and language proficiency. Hence, the class will not be so silent.

Improve Students' Language Ability and English Expression level

The results of questionnaire survey showed that the main reason why students keep silence in English class is that the ability of language expression is poor. Although the students know the answers, they do not how to express correctly. Therefore, in order to solving the students' silence in English class, we must start with the students to find the solutions.

In actual classroom teaching, English teachers should provide students for more opportunities to speak English in order to improve the students' oral English level. For example, teachers can require students to speak English in English class; at the beginning of each lesson, teachers can set aside five minutes for two students to do a brief report. The subject of the report is decided by the students, which is not only close to the life of the students, but also to the interests of the students. The subject of the report must be informed in the previous class to the students, so that students will take time to prepare, practice repeatedly. In the process of practice, their spoken English will be naturally increased; In reading class, teachers can design some open questions and let the students discuss and summarize the

answer in the form of groups. And when they discussed, all students must speak English; Class can regularly hold English debate. It not only can improve students' English ability, also can achieve the transformation of knowledge to ability.

Teachers Can Play Their Positive Role in a Better Way

Change the teaching mode, take the student as the center. According to the survey results, teachers are the rulers of classroom activities. Teacher always hold the discourse power a long time and used most of the time to explain vocabularies or grammars, so that students can only play the role of the audience.

Therefore, teachers can change the teaching mode properly, take the students as the center, reduce the teacher's explaining time in the class, and try to make a reasonable distribution of turn-taking. Teachers should set their role as guide, organizer and supervisor in the class, while students are the subject of learning (Fang, 2009). In the English class, teachers should take an appropriate role, try their best to exert students' principal action, guide students to study by using the way which suit the students English level, organize some classroom activities which adapt different levels of students, and bring their influencing of supervision into full play. Teaching methods should be diversified, teacher can use the way of combination of explaining and group discussion. Group discussions not only can provide students with more opportunities to speak, also greatly reduce the anxiety of students to answer questions, and improve the enthusiasm of students to participate in the class.

Give the students Appropriate Feedback

Teachers can try to provide students with positive feedback. Students' self-esteem is very strong. They like to save face, particularly concern about the views of others, eager to get the approval of the teachers and the students. When they get the respect and praise of teachers and students, they will be satisfied, confident, and feel good and happy naturally, which is very pleased to participate in class room activities. Students perform actively, symptom of classroom silence is reduced naturally.

When students answered correctly, the teacher should praise them timely or say some grateful words, such as Thank you./Thanks a lot./Thank you for your perfect answer". But it does not mean that teachers cannot give students negative feedback. Because when students answered questions wrong, what the teacher correct your errors is very necessary. Just be careful when you give negative feedback to students, try to avoid the negative impact on students' learning mood. For example, when a student answered wrong, do not directly say "You are wrong" or directly criticize the students, the teacher can say "Good, but". When the teacher praised the students, they can give the students different degrees of praise according to the different situations. It not only can be reflected in the teacher's respect for students, but show their attention for the individual. This is a great honor and encouragement for students, so that students' enthusiasm will be improved naturally.

Conclusion

In this study, the author classroom observation and questionnaire survey to investigate the current situation and causes of silence in college English classroom. Classroom observation results showed that the phenomenon of college English silence exists in general and the author discussed the results on classroom observation in detail from three aspects.

The focus of this study was to investigate the reasons for the silence of students in class by means of questionnaire. The author made a statistical analysis to the results of the questionnaire by chart, and analyzed the reasons for the students' silence in English class from three aspects of the external environment, the students and the teachers.

Because of the various limited conditions, this study has great limitations, which mainly reflected in following aspects: the study sample is not large enough, the breadth and depth of research are also somewhat lacking, analysis of the reasons still need to expand, etc. In future research, the author will make further exploration.

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Application Of Consciousness–Raising To Esp Grammar Teaching

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[Abstract] *The paper points out problems in College English grammar instruction. Then based on cognitive learning theories and teaching experiences, the paper explores the plausibility of consciousness-raising approach in an ESP course English for the Navy by implementing some consciousness-raising activities in class.*

[Keywords] *grammar instruction; consciousness-raising; ESP course; accuracy*

Introduction

In recent years, the mainstream principle in China's foreign language pedagogy is the communicative approach, although the teaching method in class is not necessarily communicative. This approach emphasizes fluency over accuracy and stresses the training of students' communicative skills. This conception has influenced foreign language teaching from primary and middle schools through colleges in China. Grammar seems to become a taboo, especially for college English majors. As a consequence, in the late 1980's and early 1990's, it was found that the learners' language quality decreased (Hu, 1999).

Concerning grammar teaching, there have been two extreme ways, one is Grammar Translation Method, the other is Communicative Approach. Grammar Translation Method advocates that instruction should focus on the linguistic forms. Little attention is paid to the content of texts, which are treated as exercises in grammatical analysis. Communicative Approach contends that classroom goals are focused on all of the components of communicative competence and not restricted to grammatical or linguistic competence. Accuracy is secondary to conveying a message. Fluency may take on more importance than accuracy. The ultimate criterion for communicative success is the actual transmission and receiving of intended meaning.

Nunan (1991) points out that there are many ways of teaching grammar, and that it is wrong to imply that the teachers are confronted with two mutually exclusive choices when it comes to teaching grammar: either avoiding the teaching of grammar altogether, or returning to a traditional form–focused approach. The problem here is not whether learners need to master the grammatical system of the target language, but how learners can best acquire the target grammar.

The eclectic position between the above two extremes stands the notion of grammatical instruction as consciousness–raising (CR). This paper intends to explore the plausibility of consciousness–raising approach in an ESP course.

The Definition And Role Of Consciousness–Raising (CR)

Based on Rutherford & Sharwood–Smith (1985), CR is to consciously attract learners' notice to the formal features of the target language. It advocates explicit grammatical instruction and emphasizes the communication context. The essence is to sensitize learners to grammatical principles within a communicative context and induce them to take rational consideration of the linguistic data and discover the rules of the language system.

Consciousness–raising contrasts with traditional grammatical instruction in a number of important respects. First, it pays greater attention to form–function relationships. Second, it situates the grammatical structures and elements in question with a broader discoursal context. Third, it takes an organic rather than linear view of learning, and therefore rejects the rather naive notion that once something has been taught it will of necessity have been learned. In CR classroom, activities are basically designed inductive rather than deductive and learners may form and test hypotheses in meaningful context and cognitively link the new with what they already know.

Application Of Consciousness– Raising To Esp Grammar Teaching

The study was conducted in an ESP course English for the Navy. In this course, the study of each field generally begins with the basic concept. So in order to help the students accurately give definition to the basic concepts like a type of warship or weapon, in the beginning of the course, three CR activities were designed: blank–filling, discussing and producing.

Blank-filling

1) A Littoral Combat Ship (LCS) is a warship which is _____ for fighting in the littoral areas of the world's oceans.

2) Missile is a rocket–propelled weapon _____ to deliver an explosive warhead to hit the target at high speed with great accuracy.

3) An aircraft carrier is a warship _____ with a primary mission of deploying and recovering aircraft, acting as a seagoing airbase.

Most students are able to fill in the blanks with past participle "designed", "designed & built" or "developed". And by bolding the structure in the above three sentences: "is a warship which is designed & built for", "a rocket–propelled weapon designed & built to" and "is a warship designed & built with a primary mission of", the teacher is aimed to elicit them to notice the language form of defining a military term.

Discussing

The purpose of discussing is to generalize the rules in defining. After filling the blanks with the correct verb forms, the students are required to discuss in groups about the rules to define a military term. Although it is not easy for the students to talk about the regularities and patterns, they conclude that the three different structures can be used interchangeably to define a military term. As for the meaning, the definition must describe the basic nature or unique feature of the concept, which may vary considerably. With the teacher's guidance, the students summarize the sentence structure to define a military concept as follows: A (term) is a _____ (genus) which is designed & built for (differentia). And the differentia may cover the main function, combat theatre, fighting mode etc.

An invitation to discover rules for themselves may be more motivating to learners than simply giving them the

rules. Also, if consciousness–raising tasks are performed in groups and the target language is used as the medium for solving the problems they pose, the tasks double as communicative tasks. Learners can as well talk about grammar as talk about any other topic.

Producing

Next is the practice stage. Students are encouraged to define a new term by writing, translating or speaking out by imitating the above structures. For example, students can write out the definition of submarine, but with some grammar errors:

1) A submarine is a warship designed and built to fighting mainly underwater.

2) A submarine is a warship designed with the primary mission of fight underwater quietly (without being detect–ed)

3) A submarine is a warship which is designed and built for fighting underwater with mines, torpedoes and mis–siles.

The teacher didn't expect the students' error of verb forms after the preposition. Compared with the bolding of designed and built, students gave less notice to the verb forms after preposition "to" and "of". To some extent, the noticing activity of CR like bolding takes some effects in the accuracy of the output of language form. And it is found that these incorrect expressions are more frequent in oral presentation.

In the activities, the teacher gives positive affective feedback and meanwhile invites the students to correct their classmates by implicit negative feedback like repetition and recast. "Combining implicit negative feedback and posi–tive affective feedback reflect a need on the part of teachers to give their students encouragement and confidence" (Cui, 2011).

After a two–week CR training, most students have learned to use the correct verb forms to define a military con–cept.

Conclusion

CR grammar teaching focuses learners' attention on specific linguistic properties in the course of carrying out communicative activities. It tries to reduce learners' cognitive load by inducing learners to attend to linguistic form in a meaningful context, to strike a balance between form and meaning, and to emphasize accuracy without sacrificing fluency.

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A Study on the Present Situation and Countermeasures of College English Teaching in Public Foreign Language Courses

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[Abstract] *As an important part of the university public curriculum system, college English public curriculum has been attached great importance to by the higher education field. Based on the present situation of college English public curriculum, this thesis explores the practical problems of college English public curriculum teaching, and puts forward corresponding countermeasures to provide theoretical and practical reference for college English teaching.*

[Keywords] *Present Situation, Countermeasures, Public Foreign Language Courses*

Introduction

With the development of our country's social economy and the promotion of cultural soft power, the university public curriculum has also undergone many innovations and changes. Since 1987, college English education in China has been marked by the formal opening of College English Test four (CET−4) (Xiang, 2016). It has entered a new stage of scientific and standardized development. Since then, with the continuous efforts of a number of English educators, college English public courses have been enriched and adapted to the needs of the development of the times. It is of great benefit to students' English communication ability and understanding ability. It has also played a positive role in cultural exchanges and mutual promotion between China and the West. The common course of college English should serve as a link and bridge to cultivate students' ability to communicate and connect Chinese and western cultures. Since 30 years of development, college English public course education has made indelible achievements, but in the process of development, there are some problems and defects that cannot be ignored. It needs the attention of English educators. This requires us to understand the current situation of college English public curriculum system and explore its internal problems. On the basis of literature research and investigation, this paper expounds the present situation of college English public courses in China, and puts forward some countermeasures accordingly.

The Present Situation of College Public Foreign Language Courses

According to the relevant literature and domestic investigation, and combined with the domestic Tsinghua University, Renmin University of China, Northeast normal University and other colleges and universities to carry out an investigation and study of college English courses. By consulting the educational administration website and training

plan, the author has a certain understanding of the present situation of public English teaching in colleges and universities in China.

First of all, there is a deviation in the purpose of college English teaching. According to the author's investigation, college English teaching should focus on improving students' ability of language expression and communication, as well as playing an important role in cultural communication. However, some colleges and universities on the important issue of curriculum objectives have been deviated and missing. Many colleges and universities lack scientific guidance in the course of college English teaching and only focus on the test results and the rate of CET-4/6. This undoubtedly deviates from the original intention of college English teaching. On the face of it, students' ability to take exams is improved to some extent in writing, listening and speaking, but in the long run it is not conducive to the cultivation of students' English learning ability and the improvement of their communication and communication ability.

Secondly, the disconnection between college English teaching and students' professional learning makes language learning itself an isolated learning behavior. According to the author's investigation, some colleges and universities are only concerned about the cultivation of students' English ability in the setting of college English curriculum system, but neglect the support and auxiliary role of English as a tool for other subject research. At present, the form of college English teaching is fixed and limited to English teaching, but cannot be linked with other specialties and other fields. Nowadays, college students have more demands on English as a tool to meet the needs of foreign literature and the latest research results. However, college English teaching is difficult to meet the needs of students. Thus, college English teaching has become an isolated learning process. And it cannot really play the role of English in academic research, communication and communication (Huang, 2014).

Thirdly, the evaluation system is rigid and imperfect. According to the author's investigation and research, there are still quite a number of colleges and universities that only refer to the students' examination results or the situation of passing grades when awarding degrees. At present, most of the evaluation methods of college English teaching are still in a final examination paper, although some schools have added the assessment and evaluation of students' oral English. However, most oral examinations only stay on the surface, and even some of the oral examination content has been informed in advance, and has not really played its due role. Examination has become a formalized process.

Countermeasures and Suggestions on Current Situation

Based on the investigation and research of college English courses in China, the author puts forward some countermeasures against the present situation after having a basic understanding and mastery of the present situation of college English teaching.

First of all, foreign language teachers should be responsible for the dissemination of international cultural knowledge and the development of learning ability. Foreign language teaching should serve students' lifelong learning. That is, college English teachers should adjust at the level of teaching purpose. College English course is not only a basic language course, but also a quality education course to broaden knowledge and understand world culture (Liao, 2015). Therefore, the purpose of college English teaching should focus on the students and change from teacher-centered to student-centered. The goal of teaching language knowledge and skills and paying more attention to the practical application ability of language should be changed from the simple pursuit of coping with examinations to the teaching of language knowledge and skills. The contents of humanistic quality education, such as mass media, appre-

ciation of western literary works and cultural comparison between East and West, are all helpful to students' comprehensive quality and English application ability.

Secondly, college English teaching should be closely linked with students' professional learning, and the content of professional foreign language should be appropriately reflected to assist students' professional learning. In the aspect of teacher setting, teachers with interdisciplinary background are often selected, and English teaching is regarded as an important auxiliary tool for students' professional learning. At the same time, in the course design, we can add some English courses, such as business English, medical English, engineering English and so on, which are suitable for students of different majors to choose from. Try to build the bridge between college English and other professional courses through professional English (Hu, 2014). Therefore, it can help to form a cross-disciplinary teaching system of English courses in colleges and universities, and promote the interest of students of different majors in learning English courses.

In the end, a scientific and reasonable teaching evaluation system should be established. According to the author's investigation, some colleges and universities in China have canceled the policy of linking degree and College English Test four (CET-4) examination. Instead, a degree will be granted by applying a degree English examination including a comprehensive evaluation system. A scientific and reasonable teaching evaluation method and system should be set up in accordance with the requirements of the times. It is not only dependent on the traditional methods of the final examination to evaluate the students' learning effect and the teaching level of the teachers. But we should constantly innovate and develop diversified, multi-angles and all-round teaching evaluation. For example, a topic can be drawn up by research reports, practical activities, such as students, independent selection, self-study, English as a tool, writing in the classroom, reading knowledge, literature review, group meetings, etc., in the form of an investigation report or a course paper, or through a student. With the ability of communication and communication in English, the students' own research results are formed by their own interviews, social practice and so on. On this basis, the students' English learning effect is evaluated. The students' English listening, speaking, reading and writing ability are exercised, and the students' ability to study independently and scientific research is also exercised.

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The Application of Multiple Heuristic Teaching Methods in *College English Intensive Reading* Course

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[Abstract] *This paper gives a new interpretation of the meaning of "heuristic teaching" in English language teaching, constructs a pluralistic "heuristic" teaching concept framework from three aspects: "initial inspiration" of background knowledge, theoretical application of cognitive linguistics, and lexical root learning and synonym discrimination, analyzing how to achieve the purpose and significance of "inspiration" through the teaching of vocabulary, category, metaphor, construction and background knowledge, and finally provides a reference for the teaching practice of College English Intensive Reading course.*

[Keywords] *multiple heuristic teaching; English language; intensive reading course*

Introduction

The scholars' discussion on heuristic teaching method has a long history, and when it comes to "heuristic teaching", we naturally think of Socrates, the ancient Greek philosopher. In his lectures and debates, Socrates wasn't directly instilling knowledge to his students but used dialogues or questions to expose their contradictions in understanding, arousing their strong desire for knowledge through frequent questionings. In the course of his conversation with the students, he often pretended that he knew nothing, allowing the students to express their opinions fully. Having understood the students' views, he put them into a state of contradiction by means of cross-examination, making them realize their ignorance and inspiring them to explore consciously (Xin, 2006).

In recent years, scholars in different fields have studied the application of heuristic teaching methods in their own field. For instance, Yang G. K. & Xu J. B. (2012) demonstrates the necessity and feasible way of applying heuristic teaching in ideological and political courses in universities. The application of heuristic teaching method in medical microbiology teaching is studied in Li Z. D. et al. (2001). In the research field of English language teaching, there is no lack of discussion on the application of heuristic teaching method. Some scholars have studied the model of heuristic teaching from the angle of "questioning and interaction". Liu W. C. (1998) proposed to combine the *"3A" and "3R" heuristic teaching models* and integrate them into the intensive reading of college English . Liu Y. N. (2014) an-

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① "3A" means "Asking-Answering-Adding"; "3R" means "Pre-reading, While-reading, Post-reading".
② PD：P-Pre-reading questions, D-Discourse Analysis

alyzed the *PD heuristic teaching method,* which is a *question-and-analysis* heuristic teaching approach . Other scholars have refined the specific methods of heuristic teaching, proposing various methods like the *passion method, seminar method, suggestion method, comparison method, analogy method,* etc., see Wu B. L. (2008) and Lei Q. P. (2009).

This paper breaks away from the concept and thought of traditional heuristic teaching and tries to construct a broad and inclusive diversified heuristic teaching design. The core of heuristic teaching method lies in "inspiration", and "the goal of inspiration" determines our design of methods and modes. The teaching goal of *English Intensive Reading course* should not be confined to simply making students understand the text, but to enable students to experience foreign cultures, acquire foreign language sense, and understand the differences in language expression. The classroom design for "inspiration" should have theoretical height and overall grasp.

Combining Extensive and Systematic Background Knowledge: Initial Inspiration

Learning a piece of text without extensive and systematic background is the "normal" in the current English intensive reading curriculum. Even reading and learning about the author's biography doesn't really allow students to acquire the cultural resonance to continue to read the following essays. It's advisable for teachers to organize extensive and systematic background knowledge to share with students in class, and the process of sharing is a process of inspiration. Language learning is always inseparable from cultural rendering, and the study of selected works cannot be separated from the author's time and life experience. Without the systematic guidance of the cultural background knowledge, the very important "initial inspiration" is lost in teaching, which turns the later learning into a boring learning process of vocabulary and grammar. At the mean time, the introduction part should also include those relevant elements in the text and the introduction of professional knowledge. Such "initial inspiration", combined with the following classroom learning, can effectively reduce the reading barriers caused by unclear logical relations and lack of professional knowledge. For students with relatively poor language level, the traditional "questioning inspiration" designed before reading is little more than "fuzzy search" of information, which does not inspire a clear reflection with the help of cultural background, the logic of the text and the absence of knowledge-based blind spots, and the expected effect is not ideal. The depth, scope and layout of the background knowledge need to be carefully designed by the teacher, neither too detailed, putting the cart before the horse, nor should it be too scattered, lacking in relevance to the text.

Integrating Cognitive Linguistics into Language Teaching

For language learning, the core of inspiration should not be focused on sentences or words, but on the essential laws of language. Wen X. (2014) discussed four basic features of cognitive linguistics (i.e., non-autonomy of language, core position of meaning, construction of psychological representation, and features based on usage), pointing out that the theory of cognitive linguistics can explain many linguistic phenomena well, because it emphasizes human body experience and the internalized knowledge, which helps us to understand the systematic relationship among language units, therefor has important reference value for systematic foreign language teaching and learning; Liu Z. G. (2010) proposed that cognitive linguistics and its linguistic theoretical model provide a new theoretical model and method for explaining how human beings learn language, and effectively solves the "connection" problem in generative linguistics. Structuralism and transformational generative linguistics regard grammar as a set of rules, while cognitive linguistics believes that language knowledge is gradually abstracted from primary schema to advanced schema

and focuses on the unification of language form and meaning (Zeng & Lu, 2013).

The categorization theory proposed by cognitive linguistics has practical significance for vocabulary teaching. If we can not only introduce to students the target vocabulary itself, but also the vocabulary of its same level, higher levels and lower levels, they will develop a sense of space and structure about the words in their brains, therefore keep adding new words into this framework through continuous learning.

Metaphor in cognitive linguistics also has great significance for language teaching. Lakoff, G. & Johnson, M. (2003) defines the concept of metaphor in traditional rhetoric as a cognitive means for understanding the abstract concepts. There are many similarities between Chinese and English metaphors. In the course of practical teaching, there are expressions that can originally be conceptualized by metaphors. However they are generally made "blurred" just because they are difficult to describe and can not be easily interpreted with traditional grammar. The students, thereby, can't form the cognition of the mechanism of language formation. For example, spatial metaphors expressed in locative prepositions allow students to understand vividly the many derived phrases and expressions that come with them. Instead of teaching students what metaphor is or how to use it, we are supposed to explain those typical metaphorical usages to students, making them understand how abstract concepts are expressed, i.e., how humans try to communicate intentions with body language characteristics. Language itself is, alter all, a symbolic form of human expression of intention, and cognitive linguistics is in line with the nature of language as it associates intention with literal symbols through means of metaphor (Liu, 2014).

Construction grammar derived from cognitive linguistics provides a reference for language learning as well. Construction grammar emphasizes the learning of the paradigm of language expression, rather than simply summing up words for understanding. This, in fact, points to the strange phenomenon that many students currently have when reading English articles, that is, they still have difficulties in understanding sentences or paragraphs with no new words. Our students received the teachers' detailed explanation of words and grammar, but did not get "inspiration" in terms of language expression paradigm and language sense. And this is particularly important because, in the absence of a true second language environment, the pale form of "*vocabulary* plus *grammar*" is bound to lead students into a virtual world that has no real color. Thus, they can neither understand the real world, nor can they express their intentions to the real world in the proper way.

Word Roots Learning and Synonyms Discrimination

Many English learners do not know what a word root is, and have not been inspired by learning the English word roots. Word root is different from the constructions, metaphors, and categories mentioned above, and is a part of the word. When we learn Chinese, we are naturally inspired by the similar "root", that is, the "sound side" in Chinese characters, which is with strong word-forming ability and is usually in the right or lower half of the character, such as "同" in "铜". The same "sound side" and different "shape sides" (radicals by which characters are arranged in traditional Chinese dictionaries) constitute different Chinese characters, such as "铜"、"桐" and "筒". The way we learn to read and write Chinese characters is to first acquire the appearance and pronunciation of these basic "sides". Written languages has some common features. The nature of language itself also endows English with similar morphological and phonetic features lying in the regularity of the "word roots". Learning these roots is not only beneficial for expanding the vocabulary, but is also a process of tracing back to the cultural origin of morphemes and words, just as an exploration of the pictographs in Chinese, enabling students to learn language in historical and cultural back-

ground.

The discrimination of synonyms is one of the difficulties in both language learning and teaching. Teachers can list the key words and their synonyms (especially abstract nouns and adjectives) and put them into a specific context for explanation and discrimination. The students can get closer to the context and feel the beauty of the language use. In practical teaching, we tend to emphasize "efficiency" too much. We use one or two words instead of all synonyms in different contexts. This learning process makes students miss many opportunities to experience the language itself and is driving them far away from the real context.

Conclusion

This paper gives "heuristic teaching" a new perspective of analysis. The meaning of inspiration should not be confined to a problem or lexical meaning related to the text, but should be a systematic process of generating meta-cognitive ability in language learning. The introduction of systematic background knowledge can build a corridor of cultural background and historical characteristics for students to achieve the effect of "initial inspiration"; categorization theory can guide us to integrate vocabulary teaching into the framework of category and promote the students' ability to accumulate vocabulary in a spatial way; the expression of abstract concepts in English metaphors can inspire students to better understand the use of verbs, adjectives, adverbs and prepositions; construction grammar can let students get rid of the rigid vocabulary plus grammar learning ideas and be closer to the practical environment of language; the teaching of lexical roots and synonyms can inspire students to feel the context and sense of English through understanding word-formation methods and the choice of words. In fact, the practice of "heuristic teaching" is different in every L2 classroom, which depends on teachers' accomplishment, teaching concept and content, etc. The theoretical research and practical application of this field still need to be further explored.

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Acknowledgements

On Cultural Introduction in English Vocabulary Teaching

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[Abstract] Language is the carrier of culture and part of culture. Learning language must learn its culture, and language vocabulary is the most obvious cultural tool that bears cultural information and reflects human social life. Therefore, cultural connotation must be introduced in English vocabulary teaching. This article explains the importance, the contents and the methods of cultural introduction in English vocabulary teaching.

[Keywords] culture; introduction; English; vocabulary teaching

Language and Culture

The idea has been widely accepted in foreign language teaching that language, as both the carrier of culture and a part of culture, is inseparable from culture and therefore language teaching should be included in foreign language teaching. Robert Lado (Lado, 1957) showed in his work Linguistics Across Culture in 1957 that culture of target language should arouse special attention in the process of foreign language education. H. H. Stern (Stern, 1983) puts forward a foreign language education model including four components which are forms, social language, social culture, and experiences and social culture is listed as an independent factor in foreign language education. D. Hymes (Hymes, 1971) points out in his *On Communicative Competence* that communicative competence includes not only language competence, but also full understanding and mastery of sociocultural factors closely related to language use.

At home, Xu Guozhang (Xu, 1988) opened the prologue of wide discussion and research on the inseparable relationship between language and culture, language teaching and culture teaching with the article "Cultural Connotation of Words and English Teaching". Then followed other scholars, such as, Deng Yanchang & Liu Runqing (Deng & Liu, 1989), Hu Wenzhong (Hu, 1993) . Thus, it can be seen that language and culture are mutually restricted, interdependent and inseparable. If the two are separated from each other, language will be empty. Based on the objective relationship, language teaching and culture teaching must be carried out synchronously, otherwise language and culture will be disjointed. As Winston Brembeck (Brembeck,1975), said, "To know another's language and not

His culture is a very way to make a fluent fool of one's self." It's easily seen that how serious the consequences should be if only language is taught without its culture.

The Importance of Cultural Introduction

Vocabulary, as one of the three elements of language (phonetics, grammar, vocabulary), is the most basic material of language formation. Without vocabulary, there is no language. D. A. Wilkins (Wilkins, 1972), a famous English linguist, once said: "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed." Vocabulary is a unified combination of sound, form and meaning. As the main bearer of language expression, word meaning plays a key role in the storage and retrieval of language, as well as in the understanding and reproduction of language. Therefore, in foreign language teaching, we tend to emphasize the importance of mastering a large number of words. However, in real life, we will find that we still can not understand some words' specific meaning in a specific context even if we have mastered their pronunciation, grammatical features and conceptual meanings. This is because, in addition to some core words, many of them often carry specific cultural information, the so-called "cultural connotations" (culturally-loaded words), which are the most obvious carriers of cultural information and the tools that reflects the cultural life of human society. So, in teaching some words, not only the pronunciation, forms and meanings but also the cultural connotation should be emphasized. Only by introducing the cultural knowledge carried by vocabulary can the vocabulary teaching be considered as a complete teaching method. Otherwise, it is impossible to achieve deep understanding and application of language. Therefore, culture must be introduced in English vocabulary teaching.

The Contents of Cultural Introduction

According to the previous research, the contents of cultural introduction in English vocabulary teaching can be started from the following three aspects:

Words peculiar to different nationalities

Because of the differences in political systems, religious beliefs, history, geography, customs, ways of thinking, and so on, it is easy for different nationalities to produce things that are unique to their own ethnic groups. These things can not be found in another national culture, so there is a cultural gap, which is especially prominent in the use of words. For example, if people do not understand Chinese history and culture, they will feel very difficult to understand the Chinese words or idioms like "Tiangong (天公)", "Yin Yang (阴阳)", "Bodhisattva (菩萨)", "gossip(八卦)", "Dongshi imitating (东施效颦)"; on the other hand, it is difficult to deeply understand the meanings of the English words like "Shylock", "epic", "Waterloo", "angel", "monk" without specific study of words or phrases with rich cultural connotations.

Words with the same demonstrative meaning but different or opposite associative meaning

For many reasons, there are many words with the same demonstrative meaning but different or opposite associative meaning shared in both Chinese and English languages. For example, as far as "Dongfeng (东风)" and "east wind" are concerned, both Chinese and English cultures have corresponding words with the same demonstrative meaning, but because of the different regional cultures, the connotations of the two words are quite different. In the eyes of the Chinese, "Dongfeng (东风)" symbolizes warmth and everything recovers, making people associate it with spring. In Britain, however, the opposite is true. Because the "east wind" is a cold wind from continental Europe,

which symbolizes "cold" and "unpleasant", so the British hate the "east wind". Instead they prefer the "west wind" because it sends spring to the three British Isles, so there is the "west wind for spring" theory. The Romantic poet Shelley extolled the west wind in his famous "Ode to the West Wind", which showed the special cultural connotation of the British to west wind. In addition, many words like animal words (such as dragon, dog, etc.), color words (such as red, green, blue, yellow) have the opposite or contradictory associative meaning in both English and Chinese, although the demonstrative meaning is the same.

Words with the same demonstrative meaning, but different in emotion color

Different cultural backgrounds often endow the words with the different emotion colors. In both Chinese and English, words with the same demonstrative meaning (literal meaning) and different emotional colors also exist. For example, "农民" and "peasant", in Chinese, "农民" has no derogatory meaning, whereas "peasant" is usually used in English to refer to an uneducated, rude person with a derogatory meaning, so, "农民" in Chinese is not equal to "peasant" in English. In Chinese, "宣传" is a neutral word, but the word "propaganda", which has the same demonstrative meaning as "宣传" in English, is a derogatory word. From this point of view, "intellectual" and "知识", "politics" and "政治", "ambitious" and "野心勃勃的", "do-gooder" and "做好事的人" cannot be equated, too.

The Methods of Cultural Introduction

As for the method of cultural introduction in English vocabulary teaching, the author thinks that teachers can be flexible and choose the most appropriate method according to specific situation. For instance, some words can be explained by synchronous explanation in which they can be explained directly with their connotative meaning while some words can be compared with each other, such as the words with different cultural connotations in associative meaning or emotional color. Other words can be induced, such as color words, animal words and so on. In addition, students are encouraged to read more in their spare time, listening and reading more about the real-context materials about English-speaking countries. Students are consciously cultivated cross-cultural awareness in order to deeply understand the cultural meaning of vocabulary.

Conclusion

Language is the carrier of culture and part of culture. Learning language must learn its culture, and language vocabulary is the most obvious cultural tool that bears cultural information and reflects human social life. Therefore, cultural connotation must be introduced in English vocabulary teaching. This article explains the cultural introduction of English vocabulary teaching from three aspects and gives some suggestions on how to introduce culture into English vocabulary teaching.

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A Study of Hedges in Academic Writings by Chinese EFL Learners

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[Abstract] *Hedges are words that make things fuzzier or less fuzzy. It not only can make writer's views more perva-sive and authoritative, but also can facilitate reader trying their best to accept their point of views. And academic writing is based on accuracy and objectiveness, thus writers tend to use hedges to avoid absolute ideas. Present study adopts the classification of Hyland, establish corpus of frequencies of hedges in academic writings by Chinese EFL learners and uti-lize Antconc to analyze samples. The study finds that in comparison with writer-orientated hedges and reader-orientated hedges, accuracy-oriented hedges are more accustomed to be used by Chinese writers. Finally in order to raise the learn-ers' awareness of using hedges and the accuracy and appropriate of usage, some suggestions are offered.*

[Keywords] *hedges; academic writing; corpus*

Introduction

Hedges refer to words that make things fuzzier or less fuzzy (Lakoff, 1972, p. 471), such as *sort of, more or less, roughly, speaking* and so on. Hedges were introduced by G. Lakoff, an American cognitive linguist, in his thesis "Hedges: a study in meaning criteria and the logic of fuzzy concepts" published in 1972. Since then, people would like to dig into hedges increasingly. Thus, there are various definitions and classifications of it. Writers frequently make use of hedges for creating conviviality, facilitating discussion, showing politeness, and oiling the phatic wheels. Hedges play a very important part in the academic writing and its function cannot be replaceable by other words. The appropriacy of hedges directly influence the accuracy and reliability of a thesis. Furthermore, it not only can make writer's views more pervasive and authoritative, but also can facilitate reader trying their best to accept their point of views. The third theme is the academic writing of Chinese EFL learners. It goes without saying that it is a compulsory mission for graduates to write a theses. Designing this link is not only beneficial for teachers to check students' com-prehensive ability and for students to develop their skills of analyzing and solving questions independently, but also is an important approach to improve the quality of teaching. It is inevitable for Chinese graduates to write thesis in Eng-lish, hence the use of English may have an effect on the quality of theses. In consideration of the importance of Eng-lish in theses of Chinese graduates and hedges in academic writing, there should are a great deal of researches about the hedges in academic writing bu Chinese EFL learners. But it appears that the research about it is less than expect-ed. Thus, this thesis is to be fulfilled to deeply understand hedges in academic writing and this study adopt Hyland's classification.

This study aims at raising students' awareness of using hedges, developing the ability of recognizing hedges and improving their level of utilizing it.More importantly, this study could bring enlightenment for teachers.

Literature Review

This chapter begins with concepts of hedges, and in this part, it mainly includes different persons' different perspectives on hedges. And next it will move to the overview of the studies on classifications of hedges. In this section, it involves with classifications of hedges by Prince et al. (1982), Salager–Meyer (1994) and by Hyland (1996).

The definition of hedges

The first explanation about hedges put forward by George Lakoff in "Hedges: a study in meaning criteria and the logic of fuzzy concepts" In this essay, he defined the hedges as "words whose meaning implicitly involves fuzziness – whose job is to make things fuzzier or less fuzzy.I will refer to such words as 'hedges'". (1972, pp. 183–228)

Collins (1991, pp. 146–165) argued, "If you hedge against something unpleasant or unwanted that might affect you, you do something which will protect you from it. If you hedge a problem or question, you avoid answering the question or commenting yourself to a particular action or decision."

Based on Hyland, hethinks thathedges refers to any linguistic means used to indicate either a) a lack of complete commitment to the truth value of an accompanying proposition, or b) a desire not to express that commitment categorically" (Hyland, 1998, p. 1) and in his work *Hedges in Scientific Research Articles* (1998), he also stated that hedges can be attributed as a category with a large number of attributes: weakening the precision of a statement, signaling uncertainty, claiming precision.

In the 1980s, fortunately, due to the growing influence of pragmatic and discourse analysis, the concepts of hedges were spread. And most studies concentrated on the pragmatic perspectives of hedges, namely, the concepts of hedges have been studied as a pragmatic rather than purely semantic phenomenon.

On account of above definitions about hedges, we know that Lakeoff's explanation about it is almost from the aspect of semantics, and Collins's one is nearly from the pragmatic view, however Hyland's definition not only involves with different semantic interpretations, but also involves with pragmatic viewpoints.

In this study, I adopt Hyland's explanation about hedges. The reason is that this study focuses on hedges in the academic writing, and I think his definition is fit for my theme.

Overview of the Studies on Classifications of Hedges

Like the definition of hedges went through continuous development and different people have different opinions towards it, so does the classification about the hedges. In this study, I list four persons' classifications, they are Prince et al, Salager–Meyer and Hyland respectively. Classifications of Hedges by Prince et al.

At the very beginning, I would like to talk about the classification by Prince et al. (1982). According to whether to change the true value of the proposition put forth, Prince et al. classified hedges into two categories: approximators and shields. Approximators, which can change the truth–condition, includes adaptors (to some extent modifying the meaning of the original words based on the actual situation), such as *more or less, sort of, almost* and *some extent* , and rounders(providing original proposition with a changeable range), such as *less than, about, in most respects* and *at least*. And shields, which cannot change the truth–condition, comprises plausibility shields (expressing the speakers'

direct thought about the subject or his attitude to it), such as *I am afraid, as far as I know, I assume* and *seem*, and attribution shields (indirectly expressing a speaker's attitude towards a certain thing by quoting other people's views), such as *it seems, it is said that* and *somebody says.*

Classifications of Hedges by Salager–Meyer

After accomplishing a written contextual study of medical English, Salager–Meyer (1994) from the respective of linguistics and the respective of medical society put forward that hedges are composed of five parts. The first part is shields. It refers to those hedges beneficial to protect writers, avoiding absoluteness and seeking to objectively, such as: hedges expressing modulation (e.g. *suggest, appear, speculate*), modal verbs expressing modalization (e.g. *could, should, may*), hedges expressing speculation (e.g. *possible, apparent, likely*). The second one is approximators, such as *about, generally, roughly, approximately, somewhat,* etc. The third one is author's insufficiency and doubt, which is contribute to build a friendly relationship between writers and readers, such as *to our knowledge, I believe.* The fourth one is emotuinally charged expressions. It refers to hedges aiming at ensuing that writers' thought is correctly caught by readers, such as *extremely easy/ interesting, dishearteningly weak, particularly encouraging.* The last one is compounds hedges leaving room for holding different opinions, such as *it may suggest that, it would seem somewhat unlikely that, it would seem likely that.*

Categories (1) and (2) are attempts to characterize formally the functional distinction ofPrince et al et al. (1982); categories (3) and (4) cover politeness strategies, and category (5) is an addition which focuses on the construction of hedges.

Classifications of Hedges by Hyland

In view of Hyland (1996,p433–454), academic writing proves two major functions of hedges, that is, content motivation and reader motivation. Both functions admit the essential role readers play in ratifying knowledge, because these uses of hedges mark an expectation of the negotiability of claims. It seems that claims are likely to be ratified only they are objectively legitimate and sensitive to expectations of audiences, therefore writers must make a hypothesis about the nature of reality (content motivation) and the acceptability of a statement to an audience (reader motivation).

On account of the functions hedges performs in scientific writing, Hyland (1996,p433–454) classified hedges into two main categories. One is the content–oriented hedges. It mitigates the relationship between propositional content and a representation of reality, they hedge the correspondence between what the writer says about the world and what the world is thought to be like (Hyland, 1998, p. 439). It can be divided into two subtypes, accuracy–orientated, a vital strategy of sating indeterminate propositions with appropriate caution and beneficial to decrease the peril of making wrong statements and writer–oriented hedges, which reduce writers' responsibility and the possibility of being refuting and protect them from damage, such as *indicate, assure, could, may.* The accuracy–orientated hedges can be further classified into attribute hedges , allowing discrepancy between actual outcome and idealized one to be correctly expressed and enabling writers to define or classify entities more exactly, such as *generally, essentially, partially, barely, quiet* and reliability hedges, which are often expressed by epistemic modal verbs (e.g. *may*), epidemic adjectives (e.g.*possible*), epistemic nouns (e.g. *the possibility*) and epistemic adverbs (e.g. *presumably, apparently*)implying writers' assurance about the truth of a proposition. The other one is reader–orientated hedges (e.g. *I believe, we assure that, we calculate, we predict*). It allows readers to take part in the point of views and aims at developing a friendly relationship between writers and readers.

Based on his categorization of hedges, Hyland enlarged on the homologous functions of each category. One sub-category of the content-motivated hedges, accuracy-based hedges, allows writers to express propositions with greater precision and caution (e.g. Prince et al., 1982; Rounds, 1982; Skelton, 1988; Thompson, 1993). Academic writing seeks to judgment in accordance with fact all the time as writers try their best to state information objectively, precisely and explicitly. Writers not only need to focus on credibility, but also need to keep away from overstatement, thus another part of content-orientated hedges, writer-orientated hedges, reflects a writer's desire to anticipate the possible negative consequences of being proved wrong by limiting commitment to claims, thus blurring the relationship between writers and their propositions (Nash, 1990; Powell, 1985; Prince et al., 1982; Swales, 1990). In academic writings, writers are expected to write exactly information to the readers. Thus, writers are liable for the truth of their statements and judgments. Sometimes, some false information may lead to the writers to be criticized, it is essential for writers to protect themselves in their academic writing. So writer-orientated hedges ought to be employed by writers to avoid damage. In order to develop a friendly interpersonal relationship between writers and readers, reader-orientated hedges should be accepted. Hedging the illocutionary force of speech is common in conversation (Holmes, 1984), where it has been attributed to deference (Fraser, 1980) or politeness in avoiding threats to face (Brown & Levinson, 1987). Myers (1989, p. 238) has contended that this is also a motivation for hedges in scientific discourse, where "claims of originality are risky and criticisms of opposing views can seldom be explicit". Therefore, reader-orientated hedges attract reader to think over the issues and remark statement provisionally. What is more, the use of reader-orientated hedges contributes to easing the aggression of writers' opinions and make an academic writing easier to be took in by readers.

Summary

Among all of classifications I had listed, we can see that the division by Prince et al. "seems to be sustainable only in the abstract" because in language use the force of 'shields' canextend over longer stretches of discourse,thus transforming 'approximators' into 'shields' (Skelton, 1988, p. 38). Salvager-Meyer's division is weak in some respect because it is obvious that there are overlaps between these categories and it is easy to find that a lot of words that belong to 'shields' (e.g. *appear, probably, suggest*) just as well belong to the category (3) in certain contexts. Hyland's classification is more appropriate for the present study because his classification is based on the functions hedges performs in scientific writing, and the importance of hedges in academic writing becomes more evident. Moreover, Hyland has confined the researches on hedges to certain aspects. It is beneficial for non-native writers to get over the exhaustive norms of writing academic essays, if they are familiar with these aspects. What is more, with the certain aspects, we can compile some high frequency words used to express hedges in academic writing. We could make an analysis and a conclusion of hedges used within EFL learners, according to the frequencies of hedges in their essays. Hyland gives the word list available for retrieval to make this study has a strong reference. Therefore, classifications by Hyland (1998) are adopted in this study.

Research Methodology

This part mainly introduce research questions, the corpus used in this study and instruments and statistical procedures for data collection.

Research Questions

This study mainly solves 3 questions, there are as follows:

1. What are the characteristics of hedges used by Chinese EFL learners in terms of frequency?

2. What are the possible causes that underlie Chinese EFL learners' use of hedges in their academic writing?

The Corpus Used in This Study

In order to make a more accurate conclusion, a corpus needs to be employed. This study employ self–builtcorpus, including 12 theses written by graduate student at Sichuan International Studies University, Dalian University of Foreign Languages, Xi`an International Studies University, Shanghai International Studies University and Guangdong University of Foreign Studies.The principle of employing this corpus is that owing to this study is direct at English major students,theses were picked from English universities all over the country. Then these theses need to be downloaded in the cnki. Net and transferred into the form of .TXT. Finally, this corpora only keep the texts of these theses exclusive all of tables, total 219306.

Instruments and Statistical Procedures for Data Collection

This study adopt Antconc (version 3.4.4) to analyze data, the means of it is that at first transferring all the selected theses into the form of .TXT, then retrieving all of hedges listed on Hyland's word list. The word list is calculated basing on belowcategories. The categories of hedges are content–oriented hedges, which can be further divided into accuracy–oriented hedges (e.g. modal verbs: *must, could, should*; epistemic lexical adjectives: *possible, likely, apparent*; epistemic lexical adverbs: *perhaps, probably,* about; epistemic lexical nouns：estimate, trend), and writer–oriented hedges (e.g. epistemic judgmental verbs: suggest; epistemic evidential verbs: *appear*) and reader–oriented hedges (e.g. *in my opinion, feel, from my respectively*). Because research terms of this study refer to Hyland's word list, the number of the research terms is no less than Hyland's one, total 100. The number of accuracy–oriented hedges, writer–oriented hedges and reader–oriented hedges is 58, 27 and 15 respectively. Finally, making a analysis and conclusion to these dates and offer some suggestions of how to use hedges correctly for Chinese EFL learners in the academic writing.

Results and Analyses

This section begins with overall frequencies of hedges used in the three categories, then talk about factors for the underuse of hedges in frequency and types by Chinese EFL learners, in the final part offer some suggestions of how to use hedges correctly for Chinese EFL learners in the academic writing.

Overall Frequencies of Hedges Used in the Three Categories

According to the classification of Hyland, hedges insist of three categories, that is, accuracy–oriented hedges, writer–oriented hedges and reader–oriented hedges. Their frequencies of hedges will be showed in the table 1 and the highest frequencies hedges from the Hyland's word list will be listed in the table 2.

Table 1 Overall Frequencies of Hedges Used in the Three Categories

classification	total number	frequency (per thousand word)
Accuracy–oriented Hedges	2660	12.13

Writer—oriented Hedges	519	2.37
Reader—oriented Hedges	4	0.02
total	3184	14.51

Table 2 Highest Frequencies Hedges Used by Chinese Students

principle items	total number	frequency (per thousand word)
about	438	2.00
would	263	1.20
should	255	1.16
could	239	1.10
may	200	0.91
Rather	96	0.44
often	94	0.43
might	88	0.40
quite	66	0.30
feel	62	0.28
total	1801	0.21

Frequencies Used in the Accuracy—oriented Hedges

Table 3 Frequencies Used in theAccuracy—oriented Hedges

category	total number	frequency (per thousand word)
Modal Verbs	1374	6.27
Epistemic LexicalAdjectives	149	0.68
EpistemicLexicalAdverbs	1095	5.00
Total	2667	12.16

From the table 3, we can see that among these 3 categories, the highest frequency of using hedges is the modal verbs. And our students often use *should* and *might* to make things vaguer and less vague. There are might two rea—sons causing this case. One might be that Chinese teacher pays more attention to the functions of modal verbs when introducing how to express modal meaning. Another might be attributed to the learners' thought. They may think the modal verbs are safer and avoid commit grammatical mistakes.

Another obvious phenomenon is that lexical adjectives rank the last one, particularly the estimate and trend. This result is mainly caused by learners' low language capacity. Due to their poor proficiency in hedges, they have no choice but to choose some simple hedges. In addition, this problem might be connected with the absence of the knowledge about hedges' function in the academic written discourse. They hold opinion that a conclusion tone is more available in an academic written discourse.

Frequencies Used in the Writer—oriented Hedges

Table 4 Frequencies Used in the Writer—oriented Hedges

types	total number	frequency (per thousand word)
Epistemic Judgmental verbs	297	1.35
Epistemic Evidential verbs	182	0.83

	Total	479	2.18

Compared with the table 3, the table 4 indicates thatthe epistemic judgmental verbs and epistemic evidential verbs are less than expected. This problem is mainly connected with the tradition of Chinese academic writing. Chinese academic writing emphasis the authority of a thesis, thus Chinese writersavoid using the hedges such as *expect* and *assume* to express uncertainty.

Frequencies Used in the Reader-oriented Hedges

Table 5 Frequencies Used in the Reader-oriented Hedges

principle items	total number	frequency (per thousand word)
in my opinion	2	0.02
in this view	2	0.02
total	4	0.04

We can infer from the table 5 that due to different thinking mode between Chinese and English, Chinese writers prefer to directly use the direct first person to express their ideas.

Summary

In comparison with writer-orientated hedges and reader-orientated hedges, accuracy-oriented hedges are more accustomed to be used by Chinese writers. This circumstances is closely connected with Chinese culture, teachers' teaching mode and etc.

Possible Factors Affecting Chinese EFL Learners' Use of Hedges

According to the conclusion made by Wu Guangting (2015), the frequency of hedges used by native speakers is different form frequency used by Chinese EFL learners. Chinese EFL learners are not native speakers, thus it is inevitable for them to use incorrect hedges in their communications and writings. In order to avoid these circumstances, we ought to know possible factors affecting Chinese EFL learners' use of hedges.

Factors for the Underuse of Hedges in Frequency and in Types by Chinese EFL Learners

There might be three reasons leading the inappropriate usage of hedges by Chinese EFL learners. One is the different academic cultural between English and china, second is the low language capacity and the last is the absence of correct guidance.

The academic cultural differences is the primary factor that Chinese EFL learners use hedges less than native speakers. Because British and American writing is traditionally based on Aristotle's philosophy, that is, directness, speculation and argument. And the author usually regards discussing central idea of an essay directly and interpreting author's ideas openly as academic discourse elements, but American and British academic writing also has a certain degree of indirectness and vague. AS Channel (1994) indicates, in academic writing, indirectness and vagueness are intended to avoid precision and are often use with discretion, depending on the context and on the writer's ideas of appropriateness. (Hinken, 1997, pp. 361-362). Atkinso (1991) states that these and many other conventions of the academic writing in many disciplines have achieved a level of "normativity" in Anglo-American scientific writing. (Hinken, 1997, p. 362) Different from Anglo-American traditional academic writing, our rhetorical tradition is based on philosophical precepts of Confucianism, Taoism and Buddhism, aiming at maintaining harmony between the reader and the writer and avoiding imposition on them. Thus, direct persuasion and argumentation are not common in our

written discourse. Therefore, in order to avoid imposing on people and to express meaning indirectly are traditional characteristics of Chinese written discourse. According to above arguments, we know that hedges are very common in Chinese and Anglo-American academic cultures, but the amount and type of hedging appropriate in written discourse is conventionalized (Myers, 1989), and depends on the norms of a particular language community and the context in which it is produced (Swales, 1990; Hinlel, 1997).

What is more, we cannot ignore the influence of language capacity to use hedges rightly. As we know, the language capacity of native speakers is better than us, which could explain why we tend to hedges in comparison with native speakers. WE found that some hedges, such as estimate, expect are barely used by Chinese EFL learners, one of the reasons about it is that these words have not been grasped by them. Furthermore, another interesting phenomenon is that some words arise in research theses, but they are not used for hedges. Such as around has been used as preposition to modify nouns azimuth all the time, rather than used as hedges to modify numeral. This indicates that Chinese EFL learners lack sufficient understanding of small words. Thus, to using hedges appropriately, learners ought to raise their language skills.

Finally, the absence of correct guidance is another important outside factor causing inappropriate use of hedges by Chinese EFL learners. Students' difficulties are compounded by the fact that the significance of these devices is largely ignored or misrepresented in writers' handbooks, style guides and ESL textbooks (Holmes, 1988; Hyland, 1994). Often students are simply not taught sufficient expressions as alternatives to categorical assertion. (Connor, 1987) and it is reported that all of EFL textbooks and manuals disregard this language form of hedges. Thus it is not strange that teachers pay on attention to the value of hedges in writing.

Other Factors that Underlie Chinese EFL Learners' Use of Hedges

The complexity of hedges is fundamental reason that Chinese EFL learners have troubles in grasping and using them systematically and rightly. Most hedges have a series of different meanings. Thus, it is difficult to relate particular forms to specific functions on a one-to-one basis because a single linguistic form such as could, for example, can express ability and permission as well as possibility (Coates, 1983; Palmer, 1990). Huddleson (1971) proposed that there are six distinct meanings of *may* and Coates (1983) found that *could* has seven meanings and *should* five. Meantime, "Meanings do not reside in the items themselves, but are assigned to utterances which contain them." Therefore, in most circumstances, it is different for us to make sure of the meaning of a single hedge. Moreover, not only convey "he writer's confidence in the truth of referential information", but also "help contribute to a relationship with the reader" (Hyland & Milton, 1997, p. 185). More importantly, there are a great deal of forms available for hedges in English. For example, besides modal verbs such as will, may and would, there are at least 350 other lexical devices are also used for this purpose (Holmes, 1988, p. 27). These include epistemic verbs (*know, think, believe*), adjectives (*perhaps, likely, clear*), adverbs (*probably, indeed, definitely*) and nouns (*doubt, possibility*). In addition, while the expression of writer "commitment" is mainly a lexical phenomenon; conditional clauses, questions, contrast markers, and tense can also beused to convey epistemic meanings (e.g., Perkins, 1983).

Finally, Chinese negative transfer also plays an important part in underusing hedges of Chinese EFL learners. Just like what I said, written discourse conventions depend on culture and language involved, and disciplines of using hedges appropriately are conventionalized。Thus, I consider that Chinese EFL learners may transfer disciplines of Chinese academic writing into English writing, which may lead them underuse hedges in a part.

Suggestions of How to Use Hedges Correctly for Chinese EFL Learners in the Academic Writing

This part aims at putting forward some suggestions for teachers to help improve Chinese EFL learners' understanding of hedges, boast their awareness of hedges in their reading and use it rightly in their writing.

1) Boast students' awareness of hedges

It is generally speaking that sense and awareness lead people actions, thus Chinese EFL learners should be equipped with good awareness of the importance of hedges before writing a English essays. We can consider the awareness of hedges as a reminder to learners in the process of their writing. Thus, Teachers should try their best to make learners know which words belong to hedges not just the definition of hedges.

2) Teach by contrasting

As Myers (1992, p. 11) observes "A student who knows only the way textbooks use hedges for uncertainty is unprepared for the ways articles use them in polite statements of claims." Only through comparison can we make distinctions between things. In order to make students understand the importance hedges very well, teachers could remove all hedges existed in an article and ask them to compare the later texts with the original one. Because this way would help students realize that an article is different to be accepted by readers without hedges. What is more, students also should know how they get involved in the writer's entire text plan. To facilitate students gaining an ability to identify hedges forms and knowing the functions they perform in satisfying reader's anticipations, explicit connection between reading and writing must be established. Only in this way can sufficient context be provided to reveal the particular reader assumptions the author intends to draw on in using a hedge (Hyland, 1998).

3) Guide students to identify hedges forms and use them appropriately.

According to Hyland (1998), this can be most effectively achieved in program that emphasize the discourse and cognitive aspects of academic writing, geared to helping the writer solve the problems of using language both to generate ideas and to shape those ideas into a form that meets both readers' needs and the demands of persuasion. Here hedges have to be considered as part of a wider process of creating and crafting integrated texts, developing both a sense of audience and a sense of purpose. Owing to existing kinds of hedges' forms, teacher can pick up the frequently used forms from which as reference of students and require them to think of new ones. Though this might be the hardest task for Chinese students, through teacher' right guidance, students could get over it and increase their self-confidence in using hedges. Hyland (1998) proposes some useful suggestions for teaching ESP students in this respect. He suggests that students can be asked to perform the following tasks, which help to raise their awareness of the effect of hedges on statements: Distinguish statements in a text which report facts and those which are unproven: a. Identify all hedges in a text and state what is being hedged in each case; b. Locate and remove all hedges and discuss the effects on the meaning of the text; c.Identify hedges in a text and substitute a statement of certainty and precision: d.Examine reformulation of a text which vary the level of certainty they contain and determine whether they accurately report the statements made in the text; (Hyland, 1998, p. 235) In a word, if Chinese EFL learners wish to use hedges properly in English written texts, they must be able to raise their awareness of using hedges. there are various forms of hedges, but through teaching means of comparison, it is easier for learners to identify hedges and avoid underusing hedges. Finally, teacher's guidance play a very important part in strengthening learners' confidence in using hedges.

Conclusion

Hedges plays a very important part in many aspects and are widely used by English speakers. Due to the study of hedges in academic writing barely being done and in order to make Chinese EFL learners use hedges correctly, this study focus on hedges in academic writing and adopts Hyland's classification. This study use Antconc to observe the frequencies of hedges in academic writing by Chinese EFL learners. Findings through this study as follows:

1) Chinese EFL learners tend to use modal verbs such as *should* and *will* and less use epistemic lexical nouns rank the last one, such as *estimate* and *trend*.

2) Compared with reliability hedges, Chinese EFL learners seldom use attribute hedges (e.g. *almost* and *quite*).

3) Chinese EFL learners prefer to use the first person to express their point of views.

4) In comparison with writer-orientated hedges and reader-orientated hedges, accuracy-oriented hedges are more accustomed to be used by Chinese writers.

There are five factors that affects these circumstances. At first, the primary factor is the different academic culture between Chinese and English. Then, our language capacity is worse than English writers. In addition, the absence of correct guidance is another important outside factor causing inappropriate use of hedges by Chinese EFL learners. Finally, we cannot the influence of the complexity of hedges and Chinese negative transfer.

To solve above problems, at first, teachers ought to focus on hedges and introduce hedges in classroom elaborately, fully and amusingly as possible as they can, which is beneficial for students to raise their interest in hedges and raise their awareness of using hedges. What is more, students should improve their language capacity in these way reading English novels and magazines, watching English movies and practicing writing frequently.

 Without question that there is no perfect thesis in the world. Thus it is inevitable for writers to meet limitation in writing theses, of course, so am I. at first, because of the limitation of time, the number of the corpora may be not sufficient. Therefore, more sufficient study needs to be carried out in the future. Secondly, this study only build one corpora, that is, the corpora did not contrast with the native speakers. Thirdly, hedges also can have passive influence on academic writing to some extent. Hedges can also decrease the credibility and accuracy of academic writing if they are used inaccurately. But this study has not mention and discuss the passive effect. Last but no least, owning to the limited author's ability, this study may exist some errors, therefore, more precise studies are looked forward in the future.

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An Empirical Study on Improving Students' English Listening and Speaking Abilities through DynEd Learning Software

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[Abstract] *DynEd is a world's leading provider of English language learning software. Through a large number of oral communication practices and high-tech means, it breaks the spatial and temporal limitation of the traditional education system and fundamentally help students improve their listening and speaking abilities. This paper will analyse the learning results of two groups of students who have and have not used the software and gives some suggestions in terms of school support, students' learning habit and teachers' teaching methods while using DynEd teaching software, in order to more effectively improve students' English listening and speaking abilities.*

[Keywords] *DynEd teaching software;Listening; Speaking; learning result*

Introduction

In order to overcome the shortcomings of traditional college English teaching, which are time−consuming and exam−oriented, the Ministry of Education explicitly stated in The Teaching Requirements for College English Courses in 2007 that colleges and universities should make full use of modern information technology and adopt computer and classroom−based English teaching mode to improve the traditional teaching mode which is mainly based on teacher's lecturing. The new teaching mode should be supported by modern information technology, especially network technol−ogy, so that English teaching and learning can be free from time and place to a certain extent and evolve in the direc−tion of personalization and self−directed learning." (Lu, 2014, p. 163) With this situation, colleges and universities across the country have begun to explore the web−based English autonomous learning model. Canvard College was established in 2004. Due to the short time of establishment, the college English teaching has been continuously ex−ploring and learning. The early period was mainly based on the traditional teaching mode. In accordance with the spirit of the College English Teaching Reform of the Ministry of Education, it serves the internationalization goal of our school, cultivates the students' independent learning ability, and improves their English application ability.

Advantages of DynEd Learning Software in Improving Students' Listening and Speaking Abilities

Through a lot of oral practices and high−tech means to achieve interactive learning, DynEd breaks through time

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and space constraints and help students improve their English proficiency in listening, speaking, reading, writing, grammar, and vocabulary. Compared to previous English teaching software, the software system of DynEd is more powerful in function, complete in the course system, and has great monitoring of students' learning tracks. The software requires students to have sufficient learning intensity and frequency, and provides feedbacks for each learner through background data, which can cultivate students' autonomous learning ability. The characteristics of DynEd software coincide with the requirements of the new reform in college English teaching in China. The Course Requirements for College English Teaching also states that "In accordance with the university's conditions and the students' English proficiency, colleges and universities should explore the establishment of a listening and speaking teaching model under the network and conduct listening and speaking teaching and training directly on the LAN or campus network." The features that DynEd Learning Software itself bears are exactly in line with this requirement.

Personalized Learning Content in Accordance with Student's Aptitude

Students need to conduct a test through the software before learning the DynEd course. The result reflects the student's English level. DynEd software provides different levels of difficulty according to the student's aptitude. The degree of difficulty automatically adjusts to the student's learning tracks. This teaching model solves the universal problem of undifferentiated teaching content that prevails in the traditional English class, especially in the large-size classes. Apart from that, the proportion of training in listening, speaking, reading and writing skills are very different in the middle school English course among different provinces. Reading and writing are mainly key training objectives, and the training of listening and speaking is very deficient. The students' listening and speaking skills will vary greatly. By using the software, students at all levels can adapt. Students with good basics can learn more, and students with poor basics can start to lay a solid foundation, where the teaching concept of teaching students according to their aptitude can be truly realized.

Equal Input and Output in line with Second Language Acquisition Theory

The five-step learning method is the core training method of the DynEd learning software, namely, previewing—intensive listening——repeat——recording and monitoring—reviewing (Wang, 2011, p. 130). Students should listen to the lectures repeatedly from beginning to end during previewing stage. When intensive listening, they can click the repeat key repeatedly to listen and try to understand each sentence. In the following stage of recording and monitoring, they can use the repeat key to read each sentence loudly, trying to imitate the pronunciation, tone and speech rate, and repeatedly click the return key to compare the difference between their recording and the original sound. Finally, they can review the first four steps. This learning process follows the natural acquisition order of language skills. After hearing many speech materials, students are required to output them immediately. They also maintain sufficient learning intensity and frequency, which conforms to the rules of second language acquisition. They can help students master the correct English learning methods and fundamentally improve their English ability.

Extensive and Practical Learning Content

There are eight modules in the DynEd software used in our school, including basic personal information, personal preferences, energy conservation, tourism, geographical location, life experience, life choice, disease prevention, etc. These contents are very practical, which provide a rich corpus for students' daily English communication. They

are designed to help students better understand and improve their listening and speaking abilities.

The Practical Application and Learning Effect of DynEd Learning Software

Canvard College regards internationalization as the school's special feature and development direction and has developed several international programs. Students in the international programs need to get an acceptable score in IELTS test in order to be admitted to the foreign universities. In the IELTS test, the examinations for listening and speaking are very challenging for Chinese students. Under such circumstances, how to help students improve their listening and speaking skills quickly and effectively has become a difficult problem for English teachers at both our college.

Based on the characteristics of DynEd software itself, our college added the DynEd course to the international programs to strengthen students' listening and speaking skills in 2014. By comparing students' listening and speaking scores in the IELTS test in 2013 and 2014, this paper uses the most objective data to analyze the effectiveness of the software to improve students' listening and speaking abilities. It is instructive to the reform of college English teaching in similar education institutes.

Students are required to study in the computer lab once a week for one hour and a half. During this fixed period of time, there will be a full inspection by the teacher, answering questions, managing and supervising the class. In addition, students will need to spend three hours a week on DynEd software learning, as an important supplement to College English courses. It sets rigid requirements for students' extracurricular English learning.

"DynEd has a special data management system that can record any study tracks students leave during the software learning process. Through background data management, teachers can view each student's study time, the frequency of learning, coursework completion rate, Placement test scores, frequency of use of function keys (repetition key, recording and feedback keys) and learning score." (Zhang, 2013, p. 65) Students need to perform a placement test with DynEd software prior to starting the course. The score reflects the student's English level and ranges from 0 to 3.5. The learning score is given according to the student's study time, learning frequency, and course completion rate. The numbers of repetition and recording are another two important indicators for judging learning effects. When students are learning DynEd courses, they need to make a lot of follow-up imitations and recordings. They need to use repetition key and record key for numerous times. The speech recognition rate is the accuracy rate of the oral practice conducted by students, and more than 50% is adequate.

Table 1: Comparison between Students in or out of International Programs

	Placement score	Learning Score	Study time (hours)	Total number of repetition	Total number of recording	Speech recognition (accuracy rate)
Students in international programs	0.8	4.67	76	6601	3144.4	68%
Other students	0.6	3.86	81.7	6510	2774.6	61%

Table 1 compares the above indicators between the students in the international programs and those who are not. From the placement score and the learning score, the English level of students in the international program is slightly

higher than that of other students. They spend less time in total on learning, but use the repetition key, which concentrate on the listening ability, a little bit more frequently, but their use of recording key, focusing on speaking ability, is much higher than other students, resulting in a higher speech recognition rate.

Table 2: Comparison of Scores in Different Tests between Students in 2013 and 2014

	Listening	Speaking	Reading	Writing	Overall
Students entering in 2013 (277 students)	57.4%	45.3%	70.2%	55.3%	61%
Students entering in 2014 (281 students)	57.5%	49.8%	62.3%	42.3%	55.9%

Table 2 shows the rate of students entering our college in 2013 and 2014 who achieve a score of 5 in the four subjects in the IELTS test. They both participated in the IELTS exam for the first time after one year of English study, but there were no Dyned course in 2013. Even though the rates of reading, writing and overall band score of students in 2014 are all lower than that in 2013, they did perform better in listening and speaking. Reading and writing scores fell by about 10%, but hearing and speaking remained basically unchanged, and spoken English was even 4.5% higher. The English education in middle schools in China mostly focus on reading and writing, therefore, listening and speaking are traditionally disadvantaged subjects for Chinese students. However, through the college English education reform aided with DynEd English learning software in Canvard College, it is noticeable that the software can help improve their listening and speaking, especially in speaking.

Conclusion

"The multimedia network teaching mode is an effective way to improve students' English listening and speaking abilities, especially for improving the listening ability of students at intermediate level and below and the oral speaking ability of higher-level students." (Liu 2009, p. 64) The application of the software in our college has proved this argument. In order to better understand the student's attitude towards DynEd learning software, we have done a survey among all the students in the international program. Overall, the software didn't get a high evaluation due to the reasons that the course content is generally simple; the learning process is cumbersome, and some students even ask help online. Besides, with limited class hours and large class size, teachers cannot attend to each student's learning needs. However, when asked whether the software has helped built up autonomous learning ability and improved their listening or speaking, the rate of students who agreed is much higher than that of those who disagreed, though there are a few problems in need of solutions.

Therefore, in order to make better use of the software to help students improve their English listening and speaking abilities, we should work hard from the levels of school, students and teachers. First of all, schools must ensure the adequate supporting hardware, reduce the size of tutorial classes, and increase the number of hours. Secondly, from the student level, they should be aware of the importance of self-control and rules of punishment if heating in the learning process and encouragement if completing the course without taking advantage of the loopholes. Finally, from the teacher's perspective, they should study how to better integrate computer means with practical teaching to improve students' interest in learning. To sum up, DynEd learning software is a good supplement to college English courses which can better meet the needs of the students in English learning and to more effectively improve their English listening and speaking skills.

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Part IV :
Translation

A Study of the Stylistic Characteristics and Translation Tactics of Business Texts

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[Abstract] *With the "Belt and Road" Initiative, the economic exchanges and business activities between China and the Russian-speaking countries represented by Russia are increasing rapidly. It is of practical significance to investigate the stylistic characteristics and translation tactics of business texts under this background. Correct and effective business translation guarantees the smooth commercial activities of the parties involved.*

[Keywords] *Business texts; Translation tactics; Stylistic characteristics; Mistranslation*

Коммунистическая деятельность является одной из наиболее быстро развивающихся областей человеческой деятельности на сегодняшний день. Все больше людей принимают участие в деловых отношениях в сфере внешнеэкономической деятельности. По мере бурного развития экономики в нашей стране и благодаря экономической политике «один пояс, один путь» китайско-русская торговля постоянно растет и экономическое сотрудничество между Китаем и Россией расширяется с каждым днем. Поэтому роль перевода официального делового текста в международном общении становится все важнее и важнее. Официально-деловой стиль – функциональный стиль речи, средство письменного общения в сфере деловых отношений: в сфере правовых отношений и управления. Точно, правильно понять и передать значение делового текста оказывает большое влияние на экономические деятельности.

1. Специфики перевода официального делового текста.

Верность является главным элементом перевода официального делового текста. В переводе официального делового текста надо совершено передать информацию и содержание, то есть надо стремиться к эквивалентности в исходном и в переводном тексте. Профессиональный перевод деловой документации должен быть эквивалентным и адекватным. Адекватным перевод может считаться лишь тогда, когда коммуникативная интенция в исходном языке совпадает с коммуникативной интенцией в тексте языка перевода. Для этого первым этапом надо правильно определиться в понятиях в исходном тексте. Понятие в переводе надо быть вполне равным понятию в исходном тексте. Но это не значит, что надо быть совершено верным грамматике и синтаксической конструкции. Эквивалентностью называют максимально возможную лингвистическую близость текста перевода к исходному тексту. Но по грамматике и синтаксической конструкции китайский и русский языки совершено разные. В этом

случае мы должны верно передать информацию и стиль языка. Таким образом, перевод деловых документов носит информативный характер, т.е. полностью направлен на передачу содержания.

Перевод официального делового текста отличается ясностью, точностью. В коммунистическом общении принято употреблять простые, понятные слова без злоупотребления жаргоном. Специфика перевода официального текста заключается в том, что он содержит очень мало выразительных средств, широко применяющихся в художественных текстах, которые могут снизить точность понимания текста. В большинстве случаев используются слова, которые имеют только единственное значение для того, чтобы не возникало ситуаций неправильного понимания текста. В официальном тексте практически не используются аналогии, метафоры, сравнение, метафора, метонимия, эпитет, олицетворение, гипербола и риторический вопрос и другие выразительные средства языка. Официально− деловой стиль является наиболее консервативным. Наличие эмотивности и субъективности здесь полностью запрещено. Как и любой другой языковой стиль, деловой стиль имеет определенную коммуникативную цель – установление взаимодействия двух договаривающихся сторон и достижение соглашения между ними.

Краткость является одним из важных принципов перевода официального делового текста. Отличительной лексической особенностью данного вида документации является использование общепринятой терминологии, фраз, выражений, аббревиатур, условных знаков и сокращений, которые варьируются в зависимости от типа документа и конкретных условий переписки, чтобы в кратких словах выразить богатое значение. Обычно вначале и в конце текста не нужны приветствие и желание.

В переводе официального делового текста мы должны обратить внимание еще и на систематичность. Деловая речь служит средством для удостоверения прав и полномочий, для закрепления взаимных обязательств и вытекающих из них последствий. Многие виды деловых документов имеют общепринятые формы изложения и расположения материала, а это, несомненно, облегчает и упрощает пользование ими. Поэтому в переводе мы должны выбрать подходящие речевые клише, которые упрощают и ускоряют деловую коммуникацию, вполне в ней уместны.

2.   Ошибки, встречающиеся в переводе официального делового текста

Китайский язык и русский язык относятся к разным языческим семьям. Они совсем разные языки. Во время перевода официального делового текста грамматика родного языка и образ мыслей часто мешают переводчику правильно передать значения исходного текста. Например, Порядок слов в китайском языке такой: подлежащее – сказуемое – дополнение. Строгость, дисциплинированность и следование правилам в любой ситуации. То же самое можно сказать и про китайский язык. Грамматика его строится на четких правилах, в которых практически нет исключений. Порядок слов всегда неизменен. А в русском языке по значению можно поменять порядок слов. Рассмотрим перевод следующих предложений: 1) К 20 мая Наш завод выполнил план; 2) Наш завод выполнил план к 20 мая; 3) К 20 мая выполнил план Наш завод. Если мы игнорируем порядок слов в них, по перевод этих трех предложений одинаковый: «我方工厂于5月20号前完成了计划。» А на самом деле они передают разные значения: в первом предложении констатируется, что завод план выполнил; во втором содержится указание, к какому сроку завод выполнил план; в третьем указывается, какой завод выполнил план.

Кроме порядка слов мы должны еще обращать внимание на форму прилагательных. Во время перевода деловых текстов следует учитывать, что краткие формы имен прилагательных более употребительны в официально− деловой речи. Полные имена прилагательных в подобных текстах оказываются неуместными, ощущаются как разговорные и даже просторечные. А в китайском языке нет разных форм прилагательных, поэтому мы часто игнорируем их разницы. Например, посмотрим перевод следующего предложения: 委员会的结论合理、公平。Неправильный перевод – Выводы комиссии обоснованные и справедливые. Правильный перевод – Выводы комиссии обоснованны и справедливы.

В китайском языке нет предлогов, в силу чего в переводе официального делового текста с китайского на русский язык бывают ошибки по употреблению предлогов. Например:年轻的专家们被安排到我公司工作 Неправильный перевод – В наше предприятие распределены на работу молодые специалисты. Правильный перевод – На наше предприятие распределены на работу молодые специалисты. Ошибка заключается в том, что здесь не различают случаев, когда речь идет об учреждении, а когда о создании.

3. Способы улучшения перевода официального делового текста

Много читать официальные деловые тексты на русском и на китайском языке. Чтение расширяет наш кругозор и помогает нам получить знания, познакомиться со стилем официального делового текста. Благодаря большому количеству чтению переводчики могут легко узнать и усвоить общепринятые формы изложения, терминологии, фраз, выражений, аббревиатур, и потом могут овладеть особенностями официального делового текста, верно и точно переводить , повышать способность перевода.

Больше обратить внимание на культурные разницы. Теодор Савори, автор известной книги «Искусство перевода», вышедшей в 1957 году, начинал ее такими словами: «Каждый, кто интересуется языком, не может долго удерживать свой интерес в пределах родного языка, и как только мысль его обращается к словам и выражениям, которыми пользуются в других странах, он оказывается лицом к лицу с проблемами перевода. И как только он начинает разбираться в существе этих проблем, он почти сразу же попадает в сеть восхищения ими. Их привлекательность заключена в их сложности, в многообразии попыток, которые делались для того, чтобы преодолеть трудности перевода, и в том, что не существует конечных и универсально приемлемых решений». Между китайской и русской культурой большая разница. Без понятия культуры невозможно правильно делать перевод. Например, в языке цифры, цветы, животных у китайских и у русских бывают разные понятия. Во врямя перевода официального делового текста правильно передать их культурное значение помогает обеим сторонам благополучно сотрудничать в коммунистической деятельности.

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Acknowledgements

Translation of English Noun Clauses

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[Abstract] This article focuses on the English noun clauses such as subject clause, object clause, predicative clause and appositive clause as well as methods and techniques of their translation. English noun clauses are very common in our daily life, and they can serve as different roles in English. But in the process of translation, we, from time to time, find that the noun clauses may be translated stiffly when we translate them from English into Chinese. In fact, this is mostly because the English word order and the Chinese word order are different, especially when we face the words such as attribute, adverbial, and other words, so we need to take specific methods to translate them. For the translation of noun clauses, we usually use sequential, conversion, merger method and so on and so forth. When the Chinese order is in accordance with the English order, we can use the method of sequential method, without altering any word order and the majority of simple sentences can utilize this method; when the Chinese order isn't correspondent with the English order, we should make use of the methods of sequential translation, conversion, merger and so on in order that we can make the translation meet the Chinese order and understandable for us. Firstly I briefly introduce the definition of translation and ways and methods of translation. Secondly I mainly discuss the classifications of noun clauses as well as four noun clauses. Thirdly mostly I talk about the methods of translation of noun clauses. Finally I largely introduce the methods of translation of noun clauses in scientific field. Only when we learn English clauses particularly English noun clauses well as well as some translation methods and approaches can we be proficient in English.

[Keywords] noun clauses; word order; translation methods; clauses classification

Introduction

Translation is an event with long history. Chinese and Western translation have gone through thousands of years of development. In such a long time, people benefit from translation activities; at the same time, people are also actively thinking about the relevant issues of translation. In fact, most of the human translation activities are mostly oral translation. The exchange of languages and ideas between two primitive tribes is dependent on translation (Quirk, 1985). Later, with the need for narration and communication, translation activities also appeared and the original translations are related to the translation of religious books. In the current society, with the advance of science and technology, translation activities also cover a rich variety of forms: they are human translations and machine transla-

tions; literary translation and non-literary translation and so on. We can say that after a long history of development, translation activities produce a vast army of forms. Translation activities play an important role in the evolution of human society and they are regularly in process with their continuing development of functions. There is no doubt that translation facilitates communication between people and spreads ideas. A country's expansion of ideology and culture must rely on the translation. Furthermore, translation plays a creative role. Through the translation activities, the original ideas may develop and extend.

In translation we may go through many procedures to translate the text in order to make it acceptable for the specific communicative situation. The translating process is explained as follows:

Translation is not the transcoding of words or sentences from one language to another, but a complex form of action, whereby someone provides information on a text (source language material) in a new situation and under changed functional, cultural and linguistic conditions, preserving formal aspects as closely as possible.

According to the explanation, in the process of translation, a translator's task is to convey the content and spirit of the source text and rearrange them into the target text in a smooth and logical way under the new specific situations and conditions. Therefore, effective translation methods and techniques are undoubtedly indispensable in translating activities. There are some clauses functioning as nouns called noun clauses which can act as subject, object, predicative and appositive. Noun clauses can be divided into four categories: subject clause, object clause, predicative clause and appositive clause. Such clauses can be guided by who, whom, which, what, when, etc. There are several ways to interpret noun clauses: sequential method, exchanging method, conversion method, merger method, inserting method, splitting method, reverse method and so on. As long as the narrative order is in line with the narrative order of Chinese, we can use sequential method and an overwhelming majority of simple sentences can use this method; the chronological and logical order of English grammatical sentences is sometimes the oppositions of Chinese. Encountering this situation, we should adjust the main sentence and the sentence order in line with the Chinese language habits, which is called exchanging method; in order to meet the Chinese language habits, some clauses, while being translated, should convert its structure, or it may appear to seem long-winded or blunt. The sentence at the back of the subject clause is also translated into the corresponding object, and that is conversion method; in some of the shorter sentences, the two main words sometimes can be interspersed and then we can utilize inserting method; when the clause is relatively long, and the structure is complex, we need to split it and that is called splitting method. There are, of course, other translation methods. And now, I would like to exemplify how to translate English noun clauses (Yang, 2013, pp. 254-255).

Classification of English Noun Clauses

Concept of English Noun Clauses

A clause is subordinate to a main sentence, with a specific guide word to guide, in the whole sentence as a main component of a sentence. The term "guide word" refers to the words used to connect the main sentence and the clause, and the role it played in the whole sentence is of the utmost importance, such as that, which, what, who, whose, when, as and so on. A noun clause is a sentence that is used as a subject, object, predicative, and appositive in a compound sentence. It is subordinate to the main sentence and cannot exist independently (Quirk, 1982).

Classification of Noun Clauses

Subject Clauses

Subject clause plays the role as the subject of the main sentence, generally by means of "it" as the subject of the sentence. For example: "It is true that the earth moves around the sun." (地球绕着太阳转是真实的。) In this sentence, "that" leads a subject clause. "It" serves as only the formal subject, and we can change word order in order to see the real subject more clearly——"that the earth moves around the sun is true." Here the guide word "that" cannot be omitted. In addition to the use of "that", you can also use "if", "whether" and other question words.

There are several structures of subject noun.

We can use "it" as the formal subject, namely "It is + noun / adjective / intransitive verb / past participle + clause" structure. For example,

It is a fact that America is richer than China.

事实是美国比中国富。

It is common knowledge that there are 24hours a day.

一天有 24 小时是常识。

It is natural that I think of you when I am in trouble.

我在遇到麻烦时很自然就想到了你。

It is strange that…

奇怪的是……。

The subject clause is also led by "what" and "that". For example,

What you said yesterday is untrue.

你昨天说的不是真的。

That she is a scientist surprised all of us.

她是科学家的事让所有人都惊呆了。

Object Clauses

An object clause is a clause which serves as an object in a compound sentence. There are three main categories of the object, that is, the object clause of the verb, the object clause of the preposition and the object clause of the adjective. The word order must be a statement (Bo, 1990).

Object Clause of Verbs

A majority of verbs can directly add object clauses behind their ends, such as say, think, wish, hope, see, believe, agree, except, hear, feel and so on. They are usually declarative sentences guided by "that" which is often omitted in oral language but not in written language. For example,

He said that he would phone me this evening.

他说了晚上会给我打电话。

I wish that you will have a good future.

我希望你能有一个好的将来。

Part of the "verb + adverb" structure can also contain object clause, and the connecting word is generally omitted. For example,

I have found out (that) all the lights of the house were turned off except the study room.

我发现除了书房，房子里所有的灯都熄灭了。

Can you work out (that) how much you have spent last term?

你能计算出你上学期花了多少钱吗？

Verbs such as find, believe, make, etc. are usually followed by the object complement, in this case, "it" should be used as the formal object, and place the object clause guided by "that" after the sentence. For example,

I feel it important that you won't quarrel any more.

我感觉重要的是你俩不要再吵了。

He thinks it necessary that he learn a foreign language before going abroad.

他认为有必要在出国前学一门外语。

I have made it a rule that I go out for a walk every morning.

我每天早晨出去散步成了一种习惯。

Object Clause of Prepositions

Some prepositions and prepositional phrases can usually be followed by the object clause. For example,

They have talking about where to go for their holidays this summer.

他们正在讨论这个夏天去哪里度假。

This movie is about what have happened during the Second World War.

这部电影是关于二战时期所发生的事。

Object Clause of Adjectives

Glad, sorry, pleased, sure, surprised, happy and certain such adjectives are usually followed by the object clause. For example,

I'm glad that you can come to my birthday party.

我很高兴你能来参加我的生日聚会。

I'm afraid that I can't help you this time.

恐怕我这次帮不了你了

Predicative Clauses

A predicative is usually placed after copulas to explain the subjects. Predicative is always an adjective in simple sentences. For example,

The scenery here is very beautiful.

这里的景色很美。

In this sentence, the word "beautiful" is a predicative to explain the subject "scenery".

In compound sentences, subject + copula + clause, this sentence is served as predicative called predicative clause. For example,

He has become what he wanted to be ten years ago.

他已经成为了他十年前想成为的人。

The good news is that we have solved the problem.

好消息是我们已经解决了问题。

Appositive Clauses

An appositive is a noun or pronoun to limit or instruct another noun or pronoun. For example,

The idea that he can do this work well is wrong.

认为他能做好这件工作的想法是错的。

The question whether we should call in a specialist was answered by the family doctor.

我们是否请专家由家庭医生决定。

The above–mentioned noun clauses are only parts of the English noun clauses, and adjective clauses do exist in English, that is, we usually say, attributive clause and adverbial clause as well. If you want to speak English fluently, firstly, you should know how to correctly use English sentences. In addition, the uses of various clauses of English can also help you write more beautiful English compositions.

Translation of Noun Clauses

Subject Clause

The translation of the subject clause is mainly based on translation methods such as sequential method, conversion method, merger method, inserting method, splitting method, reverse method and so on (Zhang & Yu, 1980).

Sequential Method

No matter what leads the subject clause, as long as the narrative order is in line with the narrative order of Chinese, we can use sequential method. For example,

That theory must go hand in hand with practice is a principle we should always keep in mind.

理论必须密切联系实际是我们应当永远记住的一条原则。

When they will come hasn't been made public.

他们什么时候来还没有宣布。

What was once regarded as impossible has now become a reality.

过去认为不可能是事现已变成了现实。

Exchanging Method

The chronological and logical orders of English grammatical sentences are sometimes the opposition of Chinese. Encountering this situation, we should adjust the main sentence and the sentence order in line with the Chinese language habits. For example,

It's not your fault that this has happened.

发生了这样的事不是你的错。

It is doubtful whether she will be able to come.

她能否来还很难说。

It was clear enough what she meant.

她的意思够清楚的了。

Conversion Method

In order to meet the Chinese language habits, some clauses, while being translated, should convert their structures, or they will appear to seem long–winded or blunt. The sentence at the back of the subject clause is also translated into the corresponding object. For example,

It has not been made clear when the new road is to be opened to traffic.

还没有明确宣布新路什么时候通车。

How can it be said that this is a violation of the agreements?

怎么能说这是违反协议呢？

Merger Method

There are two main cases of the merger. Firstly, the sentence is compressed into a main predicate phrase placed in the first of a sentence. Then use "this" or "this point" to refer to the phrase and to serve as the subject of the sentence; secondly, the clause serves as the main body, and the rest as a word or phrase.

It is a common sense that a liquid has no definite shape, yet it has a definite volume.

液体无一定形状，但有一定体积，这是一般常识。

That the hospital needs more equipment is quite obvious.

这家医院明显地需要添置设备。

Inserting Method

In some of the shorter sentences, the two main words sometimes can be interspersed. Much of the translation is suitable for this translation method. For example,

It is very likely that they will get ahead of us.

他们很可能会赶到我们前头去。

It seems that she is gong to buy a car on installment.

她好像要用分期付款的方式购买汽车。

It doesn't seem likely that they will be here.

他们不大可能来。

Splitting Method

In general, when the clause is relatively long, and the structure is complex, we need to split it. Without splitting, it is difficult for the translator to convey the meaning clearly. The split of the subject clause is not for this reason, but by a specific sentence. For example: It is a pity that ...; it is strange that ...: it is true that ... and the sentence in the subject clause can be split apart. The rest of the form of the subject + system structure can be translated into a separate language. See the following examples,

It is clear that what he is after is fame and money.

很清楚，他所追求的就是名利。

It seems that his idea is more practical.

看起来，他的意见更实际一些。

It is of difficulty in writing English that the sound of the living voice dominates the look of the printed word. It is more difficult to write in English, that is, the voice of the speech is more important than the printed text. The translation of these sentences uses sequential method, first, we translate the main sentence, then the clause; splitting method is that the main two parts from the sentence are translated into two separate sentences (Wang, 2008, pp. 153–154).

Object Clauses

The translation of the object clause is as same as the subject clause, and the most commonly used translation method is nothing more than the six methods.

Sequential Method

When we use sequential method, basically it's unnecessary for us to alter the word order. For example,

We must find out who did all this.

我们必须弄清楚这些都是谁干的。

Could you tell me where the booking office is?

你能告诉我售票处在哪里吗？

Exchanging Method

In the process of translation, exchanging the word order may make the translation more clearly. For example,

We didn't intend that things should be arranged like that.

事情这样安排并不是我们的本意。

I don't remember whether I said that or not at that moment, but my father did.

我当时究竟说没说这话，我不记得了，但我父亲确实说了。

Conversion Method

Conversion method is commonly used for the translation of English object clauses. For example,

What I have learned from the old scientists I'll never forget.

老科学家的教会使我刻骨铭心。

He has made what I am.

我能有今日全靠他了。

Merger Method

This merger is mainly condensing object clause into a phrase, and the main sentence into a single sentence. For example,

She was never satisfied with what she had achieved.

她从不满足于已取得的成绩。

They gave a pamphlet to whoever came to the meeting.

他们给了每个到会的人一本小册子。

Splitting Method

Some object clauses are very long, whereas the main sentence is very short. If we use sequential method, the sentence is very hard to arrange. It is better to split the object clause, that is, first deal with the object clause, then deal with the main sentence. For example,

I cannot say of myself what Johnson said of Pope: "He never passed a fault by indifference, nor quitted it by despair".

约翰逊关于普博说过这样一句话："他对于文字上的毛病，绝不采取放任自流的态度而不加修改，也不因无能为力而善罢甘休"。这句话加到我身上就不适用了。

Predicative Clauses

Most of the predicative clauses use the sequential method, but some are required to use the conversion method and some shorter sentences are also use inserting method.

Sequential Method

As we all know that sequential method is widely used in the process of translation of English predicative clauses. For example,

That's why we decided to put the discussion off.

这就是我们决定推迟讨论的原因。

My idea is that we should stick to our original plan.

我的意见是我们应当按原来的计划办。

Conversion Method

The conversion of predicative clause is to change it into subject for the need of tone.

For example,

Raw material is what we are badly in need of.

我们急需的是原料。

His work seems endless. That's why he has no time to enjoy life.

他的工作好像总也干不完,所以根本没有时间享受生活。

Appositive Clauses

The appositive clause is used to explain a noun, so its role is similar to the attributive clauses and commonly uses sequential method, conversion, merge, inserting and splitting method.

Sequential Method

First and the foremost we could employ sequential method. For example,

We have reached the conclusion that practice is the only criterion for testing truth.

我们已经得出结论—时间是检验真理的唯一标准。

The fact that his English is good is known to all.

他英语讲得好这一事实是尽人皆知的。

Conversion Method

Some of the nouns which are explained by the appositive clause are the words that contain action meaning, such as desire, hope, proof, thought, knowledge, and so on. These nouns can be translated into verbs, and the following appositive clauses can be translated into objects. For example,

The dean of the department had a desire that the conversation might continue.

系主任期望会谈能够继续进行。

I had no idea that you were here.

我不知道你也在这儿。

Is it not another proof that the so-called détente is just empty talk?

这难道不又一次证明所谓缓和只不过是一句空话?

This translation also uses the exchanging method and splitting method. Firstly, translate the attributive clauses guided by "when" and make it as a single sentence; secondly, deal with the front part of the sentence. The arrangements are in lined with Chinese.

Merger Method

Some of the appositive clauses can be translated into a single sentence. This kind of single sentence has a more complex predicate form, which includes both intonation and linkage. For example,

Can you produce any evidence that he was not at home that night?

你能不能提出证据证明他那天夜里不在家?

Those children had s strong desire that they would have a color TV set soon.

那些孩子热切希望尽快看上彩电。

Splitting Method

The longer appositive clause can be split out and made into separate sentences. While using this translation, it is

sometimes necessary for us to repeat the first words. For example,

The fact that the government may have formulated, furnished, or in any way supplied the said drawings, specifications, or other data, is not to be regarded by implication or otherwise…

政府可能已经系统地阐述、提供或以某种方式供应了上述图纸、工程设计书或其他资料。但这一事实并没有得到暗示或公开表示。

From the above analysis, we can see that there are a variety of methods for translation of English noun clauses. A host of translation approaches can be utilized for the translation of noun clause.

Translation of Noun Clauses in Scientific Area

Subject Clause
Sequential Method

Sequential method is a translation method that does not need to change the structure of a sentence. Usually you can first translate the clause, and then translate the main sentence guided by what, whatever, whoever, etc. And for the special sentence led by "it" and other subject clauses, you must first translate the main sentence, and then translate clause (Li, p. 259).

For example,

Last of all the lubricating oils of various grades are produced. What remains is heavy oil that is used as fuel.
最后产生的是各种等级的润滑油。剩下的便是重油，可以用作燃料。

Exchanging Method

Exchanging order method is also a translation method that is often used in English noun clauses. In the translation of "it" as formal subject, the word order often needs to be reversed. In addition, if the main sentence is a passive sentence, it can be translated into a proactive sentence. For example,

It is not surprising that among scientists there are differences of opinion.
科学家们之间也存在着意见分歧，这并不奇怪。

It seemed inconceivable that the pilot could have survived the crash.
驾驶员在飞机坠毁之后，竟然还能活着，这看来是不可想象的事。

Comprehensive
Translation Method

There are simple sentences and compound sentences in English sentences. Sometimes for the sake of need, we can convert between simple sentences and compound sentences. Generally, the simple sentence's structure is concise, bright, and compact. In the process of translation, if the sequential method or exchanging method does not work, then, we can consider the comprehensive method, dividing the subject or clause into a simple sentence as a component (Guo & Zhang, 1996, pp. 14–16). For example,

It seems possible that the earth might not be the unique planet with life.
地球似乎不可能是唯一有生命的星球。

It is one of the advantages of automation that the output may be kept constant both in quality and in quantity.
自动化的优点之一就是可使产品的质量和数量保持稳定。

Splitting Method

Some fixed usages in English are in order to maintain the original structure of the sentence, so we can use the splitting method and translate it into a single sentence without a subject. For example,

It should be realized that magnetic forces and electric forces are not the same.

应该认识到磁力和电力是不相同的。

It is estimated that one in every 800 hearts in the United States is under artificial control.

据估计，在美国，每800个人中就有一个人的心脏是由人工制造的。Inductive Translation Method

Some words which summarize various parts, factors and components are often used both in English and Chinese languages. Because of the different habits, there is no need to generalize the words in English, but we should do it in Chinese. So in the translation process, the appropriate use of "this", "these" can play a better role of induction. The biggest advantage of this approach is to avoid top-heavy sentences, and to ensure that the sentence structure concise, and balanced (Wu, 1995, pp.111–114). For example,

It was tragic that nuclear fission was first developed for the production of atomic bombs.

核裂变首先被用来制造原子弹，这一点是很可悲的。

It cannot be denied that denied cannot be destroyed; it can only be changed into other forms.

能量不可能消灭，能量只能转换成其他形式，这一点是无可否认的。

Object Clauses

In general, the object clause includes the following three types: verbal object clause, prepositional object clause and adjective object clause. Under normal circumstances, the science and technology English mainly use verbal object clause and prepositional object clause.

Pure science considers how life has developed into the plants and animals we see on earth today.

理论科学研究的是生命怎样演变成我们今天在地球上看到的植物和动物。（动词宾语从句）

The rocket engine develops very high speed and files to where there is no air.

火箭发动机能产生很快的速度，并能飞到没有空气的太空。（介词宾语从句）

Predicative Clauses

Predicative clauses are always behind the verb. There are various translation methods of predicative clauses such as sequential, reserve, conversion method and so on.

Sequential Translation

For example,

The question is whether it is worth discussing.

问题在于这是否值得讨论。

Man must early have realized that one outstanding difference between himself and the other animals was that he walked on two legs, the others on four.

人类一定早就知道，人和其他动物的一个显著区别就是人用两条腿走路，而动物用四条腿行走。

Reserve Method

Sometimes in order to highlight the original focus and be consistent with the expression of Chinese, some expressions can also use reserve method. For example,

This is why synthetic fiber is easy to wash.

为什么合成纤维容易洗涤，道理就在于此。

One of the important properties of plastic is that it does not rust at all.

塑料绝不生锈是其重要特性之一。

At the present time the accepted theory is that all matter consists of very small particles called atoms.

一切物质都是由称为院子的极小的微粒组成的，这是目前公认的理论。

Conversion Method

For some clauses, the contents of the clause can be translated separately, and the words modified by the clause and the main part are merged or translated into a definite or adverbial clause in the process of translation. For example,

Our position has always been that such intervention is totally unjustified.

我们一直这么认为的理由是这种干涉是完全没有道理的。

The only condition under which the pre-elector made no difference is when measurements are made with a high tunnel-diode gain.

只有在采用高增益隧道二极管作测试时，使用预选器与否才显得无关紧要。

Appositive Clauses

The noun clause can be used in the sentence to be the appositive, referred to appositive clause, in order to further explain the contents of a noun before a guide word. Generally speaking, appositive clauses and attributive clauses are easily confused. As the appositive clauses and attributive clauses have some common features in the translation process.

Sequential Method

Similarly, sequential method can be used for the translation of appositive clauses. For example,

But his findings gave some support to the idea that fusion may be possible without extreme heat.

可是，他的发现却支持了这样的想法：聚变可以在没有极高的温度下产生。

We don't believe in the pessimistic estimation that at the present rate of use, the known oil deposit in the world would be used up in from 10 to 15 years.

我们不相信这一悲观估计，即按照目前的使用速度，世界上已探明的石油储存量将会在 10 到 15 年内消耗殆尽。

Reserve Method

In order to make the translation consistent with the Chinese habits we should take the advantage of reserve method. For example,

There can be no question about the fact that industrialization does raise living standards.

工业化的确能提高生活水平，这是毫无疑问的。

The operation is adaptive in the sense that the tap-gain adjustment information is derived from the received data.

抽头增益调节的信息是根据所接收的数据推导出来的。从这个意义上说，整个过程是自适应的。

Comprehensive Method

In the "there be" structure, the appositive clause can be translated into a simple sentence with the subject, that is, the subject is translated into a part of the simple sentence. In addition, because the appositive clause and attribu-

tive clause are very close, so it can be translated into a kind of definite sentence style. For example,

Even the most precisely conducted experiments offer no hope that the results can be obtained without any error.

即便是最精确的实验也灭有希望获得毫无误差的实验结果。

The problem that all machines in this factory must be automated will be solved before long.

该厂所有机器必须实现自动化的问题不久就会解决。

The investigators expressed the opinion that poor maintenance was partly responsible for the accident.

调查人员谈了维修不当是造成该事故的部分原因的看法。

Conversion Method

Appositive and other clauses can be converted into other clauses. In general, in order to meet the needs of expression, many of the appositive clauses can be converted into attributive clause, object clause. For example,

Some teachers enthusiastically espouse the benefits to be gained from educational software while others tremble with fear that a machine is taking over their jobs.

有些教师极力主张从课件中收益，而另一些教师则担心电脑正在接管他们的工作而忐忑不安。

The theory that diseases are caused by bacteria was advanced by Pasteur, a French chemist.

细菌治病的理论是法国化学家巴斯德提出来的。

A petrol−engine has the advantage that it is light in weight and can easily be controlled.

汽油发动机的优点是重量轻、操纵简便。

Conclusion

The above−mentioned noun clauses are only parts of the English clauses. There are adjective clauses in English, that is, we usually say, attributive clause, as well as adverbial clauses. Translation is a very complex activity, especially as cross−cultural exchanges are becoming more frequent and the Internet is developing rapidly, and the areas covered by translation have become more extensive. We can access a wide variety of foreign literature through the Internet, and watch a host of foreign movies. And we need to have a strong translating ability. Generally, in the process of learning English, the translation of the noun clause may become of difficulty. When we start learning English noun clauses, we can take literal translation. Waiting until the level of our translation has improved, we can use free translation and a variety of translation techniques and methods. English sentence is nothing more than from a simple sentence into a complex sentence, and the complex sentence mainly adds a variety of clauses which lead to inconsistency between Chinese and English word order. In this paper, I mainly discuss the translation of English noun clauses and translation skills. The noun clause serves as a noun in a sentence, such as subject, object, predicative and appositive (Leech, 2003). To master the corrective translation methods of noun clauses is not only pretty helpful for us to learn English, but to understand the meanings of English more precisely. For the translation of the noun clauses, translation techniques such as sequential, conversion and merger method are usually used. In different fields, the translation of the noun clauses may reflect the different characteristics. In my opinion, to learn English noun clauses well can provide much more help for us to learn English.

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Translation Strategies of Folk Language in Three Sisters from the Perspective of Reception Aesthetics

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[Abstract] Culture has to be expressed by language and translation plays a vital role in cultural transformation. This paper is attempted to discuss Bi Feiyu's Three Sisters and its English version translated by Howard Goldblatt in the way of analyzing translation of folk language from the aspect of Reception Aesthetics. According to reception aesthetics, it is necessary for the translators to cater for the target-readers' understanding and appreciation. Thus, it is found that Howard Goldblatt pays great attention to the expectation horizon of target-readers, which can be analyzed from the level of cultural aesthetics and language customs. Therefore, it should be achieved during the process of introducing Chinese culture to the foreign countries.

[Keywords] Three Sisters; Folk Language; Howard Goldblatt; Reception Aesthetics

Introduction

From Mo Yan's winning the Nobel Literature Prize in 2012 to Bi Feiyu's being awarded Ordre des Arts et des Lettres by the French Ministry of Culture in 2017, it is obvious that more and more westerners become interested in Chinese culture. Being formed with Chinese farming characteristics, the folk language has already become an indispensable part of Chinese culture. Therefore, how to transform the cultural information with Chinese characteristics to the western countries has been a magnet for translation study. In this process, translation, which can build as a bridge of communication, plays a vital role in exchanging different cultures and how to translate is crucial to determine whether the target readers could understand and accept Chinese cultural characteristics or not (Xie, 2013, p. 45). *Three Sisters,* as one of Bi Feiyu's important works, in which there is abundant folk language with Tai Zhou characteristics, won the fourth Man Asian Literary Prize in 2011 with the help of Howard Goldblatt's translation. There's no doubt that studying the translation strategies taken by Goldblatt is very helpful to understand western people's interest and their way to appreciate Chinese literature through researching on the western sinologist's translation and their opinions about Chinese literature, which is of great use for us to take the acceptable measures to introduce Chinese literature and culture into the foreign countries. Based on Reception Aesthetics, this paper will discuss what factors influence cross-cultural receptors to understand and appreciate the original text and what strategies should be taken by the translators so as to achieve the positive effects in the target text's culture, at the same time trying to

avoid losing spirit of Chinese culture–loaded language as better as possible.

Enlightenment of Reception Aesthetics to Goldblatt's Choice of Translation Strategies on Folk Language

In light of the reception aesthetics theory, the translator possesses a dual identity: one is a reader of the source text and the other is a creator of the target text. Furthermore, the multiple expectation horizons of the readers and the openness of the text make the meaning of the text become more complex and uncertain, which accounts for the task of the translator to take a new look at both the text and the readers. Meanwhile, the translator himself will make some in–fluence, which also should be taken into consideration. Therefore, this paper probes into the enlightenment that the reception aesthetics brings to the translator in translation strategies taken by him or her when translating folk lan–guage in Bi Feiyu's *Three Sisters*.

According to Reception Aesthetics, the text is open and full of uncertainty, which means that the underlying meaning of the text can go beyond the horizons of expectations of author. Namely, there is a gap between the horizons of source text and the readers. Only through the active participation of the readers can the meanings of the text be de–veloped and improved. From Iser's point of view, the current gap and uncertainty are important features of literary text and the meaning of text can be generated on the condition that readers take active parts in the reading process. Meanwhile, the reader's concretization is of great importance to the realization of meaning. In the same way, the po–tential meaning of the text cannot be determined at once, which needs to be explored continuously. In short, both the uncertainty of literary text and the readers' specific reading contribute to the openness of the text.

Therefore, it is not difficult to understand Jauss's explanation for the literature, that is, literary works are deter–mined by two aspects: one is the meaning conferred in literary works; the other is the meaning produced in the con–crete reading process. Howard Goldblatt, as a reader firstly, has to communicate with the source text in order to adjust his own expectations to cater for both the style of the original and the understanding of the target readers. The uncer–tainty and openness of the source text on the one hand, endow Goldblatt with certain freedom to make his creation; on the other hand, the certainty of the original also limits his freedom. At the same time, he pays more attention to the readers' reception and spares no efforts to make his translation acceptable and readable. The following part is at–tempted to illustrate Goldblatt's translation strategies on folk language in details.

Translation Strategies of Folk Language in *Three Sisters* in Light of Reception Aesthetics

The Sinologists' translation of folk language has attracted the scholars' attention gradually. There are three rea–sons accounting for the study on the translation of folk language: firstly, folk language is the lifeline of folk literature, so it is impossible to avoid the study on the translation of folk language if we want to do researches on the translation of folk literature; Secondly, the unique nature and taste embodied in the folk language is a kind of culture which has its unique features, deserving to be spread; lastly, folk language, as a part of Chinese, meets the need of Chinese spreading and also is an indispensable part of Chinese culture's going–out. So far, there exists no exact definition about folk language. According to Professor Zhou Lingshun, folk language refers to such kind of language expressions that has obtained the characteristics of local color, word–of–mouth, simpleness and preciseness (Zhou, 2016, p. 79). And folk language can be divided into two categories: dialects and idioms. Idioms can then be divided into proverbs,

locutions, allegorical sayings, motto, slang and so on. The author adds dirty words, appellations and political cultural words to the categorization according to the text of *Three Sisters*. For instance: 妈个巴子的,她知道个屁,有庆家的, and etc.

Translation Strategies from Language Custom Level

There exist abundant folk languages in Bi Feiyu's Three Sisters, which show the style and feature of village vividly. The unique arts of Bi Feiyu's folk language in Three Sisters from language custom level were embodied in the translation of three aspects: idioms, expressive dialects and dirty words.

Method to Translate Idioms

As reception aesthetics takes the readers as the center, and the readers are western people, the translator bears the linguistic characteristics of English in mind. E. Nida once pointed out that the most important distinction between Chinese and English in Linguistic aspect is hypotaxis and parataxis (Nida, 2003, p. 16). According to the American Heritage Dictionary, hypotaxis refers to the dependent or subordinate construction or relationship of clauses with connectives, and English mainly applies hypotaxis. Here, the translator mainly applies the method of hypotaxis to translate the idioms so as to express the logical relations between the lines, making them better understood and accepted by the readers, in which full expressions can be found in the following chart:

1.鸡窝里飞出的金凤凰	as if Yumi were a virtual phoenix that had flown out of a chicken coop
2.春风裂石头,不戴帽子裂额头	A spring wind can cleave rocks, so wear a hat if you don't want a split forehead.
3.有枣无枣打一棒罢了	hit a date tree just for the sake of making contact with something
4.刀子没有两面光,甘蔗没有两头甜	A knife is not sharp on both edges, sugarcane is not sweet at both ends
5.不看僧面看佛面	If you don't care about the monk, at least give the Buddha some face.
6.不做凤尾	Better to be the head of a chicken than the tail of a phoenix

It is easy to infer that Goldblatt applies the method of hypotaxis by using many connectives like: as if, so, for the sake of, if, better...than...and so on while translating, which can translate into the better expressions of logical relations. Taking the fifth idiom as an example, quoted from Journey to the West, it means that one should forgive someone out of deference to the third one, which indicates a hypothetical relation. Therefore, the translator uses "if" and adds the subjective "you" to explain the meaning, making the target readers better understand it and feel the unique arts of Chinese idioms.

Methods to Translate Dialects

Dialects have strong regional flavor and the great differences existed between Chinese and English translate into extreme difficulties for the translator in translating the message and the style of the source text to touch a deep chord in the heart of every target reader. But, Howard Goldblatt, deeply understanding Bi Feiyu's unique language, adopted various creative and flexible methods while translating the dialects, which could embody his unique language style (Bi & Gao, 2012, p. 129). To conclude, there are mainly two ways: to create new English words based on meaning and to translate dialects into Standard English. Some examples are listed as follows:

Example1:ST:七里外、在千里之外 TT: seven li away; more than a thousand li away.

Actually, there is no "li" in English vocabulary. In ancient time, one li equals to five hundred meters, which has a strong feature of Chinese country. Hence, the translator creates a new word "li" by using its pronunciation in Chi-

nese words. It's not difficult for the readers to understand that it expresses the meaning of distances, in context, for his creation expressing the regional and cultural implications successfully and being able to arouse target–readers' interest in Chinese culture, making them adapt their horizon of expectation to the source text.

Example2:ST:坐上喜 TT: I got pregnant the very first night.

According to reception aesthetics, "horizons of expectations" mainly refers to the aesthetics expectation that potentially exists before readers coming across the new works, or the transcendental psychological structure generated from the accumulation of readers' reading experience. It means readers must have a framework of knowledge or understanding before reading a new book that they have never read, in that one cannot acquire new knowledge if one doesn't have such structure. For western readers, they do not have the concepts of "坐上喜", which is a typical dialect in folk in Jiangsu province which means that a woman gets pregnant on the bridal evening. Therefore, Howard uses the Standard English "get pregnant the very first night" to translate it. So, when it is very difficult to find the corresponding English to express or it is incorrect to create a new word, it becomes necessary to translate the dialects into Standard English to meet the language custom of target readers and then convey the message of the source text.

Translation Strategies from Cultural Aesthetic Level

"Translation is a cross–linguistic, cross–cultural, and cross–social communicative activity. It's not only a process of language transform, but also a process of culture transform." (Newmark, 2001, p. 35) Namely, the process of translation entails the exchange of cultures. Idioms, appellations, words that have political features, dirty words, belonging to folk language all carry thick cultural spirit. Therefore, next, the writer will discuss Howard's translation strategies from cultural aesthetic level.

Methods to Translate Idioms

In this novel, there are a large number of idioms, which belong to folk language. Without exception, translators faithfully convey the cultural forms because of differences. The translator mainly applies the strategy of literal translation.

Example: ST:鸡窝里飞出的金凤凰" (Bi, 2005, p. 42). TT: "as if Yumi were a virtual phoenix that had flown out of a chicken coop" (Howard & Sylvia, 2010, p. 43).

It is obvious that the understanding of animal images in Chinese and English is not the same. Here, the translator applies the strategy of literal translation, meaning the harsh environment can also foster promising characters. If adopting the strategy of free translation, the ugly duckling into a white swan in Andersen's fairy tales, this image should be used, by which, the original characteristics will be submerged. Meanwhile, the Chinese culture that could be expressed in literal translation will vanish if substituted. Therefore, Chinese culture will be strangled before going out to the world. And using the corresponding English words to translate the two images of "chicken" and "phoenix" can directly convey its Chinese meaning, and providing the readers with a sense of strangeness and curiosity. In this way, English readers will be exposed to more essence of Chinese culture and the experience of Chinese language and culture will be enriched much more. The translation strategy of literal translation is true of many other idioms. Translator insists on transplanting the original text without rewriting, and deepens the English readers' understanding of social formation during the period of the Cultural Revolution.

Methods to Translate Political Culture Words

Example: ST: 王八路(Bi, 2005, p. 8) TT: Wang Balu, Balu, as in Eighth Route Army. (Howard & Sylvia, 2010,

p. 8)

The original word "Ba Lu" applies the method of transliteration which belongs to literal translation. Transliteration is transformed directly from the pronunciation of Mandarin, while it cannot have the effect of paraphrasing but only indicate the pronunciation. Therefore, considering the readers' horizons of expectation, Goldblatt adds some explanation. "Ba Lu", carrying a Chinese-specific military culture, is also called "the eighth army" ——a unique military establishment and designation, which was created by the board of military operations during the period of the second northern expedition and was best known at that time. After translation, the English word "Balu" maintains the heterogeneity, effectively conveying the characteristics of Chinese history and culture. Meanwhile, supported by the explanation of "Eighth Route Army", the English word "Balu" can better be understood by target readers. Besides, the English translation: But "Wang" and "Ba" together mean "cuckold", preserves the original sense of humor, if naturalized, it will become flat and uninteresting, and the implication reflected by the combination of Chinese characters will all vanish.

Methods to Translate Appellations

ST:有庆家的;富广家的;国梁家的;财广家的

TT: You qing's wife; Fu guang's wife; Guoliang's wife; The wife of Wang Caiguang

There exist many appellations in *Three Sisters*, especially the format of "name+家的", which is a typical folk language in Tai zhou of Jiangsu province, referring to a married woman. Taking "有庆家的"as an example, "有庆" is a Chinese man's name in the village, and "有庆"+"家的" means You qing's wife. As in the old society in China, women share inferior statuses, which will translate into phenomena that their names will be replaced by their husbands' names after marriage. If the translator applies the strategy of literal translation, it will make the foreign readers feel confused and it is difficult for them to understand them. Hence, if the translator takes the reader's reception into account, he mainly adopts the strategy of free translation.

Methods to Translate Dirty Words

Example: ST:妈个巴子的!狐狸精;下作的坯子;小骚货

TT：Well, I'll be damned; could be cunning when she needed to be; typical of a low-class woman; the rotten piece of goods

There are many dirty words in *Three Sisters*, which can illustrate the people's characteristics in the countryside vividly. Meanwhile, due to the fact that the foreign people's culture and daily life distinguish from those of Chinese people, it is extremely difficult for the readers to understand some phrases if the translator translates the words by adopting the strategy of transliteration or word-to-word. Therefore, from the perspective of reception aesthetic, the translator will choose the strategy of free translation so that the reader can understand what the source text wants to express.

We can find that the Chinese word "妈个巴子" is a word to express the feeling of dissatisfaction, while the western people use the words "I'll be damned" or "shit" to express the same feeling. And the Chinese words "狐狸精"means a woman is very seductive or cunning, so the translator adopts the translation strategy of free translation. It can be imagined that if the strategy of literal translation is adopted, it will become impossible for the foreign readers to understand the meaning of source text, which will defeat the purpose of making Chinese literature going out.

Conclusion

This thesis has made a detailed analysis of translation of folk language from the perspective of reception aesthetics. It has chosen a representative Chinese novel which is full of folk language——*Yumi* and its English version *Three Sisters* as a case study. It introduces the reception aesthetics and lists specific examples in the book to illustrate how the translator translates different kinds of folk language.

Chinese folk language includes those words or expressions, which could vividly reflect the features of Chinese unique culture in a particular historical period, and strong local color and rural flavor can find full expressions in the folk language. So, when it comes to the translation, it has become a problem on how to convey the exact meaning included in the folk language and spread the Chinese culture that is attached to the folk language.

Howard Goldblatt, as a professional translator, he always keeps it in mind that readers' reception is the foundation of translation, upon which, the bridge connecting different cultures can be built. To conclude, Goldblatt skillfully adopts the translation strategies: from the level of language custom, he mainly uses the methods of hypotaxis, creating new words based on meaning and translating dialect into Standard English; from the level of culture, he mainly adopts the methods of literal translation, literal translation plus explanation, free translation. Thus, due to his flexible and creative translation methods, the process of Chinese contemporary literature going-out has been accelerated to certain extent.

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A Tentative Study on Domestication and Foreignization in Business English Translation from the Perspective of Cultural Context

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[Abstract] *Business activities have become one important part in our life under the background of the Belt and Road Initiative. Successful translation of business English contributes a lot to business activities and it will affect the result of business cooperation. As a kind of cross-cultural communication, business English translation has to focus on the meaning of the source language and the target language, as well as cultural diversities. Words will have different meanings in different cultural contexts, so it is necessary to take culture differences into consideration while translating business English so as to avoid translation errors caused by the wrong choice of meaning. Therefore, this thesis analyzes the principles and the processes of business translation from the perspective of cultural context. Domestication and foreignization are two basic translating methods concerning culture differences and widely used in business translation. This thesis will make a further study on domestication and foreignization in order to help the translator get a faithful, efficient and formal translation, which will promote business cooperation during the process of communicating.*

[Keywords] *business English; translation; cultural context; domestication; foreignization*

Introduction

Under the background of the Belt and Road Initiative, business activities have become one important part of our life. This means that business translation is becoming more and more important. Successful translation of business letters, documents and contracts will directly affect the result of the negotiations. Business English Translation, a kind of cross–cultural communication, involves a series of selection and adaption on the translator's part. The author, the translator and the reader share different cultural context, so the translator has to analyze cultural context when trans– lating the business language to help the reader understand the key information. Traditional studies about translation focus on word, sentence and text instead of the function of cultural context. It will lead to some misunderstandings during cross–cultural communication, so it is worthwhile to analyze the interrelationship between cultural context and business translation and help translators have a deep insight into business translation.

The Function of Cultural Context in Translation

The concept of context is first put forward by Malinowski (1923), who claims that context includes situational context and cultural context. He finds it is difficult to interpret the meaning if the author and the reader come from different cultures, so it is necessary to interpret the meaning from the perspective of cultural context. Malinowski believes that a word is a mere figment and could stand for nothing if there is no linguistic context, so in the process of communicating, context contributes a lot to interpreting the message. Malinowski's view is developed by Firth (1950), a British linguist, who believes that the meaning of a sentence is closely related to what the sentence is intended to achieve, rather than the meaning of each individual word. Verschuren (1987) researches context from pragmatic perspective, focusing on the relationship between language and human life. He claims that communicating is a kind of choice-making under different conscious levels, and communicators are able to adapt to the contexts dynamically. Verschuren holds the notion that variability, negotiability and adaptability are the features of language. Speakers can choose proper language by adapting to the context. His theory is meaningful for translation research, so many translators believe cultural diversities should be taken into consideration while translating. For example, if an American business man meets his Chinese friend on the street and he is asked, "Where are you going?" He will feel puzzled, even get angry because it is not customary, even impolite to ask such question in American culture. So the thesis will study on business translation from the perspective of cultural context.

Principles for Business English Translation

Business English is used in business context, which differs from general English not only in language features, but also in purpose, function and style (Wang & Li, 2008). Business translation plays an important role in business activities and it will affect the result of business negotiation. So this thesis will study the features of business translation. The major features of business translation are as follows: (1) Business translation should be accurate and efficient so as to provide the correct information; (2) The expression of business translation should be formality and politeness; (3) Comprehensive understanding of business intention should be made before translating, which depends more on context than on words and sentences. The further explanation of the characteristics is in the following sections.

Accuracy and Efficiency in Business English Translation

Accuracy and efficiency are the basic principles of business English translation because the function of Business English is to help the negotiators understand every detail of the business activities clearly. Accuracy means all the information in the original text should be translated as exactly as possible. Translator should be faithful to the original text and could not change or omit any information. Efficiency means the translation should be simple and effective. If the information can be expressed clearly by one word, the translator had better not use two or more than two words. Saving time and money in business communication is a widely accepted rule. Usually accurate expression is equal to efficiency when communicating in the same language, but accuracy could not be easily achieved when using two languages because there is no exact equivalence in the receptor language to explain some expressions of the source language. So the translator has to omit some unnecessary information to compensate for efficiency in business translation. The efficiency of translation means to transfer the maximal information by making minimal effort. For example, WHEN AIRD REPLY. This sentence is written in a business letter. The exact meaning of this sentence is "When was

the mail sent by air? We are expecting for your reply!" According to the principle of efficiency, "We are expecting for your reply!" is simply translated into one word "复", so the proper translation of the whole sentence is "何时航寄的,复。"

Formality and Politeness in Business Translation

Business English is widely used by enterprises in transnational economic activities, such as introducing the company and the product, writing business contract and business letter. Since business documents are formal and rigorous, the sentences of business documents are concise and without personal emotion. For example "Neither party shall terminate this contract without reasonable cause." This sentence should be translated formally into "双方均不得无故终止合同。"

Business activities take place in different part of the world. The variety of history, culture, living habits and customs should be a big concern for translators. They have to be familiar with each language and culture to present the correct meaning politely. In order to show respect to the partner, politeness is another principle for business translation. If there are some conflicts between two parties, the translator must express the intention politely.

请于本月内结清余款,否则我方只好诉诸法庭。It can not be translated directly into "You must pay the rest of the bill to us within this month. Otherwise we will take court action", because it sounds a little offensive. The proper translation goes like this "If your company doesn't pay the rest of the bill to us within this month. we will be forced to take court action."

Comprehensive Understanding of Business Intention

Another principle of business translation is to understand the intention of the business activity comprehensively. Intention comprehension involves many factors, ranging from linguistic factors to context factors. Semantic meaning, syntax structure, pragmatic function, situational context and cultural context are important elements in the process of translation, especially for translating business intention. Business context includes some specific elements, such as legal environment of business, business terms used in the specific area, purpose and aims of the negotiation (Hua, 2013). All of these elements are crucial for interpreting the intention of business activities. Here is a business contract which sets a good example to understand business intention.

This Contract is made this15th day of July, 2016, in Shanghai by and between Company A, a corporation duly organized and existing under the laws of China with its domicile at X street, X District, Shanghai (hereinafter referred to as Party A) and Company B, a cooperation duly organized and existing under the laws of America with its domicile at S street, S District, New York (hereinafter referred to as Party B).

本合同于二零一六年七月十五日在上海签订。合同一方为A公司,是一家依照中国法律组织而存在的公司,其住所在上海市X区X街(以下简称甲方);合同另一方为B公司,是一家依照美国法律组织而存在的公司,其住所在纽约市S区S街(以下简称乙方)。

From this contract we can see legal environment, business cultures, business terms, purpose and aim of the contract are the key factors in understanding the intention. Therefore translators should have a good knowledge about language, law and culture so as to understand the intention comprehensively.

The Processes of Translation

Eugene A. Nida is an American linguist, whose notable contribution to translation theory is dynamic equivalence. Translators have to use the closest natural equivalent receptor language to reproduce the meaning of the source language in the aspect of meaning and style. Nida (2001) divides the processes of translation (Figure 1) into three parts. The first process is analysis, the second part is transfer and the third part is restructuring.
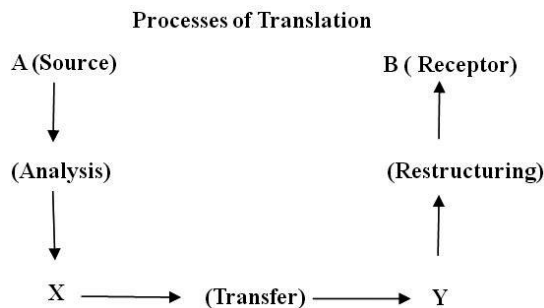
Processes of Translation

A (Source)   B (Receptor)

↓   ↑

(Analysis)   (Restructuring)

↓   ↑

X ——→ (Transfer) ——→ Y

Figure 1. Processes of Translation

During the processes of translation, the translator has to analyze two different languages: one is the source language, the other is the receptor language. There are so many differences between the two languages such as grammar, thinking pattern and culture background. The most difficult mission for the translator is to transfer the language and culture. Cultural contexts exist in the source language and the receptor language, therefore translators must analyze the original meaning according to the source cultural context, then transfer the meaning to the receptor language, finally restructure the receptor language according to the receptor language culture. In other words, translators should dynamically adapt to the cultural context by selecting the correct meaning of each word, and reconstruct the receptor language when necessary. Comprehensive analysis of the source language can be achieved by fully understanding source language culture. On the other hand, accurate translation means the expression can be accepted by the receptor language. Therefore, cultural context is of great importance to be emphasized again and again in translation. Translators should make their utmost effort to make the translation adapt to its culture background.

Domestication and Foreignization in Business English Translation

Lawrence Venuti (2004) studies on a pair of translation strategies, domestication and foreignization. These strategies focus on cultural differences between two languages. In fact domestication is target language oriented, and foreignization is source language oriented. For translation is a kind of cross−cultural communication, translators must transfer the contents and style of the original text accurately and take the cultural context into consideration to get the best translation. Given the relationship between translation and culture, domestication and foreignization are the proper strategies to translate business English.

Foreignization

Translation reserving the difference between two cultures can help the reader know more about the original language and culture, and this method is known as foreignization. Foreignization remains the flavour of the original language. Transliteration, literal translation, annotation are the basic translating methods applied in foreginzation strategy.

Transliteration is an appropriate way to translate nouns, especially for names, places, architectures, scientific

terms, and so on. For instance, Dove can be translated into 德芙. In fact, transliteration is also a good way to transfer some culture phenomena which have no corresponding equivalents in the target language culture, such as Jiaozi (饺子).

Literal translation places much emphasis on the linguistic features of the source language. It is viewed as one of the major methods for foreignization. Literal translation is also known as word—for—word translation. The accurate information embodied in the source language can be faithfully expressed, for instance, supermarket (超市) and absolute net loss (绝对净损).

Annotation means add specific explanation to the translated text. Owning to culture diversity, transliteration and literal translation could not transfer cultural connotations completely and correctly sometimes. It is necessary for translators to add an annotation to express the original information clearly. Hamburger 汉堡包, Benz 奔驰车 and Big Apple 大苹果(纽约的别称)are good examples to illustrate annotation.

Domestication

Translations adapting to the target culture can help the reader understand the meaning easily, and this method is known as domestication. The nature of translation is to convey the message by choosing the closest natural equivalent words of the target language in terms of meaning and style. Domestication is a necessary and proper translation strategy to avoid cultural conflicts between two languages and cultures. Domestication focuses on the target language, which helps the readers understand the meaning of the source language better and avoid the misunderstandings caused by cultural and linguistic differences. 白象 is one brand of Chinese instant noodle, but it could not be translated into white elephant, because white elephant refers to something useless in English. Therefore, an excellent translator should master the cultures of the source language and the target language. Liberal translation and paraphrase are two basic methods in domestication.

Liberal translation is also called free translation. Different from word—for—word translation, it attaches great importance to the faithful meaning of the original text instead of each word and sentence structure. Though the culture contents of the source language may be lost in the translation, the major information will be successfully transferred. The advantage of liberal translation is that the translation is smooth and accurate, and the meaning could be understood by the readers easily. For example, "Do you see any green in my eye?", if it is translated literally "你在我的眼里看到了绿色吗？" Chinese readers will feel puzzled and could not get the real meaning. In fact, green represents lack of experience in English, if the translator knows this, he can translate into "你以为我好欺骗吗？"

Paraphrase is reader—oriented, so it will give up some cultural information embodied in the source language so as to let readers understand the real meaning. Therefore, the connotative meaning and the figurative meaning of the source language should be paraphrased into the explicit meaning in the receptor language. So the real meaning of "He meets his Waterloo." is "他失败了."

Conclusion

Business English translation is a kind of cross—cultural communication. Excellent translations can promote the cooperation between countries and help readers learn more about foreign culture. Choosing a proper translation strategy is half the battle. Translation is a process of conversion in language and culture, so domestication and foreignization are the ideal methods to solve this problem. Domestication usually solves the problem of language differences,

while foreignization mainly solves the problem of cultural differences. They are complementary to each other, but they have to be used alternatively. Translators have to analyze the cultural context comprehensively and choose the proper method to translate business English text. Then misunderstandings and conflicts can be avoided and the information can be conveyed faithfully and expressively.

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Acknowledgements

A Paratextual Analysis of Translation of *The Gadfly* in 1953

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[Abstract] This paper focuses on the paratexts framing the translation and reception of The Gadfly in China in the 1950s. By examining iconic paratexts, epitexts and other peritexts by the translator and publisher, this paper exposes the socio-cultural environment that plays a significant role in shaping translation. Through paratexts, the translator and publisher reshape image of the protagonist and ensure the intended interpretation and reception of the novel in China. The study of paratext offers us insights into promotion of Chinese literature and culture worldwide.

[Keywords] translation studies; epitext; The Gadfly; peritext

Introduction

The concept of paratext is put forward by Genette (1991) to refer to the materials accompanying and presenting a text. It plays an important role in analyzing the creation, reception, and consumption of a specific text. With the development of translation studies, the scopes for translation studies become increasingly diversified. As an indispensable part of translated texts, paratexts become focus of some scholars and shed new light on translation studies. In 2010, the international conference on Paratextual Elements in Translation is held at the Autonomous University of Barcelona. In 2012 and 2013, two collections dedicated to paratexual studies in translation— *Translation Peripheries: Paratextual Elements in Translation* (Gil-Bardaji et al., 2012) and *Text, Extratext, Metatext and Paratext in Translation* (Pellatt, 2013)—were published respectively. Then there is growing interest on paratextual study in translation studies. The aim of this paper is to collect and examine the various paratexts and their roles and functions in Li Liangmin's translation of *The Gadfly* in 1953. Through a close exploration of paratexts and the socio-cultural environment responsible for the production of paratexts and translation, this paper expounds the interaction between socio-cultural context and translation. This paper provides extensive materials for paratextual study in translation and will lead to more researches on the positive influence of paratexts in global promotion of Chinese culture and literature.

Paratexts and Translation Studies

Genette (1997) classifies paratexts and describes the effects they are intended to have on the readers' encounter with the texts. According to him, paratexts refer to those productions that reinforce and accompany a text, including "prefaces, titles, dedications, illustrations and a number of other in-between phenomena that mediate between the text and the reader and serve to 'present' the work" (Genette, 1997, p. 1). Paratexts surround and prolong texts. Pa-

ratext can be divided into peritext and epitext. Peritexts refer to the paratextual elements around the texts in the same volume, like titles, prefaces, notes, and titles of chapters. Epitexts refer to messages which are "situated outside the book", including "interviews, conversations, correspondences, private journals and the like". (Genette, 1991, pp. 262–263)

Paratexts only exist on the marginal places of the text and were thought to be less important. However, they shed light on the socio–cultural world in which a specific text is produced. The analysis of paratexts had received relatively less attention in translation studies. With the coming of the new century, translation studies have gone beyond the bounds of literary and linguistic study. More scholars pay attention to the socio–cultural environment, patronage, and other factors that affect translation. Apart from studies on translated texts, translation criticism, translator's comments and letters also become the subject of research. As a result, paratexts attract extensive interest.

Urpo Kovala (1996) first offers a detailed study on the paratexts by publishers of translated literature in Finland and on how paratexts contribute to ideological processes in society. Tahir–Gürçağlar (2007) studies the paratexts of Turkish translation of European classics in the twentieth century and sheds light on the socio–cultural world the translations were produced. Haroon (2017) focuses on the translator's preface in Malay–English literary translations and stresses the role of translator's preface in facilitating the reception of the translations and in reinforcing translator's visibility.

Xiu Wenqiao (2008) collects and analyzes prefaces and dedications to Fu Lei's translation and summarizes Fu's translation ideas and his attitude to readers. Xiao Li (2011) uses ample examples to demonstrate the role of paratextual elements in revealing the translation ideas of translators and the interpretation and reception of translated texts within a socio–cultural climate. Wen Yue–e (2011) studies Lin Shu's prefaces and postscripts to translation works and finds that Lin Shu's translation paratexts guide interpretation of his translations and reveal his purpose of translation, translation norms and his translation career.

The study of paratexts in translation offers valuable insights into the translator's thoughts, translation norms and the target historical and cultural climate affecting translation. Paratexts is the most important way for translators to express their thoughts on translation. Famous translators such as John Dryden, Yan Fu, Lin Shu, and Fu Lei communicate their important ideas on translation through paratexts such as prefaces, postscripts and personal correspondences. Scholars are also concerned with "the cultural implications of paratext, its cultural significance and political and ideological power". (Pellatt, 2013, p.1) This paper compiles a comprehensive study on paratexts in translation of *The Gadfly* by Li Liangmin in 1953 and reveals the influence of social context on translation.

The Gadfly and its Chinese Translation in 1953

The Gadfly is a suspense novel published in 1897 by Irish novelist E. L. Voynich. It is mainly about the thrilling life experience and complicated emotions of the hero. The protagonist, the Gadfly is secretly involved in Italian underground revolutionary activities in the 19th century. Another important thread of the novel is the Gadfly's complicated feeling toward his father, a kind–hearted cardinal, Montanelli. The novel describes political conspiracy, romantic disappointment, emotional disillusionment and physical torture. The brutal description of torture in this novel is disturbing to western readers. It is then seldom mentioned in English literature. However, the Gadfly was well–known in China even before this novel was translated into Chinese because he was highly esteemed by Paul Korchaign, an idol for Chinese young people in the 1950s. The Chinese version of *The Gadfly* instantly became one of the bestsellers after it

was translated by Li Liangmin in 1953 and was ranked as one of the revolutionary canons. The success of the Chinese translation of *The Gadfly* is closely related to the historical moment in which it was produced. The mainstream ideology in the 1950s is a combination of socialism, anti−imperialism, anti−feudalism, and Soviet doctrines. The only concern for literary works is educational and political function. Literary works about revolution and heroes were extremely highlighted. The different fate between the original novel and the Chinese translation of *The Gadfly* leads to profound reflections on the socio−cultural context influencing the translation and reception of this novel. Paratexts also exert great influence on the interpretation and reception of this novel in China in 1950s

Paratexts in Chinese Translation of *The Gadfly* in 1953

The translation of *The Gadfly* is commissioned and published by the state−owned China Youth Press in 1953. As a state−sponsored publisher governed by the Central Committee of the Communist League of China, China Youth Press strictly adhered to the government's policy on literature in the 1950s and produced books with educational function to Chinese young people. It intended to transfer the socialist ideas through literary works. The following section studies how the publisher and translator deal with the various types of paratexts of Chinese version of *The Gadfly* to present the translation to the target readers in a way conforming to the social and ideological requirements.

Iconic paratexts

Iconic paratexts refers to visual elements such as cover and illustration. They are designed principally to catch the prospective reader's eye. However, "these non−verbal components of paratext are powerful tools in presentation and manipulation employed by the translator or commissioner of a translation" (Pellatt, 2013, p. 3). The original of *The Gadfly* was first published by Grosset & Dunlap in 1897. The cover of this version is plain. The front cover carried the title of this novel, the name of the author, and the name and logo of the publisher. In addition, there is a quotation from the Bible on the cover: "What have we to do with Thee, Thou Jesus of Nazareth?" Apart from that, the most prominent part of the cover is an insignia bearing a caduceus—a staff with two entwined snakes and two wings at the top. This symbol represents Hermes, and by extension trades, occupations, or undertakings associated with the god. This cover suggests the novel's close tie with religion. On the back cover of this novel, there are some advertisements of other novels also printed by the same publisher. These advertisements show the publisher's commercial considerations. It can be concluded that for the publisher, *The Gadfly* is just an ordinary novel for sale. The layout of the cover intends to attract the readers with paradoxical and complicated attitude towards religion.

The Chinese translation of *The Gadfly* in 1953 has a different layout in terms of front and back covers. The most significant image on the cover is a gun on an open book and a short extinguished candle. The gun symbolizes revolutionary activities, in which the Gadfly is secretly involved. The book symbolizes the Gadfly's secret writings against Christianity. The short extinguished candle beside the book continues to send out smoke, which suggests that the Gadfly works late into the night. On this cover, the biblical quotation on the cover of the original novel is deleted. The image of caduceus also disappears. In the 1950s in China, religion was condemned as a tool to fool people and socialists should adopt atheism. Christianity was blamed as a tool of imperialism and there's great effort to prevent the spread of Christianity among young people. Therefore, the biblical quotation and the religious symbol on the cover of the original novel cannot appear on the cover of the translation. From the cover of Chinese version of *The Gadfly*, readers can easily have the impression that the Gadfly is a diligent hero devoted to revolutionary activities. The ideologi−

cal implications of this cover reflect the publisher's purpose of encouraging readers to learn the sense of commitment of the Gadfly and to work hard for socialism.

Illustration is also one of the important iconic paratexts. It also offers clear indication of the purpose of the publisher or the translator. "A canny publisher will provide illustrations to enhance the priming begun by the verbal messages of the introduction" (Pellatt, 2013, p. 3). Voynich's original novel contains no illustrations; nor is there any image of the Gadfly in the original. However, the Chinese version of *The Gadfly* impresses on readers with vivid portraits of the Gadfly. In these illustrations, the Gadfly is shown as a loyal revolutionary while the enemies in the original novel are exaggeratedly portrayed as ugly and vicious.

For example, the illustration on page 226 of Chinese version describes an exchange of fire between revolutionaries and Austrian soldiers at a square. In this picture, as is the leader of all the revolutionaries, the Gadfly stands calmly and stably with his crippled leg. He looks straight ahead, training his gun on the enemies. Other revolutionaries bend their knees and fire beside him. This illustration vividly portrays the Gadfly as a fearless and calm fighter, arousing readers' respect and admiration.

Another illustration on page 282 portrays the Gadfly's bravery and mocks at the officers in the novel. This picture is about the Gadfly during the military trial. He stands upright in front of three officers. His face is grim and calm and he is not frightened by the sentence of death at all. The three officers sitting behind a table are awed by the fearlessness of the Gadfly. One of them gives the Gadfly the evil eye while the other two seem baffled. Their reactions show their fearfulness and cruelty. The Gadfly's calmness and the officers' cowardice are consistent with the stereotypes of heroes and enemies formed under the influence of the society.

A book's cover and illustrations have direct visual impact on readers and they reflect the publisher's evaluation and interpretation of this book. Non-verbal material is a "powerful shaper of reactions and attitudes of readers" (Pellatt, 2013, p. 3). To emphasize the ideological and educational function of *The Gadfly*, the translator and the publisher make great endeavors to make this novel similar to canonical socialist literary works of the 1950s from every aspect.

Foreword and Preface

Foreword and preface provides threshold of text to the readers and ensure that reader's interpretation of a text is consistent with the author's or publisher's purpose. In the original novel, there is a short preface by Voynich. In this preface, she offers thanks to those who help her in collecting materials for her story (Voynich, 1897, p. 1). However, in Chinese translation, Voynich's preface is omitted because it is not related to heroism or anti-religion. Chinese translation of *The Gadfly* contains a publisher's foreword and a preface. According to the foreword by the publisher, some contents in the original novel are deleted to avoid the negative influence of Christianity on young people (Li Liangmin, 1953, p. 4). The Chinese translation of *The Gadfly* is edited according to Russian versions of *The Gadfly*. Some annotations in Russian versions of *The Gadfly* are also adopted in the Chinese translation. To a certain extent, Russian translations of *The Gadfly* are more important for the publisher than the original novel. In the 1950s, Soviet doctrines were a major component of China's dominant ideology. Soviet literature became one of the important guideline for the Chinese literature. The importance of Russian versions of *The Gadfly* reflects the influence of the policy of sovietization.

According to the publisher's foreword, the preface to Chinese version of The Gadfly is a translation of the preface to a Russian version of The Gadfly. This preface by Russian publisher is chosen because it teaches readers to

evaluate the original in the way conforming to the literary principles of socialism (Li Liangmin, 1953, p. 4). This preface focuses only on the positive ideological significance of this novel. It emphasizes heroism as the most important value of this novel, hardly touching upon other aspects of this novel such as the love affairs of the Gadfly and the complicated relationship between the Gadfly and his father.

Annotation

Annotations are supposed to provide meanings of expressions unfamiliar to readers. In translations, annotations not only give readers information relevant to source texts, but also influence readers' comprehension of the source texts. Annotations in Chinese translation of *The Gadfly* in 1953 are consistent with the mainstream ideology of socialist countries. For instance, the annotation of "Philistine" in translation is as follows:

Philistines refer to people living in an ancient country named Philistia, which is in the southeast of ancient Israel (i.e. Palestine today). It's said that they are selfish, hypocritical, intolerant and materialistic. They despise knowledge and spiritual cultivation. In fact, this is a prejudice. (Li Liangmin, 1953, p. 29)

In this annotation, the translator adds "In fact, this is a prejudice" to the cultural connotation of the word "Philistine" to educate readers about the attitude on Western culture. He declares Western culture as prejudiced and misleading, which conforms to the anti-West ideology of the 1950s. Through this annotation, the translator promotes anti-imperialism and calls for readers to assess Western culture in conformity with the socialist ideology.

Annotations of historical figures are also affected by the cultural context. Instead of introducing the life experiences of historical figures, the translator comments on historical figures according to their socio-economic status. The following annotation is of Giusti:

Giusti: Giuseppe Giusti (1809–1850), a great Italian poet. He is also a genius for satire. He bitterly satirizes and attacks reactionaries and Austrian rule in his works. (Li Liangmin, 1953, p. 83)

In this annotation, the translator stresses Giusti's satires on Austrian rulers. Different from common annotations which introduce life and works of a poet, this annotation only stresses the political implications of Giusti's works. According to the literary guideline in the 1950s, literature should serve the masses. Therefore, only those who wrote for the masses and who condemn the enemies could be praised as great in the 1950s. Through this comment, the translator tries to influence reader's evaluation of a writer.

With annotations in Chinese translation of *The Gadfly*, the translator interprets the text according to the dominant ideology. These annotations directly express ideological values of socialism. Through these annotations, the translator emphasizes notions agreeing with the socio-cultural context, such as anti-religion and anti-imperialism. These annotations serve as educational materials to reshape their attitudes towards the West and they reinforce the socialist ideology.

Epitexts

The epitext denotes elements "outside" the bound volume—public or private elements such as interviews, reviews, correspondence, diaries etc (Genette, 1997, p. 7). After analyzing different types of peritexts inside the translation, this paper also examines the relevant epitexts to this translation. Reviews by contemporary critics shape readers' understanding of a work of literature. Literary reviews, which are supposed to be objective, are actually "an attempt to influence the development of a given literature in a certain direction, which happens to coincide with the ide-

ology of the dominant critical school of the moment" (Lefevere, 1985, p. 218). Epitext primes, explains, contexualises, and justifies the texts. At the same time, it serves to "reject and refute the text and deter the reader" (Pellatt, 2013, p. 5). The reviews in the 1950s on *The Gadfly* after its translation and publication reinforce the canonical status of this novel in China through emphasis on politically correct interpretation of this novel. The common contents of these reviews are summarized as follows.

First, the Gadfly's traits as a revolutionary hero should be emphasized. Ba Ren, vice-director of The People's Literature Publishing House, wrote an important review *On The Gadfly* in 1953. In this article, he compares the Gadfly with famous Soviet revolutionaries such as Paul Korchagin and Zoya and praises the Gadfly's deep love for the people of lower classes (Ba Ren, 1953, p.28). His compliment is consistent with the requirements for a canonical hero of the 1950s. The Gadfly's great ability of endurance is attributed to his devotion to the Italian revolution and to his deep love for the people (Wei Junyi, 1953, p. 228). Through repeatedly eulogizing the merits of heroism, patriotism, and love for the masses, reviewers successfully consolidate the Gadfly's image as a hero in socialist countries.

Second, readers should be warned against the negative influence of this novel. According to socialist realism, *The Gadfly* inevitably has some limitations due to its bourgeois background. Ba Ren (1953) criticizes the Gadfly's opinion of assassination and blames his contemptuous attitude towards his mistress Zita on the author. The Gadfly's negative influences are considered to be caused by the socio-economic constraints on the author (Zhou Weilie, 1958, p. 17). These reviews point out those contents in the novel that are not consistent with the dominant ideology and warn readers against these negative influences.

It is evident that the above critical reviews of *The Gadfly* are consistent with the principles of class struggle in the 1950s. The Gadfly's image as a committed revolutionary hero is reshaped by these epitexts. Reviewers urge Chinese young people to distinguish what should be respected from what should be condemned according to the values of socialism. These stereotyped epitexts guarantee the ideologically correct interpretation of readers.

The systematic analysis of different types of paratexts accompanying Chinese translation of the *The Gadfly* reveals the social context for its translation and reception in the 1950s. The paratextual documents in Chinese translation of *The Gadfly* reflect the influence of socio-cultural environment over the publisher and the translator and ensure that readers' interpretations of *The Gadfly* are in conformity with the dominant ideology. The Chinese translation of *The Gadfly* successfully fulfilled its function as an ideological textbook in the 1950s. The glorified image of the Gadfly aroused the patriotic feelings and devotion to socialism in Chinese young people. Moreover, this novel serves as a powerful weapon against subversion of imperialism in the 1950s. The tremendous success of *The Gadfly* and its profound ideological influence in China further demonstrates the interaction between translation and socio-cultural environment.

Conclusion

Based on a thorough exploration of paratexts of Chinese translation of *The Gadfly*, this paper demonstrates the correlation between translation and socio-cultural environment. All these paratextual elements are interwoven into the main body of the translation, illustrating it, reflecting the spontaneity of the translator and the publisher. The use of paratexts as tools for comparative analysis in translation is innovative. This paper offers a case study to exemplify the forms, and functions of different types of paratexts. The paratextual study on translation shed light on the translator's thoughts and the socio-cultural context for translation. Study on paratexts expands the scopes of translation

studies. In future, there will be more researches on the methodology and scope of paratextual study. Paratexts played an important role in the reception and promotion of a translation worldwide. It is hoped that more exploration on para-textual study in translation will provide new perspective to the initiative of Chinese literature going globally and strong support for the promotion of Chinese literature and culture around the world.

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Reflections on the Application of Eugene Nida's "Functional Equivalence" Theory to Translation

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[Abstract] *Translation enjoyed a long history and has become a popular and heated topic especially with the highly developed Chinese economy. Now with the advent of "Road&Belt" era, more attention is brought to the importance of translation task. This paper mainly focuses on analyzing the application of Eugene Nida's "Functional Equivalence" principle to English translation. In the conclusion part, this thesis makes a tentative summary that translators should achieve"the most appropriate and natural equivalence" between the original and the translation in English translation.*

[Keywords] *Eugene Nida; Functional Equivalence; Translation*

Introduction

Translation is the conversion from one language into another language as well as from one culture into another culture. Chinese and English, the two distinctive language systems, are different not only in vocabulary and grammar but also in history, culture and national psychology. Apparently, producing a precise and faithful translation has become the fundamental as well as paramount task for the translators. But people will come across many challenges mainly due to the different characteristics of the two languages. Furthermore, it is always difficult for people to find the correspondence for any word or expression between the target language and the source language. Theorists have put forward many translation theories in order to solve the problems people encounter in the process of translating. Among various issues in the field of translation, equivalence is the most controversial one. It has been studied and discussed by many theorists from different perspectives. The functional equivalent translation theory of Nida is obviously regarded as the most popular one and has drawn great attention, and this thesis mainly focuses on analyzing the application of Eugene Nida's "Functional Equivalence" principle to English translation. (Nida, 2001)

Nida's Definition of Functional Equivalence

In general, people prefer to judge the adequacy of translations between the source and target languages with the standard of the correspondence in grammar and words. And the term of "correspondence" is often been replaced with the jargon of "equivalence" though not frequently. Since it is well-known for all that complete equivalence is hardly

achieved, it is best to speak of a range of adequacy. Furthermore, equivalence in the translation field should not be comprehended in terms of mathematical meaning of identity but from the perspective of proximity, namely, to guarantee the probable degrees of closeness of words and expressions between the source and target language.

Besides, different degrees of adequacy from minimal to maximal effectiveness were implied by the view of functional equivalence theory on the basis of both cognitive and experiential factors. Specifically, the minimal effectiveness of the functional equivalency is to allow the receptor to be able to understand the translated text in the way that the original readers of the text must have comprehended and appreciated. And the maximal definition of the functional equivalency requires the translated text readers to understand and respond almost the same like the original readers did. Since the maximal level of functional equivalence demands a high degree of language–culture correspondence between the source and target languages which is hardly achieved, so it is regarded as the ideal definition.

Practical Implications of Functional Equivalence Translations

In the daily translation work, the achievement of functional equivalence may be influenced both by cultural and linguistic factors.

Cultural Influence on Functional Equivalent Translation

Nida once demonstrated that cultural differences between the source and target language can exert considerable influence on the need for adjustment in functional equivalent translation. In the English history, horse is a very important animal and often used to do farm work and consequently is used in English metaphors frequently, such as "as strong as a horse", however, in the Chinese history, cattle enjoys more preference. So when we translate "as strong as a horse" into "体壮如马", it is obviously not idiomatic and native Chinese. Therefore this phrase is regarded as equivalent Chinese "体壮如牛". Moreover, the English saying – "you can lead a horse to water, but you cannot make it drink." – should be translated as the Chinese proverb of "老牛不喝水，不能强按头" in order to make the readers to understand the translated text like the original readers do.

Furthermore, in most cases, because of different cultures, different from the derogatory connotation of "狗" in Chinese culture, dog is a neutral and sometimes positive term in English. Therefore, it is acceptable and even preferable to call a person as "a lucky dog" in English culture. When people of English culture want to express the meaning of "not to make trouble or disturb others", they are inclined to use the proverb of "to let a sleeping dog lie". In the similar way, "everyone will achieve success and become fortunate someday" can put into an expression with word "dog" in it, that is, "Every dog has its day". All these phrases do not contain derogatory or negative connotations.

But in most Chinese phrases "狗" is often associated with pejorative or negative implications, such as "狗腿子", "狗急跳墙", etc. Therefore in the English–to–Chinese translation, the image of dog has to be changed into something else that is acceptable and favorable for the target language speakers, that is to say, "Every dog has its day" should be equivalently translated into "人人都有得意时", "a lucky dog" should be equivalent with Chinese saying of "幸运儿". Similarly, "as happy as a dog" should be equal to Chinese of "快乐似神仙", and "you cannot teach old dogs new tricks" "老人难以改变", "top dog" "当权派/重要人物". In the same way, "love me, love my dog" has the equivalent meaning of "爱屋及乌"in Chinese.(Wu Runzhi 2013))

Here are some other examples:

    English   Chinese

"cast pearl before swine"	对牛弹琴
"the apple of one's eyes"	掌上明珠
"Man proposes, God disposes."	谋事在人,成事在天。
"a lion in the path"	拦路虎

Besides, almost all the Chinese people will feel confused if the phrase of "go Dutch" is translated into "按照荷兰人的规矩办事". But after making some adjustments and translate it into "AA 制" or "五五分账", the translators then can achieve functional equivalence because the Chinese readers can understand and respond in the exactly same way as the English speakers do.

From these examples above we can summarize that when one does translation between two different languages, the translator should understand the different cultures in order to make the translated passages being understood and appreciated as the original readers did. Otherwise, there will be many misunderstandings and also make people feel confused and offensive. In brief, it is cultural factors that may influence the realization of functional equivalence between the source and target languages.

Linguistic Influence on Functional Equivalent Translation

According to Nida, the need for adjustment will be greater if the differences between the source and target language are larger. Taking Chinese and English for example, we know that the Chinese sentence is of linear structure while the English sentence is of hierarchical structure, that is, a tree structure. Here is an example in Chinese:"她进了屋,关上门,换上拖鞋,走进厨房,打开冰箱,拿出一瓶雪碧,来到卧室,一头栽倒在床上。"

When we translate this sentence, we cannot translate it word for word, and sentence for sentence because of the different habits in the using of the two languages. And the correct English form should be as follows: "Having closed the door behind him and changed for a pair of slippers, he went to the kitchen to take a bottle of sprite from the fridge before he went to his bedroom to throw himself into the bed."

And also we know that an English sentence always seems to be quite long to the Chinese readers, as our Chinese speakers tend to use short sentences instead of long one. In English, the frequent use of discourse markers and inflectional changes provides clarity for the readers or listeners to understand the meaning, so while translating, the English structure intactness cannot be kept. We have to make tremendous changes if necessary in the target text. Occasionally, we have to translate one word into a Chinese sentence. For instance, the English sentence of "Illogically, she had expected some kind of miracle solution." is translated into "她满期待会有某种奇迹般的解决办法,这显然不合情理。"

Besides, long sentences will be separated into short ones in order to make the meanings or ideas clear. For example, "Not long ago I heard myself describe a friend, half-jokingly, as 'a much better person than I am, that is, she does not gossip so much.' I heard my voice distorted by that same false note that sometimes creeps into it when social strain and some misguided notion of amiability make me assent to opinions I don't really share."

According to Nada's functional equivalent translation theory, form is secondary to content, that is to say, the translator should try to make the English function the same way as the original language functioned for the original readers. Therefore here we should make the latter part of long English sentence into several short Chinese sentences in order to make the Chinese readers feel comfortable and easy while reading, that is "不久前,我无意中半开玩笑似的称赞一个朋友,说她'比我强多了,因为她不大在背后议论别人。'说这话时,我觉得我的语调不正

常,因为言不由衷。这种情况时有发生,因为出于礼貌和出于对谦和的误解,所以尽管对别人的看法不同意,我也随声附和。"

All in all, in order to let the target language receptor get the idea immediately, translators should pay more attention to the different structures of the different languages. For instance, there is always one verb in an English sentence and almost all English sentences must carry a verb after the subject. But it is not a necessarily so in Chinese. Sometimes there are several verbs but sometimes none in a Chinese sentence. For example, "The flowers are so beautiful!" when this sentence is translated into Chinese, it should be "这花儿真漂亮!" instead of "这花儿是真漂亮!" because the latter is not idiomatic. Here we have another example, "我得去银行贷款供孩子上大学".This is a typical Chinese sentence which uses several verbs. When it is translated into English, we must supply just only one verb. So the translation should be "I must ask for a bank loan for my child's higher education."

Further Understanding of Functional Equivalence Translation

In order to understand functional equivalence translation theory more thoroughly, there are two key points for the translators to pay great attention to in their process of translation.

Equivalence vs. Identity

According to the equivalent translation theory, equivalence is more important than identity. And "equivalence" should not be comprehended from the perspective of mathematical meaning of identity but in view of proximity. In other words, equivalent translation cannot achieve absolute identity but only probable closeness between the source language and target language since it is unusual and rare for the two languages both identical on the linguistic level and cultural level, for example, Chinese and English. (Nida &Taber, 2004)

Therefore, the one that is in close proximity to the original text is regarded as the best translated version because it is impossible for the translated version to be totally identical with the original either in form or in meaning. All for all, in the translation practice, particular in Chinese-and-English translation work, one-hundred-percent equivalence does not exist since they are of completely different language systems.

Functional Equivalence vs. Formal Equivalence

Based on Nida's functional equivalent theory, functional equivalence is more important than formal equivalence or formal correspondence. Nida once maintains that the most important criterion to judge the success of translation work is that what type of response the target language receptors has produced but is not the perfect usage of words and expressions or the absolute accuracy from grammatical point of view. Therefore, while translating, functional equivalence should be given more attention than formal equivalence. (Zhang, 2007)

Consequently, in the practical translation procedure, the translators should bear in mind the two basic concepts when dealing with a source text. On the one hand, in order to achieve the function that the source text performed in its culture, that is to let the target language receptors feel the same as the source language receptors do, translators should give functional equivalence the top priority in order to guarantee the probability of producing a successful translated version. On the other hand, though translators should attach more significance to functional equivalence, they should not ignore the importance of formal equivalence. Keeping these two points in mind, the translators can make the translated version reflect and represent the real life and society of the source text.

Conclusion

To sum up, employing adaptations in many translation cases are quite necessary in order to achieve functional equivalence. Occasionally, owing to the great freedom while translating, Nida's functional equivalence translation theory is considered to be similar with free translation by some people. But this was completely wrong. In fact, the application of equivalence translation requires the translators to have a comprehensive understanding of all the factors related with the source material which means equivalence translation is far more sophisticated and difficult. Therefore, functional equivalent translators should make more efforts in translation and need to pay more attention to the influence of the source text on the source receptors and do their best to make a translation that will have similar influence on the target receptors.

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