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# *Riders to the Sea* between Regionalism and Universality: A Cultural Perspective

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**Abstract**—This study aims at discussing Synge's *Riders to the Sea*, with a focus on Irish nationalism and cultural identity as two significant ways of resistance against the English cultural colonialism. Though many critics regard J.M. Synge as an example of a regional dramatist because his works are related to the local Irish material, this study; however, aims to correct this vision of Synge as only pertaining to Irish Celtic culture, but as an innovator of the Irish theatre and as a culturalist who shifted Irish theatre into a universal scope. Thus, though Synge's fame is due to his treatment of the "folk" drama; still, he finds in Ireland's folk tales, myths, and traditional legends a rich source for universal interests. By tracing the reinforcement of the Irish setting and oral culture for a cultural function which aims at establishing the Irish identity and reviving its national heritage, the study argues that Synge's dramatic presentations were not only of regional or local value; but also, of international and cultural significance. That is though J.M. Synge introduces his theme in a local Irish context, with a focus on peasants; he was able to transform the Irish theatre from the local context to universality.

**Index Terms**—*Riders to the Sea*, modern Irish theatre, J. M. Synge, naturalistic drama, nationalism and cultural identity

## I. INTRODUCTION

John Millington Synge is best known for his treatment of Irish myths and folktales within a realistic context. His dramatic works glorify the Irish themes; in his plays, he celebrates the imaginative attitude of life realistically by depicting the Irish peasants' life. Synge has dealt with Irish themes especially those which are concerned with the Irish tradition and heritage. The study aims at presenting a thematic study of *Riders to the Sea* as a representative of colonial literature; this is due to Synge's important role in the reviving of the Irish cultural identity which was achieved by his drawing on the Irish culture as a major source for his plays. He finds in Ireland's legends, folklore, and fairy tales a rich source of his masterpieces' themes.

The study aims at presenting a thematic survey of the national dimensions presented in *Riders to the Sea* as a literary de Anglicization of the Irish cultural identity. Synge plays a significant role in the Abbey Theatre. It was his presence in the Abbey that made the Irish Dramatic Movement has its peculiar Irish feature. It is his way in introducing the Irish drama that shapes a new dramatic style for generations of Irish dramatists.

## II. SYNGE'S VISION OF DRAMA

Synge's place in modern Irish drama is unique since there is no any writer deserves this status expect him. For example, Kitishat (2012) stresses the peculiarity of Irish theatre if compared with other European theatres. She argues that Synge plays a vital role in de Anglicizing Irish theatre; his role in employing the Irish material to revive Irish culture to establish a dependent Irish identity is of great cultural value. Kitishat justifies this attitude as a "distinctive features of the Irish theatre because it adopted and reintroduced the Irish habitat as a tactic which aims to "strengthen national feelings among the audience." (Kitishat, 2012, p.83). Besides, there is a close and inseparable relationship between Irish culture and national attitudes. Therefore, this tendency is considered an "invisible restriction" on Irish Theatre." (Pilkington, 2004, p. 724) This sense of nationalism plays a significant role in the Irish nation pursuit of having their independence and refusing the colonial rule of their country.

Synge shows a different attitude toward politics from other Irish writers; although he lives in a period of political and cultural extremity, he prefers to work for his country cause in his ways. He explains his political attitudes saying, "I wish to work in my way for the cause of Ireland." (Benson, p. 1) He chooses to give a real Irish setting which depicts the Irish reality as a way of rejecting the English literary influence on the Irish theatre. Al -Ghoreibi (2015) sees such representation of the Irish setting "renders the natives insular and untouched by the modernizing influences of British colonialism" therefore such representations are considered as "representatives of the pre-colonial Irish culture." (pp.11-12) This tendency of glorifying the Irish material as a way of cultural resistance against the English colonial and literary hegemony makes Synge as one of the distinctive Irish writers in the Irish dramatic movement because of his reintroduction of the Irish habitat to strengthen the national feelings and establish a distinct Irish Identity among the

audience. So, this over-determined relation between the theatrical, cultural and historical matters has, Pilkington argues, "pervasive "functions (Pilkington, 2004, p.724)

Synge considers the dramatists' role of great importance since they are responsible for directing people to the right way, yet he does not tend to idealize his country. Nevertheless, he introduces his country in a very realistic manner. He expresses the dramatists' responsibility in a way which is different from other Irish dramatists in his time; he says" [A] writer's first duty to his country is disloyalty." (qtd. In Ferriter, 2004, p. 174). By disloyalty, he means the responsibility of "presenting Ireland as he found her, not as she wished to be found." (qtd. In Ferriter, 2004, p.174) It is apparent then that this is the distinctive feature that makes Synge different in his handling of the Irish myths and traditions in his dramatic works. Thus, it is Synge who manages successfully to employ the Irish legend for local and universal purposes simultaneously.

### III. SYNGE'S PEASANTS' DRAMA: FROM REGIONALISM TO UNIVERSALITY

It is recognized that Synge is interested in the realistic details of his society. His dramatic treatment of Irish life gives his plays a local quality, he went to the Aran Islands and lived among the islanders and depicted their dialects and gathered much knowledge about the oral culture and heritage. This experience provides him with the raw material for the sources of his plays, with regard to this point, Collins calls this style as "cottage kitchen realism; he states that "Synge's dramatic treatment of life in Aran Islands is symptomatic of that hackneyed (but trendy) style that was peculiar to the Abbey Theater's formative years." (Collins, 2015, p.13) Moreover, Synge includes both the negative and positive characteristics of his society, and since no one laughed at his own mistakes, Irish people find a huge gap between them and a genius writer as Synge. Synge was different from the playwright in his age due to his awareness of "two differential realities" and at the same time is concerned with "how they could be made to dovetail seamlessly within his dramaturgical praxis." (Collins, 2015, p. 14) However, Synge shared with Yeats his interest in the poetic imagination. Synge believes that the poetic use of language is still living among the people of Ireland. Therefore many critics have discussed Synge's poetic, dramatic language; for instance, Fermor elaborates that Synge was exceptional because of his use of poetic drama. (Ferriter, 2004, p.163).

Fermor's opinion above indicates the difficulty of the separation between Synge's poetic and dramatic expressions. So, one can say that Synge can be identified as "a dramatic poet." It is necessary hence to point, in specific terms, to Synge's poetic language about the "peasants Drama." Synge is a poet who has used peasants' living idioms and folk speech in a poetic form. Synge's use of poetic drama is because of his belief that the roots of his poetry are in "mysticism." (Ibid) Many of his heroes and heroines act and speak exactly in a way similar to those peasants who live in the Irish Islands. This is since he lives among those peasants and depicts their language, beliefs and "mystic" vision of life. He cares a great deal about his poetic language a true drama since this quality makes his plays "magnificent." (Price, 1961, p. 45).

This perspective of dramatic language, Eliot argues, makes the works of Synge as a highly-appreciated model of a poetic drama, "poetic both in imagery and in rhythm." (Eliot, 1953, p.32). This attitude is to some extent true because Synge has described the beautiful intonation and diction of the peasants' talk in his book *Aran Islands*. In this book, Synge offers a complete record of the people's way of life.

It is Synge who introduces the Irish peasants' drama; in this dramatic school by highlighting the life of ordinary people: tinkers, drunkards, braggarts, tramps, cowards, hypocrites and even patricides. He writes about their lives sympathetically as well as satirically. He chooses those ordinary people to talk about this category of people who are oppressed by society especially by priests and political authorities. He sheds light on the "plight of men and women who existed in a meaningless world." (Benson, 1982, p. 1).

It is suitable in this context to give a brief an account of Synge's religious beliefs and his view of religion in general. What attracts the attention is Synge's earlier loss of faith. In his autobiography he justifies his attitude toward religion by stating that he had renounced Christianity, to be a believer only in Ireland!. "Everything Irish became sacred." (Gregory, 1972, p. 43)

Therefore, he is obsessed with that conflict between the freedom of the individual and supernatural beliefs. Many of the writers of his age reject Christianity and adopted other ideologies, perhaps the most well-known dramatist who share this quality with him are Yeats and O'Casey. The conflict between paganism and Christianity is represented in Irish gods and mythical heroes and heroines. On the other hand; Christianity is portrayed in priests, saints, and clergymen. Synge's use of the Irish material may be attributed to that advice that Yeats has given to Synge. While Synge was studying in Paris, he met Yeats who advises him to do the following. In *Essays and introductions*, Yeats recommends Synge to leave France and to go back to Ireland, to The Aran Islands, in particular, to live among the people there and to learn rural expressions because Yeats believed that they "express a life that has never found expression." (Yeats, 1961, p.96)

Yeats directed Synge to the correct literary career, and so, Synge visits Aran Island five times between 1898 and 1901 every summer. In each visit, he shares peasants' joy tales, legends that are derivate from the Irish mythology. Synge also describes their language regarding diction and tone [...], which differ entirely from the other parts of Ireland. Naturally, *The Aran Island* is organized in four sections; in every region, he records what he has gathered in his summer visits to The Aran Islands. The narrative follows in a chronological way (Green, 1994, p. 22). Synge benefits from his

visits a great deal; it is evident that that Synge gets the dialect which has become his feature mark from his visits to the Aran (Ibid). Also, much of his mythical material is seen from that legendary folk tales that Irish peasants have mentioned. He writes about his experience in *The Aran Islands* and how it inspires him as a playwright because he depicted real peasants' "dialect and dialogue" as a material for his play. (Price, 1961, p.47)

Benson (1982) considers Synge's work as important as *The Prelude*. He argues that when Synge makes his visits to *The Aran Islands*, he does not have a definite theme or any writing mechanism. This book is not to be considered as travel books for Synge assure us in his introduction of *The Aran Islands* that this book includes nothing about the historical or geographical information about the Island. In this regard, he is seen as a "diarist," who was very "selective" and managed successfully to express in great literary professionalism the islanders' life, in a great realism away from artificiality. (Benson, p. 25).

Synge's experiment in *The Aran Islands* encourages other dramatists to look closely at the Irish society; the urban as well as the rural. Linguistically speaking, the speech of Irish peasants in *The Aran Islands* gives Synge "a linguistic model for which he had been vainly searching in Paris, a model a datable under its range and power to his urgent sense of life." (Deane, 1994, P. 29). During that period, Synge spent much of his time studying Irish mythology and culture. He masters the old Gaelic language and participates in reviewing many Irish books written by Irish writers. For example, he examines *The Irish Mythology Cycle* and *Celtic Mythology*.

#### IV. SYNGE'S DUALITY: A SOURCE OF INNOVATION

When Synge starts writing his plays, he combines two essential elements: they are the tragedy and comedy; heroism and anti-heroism, mythic and comic. The duality is apparent in his works, and this fact makes him a distinguished playwright. Hence, the audience will realize that "Satiric laughter" is embodied in many of Synge's characters.

Greene points to Synge's attempts in introducing a new drama saying. He argues that Synge has liberated his comic characters from the stereotypes of national idealism; by introducing his comic characters from the rural part of Ireland. Synge does not idealize heroes, kings or even poets, on the contrary, we find ourselves face to face with ordinary people such as tinkers and tramps. By introducing them, we know the real world with it is hardship and ugliness. The combining of the comic and mythic is of great importance because the repressed emotions can find a kind of outlet in the legends of laughter that spring from the nation's folk imagination. (Krause, 1995, p. 18)

Also, Synge indirectly relates the comic impulse to the mythic impulse in their secondary function of release. Both were considered as an outlet of "unconscious aspirations, our private desires that are frustrated in the conscious or public world." (Krause, 1995, p. 18) Taking this fact into consideration, one can realize what kind of challenge that Synge faces when he employs the comic and mythic or the mock-heroic way of writing. He admits that he must overcome that difficulty that is aroused from the combining of these mythic elements with the comic drama. Saddle Myer (1971) maintains that Synge's experience in *The Aran Islands* was an exciting and challenging experience, "full of new difficulties, and I shall be the better, I think for the change." (p. 167)

#### V. THE TREATMENT OF MYTH IN *RIDERS TO THE SEA*

*Riders to the Sea* is best- defined as Synge's first "accomplished work of a master craftsman." (Greene, 1975, p. 41) Some critics classify it as a "folk drama" since it drew its strength from that pagan mood of fatalism that dominated the events. (Casey, 1994, p. 89) In this play, the combining of the world of myth and reality is seen and converted realistically to give a universal theme.

The play can be just summed up as the story of a family who lost most of its members in their struggle with the sea. The plot is straightforward; the play begins by providing the needed information as a background: Maurya, the heroine of the play, has already lost her husband, her father –in law and four other sons in their struggle with the sea. Her two daughters at the beginning of the first act are trying to identify the clothes of a drowned man as their brother's Michael who has gone to the sea and did not come back. Their attempts at defining the clothes are interrupted by the appearance of their mother; this makes them hide the clothes for a short period to conceal the tragic fact from her. It is at that moment when their youngest and last brother "Bartley" enters preparing himself for a journey by the sea. The mother tries to prevent him from going, but he insists on leaving. The moment has left the house, but she has a kind of mystic vision, then she says, "He's gone now, God spare us." she even cries: "We'll not see him again." (Synge *Riders of the sea*, 1958, p. 37) After Bartley's departure, the daughters identify the clothes of the drowned man as Michael's. Later they knew that Bartley was drowned in the sea, too. In the final scene of the play Maurya, the mother mourns the death of her family and invokes mercy on the living and those who are dead.

#### VI. PAGANISM AND CHRISTIANITY IN *RIDERS TO THE SEA*: AN ENDLESS CONFLICT

The material of *Riders to the Sea* is mainly realistic; however, it deals with that kind of suffering and hardship the fishermen face in their struggle with the seas. The central incident in this play is taken from Synge's experience on his last visit to Aran Island in 1901. (Benson, 1982, p.9) In his third chapter of *The Aran Island* Synge reports an incident which is exceedingly relevant to the play's central episode.

One night as a hurricane was howling, Norah, a young married woman, was dying of typhus, as she was not expected to live beyond the morning, coffin boards had to be borrowed from a man who had put the board aside two years before his aged mother. The headless body of a young man had been washed ashore after floating for several weeks in the sea, and once again kenning hammering could be heard in the vicinity of the awake cottage. The young man had taken a Curragh to two horses from a hooker to the shore of the South Island, and the young man was lost, [...] but his mother also had a vision of him riding a horse to the slip, she saw him catch his horse, then a second horse and afterward he went out and was drowned. (Synge, 1970, pp. 416-17)

Hence, it is clear that the plot of *Riders to the Sea* is of a significant degree of similarity with the episode that reported in *The Aran Islands*. His use of the folk-tales in his play shows the high degree of influence the peasants' life and beliefs had on him. Also, there are many mythical elements that Synge has handled in his writing of the play for instance, we are told that if a living man were seen in a company with a dead man this would be considered as a bad omen because that is a gesture to the fact that this man is going to die. This kind of superstitious belief is prevalent among those Irish peasants.

In addition to this point, Mary C. King discusses this idea with a special reference to *Riders to the Sea*; the cause of tension that dominates the play can be attributed to the co-presence of both pagan and the Christian beliefs, and this is the gap that the Islanders seek to bridge. (King, 1985, p.48). Synge stresses this theme in many episodes of the play. For example; at the beginning of the first act while Maury was trying to prevent her son from going, she said that "the young priest will stop him surely." (Synge, 1958, p.36). However, Nora, her daughter, objected her saying that the priest said that Al-Mighty God would protect Bartley because he is Maurya's last remaining son!. Therefore, because of this reason the priest did not prevent Bartley from going to sea; or even advising him not to go. However; we later know that he was drowned and Maurya lost all her family with her fight with the sea. By giving this unexpected end, the young priest is presented as a powerless and weak man in comparison with the eternal sea.

Some critics suggest the death of Bartley is a "bitter testimony to the immeasurable cruelty of the god of *The Aran Islands*." (Benson, 1982, p.25). It is Maurya who Knows the sea well "it is little the like of him knows the sea [...] Bartley will be lost now." (Synge *Riders of the sea*, 1958, p.37) Synge highlights the mythical setting of the play, by introducing another incident when Maurya forgets to give Bartley a piece of cake, a symbol of life, and hence decides to look for him before going far away, it is at the moment when she sees "the fearfulness thing"-her dead son Michael riding a gray horse and Bartley following him. It is worth connecting this episode with the original mythical story. In his *Aran Islands*, there are many stories about horses in all cases they were related to the supernatural. The source of the "grey horse" episode was one of the stories that Synge recorded. He narrated the story as he heard it. (Synge, 1970, p. 418)

Although there is a difficulty in dramatizing events that include supernatural elements such as ghosts, second sight, Synge was able to overcome them since the Irish audiences still believe in mythical stories about such events. The grey horse riders in the folk - stories, on According to the belief of the peasants, horses in general; and grey horses in particular from a mythical perspective, represented death and mystery. (Synge, 1970, p. 418). This justifies why Maurya shouted in fear when she saw her dead son, comes seeking his brother.

In this play, Synge celebrates the life of the individuals, especially those Irish peasants, who exist in a tragicomic world within "a nihilistic universe" that offered neither meaning nor hope. (Benson, p. 152). So, though Synge has used the Irish myth as the source for his play, yet he enlarges it to include a universal truth. The central theme is death in counter with life. Maurya in her final speech blesses the dead as well as the living. Her blessings included all humanity in the face of that fate is waiting for it.

In other words, the writer succeeded in illuminating the kind of life the inhabitants had to live. In this play, Synge realistically depicts the life of the Irish fishermen and that sense of fear of the sea, and it is waves. Maurya declares that she is triumphant over the sea after the death of her sons and husband; the sea cannot do anything for her, she does not care for it surfs any longer. She laments the death of her family. She says she had lost her husband and her father in law and six young sons in her struggle with the sea.

The play is a mixture of a realistic kind of life that is combined with mythical and pagan powers. For example, the setting of the play is wholly depicted in a realistic way from the ordinary life of the Islanders. The setting is dominated by nets, a spinning - wheel, new boards. These tools are used in every day of the Irish peasants' life. They are also useful in their symbolic significance. Daniel Casey supported this opinion saying that "the symbols, echoes, and allusions are archetypal; they are drawn directly from a primitive folk engaged in the most elemental struggle, the struggle for survival in nature" (Casey 1994:93). Moreover, the colors that Synge used are of significant indications: the black, white gray and red, all of them are associated with death and destruction. The somber mood of the people's life is dominated by the blackness of night, of the cliffs [...] (Casey, 1994, p.94).

By focusing on "the marginalized people," Synge was able to put the "details of the material and cultural impoverishment of life among the most marginalized in remote rural Ireland." (Mathews 2009: 10). Thus, taking all these details within the historical and cultural dimensions of the play proves the great national role played by Synge who managed successfully to document the oral culture into literary documented sources which prevented the loss of these valuable sources of ancient Pagan Irish culture. This achievement reminds us of his declaration that "I wish to work in my way for the cause of Ireland." In all of Synge's plays, "he champions the imaginative life and condemns

whatever seeks to restrain human liberty" (Benson, 1982, P. 1). Therefore, Synge succeeds in upgrading the Irish material and "blending" it into a universal scope (Uddin, 2016, p.171). The use of myth gives us a universal impression of the play such as the themes of the vain fewer efforts made by man to avoid death. In other words, Synge succeeds in transforming the Irish material of his play into a universal scope.

## VII. CONCLUSION

Synge succeeds in transferring the Irish peasants' life from a realistic depiction into a universal worldwide appeal; He was able to revive Irish national identity by reintroducing Irish myths and folktales as source material for his plays. Adding to the Irish regional myths and tales related universal themes especially those related to human freedom and liberty, Synge was able to modernize Irish material and share it universally. However, Synge maintains to have the Irish themes clear in all of his works, but at the same time, they indicate serious matters that are of universal interests. In *Riders of the sea*, Synge celebrates the life of the individuals, especially those Irish peasants, who exist in a tragicomic world within a nihilistic vision of man pessimistic life which has no hope and full of conflict and contradictions. So, it is this vision of the modern Irish man as a weak creature in the pre-colonial Ireland, and he seems weak, unarmed against the English Colonial literary hegemony in addition to other external factors. Synge succeeds in achieving multipurpose function; the first is of a cultural aesthetic value which is manifested in his using the Irish Celtic sources of the pre-colonial Ireland as a source of most of his plays. This task is of great significance because of its culture as well as national significance. It functions as fire back against the English colonial hegemony over the Irish literature and the colonizer's claim that the Irish are without culture or heritage. Synge was able to bring the ancient Celtic material of the pre-colonial Ireland back to life. Not only this, but he was also able to foster the loyalty and sense of nationalism of the Irish people because they have a great living culture. Also, Synge importance transcends the regionality of the Irish theatre; his treatment of the material was so brilliant that it had transformed Synge's drama to universality since it includes universal truth and thus has a universal appeal.

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# Research into the Application of Linguistic Adaptation Theory in Personal Selling Communication

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**Abstract**—This is a qualitative study into the interactive communication between the salesperson and the potential customer in the process of personal selling based on Jef Verschueren's linguistic Adaptation Theory. By carefully analyzing the obtained data, which are genuine face-to-face selling cases, the study found that the persuasive utterances made by the salesperson can be classified as the adaptation to one of the three worlds: physical world (including adaptation to stretches of time, to selling environment, to physical appearance and to non-verbal messages), social world (including adaptation to the business tradition of being honest and reliable, to the business rule of valuing time as well as to different ages and sexes), and mental world (including the need for benefit seeking, the need for rapport building, the desire for compliment and the desire for sympathy).

**Index Terms**—personal selling, linguistic adaptation theory, physical world, social world, mental world

## I. INTRODUCTION

In recent years, with the dramatic growth in people's living standards and hence their strengthened consumption powers, companies are blessed with opportunities. But at the same time, with the increasingly fierce competition in the market, they face challenges as well. To survive in this highly crowded market, sellers are required to promote selling by convincing potential consumers of the superiority of their products or services over their competitors. Personal selling represents an important opportunity for them to achieve that goal. And the most important task of sales representatives is to establish and maintain a reliable relationship with potential or old customers. To pursue this, the choice of appropriate language and selling strategies is of vital significance.

## II. LITERATURE REVIEW

### A. Personal Selling

Through much of human history, people relied on barter to acquire essential goods and services. Barter is the exchange of a product or service for another product or service. As people's desire to obtain a wider variety of goods grew, barter was replaced by selling, the exchange of products and services for money. Selling, as a critical type of human interaction, is a driving force for a country's economy. Countries depend upon the sales process to survive since their exercise is for the sole purpose of profit-making by meeting the needs of their customers with products or services. Without sales they go bankrupt. Selling is everywhere. Even colleges and universities are "companies" that sell educational products and services. Without consumers (students), they would close the door. When people work, they sell their personal resources (time, energy, effort, skills, and knowledge) to the company they work for. In a word, sales are a vital part of people's lives.

Personal selling was traditionally defined as the process of promoting the exchange of goods or services (Robeson, Mathews & Stevens, 1977, p.5). It was viewed by others as the process of persuading a potential customer or client to buy a product or service by the seller (Howland, 1978, p.7). In order to achieve the intended selling result, the salesperson needs to acquire a particular set of sales skills and strategies to make the selling communication go smoothly and successfully.

Personal selling is a type of human communication, which can be realized through either verbal communication, that is, the use of words or nonverbal communication including body movement, facial expressions, gestures, eye contact, and so on (Dou Weilin, 2005, p.13). In the process of selling, several selling strategies are also needed for the salesperson to successfully approach the prospective customer, such as news approach, curiosity approach and bonus approach, to keep the customer interested, such as story-telling approach, relaxing atmosphere approach and the use of visual images, and to close the deal, such as the suggestion technique, the assumption technique and the concession technique (Sun, Luhong, 2007, p.56-64).

### B. Linguistic Adaptation Theory

According to Verschueren (1999, p.66-67), contextual correlates of adaptability includes all the ingredients of the

communicative context with which linguistic choices have to be inter-adaptable, and the range goes from aspects of the physical surrounding to social relationships between speakers and hearers and aspects of the interlocutors' state of mind. It can best be shown in figure 2.1.

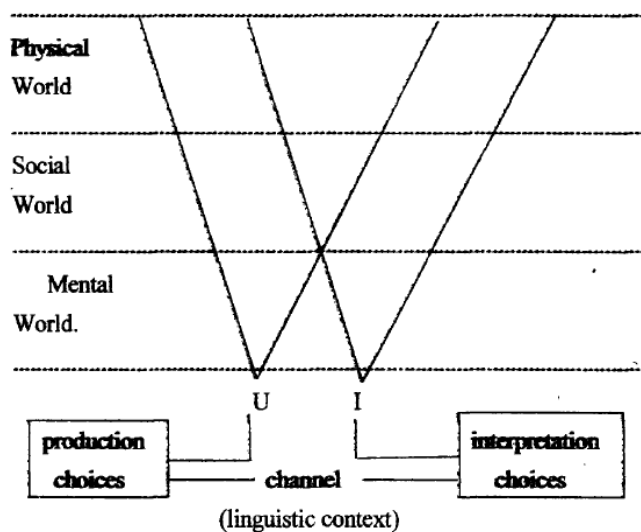


Figure 2.1 Contextual correlates of adaptability (Verschuere, 1999, p.76)

Dr Yu Guodong (2001, p.83) has incorporated persuasive communication into the Adaptation Theory and classified adaptation into passive and active ones, as shown in figure 2.2.

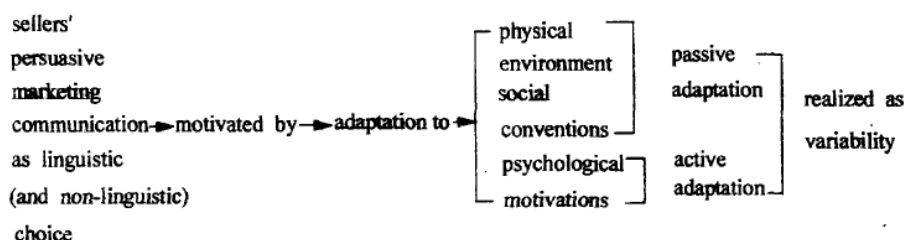


Figure 2.2 the conceptual framework concerning selling process

The world is made up of people with different beliefs and diverse needs and desires to be satisfied. Selecting the appropriate sales strategy for a sales situation and making adjustments during the interaction are crucial to successful selling. This is called adaptive selling, which requires salespeople to adopt customized presentation (a written and/or oral presentation based on a detailed analysis of the customer's needs) in the process of selling. More specifically, salespeople practice adaptive selling when they use different sales presentations for different customers and alter their sales presentation according to the changed sales situation. Adaptive selling emphasizes the importance of satisfying customer needs and building long-term partnerships, and being adaptable increases buyer trust and commitment and results in more ideal sales outcome.

### III. METHODOLOGY

The chief aim of the research is to investigate how the salesperson uses verbal or non-verbal strategies to achieve his/her sales target in the communication with the target customer so as to adapt to the physical, mental or social world under the guidance of linguistic adaptation theory.

The data are cases of personal selling conversations both in English and Chinese, which have been collected from some websites and such books as *Selling Today: A Personal Approach*; *Personal Selling*; *How to Perfect Your Selling Skills*; *Professional Selling*; *Non-Manipulative Selling*; *Learning the Art of Selling Through Watching Movies*.

The data are analyzed qualitatively according to Linguistic Adaptation Theory. Categorization is used in the analysis of the data in terms of sub-categories under these three communication worlds outlined above.

### IV. CASE ANALYSIS

This part deals with how personal selling adapts to communicative context, which includes the physical world, the social world as well as the mental world of customers.

### A. Persuasive Selling as Adaptation to the Physical World

#### 1 Introduction

According to Verschueren (1999, p.95), temporal deixis and spatial deixis are the most studied and most visible ways of anchoring language choices into a physical world, the relativity of temporal and spatial reference is primarily a function of positioning of language users in the world, and a lot of linguistic choice-making is dependent on properties of this positioning in temporal and spatial terms.

Apart from time and space, the physical world includes bodily postures, gestures, gaze and other aspects of physical appearance or conditions.

#### 2 Case Analysis

In the present study, linguistic choices' adaptation to physical world is centered on the adaptation to such aspects as stretches of time, environment of shopping, physical appearance and nonverbal messages. Four cases will be given, followed by detailed analysis according to the categories given.

(1) Daryl Johnson works for Ace Hardware in Oneonta, New York. On June 21, John Roberts enters the store and the following conversation ensues:

**Daryl:** I notice you're looking at our lawnmowers there. Are you interested in a particular model?

**John:** Well, I've just bought my first home. I'd always lived in an apartment, and I guess I better buy a lawnmower to cut the grass. What about this one here? It looks pretty good. (*Pause, as John looks over the mower*) How much is it?

**Daryl:** That one is priced at \$99.99. It's on sale, and it's really a good buy.

**John:** On sale, eh?

**Daryl:** Yes, but the sale ends tomorrow.

**John:** Tell me a little bit about the mower.

**Daryl:** Well, it has solid state ignition, meaning that you'll never have to tune it up. That's really a nice feature. Have you ever tried to tune up your car?

**John:** No, but I imagine it isn't much fun.

**Daryl:** It sure isn't.

**John:** Does it come with a warranty?

**Daryl:** Yes, it certainly does. Ninety days on parts and labor.

**John:** Well, I guess I better buy it if it's on sale.

**Daryl:** Fine, I'll write up a ticket. (Manning, G. L. and Reece, B. L., 1987, p.32-33)

While talking with customers, salespeople attempt to make them "act now" by telling them that there is a "limited time offer". They are relying on the principle of scarcity, and by limiting the customers' time they hope to make them quickly decide to purchase their products. In case (1), the customer called John wants to buy a lawnmower and thus enters a store owned by Daryl, the salesperson. Apparently, at the initial stage of approaching customers, Daryl successfully attracts John's interest by saying that the particular lawnmower which John is asking for is on sale and that the sale will end next day, indicating that if John don't act this time he will lose a good opportunity to buy a high-quality product at a low price. Then, during the stage of presentation, Daryl talks about the product's features and advantages with such words as "solid state ignition", which intrigues the customer further, hence the use of product-benefit method, a popular persuasion technique in personal selling. Another adaptation to time lies in the ninety-day warranty offered by the salesperson, which is also a good strategy to close the deal, more specifically, the strategy by means of ethos or source credibility in that the salesperson offers a guarantee to the customer enabling his to gain trust from the latter. Thus saying, in terms of the persuasion strategy used, an appeal to both the rational and emotional needs of the customer is employed by the salesperson.

(2) Bill is a Proter & Gamble salesperson who plans to call on Ms. Hansen, a buyer for his largest independent grocery store. He enters the grocery store, check his present merchandise, and quickly develop a suggested order. As Ms. Hansen walks down the aisle toward him, she appears to be in her normal grumpy mood. After the initial greeting and handshake, the conversation continues:

**Salesperson:** Your sales are really up! I've checked your stock in the warehouse and on the shelf. This is what it looks like you need.

**Buyer:** OK, that looks good. Go ahead and ship it.

**Salesperson:** Thank you. Say, Ms. Hansen, you've said before that the shortage of shelf space prevents you from stocking our family-size Tide—though you admit you may be losing some sales as a result. If we could determine how much volume you're missing, I think you'd be willing to make space for it, wouldn't you?

**Buyer:** Yes, but I don't see how that can be done.

**Salesperson:** Well, I'd like to suggest a test—a weekend display of all four sizes of Tide.

**Buyer:** What do you mean?

**Salesperson:** My thought was to run all sizes at regular shelf price without any ad support. This would give us a pure test. Six cases of each size should let us compare sales of the various sizes and see what you're missing by regularly stocking only the smaller sizes. I think the additional sales and profits you'll get on the family size will convince you to start stocking it regularly. What do you think?

**Buyer:** Well, maybe.

**Salesperson:** May I enter the six cases of family-size Tide in the order book now? (<http://www.coursehero.com/>)

The selling environment is an important factor that needs to be taken into account, especially when the salesperson has to visit the prospect in the latter's home or office. A person's living place can to some degree reflect that person's preferences and interests, and even his/her personality. When visiting the prospect, the salesperson needs to take a close look at the selling environment and work out a good way to approach the prospect. In case (2), the salesperson, Bill, approaches an old customer, Ms. Hansen, the owner of a large grocery store, by saying that "your sales are really up!", an appeal to the emotional need for compliment. Then he said he has checked Ms. Hansen's stock in the warehouse and on the shelf, apparently an adaptation to the selling environment. Based on this adaptation, he proposed some plans to increase the customer's sales, an appeal to the rational need. Through that way, he succeeds in persuading the customer to continue to buy his products. A customer is liable to be convinced by a fully-prepared salesperson who takes his/her condition into serious condition.

(3) A salesperson, responsible for selling sales training programs, has an appointment with a bank president to talk over the possibility of enrolling the bank's tellers and trust people in a sales training session. On entering the president's office, the sales representative notices the decorations on the walls: a picture of the new bank on which construction is to begin shortly, several graphs of interest rates and money supply from the Federal Reserve Bank, and a diploma from the American Institute of Banking. The salesperson is motioned to sit down in a comfortable but functional chair directly across from the president's desk, on which there appears nothing but a blotter. Before taking a seat, the salesperson extends his hand warmly.

**Salesperson:** Good morning, Ted. How are you today? Sure is nice weather we're having.

**President:** (*a little hesitant, at first, to extend his hand*) Yes, it certainly is. I have about five minutes to talk with you. I'm running on a tight schedule today. Now tell me something about your program. (*Sits down to listen expressionlessly*)

**Salesperson:** Well, let me tell you how I got around to calling you. I was talking to Bob Johnson over at Century Realty. We just completed a sales training program over there for his real estate agents. Do you know Bob?

**President:** Yes, I do. He does business here at the bank.

**Salesperson:** A great guy. He and I play golf all the time. He's a scratch golfer, but every once in a while I take some money from him. Do you play golf?

**President:** No, I don't. (*Looking at his watch*)

**Salesperson:** Well, anyway, out at the course—make that clubhouse—Bob and I got to talking and he mentioned that you were getting interested in marketing your bank more seriously. I'd just like to say that's a great idea. More bank presidents should think like you.

**President:** Yes, we hope to increase our competitive market share vis-à-vis the other banks in town by at least 5 percent. We feel that's realistic, given the experience of other banks which have become marketing oriented. Now, tell me something about what your program can do for us at First Federal.

**Salesperson:** We can do some great things for you. After completing our training program, I can guarantee your tellers and trust people will be real go-getters, the kind of salespeople any company would be proud to have.

**President:** I'm sure. What sorts of sales skills does your program cover?

**Salesperson:** Why, we teach every selling skill the successful salesperson needs to know. Bob Johnson really found our program helpful to his people. Business doubled shortly thereafter, and he credited it to us.

**President:** Doubled?

**Salesperson:** At least. No question about it.

**President:** I wonder if you could be a little more specific about exactly what you propose for training our people?

**Salesperson:** We use a number of different methods: role playing, lectures, transparencies, and slides. We've got the best program around. Just listen to some of the companies we've worked with...

**President:** Excuse me for interrupting, but I see that our time is up and I have a meeting coming up shortly. Why don't you leave some information listing the details of your program.

**Salesperson:** Fine. Here we are. Listen, maybe we can make an appointment to meet out at the club for lunch.

**President:** I usually go over to the YMCA to run at noontime.

**Salesperson:** That's great! I bet you're in great shape. Well, I guess I can get in touch with you for another appointment. (Mondy, W. R., Premeaux, R. S. and Young, R. J., 1989, p.56-58)

Nonverbal messages are regarded as a good indication of a person's mental state. Their interpretation varies from one culture to another. So, it is important for the salesperson to understand the meanings of some common ones when doing business in a particular culture. Case (3) is an example showing the salesperson's successful adaptation to nonverbal messages conveyed by the customer. In this case, the customer sends out such nonverbal messages as "he is not so willing to see the salesperson" and "he is busy" by such gestures as "a little hesitant", "sits down to listen expressionlessly", and "looking at his watch". Sensing this, the salesperson constantly changes his persuasion strategies from referral approach (one in which a third party is introduced to build rapport with the salesperson) to benefit approach ("doubled business"), thus successfully gains the customer's cooperation.

(4) Terry Trine, a well-dressed woman in her thirties, has just walked into the showroom of the American Co., a volume retail appliance dealer. She is greeted by a salesperson:

**Salesperson:** Good morning, ma'am. Is there something I can help you with?

**Trine:** Yes, most certainly. I'm interested in a microwave—a good one!

**Salesperson:** That's the only kind we sell!

**Trine:** Yes, I'm sure.

**Salesperson:** I suggest this model here. It's only \$199.99 this week, and it'll get the job done. If you get home later from shopping and the kids and old man are crying for their dinner, you can poop it in the microwave here and have it ready in a second. Remember now, this model goes off sale this week, and the price goes back up to \$249.95.

**Trine:** Don't you have any digital models? I understand you're able to program recipes into the machine that way and not have to worry about whether you're cooking the right amount of time.

**Salesperson:** You can, but those models cost a lot more, and you really aren't getting that much for your money. Besides, just think what your husband would say if he knew you wanted to spend over \$500 on a microwave. I suggest you bring him by for a demonstration.

**Trine:** I believe I'm capable of making the decision myself. Does this model you suggest have a temperature probe? I make quite a few dishes, such as quiche, where that's critical.

**Salesperson:** No, it doesn't, but you can pretty well judge by heating for a while and tasting the food.

**Trine:** I like to be surer than that. What about a revolving tray, so that the food heats evenly all over? I understand that otherwise part of the food may be hot while another part can be lukewarm or cold.

**Salesperson:** That's true, but again, you pay for that feature. If you get all the features you've asked about, you might spend as much as \$700. I don't think you really want to spend that much.

**Trine:** It depends on whether I get what I want.

**Salesperson:** Tell you what, let's take a look at this model here which has the features you've mentioned, but I think you're going to spend a lot more money and... (Manning, G. L. and Reece, B. L., 1987, p.36-37)

Both the physical appearance of the salesperson and the prospect need to be considered. Normally, salespeople are required to wear suits and ties in order to show his/her own professionalism and respect for the customer. And as salespeople, they also need to notice the physical appearance of their customers, which will help them to recognize customers' profession, personality and style.

Case (4) is an example of the failure to adapt to the customer's physical appearance. In this case, the customer called Terry Trine, a well-dressed woman in her thirties, wants to buy a microwave, "a good one" in her own words. The salesperson greets with her and then introduces a model which is on sale that week. When Ms. Trine asks for some digital models, instead of introducing one immediately, the salesperson says that digital ones will cost a lot more. And then when Ms. Trine asks whether the recommended model has a specific feature that she desires, again the salesperson says the models with such a feature will cost more. Actually, through the customer's physical appearance ("well-dressed") and her reactions during the presentation stage of selling, we can infer that she can afford a good model of microwave and will be willing to spend a lot of time on the one she really likes. But the salesperson doesn't realize that and as a result fails to sell his/her product.

#### *B. Persuasive Selling as Adaptation to the Social World*

This part focuses on the discussion of linguistic adaptation to the social world, which can be referred to as adaptation to human's subjective world.

##### **1 Introduction**

There is no standardized limit to the range of social factors that linguistic choices are adaptable to. Most of them have to do with properties of social settings or institutions. Social settings and institutions imply certain principles and rules according to which certain types of linguistics acts are regarded desirable. Other social dimensions of variability with which linguistic choice-making is interadaptable include social class, ethnicity and race nationality, linguistic group, religion, age, worshipping, level of education, profession, kinship, gender, sexual preference, and so on (Verschuere, 1999).

##### **2 Analysis**

In the present study, linguistic adaptation to the social world will be mainly targeted on such aspects as the adaptation to the business tradition of being honest and reliable (source credibility), the business rule of valuing time, sexes and ages. In the following, three cases will be presented and analyzed in order to illustrate the importance of adaptation to the social world in personal selling.

(5) The new sales representative of a pharmaceutical manufacturing company walks into the pharmacy department for the first time.

**Rep:** My name is Frank Baker, from W. Smith Laboratories.

**Buyer:** No use calling on me. I will never again buy from your company?

**Rep:** I'm shocked to hear that! Could it have been something the company did or the recent rep, whom I know to have been a fine person? I would personally appreciate your kindness by telling me how we could get back into your good graces.

**Buyer:** I returned about \$30 worth of your merchandise about three months ago, and the office never credited my account and continually billed me. I called the office, and some woman said, "That medicine was outdated and we don't give credit for such items." I told her I gave it to the salesman and he said he would take it back. She said, "That rep is

no longer with us and there is nothing I can do,” and hung up!

**Rep:** If I were you, I would feel exactly as you do. You are 100 percent justified in your attitude. Our company was not in error, but the rep failed by not picking it up before it became outdated! The office employee was thoughtless in her discourtesy to you, a good customer, on the phone. Your store routinely sells our products A and B and you make a reasonable profit on these items. If my sales manager approves (and I’m sure she will), I would be pleased to replace the \$30 you did not get credit for with the products you now sell and will deliver them personally tomorrow if you will be in about 2 p.m.

**Buyer:** Well, that should do it. I’ll see you tomorrow when you come to check our stock for any “outdated” merchandise.

**Rep:** Thank you for understanding. I feel much better now. (Weymes Pat, 1990, p.41-42)

Being honest and reliable is the most treasured ethic requirement of business in any society. It is an important ingredient of source credibility. Once the credibility of a company or a salesperson is ruined, it is hard to get recovered, since customers will choose to buy from other companies rather than make a second purchase from somebody who has disappointed him/her. Thus, salespeople should serve customers faithfully, engage in trade honestly, and be trustworthy. The salesperson should be honest with every single customer, abide by the law, guarantee the quality of the product, and make a deal legally.

Case (5) is a good example of the salesperson’s adaptation to the business tradition of being honest and reliable, a very important aspect of the social world in personal selling. In this case, the sales representative is greeted by the prospective customer’s anger, which is indicated by his statement “No use calling on me. I will never again buy from your company.” Then by asking the reason the salesperson discovers that the buyer had an unhappy experience in dealing with the previous salesperson and the receptionist in his company, which appears to be a big challenge to the company’s credibility. However, the salesperson succeeds in persuading the customer to trust his company again by firstly showing his sympathy to the latter’s bad experience (“If I were you, I would feel exactly as you do. You are 100 percent justified in your attitude.”), a persuasion strategy by means of pathos, and then pointing out the fact that it is the former salesperson as well as the impolite receptionist instead of the company to blame, and finally giving a proper recommendation to solve the problem.

(6) The salesperson calls on a purchasing manager to elicit an order for some electric cars (like a golf cart) to be used at a plant for transportation around the buildings and grounds. Here is the conversation:

**Salesperson:** Hello, Mr. Pride, my name is Karen Nordstrom and I’d like to talk with you about how to save your company executives’ time. By the way, thanks for taking the time to talk with me.

**Buyer:** What’s on your mind?

**Salesperson:** As a busy executive, you know time is a valuable commodity. Nearly everyone would like to have a few extra minutes each day and that is the business I’m in, selling time. While I can’t actually sell you time, I do have a product that is the next best thing... a Dyno Electric Cart—a real time-saver for your executives.

**Buyer:** Yeah, well, everyone would like to have extra time. However, I don’t think we need any golf carts.

**Salesperson:** Dyno Electric Cart is more than a golf cart. It is an electric car designed for use in industrial plants. It has been engineered to give comfortable, rapid transportation in warehouses, plants, and across open areas.

**Buyer:** They probably cost too much for us to use.

**Salesperson:** First of all, they only cost \$2,200 each. With a five-year normal life, that is only \$400 per year plus a few cents electricity and a few dollars for maintenance. Under normal use and care, these carts only require about \$100 of service in their five-year life. Thus, for about \$50 a month, you can save key people a lot of time.

**Buyer:** It would be nice to save time, but I don’t think management would go for the idea.

**Salesperson:** This is exactly why I am here. Your executives will appreciate what you have done for them. You will look good in their eyes if you give them an opportunity to look at a product that will save time and energy. Saving time is only part of our story. Dyno carts also save energy and thus keep you sharper toward the end of the day. Would you want a demonstration today or Tuesday?

**Buyer:** How long would your demonstration take?

**Salesperson:** I only need one hour. When would it be convenient for me to bring the cart in for your executives to try out?

**Buyer:** There really isn’t any good time.

**Salesperson:** That’s true. Therefore, the sooner we get to show you a Dyno cart, the sooner your management group can see its benefits. How about next Tuesday? I could be here at 8:00 and we could go over this item just before your weekly management group meeting. I know you usually have a meeting Tuesdays at 9:00 because I tried to call on you a few weeks ago and your secretary told me you were in the weekly management meeting.

**Buyer:** Well, we could do it then.

**Salesperson:** Fine, I’ll be here. Your executives will really be happy! (Kurtz, L. D. and Dodge, R. H., 199, p.75-76)

Time is money, especially in the business world. No businessperson can afford to waste any time, and no single customer wants to lose his/her valuable time to unnecessary events or things, since everyone has limited time to spend. Case (6) has illustrated the importance of adapting to the business rule of valuing time. In this case, the salesperson approaches the buyer by using a benefit technique—“I’d like to talk with you about how to save your company

executives' time", which is a persuasion strategy by means of pathos. He then proceeds with the emphasis on the value of time by saying that "time is a valuable commodity", and that "I have a product that is a real time-saver for your executives," through which his purpose for this call is presented and at the same time the customer's interest is aroused. And during the presentation stage of selling, the salesperson repeatedly attaches importance to the unique advantage of his product—it can save time, thus convinces the prospect to get the management's approval as soon as possible.

(7) Julie Duvall, a senior at the University of Missouri, has just entered Seifert's, a women's clothing store in Columbia, Missouri.

**Salesperson:** Good morning. Is there anything I can help you with?

**Julie:** I'm graduating this spring and I need a new outfit for job interviews.

**Salesperson:** That's great. Did you have something specific in mind?

**Julie:** A nice skirt, maybe. I doubt if a pants suit will impress interviewers.

**Salesperson:** I suppose not. Were you thinking about a wool skirt?

**Julie:** Probably. Do you have any in navy blue?

**Salesperson:** Yes, over here. (*Picking out one skirt to show*) How about this one? It looks like it'll do.

**Julie:** (*Looking at the skirt and examining it*) I think I'd like to try it on. I'm not sure, but maybe I'll know when I do.

**Salesperson:** Fine.

**Julie:** (*Looking in mirror*) I believe it needs to be a little shorter.

**Salesperson:** It sure looks good on you, and shortening it is no problem. We can have it ready by next week at the latest.

**Julie:** That sounds good, but let me look at some other skirts. (*Looking through the rack and pulling out four more*) These look good, too. (*Pausing and thinking*) I believe I'll try this one on.

**Salesperson:** Okay.

**Julie:** (*Looking at herself in the mirror*) This looks good too. But, then, so did the first one. And these others are attractive. I don't know which to choose.

**Salesperson:** You're right. All five are attractive.

**Julie:** (*After looking at the skirts and pondering for a while*) This should suffice.

**Salesperson:** Fine. Will there be anything else?

**Julie:** No, that's all.

**Salesperson:** All right. It'll take just a minute to wrap it up. (Alessandra, T., Wexler P. and Barrera, R., 1992, p.73-74)

Males and females always want to get different things from the same product apart from its basic functions. Take clothes as an example. Females attach more importance to the clothes' being beautiful and dignified, elegant and in good taste, while males lay more stress on the quality of the clothes, and high grade of the clothes which possess the value not included in the material object such as to satisfy their desire for power and status. As a result, salespeople should adapt to these different tastes or preferences accordingly.

Case (7) is a good example to show how important for a salesperson to adapt to different desires or needs of people of different genders. It is a natural instinct for women, especially a young one, to like to look attractive. In this case, when the customer, a young lady, asks the salesperson for advice of buying a proper outfit for job interviews, the salesperson recommends a wool suit, since she knows from her selling experience that most girls would look more charming in skirt than pants suit. It seems that her recommendation has really worked and the customer seems to admire herself in the mirror while wearing a skirt. Then the salesperson shows her patience when the customer wants to try other styles on, since she is keenly aware that girls tend to enjoy the process of purchasing and like to compare various types before making a final decision. The result is a successful sale and a satisfied customer who may recommend her friends to come and buy.

### C. Persuasive Selling as Adaptation to the Mental World

The previous two parts discussed linguistic adaptation to physical world (objective world) and linguistic adaptation to social world (subjective world) respectively. In the competitive market, sellers feel it more and more important to grasp consumers' psychology because their psychological change dominates their action of buying. This part will discuss linguistic adaptation to customers' mental world.

#### 1 Introduction

In personal selling, to identify the customer's needs or desires, more specifically, his/her buying motives, is essential for the realization of the salesperson's selling goal.

According to Maslow's Hierarchy of Needs, there are mainly five categories of human needs, which, from the lowest level to the highest level, are physiological needs, safety needs, belongingness and love needs, esteem needs as well as self-actualization needs, and only after lower-level needs have been satisfied can people pursue higher ones (2002). However, one can never exhaust the list of needs that motivate customers to buy goods and services, since needs and desires are constantly changing in response to an individual's physical condition, environment, interactions with others, and experiences.

#### 2 Analysis

In the present study, salespeople's linguistic adaptation to customers' mental world can be approximately divided into:

the adaptation to the need for benefit seeking, the need for rapport developing, the desire for compliment and the desire for sympathy. In the following, another four cases will be given and discussed aiming at the revelation of the importance of adapting to the customer's various needs and desires in selling process.

(8) Denise Mason was one of the salespeople in the gourmet food department of a major department store. A well-dressed young man entered and, after being greeted by Denise, asked if she could suggest an interesting gift. The conversation went as follows:

**Denise:** We have imported biscuits, jams, condiments, and candies.

**Customer:** I am looking for a gift for my father-in-law. He's French and I thought he'd be pleased with some kind of gourmet delicacy.

**Denise:** We have a wide selection of imported foods and specialties from all over the world. You can surely find something interesting.

**Customer:** Perhaps I ought to buy something more personal?

**Denise:** How long has your father-in-law been in this country?

**Customer:** About 10 years.

**Denise:** An assortment of preserved fruits from France will make a great gift. It would be a reminder of his country.

**Customer:** Okay, make up an assortment for me. Please wrap them for a gift. (Sun Luhong, 2007, p.101)

Everyone wants to get something in return for his time or money. In selling, salespeople tend to use benefit statement to draw prospects' attention and arouse their interest in the product or service they sell. More specifically, the customer wants such benefits as good quality and low price of goods and services if he/she is a consumer, and maximized profits if he/she is a producer or reseller.

Case (8) is an example displaying the salesperson's adaptation to the prospect's desire for benefit-seeking, an important aspect of the mental world in personal selling. In this case, the customer is looking for a gift for his father-in-law at a gourmet food department. After knowing that the customer wants to buy something more personal, the salesperson asks a specific question to decide the best suitable gift for this old man, and then he recommends an assortment of preserved fruits from France, which, in his words, could "be a reminder of his country", since this old man has been in this country for 10 years. Thus by adapting to the specific need of the customer—his desire to make the recipient of his gift happy and to the particular need of the recipient—his nostalgia, the salesperson makes the sale.

(9) Here is a part of a dialogue between a furniture manufacturer's representative and a customer.

**Salesperson:** Carl Hamilton at Simmons' Modern Furniture suggested that I visit with you about our new line of compact furniture designed for today's smaller homes. He feels this line might complement the furniture you currently feature.

**Customer:** Yes, Carl called me yesterday and mentioned your name and company.

**Salesperson:** Before showing you our product line, I would like to ask you some questions about your current product mix. First, what do you currently carry in the area of bedroom furniture? (Kurtz, L. D. and Dodge, R. H., 199, p.81)

Rapport in selling is a close, harmonious relationship founded on mutual trust. Ultimately the goal of every salesperson should be to establish rapport with each customer. Often the salespeople can accomplish this with some friendly conversation early in the call. The talk about current news, hobbies, mutual friends, and the like that usually breaks the ice for the actual presentation is often referred to as small talk, which is useful for one to develop rapport with customers.

Case (9) is an example to show the importance of adaptation to the customer's need for rapport-developing. In this case, the salesperson approaches the customer by saying that it is the latter's acquaintance called Carl Hamilton who suggested him to have this visit. In this way, the salesperson successfully builds a rapport with the prospect, which makes it much easier for him to carry on the presentation of his product.

(10) Mr. Li owns a grocery store. He is a stubborn person and hates to be pushed into buy anything. This day, Jim, a salesman for a soap factory came to Mr. Li's store. Before Jim had a chance to talk at all, Mr. Li shouted: "Why you come here? I don't need anything!"

Instead of being intimidated, Jim said with a big smile on her face: "Sir, do you know why I am here today?"

"No need to guess, you come here to push me to buy your stupid products!" Mr. Li replied rudely.

Hearing this, Jim burst into laughter, and said: "Sir, I have to say that you have made a wrong guess. My purpose today is not to sell you something but to ask you to sell me something."

"What do you mean?" Mr. Li was shocked a little.

"I heard that you are an excellent seller in this area and the soaps in your store are a best seller. I'm here to beg for your selling secret", Jim replied.

Then Mr. Li happily talked about his selling policies. And at the end of the conversation, he made an order of 30 boxes of soaps from Jim. (Alessandra, T., Wexler P. and Barrera, R., 1992, p. 92)

Everyone likes to receive compliment. Compliment is especially effective for a salesperson when he/she is engaged in a conversation with a prospect who regarded himself/herself as an expert, who has a big ego, or who is in a bad mood. By complimenting them, they will listen and respond favorably to his/her presentation. The prospect with low self-esteem or the one who has trouble making decisions also will respond favorably to a compliment.



Case (10) is a good example, which shows the salesperson's adaptation to the customer's desire for compliment. When confronted with the customer's unwillingness to give him a chance to make a conversation, Jim, the salesperson asks the prospect, "Sir, do you know why I am here today?" And then he attempts to gain the prospect's interest by stating that I come here to "ask you to sell me something" instead of me selling you something. He continues to explain that he has heard that the prospect is an excellent seller in this area. Here a compliment approach is adapted in order to adapt to the customer's mental world. Actually, the salesperson doesn't compliment the prospect's excellence in selling directly. Instead, he begs for the prospect's experience, which makes the latter proud of himself and leaves a good impression on his mind. In this way, the salesperson has the prospect let down his guard and finally achieves his selling purpose.

(11) Here is a part of a dialogue between the industrial equipment salesperson and a prospect.

**Prospect:** I have been using your portable generators and do not want to use them anymore.

**Salesperson:** Why?

**Prospect:** Well, the fuses kept blowing out and causing delays in completing this project! So get out of here and take your worthless generators with you.

**Salesperson:** [*With a smile*] Thank you for telling me. Say, you and our company's design engineers have a lot in common.

**Prospect:** Oh yeah? I'll bet! [*Sarcastically.*]

**Salesperson:** Suppose you were chief engineer in charge of manufacturing our generators. What would you do if valued customers—like yourself—said your generators had problems?

**Prospect:** I'd throw them in the trash.

**Salesperson:** Come on, what would you really do? [*With a smile.*]

*Prospect:* Well, I would fix it.

*Salesperson:* That's why I said you and our design engineers have a lot in common. They acted on your suggestion—don't you think? (Sun Luhong, 2007, p.123)

People who have suffered tend to need consolation or sympathy from others. In the business world, former bad experiences will cause a buyer to be more alert for the second time. Therefore, when meeting with such kind of prospects, salespeople have to firstly let down their guards by showing understanding and sympathy, and only then can they have a chance to make proper recommendations.

Case (11) is an example showing the salesperson's adaptation to the customer's desire for sympathy. In this case, the salesperson is confronted with the customer's complaint about the former product that he/she has bought from the salesperson. The salesperson then tries to solve the problem by firstly showing his/her sympathy with the buyer's suffering regardless of the latter's rudeness. Then he uses a strategy called reverse psychology by saying that "you and our company's design engineers have a lot in common." Then, the prospect is listening, giving the salesperson time to explain the product's new features and to make an offer to repair the old units. Thus, the salesperson is ready to sell more products, if possible.

#### D. Summary

This section discussed the seller's linguistic and non-linguistic adaptation to the physical, social and mental world in the interactive communication with the potential customer. It showed that successful adaptation to either one of the three worlds is of critical significance for the smooth flow of the conversation and thus the final success in winning the customer's trust and getting an order.

## V. CONCLUSION

Through the classification of the data and by using the Linguistic Adaptation Theory as the starting-point, this study found that the salesperson's choice of persuasive language and strategies is motivated by adaptation.

First, the persuasive personal selling is made through adaptation to the physical world, which includes the salesperson's linguistic and non-linguistic adaptation to stretches of time, to the selling environment, to/of physical appearance, and to non-verbal messages.

Second, the communication of persuasive personal selling adapts to the social world, including the salesperson's linguistic adaptation to the business tradition of being honest and reliable, the business rule of valuing time as well as different ages and sexes.

Third, the persuasive personal selling is motivated by adaptation to the mental world. It includes salespeople's linguistic adaptation to customers' need for benefit seeking, need for rapport developing, desire for compliment, and desire for sympathy.

It is, however, worth noting that the subdivision of these three worlds is based on the data collected by the present author, and thus it is not exhausted. Also, to separate the discussion of these three worlds is only for the sake of convenience in the present research, and it is likely that adaptation to more than one world exists in a single case.

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# EFL Learners' Reflections on Cooperative Learning: Issues of Implementation

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**Abstract**—This study has described and identified the opinions and experiences of the EFL learners who participated in CL English lessons. The participants in this study were 10 tenth-grade male students, aged 14-15 years in four boys' secondary schools in Al-Baha city. Two English teachers were asked to implement cooperative learning in their classrooms for 12 weeks. The researcher interviewed ten randomly selected students from the cooperative learning classes at the end of the study.

The results and findings of this study showed that most students found that CL enabled them to improve their English skills, make new relationships with others classmates, perform different roles, improve their oral presentation skills, build their self-confidence, take on responsibility, respect different opinions and offer their different views, increase their motivation, and develop their friendships with their classmates.

However, there were few drawbacks and obstacles to using the CL method. These included: low achiever EFL learners depending on high achiever learners, classmates not giving group members a chance to state their opinions, and poor group member distribution and supervision by the teacher. In the following chapter, the researcher presents a general discussion of the results in this study.

**Index Terms**—applied linguistic, teaching English as foreign language, cooperative learning, traditional small groups

## I. INTRODUCTION

When students work together in small groups to achieve shared goals, it is called cooperative learning (CL). Research on CL over the past three decades has documented the academic and social benefits derived by students when they work together (Gillies, 2011)

For instance, previous research has shown that when CL is compared to individual learning, students who learn cooperatively obtain better academic results (Gillies, 2011). Similarly, when it is compared to lecture-directed learning, students also obtain better academic results (Johnson & Johnson, 2002). The other benefits of CL include enhanced thinking skills, more self-motivation to learn, higher self-esteem, greater respect for others and improved attitudes towards learning (Slavin, 1995). CL helps enhance thinking, acquisition of information, communication and interpersonal skills, and, most importantly, self-confidence (Johnson & Johnson, 2003). These skills and outcomes are produced by dividing students into groups and then allotting them structured cooperative tasks where students work together on homework assignments, laboratory experiments, or design projects.

Some advantages of the different aspects of CL that Gillies (2011) discusses are as follows. Firstly, students' time is utilized in a more productive way when they work cooperatively. Students are able to learn more effectively and the teacher is also able to teach more students at a time. Secondly, CL positively affects the performance of students. According to Hertz-Lazarowitz (1990), the level of boredom in students is reduced significantly in the classroom when CL is used. The troubling behaviour of students is also reduced considerably. Further, working mutually on a single task enables every student to contribute ideas and information so all students are motivated to provide assistance to each other (Sharan, 1990). Finally, the involvement of every group member is critically important when each works on a common task. It leads to the development of positive social relationships among students which boosts their contribution level in a single task and this is appreciated by most class teachers (Gillies, 2003).

This study will increase the possibility of persuading individuals and policy makers in Saudi Arabia to accept the importance of CL methods in classrooms and update discussions on both content and other academic matters across the Saudi educational system. For such a purpose, this study helps to examine the progress of CL in secondary education in Saudi Arabia.

## II. PURPOSE OF THE STUDY

This study is significant because CL has many benefits for EFL learners, including reducing anxiety, increasing students' motivation, increasing students' learning outcomes, enhancing students' social skills and classroom participation, fostering students' independence and increasing students' self-esteem (Jalilifar, 2010). Moreover, this study is significant because it investigates how EFL learners' responses to their new experience in learning English in a CL environment

Investigating the potential of CL in the context of EFL teaching and learning is important for several reasons. There is substantial evidence from different social contexts on the academic advantages and other advantages of CL pedagogy in different subject areas.

Teaching EFL has been encouraged in Saudi Arabia where students regard English as a difficult language to learn. Consequently, they do not generally achieve good grades in this subject at secondary and intermediate levels (Alghamdi, 2008). Researchers have conducted many studies to shift from traditional learning to a more interactive environment for EFL learners' to facilitate language learning.

Research advocates a transfer from traditional teaching methods to new methods, such as CL, that encourage greater interaction between students and their teachers.

### III. METHODS

#### A. Participants

The participants in this study were 10 tenth-grade male students, aged 14-15 years in two boys' secondary schools in Al-Baha city. Two English teachers were asked to implement cooperative learning in their classrooms for 12 weeks. The researcher interviewed ten randomly selected students from the cooperative learning classes at the end of the study. The purpose of the interview questions was to identify how Saudi students responded to their new experiences in learning English in a CL environment. The interview questions were designed by Gillies and Boyle (2011) and modified by the researcher to seek information on students' perceptions of learning English in a CL environment. The student interviews were conducted individually and were audio-recorded by the researcher. The interviews were conducted in the Arabic language and the researcher later translated them into English.

#### B. Procedures

The interviews were semi-structured (Freebody, 2003) to provide more opportunities for each student to elaborate on the different questions that were posed. Each interview was audio taped and fully transcribed by a research assistant and checked and rechecked for accuracy by the researcher. In this study, the interview data were presented and analysed using the inductive approach; that is, the data was transcribed and coded to identify themes that emerged from the data. The student interviews were conducted in Arabic because it is the students' mother tongue and allowed them to express their views with a clarity that would not have been possible in English. The researcher translated and transcribed the interviews to identify different themes in the data (Creswell, 2012).

The researcher reviewed the data to ensure that the themes were representative of the interview data. The researcher identified these themes by keywords and phrases that students used to respond to the different questions that were posed. These themes were identified by sentences, phrases, and keywords that the students used to answer the different questions that were asked. For instance, students were asked to comment on their perceptions about working in a group as a team, and the importance of working together to achieve a task. Phrases and key words used to identify this theme included: "working in team is good" (Student 6); "working in a team assists us to achieve our goals" (Student 10); and "I prefer to work in team rather than working alone" (Student 2). The researcher broke the phrases and key words down, read and reread them, examined, conceptualized, compared, and categorized them, guided by the theoretical framework and previous research in the same field (Strauss & Corbin, 1998). The researcher grouped the different themes that emerged from the interview data into seven main themes: academic achievements; social skills and self-confidence; performing different roles; CL and individual learning; CL as a method that does not work for all students; and lastly, barriers of CL.

### IV. FINDINGS FROM THE POST-TASK SEMI-STRUCTURED INTERVIEWS

Ten students were interviewed individually by the researcher at the end of the study to identify their thoughts and experiences in learning the English language in a CL environment. The interview gathered data about the EFL learners' experiences and their perceptions about CL's efficacy as a method of learning in their classroom, and the extent to which they believed they benefited from learning English in a CL environment. Moreover, the interview investigated students' perceptions of the difficulties and barriers they experienced learning English in a CL environment. The researcher grouped the different themes that emerged from the interview data into seven main themes: academic achievements; social skills and self-confidence; performing different roles; CL and individual learning; CL as a method that does not work for all students; and lastly, barriers of CL .

#### A. Academic Achievements.

The first of the seven themes that emerged from the data was that of increased academic achievement in the CL environment. Some students indicated that they learned more through CL and they were satisfied with their achievements. After CL was implemented in the English classroom, the students worked in groups and expressed satisfaction that CL increased their English outcomes. One student commented, "It [cooperative learning] increases my understanding of English lessons and I noticed that my English is getting better" (Student 3). Another student added, "Absolutely. I can speak English well and I can communicate with my English teacher in English" (Student 8). A third

student indicated, "My English grammar is improving and I can write some sentences without grammar mistakes (Student 10). Similarly, Lord (2001) found that the students who participate in CL obtain higher grades and are more likely to achieve their goals than their peers who learn using the traditional learning method.

Furthermore, some students expressed the belief that working in groups increased their motivation to learn, as well as their tendency to study English skills. Student 6 commented, "Learning English in a cooperative learning environment motivated me to understand the different tasks of English. It is very difficult to learn these skills." Another student remarked, "In fact, I hate to learn English because it is not my native language, but now, I start to like it because my classmates encourage me to speak English during the cooperative learning method" (Student 8). This is in line with Shaaban (2006), who stated that CL offers students a chance to identify the value of the content of their studies, and perceive themselves as competent contributors to their purposes; as a result, their motivation is enhanced and promoted.

In general, students declared that using CL changed their routines inside the classroom and it facilitated the development of a good environment in which to improve one's English skills. One student pointed out "The teacher explains and we just listen; this is our daily routine. But the cooperative learning method gives us a chance to see different learning styles and methods. Working in groups is a good solution to avoid boredom in the classroom" (Student 1). Another student revealed, "I am happy working in groups because it definitely pushes us to read and learn. In contrast, I dislike the teachers who use one teaching method all the time because it is monotonous" (Student 6).

Overall, the students highlighted many academic skills that they developed while learning English using the CL method. One student remarked, "I noticed that our English speaking skills are getting better and we can communicate with each other in English but before we started using cooperative learning it was very difficult to talk in English" (Student 10). Another student said, "Listening to each other is an important skill that we learned using the cooperative learning method" (Student 3). Johnson and Johnson (2004) pointed out that the students who study according to the cooperative teaching approach have high grades compared to students who were taught using traditional teaching methods. Tuan (2010) showed that language skills were improved; previously undeveloped interpersonal skills emerged as a result of the introduction of the CL method.

Moreover, it is apparent that most students have a strong tendency to continue to learn English skills when they are working in groups and would prefer their teacher not return to using the individual learning method. One student stated, "This is a good idea of the English teacher to use cooperative learning method in all classes and in the future" (Student 2). Another student commented, "I hope that my teacher keeps on using the cooperative learning method" (Student 8). This is in line with the work of Muhammad (2010), who found that students' achievements and attitudes toward mathematics improved as a result of the cooperative grouping method.

### *B. Social Skills and Self-confidence*

The second theme to emerge from the data was that of increased social skills and self-confidence in the CL environment. Some students revealed that using the CL method enabled them to improve their social skills, such as talking in front of their teachers, classmates, and the general public. Student 8 stated, "I can talk in front of my classmates normally. I used to encounter problems presenting a topic to others." Another student commented, "Presenting a topic in front of people was very difficult to me, but I have trained to talk and present a topic through a comfortable learning method, that is, cooperative learning" (Student 3).

Students claimed that having a chance to present different topics in front of other classmates was exciting. One student remarked, "I am very happy with cooperative learning method because I had a chance to present topics and this experience is not a forgettable event for me" (Student 1). Another student said, "It was very wonderful. Now, I have ability to present any topic, either in the school assembly or in the general public... It is an incredible experience" (Student 10). Similarly, Kao (2003) indicated, in his study, that the students' speaking skills, such as presenting in front of other students, increased as a result of students' use of the CL method.

When asked if the CL method has improved their social skills and self-confidence, a few students declared they have obtained the ability to manage different tasks and they feel more confident when discussing topics with others. One student commented, "Absolutely. I can manage different jobs and I have sufficient ability to lead any task. Leading was difficult for me but now I feel more comfortable" (Student 1). Another student stated, "Definitely. One of CL benefits is that I feel more confident to state my opinions with others" (Student 3).

Students declared that they achieved and learned many new skills in the CL environment, such as oral presentation skills, self-confidence, responsibility, to respect different opinions, and to offer different viewpoints. Student 10 said, "I learned many new skills such as presenting in front of my classmates and respect their opinions." Another student mentioned, "Offering my ideas and views to my friends was too difficult for me. At this time, I can state my opinions frankly and normally" (Student 2). Gillies (2004) highlighted that the students who learn during the CL method were more cooperative when they had been trained in the social skills that increase effective cooperation between students.

### *C. Performing Different Roles.*

The third of the seven themes to emerge from the data relates to the students' increased ability to perform different roles in the CL environment. Students indicated that CL enabled them to perform different roles in the classroom, such as a leader, presenter, writer, and time controller. Student 2 stated, "I [would] like to be a leader of my group all the time", while Student 6 remarked: "My friend encountered troubles with presenting at the beginning of using the

cooperative learning method because he is a shy person. During the time, he gets along with it and he can present without any fear or shyness.”

Some students delegate different roles to each other. For example, sometimes a student might be a presenter, while another time he may take on the role of a leader. As Student 8 explained, “We are four students; each one is responsible for a different role.” Another student commented, “It is wonderful to play many roles, such as a leader, presenter, time controller, and writer” (Student 3).

Many students understood and were able to explain their different roles and the expectations placed on them as individuals with regard to these roles. For instance, one student stated, “My responsibility in this group is to write down information” (Student 10). Another student declared, “Leading the group is not an easy task because I have to listen to each one in the group” (Student 1). The challenge of group members playing different roles in a collaborative learning environment is supported by the work of Gillies (2011), who argued that the adoption of different roles by group members was important to ensure that the members cooperated, contributed, and were accountable for their contributions to the group.

#### *D. Increased Students' Relationships.*

The fourth theme to emerge from the data was an increase in students' relationships with their peers in the CL environment. In general, students indicated that a CL environment enables them to forge new relationships with other classmates in the classroom. For instance, Student 3 admitted, “My relationship with my classmates was not good. Now, I have dealt with many students in the class and I like them. They are helpful and friendly.” Another student said, “Through the cooperative learning discussions, we know each other better and we improve our relationships with each other” (Student 1). A third student commented, “At the beginning of using cooperative learning in the classroom, I had only one friend. At this time, most of the students in the class are my friends” (Student 10). The experiences of these students is similar to the findings of Johnson and Johnson (2004), who revealed that learning in a CL environment, as compared with more competitive and traditional learning methods, results in more positive and supportive relationships, more friendships, and fewer pupils remaining isolated.

Some students revealed that they like to spend more time at school as well as more time doing group work with their colleagues after the CL method was implemented in their class. Student 8 declared, “In fact, I dislike the school because it is boring. But now I want to spend more time at school because I have the chance to talk and discuss some issues with my classmates. Also, I get along with all my classmates.” Another student added, “I want to stay more time with my classmates. I enjoy learning English with them. We enjoy our time and make some jokes” (Student 6).

CL assisted some students to build new skills that enabled them to develop their friendships with their classmates. One student stated, “At the beginning of implementing cooperative learning in our class, I could not talk in front of my friends, but at this time I communicate with them very well. Working in groups assists me to build my skills in presenting some topics to audiences” (Student 2). Another student remarked, “Now, I respect my classmates' opinions. In the past, I did not accept different ideas and I thought that my point of view was correct and the others were wrong” (Student 10). Yet another student declared, “At this time, the majority of my classmates are my close friends, but before using cooperative learning in our class, I had only two friends” (Student 2). This positive feedback is supported by the work of Gillies (2004), who found that the CL environment enables students to work with each other, assist each other, discuss, explain, and share information.

#### *E. Cooperative Learning and Individual Learning.*

The fifth of the seven themes to emerge from the data was the positive impact CL had on students' ability to learn as individuals. Some students pointed out that they could learn easier and faster from their classmates than their teacher. Also, they indicated that there is a difference between CL and individual learning in terms of mental ability. In a CL environment, the students work together to learn on a level playing field, whereas in individual learning, the teacher is positioned as the ‘keeper of knowledge’ and has the difficult task of conveying complex concepts to students who lack a similar understanding of the material. Student 6 commented, “The teacher explains the lessons and answers the questions in the individual learning, but the teacher could not deliver information to students because of the mental level. But in cooperative learning, student's mental levels are close and they can discuss different lessons.” Another student stated, “I prefer to learn English through cooperative learning because it assists the students to learn from each other in a comfortable environment. But learning English through individual learning is not well suited for shy students, as they cannot ask the teachers for more clarifications” (Student 1). Similarly, Vo (2010) highlighted the positive correlation between the introduction of CL and improvements in interpersonal skills and the promotion of creative thinking.

Some students indicated that CL increases their motivation to work as a team, unlike individual learning. Team members need to synchronize their actions to achieve a goal if they want to have successful teamwork; this creates a state of positive interdependence where, in order for the members of group to succeed, all group members must also succeed. One student stated, “Collaborative learning depends on teamwork and it increases the students' love of teamwork. It is a very interesting education environment in which to learn English. In individual learning, the student depends on himself alone and it is a traditional, boring education environment” (Student 10). Another student remarked, “To me, I dislike individual learning because it is very tedious” (Student 8). These sorts of comments are supported by

Liao (2005), who showed that motivation could be enhanced via CL. Terwel, Gillies, van den Eeden, and Hoek (2001) pointed out that teamwork and accurate information provided by the group members are interrelated and improve learning skills, whereas inaccurate information shared in a student group results in low achievements.

In general, it is essential to train group members in the skills needed to achieve successful teamwork. Gillies (2003) pointed out that when different groups had been trained so that learners worked cooperatively together, they give more verbal help and assistance to each other than learners who did not work in cooperative groups.

Some students prefer to discuss lessons in a CL environment, which enables them to learn from their classmates' experiences, which is not possible in the individual learning method. One student stated, "Students can discuss different lessons and identify the experiences of their colleagues through the cooperative learning method. However, students in individual learning could not discuss some lessons and cannot identify the experiences of their colleagues in the class" (Student 3). Another student commented, "Definitely, the cooperative learning method enabled me to learn from my classmates' experiences" (Student 6).

Some students declared that there is a better chance of learning tasks faster with the CL method than with the individual learning method. In addition, they stated that they could understand different lessons well in CL, but not in individual learning. Student 1 commented, "From my point of view, collaborative learning is an excellent way to get the information well through consultation and discussion with colleagues." Another student stated, "I can understand the lesson well and quickly through the cooperative learning method because my colleagues assist me to learn. But in individual learning, it takes much time to understand the lesson" (Student 2). Further, another student remarked, "In fact, I identify and understand different themes in the English subject when I learn them via the cooperative learning environment" (Student 6).

However, it is worth noting that a few students felt there was little difference between the CL method and the individual learning method. Moreover, they declared that they could achieve and learn through both learning methods. One student stated, "There is no difference between language learning through the cooperative learning or the individual learning method" (Student 9). A second student remarked, "My progress was the same either when learning English through cooperative learning or through individual learning" (Student 2). Yet, in contrast to these students' comments, Slavin (1995) reviewed 99 studies and showed that only 5% of these studies support learning via traditional learning gains, while 63% of these studies showed significant gains for learning via the CL method.

#### *F. Cooperative Learning Method Does not Work for All Students.*

The sixth theme evident in the data was the fact that, although CL is beneficial for most students, the method does not work for all students. For instance, some students revealed that they did not like to work in groups with their colleagues. One student mentioned, "I have troubles with one of my group members. We compete with each other so that we miss the agreement between each other. Consequently, we cannot reach a good decision" (Student 7). Another student stated, "One of my friends in the group is very weak in the English subject and he does not participate with us all the time. I think cooperative learning is not useful for him" (Student 9). A third student remarked, "To be frank with you, I do not like to work in groups because weak students waste my time; I spend much time teaching them" (Student 4).

Moreover, some participants stated that they felt the teacher is responsible to clarify and explain the lessons. Also, some students declared that they did not have a natural tendency to share and participate in the classroom. One student commented, "I think English teachers should explain and clarify different tasks to the students inside the classroom. Low achievement students need much work from the teacher to assist them. Learning English in a cooperative learning environment is not good for good students because they have to teach low achievement students in the different groups; for me, I am against it" (Student 5). Another student indicated, "One of my classmates refused to discuss and share his ideas with us; he just sits down and listens to us. For example, he sometimes plays during group discussions and draws pictures in his notebook" (Student 7). This non-participatory behaviour by some students is confirmed by Bock (2000) whose research on CL pedagogy in Vietnamese EFL classrooms found that some students were unwilling to cooperate with the teachers.

Additionally, some students revealed that they prefer to work individually rather than sharing tasks with their classmates, especially learning English in a CL environment. One student commented, "In fact, I am not in favour of learning English in a cooperative learning environment for two main reasons. Firstly, I can manage my time when I learn English through traditional learning, whereas I cannot manage my time if I learn English through cooperative learning. There are other three students with me in the group; I have to share my ideas with them and this requires a lot of time to solve different exercises. Secondly, some students do not cooperate with us and they constantly make noise in the group" (Student 5). Similarly, another student declared, "I am totally against the cooperative learning method, whereas I prefer learning English in the traditional method because I and my classmates used to learn English through this method. Also, we need much time get along with cooperative learning and I feel there is no difference between either the traditional method or the cooperative learning method" (Student 4).

Gillies (2003) indicated that when group members in science class were structured so that learners worked cooperatively together, they provided more verbal assistance to each other than learners who did not work in cooperative groups. Similarly, EFL learners needed training in cooperative learning to gain different language skills.

Another issue raised by some students was that the teacher did not properly distribute the students into groups. As a

result of what appeared to be random groupings, some groups were excellent, while others were bad and consequently did not work well with each other. One student stated, "Our teacher did not divide us [into groups] well; he just put students who were sitting close to each other in a group. Consequently, some groups consist of excellent students while other groups have all weak students. In this way, CL is not helpful and useful" (Student 9). Another student said, "My teacher usually put me in a very bad group. I have asked him to change me to another group but he rejected [my request] without any reason. I am not happy with my group and that means I do not like cooperative learning" (Student 3). Therefore the teachers need more training in how to implement the cooperative learning method properly.

#### G. Barriers to Cooperative Learning.

The seventh and final theme to emerge from the data has to do with the barriers to CL. Simply put, some students did not have the basic skills of CL that would enable them to work in groups properly. Moreover, some students pointed out that low achieving students depend on high achieving students to carry out different tasks and produce the bulk of the work. One student commented, "I think the most important barrier [to CL] is that students are not familiar with basic skills of cooperative learning; they need more training to perform it well" (Student 1). A second one stated, "Weak students do not work hard; they depend on good ones to do the job" (Student 8). Johnson and Johnson (1999) revealed the drawbacks that learners may encounter while learning via the CL method including the fact that some students putting in less effort, while others are left to do a greater share of the work. Furthermore, low ability students participate less in the learning process and leave the work to the high ability students.

A few students revealed that some teachers were not good facilitators of the CL process within the classroom. For instance, some teachers simply split the class into groups and sat down without providing any guidance or supervision. One student indicated, "Some teachers are not qualified to manage cooperative learning in the class, so that it is difficult to implement cooperative learning" (Student 6). Another student commented, "The role of our teacher is to put us in groups and then he did not assist us or explain difficult tasks" (Student 10).

Students highlighted that their classmates did not give them enough chances to state their opinions. In addition, they declared that a few students did not participate with them, but worked alone instead. One student said, "I do not like to work in groups because my classmates do not give me a chance to participate" (Student 1). Moreover, another student complained, "One of my classmates does not work with us. He just plays, laughs, and wastes our time" (Student 8). It is apparent from comments like these that while CL works well and is beneficial for many EFL learners, it does not suit some for a variety of reasons. It might be that some students do not get enough chance to participate with their classmates.

### V. CONCLUSION

This article has described and identified the opinions and experiences of the EFL learners who participated in CL English lessons. In general, most students found that CL enabled them to improve their English skills, make new relationships with others classmates, perform different roles, improve their oral presentation skills, build their self-confidence, take on responsibility, respect different opinions and offer their different views, increase their motivation, and develop their friendships with their classmates.

However, there were few drawbacks and obstacles to using the CL method. These included: low achiever EFL learners depending on high achiever learners, classmates not giving group members a chance to state their opinions, and poor group member distribution and supervision by the teacher. In the following chapter, the researcher presents a general discussion of the results in this study.

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# Reduplication, Fusion, Inflexion—The Phonetic Proof of *Moe Culture* in Modern Chinese Language

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**Abstract**—The present paper takes the popular language expressions in Chinese relating to the *Moe Culture* after its introduction from Japanese as the research object, aiming to analyze the important role of phonetic adjustment in enhancing the effect of *Moe culture* from the perspective of linguistics. It points out that reduplication, fusion and inflexion may enhance the effect of *Moe culture* through three specific mechanisms. The conclusion of the present study provides an angle and facts for clarifying the contact between *Moe Culture* and Chinese language under the development of modern society.

**Index Terms**—Chinese language, cross-culture, phonetic feature, Moe

## I. INTRODUCTION

From the 1980s, *Cute culture* in Japan had an important influence throughout Asia and even the whole world. Recently, *Cute culture*, with the expansion of Japanese animation, has gradually generated a sub-branch named *Moe culture*. The word *Moe* (萌え) was first used to refer to the strong affection towards young and lovely girls in Japanese anime and then extended to all attractive young boys and girls afterwards with analogy to the feeling of affection towards any subjects. Yomota (2006) gave a brief account of the meaning development towards the word *Moe* when discussing Japan's *Cute culture*. He believes that the word *Moe* “originally means *budding*, but recently in the world of *otaku* (御宅), who focuses on animation and games, the term has been used to express a deep attachment to a particular character or the elements of a person's body (such as uniforms, eyes, kansai dialect, etc.)”<sup>1</sup>(p.154). *Moe* has been popular since its appearance in year 2003, and was “nominated as Japan's first trendy phrase in year 2004 and 2005”<sup>2</sup> (Jiang, 2014, p.76). Then it developed the *Moe culture*, which defined by Wang (2012) as “people's uncontrollable deep love for all lovely things”<sup>3</sup>(p.195).

In addition to the *Cute culture* and the unique animation environment, which has long been popular in Japan, the reason why *Moe culture* prevails not only because it meets the regression psychological needs of the mass, but it also adjusts people's tense and improves their rigid routine. Since young people have a fast-paced, stressful and rigid life, coupled with limited resources and frequent disasters, they are often living in a tense and anxious state of working condition. Those who live in a society similar generally have the psychological performance of regression. “The youth want to be able to stay at 19 and no longer to grow up, and if they have to grow up, they don't want to be married”<sup>4</sup> (Wang, 2012, p.198). In fact, this is a decadent and cloistral tendency. The emergence of *Moe culture* has become a kind of modifier for mental and psychological needs in daily life, which fully alleviating the negative psychological tendency as well as showing strong relaxation and healing features. Therefore, *cuteness* focuses on the characteristics of things themselves, while *Moe* focuses more on people's subjective attitudes. If the feature of *Moe* has to be extracted, it can be summarized as adorable, adoring, novelty and youthful.

The social background and cultural characteristics needed for the transmission of the *Moe culture* mentioned above are slightly in line with those of China today, especially to the post-80s and post-90s generations. Once the *Moe culture* was introduced, therefore, it spread rapidly in China. Zhao (2016) described the spread of *Moe force* in the aspects of mascots, university publicity, commercial activities, political communication, national narrative, etc. He believed that *Moe element* is becoming more and more common and *Moe force* is a resource worthy of excavation and attention. In

<sup>1</sup> The original text is in Japanese, 「本来は『芽が出る』という意味だが、最近のアニメやゲームを中心とする『おたく』の世界では、特定のキャラクター、または制服や眼鏡、関西弁などキャラクターの一部分の要素に対し、深い思い入れを抱いて心が奪われる状態を指す言葉として使われる」。The English is translated by the author.

<sup>2</sup> The original text is in Chinese, “2004 年和 2005 年, ‘萌’ 当选为当年日本全国第一潮流用语”。The English is translated by the author.

<sup>3</sup> The original text is in Chinese, “人对一切可爱物事所持怀的情不自禁的深深爱恋”。The English is translated by the author.

<sup>4</sup> The original text is in Chinese, “年轻人都希望能滞留在 19 岁不再长大, 即使长大也不想成家”。The English is translated by the author.

fact, as the carrier of social and culture, language could best reflect the social changes and cultural transmission. *Moe culture* has also brought many influences on different level of language. From the perspective of linguistics, one main influence of *Moe culture* on Chinese language, lying in the level of phonetical changes and expressions, could be explored.

In 2009, Japanese word *Moe* was introduced into China and substituted by Chinese word *meng* (萌). Followed by the popular trend of using *meng* as a morpheme, a series of new words constituted by *meng* have appeared, such as *mai meng* (卖萌, vi. pretending cute), *meng wa* (萌娃, n. cute baby), *meng chong* (萌宠, n. cute pet), *meng meng da* (萌萌哒, adj. lit. cute cute PART., i.e. so cute). According to the *Chinese Language Life Situation Report (2014)*, *meng* took the 7<sup>th</sup> place according to the frequency of using among Chinese characters, and the word *meng meng da* was widely used in the second half of 2014, which well revealed its popularity.

Apart from the newly emerged meaning and expressions of *meng* in Chinese language, the phonetic adjustment is more direct and plays an equivalent important role on endowing with the effect of *Moe culture*, which could mainly be observed in reduplication, fusion and inflexion.

## II. REDUPLICATION

Reduplication, being an important mean of morphology and syntax formation in any language, is the repeating of the same sound or syllable, which known as overlapping. Sun (2008) supposed, "Reduplication is the morphological method of word-formation, and in the process of which, a form is repeated, resulting in a new meaning"<sup>1</sup> (p.3). In discussing the word-formation method, Ge (2001) pointed out that "the word is called reduplication when its phonetic form is made up with the overlap of a syllable"<sup>2</sup> (p.109), such as *goody-goody* and *hush-hush* in English.

It is also a typical mean of using phonetic elements to enhance the effect of rhetoric and language expression. Wu (2016) summarized the rhetoric of reduplication as "a rhetorical text pattern in which two words of identical form, sound, and meaning are used closely together to achieve a particular linguistic effect"<sup>3</sup> (p.275). Chen (2001) described the rhetorical effect of reduplication in this way: "(1) to increase the complexity of the language by the complexity of the sound; or (2) to harmonize the harmony of the tone by the sound"<sup>4</sup> (p.169). There have been many reduplication-using cases in Chinese to enhance the effect of language expression. For example, *Qiqi Cancan Qiqi* in Chinese might better reflect the feeling of miserable than no overlapping tone *Qi Can Qi*<sup>5</sup>.

With the introduction and influence of *Moe Culture*, reduplication, as a traditional lexical, syntactic and rhetorical mean, has been gradually borrowed to reveal and emphasize the feeling of cuteness more than just reach the purpose of indicating plural form of a noun or the degree of an adjective/verb, such as *meng meng da*, *tutu* (n. lit. rabbit rabbit, i.e. rabbit), *kuku* (vi. lit. cry cry, i.e. cry), etc. These new usages of reduplication, unnecessary and arbitrary, to reflect *Moe Culture* are obviously different from the traditional usages of necessary and fixed reduplication in catering to the habit of children's language expression. In addition to word-formation and rhetoric, reduplication is also a typical feature of children's language. Due to the limitation of language competence, children tend to simplify the complex pronunciation, such as *choo-choo* in English. Li (2003) pointed out that children's strategies of overlapping pronunciation co-exist with their using of simple syllabic structures. This similarly related strategy in adult's language would also make their language expression tend to those of children's, meeting the regression psychological needs of the mass, reducing their psychological stress, which fully reflects the immature of *Moe culture*. According to the different use of reduplication, the new reduplication well-represents the *Moe culture* can be divided into four categories.

### A. Replacing the Original Non-reduplication Disyllable Words by the Overlapping Form of One of the Morphemes

In the evolution from ancient Chinese to modern Chinese, words have developed from monosyllabic to disyllabic. Except those formed by overlapped monosyllabic, most of disyllabic words are constructed by two different morphemes. However, under the influence of *Moe culture*, many traditional words used to be composed of two different morphemes are replaced by the overlapping certain one of the two morphemes.

<sup>1</sup> The original text is in Chinese, "重叠是一种形态构词手段,在重叠过程中,一个形态得到重复,从而产生出一个新的意义". The English is translated by the author.

<sup>2</sup> The original text is in Chinese, "词的语音形式是由音节重叠而成的叫做重叠式". The English is translated by the author.

<sup>3</sup> The original text is in Chinese, "将形、音、义完全相同的两个字紧密相连地用在一起'以企及某种特定语言效果的修辞文本模式". The English is translated by the author.

<sup>4</sup> The original text is in Chinese, "(一)借声音的繁复增进语感的繁复;或(二)借声音的和谐张大语调的和谐". The English is translated by the author.

<sup>5</sup> *Qiqi Cancan Qiqi*: 凄凄惨惨戚戚, lit. means "so damp, so dank, so dead", from the Song Lyrics *Sheng Sheng Man*, by Li Qingzhao, a famous female poet in Song dynasty.

TABLE 1  
EXAMPLES OF OVERLAPPING ONE OF THE MORPHEMES OF ORIGINAL NON-REDUPLICATION DISYLLABLE WORDS

English Meaning	Original Expression	Overlapping Expression	Literal Meaning of New Word	Example
thing	dongxi 东西	dongdong 东东	east + east	Bie Chi Zhe Zhong Dongdong. (别吃这种东东, i.e. Don't eat this kind of thing.)
rabbit	tuzi 兔子	tutu 兔兔	rabbit + rabbit	Wo You Tutu. (我有兔兔, i.e. I have a rabbit.)
fist	quantou 拳头	quanquan 拳拳	fist + fist	Wo Yao Na Xiao Quanquan Chui Nide Xiongzou! (我要拿小拳拳捶你的胸口, i.e. I will punch your chest with my fist!)
beautiful	piaoliang 漂亮	piaopiao 漂漂	beautiful + beautiful	Wo de Yifu Tai Piaopiao la! (我的衣服太漂漂啦, i.e. My clothes is so beautiful.)

The first three nouns usages and the last adjective usage all overlapped the first morpheme of the original word. The reasons include the following aspects.

(1) Only using the first morpheme could not accurately express the meaning of the word. When *dong* (东) is used independently, it is a positional word. Only when it is used together with the light-tone word *xi* (西) can the meaning of “thing” be expressed. *Piao* (漂) is a non-word morpheme which could not be used independently. When *tu* (兔) is used independently, it is a generic term for table categories, which could not match the meaning above. *Quan* (拳) could not be independently used with the word *xiao* (小). The most simple and effective way to express the original meaning in a novel way is overlapping.

(2) Compared with the second morpheme, the meaning of the first morpheme is more abundant. *Zi* (子) and *tou* (头) are suffixes and do not have rich meaning. *Xi* is a morpheme with neutral tone, which was pronounced in a short time and contained less meaning. The semantics of the word *piaoliang* is also mainly borne by the pre-morpheme. Therefore, all the above cases overlapped the pre-morpheme.

(3) Overlapping coinage can give a new meaning to the word which fully reflects the immature of *Moe culture*. All of the above cases are taken from adult speech, which is not difficult for people to get the feeling of cuteness from them, as the using of reduplication being imitated is one common phenomenon in early period of childhood language.

### B. Overlapping Monosyllabic Words

Although disyllabic words are the absolutely dominant in modern Chinese, there are still a great amount of monosyllabic words which exist and are used independently. In considering the appearance of *Moe culture*, some monosyllabic words could be used after overlapping, which was grammatically illegal and restricted in old days.

TABLE 2  
EXAMPLES OF OVERLAPPING MONOSYLLABIC WORDS

English Meaning	Original Expression	Overlapping Expression	Literal Meaning of New Word	Example
meal	fan 饭	fanfan 饭饭	meal + meal	Chi Fanfan (吃饭饭, i.e. having meal.)
pot	guo 锅	guoguo 锅锅	pot + pot	Ba Wo de Guoguo Song Lai Ba (把我的锅锅送来吧, i.e. Get my pan over here.)
cry	ku 哭	kuku 哭哭	cry + cry	Wo Xiang Kuku! (我想哭哭, i.e. I want to cry!)
blow	chui 吹	chuihui 吹吹	blow + blow	Ba Ta Jian Qilai Chuihui! (把它捡起来吹吹, i.e. Pick it up and blew it clean.)

In the first two noun cases, *fanfan* derived from *fan* (饭, n. rice/meal) and *guoguo* from *guo* (锅, n. pot). In the following two verbal usages, *ku* (哭, v. cry) already accurately express the meaning, but in order to get people's attention and sympathy, the expression used the overlapping form *kuku*. Similarly, *chui* (吹, v. blow) is the most concise, effective and accurate expression, but in order to reflect the cuteness of the expression, the overlapping form *chui* took the place.

Comparing the overlapping forms in the above cases with the original form, it is clear to judge the connotative meaning of spoiled. There are two reasons: one is approaching and imitating the overlapping forms of children's language, which makes the language expression naive, and the other is to extend into disyllabic words by increasing the length of syllables and lengthening the rhythm of language, through which a more delicate emotional expression would be achieved. In short, by imitating the expression of children's language, people overlap monosyllabic words, increasing the semantic content and emotional infection, to express the cuteness.

### C. Replacing the Original Non-reduplication Form with Reduplicated Words

In addition to the processing on the basis of existing words or morphemes, there lies a phenomenon of replacing the original non-reduplicative forms with overlapping words.

In Chinese, the word *bao* (宝) has two main meanings, one of which means respect and love, while the other means treasure. The former semantic item is often used to express the love for children in the term *baobao* (宝宝, n. baby). According to the influence of *Moe culture*, the object *baobao* is the replacing expression of *wo* (pron. 我, myself). As an adult, the using of replacing indicates the coquetry behavior of the speaker. As the *Bao* has the meaning of treasure, some Chinese words containing *bao* are often related to money and property. Under the expansion of the effect of *Moe culture*, people create *baobao juntuan* (宝宝军团, n. lit. the baby's army) to refer to a large number of online financial products. This expression is used instead of *financial products* because, on the one hand, it can vividly reflect the common morpheme *bao*, and on the other hand, it can highlight the feeling of loveliness.

*Zhuzhu nühai* (猪猪女孩) in modern Chinese refers to the girls who look silly but have optimistic attitude of life<sup>1</sup>. Compared with *silly and optimistic girls*, *zhuzhu Nühai* exhibits a more concise and lovely implication on the contrary, which also manifest the respect and love for this group of people. It can be drawn from this case that reduplication conveys the characteristics of *Moe culture* by making the language expression more vivid.

#### D. "XX Da" Series of the Overlapping

With the frequent use of *da* (哒), a series of *XX Da* formed by the combination of adjective reduplication and *da* becomes more and more abundant. New expressions under the influence of *Moe culture* such as *mengmengda*, *zuizuida* (醉醉哒) and *meimeida* (美美哒) have emerged. This usage converts the ABB pattern into AAB pattern, which was the most common form of adjective reduplication in traditional Chinese morphology structure. The new AAB pattern is mainly used to describe the emotion or the state of organism, and then it has gradually expanded into inanimate objects.

The factors of *da* will be detailed analyzed in the following pages. The function of the pre-overlapping form is the same as the examples mentioned above, that is using the childlike tone to enhance the expression of the lovely elements in the *Moe culture*. On the other hand, the use of overlapping forms of adjectives can also enhance descriptiveness and vividness of the expression, enhancing the expression of a certain feeling and emotions, such as affection.

### III. FUSION

Fusion is a combination of two syllables. Chao (1968) defined it as "fusion is the telescoping of two different syllables, often representing separate morphemes, into one"(p.80). There are a lot of symphonic phenomena in the language using. *Ginormous* in English comes from the combination of *giant* and *enormous*, while *zhu* (诸) in ancient Chinese derived from the fusion of *Zhi yü* (之于, lit. it from), i.e. the initial of the first syllable and the final of the second. Under the influence of the *Moe culture*, the phonetic fusion is also used to transform the vocabulary and phonetic patterns in creating a lovely feeling of expression. New fusion form is not widely used and only used to embody the characteristics of *Moe culture*.

The most prominent phenomenon of fusion arising from the influence of *Moe culture* is *da* (哒), such as *mengmengda* and *zuizuida*. *The Modern Chinese Dictionary (The seventh edition)* pointed out that 哒 is same as 嗒, which means "to describe the sound of horseshoe, machine gun, etc."<sup>2</sup>(2018, p.231). This explanation is obviously different from the one in the present paper that influenced by *Moe culture*. *Da*, used in certain dialects as well, is only considered as an auxiliary word, which is also obviously different from the current usage. Wu (2018) has investigated the sources of the current *da* and states the viewpoints of consonant speech, transliteration and dialect influence. On considering the usage and universality, it is reasonable to take for granted that the viewpoint of fusion is more realistic.

According to the principle of fusion, *da* is the combination of structural auxiliary *de* (的) and modal particle *a* (啊). The *XX Da* series combined with the overlapping of the monosyllabic adjective and *da* can be transformed into the form of *XX De a*. For example, *mengmengda* is the form of *mengmeng de a*, other expressions like *meimeida* and *zuizuida* both in accordance with this principle. Although *da* appeared in the phonetic stage is a combination of *de* and *a*, when solidified and determined, it is no longer confined to the use of the combination of *de* and *a*, but descended an independent modal word for certain meanings, such as *shi da* (是哒, lit. be da, i.e. yes), *dui da* (对哒, lit. right da, i.e. correct) and *hao da* (好哒, lit. good da, i.e. alright), which is roughly the same as *de*. Furthermore, instead of monosyllabic replies or overlapping monosyllabic adjectives, the segment before *da* has some more complex patterns, such as *Ni Shi Wo Da* (你是我哒, lit. you be my da, i.e. you are mine)<sup>3</sup>. Although *da* in the above could be replaced by *a* or *de a*, the acoustic sensation of *da* is brighter and shorter, which better reflects the joyous characteristics of *Moe culture*. In addition, Zhang (2011) pointed out that "when babies are anxious or uncomfortable, they often emit 'i' and 'e', while in the pleasant state, the sounds of 'a', 'o', 'u' are more often emitted"<sup>3</sup>(p.40). Therefore, the fusion form *da* could reduce objectionable pronunciation and fully express the feeling of pleasure.

The expression in Taiwan Mandarin is another unique sample. In this dialect, there are lots of fusion phenomena in speech flow and the pronunciation of itself gives an acoustic sense of tender and soft, which drove the mass in mainland

<sup>1</sup> *Zhu* (猪, pig) in Chinese is frequently embedded with items like negative and clumsy.

<sup>2</sup> The original text is in Chinese, "形容马蹄、机枪等的声音". The English is translated by the author.

<sup>3</sup> The original text is in Chinese, "当婴儿焦急或不舒服时常发出'i'和'e'等音;而在愉快状态下则较多地发出'a'、'o'、'u'等音". The English is translated by the author.

China to imitate the phenomenon of conjunction in Taiwan Mandarin to express the *Moe*. Taking *pengyou* (n. 朋友, friend) for example, the pronunciation of this disyllable is combined into the sound of *piao* that homophonic coincident to the word *piao* (n. 票, ticket). Therefore, people imitate this fusion phenomenon and turn *nanpengyou* (n. 男朋友, boyfriend) into *nanpiao* (男票, lit. male ticket) and *nüpengyou* (n. 女朋友, girlfriend) into *nüpiao* (女票, lit. female ticket). It conforms to both the disyllabic feature of modern Chinese and the adorable feature of *Moe culture*. Other similar changes are detailed in the Fig.3 below.

TABLE 3  
EXAMPLES OF PHONETIC FUSION IN STANDARD CHINESE

English Meaning	Mandarin Expression	Fusion Expression	Literal Meaning of New Word	Example
to know	zhidao 知道	zao 造	to make	Ni Zao Ma (你造吗? i.e. Do you know?)
to like	xihuan 喜欢	xuan 宣	announce	Wo Xuan Ni (我宣你 i.e. I like you.)
this kind	zheyang 这样	jiang 酱	sauce	Biao jiang zi (表酱紫 i.e. Don't be like this.)
do not	buyao 不要	biao 表	watch(n.)	

Among these examples, the particular one is the expression *jiangzi*, in addition to using the fusion to convert *zheyang* into a *jiang*, the Chinese word *zi* (子, particle) is also replaced by the homophonic form *zi* (紫, purple), the colored expression of which makes people feel feminine, tender and cutie. Although in actual language communication and certain age range, these usages do not cause misunderstandings, the fusion shown in the above examples are only a temporary simple deduction in certain circumstances, which would not leading to an increase of a new semantic item to the original Chinese word.

To sum up, different from the traditional Chinese phonetic combination or fusion, the fusion arising from the influence of *Moe culture* imitate the traditional Chinese phonetic combination to express the characteristics of the *Moe culture*. There are three ways to achieve the objectives. Firstly, this approach speeds up the language rhythm and enhances the light and cheerfulness of the language through fusion. Secondly, this approach breaks traditional patterns and builds an alternative form of language expression. Lastly, it imitates the rhetorical mode of childrenese. Dysarthria is considered to be one of the important obstacles in children's language, performing in the omission of the beginning or the ending consonants. Instead of treating it as a barrier, this article prefers to treat it as a special child pronunciation strategy. The fusion usages arising from the influence of *Moe culture* exactly imitates this special rhetorical mode to enhance the expression of *Moe culture*.

#### IV. INFLECTION

Inflection is the phonetic alternation of the original pronunciation. In Chinese, it is often a change of initial consonant, simple or compound vowel or the tone. The traditional inflection phenomenon is mainly used in three cases. The first lies in morphologic formation. Words with or without retroflexed-*r* as the final end varies in the comparison between verb *gai* (盖, to cover) and its noun form *gar* (盖儿, the cover) through the retroflexion. The second is the pronunciation variations in the speech flow resulting in assimilation, dissimilation, weakening, shedding, etc. In word *mianbao* (面包, bread), the final *-n* in the first syllable will be assimilated to *-m* due to the bilabial plosive initial *b-* in the second syllable. The third one is diachronic phonetic change, which mainly refers to the changes of the phonetic system over times, such as the Grimm's law. Different from the traditional ones, the inflection influenced by *Moe culture* is neither a phenomenon in the process of diachronic development, nor a phenomenon of word formation or language flow. It is used for the purpose of expressing the trait of *Moe*. People, under which, alter the original pronunciation of words by a homophonic word. The differences between the traditional phonetic alteration phenomenon and the new inflection phenomenon are in the following aspects.

Firstly, expression forms are different. Traditional inflection phenomenon is only shown in the pronunciation and the writing form remains the same. The new inflection phenomenon of the phonetic change, however, is directly reflected in the changing of writing form.

Secondly, the initiatives are different. The traditional inflection phenomena are not deliberate, while the new ones are deliberate changes to reflect the characteristics of *Moe culture*.

Thirdly, the nature and status of the two are different. The traditional inflection phenomenon is a fundamental change with universality, while the emerging one is only used in certain communities and its existence cannot replace the original pronunciation form.

According to the different causes of the variation, it can be divided into three variants, caused by foreign language, Chinese dialect and standard mandarin homophone respectively.

##### A. Changing the Transliteration of Foreign Language

Transliteration is one of the most important ways to introduce foreign words into Chinese. Unlike traditional transliteration, the emerging usages are not always for the sake of accurate translation, but a new and unique way to re-translate the existing borrowed expression in order to be *Moe*.

TABLE 4  
EXAMPLES OF CHANGING THE TRANSLITERATION OF FOREIGN LANGUAGE

English Expression	Traditional Transliteration	Re-translate Expression	Literal Meaning of New Word
party	juhui 聚会	pati 趴体	grovel body
too young too simple	hen sha hen tianzhen 很傻 很天真	tuyangtusenpo 图样图森破	chart sample chart forest broken
go die	si 死	goudai 狗带	dog chain
idol	ouxiang 偶像	aidou 爱豆	cute bean

The word *pati* is a direct transliteration of the English word *party*. Instead of using the local word *juhui*, *pati* makes people feel more informal and leisure through the Chinese character *pa*. *Goudai* is the English expression *go die*. This expression will make people feel lovely because in Chinese, people can connect *goudai* with the cute dog. *Aidou* is actually the English word *idol*. A portray of person with round, little, rolling, not strict will come more direct and cartoonish in front of the vision. This new and distinctive way of translation is aiming to break the traditional expressions and create a new and adorable feeling, just as the Chinese words like *gou* and *dou* will also enhance the loveliness of these special transliteration forms with the corresponding things.

In addition to letting people associate adorable things or actions through homophonic, changing the transliteration of foreign language can also help people harvest a novelty and cute feeling through an illusion of non-standard pronunciation. The aforementioned expressions adopt the approach of Chinese homophonic to re-translate the English expressions, just like the pronunciation of a person who is new to English. This attempt to get the pronunciation right through endeavor pleasures the masses and motivates the emergence of affection. The phrase *tuyangtusenpo* is the most obvious representative.

#### B. Using the Pronunciation of Dialects to Change the Pronunciation of the Words

Differences between the pronunciation of Chinese dialects and standard mandarin provide favorable variants for the change of pronunciation. People either borrow different pronunciation from certain dialects, or pick up those errors in the failure of correcting the pronunciation of words in the process of learning standard mandarin by creating a lovely feeling and atmosphere of language more than a mock.

In the phonetic system of standard mandarin, there is a distinctive difference between the labio-dental *f*- and soft palatal *h*-. However, it makes no difference between these two phonemes in Hokkien dialect, which clearly distinguish those people during the misuse of daily communication. This kind of misuse is often regarded as comedic and cherubic, which leads to the imitation of those standard mandarin speakers. For example, the word *fang* (方, square) is the incorrect pronunciation of *huang* (慌, adj. panic). The Hokkienese change the initial *h*- in *huang*, which not exist in such dialect phonetic system, into *f*- in *fang* and use the word 方 to represent. This pronunciation alternation enhances the novelty and cuteness of language expression. Meanwhile, since *fang* in Chinese means a quadrilateral shape, it is always used with a square face emoji to express the internal panic in social media platforms communication and the feeling of loveliness becomes more and more prominent. The word *huiji* (灰机, lit. gray machine) is actually *feiji* (飞机, n. plane), in which the sound *h*- is also replaced by *f*-. The change of the pronunciation is reflected by the change of Chinese word from 飞 (v. fly) to 灰 (adj. gray), which enhances the feeling of cuteness.

Another commonly misused situation derived from dialects to standard Mandarin is the confusion between final *-n* and *-ŋ*. For example, *penyou* (盆友, lit. basin friend) is actually *pengyou* (朋友 n. i.e. friend), in which people substitute the pronunciation /əŋ/ by /ən/ and use the Chinese word 盆 instead. The dialectal feature not only influenced mandarin, but also to English, as in the phrase *Sing Song* to *Sin Son* by Hokkienese. According to the *laws of irreversible solidarity*, the acquisition of a phoneme mainly depends on the distribution of the phoneme in the world. The widely distributed phonemes could be learned earlier while the unique phonemes later. The distribution of the consonants articulated near the bank of the vocal cavity (such as *-ŋ*) is less than those articulated near the front of the vocal cavity (such as *-n*), so the former is more difficult to pronounce and was later learned. Under the influence of *Moe culture*, the masses use the pronunciation of dialects to change *-ŋ* to *-n*, and put up a false front of a younger age tend and regression, which enhance the perception of likability.

Some southern dialects in modern Chinese have no difference between flat tongue sound and cacuminal sound, which is similar to the acquisition of child. According to Wen (2008), the hardest initials for child to master are *z*-, *c*-, *s*-, *zh*-, *ch*- and *sh*-. So dexterously utilizing these confused phenomena could reminiscent of the scene of learning phonetic transcription, embodying the cuteness of *Moe*. The word *saonian* (骚年, lit. coquettish year) is the variant form of *shaonian* (少年, n. teenager). People change the retroflex *sh*- into the blade-alveolar *s*- and use the Chinese word 骚 to reflect this change. Similarly, the word *seng* (僧, lit. monk) is *sheng* (生, n. student). The word *zishi* (姿势, posture) is the variant form of *zhishi* (知识, n. knowledge), in which the pronunciation is the retroflex [ʂ] instead of the blade-alveolar [ʃ]. The dull word *zhishi* can be replaced by the word *zishi* after inflection, producing a sense of droll and humorous.

In addition, influenced by pronunciations in different dialects, some other corresponding inflection phenomena have emerged in Mandarin. These inflection phenomena are manifested on the initials, finals and both. The examples can be

organized into Fig.5. Although people in the dialect area express in this way, only when they are deliberately said by young people will they be considered as *Moe culture*. Saying by others will be generally considered to be non-standard.

TABLE 5  
OTHER INFLECTIONS INFLUENCED BY DIALECTS

English Meaning	Original Expression	Inflection Expression	Literal Meaning of New Word	Dialect Area
brain	nao 脑	lao 老	old	Sichuan
handsome guy	shuai ge 帅哥	shuai guo 帅锅	handsome + pot	Sichuan
anxious	zhaoji 着急	zhuoji 捉急	catch + anxious	Jiangxi
how	zenme 怎么	zhongme 肿么	swollen + PART.	Shandong

To sum up, people generally tend to borrow dialectal forms to change the more laborious pronunciation into a more labor-saving pronunciation. On the one hand, this change prompts to a parallel association and on the other hand, it puts up a false front of a younger age tend and regression, which all enhances the perception of likability.

### C. The Inflection Produced by Using the Homophonic Sounds

In addition to the inflections produced by slightly changing the transliteration of foreign language and using the pronunciation of dialects, it can also change the pronunciation of the word to reach the achievement by using the homophonic sounds.

The first type of this inflection is to skillfully borrow homophonic sound and convert into words which are originally used to represent defenseless animals. For instance, the modal particle *ya* (呀, PART.) is homophonic accord with *ya* (鸭, n. duck) and only the tone is slightly different. The latter one will be used to replace the former one for the purpose of enhancing the expressiveness of words. Modern Chinese has lots of this kind of usages like *chongya* (冲鸭, lit. rush duck) and *yao kaixin ya*. Words whose pronunciation is homophonic accord with *ji* (鸡, n. chicken) will be converted to it. For example, the young people prefer to use *chaoji* (炒鸡, lit. fried chicken) instead of *chaoji* (超级, super). It is the same reason to replace *liao* (了, AUX.) by *niao* (鸟, bird) and *me* (么, suffix) by *ma* (马, horse). The specific usages are shown in Fig.6.

TABLE 6  
INFLECTIONS BORROWING HOMOPHONIC TONES WITH THE WORD REPRESENTING DEFENSELESS ANIMALS

English Meaning	Original Expression	Homophonic Expression	Meaning of New Word	Example
PART.	ya 呀	ya 鸭	duck	Yao Kaixin ya. (要开心鸭. i.e. You have to be happy.)
level	ji 级	ji 鸡	chicken	Chaoji (炒鸡, lit. fry chicken, i.e. super)
AUX.	liao 了	niao 鸟	bird	Shou bu niao (兽不鸟. i.e. could not stand)
suffix	me 么	ma 马	horse	Shenma (神马, lit. god horse, i.e. what)

Using homophonic sound to convert words into those referring to animals could bring a sense of adorable because of the cuteness of the animals themselves and the regressive characteristic of language expression. According to Zhou (2001), animal vocabulary is one of the earliest lexical fields learned by Chinese children. Therefore, this transformation can make people tend to become younger and the sense of cuteness is realized.

Secondly, homophonic sounds are used to convert the words into other words which refer to things or images with adorable features. For example, a chubby image often includes a sense of innocence and loveliness, so people skillfully borrow the homophonic sound to convert the word *pengyou* (朋友, n. friend) to *pangyou* (胖友, lit. fat friend), in which the pronunciation [əŋ] becomes [ɑŋ]. Besides, since a thick scarf could make people feel warm and comfortable, the word *weibo* (微博, micro-blog) is replaced by the homophonic word *weibo* (围脖, scarf), in which the high-level tone became a rising tone in the first syllable.

In short, the use of the homophony in mandarin Chinese and converting words into other ones which have similar pronunciation but different written forms with the original ones can fully show the loveliness of the *Moe culture*.

According to the above, inflection also embodies the characteristics of *Moe*. It has three specific mechanisms. Firstly, it breaks the traditional way of language expression by changing the pronunciation of the words and makes the language become novel and young. Secondly, by making use of phonetic changes, we can simplify the laborious pronunciation and make abstract things concrete. This simplified method fully reflects the characteristics of low age and infantilization. Thirdly, this method correspond the change of pronunciation with the change of Chinese characters, so the original expression of words is transformed into the corresponding expression of words which are referred to lovely things, enhancing the sense of loveliness. In a word, people use the homophonic sound to embody *Moe* through the cuteness of the things and the regressive characteristic of language expression.

## V. CONCLUSION

The present paper takes the popular language expressions in Chinese relating to the *Moe Culture* after its introduction from Japanese as the research object, analyzing the important role of phonetic adjustment in enhancing the effect of



*Moe culture* from the perspective of linguistics. It points out that reduplication, fusion and inflexion may enhance the effect of *Moe* through three specific mechanisms. Firstly, it utilizes the regressive characteristic of language expression to approximate the expression to the infant. Secondly, it utilizes the change of rhythm to enhance the descriptiveness of the expression and emotion. Thirdly, it utilizes the homophonic sound to correlate the adorable objects.

In a word, the *Moe culture* which originally only appeared in cartoons spread its usage after intervened in Chinese, largely because people are changing from conservative to innovation. A few types of phenomena reflected in the language level: reduplication, fusion and inflexion are all the performances of communicative needs. Although the main applicable group is still young people, this trend is somehow gradually spreading to other age groups. Instead of refusing to accept or even openly criticizing it as before, these new ways of expression are getting more and more acceptance. This, in certain point of view, mirrors the changes of Chinese traditional values and ideology.

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# The Study of Chinese-English Public Signs Translation

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**Abstract**—Public signs are special texts that are common in public places. And functions of them are to provide information or to remind readers of some requirements. As China strengthens exchanges with other countries in economy and culture, the translation of public signs was born at the right moment. The public sign translation is an important link in building a harmonious society, establishing an international metropolis and promoting economic development. Firstly, this paper introduces the definition of public signs and summarizes their main features and functions. Secondly, the existing literature and the results of research in China are summarized. By analyzing the problems existing in the Chinese and English public sign translation, this paper puts forward some suitable translation strategies.

**Index Terms**—public sign translation, translation strategies

## I. INTRODUCTION

Modern life is inseparable from public signs, which not only provide convenience to people, but also convey the progress of civilization and society. With the globalization and internationalization of the world, the communication between countries is becoming more and more close. Under different cultural and linguistic backgrounds, as an important public symbol, English public signs serve as a medium and bridge for cultural communication among different nationalities. To a large extent, public signs remove language barriers to communication among different nationalities and promote national development and opening-up. The importance of public signs is self-evident.

Public signs, which mean the written language for the public to see in public, are the most common practical language in people's life. They are a special style of writing that is open to and facing the public in order to achieve certain communicative purposes. Public signs are widely used in our life, almost everywhere, such as road signs, billboards, shop signs, publicity in public places, tourism profiles and so on. With the rapid development of economy and the deepening of the reform and opening-up policy, China's economic cooperation with other countries is increasing. International communication is becoming more and more frequent. Chinese culture is gradually favored by friends from all over the world. In order to facilitate the basic life of foreigners, many first-tier cities, such as Beijing, Shanghai and Guangzhou, have begun to use bilingual public signs widely, especially in public places, such as subway, airport, station, gas station, ticketing center, museum, gymnasium, historic sites and customs, etc. Public signs gradually exist in all aspects of people's lives. They will be highlighted with the opening of cities' image and the improvement of civilization. However, the translation of public signs in China is not satisfactory from the current situation, there are a lot of grammatical or spelling errors and violations of translation habits, so that foreigners often stand up and laugh at a public sign, which affects China's international image seriously. The main reason is that most of the previous studies focused on the micro-level data collection and annotation error correction stage, without a practical theoretical system to guide the translation of public signs from the macro-level. This paper explores the English translation of public signs from a new perspective.

The author hopes that the research in this paper can arouse people's attention to the translation of public signs, improve the quality of public signs translation to make China more open and modern. At the same time, the paper regards the methods and strategies aiming at effectively guiding the Chinese-English translation of public signs.

## II. LITERATURE REVIEW

The translation of public signs is a new field in translation studies. For a long time, the research on its system is not enough. The study of translation of public signs in China began in the late 1980s. The purpose of previous studies is to arouse foreigners' attention to the international image of China. Since then, a number of academic papers and articles have been published to explore the problems in the translation of public signs, which has greatly promoted the standardization of public signs translation in China. There are two scholars publish an article and put forward five principles of "simple, clear, proper tone, moderate and moderate humor" which should be followed in the translation of Chinese into English (Ni Chuanbin, Liu Zhi, 1998). After entering the twenty-first Century, the translation of public signs has gradually become the focus of attention in the translation field. From the earliest collection of examples to the analysis of translation errors of public signs from the perspective of semantics, linguistic features, functional features, cultural connotations and cultural differences, and then to explore the translation of public signs. Generally speaking,

public signs translation is mainly studied from the perspectives of eco-translatology, communicative translation theory, Cross-Cultural Theory and relevance theory. Since 1990, the study of Chinese English translation of public signs has gradually become a hot topic of domestic scholars. Scholars have done a lot of research on it. According to Relevance Theory, two scholars hold that on the basis of the theory of public sign translation, translators should pay attention to the role of context to improve relevance and expand cognitive environment in order to achieve pragmatic equivalence. (Liu Jiangang, Yan Jianhua, 2005). Another author puts forward the communicative translation strategies of public signs was based on the analysis of the present situation of Chinese English public signs translation (He Xueyun, 2006). From the perspective of cultural differences between Chinese and English public signs, people explores the influence of cultural differences on communication and probes into the translation of Chinese and English signs from the perspective of pragmatics (Zhao Xiang, 2006).

The Chinese-English translation of public signs must be on the same occasion in Chinese-English culture and have the same function of public signs so as to replace them directly. However, some of the current domestic Chinese public language in the English-speaking countries cannot find any traces. In this case, the translator should first consider some of the public signs with Chinese characteristics. The purpose is to introduce Chinese culture, publicity in China, and achieve the filling and conversion of Pinyin through legal interpretation. (Bei Zhu, Shan Aimin, 2002). Therefore, the mismatch, misunderstanding and abuse of public signs can lead to adverse consequences. For the translation of public signs, we must apply skopos theory. First of all, people must translate the cultural habits of readers so that the proper translation of public signs can be obtained and the language environment can be purified to improve our international image.

### III. THE INTRODUCTION OF PUBLIC SIGNS

#### A. Definitions and Characteristics

Public signs refer to the general instructions for reminding and warning in public places. It refers to written language in public places. In China, the translation of public signs began in 1989. Scholars have made continuous exploration and Research on the translation of public signs, and have achieved encouraging results. With the development of China's economy and the accelerated pace of opening up, friendly exchanges and economic cooperation between China and other international communities are increasing. The public language of cities is gradually adopted in both Chinese and English. The Public signs are an important part of external publicity and are widely used in every aspect of our lives. With the successful convening of APEC, G20 and BRICS summits, the translation of public signs plays an increasingly important role. Therefore, the translation of public signs is of great significance for maintaining the image of China's cities. People must pay enough attention to public signs. However, the translation of public signs in China started late and lacked systematicness and standardization. Errors and problems are still very obvious.

Some scholars describe the public signs as follows: "It is the text language that people see in public places". There is the corresponding argument in English, "public signs". Some scholars define the public signs as: "The public signs are a kind of special style text common in public places, the graphical text of them is concise and easy". Some scholars outline definition of public signs are more comprehensive, "The signs is text and graphic information open to the public, and is used to announce, explain, prompt, display, warn, mark people's production, life, ecology, industry etc." (Dai Zongxian & Lv Hefa, 2006).

English public signs are characterized by conciseness, standardization and formality. Its characteristics can be expressed by the English words beginning with the letter C, which can be expressed as five English words: Concise, Conventional, Consistent, Conspicuous and Convenient. (Han yongqing, 2009) Public signs are written in public places to attract attention of people. This unique style can be seen everywhere in people's life. For example, "出口 Exit", "售票处 Ticket Office", "餐饮区 Dining area"... However, the characteristics of public signs are summarized as four points in the paper. The first characteristic is conciseness, which is the easiest to understand. (Le Meiyun, 1989) Conciseness is the most important linguistic feature of public signs. It requires that the words and phrases in public signs are simple and concise, and the language strives to express the best effect in the simplest form. Most busy people want to get the most accurate information in a limited time in public places where people come and go. Only simple public signs will never be forgotten. Therefore, imperative sentences are mostly used in public signs. In terms of vocabulary, public signs seldom use complex words, but verbs and sorting. The use of phrases will make language more concise and clear. For example, "会议中心 Conference Center", "阶梯教室 Lecture Hall", "小心夹脚 Watch Your Feet", "严禁超载 No Overloading", "减速慢行 Slow Down", "请注意台阶 Please Watch The Steps", "请勿触摸 Hands Off", "切勿近火 Keep Away From Fire", "不准吐痰 No Spitting", "保持通畅 Keep Clear"...

The second characteristic is straightforwardly. Public signs convey information directly to the public, not indirectly and euphemistically, and avoid using gorgeous rhetoric or esoteric terminology, which is totally different from literary works. Such as "售完 Sold Out", "登记住宿 Check In", "现在营业 Open Now" etc. Abbreviations are widely recognized and widely used in public facilities and public services. With the development of international communication, public signs are becoming more and more standardized and internationalized. Some public signs have been used internationally. The translator does not have to translate in a big way, but only needs to directly refer to the original text of the target language country.

The third characteristic is standardization. As ambiguity plays a vital role in public life, and any ambiguity or misunderstanding may lead to adverse consequences. Because of the differences in history, cultural background and language habits between countries, over time, many common public signs have already been translated by convention, and they are expressed in a unified standard. Therefore, English public language should follow fixed usages or practices. Such as: “残疾人专用”, it can't be translated as “For people with disabilities” because of inappropriate choice of words. It should be translated as “Accessible Pathway”.

The fourth characteristic is to strictly prohibit the use of unused words or unfamiliar words. Since most of the readers of public signs are civilians, the translation of public signs must take full account of the cultural level and reading habits of readers, and try to avoid using unusual words, colloquial expressions, slang and professional terms. For example: the translation of “扶梯暂停使用” can be translated “This escalator is temporarily shut down”. It is used more accurately and truthfully. Therefore, in order to take care of foreigners from different countries and regions, the translation of public signs should use the most common, simple and easy-to-understand words, so as to avoid misunderstanding.

### *B. Function of Public Signs*

Public signs have four functions of guidance, encouragement, restriction and constraint in practical application. Public signs provide information and services to the public. The purpose of these signs is to provide instructions or convenience for the public, such as “服务信息 Service Information”, “租车服务 Car Rental”, “6折 40% off” etc... These public signs provide thoughtful information services, without any additional restrictions or coercion.

Indicative public signs and indicative public signs are similar in characteristics and have no specific meaning. They only provide information to make people know how to do or how to observe public order. Tip signs are widely used in various forms, but there is no compulsion. People can decide whether to accept the proposal according to their actual situation. For example: “贵重物品、现金请交服务台保管，否则后果自负 Valuable articles and cash should be handed to General Service Desk for Safekeeping”. Remind customers to take care of their belongings. If it is lost, the hotel is not responsible. The hotel has notified customers of the possible consequences through public signs, prompting them to decide whether to take action or not. The characteristics of public signs will surely attract attention of people. For example, “预留席位 Reserved”, “油漆未干 Wet Paint”, “售完 Sold Out”, “容易爆炸 Explosion”, “限高 Maximum Height”, “加收 10%服务费 10% Service Charge”, “单行道 One-Way Street” and “危险 Danger” etc. According to the tips of public signs, people often take appropriate actions in public.

Next is the restrictive function. In the light of the relevant public's words and deeds, restrictive public signs do not make people feel rude, rude, but also put forward the direct limit and requirements. Compared with the first two types of public signs, this kind of public signs has certain limitations, people should abide by these regulations, and otherwise it will damage the public interest, even in violation of the law or regulations. The common limited signs are: “减速慢行 Slow Out”, “右侧行驶 Keep Right”, “凭票入内 Ticket Only”, “保持安静 Keep Silence”, “只准公交车通过 Buses Only”, “对号入座 Seat By Number”, “12岁以下儿童免费 Free For Children Under 12”, “限高 3.3 米 Restricted Height 3.3M”.

The forth is the compulsory function. The compulsory effect of compulsory public signs is more obvious, which requires the public to take or not take such actions. The use of straightforward, tough and unexplained words is the linguistic feature of mandatory public signs, which are usually used in imperative sentences to begin with “no” or “prohibition”. For example: “严禁停车 No Parking”, concise pointed out here cannot stop, otherwise it may cause serious consequences; “严禁随地吐痰 No Spitting” is used to express the imperative mandatory orders to prohibit people spitting.

## IV. THE PROBLEMS EXISTED IN THE TRANSLATION OF PUBLIC SIGNS

For the translation of public signs, the original and the target text have same purposes, so methods and strategies of the translation used by translators in the whole translation process should satisfy the common purpose. Moreover, the translator must have a good understanding of the cultural and communicative environment of the target language country in order to satisfy the coherence of the translation. Due to various constraints, most translators lack the understanding of English and American languages, life experience, or direct contact with English and American public signs, which leads to inaccurate translation of public signs. In an advantageous article, the translation of public signs is difficult. On the basis of understanding the source text, the translator clarifies the similarities and differences between English and Chinese public signs on the basis of understanding the source text.

Firstly, there are some illustrations to violate the purpose of the act in translation. “保护水资源，建设新家乡” The protection of water resources, the construction of a new home” is a public service advertising. It was translated as “Protect water resource, Construct new hometown”. And the correct translation of Dao Xiao Mian is the Sliced Noodles. In these illustrations, the wrong translations have no grammatical errors. But in the first example, “protect” and “construct” are verbs as the subject, it is an imperative. This is a compulsory expression, which makes people feel uncomfortable when they see it, which is contrary to the original pragmatic purpose. But if it is changed to “Protecting” and “Constructing”, the present participle will be much better. There is a rallying point. In the second example, perhaps in order to integrate into the global society, Chinese Pinyin appears simultaneously in English translation of many

places. Simple Pinyin does not accord with the coherence of language and communication. This combination of Pinyin and English spelling may cause a lot of reading barriers for foreigners who come to China for the first time.

Secondly, in translation, there is an illustration to violate the intratextual coherence. Such as a warning message in front of a scenic spot: “当心跌倒” is translated into “Don't Fall Down”. Because of the snow, the ground of the scenic area is slippery. The manager of the scenic area deliberately reminds the tourists to be “careful”. If only from a grammatical point of view, the translation does not seem to be picky. In this case, the original translation focuses too much on the intertextual coherence, without take into account the intratextual coherence. Although there is no error in grammar, the form is faithful to the original text, but the translation does not conform to the cultural tradition of the British and American public signs from the intertextual coherence rule. The correct expression of safety in public is usually “Caution Wet Floor”, “Caution Slippery Surface”, “Caution Trip Hazard” etc.

Thirdly, there are some illustrations to violate the intertextual coherence in translation. In a shopping mall, there is a hint next to the stairs of “care step”. It is also mistranslated into English that “Take care the step”. The purpose of this public language sign is to remind customers that they need to pay attention to foot safety when walking there in this shopping mall. But the meaning of the translation has become a concern about the steps. The correct translation should be “Mind the step” or “Be care of the step”. From this example we can see that the confusion of two phrase, “take care of” and “be careful of”, leads to inconsistencies in meaning between English and Chinese, and it violates the coherence of intertextuality, faithfulness, legality and the loss of original information after revision.

There is a similar example that “careful to meet” is translated as “Take care your head”, but its correct translation should be “be careful your head” or “Mind your head”. Everywhere people can see the signs about “小心碰头”, “当心玻璃” and other public words, someone translated them in accordance with the literal meaning as “Take care of your head”, “Be aware of glass door”. This kind of translation can make the text more appropriate and correspond one by one between Chinese and English. “Be careful” does not violate the principle of intertextual coherence. And the latter is more consistent with intertextual coherence and the expression of target language readers. Thus, the verbatim translation of the condemnation is undesirable.

#### V. THE STRATEGIES OF THE CHINESE-ENGLISH TRANSLATION OF PUBLIC SIGNS

The important part of public sign translation is to convey information so that readers can feel, think and act. The translation of public signs is a complicated process, which is influenced by cultural customs, occasions and so on. People should pay enough attention to the translation of public signs. The translator should be reader-centered, strive to improve language skills and grasp the differences between English and Chinese translation. Translators should avoid reducing errors in the process of translation between Chinese and foreign languages and cultural exchanges. Therefore, familiarity with language features and striving for conciseness should be the focus of public translation. The translation of public signs follows the following principles:

First of all, translators should follow the principles of translation and use international public signs to express them. Public signs are widely used to provide convenience for people's lives. We must use advanced translation to provide the same convenience for foreign friends. How can translators save time and energy to complete high-quality translation? In fact, the simplest and most practical way is to use English public signs directly. Because English public signs must take care of the feelings of English-speaking people, and they can understand the meaning. There are many similarities between Chinese and English public signs. We can choose English expressions directly. This is “borrowing translation”. This can not only avoid mistakes, but also provide effective guidance and help to foreigners. Just like “private parking”, “lost property” and so on, it can be referred directly. However, in translation, we should also choose a more mature and standardized country as a reference, and choose the most accurate one after comparing.

Such as “不要践踏草坪”, people use “Keep off the grass” in most places, but it is translated as “Please give me a chance to grow” in some European lawn. This translation is more consistent. Therefore, the best translation of public signs should follow the principle of use. Another illustration is the traffic sign, which is “不要疲劳驾驶” that means “Do not drive when tired”. This is syntactically nothing wrong. But British translated it as “Tiredness kills, take a break”, and the Americans translated it as “Stay alert, stay alive”. By contrast, public signs in British and American countries are more authentic. Therefore, in the face of these translations, translators can borrow the original English directly.

The second point is that the translator should grasp the cultural differences and pay attention to the habits of the target readers. Every language has its own historical and cultural accumulation. There are many obvious differences in people's way of thinking, living habits and language use in different cultural backgrounds, and they will be reflected in public signs. In the translation of public signs, cultural habits of readers should be put in the first place. Language is the carrier of culture and that can not exist without culture. In the process of public sign translation, it is very important for the translators to respect the cultural habits of readers and put them first in the process of translation. (He Xueyun, 2006) Chinese translators should understand the linguistic features and functional meanings of public signs, determine the linguistic style of the target language, and choose the appropriate vocabulary for translation. The most important thing is to communicate with the international community, so that foreign friends can read it easily, so that they do not feel ambiguous about public signs.

There is an illustration “红旗手”, which is translated by some people as “Red flagger”, in order to allow foreigners to understand Chinese culture. But there will be no foreigners know the “red flag” which Chinese people called. It actually contains “Advanced, model” and other implied meaning, such as “Model worker” or “Advanced worker”, which used to express the meaning of “Red flagger”.

Third, the translator should try to translate the text concisely. The translation of public signs should be easy to understand, clear, direct and standardized. Every translator should pay more attention to eliminating the difficulties of readers in reading and communicating. In the translation of public signs, translators choose to use a large number of nouns, verbs, gerunds, phrases and acronyms. Whether it is the nature of service, explanation or restriction or compulsory public signs, most of the use of the above words is rationally adjusted to meet the requirements of public signs. Translators should not use vague words in the process of translation. Considering language habits and cultural level of readers, common vocabulary should be used in public signs.

For example, “利刀伤人” means that “Blade is sharp, take care of your hand”. It is a public sign in razor. In fact, the public sign remind people look out the blade, that write of translation seem a bit crowded and cumbersome. It should be translated as: Sharp shade! Another illustration is “贵宾候车室”. It means that “Distinguished guests wait for a bus at the place”. This is a public sign for a bus station waiting room. The translation of the original text is a complete sentence, but it does not conform to the linguistic features of public signs. In addition, the original translation makes foreign tourists feel uncomfortable, as if the station divides the tourists into grades. To eliminate this misunderstanding, people use the strategy of “concise”, translated it as “Reserved Waiting-room”. “Reserved” is the euphemistic expression of “distinguished”. The original “guests”, “wait for a bus” and “at the place” are all redundant text.

## VI. CONCLUSION

The application of public signs has global characteristics. And every language and culture are inseparable. Different languages represent different cultures. The translation of Chinese-English public signs includes the differences of languages, choice of words, style and intonation, and the collision of traditional culture. Therefore, in order to complete the translation of the two languages, the translator must fully understand the text and cultural connotations.

Many public signs are available both inside and outside China. Therefore, they should try to be read in English in the same way, and they should have the same functions as English public signs. However, there are still some public signs with Chinese characteristics in China, or there is no substitute for them in English-speaking countries. It is worth noting that when translating these public signs, the purpose is not only to provide necessary information for foreign tourists but also to let foreign friends understand Chinese culture. And then, the translation should be consistent with discourse coherence. Although there is no direct substitute for English, translators should try to conform to the conventions of English public language. And finally, we should meet the intertextual coherence. The English translation should be the same as the meaning of the Chinese public signs, cannot arbitrarily tamper with. English translation should have the same meaning as Chinese public signs and should not be tampered with at will. Skopostheorie has a wide range of practicability. It emphasizes the characteristics of text types and helps to improve translators’ linguistic awareness of communicative functions and functional translation units and improve translation efficiency.

Public signs are an indispensable part of national development. Their quality directly reflects the comprehensive quality of a country and affects the image of China in the world. For a long time, translation errors of public signs have appeared. This paper studies the Chinese-English translation of public signs. From the perspective of semantics and aesthetics, the author believes that the translation of public signs is a good translation strategy. At the same time, the author believes that, while advocating the democratic participation of the government, it will change the current situation of Chinese-English translation of public propaganda in China.

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# Research on the Assessment System Construction of EAP Writing Skill from an Eco-linguistic Perspective

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**Abstract**—This paper comes up with an assessment system of EAP writing development from an Eco-linguistic perspective based on a literature review of English writing construction and assessment of writing skills development under an ecological dynamic model. The paper clarifies that the writing construction in academic contexts consists of genre and rhetorical knowledge, process, strategy knowledge, and academic discourse community knowledge. The paper elucidates that the ecological dynamic assessment of EAP writing skills, as just being conducted at Tianjin Polytechnic University, has been proved to be workable in establishing bio-ecological links between the classroom learning contexts and the broader educational contexts at university. In the research, the individualized and comprehensive employment of assessment tools such as textual analysis, one-on-one interviews, case study and writing portfolios helps achieve dynamic assessment and facilitate ecological transfer of EAP writing competence.

**Index Terms**—EAP, writing skill, Eco-linguistics, ecological dynamic assessment

## I. INTRODUCTION

Eco-linguistics, which combines ecology and linguistics, is a branch of linguistics that has developed quickly internationally in recent decades. It is different from traditional linguistics in which language systems are regarded as self-contained structural systems. Eco-linguistics holds that language systems are open ecosystems, That is, the two main research paths in the field of Eco-linguistics are Halliday's Environmental Linguistic Model and Haugen's Model of Language Ecology. As for the two research paths mentioned above, the former focuses on the influence and function of language on the ecological environment. The latter studies the factors affecting language function (Fill & Mühlhuser, 2001; Fan, 2005; Wang, 2007; Huang, 2016).

In this paper, an assessment system for the development of EAP writing ability is constructed by integrating individual language learners with group language teachers (both in and outside the classroom) and cultural environment. The purpose of this study is to promote the teaching and assessment of EAP writing and to improve students' EAP writing ability.

## II. LITERATURE REVIEW

Eco-writing and the trend of ecological dynamic assessment of English writing

### A. *Constructs of Eco-writing*

Eco-linguistics is an emerging branch of linguistics which mainly studies the interaction between language and environment (natural and social environment). The fields of Eco-linguistics involve research from the psychological level (bilingual or multilingual people of different language interaction in the brain) as well as social level (interactive language users and Society) (Haugen, 2001). Ecological writing constructs describe writing ability from the dynamic perspective of linguistic ecology. Research on Eco-writing from different contexts has been carried out in recent years. Smit (2004) defined writing in social contexts as a series of knowledge system, which includes content knowledge, general knowledge, form knowledge, condition or program knowledge, specific task knowledge and discourse community knowledge. And he points out that different types of writing tasks requires different social context knowledge and ability. Meanwhile, he asserts that the judgement only based on writing text syntax and rhetoric may conceal the true nature of writing.

Based on the conception of Smit (2004), Beaufort (2007) further clarifies that the writing ability includes five knowledge contents, such as the discourse community knowledge, rhetoric knowledge, genre knowledge and subject knowledge, among which, particular emphasis is given to the discourse community knowledge. It is believed that a good writer can analyze and respond to the assessment and expectation of a particular audience and the knowledge of discourse community in writing determines the choice of genre rhetoric themes and the writing process (Beaufort, 2007).



Slomp (2012) argues that meta-cognitive knowledge is the basis for the application of all kinds of knowledge: Meta-cognitive knowledge analysis, that is, the motivation of students to conceive and write, can more comprehensively describe the development of their writing ability. Introspection Diaries in the assessment Model of portfolio is an effective way for students to demonstrate their Developments in Meta-cognitive knowledge.

Llosa *et al.* (2011) also put forward the idea of ecological writing in the process of developing the assessment of writing ability. It combines systemic-functional focus (focus on genre and purpose), cognitive focus (focus on process and strategy) and social perspective (focus on the choice made by the author according to the specific purpose of writing in a specific social context).

Studies outside China have been advocating the idea that English writing ability should be illustrated from the perspective of multidimensional ecological development. And the construction of ecological writing can be divided into three modules: genre and rhetorical knowledge (textual embodiment of rhetorical function), cognitive knowledge (process and strategy direction) and sociocultural knowledge (interaction of discourse community). However, the description of English Writing ability in academic context needs to be further refined and clarified in research and teaching practice.

### *B. Trends of Ecological Dynamic Assessment of English Writing*

The developmental and multidimensional conception of writing has posed a huge challenge to the result-oriented and summative writing assessment. The writing assessment gradually turns to the interactive mode of process, and the teaching activities and assessment activities in writing classroom are correspondingly integrated with each other. Teachers interact and intervene by evaluating learners' writing levels, and constantly adjust their teaching tasks. As Gibbs (2006) once said: the writing assessment model not only constructs the whole learning framework but also guides the learning process in all aspects.

In fact, research and teaching practice in the U.S and U.K has gone through two summative stages: the objective tests (1950-1970) and the overall assessment (1970-1986). Since 1986, it has been advocated to pay attention to the formative assessment of the writing process based on students' essay exercises and writing portfolio, and has gradually stepped into the 4th stage of Yancey's (1999) prediction, that is, making the ecological dynamic assessment of the students' writing ability development in multiple ways. Through case studies, electronic writing portfolios, interviews, text analysis, observation and other statistical data analysis, the progress of students' individual writing ability and the role of Educational institutions in the development of EAP Writing ability is overall testified from a multidimensional perspective. A preliminary study on the ecological dynamic assessment system of EAP writing ability development has emerged since then (Syverson, 1999; Fleckenstein *et al.* 2008).

#### 1. Research on dynamic assessment of writing and its application

Dynamic assessment is the general term of a series of assessment methods. It can also be called as the theoretical basis of dynamic assessment of learning potential, which is based on Vygotsky's sociocultural theory, aims at exploring and discovering the students' "Proximal Development Zone" through the interaction between assessors and students (Vygotsky, 1978). The assessors provide "scaffolds" for students' learning by mainly using interventional or interactive activities. Presently, the dynamic assessment system of writing is still under construction. Previous studies have focused on the theory and practice of writing assessment based on interventional and interactive feedback and writing portfolio.

#### 1) Scaffolding intervention

Teachers generally use summarizing assessment methods strategically, which place great emphasis on formative feedback, students' reflection and students' understanding of assessment criteria. In the process of writing, students are guided by specific steps to continue their participation. For example, Seviour (2015) describes the teaching steps of a six-week writing class: process the writing materials independently; draft writing plan; submit the final drafts of writing plans (teacher's assessment on the final plan 15%); Write and edit the first draft of the paper (formative assessment and defense, 15%); submit the second draft according to the feedback; teachers evaluate the final paper (70%). In some scaffolding intervention, teachers, library staff and learning consultants jointly develop students' electronic literacy and academic writing ability in accordance with disciplinary standards (Wilkes *et al.* 2015).

#### 2) Interactive feedback

In the process of students writing, teachers can identify and respond to the aspects of students' writing which are in urgent need of guidance through email feedback according to the individual characteristics of the students (Shrestha & Coffin, 2012). Some other researchers have also observed and described the interaction patterns in the interview feedback and have analyzed the factors influencing the relationship between teachers and students' behavior in the process of feedback and the possible influence of feedback on students' cognition of academic writing (Unlu & Wharton, 2015).

#### 3) Writing portfolio assessment

The writing portfolio assessment is more focused on the learner's learning experience than the scaffolding feedback assessment (Romova & Andrew, 2011). In particular, writing reflective diaries can help students understand the importance of learning experiences and enhance language cognitive, social and emotional communication skills (Kathalia & Heah, 2008).

Romova & Andrew's (2011) investigation indicates that: with the help of teaching method of combining process and genre, the portfolio can provide a series of feedback materials, so that students can understand the characteristics of the

"recursive process" of writing, and gain a deeper understanding of the genre norms of different types of discourse. And some progress has been made in academic reading and writing. More importantly, learning and assessment have been closely linked in the process of writing academic texts.

## 2. Research on ecological assessment of writing and its application

The ecological assessment model of writing is still in the stage of conception. The model of ecological balance believes that the writing ability development and individual experience of reading and writing are closely related. Haugen (2001) has pointed out that the language variation in early childhood can internalize the passive contact, but has obvious individual differences. The differences to a certain extent will influence their language learning ability and willingness of adulthood. And language learning is limited to the social environment. In other words, the interaction relationship between language users and the environment will affect the development of language competence. Therefore, the ecological assessment model considers environmental factors such as the groups of writing, time and place of writing, and use various methods of data collection and share the data analysis of the assessment results. Wardle & Roozen (2012) established the assessment system of ecological writing ability at the University of Central Florida (see Table 1). The assessment system covered the composition assessment of freshmen, ethnographic assessment, writing center counseling, assessment of professional writing task, assessment of general education, assessment of horizontal and vertical writing project. Assessment and feedback were offered at different stages in different contexts for students' reading and writing ability development. The study is one of the few results which provides some reference and enlightenment for the ecological assessment of academic writing practice and research.

TABLE 1

ELEMENTS OF AN ECOLOGICAL ASSESSMENT SYSTEM FOR THE DEVELOPMENT OF WRITING ABILITY AT THE UNIVERSITY OF CENTRAL FLORIDA, USA

Types	Key points of assessment	Assessment methods
Writing assessment of freshmen	Completion and process of students composition in class	Writing portfolio, before-class/ after-class survey;
Ethnographic assessment	Learners' reading and writing skills; roles of school institutions in facilitating or hindering the transfer of literacy knowledge;	Vertical case study, writing portfolio, interview, classroom observation, discourse analysis;
Assessment of writing center guidance	Understanding how writing center promotes knowledge transfer;	Data analysis of students in Writing Center;
Professional writing task assessment	Understanding how different programs contribute to students' development assessment;	Development & assessment of writing ability in professional fields;
Assessment on general education project	Evaluating students' ability development during the undergraduate phase	Composition of freshmen, Electronic writing portfolios during undergraduate phase;

### III. CONSTRUCTION OF THE ASSESSMENT SYSTEM

#### A. Writing Constructs of EAP

As a genre, EAP writing is "the manifestation of a class of communicative events, in which members share a series of communicative purposes". These communicative purposes determine that the same genre of discourse has similar structural style and content rhetorical patterns, and related to the values and expectations of specific discourse groups"(Swales, 1990). Genre and rhetoric knowledge, cognitive knowledge, social and cultural knowledge, these three modules have provided the theoretical basis for the construction of EAP writing. Academic English writing, as communicative events, which has specific genre characteristics and rhetorical functions (genre and rhetorical knowledge), requires the Utilization of the cognitive knowledge (process and strategy knowledge) and sociocultural knowledge (academic discourse community knowledge).The author refines the composition of the three modules to facilitate assessment, as is shown in figure 1:

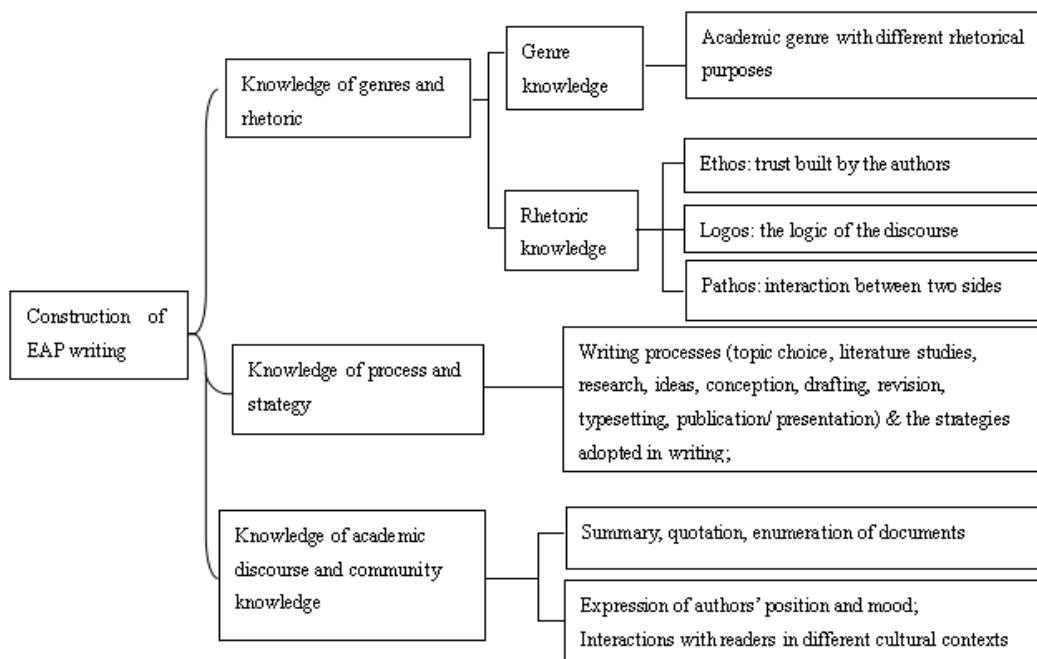


Figure 1: The Framework Construction of EAP Writing

### 1) Module of genre and rhetoric knowledge

Hyland (2008) points out that writing is an output activity based on the reader's reading expectation, which is derived from the reader's experience in reading the same types of text. Therefore, a good EAP writing needs to show the author's sense of context and reader's consciousness. On the basis of Aristotle's "rhetoric Triangle" in Classical rhetoric, the rhetorical knowledge required for academic writing includes an effective expression of the author's credibility, logos, and pathos. The above three elements of knowledge vary along with different EAP contexts and Different readers, which are driven by different rhetorical purposes (such as inquiry, exploration explanation, interpretation analysis, interpretation assessment, judgment showing position to propose solutions, etc.). It is characterized by different text structure, phrasing style, mood and other genres, which constitute the genre knowledge of EAP writing.

### 2) Module of process and strategy knowledge

Since the middle of 1980s, the social cognitive process and strategies of EAP writing continue to be the focus of practical study from the perspective of academic language competence theory (Xu 2015). The process and strategy knowledge covers multidimensional abilities, such as literature search and research, analyzing, drafting, revision, final layout, publication, presentation, problem finding, problem analysis, judgment, problem solving, etc.

### 3) Community knowledge of academic discourse

The reason why "community knowledge of academic discourse" is listed as a single module is mainly based on the consideration that EAP writing learners have the status of English apprenticeship. They not only need to master English cultural knowledge, moreover, it is necessary to acquire the academic and cultural knowledge. The selection of rhetoric knowledge based on academic discourse community is closely linked with the module of process and strategic knowledge, which contains the norms cited in the literature summary. That is, the text borrowing and intertextuality knowledge (Hyland, 2009). The academic writing, considered as a way to establish academic identity through socialized interactions with members of the academic community, refers to the patterns of author's position and mood expression and interaction with readers in different cultural and disciplinary contexts (Myers 1989; Hyland, 2002).

It should be pointed out that there are some repetitions in the modules designed by the author. For example, "the expression of the author's position and mood and the mode of interaction with the reader" can be placed in the module of "academic discourse Community knowledge". It can also be used as the content of the module "genre and rhetoric knowledge". Writing construction involves many variables, and the influence of different variables on the development of academic writing ability needs to be further identified and classified.

## B. Ecological Dynamic Assessment System for the Development of EAP Writing Ability

In the construction of EAP writing, the focus of the development of academic writing ability changes from text to human-oriented interaction, and pays more attention to the reasons of learners' writing style, the cultural background and cognitive characteristics, and so on. Since the first half of 2015, the author and the members of the course team have offered a series of courses in EAP writing at Tianjin Polytechnic University to explore the scientific and effective assessment of EAP writing ability. Based on the theory that interaction between language and environment can promote language development (Haugen, 2001), We try to establish an ecological dynamic assessment system for the

development of EAP writing ability in the context of direct classroom and indirect school education, as shown in figure 2.

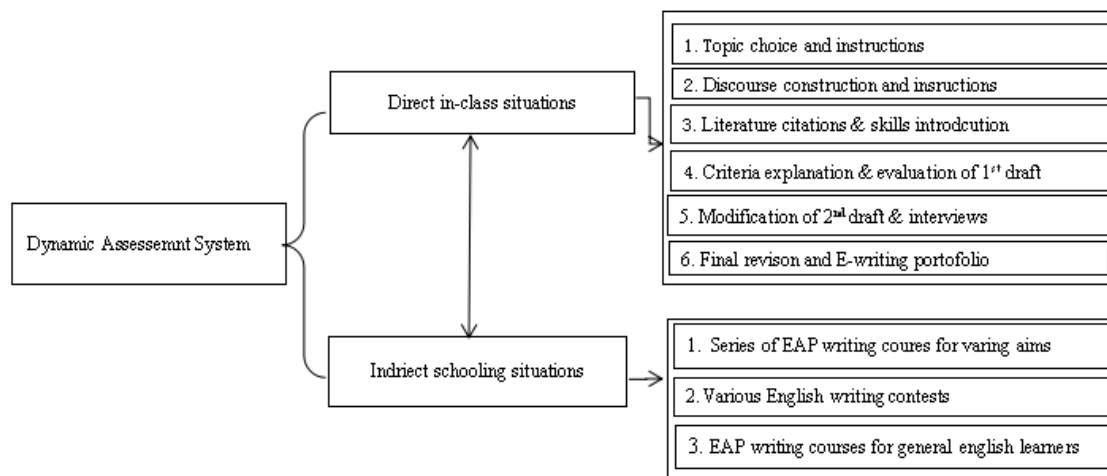


Figure 2: Ecological Dynamic Assessment System Construction of EAP Writing Ability Development

### 1. Assessment of direct classroom situation

Under the project-based writing classroom environment, the EAP writing course adopts the ecological dynamic assessment method in different ecological environment, and combines the different assessment approaches with the interactive teaching model. The author employs classroom teaching and ecological dynamic assessment to realize the ecological transfer of knowledge among three modules of genre and rhetoric knowledge, process and strategy, academic discourse community knowledge.

#### 1) Topic choices and instructions (process and strategy knowledge)

Study groups, composed of three or four students with same majors, search the literature and determine the common writing themes, and identify the problems that need to be solved. Teachers' intervention mainly lies in explaining the information retrieval and document identification. Members of the group with a close academic background will review the literature on the same subjects. Students are expected to organize the academic communities in and out of the classroom to create conditions for the establishment of a text framework and the exchange of initial drafts.

#### 2) Discourse construction and instruction

After setting up the text frame, students respectively clarify the information organization and logic levels through the mind map and the text outline. The groups comment on whether the text structure is reasonable. To enhance the level and clarity of text organization, teachers intervene to explain rhetorical strategies and genre structures, such as: paying attention to points of common information based on different rhetorical purposes and readership, how to create the credibility of the author, how to establish the information interconnection with the readers, how to satisfy or even exceed the readers' expectations, and how to convince the readers, etc.

#### 4) Literature citations and skills introduction

Teachers are involved in explaining the norms and techniques of literature citation according to the questions raised by students, training students to use the literature creatively in class, quoting and summarizing and evaluating the literature.

#### 5) Criterion explanation and assessment of 1<sup>st</sup> draft

Teachers ask questions in terms of the description of the assessment criteria for text writing and the mutual assessment from five aspects: content, structure, expression, grammar and norms. After the completion of the first draft, members of the panel discuss the writing texts according to the criteria and make suggestions to each other for revision. (see Table 2)

TABLE 2  
DESCRIPTION OF SELF-ASSESSMENT AND MUTUAL ASSESSMENT STANDARDS FOR TEXT WRITING

<p>Content</p> <p>1) is the content relevant?</p> <p>2) is the center prominent and of interest to the target audience?</p> <p>3) does the length of the text meet the requirements?</p> <p>Structure</p> <p>1) Is the introduction and conclusion clear?</p> <p>2) Types and quantities of supporting materials: have the paragraph views been clearly demonstrated and do they need further examples?</p> <p>3) Relevance of materials: does the paper provide sufficient background to help readers better understand the views expressed in the paper? Is the discussion necessary? Is there any redundant information that needs to be deleted?</p> <p>4) Material organization: is the development of the discussion logical and coherent? Have each point of view been fully elaborated upon? Is the link between views clear? Do papers need to be reorganized? Is the conclusion based on the whole article? Does the thesis complete the topic?</p> <p>Expression</p> <p>1) Is the mood choice suitable for the purpose of writing and the reader?</p> <p>2) are the terms concise and clear?</p> <p>Grammar</p> <p>What are the grammatical problems?</p> <p>Does grammar use affect content understanding?</p> <p>Norms</p> <p>Is there a spelling punctuation error?</p> <p>Is the writing format correct?</p> <p>Is the citation of literature in accordance with academic norms?</p>
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#### 5) Modification of 2<sup>nd</sup> draft and interviews

Students make two revisions to the first draft, On the other hand, teachers focus on assessing the problems in the logical level and academic discourse community knowledge. Teachers note problems of the first drafts in terms of text structure and interview students one by one, while the second edition focuses on lexical grammar and norms. The two interviews are aimed at learning more about students' personality and individual writing intention and writing experience, and helping students express their writing ideas clearly and completely.

#### 6) Final version and electronic writing portfolios

After the final draft is completed, three drafts of two or three themes in a semester are compiled into their respective electronic files, and a reflective diary is added. In the diaries, students are expected to describe the difficulties and skills used in the various aspects of writing, such as setting up a framework for selecting topics for literature retrieval, drafting, revising, and finalizing, etc. The teacher finally evaluates each student at the end of the term.

#### 2. Assessment of indirect schooling situation

In addition to the direct classroom ecological situation, the teaching of various EAP writing courses is relatively independent and interrelated. Together with the English writing contest activities, the indirect school education ecological situation is created and the campus atmosphere of English writing is created. In addition, teachers analyze the writing texts and the students' writing experience resources through students' electronic writing portfolio, which further promotes the ecology of dynamic assessment of EAP writing ability.

##### 1) Series of courses in EAP writing

Students are trained to complete one or two types of academic writing tasks with different rhetorical purposes, for example, "EAP writing: Multiculturalism& Speculation" is based on the reading of a single article. Analytical writing of literature reading aims to train the writing of illustrative papers and argumentative papers. The research tries to establish the interrelated students' electronic writing portfolio to evaluate the development of students' academic writing ability through longitudinal comparison.

##### 2) English writing contests

Writing contest activities play a positive role in creating an overall English learning atmosphere to evaluate students' writing ability. One of the contest activities is the Love Onion Book Review Writing contest. The competition is held every year in the first half of the year, which is mainly for learners of Advanced English or Academic Exchange English (classroom lectures). And an online reference templates for book review writing before the competition. After the submission of the book reviews, they are evaluated manually, and the excellent book reviews are reviewed after the competition. Another competition that enables students to develop their writing skills through participation is the selection of students in the "FLTR Cup" English Reading and Writing Competition, which is organized once a year in the second half of the year. The selection of the preliminary match is in the form of automatic grading of online evaluation by pigai.org (a well-known online writing assessment system based on the massive English language corpus) and manual grading of the experts. The experts give feedback and text analysis to the winning works through email or face-to-face interview, thus guiding the winners to step into the provincial and national competitions.

##### 3) EAP teaching in General English& for English minors

They are designed for students of different grades, and the teaching and assessment model is the same as the series courses of EAP writing. The purpose of this system is to improve students' EAP writing ability in many ways. in order to make a comprehensive assessment of students' individual and group writing ability development, the future research

and practice of the indirect school education situation assessment system lies in collecting the participation data of different kinds of students' EAP writing courses and writing projects (competitions), building students' electronic writing portfolios, adding interviews and scaffolding intervention.

#### IV. CONCLUSION

This paper aims to create an ecological dynamic assessment of EAP writing ability by combining the educational situations of direct classroom teaching and indirect schooling together. The ecological dynamic assessment of EAP writing ability attaches great importance to the interactions among the individual language students, teachers and educational environment in the process of writing. Teachers find out problems existing in the process of students' writing and to intervene in time to provide effective assistance through classroom observation, reading students' exercises and introspection diaries. Teachers carry out humanistic analysis and text analysis in different writing courses and writing projects to promote the sustainable development of students' writing ability through the establishment of writing portfolios.

However, as an emerging interdisciplinary research field in Second Language Acquisition, the ecological dynamic assessment system for the development of EAP writing ability is still at the preliminary stage and under construction in China. For example, the description and assessment of the two models of process and strategic knowledge, academic discourse community knowledge, all of the research elements mentioned above need to be further improved. In this way, students can be promoted more effectively to improve their EAP writing ability, including the ability of expressing their ideas and moods in academic discourse as well as the ability of literature research.

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# Investigating English Academic Writing Problems Encountered by Arab International University Students

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**Abstract**—This study is in the area of Teaching English as a Foreign Language (TEFL). It aimed to investigate the academic writing problems encountered by students at Arab International University (AIU) who are taking the Academic Writing module (AWR). The purpose of the study is to investigate this problem from the perspective of students in order to suggest possible treatments to deal with it. The data was collected through distributing a questionnaire to 50 students from different majors at AIU. Upon analyzing and discussing the obtained data, results suggest that students tend to perceive all aspects of academic writing to be difficult. One reason is that they poorly recognize the difference between academic and general English writing due to the lack of background knowledge about writing academically. Another prime reason is attributed to having problems in different linguistic elements even at this supposedly high proficiency level. The study concludes with suggesting a number of ways to address this issue.

**Index Terms**—writing skill, academic writing, writing challenges, foreign language, students' perspectives

## I. INTRODUCTION

Knowing any language requires mastering its different skills, and writing is one of the most important amongst other skills because it is the clear evidence of being in control of the foreign language. Yet, it is one of the most perplexing skills to many students; they suffer greatly in developing their writing skills which can result in causing many problems in their writing attempts and can develop a negative impact on their overall written output.

Writing is one of the most challenging skills that second or foreign language learners are expected to acquire as it requires the mastery of a variety of “linguistic, cognitive, and sociocultural competencies” (Barkaoui, 2007). To go more in depth, academic writing has an essential role in “socializing students into the discourse of subjects and disciplines in universities” (Pineteh, 2014). Writing academically has always been very important in the field of teaching English to speakers of other Languages.

One reason is attributed to the need of this skill in higher education (Al Badi, 2015). That is why it is crucial to study and conduct research on the difficulties students face in their attempts to produce academic writing in order to suggest remedies for this serious problem.

### **Research questions:**

The study attempts to provide answers to the following questions:

1. What are the academic writing problems amongst AIU students taking AWR course?
2. What are some possible ways to address these problems?

### **Significance of the study:**

It has been a common criticism often heard in Syria that a lot of university students are unable to express themselves in a comprehensible manner in writing. Therefore, this study has a dual purpose; first, to shed light on the challenges faced by AIU students when writing academically, and second to provide certain remedies for such a problem. This study is a crucial issue to be dealt with as it tackles an essential realization and projection of academic writing skills.

### **Literature review:**

Abdulkareem characterizes academic writing as being “The construction and development of techniques taught in universities such as organizing and generating students’ ideas and critical thinking, and developing vocabulary and grammatical syntax” (2013, p.1553).

Writing is “a complex process” as Al Badi (2015, p. 65) describes it and according to Al Fadda, “Academic writing in English at advanced levels is a challenge even for most native English speakers” (2012, p. 123). Academic Writing has a very important role to play in acquiring a foreign language. It includes a number of essential elements such as critical thinking and self- expression. Also, techniques that involve paraphrasing and summarizing cannot be overlooked in academic writing (Abdulkareem, 2013). This is a fact especially working on research papers as students have to use other people’s works by exploiting those references into their own voice.

Writing is studied from two basic theoretical viewpoints: cognitive and socio-cultural. “The cognitive perspective is goal-oriented and emphasizes the process of writing and revising whereas the socio-cultural perspective is context-oriented and emphasizes the product of writing for a particular audience” (Lee, 2005, p.3).



Arab students encounter problems in writing because they learn it through the formal instructions inside classroom since they have very limited possibility of using it with native speakers in natural ways (Alfaki, 2015; Al-Khasawneh, 2010; and Rabab'ah, 2003).

#### **Writing problems:**

Not being capable of writing may be a result of the complex nature of the writing skill (Alfaki, 2015). Arab students encounter many problems using the English language to communicate orally or in written forms (Al-Khasawneh, 2010; Rabab'ah, 2003). "Instructors continuously complain about the lack of knowledge and certain skills necessary for academic writing among non-native speakers of English (Al Fadda, 2012, p.125).

So, it is crucial for teachers, according to Lee (2005), to examine the difficulties their students may suffer from so that they develop themselves and help students overcome their problems. Kobayashi & Rinnert believe that students' writing skills development can be influenced by a number of factors (2008). One reason for this inefficiency goes to students' lack of motivation (Alfaki, 2015; Rabab'ah, 2003). Motivating students is described by Barkaoui in 2007 as a "tricky task." He said: "Motivational factors include learners' beliefs about the nature and importance of writing, the differences between L1 and L2, their attitude to the L2, and about their writing competence, which in turn influence learners' engagement, effort, and learning in the L2 writing classroom" (p.42).

Al-Khasawneh in his study (2010) states a number of problems that hinder the development of students' writing skills. He finds that "a reasonable vocabulary size is needed for students to function effectively in their programs." And this goes in concordance with Abdulkareem's findings in 2013 that students from Syria regarded using vocabulary and sentence structure as infamous obstacles facing them in academic writing. Another difficulty is related to grammar as Al-Khasawneh describes it to be "extremely important in conveying accurate messages." This is similar to the conclusion of Alfaki in 2015 who regards grammar and sentence structure to be serious problems in addition to word choice.

So, poor language proficiency is a serious point to consider (Al Fadda, 2012). Consequently, it can be deduced that problems in writing academically are due to linguistic deficiency, in addition to students' attitude towards academic writing since they simply approach it with "negativities and misconceptions" (Pineteh, 2014). So, morphology, lexicon, and syntax all need to be learned in order to produce good writing. In this sense, full proficiency results from mastering these competencies (Barkaoui, 2007).

Difficulties go beyond the linguistic elements of the language to reach some problems related to the library research; nonetheless, they do not go in isolation from the cognitive part. For example, paraphrasing can be a source causing difficulties in writing because students read and then write in their own way depending on their understanding. Thus, grammar mistakes can be an expected result (Al Badi, 2015).

In her study, Al Badi (2015) investigates the possible factors that might result in poor academic writing by students who do library research projects. She deduces that paraphrasing, referencing, and citations were reported to be the least problematic which is contrary to Abdulkareem (2013) who assures that students have problems in paraphrasing as their language is not proficient enough for such a technique. However, half of students who participated in her study states that they have to make a concerted effort to choose a topic and support it with appropriate literature. Also, about 88% of them stated that they tend to make an outline before they begin writing their assignments, but they still have problem while preparing it. Moreover, about 44% of the participants consider citations and referencing as dilemmata. Al-Khasawneh thinks (2010) that students suffer while organizing ideas. Similarly, Al Murshidi in 2014 believed that generating ideas could be a barrier that hinders students to move on in their writing. As a result, low proficiency can be a real cause. So, students would find difficulty expressing their ideas.

#### **Solutions to the writing problems:**

Many students have developed a skill of camouflaging their weakness in writing until they are forced to show their skills and thus where the deficiencies occur. Teachers' role is essential as Isaacson states, "Giving careful feedback will reinforce newly learned skills and correct recurring problems" (1996). Similarly, Al Badi (2015) believes that students need teachers' assistance. Teachers can train students, for instance, to avoid plagiarism while working on their library research. She also stresses the importance of considering students' needs through identifying their problems in a kind of a test. Students should have sufficient opportunities to practice writing continuously. In other words, they can overcome difficulties by practicing. Students should know the processes of writing (generating ideas, planning, drafting, and revising) and teachers have to monitor them with feedback so that students can master those techniques and have learning autonomy (Barkaoui, 2007).

The current study contributes to the research in terms of offering valuable insights into the most difficult aspects of academic writing faced by students at AIU. It highlights the key difficulties from students' point of view. Additionally, it concludes with suggesting some solutions to this problem.

## II. METHODOLOGY

#### **Course description:**

The present study was conducted during the second term of 2017 academic year. Students who take AWR course should have finished a number of levels which starts from 0 (elementary) to 3 (Upper-intermediate). Classes had an average of 25 students who study different majors at AIU. The course had two parts: in the first one the students had to

learn how to write different types of essays in an academic way including: opinion essay, comparison/contrast essay, and cause/effect essay.

In the second part, students were required to submit a library research by the end of the semester. They had to decide a research topic, design the research, and write up a research paper. This had the aim of facilitating students' scientific thinking through writing academic papers. The research has 15 marks out of 100 distributed as follows: 5 for submitting a draft in which teachers provide students with a written feedback on the research, 5 for interviewing students on what they did in the research, and 5 for the final submission. The textbook being taught is compiled and edited for AIU.

#### The instrument:

Data from real life situations of using the English language for academic writing purposes was collected, described, and analyzed. To collect empirical data, a questionnaire, mostly adapted from Elbow & Belanoff (2000) and Al Badi (2015), was given to learners after the completion of the course to assure they have acquired the needed knowledge and experience to choose their level of agreements on the items provided. The items were modified to fit into the purposes of the current study. As the course was taught in English, the method used for collecting data was applied in English and the content of the questionnaire items all aim at answering the research questions.

Among the 29 items, 17 were adapted from Elbow & Belanoff (2000). The 29 items included in the questionnaire followed the closed form instead of the open-ended one as the former proves to be easily analyzed (Edwards & William, 1998). In addition, the presented choices in the questionnaire were: Agree (A) – Neutral (N) – Disagree (D). These variables were included with an attempt to regard different levels of approving or disapproving and to make items easy to interpret.

The first 3 statements in the questionnaire are about students' attitude towards writing. Then the statements from 4 → 7 focus on the stage of generating ideas for writing purposes. Item 8 is for revising while item 9 sheds light on the editing stage. The linguistic elements role in causing writing problems are discussed in 5 items from 10 → 14. Statements number 15 and 16 seek answers on participants' awareness of the writing process. Statement 17 highlights the issue of motivation. Statements 18 → 29 focus on all the stages of writing research (see appendix 1).

#### Participants:

Students of Arab International University (AIU) who take the AWR course can be freshmen or seniors as the course is taken depending on finishing levels (see course description) rather than having it in one specific year. Therefore, their age ranged from 18 to 24 years old. Participants were randomly selected from 5 classes taught by 3 different teachers. Moreover, most of these students were expected to have relatively high English ability as a result of passing a number of levels before. However, students were proved to have limited knowledge and skills of academic writing before starting this course.

TABLE I.  
PARTICIPANTS' BIODATA

Age	Range: 18 → 24; average age: 21
Year of study	First year: 5 – Second year: 10 – Third year: 11 – Fourth year: 15 – Fifth year: 9
Major	Architecture: 11 - IT: 3 – Civil: 4 – Art: 6 – Pharmacy: 24 – BA: 2

#### Procedure and data analysis:

The questionnaire was distributed to students in week 13 to assure they have had the required knowledge to answer the questionnaire. Thus reliable data can be collected from them. Furthermore, all of the participants completed the questionnaire in class under their teacher's supervision. The data obtained from the questionnaire was analyzed to calculate students' responses to each item. Finally, the information was analyzed, the findings were discussed and supported by literature, and some recommendations were suggested.

The results are directly presented after each related question; furthermore, findings are classified in appropriate charts and figures to be clarified and explained afterwards.

### III. RESULTS AND ANALYSIS

This section presents answers to the two questions raised in this study. The answers are based on analyzing data collected from the questionnaire which was distributed to students toward the end of the AWR course.

#### What are the writing problems amongst AIU students taking the AWR course?

First, 3 items in the questionnaire seek to discover students' attitude towards the writing skill. 22% denied any kind of enjoyment in writing while 30% preferred to choose the neutral option. However, 48% assured enjoying writing. 44% of students proved that they would not write for pleasure in their free time. 28% believed they have poor academic writing skills while 34% chose to be neutral regarding this item. Choosing to be neutral can highlight participants' lack of awareness and knowledge of assessing themselves as being good or bad. Moreover, when participants prefer to be neutral in their selection it can be explained as they are timid to express their opinion. So, it can be deduced that AIU students generally have a rarely positive attitude toward writing.

With regard to the stage of generating ideas for writing purposes, 46% of students confirmed their ability to brainstorm ideas (item 4) especially if the topic was of interest to them as the result of item 6 shows (50%). This contradicts the study of Jimenez, Esmeralda, Mira, Cecelia, and Stephany (2013) who concluded that students

considered brainstorming as the most perplexing writing technique. Also, Asadifard and Koosha (2013) research showed that 92% of participants are reluctant to write because they cannot organize their thoughts. Concerning the revising stage, more than half of the participants thought they have difficulty revise their writing as they have no ability to see their own mistakes (see figure 1).

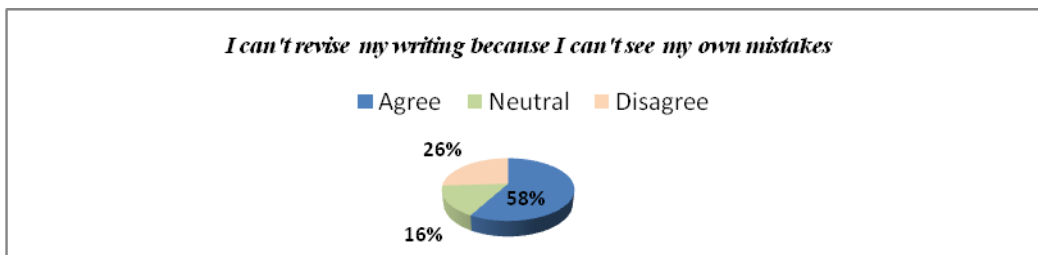


Figure 1. Revising stage - item 8

Linguistic competence is usually perceived by EFL students as the most infamous reason causing writing difficulties (Mojica, 2010). The students in the research of Asadifard and Koosha (2013) stated that one major difficulty they face is the insufficient linguistic skills. Likewise, this study showed that the grammatical features of the language can cause students difficulties in writing (see figure 2).

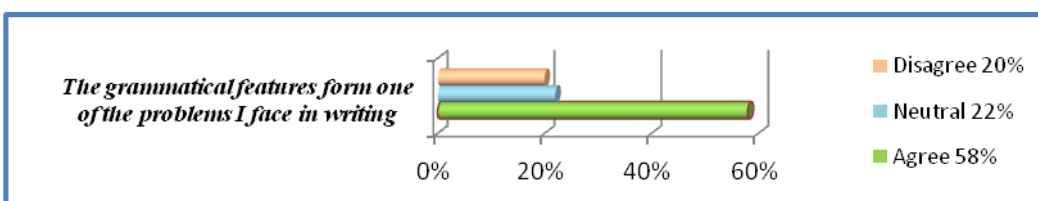


Figure 2. The grammatical features role - item 12

However, AIU students suffer less regarding using appropriate vocabulary since 48% thought they can use the required expressions and words to express their ideas and this opposes Abdulkareem’s study in 2013 who deuced that Syrian students view vocabulary to be a source of trouble they face in academic writing. Nevertheless, students pay more attention to the linguistic elements in general (spelling, grammar, and vocabulary) than to the content and the organization of their ideas (see figure 3). To enhance this point, participants in item 28 claimed that what they suffer from the most in writing academically is the language use (54%).

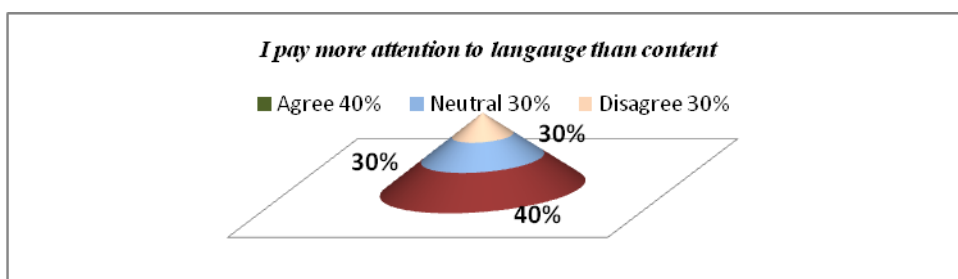


Figure 3. Attention to language more than content - item 14

Not all participants demonstrated ability to identify the problems they have in their writing. 40% asserted their capability of detecting the mistakes whereas 34% do not have this skill. Motivation plays an essential part as 60% of participants agreed on the need of inspiration to write perfectly which is similar to the findings of Alfaki’s (2015) and Rabab’ah in 2003 (see figure 4).

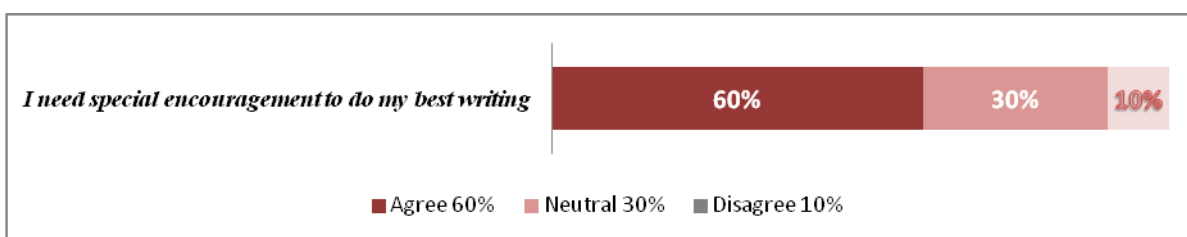


Figure 4. Motivation role - item 17

According to Marshall (1991), the components of writing research are more difficult than using structure and correct grammar usage. This study tackled the issue of research in detail to add to literature more insights. 23 out of 50 students

(46%) let their writing happens with little planning while 28% do not. However, data gathered from participants showed no significant problems in choosing academic research topics or forming research questions to guide the writing process (see figure 5).

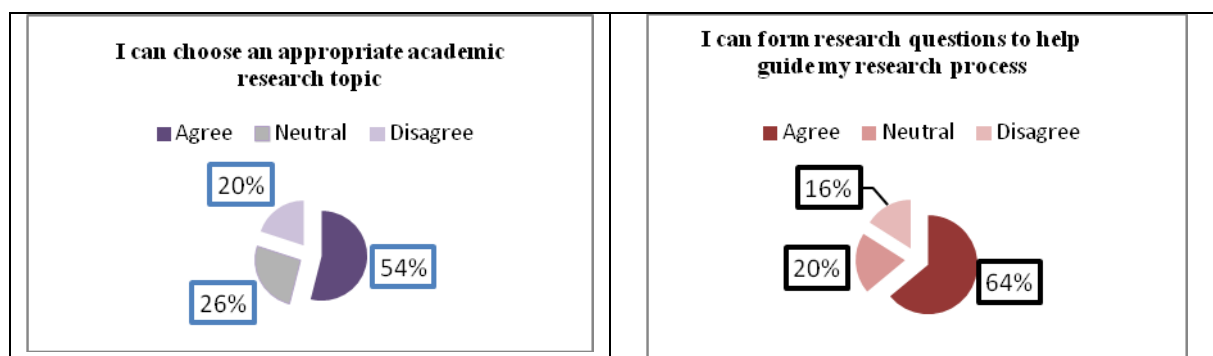


Figure 5. Research topic and questions – items 19 & 20

From another angle, data showed that students are hesitant regarding the stage of preparing an outline for their research. 34% (17 students) selected to be neutral regarding item 21 while 20% (10 students) admitted having difficulty with working on the outline.

With regard to incorporating other works into their research, almost half of participants (48%) affirmed having no problem with the technique of paraphrasing whereas 32% remained neutral. Moreover, 46% assumed forming accurate quotations in their writings. However, 30% said that the infamous weakness they suffer from is referencing and citation. Additionally, the majority of participants (72%) still believed that writing a research is a slow process that needs time to get it done (See figure 6).

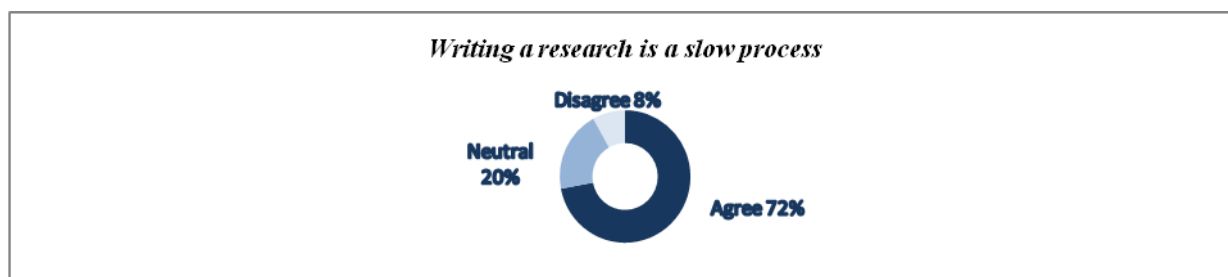


Figure 6. Viewpoint on the process of doing research – item 24

66% of participants admitted that they write only to get marks (item 25) and that only 18% believed in their abilities to write a good academic research paper (item 26). Furthermore, 54% described writing assignments in English to be 'difficult' (item 27).

It can be deduced that there are many reasons that can cause writing difficulty for AIU students taking the AWR course. One reason is because of students' low perception of their English capabilities since they may not have the necessary English language skills to cope with writing assignments, especially when it comes to grammar. Another reason is the lack of motivation as they proved to need encouragement to finish their writing tasks. Additionally, results show that students do barely enjoy writing and that they view it negatively.

With regard to doing research, AIU students seem not to believe in their writing skills to do research which can cause them difficulties in writing. Furthermore, data analysis demonstrates lack of planning for research and that getting stuck at the stage of outlining can reflect destructively on their writing outcome. One last cause of trouble in academic writing can be attributed to referencing and citing, in addition, to admitting that working on research needs plenty of time.

#### What are some possible ways to address these problems?

Depending on the analysis of data gathered from students at AIU participating in this study, a number of solutions to the difficulties they face in academic writing is presented.

- Having a placement test before the course starts. The purpose is to do intensive proficiency course for those with poor proficiency before getting AWR course.
- Highlighting the importance of writing to students and raising their awareness of its significance.
- Raising students' awareness about the meaning of AWR and increasing their perception of it as they have to enter this "formal" world.
- Redesigning the course book to meet students' needs.
- Enriching the course with materials that can make students practice many more skills.
- Creating space for intensive writing tasks where students can practice more.

- Creating space for more writing activities and assign extra classes for those who need them.
- Raising awareness of self-editing.
- Exerting more effort to help students write in accordance with a plan (Outline stage).

As of highlighting the role of teachers in helping students overcome the writing problems, the following ideas were suggested:

- Teachers have to play a role in motivating students to become better writers.
- Teachers should help students believe that they can be successful writers if they practice and exert some effort; they must believe that writing is a skill gained through hard work.
- Teachers should believe in their ability to make a change in their classrooms.

#### IV. DISCUSSION AND CONCLUSION

Writing is a demanding skill (Reid, 2002) and the body of research has shown that university students have problems regarding academic writing. That is why the current study has aimed at examining this problem from AIU students' perspective in order to find applicable solutions. Results have shown that students have difficulties in revising their own writing pieces as they can hardly detect their mistakes. Additionally, grammatical features form another problem that cannot be overlooked and students proved to pay more attention to the language rather than the content. Students also stressed the importance of their need for motivation to do good writing. Moreover, the majority believed that writing is a slow process that needs lots of hard work. The study concluded by suggesting some ways to deal with the problem.

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# A Comparative Study of Interpersonal Function Political Speeches—A Case Study of Inaugural Speeches by Theresa May and David Cameron

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**Abstract**—This paper, on the basis of the interpersonal function of systemic functional grammar, aims to analyze interpersonal meanings construction in the inaugural speeches of Theresa May and David Cameron in terms of personal pronoun, mood and modality. It is identified that similarities and differences are reflected in the construction of interpersonal meanings. In light of similarities, both of them take the advantage of first person as a way that conveys their wills and builds up their authorities, seek to shorten interpersonal distance with the use of modal verbs of median and low degree, and employ the indicative mood to express their views and win supporters. On the other hand, they show different tendencies towards the use of modal verbs of high degree of modality and choices of second person verbs with regard to their distinct inaugural backgrounds. A comparative study of different inaugural speeches from the perspective of systemic functional grammar will help to gain an in-depth understanding of the organization and informational purposes of political speeches.

**Index Terms**—inaugural speeches, interpersonal function, comparative study

## I. INTRODUCTION

Systemic Functional Grammar (SFG) is founded by the English linguist M. A. K. Halliday, aiming to expound the internal relations in language as a system network and revealing that language serves as an approach to social interaction by regarding actual uses of language as the object of study (Hu Zhuanglin, 2011). In the system of Halliday's functional grammar, an essential part of SFG, language has three meta-functions which are used as the basis for exploring how meanings are created and understood. These meta-functions refer to ideational function, interpersonal function and textual function (Halliday, 2008). Among them, the interpersonal function is defined as "an interactive event involving speaker, or writer, and audience" (Halliday, 2008, p.106). In other words, language plays a role of building and maintaining appropriate social relations, and indicates the roles of the participants in communication. And "it is also a proposition, or a proposal, whereby we inform or question, give an order or make an offer, and express our appraisal of and attitude towards whoever we are addressing and what we are talking about" (Halliday, 2008, p.29). On the whole, the interpersonal function works to represent the speaker's identity and status and show his or her attitudes, motivations or inference to the surroundings. According to Halliday's theory, the interpersonal function of language can be realized lexico-grammatically by mood type, modal operator and vocative address, which are particular elements of the clause. The choice of vocative address plays an essential role in the establishment and maintaining of the relationship between the speaker and the listener. Mood shows what role the speaker selects in the speech situation and what role he or she assigns to the addressee. Modality is related to speakers' judgement and will, expressing the effectiveness of proposition that the speaker makes judgement about, obligations of the listener that the speaker asks to fulfill or personal will of proposing.

Political oration is to elaborate speakers' standpoints, opinions, attitudes and proposal with the aim at one country's internal affairs and diplomacy. There are many types of political speeches, including the campaign speech of the head of the government, policy speech, inaugural speech and more (Li Yuanshou, Zhou Kunshan, 2003). This kind of speech aims to help the speaker obtain voters' support and advocacy. For this goal, orators have to decide how they give their speeches and what they choose to say in their speeches tactfully and subtly. On the one hand, the speeches serve well to express accurately their political views and attitudes to the audience and on the other hand, the speeches assist speakers in building harmonious relationship with the audience to gain their support. Therefore, according to the view of functional linguistics ---- choice is meaning, the interaction between the speaker and the audience in political speeches reflects interpersonal function. As all types of political speeches have a lot in common in some aspects, such as their natures and purposes, their similarities are obviously prominent in the construction of interpersonal meaning. It cannot be denied that individuality does exist objectively, which is true of speeches of the same type.

Based on the system of Halliday's theory of interpersonal function, this paper selects the inaugural speeches of

newly-appointed British prime minister Theresa May and ex-prime minister Cameron as linguistic data to analyze and compare. This paper seeks to reveal differences and similarities of their speeches in the construction of textual interpersonal meaning from the perspective of mood type, modal operator and vocative address as well as to analyze the reasons why they choose different strategies. In so doing, this paper aims to look into the potential meanings and intentions of political speeches.

## II. THE OVERVIEW OF INTERPERSONAL FUNCTION IN SYSTEMIC FUNCTIONAL GRAMMAR

### A. Vocative Address

Vocatives are usually the terms used to address others. In many dialogic contexts, the speaker uses them to mark the interpersonal relationship, and sometimes claim superior status or power (Halliday, 2008). In texts, using vocative address properly imposes positive influence on the establishment and maintaining of the interpersonal relationship between the speaker and the listener. Li Zhanzi (2002) argued that vocative address was also able to serve the function of interpersonal meaning of language apart from mood type and modal operator. In English language, personal pronouns are divided into three types: first person, second person and third person, and each personal pronoun has singular and plural forms. People always refer to the speaker in communications as the first person, the listener as second person and others not present as the third person. This version of explanation is not accurate and complete as it stands simply from the perspective of social interaction and without taking enough factors into consideration. Different circumstances, different users and scopes of demonstrative pronouns all have influence on what and who are referred to. As the meanings of personal pronouns are complex and dynamic, all pronouns need to be analyzed case by case. In total, first person and second person in speeches are employed more frequently due to their function of the construction of interpersonal meaning in texts. Compared to third person which gives people the feeling of distance, the abundant use of first person and second person in texts has the advantage of shortening the distance between the speaker and the listener. Then it can help succeed in delivering the audience feelings of harmony and kindness and pushing communicators to interact more closely so as to reach the goal of communication.

### B. Modality

Modality, a major component in Systemic Functional Grammar, serves to realize interpersonal function and involves degrees and scales. Halliday (2008) established three basic values to formalize the modal judgment “ high, median and low ” (p.620). There are many forms to show modality in texts. For example, modality can be realized with modal verbs such as “ can, will, must ”, with modal adverbs such as “ probably, certainly ” and with predicate verbs such as “ be supposed to, be obliged to”. This paper focuses on the application of modal verbs to the construction of interpersonal function. As the meaning modality expresses lies between “ YES ” and “ NO ”, namely “ positive ” and “ negative ”, modality thus has scales. The scales can make what is said inclined to be positive or negative and also express possibilities, frequency, obligation and will of different degrees. The scales of modality are divided into three degrees: low, median, high (see table 1.)

TABLE 1  
VALUES OF MODAL VERBS

	Positive	Negative
low	Can, may, could, might, dare	Needn't, doesn't need to, do/does have to
median	Will, would, should, shall, is/was to	Won't, wouldn't, shouldn't, isn't/wasn't to, shall not, will not
high	Must, ought to, need, have/had to	Mustn't, oughtn't to, couldn't, mightn't/may not, hasn't/hadn't to

### C. Mood

Systemic Functional Grammar believes that in the course of speech, the speaker himself or herself is considered to play a specific role and to assign a specific role to the listener (Halliday, 1973). In Halliday's words, mood shows what role the speaker selects in the speech situation and what role he or she assigns to the addressee. There are just two basic tasks they need to complete regardless of how information roles alter: giving or demanding, and service, commodity or messages are exchanged in communication. The roles and the things in the exchange, two major factors involved when language is used as a communication tool, jointly perform four linguistic functions: offer, statement, command and question. In terms of grammatical structure, among these four functions, statement, command and question are respectively realized by declarative mood, interrogative mood and imperative mood. Command, unlike them, can be realized by different moods. Halliday (2000) defined mood structure as “ Subject + Finite ”. Subject, as an important part in proposition, is responsible for effectiveness and success of proposition or proposal. On the other hand, “ finite ”, a reference point for proposition, connects the proposition with the contexts where social interaction takes place. “Finite” offers two reference points in English language. The first one is the time when speech happens, such as “ was ” in “ An old man was crossing the road ”, and the other one is the judgement the speaker makes, such as “ can't ” in “ It can't be true ” (Hu Zhuanglin, 2005). The former one is called primary tense and the latter modality. Mood is the core of communication as mood is the key to the exchange of clauses (Thompson, Geoffrey, 1996). The relationship between positions of subject and finite decides the mood : if the subject is followed by finite, this clause belongs to



declarative mood; if the subject is after the finite, this clause interrogative mood; if there is neither subject nor finite, this clause imperative mood (Hu Zhuanglin, 2005).

### III. COMPARISON OF THERESA MAY'S INAUGURAL SPEECH WITH CAMERON'S

How politicians make speeches and what they choose to say are generally influenced by specific time, aims and social backgrounds (Sun Aizhen, Zhao Jiangrong, 2014). This paper chooses two inaugural speeches as linguistic data, one made by Cameron after he won the general election in May of 2010 and the other one made by Theresa May who was the newly appointed prime minister in July of 2016. On the one hand, two events both happened in Britain: Britain fell out of the EU and new prime minister was appointed. Therefore, it is important and meaningful to study the inaugural speeches new prime minister has made. On the other hand, to analyze and compare inaugural speeches of the same kind from the perspective of interpersonal function can not only help to explore the differences and the similarities of the construction of interpersonal meaning between speeches of the same kind, but also to deepen the understanding of the interpersonal function in contexts.

In May of 2010, the Conservative Party Cameron belonged to won in the general election and then became the biggest party in the parliament. However, the Conservative Party and the Liberal Democrats were jointly combined into coalition government through negotiation because of failure to obtain multitude seats in parliament. Cameron was appointed as the prime minister and also became the youngest prime minister ever since 200 years ago. As then Britain just got over financial crisis, major issues remained to be addressed, including slow economic recovery, financial deficit and people's disappointment about the administration. It was a top priority to find a way out to convince people to believe that coalition government was willing and able to solve all the problems the country was confronted with as well as to reestablish people's trust in politics and motivate them to make joint efforts for a more responsive society.

Theresa May, the newly appointed prime minister, unlike Cameron who won the general election by touching people with the voice of "reform", went through another turning point, Brexit. In her inaugural speech, Theresa May, to begin with, recognized ex-minister Cameron's great contribution to the legalization of same-sex marriage and the policy in exemption from individual income tax for low income earners. She would remain committed to Cameron's idea of "one country" and renew the concept of "unity". In addition, she also made a promise that she would devote herself to each and every citizen and call for all citizens' joint efforts to cope with Brexit for a better England. As a female prime minister, who was entrusted with a mission at a critical and hard point, she had to figure out how to give an inaugural speech to quickly gain people's trust and how to make people aware that all citizens must make concerted efforts to get through the hard time of reform.

#### A. Interpersonal Function by Vocative Address

Vocatives usually serve as an important pragmatic strategy to construct identity that aims to achieve interpersonal meaning and communication effect. It is common that vocatives function as subject in political speeches. According to the statistics ( see table 2 ), Cameron and Theresa May in their own inaugural speeches employ a lot of personal pronouns as subject. The times of use of first person, second person and third person in Cameron's inaugural speech are respectively 56, 1, 4, accounting for 91.8%, 1.6%, 6.6%; those in Theresa May's inaugural speech are respectively 41, 39, 1, accounting for 50.6%, 48.2%, 1.2%. It can be seen that although both of two ministers are inclined to use first person there is still difference in the use of them, which is mainly reflected in the comparison between the use of first person and second person. The frequency of the use of first person and that of second person in Cameron's inaugural speech differ greatly. In contrast, Theresa May seems to strive to find a balance between them. We will discuss and analyze them in the following part.

TABLE 2  
TIMES AND PERCENTAGE OF PERSONAL PRONOUNS IN TWO SPEECHES

orator Times, percent person	First person		Second person		Third person	
	times	percent	times	percent	times	percent
Cameron	56	91.80%	1	1.60%	4	6.60%
Theresa May	41	50.60%	39	48.20%	1	1.20%

Two kinds of first personal pronouns are used in the inaugural speech of Cameron: we and I. It is certain that "I" refers to himself while it is complex to tell who "we" refers to. It is generally believed that the personal pronoun "we" reflects two meanings, inclusive and exclusive, which are both shown in Cameron's speech. Inclusive "we" of 9 times semantically refers to all the British people including Cameron himself, and exclusive "we" of 5 times refers to the new coalition government composed of the Conservative Party which he belongs to and Liberal Democrats led by Nick Clegg. In his inaugural speech, Cameron tactfully uses inclusive and exclusive "we" in a mixed way. He sometimes stands at the same line with British people to face the problems and sometimes makes promises that he will protect public interests in honor of coalition government. He sometimes calls for the confidence and trust in the reestablishment of Britain, and sometimes sincerely appeals for the building of a more responsible social community.

All he says and does in his inaugural speech successfully shapes himself a people-caring, responsive and competent image. Two examples are shown below.

1. *And a guide for that society, that those who can, should, and those who can't, we will always help. I want to make sure that my government always looks after the elderly, he frail, the poorest in our country. We must take everyone through with us on some of the difficult decisions that we have ahead.*

2. *That means fighting against the burning injustice — that if you're born poor, you will die on average nine years earlier than others. If you're black, you are treated more harshly by the criminal justice system than if you're white...*

In the example 1, the first two “we”s are exclusive, referring to the coalition government led by Cameron, and the third “we” is inclusive, referring to all the British people and all the members in his coalition government. Inclusive “we”, on the one hand, conveys the message that the coalition government represented by him stands at the same line with all British people. By doing so Cameron succeeds in shortening the distance between people and government and then thereby in building a relationship of mutual trust. On the other hand, exclusive “we” plays a key role in making the coalition government more authoritative and shaping a mighty image of government. Both the synergy of inclusive and exclusive “we”s help Cameron not only win people’s trust and favor but also effectively and powerfully appeal to people to join hands for a more responsible society.

“We”s in Theresa May’s inaugural speech are to be not discussed as all the “we”s in her speech shows the same aim as Cameron’s speech. The second personal pronoun “you” generally refers to the audience. In Theresa May’s inaugural speech, “you” refers to each British citizen and particularly those who are struggling for life and suffering from social inequity. Li Zhanzi (2001) argued that addressing the audience directly triggers oral communication model so as to make the existence of audience more obvious. Han Kaihua (2012) pointed that modal words, modal operator and the repetition of personal pronouns makes texts more powerful and persuasive. In example 2, the sentence model “if you are... you will/ are...” is repeated, in which the ordinary people that “you”s refer to are put in a prominent position. This has the advantage of making the speaker and the audience feel like they are talking face to face, thereby triggering their emotional resonance more easily. By doing so, the speaker can naturally gain people’s attention, make them realize that they are closely bound up, and instantly shorten the distance between the government and citizens. Thus it can be seen that second personal pronoun “you” is an intentional choice she has made against the political background at that point. All in all, in light of the construction of interpersonal function of personal pronoun, both of these two speeches ultimately have reached the same goals in spite of their different ways.

#### B. Interpersonal Function in Modal Choice

There are ways to realize modality in texts. Various expression ways of modality can cause prominence of quality or quantity, which is the key to the comprehension of text genre and interpersonal meaning (Cao Xia, Sun Qiyao, 2014). Values of high, median and low, to different degree, are shown in inaugural speeches of Cameron and Theresa May. Firstly, in the statistical table of the use of modal verbs in two speeches (see table 3), it is found that Cameron uses modal verbs in total as almost frequently as Theresa May, respectively 19 times and 18 times, but there is difference in ways of performing. On the one hand, Modal verbs of median value account for most in both, while there is no great difference among the use of modal verbs of high, median and low value in terms of values. In contrast, Theresa May is inclined to use modal verbs of median and low value without using modal verbs of high value at all. On the other hand, types of modal verbs in Cameron speech are more diversified, including “must, can’t, need, will, should, would and can”, while Theresa May uses only three types of modal verbs, “will, will not, can”.

The difference shown above has something to do with the difference of speeches’ backgrounds, aims and strategies to construct interpersonal meaning. Cameron winning the election is the result of people’ election. He needs to make use of multitude of modal verbs of median and low value to maintain a harmonious relationship with citizens. In addition, as a prime minister, the symbol of authority and power, he has to use plenty of modal verbs of high value in order to be well recognized and supported by common people. The situation of Theresa May is more complex as she is appointed as the prime minister when Cameron announces his resignation after Brexit referendum. British voters know a little about her although Theresa May remains a member of Conservative Party for four generations, and thus it is highly significant for her to figure out how to build relations with citizens and gain their trust and support. That is the reason why she tries to avoid using modal verbs of high value which highlight power relationship. Her tendency to use modal verbs of median and low value more often helps shorten the distance between her and the audience. Two examples are shown below.

TABLE 3  
COMPARISON IN TIMES AND PERCENTAGE OF THE USE OF MODAL VERBS

Values	Cameron		Theresa May	
	Times	Percent	Times	Percent
Low	6	32%	3	17%
Median	8	42%	15	83%
High	5	26%	0	0%

3. *We will do everything we can to give you more control over your lives. When we take the big calls we will think not of the powerful, but you. When we pass the new laws we will listen not to the mighty, but you. When it comes to taxes we will*

*prioritize not the wealthy, but you ... (Theresa May)*

In example 3, Theresa May makes use of “ will, can, will not ” of median and low value instead of modal verbs of high value, especially the repetition of “ will not... but you ” sincerely and firmly reflects her standpoint and views. Her speech is simple and unadorned but makes a strong promise all the ordinary people are most eager to hear. That is she will be in power to represent and protect the interests of ordinary people instead of those who are prominently rich and powerful, which gives people hope and makes her speech and the government widely acknowledged. What is more, it sets a solid basement for the call for joint efforts to shape a new image of the country and build a better country.

4. *And a guide for that society, that those who can, should, and those who can't, we will always help. I want to make sure that my government always looks after the elderly, the frail, the poorest in our country. We must take everyone through with us on some of the difficult decisions that we have ahead. (Cameron)*

Unlike Theresa May, Cameron takes the strategy of combining modal verbs of high, median and low value to construct interpersonal meaning. First, Cameron expresses his concerns over each British citizen by using “ can, should, can't, will ” of median and low value. That helps shorten the distance between Cameron and ordinary people and gain their trust and favor. Then Cameron, with the use of “ must ”, firmly expresses his standpoint and his resolve of leading each citizen to go through hard times. This modal verb of high value makes his wish more powerful and persuasive and helps Cameron create a people-caring and mighty image of leader.

### C. Interpersonal Function of Mood Choice

Both of the two inaugural speeches last about four minutes. In Cameron's speech, there are thirty sentences in total, most of which are declarative sentences expressing indicative mood and offering information. With these statements Cameron expresses his gratitude for the contributions last government has done and points out the mixed situation of deficit and two parties in coalition. At the same time, he shows to people his resolve to rebuild the government and his hope that all citizens can join hands to create a more responsible society.

5. *Yes, that's about cleaning up expenses; yes, that's about reforming parliament; and yes, it's about making sure people are in control and that the politicians are always their servants and never their masters.*

Cameron demonstrates some measures his administration will take to rebuild people's trust with the use of three declarative sentences: reducing expenditure, parliamentary reform, ensuring people's management and politicians' service for people. The repetition of his mood stresses his resolve to reform and makes the messages of his statements more reliable, which helps to establish a good interpersonal relation with people.

There are 33 sentences in Theresa May's speech in total, most of which are of indicative mood. What is different from Cameron is that the sentence patterns of statements are more diversified. Apart from traditional statements, she also uses IF adverbial clause of condition and temporal adverbial clause and others ( see example 1 ). IF adverbial clause of condition can make people feel care from the government, no matter whether they cannot live long due to poverty or they are treated unfairly because of their black skin. Theresa May government actually sends a message with the repetition of the mood: if you are treated unfairly, we dare not pretend not to know, and instead that is what we must change. Compared to those gaudy promises, this sincere attitude is easier to help her win people's trust and support.

It can be seen that both of their inaugural speeches adopt the same strategy in terms of mood. What needs to be noticed is that statements like “ Real change is when everyone pulls together, comes together, works together, when we all exercise our responsibilities to ourselves, to our families, to our communities and to others ” ( Cameron ) do not use indicative mood but still achieve the interpersonal function of “ giving ” and “ receiving ”.

## IV. CONCLUSION

There are many ways to realize the interpersonal function in political speeches. Based on interpersonal function of SFG, this paper discusses the construction of interpersonal function in inaugural speeches of Cameron and Theresa May from the perspective of vocative address, modality and mood. It aims to reveal differences and similarities in the strategies of reaching the goal of speeches as a way that helps understand interpersonal meaning and purposes of inaugural speeches. The research finds that both of the two speeches have something in common and something different.

The similarities lie in that 1) in vocative address they both are good at making use of first person to express their will and build their authority; 2) in modality they utilize tactfully modal verbs of median and low to shorten the distance between them and people so as to successfully establish a sound relation; 3) in mood they take the advantage of employing indicative mood to express their propositions to gain support.

Their difference is mainly reflected in the specific manipulation of vocative address and modality. In modality Cameron tends to employ modal verbs of high value to establish his authority while instead Theresa May tries to avoid using this kind of modal verbs of high value so that she can get people's recognition quickly and lower the risk of being excluded by people. In the choice of vocative address, Cameron seems to show more authority, who mainly makes use of first person “ we ” and “ I ”. Theresa May instead is more inclined to integrate her authority and friendliness with the use of first person “ I ” and second person “ you ”, which not only builds her authority but also shortens the distance between her and voters as well as helps her gain people's trust.

What is worth noticing is that in the construction of interpersonal meaning, the choice of vocative address, modality

and mood are not independent but complementary to each other.

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# English Teaching Reform in Local Undergraduate Colleges Based on Interlanguage Fossilization

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**Abstract**—The interlanguage fossilization is a distinguishing characteristic of second language acquisition and plays an important role in promoting the foreign language teaching in China. According to survey four main problems of English teaching in local undergraduate colleges have been found, involving language environment, teaching methods, teacher-student relationship and test mode. Therefore, this paper expounds the characteristics, classification and basic causes of interlanguage petrochemical phenomena, and proposes the main measures of English teaching reform in local undergraduate colleges from the perspective of theory of interlanguage fossilization. The reform measures are as follows (a) foster a good language learning environment, (b) emphasize learning strategy in the teaching process, (c) innovate teaching concepts and teaching models, (d) select high-quality teaching materials and strengthen teacher promotion.

**Index Terms**—interlanguage fossilization, local undergraduate colleges, English teaching, reforming measures

## I. INTRODUCTION

Interlanguage was pioneered by American linguist Selinker who firstly proposed this concept at the 1969's Cambridge International Conference and formally used the term "Interlanguage" in his article in 1972. Selinker made it clear that interlanguage is a unique and independent linguistic system in which the second language learners recognize the manner and result of the target language in a particular stage of the learning process. Dai made a further generalization of this linguistic phenomenon, pointing out that interlanguage is a language system used by learners in foreign language learning between mother language and target language, and it has both language characteristics, and gradually closes to the target language, but not the exact target language (Dai, 2001, 2005).

Three main characteristics of interlanguage are summed up, namely systematic, permeable and dynamic. (1) Systematic. Although interlanguage is changable, the learners' use of second language is regular and predictable. Second-language learners, just like native speakers, use their known rules system to conduct communication, which is the concept of interlanguage comes from. According to its internal organization, it is also a system composed of internal elements, namely the rules system of speech, vocabulary and grammar. When it comes to its function, interlanguage can be used as a tool for interpersonal communication. (2) Permeability. Interlanguage is an open system which determines its permeability. Although interlanguage is developed step by step, it is not fixed at a certain stage. As the learner's language level improves and new knowledge permeates the original knowledge, the errors in the interlanguage are constantly revised to establish new language rules. This permeableness of interlanguage provides possibility of approaching target language. (3) Dynamicity that is named variability in other words, is one of the most prominent features of interlanguage. Like other natural languages, interlanguage is constantly developing and evolving, but changes are also in stages, and each stage is linked to each other to form a continuum. Each stage can be represented by a point on the continuum.

Numerous studies have shown that most learners' interlanguage will stay somewhere after reaching a certain level, instead of continuing to steadily move toward the target language as in the past. Some forms of non-target language will never disappear, and the so-called petrification phenomenon of interlanguage appears (Selinker, 1992a). The researches on petrochemical phenomena by scholars at home and abroad mostly discuss the reasons for its formation in theory. After analyzing the relevant research results, this paper discusses how to help students in local undergraduate colleges overcome the rigidity in English learning, reduce the phenomenon of language petrification in English teaching, and help improve the efficiency of teaching and learning English.

## II. INTERLANGUAGE FOSSILIZATION

### A. Definition of Fossilization Phenomenon

Only about 5% of second language learners may eventually reach the level of the target language, that is, most of second language learners' interlanguage can't reach the end of their continuum. Selinker called the phenomenon as

*fossilization*. Selinker explain the phenomenon of language fossilization refers to the fact that some linguistic items, grammatical rules and systematic knowledge in interlanguage of foreign language learners tend to be fixed, which age and the amount of study change do not work on. Fossilization structures generally exist in a latent manner or in the use of interlanguage even after apparently cleared up (Slinker, 1992b).

#### *B. Classification of Fossilization Phenomenon*

The phenomenon of fossilization is divided into individual fossilization and group fossilization (Slinker, 2001). And the individual fossilization phenomenon of learners manifests itself in the following aspects: (1) mistakes fossilization, (2) language ability fossilization. Mistakes fossilization appears as mistakes repeatedly appear after being corrected for many times and thought to have been cleared; the language ability fossilization refers to the interlanguage fossilization in speaking, grammatical structure and vocabulary. Group fossilization refers to the fact that when fossilized foreign language ability is universal and becomes a normal phenomenon in society as a whole, which will lead to the emergence of a new dialect.

#### *C. Characteristics of Interlanguage Fossilization*

The two prominent features of interlanguage fossilization are permanency and repetitiveness. Permanence means that the wrong language forms of the target language made by the second language learners are not only persistent but also indefinite. Repeatability refers to the wrong language forms of the target language made by the second language learners are repeated regularly, and this repeated error can be eliminated.

#### *D. Causes of Fossilization Phenomenon*

According to direct or indirect researches on fossilization from all aspects and perspectives, a series of factors have been identified as the reasons leading to fossilization of interlanguage. Selinker (1972) summarized the causes of fossilization phenomena into five aspects: (1) Native language migration, which refers to the transfer of native language features to second language learning in the process of learning second language; (2) The over-generalization of the rules of target language means that the learners use the individual language rules in the target language as the universal rules to create an interlanguage that does not have feature of the native language nor the target language; (3) Training migration means migration caused by the selection of teaching materials in which some language expression is not enough native or a bit difficult, the teachers' incorrect or inaccurate expressions, improper teaching methods or other factors; (4) Learning strategies refer to methods and strategies learners use in learning a second language or a foreign language. And their excessive analogy or simplification will form an interlanguage mistake in learning process; (5) Communicative strategies refer to a set of skills the learners use when encountering difficulties in the communication process. When learners can't express themselves in the correct target language, they will borrow the synonym, approximate expression consciously or unconsciously to form an intermediary language. Avoidance, retell, borrow, coinage are the commonly used communication strategies.

Schuman (1974) focuses on the impact of social and cultural environment on learners' psychology. His main theory is the cultural migration model. Schuman pointed out that if the cultures are quite different between society and target language of the L2 learners, it will cause some students' psychological burden so that they would be worried and try to keep a certain psychological distance with target language, and even reject to learn. In this way, the input of the target language will be limited, and the learner will rely on the mother tongue and the imperfect interlanguage, thus causing the petrification of the interlanguage. Schuman's actually admits the indivisibility of language and culture.

ELLIS (1994) analyzes the internal and external factors of interlanguage petrification from the perspective of biology and the motivation of learners. The internal factors emphasize that learners do not try to accept the cultural model of the target language because of the lack of cultural integration desire. The external factors mainly refer to communicative pressure and its feedback. The pressure is often felt when the learner exceeds his or her linguistic ability when learner wants to express in communication. And the long-term pressure often leads to language petrification.

Communicative feedback includes emotional feedback and cognitive feedback. The interlanguage used by the second language learner in the learning process will receive different emotional feedback and cognitive feedback from the native speaker or the second language teacher. Emotional feedback is transmitted by facial expressions, tones or gestures. There are three situations: positive, neutral and negative. Cognitive feedback is achieved through linguistic forms and there are also the same situations. If learners get positive emotional and cognitive feedback by using inaccurate or unfair language in the communication process, which will encourage learners to repeatedly use and form petrification in the long term. Therefore, it is best to use positive emotional feedback and negative cognitive feedback to avoid false petrification.

Long (2008) divides these factors into two major categories of internal and external factors as a whole, and the internal factors include cognitive factors, neurophysiologic factors and social emotional factors.

### III. CURRENT SITUATION OF ENGLISH TEACHING IN LOCAL COLLEGES AND UNIVERSITIES

"College English Curriculum Teaching Requirements" clearly puts forward that one of goals of college English teaching is to develop students' English comprehensive ability, especially listening and speaking ability, so that they can use English effectively in the future work and social communication in speaking and writing, while the other one is to

enhance their ability to learn independently and improve their comprehensive cultural quality, so that they can meet the needs of China's economic development and international exchange. The overall level of college English teaching has made great progress, and the achievements are obvious. However, although many students spend more than half of their time studying foreign languages, they are still "passive" in the learning process. Because of the passive and ineffective learning process, some phenomena eventually formed, such as deaf and dumb English, "high score and low energy". This phenomenon is even more prevalent, especially in local science and engineering colleges.

According to the research results of relevant domestic experts and the author's teaching experience (Zhao X, 2006; Bai, 2007; Tian, 2008; Luo, 2009; Yang, 2011), the teaching feeble in current local undergraduate English are summed up as follows.

#### *A. Lack of English Learning Language Environment*

Most Chinese students who are native speakers of Chinese are completely immersed in the environment of pure Chinese. The "Chi English" is the interlanguage fossilization caused by the mother tongue migration. In our country, except for a few English lessons per week, students rarely can talk in English at any other time. Moreover, except for large and medium-sized cities, most of our students usually start formal English learning in junior middle schools. As a result, their mother tongue have been basically shaped before English learning. Therefore, in the process of foreign language learning, especially in the formation of linguistic thinking, the mother tongue will undoubtedly have an impact on the study abroad.

#### *B. Relatively Lagging Teaching Philosophy, Teaching a Single Mode of Teaching Tools Behind*

According to a questionnaire survey conducted by China Foreign Language Education Research Center, English teachers in colleges still followed the traditional educational philosophy. In most of time teachers played the role of controllers and examiners in the classroom, neglecting the practicality of language teaching. Students lack initiative and selectivity in teaching, is not conducive to the enthusiasm of students. With the development of education, the student-centered and student-centered teaching mode has become a trend. The role of teacher role should be changed to provide information, material support and topic guidance.

At the same time, due to lack of sufficient financial resources and material resources in some local undergraduate colleges, the allocation of teaching resources such as campus network teaching platform has yet to be improved, affecting the students' English application skills and teachers' teaching level.

#### *C. Imbalance between Teachers and Students, Teachers Need to Improve the Quality*

At present, the teaching tasks of public English teachers are arduous. Especially in underdeveloped areas, the under-enrollment of college English teachers is widespread, the imbalance between teachers and students, the overload of English teachers and the limited opportunities for face-to-face exchanges with individual students. At the same time, college English teachers in local universities have fewer opportunities to go abroad for further study and exchange due to financial problems. They lack the chance to experience the language and cultural atmosphere of English-speaking countries immersibly. High-quality and highly qualified teachers' teams are difficult to form. The severity of linguistic and petrochemical phenomena may arise from the source of teaching.

#### *D. Students' Self-learning Ability Is Poor, and the Test-oriented Teaching Tends to Be Common*

According to the author's investigation, when students enroll in local undergraduate colleges, their skills of listening, speaking, reading, writing and translating are uneven. And the scores of CET 4 and CET 6 are indexed to the Bachelor Degree and the scholarship in many colleges, which makes the college English learning become benefit-driven. The college English teaching becomes "test-oriented education" which aims at researching tests, is taught for the tests and learnt for tests. In the end, the students' ability to use English is missing.

### IV. IMPLICATIONS OF THE INTERLANGUAGE FOSSILIZATION ON ENGLISH TEACHING IN LOCAL COLLEGES AND UNIVERSITIES

In 2017, there were 7.95 million undergraduate students in total in China, at least half of whom were enrolled in local undergraduate colleges. According to the investigation and analysis above, there are still many shortcomings in English teaching in local colleges in China. Interlanguage is an important part of the second language acquisition theory system. It reveals the psychological cognition process of second language learners, and involves important concepts such as language transfer, learning strategies and communication strategies. It can work on our English teaching and learning with the theoretical analysis of the petrochemical phenomenon of interlanguage. And also, through the analysis of the complex linguistic, psychological and socio-cultural factors that cause the interlanguage petrification, we realize that language errors are not completely negative factors, but an inevitable natural phenomenon. The repetitive nature of the interlanguage petrification tells us that the key is how to minimize the petrification of the interlanguage in the teaching practice.

#### *A. Develop a Good Language Learning Environment*

Second language acquisition is accomplished through language input. The main task of teaching is to provide the best

language input for foreign language learners. Of course, this target input must be of high quality, diverse, and difficult. As mentioned above, when the social culture of the target language differs greatly from culture of mother tongue, the students will be psychologically alienated from language and lose interest and motivation of learning. The construction of ideal environment is an urgent task for college English teaching.

First of all, teachers should use pure English as the teaching language to the maximum extent in the process of classroom teaching. Advanced schools can also listen to and teach directly on the Internet. Secondly, colleges should create an atmosphere of extra-curricular English learning such as seminars and evening parties, English corner, English speech contest, English proficiency contest and composition contest, English radio programs, literary reading and appreciation, English short drama show, English short film and video.

Furthermore, introduction of various knowledge in social and cultural fields of English-speaking countries is particularly important. It is emphasized that the popularity of cultural knowledge is as important as linguistic knowledge while teaching. Only by understanding the culture carried by English language can students gradually accept and produce the desire to integrate with them, and also mobilize the motivation and interest of learning. The cultivation of cultural acquisition can also improve the pragmatic competence of learners and gradually transform their interlanguage into the target language. In addition to the traditional listening, speaking, reading and writing classes, it is also necessary to offer western film and television appreciation, western social etiquette, customs, literature, history, and religious electives.

#### *B. Emphasize Learning Strategy in the Teaching Process*

The phenomenon of petrification caused by learning strategies is one of the most common phenomena among learners. A large number of empirical studies show that the learning strategy is enlightened. The research on learner strategy can inspire and guide the actual foreign language teaching and learner learning process. In local undergraduate colleges, students with middle and low scores in English occupy a large proportion, so it is necessary to guide learning strategies and training into the teaching process. Based on the trichotomy strategy, the students of with poor basic skills should be given special guidance and training of metacognitive strategies, so that they can play a better role in the regulation and control of cognitive strategies. Meanwhile they should be encouraged and guided to use more vocabulary associations strategy and context strategy, and combined formal drills with the use of functional drills. Through the help of teachers in English learning process, a set of suitable learning methods can be summed up and make students the real change from passive to active interest in English learning.

In the realistic teaching, teachers should apply the comparative teaching method. First, they can compare the similarities and differences between English and Chinese in terms of pronunciation, vocabulary, grammar and discourse rules. Of course, teachers should correct the error petrification caused by learning strategies such as over-generalization and simplification. Second, they must compare Chinese and western cultures, and let students understand the differences between Chinese and English rules. After deepening their understanding of the mother tongue and the target language, students can better and consciously adopt active and effective learning strategies.

#### *C. Innovative Teaching Philosophy and Teaching Mode*

(1) Teachers should apply modern teaching concepts, establish appropriate teaching objectives and properly treat students' interlanguage errors. In order to reduce the communication pressure of students in the classroom, teachers should use positive emotional feedback to correct the mistakes caused by students' interlanguage, such as smiling and nodding. At the same time, teachers should pay attention to the use of the criticism words and do not hurt learning enthusiasm of students. According to the characteristics of petrochemicals, teachers should pay attention to two points when correcting mistakes. The first thing is the nature of the mistake should be noticed. The mistakes in understanding often indicate that the learner is ignorant of a certain language rule. The mistakes require corrected by teacher immediately. If not corrected, it will stay in the transitional language and produce petrification. The teacher should inform students of the correct usage and make it a new knowledge for the learner. This helps learners cultivate grammatical awareness. The second thing is some mistakes should be ignored. Generally speaking, the error in expression may be due to the difference between the two knowledge systems and capabilities. Learners often make mistakes, not due to ignorant of a rule, most likely because of an error in overusing their learning strategies. This kind of mistake often disappears after a while. This kind of error teacher can be ignored.

(2) There is a large individual difference in the English proficiency of students in local colleges and universities. As a result, we should fully recognized the differences. Implementing graded and hierarchical teaching is the solution to this problem. Teachers try to correct the mistakes made by beginners, which will improve their self-confidence in future studies. If the learner is in an advanced stage, these mistakes are often ingrained, and the teacher's correction will have little effect.

(3) Teaching mode can be changed based on modern information technology, especially the network technology and multimedia technology. These measures may break the limit in time and place of English teaching. Their focus is on personalized learning and active learning direction. Finally, modern information technology can makes English teaching more practical and happy.

#### *D. Selecting Quality Teaching Materials and Improving Teacher Team*



According to the theory of interlanguage fossilization, training and migration will lead to the phenomenon of petrification. Therefore, the ability of teachers and the theoretical level, as well as the selection of appropriate teaching materials, will have a direct impact on learning effectiveness.

In local colleges and universities, it is necessary to strengthen the training of English teachers. First, English teachers should be regularly assigned to famous universities in China to study and learn. Local undergraduate colleges should support English teachers to participate in short-term education, and encourage young teachers to pursue doctoral degrees in their fields, and actively conduct academic research with neighboring universities. Through professional seminars and teaching seminars, the knowledge category is expanded and the professional level of English teachers improve.

Local undergraduate colleges should also provide more opportunities for English teachers to go abroad. Teachers can go abroad for half a year to one year by applying for visiting scholars. They can be exposed to different teaching methods. They also be exposed to professional frontier trends. At the same time, local undergraduate colleges should invite famous foreign scholars to come to their school to give lectures, so that teachers who have no chance to study abroad can broaden their horizons and expand their thinking.

At the same time, referring to local undergraduate students' ability to learn and the actual level, the selection of appropriate English teaching materials is important. Teaching materials should be updated with the times, vivid and interesting. The structure of content should be reasonable to start and improve step by step. Of course, teaching materials must be authentic and contextualized. The information and meaning conveyed by these materials depend on the social context in which they are located and cannot be understood in isolation. The difficulty of the textbook should be moderate, and content should be consistent with the students' cognitive and thinking abilities. Textbooks that are above or below the student's abilities will undermine the student's motivation and interest. In addition, outdated textbooks of language and content should be abandoned. If the language textbooks cannot keep up with the development and changes of the society, it is difficult for students to obtain the target language materials in the true sense, and it is difficult to stimulate their interest in learning.

## V. CONCLUSION

In recent years, with the expansion of the scale of running local undergraduate colleges in China, the number of students has increased, and English teaching has received more and more attention. However, there are four main problems in English teaching in local undergraduate colleges: the lack of language environment for English learning; the teaching philosophy is relatively lagging, the teaching mode is single, the teaching methods are backward; the teacher-student ratio is out of balance, the quality of teachers needs to be improved; Poor, the test-oriented teaching tends to be ubiquitous. This paper expounds the characteristics, classification and basic causes of interlanguage petrochemical phenomena, and proposes the main measures of English teaching reform in local undergraduate colleges based on the interlanguage petrochemical theory: (1) foster a good language learning environment,(2) Emphasize learning strategy in the teaching process,(3) Innovate teaching concepts and teaching models,(4) Select high-quality teaching materials and strengthen teacher construction.

In the future, English teachers in local undergraduate colleges can use the theory of interlanguage petrochemistry, combine the reality of English teaching with the characteristics of students' learning, apply new teaching modes, change teaching concepts, update teaching content, optimize curriculum settings, and improve English teaching. quality.

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# Study on the Images of the Code Hero Fighting Alone in Hemingway's Works

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**Abstract**—As is known to us, as one of the most distinguished novelists in America, Hemingway is a profound writer for his simple writing style and the image of unyielding men in his famous works. The present study aims to uncover the image of the code hero fighting alone, which will make us have a good understanding of his works more deeply. Therefore, the present paper will choose his four masterpieces. The main characters always display a typical image, that is, “code hero”, which shows “grace under pressure”. In particular, Hemingway further probes into the themes, including men confronting with great challenges and struggling alone all the time, showing firm determination and courage when men face up to the defeats, and living with “grace under pressure” in *The Old Man and the Sea*. Therefore, it is obvious that the main character Santiago is regarded as the most typical code hero in literary creation.

**Index Terms**—Hemingway, code hero, grace under pressure

## I. INTRODUCTION

As we all know, Ernest Hemingway is considered to be one of the important representatives of Lost Generation in the 20<sup>th</sup> century. In the people's eyes, Hemingway is not only a myth in the current society, but also a myth in American literature. More importantly, he is actually a glamorous literary hero whose writing style and personal life are much more similar than any other writers. Hemingway gradually develops a distinct style of his own. To some extent, he writes all his life about one typical theme—“grace under pressure.” Therefore, based on Hemingway's personal life experience and social background, this paper aims to explore the typical images of code hero fighting alone in his works.

In fact, we can find that Hemingway's inner world is essentially more or less chaotic and meaningless, in which men always fight alone against a force that he does not even have a better understanding. He becomes aware that however hard men struggle against the force, men come into being a strong sense of confusion and despair; however, Hemingway's heroes possess what Bertrand Russell defines “despairing courage”. This kind of courage enables a man to act like a real man so that one person can show his dignity in face of difficulties. This kind of despairing courage is the intrinsic quality that all of Hemingway's code heroes act in obedience to. With regard to “code hero”, Stanley Cooper (1996) comments that he would endure. The protagonists would insist on a ritual of action. This is the “Hemingway code” which emerges in all his books. With the characteristics of endurance, pride and courage, such as Jake and Santiago, they exhibit their courage filled with their own manhood. The Hemingway's code hero is a well-accepted concept in its time. Hemingway has successfully created this distinct image, which the readers of that time wish.

This paper will make a brief analysis of Hemingway's code hero fighting alone in the society at that time. As for us, it is necessary to study the features and spirits of code hero so that in a moment of personal crisis, we should fight against them to the end in spite of the pain, and show great dignity. It is the right and positive attitude that we should harbor towards our life.

## II. THE BACKGROUND INFORMATION

The background information is essential for us to study Hemingway's code hero because it exerts profound influences on writer's attitudes towards life and his code hero. It provides some fundamental elements for us to analyze the code hero. Hence, this paper will introduce the social background that inextricably connects with Hemingway's works. There are three sections, including the social background, the literary trend of that time and the important phrase “the lost generation”.

### A. Social Background

Compared to the previous eras, it has marked tremendous changes at the beginning of the 20<sup>th</sup> century. All of things have undergone an increasingly dramatic reform and transformation. Especially the sudden outburst of the First World War has a great influence on the everyday life of American people. More and more people have lost confidence towards life and society. They do not know how to pursue the meaningful life.

When it refers to Hemingway's life, he was born in the suburb of Chicago. When he grew up, he also lived in a turbulent period during which the World War I broke out when many young volunteers joined in the war, which is called

“a war ends all wars”. His life is so active and adventurous but filled with troubles and frustration. Confronting with the cruel and fierce social condition, there is no denying that the wars affect Hemingway a lot. Through his works, we can realize that he suffers so much which is brought about by the war deeply. He became to lose hope of the destiny of the human beings.

With regards to the background of Hemingway’s code hero, Hemingway’s novels are well accepted worldwide when first appeared. This is partly because he has created a fresh type of fictional characters whose attitude towards social life is extremely attractive to the people since the 1920s. The Hemingway’s hero is a man who moves from one love affair to another, who participates in wild game hunting, who enjoys bullfights, who is embroiled in all the so-called manly activities. The average readers at this time identified with Hemingway’s code hero because that is what they dreamed of.

### *B. The Literary Trends of That Time*

Except for the social background above-mentioned, literary trends of that time also greatly reflects the social circumstances and the author’s inner world.

During the aftermath of wars, people had no confidence or purpose to the life and society due to the spiritual breakup of modern civilization. Order and rational outlook seem to no longer stand for the world. People’s life is paradox and full of chaos. Therefore, in face of such a changed circumstance, the writer’s task is to develop new techniques and to explore new and divergent themes that could make a break with the past. Then a dominant thought—modernism appeared in the 20<sup>th</sup> century.

Modernism is a complex and diverse international movement in all the creative arts. It rejects the established rules, traditions and convention (Elliott, 1988). Meanwhile, it seeks innovation and flexibility. Therefore, combined with the background of the times, writers in the field of literature have tendency of expressing the frustration caused by the capitalist system, modern war and mechanized civilization (Elliott, 1988). Many famous works focus on expressing the loss of certainty and optimism in social progress and anxiety about the future. The modernism gives great impacts on Hemingway and other writers.

### *C. Lost Generation*

The Lost Generation is correlated with the modernism. It is a term that is firstly used by Gertrude Stein, who is one of the leaders of this group. Generally speaking, on the one side, they make efforts to describe the Post-World War I. For another thing, because the WWI had destroyed the innocent and simple ideas and this generation had lost beautiful sense of the calm idyllic past, many good young men had gone to the war and died, or returned damaged both physically and mentally. Their moral faith is no longer valid—they are lost. Hence, this famous term displays a sense of moral loss or spiritual void.

It is well-known that the three important representatives of Lost Generation are F. Scott Fitzgerald, Ernest Hemingway and Dos Passos. They are cut off from the old values, but unable to put up with the new era because modern civilization tends to madness (Chen, 2013). Especially, almost all of Hemingway’s works deal with the disillusionment of “the lost generation”. Meanwhile, Hemingway’s life is reflected in his writing, that is to say, his creation source stems from his personality and his early experiences. No matter what the protagonist is doing, such as drinking, bullfighting, or battle, Hemingway is actually writing about himself. Therefore, as we all see, first of all, the period of his early life is reflected in the stories about Nick Adams. Furthermore, the experience during World War I is a mirror of plots in *A Farewell to Arms*. Last but not least, Hemingway also creates the character Santiago, the classical image of the “code hero”, which stems from his experiences of fishing. This novel shows Santiago’s undefeated spirits. On the basis of his own situation, almost all of his heroes are members of “the lost generation”. They wander pointlessly and restlessly. At the same time, they are aware that the world is crazy, meaningless and futile. In a word, Hemingway’s life is reflected in his famous works. There are many preliminary cues that can be found.

## III. HEMINGWAY’S CODE HERO

In chapter three, based on the social background and the trend of literature, this paper will present the features of Hemingway’s code hero that can contribute to the analysis of the four famous works in this study.

From collecting many materials, in this paper, “grace under pressure” can be short for the “code”. It is an ideal set of beliefs and attitudes, essentially a mode of self-regard. When heroes are in trouble in a hostile and destructive environment, this faith can enable them to take action and move on. In this paper, the word “hero” can mean not only “hero” but also “protagonist” in English. Therefore, this sort of code heroes possesses the pride and endurance. To be specific, firstly, code heroes have the ability to accept pain even loss, when loss cannot be avoided. Secondly, with the great courage code heroes have the pride that they try their best to tackle the difficulties. Lastly, code heroes take on great will to confront with the defeat or victory without complaining on one hand or boasting on the other.

In the past few decades, scholars have investigated relevant researches on Hemingway’s works from different angles. The critical articles have studied Hemingway’s works from the aspect of his cultural psychological structure, philosophical thinking tragic consciousness, nihilistic thought, death consciousness, the view on women and his code hero, etc.

A great number of critics come to recognize the common feature of Hemingway’s code hero since the 1930s. Among

the critics, Carlos Baker (1969) is the first to make an overall analysis of Hemingway and his novels. Then Scholar Philip Young (1966) originates the term, "Hemingway's code hero" and uses the term to describe Hemingway's hero. About the code hero, he is such a person who exemplifies certain traits of power, honor, courage and endurance, etc. He/She is involved in tension and pain but never gives up. They always do one's utmost to move forward and seek the value of life. Therefore, after struggling what a man has happened and experienced make a person become a true man, who sticks to a hyper-masculine moral code. Ultimately the person has understood the real world by virtue of those code or beliefs. Similarly, among Hemingway's many enthusiasts in China, a scholar comments, "almost all his Hemingway's novels concern about the theme of grace or dignity confronted with the life's tragedy" (Wu, 2002, p.121). Therefore, many researchers have made an analysis on "despairing courage" that urges people to fight alone. Chang Yaixin (1991) states, a code hero, based on Hemingway's opinion, must have "grace under pressure", should possess the following characteristics. The code hero has a clear orientation and knows what he is doing. For example, they can drink excessively but not sloppily, and cannot talk too much, especially about his accomplishments. He must have proper social skills.

Although various comments have been made on his theme, they can be roughly made a classification: one is the "code hero" who struggles all the time, displaying "grace under pressure"; the other is his thoughts of nothingness (Su, 2000) shown in the world of trauma, sleeplessness, loss and spiritual sterility in the universe. This man is the "code hero", according to Leonard Unger (1974), if he could attain it, he would have ability to live properly when the world has turned into violence, merciless, disorder, and misery, etc.

#### IV. TYPICAL IMAGES OF CODE HERO IN HEMINGWAY'S WORKS

Based on the social background and literary trend in chapter three, the present study will analyze tough guys or code hero in Hemingway's four masterpieces. They are *The Sun Also Rises*, *A Farewell to Arms*, *For Whom the Bell and The Old Man and the Sea*. At the same time, this chapter will attempt to conclude Hemingway's views on the Code Hero.

##### A. Jake Barnes

*The Sun also Rise* was published in 1926. There are strong youth elements in this book. Moreover, Hemingway has vividly described the pain and frustration that the war has brought to the young generation.

The features of Hemingway's code hero are clearly shown to the readers. At the beginning of his writing career, Hemingway's code hero is represented by Jake Burns in *The Sun Also Rises*. There is a group of expatriates in this novel, who has already lost the belief in the meaningless world. The cruel and absurd war has led to them disillusioned, alienated and even desperate (Chan, 1991). The protagonist, just like Jake Burns, lives in such a circumstance. Facing up with wound in the physical and mental aspects, Jake shows endurance, courage, and persistence in a barren spiritual world.

In detail, at the beginning of the story, Jake, like other people, lives in a dissolute and extravagant life. But they are lost in spirits. The reason is that men's destiny is completely changed by the modern life and social reform. A lot of people are compelled to leave their homeland. They wander or take part in wars. Therefore, their traditional value and religious faith gradually collapse. In this novel, we can realize that Jake is trying to come to terms with life despite his physical wounds. But in other aspects Jake is different from his jobless friends. Jake occupies his days with his job as a newspaper reporter. The nights become extremely difficult owing to his physical wound. Therefore, Jake always falls into endless pain. However, Jake has been moderately successful with everything until Brett reenters his life. He loves the heroine. Jake's love intensifies every time he meets her. But as for him, it is obvious that love seems to be impossible due to his physical wound, which makes their affection enters into a dilemma. Gradually the hopeless love gives not only Jake but also Brett great pain. As for Brett, she tries to find consolation by finding one lover after another in order to deal with the tragedy in her life. Having witnessed Brett's debauched behaviors, Jake gains additional pain. Brett's presence constantly reminds Jake of his physical wound, and thus gives him more emotional pain or pressure. Therefore, Jake Barnes regards the real life as a nightmare. The pain is so much that it leads Jack to looking at his body and crying. The only strength to encourage him to live on is that with any dignity he should fight alone. He comes to realize that the whole world is vanity of spirit. Hence, facing up to the adversity, human beings can only do little to fight the unknown universal forces. Jake sees barges pushed by the tug and the current condition with little control over their own movements. But unlike the barges, man can decide and choose how to accept the suffering, well or badly. That marks the difference between Hemingway's code hero and the crowd. Jake endures the pains with style and grace.

In a word, as for Hemingway's writing style, he does not make a comment and analyze the inner world of the character. He just describes and narrates the image of Jake in a simple way. Such a distinct style leaves a deep impression on readers. In another aspect, as for the symbolic meaning of the character, Jake Barnes is really a Fisher King in an Eliotic Waste Land. His physical impotence is a token of modern men's spiritual impotence. That is what Hemingway wants to deliver to us. Therefore, it is the most meaningful enlightenment by means of this novel.

##### B. Henry

*A Farewell to Arms* was actually a semi-autobiographical novel, which was firstly published in 1929. The scene is set in the Italian campaigns. This novel displays the important events in the First World War. In fact, in Hemingway's

opinion, war, which can destroy love and human nature, is an absurd action. What's worse, it leads to belief crisis. Generally speaking, because *A Farewell to Arms* shows how people like Henry come to behave the way they do, it is a supplementary specification to *The Sun Also Rises*.

In this novel, the protagonist—Henry is brave and emotional. He is always perusing order, reason and the significance of the human life. In the war, Henry shows respect to human nature. He can be regarded as a modern hero. Actually we make sense that Henry is not a war hero who kills people on the field of battle. However, he is a Hemingway's code hero, who fights alone with the trouble of human life.

Henry seeks for the truth of life at the cost of the happiness. He always attaches too much significance to the value of life. Hence, he is always disappointed by the daily basis, because the life is cruel in nature. There is no denying that Henry joins the army just for being far away from the dullness of the modern life, which stimulates Henry to hold the arms; again he is compelled by the chaos and cruelty of war to the arms of his lover. Love provides Henry with consolation, order and courage. However, he forgets that life is a war itself. In Hemingway's vision, the world is irrational, disordered and unexplainable (Du & Xiao, 2006). Henry has experienced the disillusionment as the order and values that he has been searching for have been completely shattered. It seems that the only thing man can do is to subordinate both in war and peace life after the war. Nevertheless, Hemingway has always been read as essentially a pessimist about world which fills with failure and death.

From another level, this novel overall spreads the atmosphere of disillusionment. The protagonist's loneliness and hopelessness is expressed through the characterization of Henry in virtue of a kind of detachment from life.

The tragic destiny of failure and death of Hemingway's heroes reveals the modernists' deep tragic psychology towards future and human beings' endless fighting spirits. Hemingway with his code heroes never fears death and failure. For Henry, what makes he afraid of life is to live in a insignificant condition. In the war, when he is bombed in the war, Henry might have died, but he is the only one who is left to see more chaos in the world and suffers more from the tragedy of disillusionment of human life.

At the end of the novel, the dead does not disillusioned, whereas the left must suffer the anguish of disillusionment. Tragic expectations are permeated throughout the novel by means of Henry's meditations on life. Therefore, ample evidence demonstrates that Hemingway's tragedy is not the tragedy of death and failure; it is the tragedy of disillusionment.

### C. *Robert Jordan*

*For Whom the Bell Tolls* was published in 1940. It is based on Hemingway's experiences during the Spanish Civil War and depicts a young American protagonist, named Robert Jordan. Although this novel is based on the background of the war, Hemingway does not describe the grand spectacle of the war. He just selects a very small angle to shape the image of Jordan. Besides, from the perspective of the theme, this novel takes Jordan as the core and gets rid of a pessimistic mood.

The image of Hemingway's hero, Robert Jordan, is assigned as an expert to bomb a bridge behind the Fascist line for the Republic's surprise attack. Hemingway shapes this character, who integrates into the society. In the process, Jordan encounters incidents one after another, which all make his tasks more and more difficult. However, Jordan devotes whole-heart to his task, facing death with courage. Therefore, the theme in this novel is full of spirits which is struggling for others. However, struggling for others—it is easy to say, but difficult to achieve. Some people seem to be extremely great, preparing for helping other people but lastly be testified to be very selfish. In the end, at the moment of dying or living in the war, Robert distinguishes himself from others. His great image as an international soldier resisting fascist war and bravely paying his life should receive respect from all of us, which leaves no room for argument. Therefore, Jordan is endowed with noble qualities.

To be specific, Robert Jordan, who is an American young teacher teaching Spanish, could absolutely have lived his life in America far away from the Spanish war and taken no notice of it. However, he loves Spanish deeply, and it is impossible for him to see the Spanish people suffering from the war with folded arms. Therefore, Robert takes part in the Spanish civil war for the happiness and liberty of the Spanish people and struggles for the aim until the last minute of his life. His spirit should and could be memorized forever by Spanish people living in happiness now.

For another thing, war to love is what difficulty to friendship. On the fatal moment, everything hidden deeply would be spoken publicly, all veils would be thrown away and all lies would be exposed. In Robert's eyes, Maria is much more important than himself. The love turns his life to a new page. Love, struggling with the war, is beautiful but pitiful. To a large extent, just because of the cruelty of the war, the beauty of the love is given more lusters. Therefore, although the war prevents the love from getting a good result, it makes the love more moved than the usual ones.

All in all, in this book Jordan is only a quasi-Marxist and he does not really and totally believe in Marxism. But he carries out the task with resolution even it costs his life. The meaninglessness of the task makes his sacrifice more tragic and pathetic. Yet against the power and danger of the adversary, Jordan demonstrates great passion for life and courage in face of death. Jordan is a typical Hemingway's code hero: enduring physical and emotional pain, facing death with dignity.

### D. *Santiago*

In the Hemingway's later years, he produced the short novel—*The Old Man and the Sea* in 1951, which gains his

fame as a writer in the first rank. Therefore, Hemingway is praised for his powerful and distinct writing style.

It is necessary for us to make a comment on Santiago, who is regarded as a hero. Because the important qualities of Santiago, for example, nobility, confidence, dignity, courage and the remarkable personality, penetrate into people's mind. The protagonist —Santiago, is a profound example. And then he is also a new type of code hero (Zhang, 2011). So it is necessary to understand the distinct features between Santiago and other code heroes. In this novel, owing to his physical demerits, Santiago displays powerful courage. Meanwhile, he tries his best to show dignity to conquer the troubles. After that, just like a moral superior, he is always full of sympathy and love. Sometimes he helps the boy and tells him his personal experience and skill. So gradually this boy also displays the image of code hero. We can see that this boy is full of courage, confidence and persistence in difficulties. Meanwhile, he shows his love to the others. All of these are good qualities. Last but not least, the content in this novel has offered us some preliminary cues and sheds light on his quality (optimistic, active and promising, etc). So from this level, he makes a new breakthrough compared with other heroes. Therefore, it is not exaggeration to say that Santiago makes us impressive and he is a real hero.

For the detail of this novel, Hemingway depicts Santiago, as an old man. From the appearance description, the old man turns to be too weak and thin to catch a big fish. So the feeling of sympathy towards Santiago arises spontaneously. In fact, Hemingway not only describes Santiago's weak and old appearance, but also tends to reflect his unyielding spirit. This point can be demonstrated by his eyes, which are not stuffy and even cheerful. This contrast clearly shows Santiago's real personality. On the other side, Hemingway uses the length of time (84 days) to reflect indirectly Santiago's traits. After a long period of time, a man cannot tolerate continuous failure, because to a greater extent, too much setbacks or failure will destroy a person's confidence, even strong will. However, in this novel, Santiago is unusual. From his viewpoint, nothing can defeat his will, although he is a poverty-stricken and lonely old man. Santiago always keeps the faith that he will not always be unfortunate. Therefore, the power that makes him persist in is that the hope for the future and the unyielding spirit to challenge his fate.

In brief, in *The Old Man and the Sea*, Hemingway vividly creates the distinct character of code hero. Santiago acts as a hero who deeply reflects Hemingway's own attitude towards life. That is to say, a person should go through the failure that is inevitable in everyday life, meanwhile, he should show dignity and grace under pressure. Santiago possesses persistence, self-confidence and resolution to get over various predicaments in his life. Even though he knows that he cannot win the battles, he still does his utmost to fight alone for the sake of displaying not only his dignity but also courage, bravery and skill. Consequently, it is obvious that Santiago gains our love and respect.

At last, it is necessary to mention the Santiago's famous saying, "A man can be destroyed but not defeated." This is the essence of the whole novel. This sentence comes to the point. It not only sums up the old man's character: his endurance, persistence and undefeated spirit but also points out the novel's theme and significance. As for us, these spirits give us enlightenment and encourage us to smile in the face of difficulties.

As presented above, there exist certain common features among the protagonists due to the fact that these characters share identical personalities and life experiences and that they bear similar attitudes towards society. More specific, they share the following characteristics:

From these four different novels, first and foremost, code heroes have great physical potential and powerful courage. Generally speaking, they are hurt in some way, but they are never defeated. Even if they may lose everything ultimately because they are mortal, they play the game honestly and passionately all the same. Furthermore, they are in possession of strong willpower with which they have the ability to restrain themselves and keep self-disciplined against the physical and emotional pain alone. They keep the emotion under control and show dignity when defeated and confront with death with silence. Besides, they are completely honest, keeping one's promise. They behave in this way: not just say something but take action, not always tell something but provide some suggestions. Last but not least, they are endowed with certain specialized skills, such as fishing, bull fighting, and hunting, etc. All in all, in the chaotic and meaningless world, men make a solitary struggle against a force that they may not understand. Later they become aware that they must end in defeat, no matter how hard they fight against it, engenders a sense of despair (Su, 2011). Finally, with their personal faith and endurance, the code heroes take a different ways of life, that is, "grace under pressure".

## V. CONCLUSION

With regard to four important works of Hemingway, we have made a detailed analysis of code hero in Hemingway's works. Meanwhile, it is apparent that Hemingway's own personality and rich life experiences make him create these immortal works. He displays his own true feeling or outlook on life through the code hero, who shows human's willpower, courage and persistence to challenge the dreadful circumstance and keeps up great spirits to defeat the opponent.

To Hemingway, life is doomed to struggle, just like meeting various challenges. For one thing, he deems that whatever the result is, people have the ability to struggle against life. For another thing, even though he knows that sometimes it is no use of continuous struggle when human beings face the natural and mysterious forces, he still believes that human beings are not totally desperate in the cold world. Therefore, he encourages people to make efforts to do what they want to do. In this sense, Hemingway's attitude towards life is beneficial to individuals in today's society. Many people always make a complaint about the fate and the chance when people talk about daily trivia and face the troubles and setbacks in their life. In the course of complaining, they want to get the support from others.

Without other's affiliation or alignment, they feel discouraged and hopeless towards life. Compared with the code hero, this is not the right attitude towards life. We should learn from Hemingway's code hero. A man should overcome the difficulties in life with courage, dignity and confidence.

In Hemingway's novels, man can be physically destroyed but never defeated spiritually. Hemingway's end is not a happy one, but the end of a person's life does not judge a writer. Hemingway's life is filled with death and violence, which gives Hemingway deep pain both physically and mentally. However, Hemingway gains a worldwide reputation and great success, which is mostly due to his talent and his courage. Code hero is the profound representative of Hemingway's works. In the most limited sense, it is an artistic mirror of Hemingway himself. Moreover, in a wider sense, it is the incarnation of American innocence. Code hero is the most representative one of the unique category of modern heroes that Hemingway has created. Several typical images make people impressive and keep in the mind everlasting. Therefore, it is indisputable to say that the images of code hero are bound to the milestone in the 20th century in the literature.

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# Corrective Feedback in the Saudi EFL Writing Context: A New Perspective

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**Abstract**—Corrective feedback (CF) in writing classes has been a central issue in the field of SLA. Various SLA studies recommended that raising the awareness towards EFL students' perceptions and attitudes of CF practices might lead to more effective learning of writing skills and more successful teaching methods in the L2 classroom (Ellis, 2009; Ferris, 2007; Lee, 1997; Pawlak, 2014). The present paper proposes a new perspective towards the use of CF practices in writing classes at the Saudi EFL context. The study, therefore, aims at collecting necessary data on students' attitudes towards the proposed practices of CF and finding out whether such practices would be positively or negatively perceived by students. It also aims at finding out whether or not such practices are beneficial for students. The results showed approval on the use of the proposed practices of CF among the majority of participants. Participants were motivated and exhibited patent ability for self-correction.

**Index Terms**—error correction, corrective feedback, explicit correction, L2 writing

## I. INTRODUCTION

Though it has been documented that EFL/ESL students did appreciate and value their teachers' attempt to correct their errors (Leki, 1991; Zhang, 1999), it has been widely observed by teachers and stakeholders that many EFL Saudi students found writing assignments boring and overwhelming. What could justify such a predicament is the fact that many EFL teachers mechanically and explicitly correct their students' errors while writing harsh comments that scattered all over their writing sheets. A question that poses itself here, is whether or not students will benefit from such overwhelming corrective feedback. Besides, approaching students' language performance in writing using one-way strict evaluation and systematically assigning marks may result in putting students at irremediable disadvantages. It may also drift them away from the learning processes that students are supposed to experience and internalize. That could be why some SLA researchers strongly argued that error correction followed by feedback had few positive effects on students' development of L2 grammar and writing accuracy (Kepner, 1991; Semke, 1984; Sheppard, 1992; Truscott, 2007).

Despite the fact that CF is an immediate concern and a part of teachers' job in writing classes, EFL Saudi students continue to make mistakes regardless of how many times their errors have been dealt with by their teachers. The same phenomenon was noticed in ESL classes too (Semke, 1984; Sheppard, 1992; Kepner, 1991).

Teachers usually correct errors by writing the proper grammatical or lexical form on students' writing papers. Many students, on the other hand, are no longer interested in considering the comments or correction written on their assignments particularly if these assignments had already been allocated to low marks. This could also be one of the reasons that lies behind students' resistance against benefiting from the way their teachers approach their assignments. They might feel that there is no avail in taking a step further in enhancing their writing skills particularly if they repeatedly commit mistakes and are assigned low marks. Therefore, as suggested by Hyland (2003), written feedback that teachers provided on their students' writing should be "more than marks on a page" (p. 184).

Correcting every single error in students' compositions may not be practical or beneficial after all. It may widen the gap between teachers' correction and the way this correction is perceived by students and the extent to which this CF is positive or negative. According to Green (1993) and Garrett and Shortall (2002), L2 learners are unable to discriminate between what helps or hinders progress towards language learning. Such discrepancy between teachers and students is believed to generate unfavorable attitudes on the parts of students while triggering pressure, demotivation and frustration. (Garrett & Shortall, 2002; McDonald & Salomone, 2012; Morris & Tarone, 2003; Noels, 2001; Peacock, 2001; Tse, 2000; Yang, 2010).

The researcher's stand is that CF in writing classes could either be useful or damaging to students' developmental processes in writing in a foreign language. Hence, the study suggests a less threatening mechanism for error correction and feedback in writing classes as to enable students better acquire necessary skills for writing in a more productive learning environment. Productivity is likely to be seen in students when they are encouraged to take responsibility of their own learning. To put it differently, students can always be prepared to be autonomous learners even it is the responsibility of the teachers to guide and correct their drawbacks.

The study advocates a different approach on how students can positively perceive and appraise CF through transferring some of the teachers' responsibility of correcting errors to be in the hands of their own students. It suggests

that instead of correcting and commenting on students' errors and mistakes in writing, those errors can only be pointed out by teachers. Students, then, can undertake the process of correction themselves and then returned their assignments back to their teachers to be discussed, guided or partially corrected.

The following literature review will discuss the issue of corrective feedback (CF) from an SLA perspective. It will look at the differences in teachers' and students' perceived roles of CF in the L2 classroom, the impact of CF on L2 learning and the differing stances of CF.

## II. LITERATURE REVIEW

### A. Teachers' and Students' Perceived Roles of CF

Numerous researchers (McCargar, 1993; Miley & Gonsalves, 2003; Noels, 2001; Peacock, 2001; Schulz, 2001) noted that there is often a perceptual mismatch between L2 students and their teachers of what is facilitative and effective in terms of language teaching and learning. More often, problems in L2 acquisition may arise as a result of such differing views on the part of the students as well as the teachers (Green, 1993; Schulz, 2001).

Further, Noels et al. (1999) found that when students view their teachers as controlling and not supporting their autonomy are more likely to be demotivated, more anxious and less interested in continuing studying the language. Other researchers found that when CF is not matching with the students' perceptions of what is effective produced different levels of negative feelings in students (Garrett & Shortall, 2002; Green, 1993; Morris & Tarone, 2003). Hyland (2000) in her work of ESL writers and their perceptions of teacher feedback, suggested that teachers should encourage their students to accept greater responsibility over their written work.

Lasagabaster and Sierra (2005) investigated the role of explicit CF in facilitating language learning and the perceived role of CF by students. The researchers concluded that students failed to recognize a significant number of their teachers' corrections. They also found that both teachers and students agreed that CF was more effective when given ample time and sufficient explanations. Silver and Lee (2007) found that students respond more effectively to feedback in the form of advice than when it stems from criticism or praise. According to Silver and Lee (2007), "advice effectively communicates to students the defining role of the teacher as a mentor or a facilitator rather than a critic or an evaluator" (p. 40). Straub's (1997) study also found that students responded positively to feedback that offered help or direction.

As discussed above, many SLA research that investigated the students and teachers' perceived role of written feedback suggested that a less controlling role of teachers to CF and some ownership for students over their written work would have a more facilitative role towards better language learning. On the other end of the continuum, many SLA researchers claimed that CF in both written and spoken language is valued and seen as a necessary technique by many L2 students who generally rated CF as a better tool than other types such as peer correction (Green, 1993; McCargar, 1993; Peacock, 2001; Schulz, 2001).

Ancker (2000) compared teachers' and students' perceptions on error correction. Although, teachers did not use redundant explicit feedback, encourage peer editing and self-correction, students expressed their preference to only teachers' explicit feedback, modeling and repetition. Hyland and Hyland (2001) examined students' and teachers' perceptions of different forms of written feedback (i.e., praise, criticism, and suggestion). They found that there is significant contradiction in perceptions between students and teachers and obvious variation that existed between students and students themselves.

Overall, it seems that despite the differing views on how teachers vs students perceive CF, the conclusion to be drawn here is that CF was valued by all students.

### B. The Impact of CF on L2 Learning

Corrective feedback has been one of the most debated issues in SLA. Many SLA studies have pinpointed its necessity and how it can be best exploited in instructed L2 classrooms. ( Bitchener, Young, & Cameron, 2005; Ellis, 2009; Ferris, 2011; Lyster, Lightbown, & Spada, 1999; Mantello, 1997; Pica, 1994; Schultz, 2001; Truscott, 1996; Truscott, 1999a; Truscott, 1999b). Although, CF is viewed as necessary to better acquisition of L2, older SLA studies clearly showed that there is a positive relation between teachers' amount of CF and lower gains on the part of students (McCargar, 1993; DeKeyser, 1993, Truscott, 1996, 1999a).

In contrast, others claimed that CF is an effective tool for the L2 classroom suggesting that teachers need to consider students' natural order of acquisition as well as their level of readiness to acquire particular structures (Lightbown & Spada, 1999b; Lyster et al., 1999).

Some studies of second and foreign language in academic contexts revealed students' strong tendency for form-focused feedback on all their errors (Ellis et al., 2001; Hyland, 2003; Leki, 1991). Hedgcock and Lefkowitz (1994) proposed that such preference is due to two major factors: (a) learners' view of language as a form of practice (b) Teachers' priority given to form. Such studies also revealed that L2 students were very keen about using English correctly and traditionally while expecting their teachers to automatically respond to their written errors (Ferris, 2007; Lasagabaster & Sierra, 2005 ). Others claimed that due to students' past experience in language classrooms they expected attention to be given to grammar correction in the classroom (Ferris, 2011; Lee, 2004; Porte, 1997; Truscott,

1999b). Noels et al. (1999) suggested that students tend to view CF as productive not as judgmental while rating explicit correction as the most favorable type of feedback

The issue of CF seems to generate lots of controversy taking into account the conflicting results and different views of the practicality of CF in the ESL/EFL contexts. Those in favor of error correction reflect merely students' agreement to the importance of it but not their actual preferences or needs. Moreover, many studies confirmed that teachers' feedback failed to improve students' accuracy in writing. And that despite the emphasis placed on error correction by both teachers and students, students still make the same mistakes even if they are corrected several times on different occasions (Kepner, 1991; Loewen, et., al; 2009; Semke, 1984; Sheppard, 1992). This does not necessarily mean to altogether abandon CF in writing classes as ineffective and harmful to students (Truscott (1996). Rather it would be wiser to consider either changing teachers' practices or meeting students' preferences or both (Tarone & Yule, 1985; Schulz, 2001).

More recent SLA studies, focusing on foreign language pedagogy, admitted the facilitative role of CF in relation to how language is learnt in particular from the perspective of interactionists (e.g. task-based instruction-focus on form/meaning) and skill-learning approaches. Harmer (2007b) considered feedback globally as, "a crucial part of the learning process (p. 127). Lantolf and Thorne (2007) pointed out that CF as it enhances noticing of forms, leads to output modification and triggers self-regulation. In the same vein, other researchers recommended the use of specific types of CF and under certain conditions to integrate meaning and form (Savignon, 2005; Littlewood, 2011; Ellis, 2005b; Norris, 2009; Robinson, 2011; Lyster, 2011).

### C. *SLA Approaches to Corrective Feedback*

Unfortunately, many teachers view error correction as globally accepted and unquestionable. In the EFL context, students may indeed contribute towards more effective and pedagogical CF if consulted. Hence, there is a great need to delve into the issue of CF and find specific corrective techniques and practices to effectively deal with students' errors (Pawlak, 2014). Bridging the gap in perceptions of the type of feedback to be used and how frequently to be provided is a major concern in the SLA literature.

Many studies, however, claimed that implicit feedback coupled with verbal conferencing can help students in writing classes more than any other type of feedback. This is because students can pay more attention to errors, be guided about the rules and given an opportunity to self-correct their errors (Ferris, 2011; Lee, 2004; Leki, 1991).

Hyland and Hyland's (2001) study on teachers' feedback on writing acclaimed the students' needs and preferences and called for the need to change practices of CF accordingly. Noels (2001) claimed that by acknowledging students' preferences and needs, they will ultimately view CF as a positive technique and that could minimize any negative or affective results that may originate from CF. Hyland (2003) advised teachers to undertake corrective feedback while illustrating to students that they are all participants in the process of error correction. Peacock (2001) asserted that teachers should incorporate different strategies of error correction in relation to the preferences of the students irrespective of their level of agreement with the teacher. He also recommended that such strategies should address the expectations of all or most students as it is unfeasible to adapt corrective feedback to all students' preferences and styles within the same class. Yates and Jenkel (2002) claimed that the teacher should presuppose the students' perceptions of CF when commenting on their writing. However, the researchers' views were basically addressing the students' linguistic input rather than their needs.

As for what type of errors should be treated first, Ferris (1999) distinguished between treatable errors and untreatable errors suggesting that not all errors are to be congruently treated the same. For instance, some types of errors can easily be noticed and corrected such as subject-verb agreement, article usage, noun pluralization and spelling, while errors resulted from word choice and idiomatic usage can be challenging (Ferris, 2007; Ferris & Roberts, 2001; Lee, 1997). This view suggested that teachers can selectively correct errors rather than expansively. However, selective error treatment might not be appealing to many EFL teachers. This is because teachers are traditionally used to one way comprehensive error treatment and that many students themselves might not tolerate their teachers' abandonment of correcting particular errors (Hyland, & Hyland, 2001). Therefore, as Hyland (2003) suggested that teachers should negotiate with their students the outcomes of CF techniques specifically set for the students.

In light of this comparison of the recommendations found in the literature with regard to CF, it seems that they are not contradictory nor are they in total agreement. However, most recommendations differ only on the way they approach CF whether in the ESL or EFL educational settings. Yet, most researchers agree that CF is central to the second and foreign language pedagogy. This study shares the same views pertaining the necessity and the facilitative role of corrective feedback for L2 students with an aim at generating more productive and effective practices for error correction in the EFL classroom. Further, this study is also an attempt to bridge the gap between both teachers and students' perceptions of CF by engaging students in the process of correcting their errors and under the guidance of their teachers. The following is a detailed account of the procedures to be followed for this study.

## III. METHODOLOGY

### A. *Participants*

Sixty students were chosen randomly and were asked to reflect upon their views of the way their teacher correct their writing composition in writing class (2). They have had writing class (1) with the same instructor. Their language levels are between beginners and high intermediate.

### B. Design

The questionnaire, by means of a five point likert-scale, was devised to examine Saudi EFL students' attitudes towards their teachers' new practices of corrective feedback suggested in this study. The questionnaire included twelve statements along with a space at the end for students to add any further comments. The questionnaire's statements were simple and direct in order to elicit practical values and informative views from students towards their teacher's new practices of corrective feedback. The respondents were asked to express either agreement or disagreement attitudes towards the item in question.

Each statement was given a numerical score to represent its degree of attitudinal approval. The items were carefully stated to avoid any unfairness or bias in favor of either sides of the likert scale. Students were previously informed that their identities would remain anonymous in order to confidently describe their stances. Further, the researcher conducted group conferences with the participants after the questionnaire was carried out. The aim was to reduce any leniency or preference on the part of the participants and to elicit more responses in case the questionnaire underrepresent other informative aspects of students' experiences.

### C. Procedure

The questionnaire was carried out towards the end of the semester in writing class (2) The participants have had already one class in writing (writing class1). They had the same instructor in both writing classes (1) and (2). For the purpose of this study, the instructor was requested to alter his policy of corrective feedback used in previous writing classes. He was informed to consider and incorporate the following guidelines:

1 The instructor need to acknowledge his students' attitudes towards CF and discuss with them the goals for CF practices to be used (Ellis, 2009).

2 The instructor can only point out students' local / global errors preferably by underlining rather than circling.

3 Explicit correction can be used sparingly when there are instances of potentially difficult global errors that might affect the overall meaning of sentences. Therefore, the instructor should use a wide variety of feedback alternatives. Similar to what is suggested by Ellis (2009), the instructor can "*start with a relatively implicit form of correction (e.g., simply indicating that there is an error) and, if the learner is unable to self-correct, to move to a more explicit form (e.g., a direct correction)*" (P.13).

4 The instructor needs to train students to correct their own errors.

5 Students should have ample time in class for self-correction by examining, evaluating and correcting their errors to the best of their previous and existing knowledge of grammar, word choice and meaning. According to Ellis, (2009), "*Teachers need to create space following the corrective move for learners to uptake the correction ... learners need the opportunity to attend to the corrections and revise their writing*" (P.13).

6 At the same time, the instructor should be all set to answer and discuss students' queries and suggestions pertaining their errors inside the classroom.

7 The instructor may allow student themselves initiate negotiating their errors from time to time.

8 The instructor needs to appreciate students' progress and regularly make positive comments on their performance .

9 The instructor should adapt his practices of CF and ensure that such practices are not a source for anxiety among students (Ellis, 2009).

The above guidelines are meant to familiarize students with the proposed techniques of CF in this study that they are not used to and to examine the effectiveness of such techniques and their usability and practicality in the L2 classroom. Further, they are not to be imposed on teachers as mandatories. Rather, they are prepositions that are adaptive and debatable (Ellis, 2009).

Pertaining, the questionnaire, the participants were informed that they could ask questions whenever they found difficulty understanding the survey statements. The participants were encouraged to give thoughtful responses to the survey. They were also told to report on any other thoughts they might have via emails. The aim was to lessen the pressure that could result from being involved in such task and to eliminate any feelings on their part of judging their own teachers

Besides, to minimize the possibility of students asking others to help them correct their errors, students are allowed to work on their errors only inside the classroom while revising their composition with peers or/and their instructor.

## IV. DISCUSSION OF THE RESULTS

For the present study, higher means show the positive side of the likert scale and indicate more positive attitudes on the part of the students towards some or all of their teacher's new practices of CF on their writing composition. As stated above the new practices used for this study entail the involvement of the students in correcting and discussing their errors in writing. On the other hand, lower means show negative attitudes suggesting that students are not in favor of some or all of their teacher's new approach of error correction.

As shown in table (1) items from 2 to 7 constitute substantial significance towards more positive attitudes of the teacher's new practices of EC as their means are (4.65 - 4.05 - 4.00- 4.33- 4.6 – 4.5) respectively.

Such agreement among participants does contribute significantly to the overall impression of learners with regard to most of their teachers' new practices of CF. This is evident considering the higher means of items 2 to 7 which lead to the conclusion that EFL Saudi students showed positive attitudes towards the use of the suggested new practices of CF proposed in the present study.

On the other hand, item1 has a lower mean of 1.66 compared to other means on the likert scale. This mean as indicated above does constitute a substantial significance towards the negative side of the Likert scale. Item1 is the only item that shows negative attitudes towards whether or not the new CF practices are suitable to all students. The majority of students disagree that such practices could be suitable to all students.

TABLE I  
ITEMS SHOWING THE EXTENT TO WHICH SAUDI STUDENTS AGREE/DISAGREE WITH THEIR TEACHER'S NEW PRACTICES OF ERROR CORRECTION.

	Strongly Disagree (1)	Disagree (2)	Undecided (3)	Agree (4)	Strongly agree (5)
1. I think that my teacher's new way of error correction is suitable for all students.					
2. I feel more interested and motivated in correcting my errors with the help of my teacher or classmates.					
3. I prefer my errors to only be pointed out by my teacher					
4. I like to be given a chance to correct my errors that are pointed out by my teacher					
5. Discussing my errors with my teacher help me better understand my errors					
6. Peer editing of writing compositions with my classmates is useful					
7. I feel disappointed when my composition is full of corrections					

TABLE II  
DESCRIPTIVE STATISTICS OF 5-POINT LIKERT-SCALE ITEMS FROM ITEM 1 TO ITEM 7: (N:60)

Item	Mean	Standard deviation
1	1.6	0.66
2	4.65	0.51
3	4.05	0.69
4	4.00	0.80
5	4.33	0.59
6	4.6	0.48
7	4.5	0.50

Upon group interviews with students to speculate more on their opinion on the suggested practices of CF, it was found that high achievers were coping very well with the new practices of CF. On the other hand, although, lower achievers like their teachers to proceed with the new practices of CF, they sometimes felt that they are left behind as they are slower learners. Further, low achiever found it unfair to be given the same chance and time for correcting mistakes considering that high achievers are faster and more proficient in approaching errors of their writing. This could be why item 1 has lower means showing that most high/ low achievers generally do not think CF is suitable for all students considering their varying levels. Henceforth, it should be suggested that such practices need to be implemented gradually so all students can have sufficient time for revising and practicing the grammatical functions they were exposed to in their earlier and current grammar and writing classes.

Interviewing the instructor of the course, it was found that students were remarkably able to edit most of the errors pointed out by their teachers. This is concurrent with previous SLA studies where students were given opportunities to correct their errors on their own (Ferris & Roberts, 2001; Lee, 2004; Yang, 2010). This ability was developed and enriched after several and regular attempts of students correcting their errors either on their own or with the help of their peers or/and their teachers. Such experiences are to be expected considering the fact that students already have the knowledge of basic grammatical forms and that they are applying these forms in their own writing. Thus, what is missing is merely practicing and trying out such linguistic and grammatical forms.

Thus, based on the students' attitudes and their performance on correcting their own errors, the implication to be withdrawn here is that Saudi students need to be engaged in the process of error correction while fully considering their varying levels and needs and ensuring their total involvement and commitment to the task in hand. The writing instructors should, therefore, be encouraged to include such practices in their writing classes and utilize these practices to its utmost effect by means of complementary procedures such as error discussion and analysis, grammar exercises, individual and group conferences, and drawing students' attention to specific forms of the target language.

## V. CONCLUSION

The research findings clearly revealed that the suggested new practices of CF are to be, though considerably, incorporated in the Saudi EFL context. Issues such as students' varying levels, lack of knowledge and/or practice of particular grammatical forms, students' prior beliefs of CF and the deep-rooted teacher-centered approach are all to be considered and dealt with for easing the process of implementing such practices in the EFL writing classes.

However, given the tendencies discussed in the present study, further investigation is definitely needed to approximate the differing attitudes and perceptions among students, teachers and stakeholders as to what is a more effective approach of CF. This is because such beliefs of CF is primarily based on teachers and students' prior experiences and shared values manifested persistently in their educational settings. In order to deal with this predicament and approximate the incongruent beliefs, some exploratory and adaptive action must be undertaken considering the setting where CF is introduced.

To conclude, the present study is not meant for critiquing current EFL teachers' CF practices. Rather, it is a wakeup call to appreciate students' views of CF as they are reflections of their current needs in L2 writing.

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# Study on the Translation of Tourist Public Signs from the Perspective of Ecological Translation

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**Abstract**—With the accelerating process of internationalization, China and the world become more and more inseparable. There are a growing number of foreigners coming to China for work and travel. Therefore, the translation of public signs is particularly important. It not only brings convenience to the tourists in China, but also helps to raise china's image as a great power.

Public signs are a special applied literary form, which is an important part of social terms. Its social functions are self-evident. Generally speaking, Public signs are the written and graphic information that can guide people's behavior and is featured by indication, prompt, constraint and coerciveness.

As a new mode of research, eco-translatology tries to depict and interpret the process of translation from the perspective of ecology, which is also the feature that eco-translatology differentiates it from the previous studies. Through combining the translation with its surrounding environment, readers can get a better understandable version. This paper employs the method of case study. By analyzing the errors existing in public sign translation, the author gives a better solution under the guidance of eco-translatology.

**Index Terms**—eco-translatology, tourism, public sign

## I. INTRODUCTION

### A. Purpose of the Research

With the high-speed growth of China's economy, China's international status has increased remarkably, and China is playing an increasingly important role in resolving international affairs. Therefore, there's a growing need for people from other countries to get acquaintance with China. During this process, international communication plays a critical role in achieving this goal.

However, the present situation is not very pleasant. There are a large number of errors existing in the Chinese-English translation that will make it hard to understand. For example, maybe you can see the public signs like "open water room" in the hospital, mall or somewhere in the public. What will come into your mind when you see it at first sight? Can you figure out that the signs are trying to tell you that you can fetch a cup of hot water from here? Maybe you can make sense of it by translating it with your Chinese thinking, but what about foreigners? Obviously, they will be confused about such signs.

In light of the condition of the translation of tourist public sign, the author of this paper attempts to analyze it under the guidance of eco-translatology, in a move to improve the quality of translation.

### B. Significance of the Research

Under the guidance of the eco-translatology, this paper aims to find out a more effective and accurate translation strategy of tourist public signs. Its significance is mainly reflected in the following three aspects:

Firstly, theoretical significance. This paper introduces the concept of eco-translatology by combining it with the translation of tourist public signs, thus providing a new vision for the translation of public signs on scenic spots.

Secondly, practical significance. Based on the eco-translatology, this paper discusses the strategies employed in the translation of tourist public signs, which can be helpful for translators to get a better understanding of the translation, thus yielding a standard translation version of tourist public signs.

Thirdly, social significance. The research can draw the attention of the relevant departments to the working of translation, making them strengthen their supervision over it, and eventually generating positive social utilities, such as creating a sound language atmosphere and enhancing our national image and so on.

### C. Research Methods

In order to get as many samples as possible, the author of this paper visited a lot of places of interest and took them down by taking photos of the public signs. This is the major source of collecting data. Besides, the author also looked through a large number of related books, magazines, and newspapers, and searched the internet for useful information. After that, the author analyzed the samples at length and gave suggestions about how to revise them under the guidance of related theories and strategies.

### D. Organization of the Research

This paper consists of six parts, named introduction, literature review, theoretical foundation, the translation of tourist



public signs, the translation strategy under the guidance of eco-translatology and conclusion. Each part studies a particular aspect of the research. The details of the organization are as follows:

In the first part, the author gives a general introduction of this paper, including the purpose, the significance, the methods used in the research and the organization of this paper. The goal of this research is to improve the quality of translation of tourist public signs with eco-translatology as the guidance. The significance of the study is to yield a better translation version of tourist public signs so as to better serve friends from other countries. The methods of collecting information are given to let readers know where the data come from.

Part 2 is the literature review, which gives the research status of the translation of tourist public signs from the perspective of home and abroad, and the shortcoming of current research.

Part 3 talks about something about the eco-translatology and tourist public signs. Firstly, the author gives the background and main contents of eco-translatology. Secondly, the author introduces the definition, features and functions of the tourist public signs, giving readers a general idea of tourist public signs.

Part 4 is an important part in this paper. The author lists some examples of tourist public signs and analyzes the errors made in the translation, which are misuses of linguistic knowledge and those caused by misunderstanding to cultures and context.

Part 5 gives the solutions and strategies under the guidance of eco-translatology on the basis of part 4. The solutions are given from three different angles, from the translators, the public and the government. And then is the concluding part. It makes a brief review and concludes the whole paper with its limitations.

## II. LITERATURE REVIEW

### A. *The Research Status of the Translation of Tourist Public Signs*

#### 1 Overseas Research Status

The researches about public signs translation began with the publication of “comparative stylistics” in 1959. Mary Snell-Hornby conducted an empirical research to the public signs collected from the countries where take English and Germany as mother language. She thought that translating public signs need to take different techniques according to the contexts, because public signs translation is a cross cultural activity, the tremendous difference between different culture is a very important factor. (Snell-Hornby, 2001) After analyzed and studied more than 200 public signs used in real life, he thought that in English and Germany, different techniques and strategies, different grammar structures and verb conjugations were used in public signs translation. And both of the languages expressed imperative meaning in declarative sentence instead of prohibition.

New mark talked about the issue with functional linguistics theory. According to these functions, new mark put forward corresponding translation method. He thought that functional linguistics theory is a language function theory that can be applied in translation most effectively. Specially, he pointed out that vocative function is means to make receivers show certain responses or reflections in parole or some kind of non-linguistic communicative symbols. From the analysis of New Mark we can know that the method of equivalence principle and communicative translation should be adopted when translators translating signs or other vocative texts.

Totally speaking, the foreign research of public sign translation mainly from the perspective of so called linguistic landscape, which was defined as “the visibility of language of public and commercial signs in a given territory” and more precisely “the language of public road signs, advertising billboards, street names, place names, commercial shop signs, and public signs on government buildings which combine to form the linguistic landscape of a given territory, region, or urban agglomeration.” (St.Anwar AL-thway, 2008). Their views laid particular emphasis on the research of linguistic techniques and strategies in multilingual environment and the discussion of broad culturology in the contexts of social linguistics. (Cenoz, J & Gorter, D, 2006) Meanwhile, it was commonly accepted that there are two basic functions: the one is informational function, the other is symbolic function. (Landry, R & Bourhis, R, 1997)

#### 2 Domestic Research Status

The research of public signs translation attracted domestic researchers' attentions originally from 1990s, after that it developed fast. The author searched in the document library of National Knowledge Infrastructure, CNKI for short, with the entry of public sign. Altogether 661 related articles or papers could be found, the time ranged from 2001 to 2011. Something need our notice was there were 236 articles between 2001 and 2008, the rest were published from 2008 to now. From this we can catch a glimpse of the increasingly developed attention to the public signs translation, even not so completely demonstrated. This paper divided the researching achievements of public signs translation of china since 1990s into three parts and states as follow:

1990s-2000s, in the year of 1990, the fifth issue of Chinese translation published Duan liancheng's article, which pointed out the translation errors in some resorts and hotels, this article limited in the discussion of correction (Duan liancheng, 1900). In 1998 the second issue of Shanghai science translation, Ni Chuanbin and Liu Zhi (1998) put forward five principles in public signs translation in their paper, they were “brief, easily understandable, proper tone, standardization and medium humor”. (p. 46). These can be considered as a try of theoretical research to public signs translation. But in terms of practice, the proper tone and medium humor were not so easy to define and grasp. In this period, for the reason that the research of public signs translation just begun, and on the other hand, the problems of the

using of public signs translation were not so prominent and have not yet drawn enough attention from translational circle. Most of the researches to public signs were focus on finding errors and then corrected them.

With the policy of reform and opening up going forward continuously, the communication between China and outside world strengthened very much, the problems caused by improper using of public signs translation attracted more and more attentions. Accordingly, related researches soared in this period. Some institutes even set up special organizations to charge these researches, such as the Public Signs Translation Centre set up by Beijing international studies university. In this period, researchers deepened and broadened their studies very much from many aspects, tried to analyze the issue of public signs translation with different theoretical frameworks.

At present, the domestic researchers are trying to study the public translation from different angles and perspectives with various kinds of main translating theories. Totally speaking, the mainly used theories in the research of public signs translation are follows:

Germany Functionalistic Theories, this translating theory paid attentions to the function of translated texts and the comprehensive effects of the environment, receivers and media. Emphasizing the destination of translated texts is realizing the expected functions. Germany researcher Reiss divided texts into three kinds on this basis, they were text emphasizing context, emphasizing form and emphasizing the influence to receivers. He thought that the text type decided the translating strategies. In the opinion of the communicative translation theory of new mark, a translator should make the effects the translated texts to the readers of target languages or the information provided by the translated text equal to that brought by the original languages to the readers of original languages and original texts as close as possible. Yi ruixian (2010) discussed the translating strategies of public signs translation from the perspective of German function school. Wang Yingcai (2009) discussed the languages, cultures and emotions to readers considered in the process of public signs translation with the views of communicative translation theory. Guo Xiaodan (2011) discussed how to reflect the communicative strategies of original language in the target language under the theory of communicative translation theory. She thought that when translating the public signs, a translator should know well the linguistic characteristics and functional meaning of the public signs, have a knowledge of the distinction between different cultures. Beyond these classic translology theories, many researchers also made full use of other perspectives to carry out new explorations. For instance, Hou xiaojing (2011) discussed from the perspective of principle of politeness. These efforts showed the diversity of the research of public signs translation.

It is now not very popular in researching the public signs translation from the perspective of inter discipline. And this is a valuable direction worth exploring.

### 3 The Research Status of Public Signs: Translation from the Perspective of Eco-translatology

The research of public signs translation has already undergone a comparatively long period of development. As mentioned above, many translating theories that have developed to mature have been used to indicating the researches of the public signs translation. However, the Eco-translatology is a translology theory developed and improved in recent years. Though the theory itself needs further improvement, it is drawing an increasing attention. Many pioneers have paid their attention to or even took the advantage of the Eco-translatology to discuss the issue about the public signs translation. This paper discussed the feasibility and operability of researching the public signs translation from the perspective of Eco-translatology with the method of theory analysis and empirical research. Shu huijuan (2010) interpreted the theme slogans translation of Shanghai World Expo with the “three dimensions” principle in Eco-translatology. In addition to the discovery of new researching issues and new researching perspectives, the researching emphasis in the future will be focused on the integration of “basic theory research, applied translation studies and the terminology.” The final destination is the establishment of theory system the public signs translation, this need researchers continue to increase the depth and breadth of research.

#### B. *The Shortcoming of Current Research*

There are over 20 years since the study of public signs translation begun in 1999s, in this period many researchers obtained many delectable achievements, while, for the reason of a new arrival the China is, it is inevitable that different shortcomings emerged. Not a few researches used the examples and samples that have been very frequently used before, many researching angles repeated and overlapped. Lacking of pioneering and creative consciousness, Concluded as follows:

Repeated researches took a large part of the whole researching achievements. Throughout the researches to the public signs translation recent years, the author found that the phenomenon of repeating is very common. Most were about such as the function and scope of the public signs, the linguistic and cultural characteristics of the public signs, corrections and descriptions to the error types of the public signs.

The samples of the public sign are commonplace used in many articles frequently. For instance, “注意台阶”, “小心火烛”, “入口”, “严禁吸烟” no more new sign samples. Or the study just stayed on the surface, no deeper exploration.

The researches with various theories put most efforts on interpretation and prescription, and all of these directive theories were effective in certain degree. But more or less, have different weakness in explanatory power.

## III. THEORETICAL FOUNDATION

### A. *The Background and Main Concepts of Eco-translatology*

### 1 The Background of Eco-translatology

Eco-translatology, which analyzes and interprets the translation under the guidance of ecology, was put forward by professor Hu Gengshen in 2001. The occurrence of the ecological translation is connected with the social and academic development.

Firstly, starting from 1960s, the human society began to enter the ecological civilization stage. In 1972, the release of the famous environmental declaration in America brought human's attention to environmental protection. China, on its part, also put forward a series of measures to deal with it, such as the strategy of sustainable development. The ecological dimension has been taken in research against such background.

Secondly, it is a corollary of the transformation of modern philosophy. During the 20th century, many philosophers around the world put up with many views where they put the ecological environment in the first place. For example, the famous French philosopher Jacques Derrida put forward the approach that "the center can be in the structure or outside the structure" (Derrida, 1967). This turn has provided translation studies with an ecological perspective to view translation activities.

### 2 The Main Contents of Eco-translatology

Currently, the eco-translatology contains nine theories. Here the author is going to talk about two of them.

First, adaptation and selection. In the view of eco-translatology, it is the instinct of translators to adapt to the environment and select proper words, phrases in the process of translation. And this is also the essence of translation. In order to produce a better translation work, the translators need to see themselves as a part of nature in order to adapt to it and then select a better version that best fits the environment. In this sense, translation is a process of translator's adaptation and selection.

Secondly, the transformation of three dimension. The three dimensions refer to linguistic, cultural, and communicative dimension. The linguistic dimension requires translator to pay extra attention to language form and change it if necessary. The cultural dimension requires translators to have a good knowledge of two cultures. The communicative dimension needs translator to emphasize the communicative function of language. The employment of the three dimensions will be explained in detail in the following parts.

## B. *About the Tourist Public Signs*

### 1 The Definition of Tourist Public Signs

The tourist public signs can be defined from the following ways. Firstly, the tourist public sign is expected to announce something necessary to the public in the tourist public places, such as identifications, marks, posters, bulletins, warnings. Secondly, in public places, tourist public sign with special communicative function can appeal people to obey rules. When tourists see the public signs, they will obey the orders to do what they want to do. Besides, public signs are the direct way to communicate with tourists, which decides whether the tourists have a good time in their travel.

All in all, as a written language during the travel, tourist public signs play an important role in indicating, warning, marking and noticing.

### 2 Features of Tourist Public Signs

In public places, tourist public sign is a service linguistic mark delivering some information to publics making them to do something or not to do something with the functions of managing, regulating and ensuring in social economic and cultural sides.

In order to make tourists get the meanings that signs represented, the linguistic feature of English tourist public signs are concise and brief. For example, the sign "为了您和大家的健康, 吸烟请到吸烟区" can be translated as "No Smoking" instead. Besides, most of them use directive and omitted sentences, and a large number of nouns, verbs, noun phrases and verb phrases are used in tourist public signs, which are always in present tense. For example, the signs "游客止步" "危险" "免票入" can be translated as "Staff Only" "Danger" "Admission Free" respectively. What is more, according to professor Lv Hefa, public signs are always indicative, suggestive, restrictive and compulsive, which can be illustrated by the examples "餐饮部" (Food and Beverage), "售完" (Sold Out), "左侧行驶" (Keep Left) and "不准随地吐痰" (No Spitting). These public signs are also very common in tourist attractions.

### 3 Function of Public Signs

Public signs are widely used in tourist attractions. It undertakes the responsibility of offering information to tourists, which we have talked about in the above. Apart from it, tourist public signs also have the function of setting up a good image for the place and elevating its reputation. For example, "三亚欢迎您!" (Welcome to Sanya!)

## C. *Summary*

In this part, the author talked about the background and main contents of eco-translatology, which consists of the cognitive path of relational sequence chain, the ecological features of isomorphism, and the theory of adaptation and selection, and something about the tourist public signs: its definition, features and functions. In the next chapter, we will discuss the translation of tourist public signs in detail.

## IV. THE TRANSLATION OF TOURIST PUBLIC SIGNS

### A. Samples of Tourist Public Signs and Methods of Collection

In order to obtain the samples of tourist public signs, the author of this paper, apart from collecting information from the internet, related newspapers and journals, visited a lot of interest of places and kept track of them by taking photos. Here are some examples.

	错误示范	正确示范
商店	Shopping Area	Stores
医疗室	Yi Liao Shi	Clinic
洗手间	Rest room	Toilet
开放时间	Hour	hour
不可回收	Organism	Unrecyclable
餐饮	Restaurant	Food & Drink
冲淋区	According to Drenching Area	Shower Area
办公区	Office	Office Area
严禁烟火	No Fire	No Smoking
小心地滑	Slip Carefully	Wet Floor, Caution
请勿跨越	No Crossing	No Climbing
无烟景区	No Smoking Landscape Area	Smoking Free Scenic Spots
当心火灾	Warning Fire	Danger of Fire
小心头手	Take Care of Your Head or Hand	Mind your head and hand
盐湖养生城	Salt Lake City Health	Health Preserving Center of Salt Lake

### B. Errors in the Translation of Tourist Public Signs and Causes Analysis

After the analysis of collected information, the author found that the misuses of tourist public signs are usually caused by the following reasons:

#### 1 Misuses of Linguistic Knowledge

Misspelling is one of the most common errors and is also easily to be ignored in the translation of tourist public signs. These errors can be seen at restaurants and hotels owned by the private who have little professional knowledge about the translation, which is why these errors happened.

For some small business entities, they just use the Chinese pinyin directly instead of translating them carefully. For them, the translation is merely a decoration, without carrying specific information on it.

Translating word by word. For example, “开水间”: Open water room, which is affected by the Chinese thinking.

Grammatical error is another mistake that is hard to find if translators do not have a good knowledge of the grammar. Errors are caused by the misuse of genders (Mr or Ms), form of nouns, misuse of articles (a, an or the), the types of verb. For example, “禁止触摸”: “No touch (touching)”; “男士正装”: “Men’s Suit (Suits)”; “开馆时间”: “Open (Opening) hours”; “退换商品”: “Return (Returns)”; “女士休闲服”: “Woman’s (Women’s) Wear”.

Generally speaking, errors of this type are caused by the inexperience of the translators and lack of inspection from experts and reference of translational standards.

#### 2 The errors caused by misunderstanding to cultures and context

In order to produce a proper translation, one must fully understand the original meaning of public signs. Any misunderstanding to original information will lead to failure. For example, the public sign of “小心碰头”, the translation is “Attention Your Head”. The true meaning of the sign is “mind your head”. The translation is totally against the meaning in Chinese.

## V. THE TRANSLATION STRATEGY UNDER THE GUIDANCE OF ECO-TRANSLATOLOGY

### A. Eco-translatology-oriented Solutions

Ways to solve this problem are diversified. Here the author tries to put up with solutions from the following three aspects.

#### 1 Improving the translator’s ability

Being the operator of translation activity, the translators play a critical role in the work translation. It is imperative that the translators should be well-educated and have full ability to master both Chinese and English. So it is necessary to improve the quality of English teaching in higher education. When they graduate, a test need to be held to check if they are qualified. Besides, the translators should also take responsibility and take it seriously.

#### 2 Improving the Public Awareness

Many errors are caused by small business institutions, because they ignore or despise the importance of the public signs. They just think of them as a form, a decoration or a fashion. Only when they change their minds and attach significant importance to the translation of public signs can the situation be improved. So, it is critical to improve the public awareness.

### 3 Strengthening Supervision of Government

During the process of improving the quality of public signs translation, the relevant department should perform their duties: They should strengthen their control over it: Any improper translation should be removed. Besides, they should also assign professors in this field to help improve the work.

#### *B. Translation Strategies under the Guidance of Eco-reanslatology*

There are a lot of strategies can be followed to improve the quality of translation. Here the author discusses elaborately two of them.

##### 1 Selective Adaptation

###### 1.1 Selective Adaptation to Target Readers' Needs

Public signs at tourist attraction take the responsibility of reminding the visitors to observe the rules or as an assistant for guiding them better understand what they are supposed to do. Signs like "Park Rules And Regulations(游园须知)" and "Notice (注意事项)" are commonly seen there. For the purpose of emphasizing seriousness and authority, Chinese public signs are prone to employ words like "禁止", "严禁", "请勿". When they are translated into English, words like "forbidden", "prohibit" and "do not" are still used.

Example 1:

Chinese:

1. 禁止排放污水。
2. 禁止在河边垂钓。
3. 景区内禁止鸣笛。

English:

1. Waste water is forbidden to discharge.
2. Fishing on the river is forbidden.
3. Whistle is not allowed in the scenic spots.

Example 2:

Chinese:

1. 严禁向山下抛扔垃圾。
2. 水深危险,请勿下水游玩。
3. 殿内禁止拍照。

English:

1. Strictly prohibit throwing garbage downhill.
2. Taking care to deep water, not to take water please.
3. No photo.

Most visitors want to spend a happy time and enjoy themselves at the tourist attractions. If a public sign of compelling function is stated with a weak tone, readers may not take it seriously and ignore it, which may lead to danger. By contrast, if the tone of a translated text is so strong that it makes the target readers feel uncomfortable, it can hardly be a satisfactory translation. Therefore, a suitable mood or tone should be kept in mind in translating in order to adapt to target readers' needs in scenic spots. Besides, westerners stress more on "dos" instead of "don'ts" (Nord, 2001), and more declarative sentence are employed to mitigate the stern tone of voice, so that visitors can enjoy themselves better. Here is the author's version:

Revised version for Example 1:

1. No waste water discharge.
2. No fishing.
3. Horn prohibited.

Revised version for Example 2:

1. No littering.
2. Caution: Deep Water, No Swimming.
3. No photography, please/Cameras off, please.

###### 1.2 Selective Adaptation to the environment of Public Signs

Public signs are placed in the certain environment, namely, signs are meant to communicate with people from all walks of life and changing semantically in line with the surroundings where it is located. This feature requires translators to make appropriate linguistic adaptation which can be adaptable to the translational eco-environment of public signs.

Example 3: 请勿攀爬 Do not climb (next to dangerous gully)

Example 4: 请勿攀爬 NO CLIMBING (in the subway)

Example 5: 请勿攀爬 Do not climb (beneath the tree)

Example 6: 严禁攀爬 (on the fence gate)

These four public signs, which have the same Chinese meaning, are located at different places. The first sign in an amusement park is placed next to a deep gully in order to remind kids not to approach. The second one often can be

seen in the subway, in a bid to ask people to keep in order. The third sign is fixed beneath a tree, while the fourth one is located at the gate. When you glance at these signs, maybe you think of them as the standard version. They all stress that the behavior of climbing is not allowed because it can be dangerous. Nevertheless, when looked from the perspective of eco-translatology, these public signs are far from satisfactory. It is so abstract and general that the visitors can hardly comprehend what they are supposed to do.

Revised version for Example 3: Danger! Deep Gully!

Revised version for Example 4: Please keep in order.

Revised version for Example 5: Protect the tree for everyone to enjoy.

Revised version for Example 6: No climbing over.

### 1.3 Selective Adaption to the Purpose of Source Text

Example 7:

Chinese: 森林防火千秋业, 生态安全万代兴

English: Forest fire prevention is a long term project; Ecological security will be long-term benefit of human beings.

Example 8: 危险! 请勿靠近 Be aware of the cliff! Do not go ahead any further.

For Example 7, the sign is set up to prevent the occurrence of fire. It is committed to encourage people to protect forest. However, this public sign compresses so much content in such limited space, which may not serve the purpose of the source text, in that target readers are more likely to have a quick glimpse instead of standing still when they pass by these public signs. In other words, readers are prone to finishing reading and understanding the sign within a short time. Therefore, in order to achieve the function of the public sign, the first thing is to be concise. Those that are fully occupied or redundant can hardly arouse passerby's response. The same problem exists in Example 8. For this reason, the two examples can be revised as following:

Revised version for Example 7:

Please protect the forest for generations' welfare.

Revised version for Example 8:

Danger! No approaching! Cliff!

## 2 Adaptive Selection

According to eco-translatology, the high-quality translation works must be those that highly integrate selective adaptation with adaptive selection during translating. This part is concentrated on translation as selection from the perspective of the three principal dimensions— linguistics, culture and communication.

### 2.1 Adaptive Selections in Linguistic Dimension

Adaptive selection in linguistic dimension emphasizes the conversion and selection of language forms. In other words, it gives great priority to the choice of words, phrases and sentences.

Example 9: 残疾人通道 Access for Disabled People

Example 10: 无障碍通道 Wheel chair ramp

Example 11: 无障碍坡道 Accessible Ramp

Example 12: 无障碍卫生间 Disabled Toilet

According to Oxford Advanced Learner's English-Chinese Dictionary, "for" is used to show purpose or function. In the above examples, signs used in the washroom or sports venues are in a bid to convey the message that this passage or facilities are specially designed for the disabled person for the purpose of their convenience. The proposition "for" makes these phrases more relevant and comprehensible. Referring to the above Example 10 "无障碍通道", it is also reasonable for us to render it into "Access for wheel chair"; for Example 11, "Ramp for Disabled Person"; for Example 12, "Facilities for Disabled People".

Example 13:

Chinese: 芳草萋萋,踏之何忍。

English: The grass is fragile. How hardhearted to trample them?

This public sign can be seen everywhere. By contrast, the readers can find that the target text is completely literal translation. Evidently, the translator ignores the different features of Chinese and English sentence structure. Chinese focuses on meaning, while English emphasizes structure. This translated version makes no sense to westerners, let alone accomplishing its function.

Revised version for Example 13:

Please keep off the grass.

### 2.2 Adaptive Selections in Cultural Dimension

Adaptive selection in cultural dimension concerns much about cultural interpretation and transference in two languages. In other words, the translator is supposed to tackle differences between cultural background information such as readers' beliefs, moralities and values.

Example 14: 做一名文明乘客, 今天你有序排队了吗?

Example 15: 文明参观 Civilized Visiting

Example 16: 废物不乱扔 举止显文明

Do not throw things randomly. Be civilized.

There's something in common in the above examples. They all contain the word “文明”. It is unreasonable to translate them as “civilized” without serious consideration. In fact, the words “文明” mean to be well-educated or courtesy in Chinese. It refers to a kind of good conduct. However, in English culture, “civilized” is the antonym of “uncivilized(野蛮的)”. Obviously, it makes no sense if it is translated as “civilized”. Hence the adaptive selection is necessary for translator according to distinguished values. Combining with the principle of “conciseness”, the author gives suggested texts for these signs.

Suggested version for Example 14:

Be polite and stand in line, please.

Suggested version for Example 15: Be a polite visitor.

Suggested version for Example 16:

No littering. Courtesy is within your polite manner.

### 2.3 Adaptive Selections in communicative Dimension

Example 17: 请勿摘花

Version 1: Don't pick the flowers

Version 2: Leave the flowers for everyone to enjoy

Version 3: I greet you with smile, you behave with style

Adaptive selection in communicative dimension put great emphasis on practical communicative function. In the above examples, the sign “请勿摘花” in Chinese can be translated into three versions. They are “Don't pluck the flowers”, “Leave the flowers for everyone to enjoy”, and “I greet you with smile, you behave with style” respectively. The first text is an imperative sentence with a harsh tone; the second one is in a milder mood, indicating the objective or reason of protecting the flowers; the third version using personification appears to be vivacious and genial, which are more apt to activate readers' sense of pity towards flowers. As far as linguistics and culture are concerned, the three versions are all reasonable. Which version is best depends on the environment where it is placed. The translator needs to make a prudent selection to achieve its communicative function.

## VI. CONCLUSION

This paper demonstrates the translation of public signs from two angles: selective adaptation and adaptive selection, in a bid to produce a better and highly effective translation of public signs in scenic spots under the guidance of eco-translatology. It also helps readers to get a deeper understanding of the nature, the process, principles and strategies of translating tourist public signs.

The contrastive and descriptive analyses of these cases bring about the following conclusions. Firstly, in order to produce a high-quality translation work, the translator must adapt to tourists' needs, the environment and the purpose of source text. Secondly, as for adaptive selection, the translator must conform to the three principal dimensions—linguistics, culture and communication. In a nutshell, it requires the translator not only to have a good command of knowledge of two languages, but also two cultures.

However, there are still a lot of flaws. Firstly, a great number of Chinese public signs do not have their counterparts in English because Chinese and English pertain to different linguistic school. Secondly, due to the limitation of the author's ability, some of the examples given in the paper may have a better version for them. A lot of things need to be done to improve the situation.

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# Developing Critical Reading Skills through Stylistic Analysis in Integrated College English Classroom\*

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**Abstract**—Reading is a dynamic and interactive process between the reader and the writer, which goes beyond the literal study of the text. It requires readers to actively engage in analysis, judgment and evaluation of information. However, integrated college English classes focus more on students' language proficiency and restrain students' critical competence. The deficiency of critical thinking skills and disposition defects the students' power of creativity and innovation competence. So it is obligated for college English teachers to improve critical awareness and employ stylistic analysis method to help students to develop critical reading skills, building up students' ability to predict, reason, analyze and evaluate the reading materials.

**Index Terms**—college English teaching, critical reading, stylistic analysis

## I. INTRODUCTION

In the 21<sup>st</sup> century, with the advanced development of computer science, people are more and more widely immersed in a vast sea of information, so it is a must to learn to select, analyze, judge and assess what information we need in the personal, professional or academic lives. That's to say, we should learn to read actively and critically rather than passively absorb the reading information. Reading critically or critical reading is a high-level reading activity between readers and writers which entails the ability to read with analysis and judgment, it analyses not only what a text says but also how it says it (Li, 2010). A writer writes to assure the readers to accept the ideas in the text, and the readers have to read and decide whether to follow the writer's arguments or what to accept. In the newly-revised *Guidelines on College English Teaching*, it is required that students read to distinguish opinions from facts, understand the implied meaning and main idea of the text, grasp the logical structure and comprehensively analyze the text to speak up one's own opinions (Ministry of Education, 2017). According to the *Guidelines*, reading goes beyond the literal study of the text, it involves carefully considering and evaluating the materials, identifying the strengths or weakness and implications of the articles, which is exactly what critical reading demands. Critical reading plays a vital role in developing students' critical thinking abilities. However, traditional Chinese English teaching classroom rarely encouraged cultivating students' critical thinking (O'Sullivan & Lin, 2010). Take college English reading for example, teachers remain in the dominating position, controlling much of the class to spoon-feed knowledge and culture or to explain and train reading skills. Students passively follow the teacher in the reading classroom; they are mainly trained to improve their language skills—to enlarge their list of vocabulary, broaden their cultural eyesight or improve comprehension abilities (Xu, 2011). Such traditional lecturing and reading activities are not very helpful in fostering students' critical thinking proficiency. As a result, the students usually accept the information of a reading text without training of analyzing, questioning, distinguishing or criticizing. Many students can't express points of view of their own after reading a text. Such "reading crisis" severely restrains qualified personnel production (Zhang, 2012). This paper discusses the connotation of being critical and claims to cultivate critical reading skills by using stylistic analysis method in college English reading classroom, illustrated with a reading lesson "How deep is your love?" from *New Century College English Integrated Course* (Book Three) by Qing Xiubai as a case study.

## II. CONNOTATION OF CRITICAL READING

### A. Definition of Being Critical

Many people equate the idea of being critical with criticism of what other people are doing, or finding faults of something. Etymologically, the English word "critical" derives from two Greek roots "kriticos" meaning evaluation and "kriterio" meaning criteria. So the true meaning of "critical" is to make an evaluation or a judgment according to some principle. In the *American Heritage Dictionary of English Language*, the definition of the word *critical* is to be characterized with exact, careful evaluation and judgment. In *Longman Dictionary of Contemporary English*, "critical"

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is defined as providing careful and fair judgment of something. From above, we can see *being critical* doesn't necessarily connote negative meanings or find faults, it means "using careful evaluation, sound judgment and reasoning power" (Milan, 1995, P.218). The critical ability is highly valued as a kind of literacy. In England, master degrees are only awarded to students who have demonstrated a critical awareness of current problems and have conceptual understanding that enables the students to evaluate critically current researches (Poulson & Wallace, 2004)

### *B. Essence of Critical Reading*

The ability of being critical in reading activity is termed as critical reading, which is contrasted to literal reading. Academically, many scholars have given definitions to critical reading. Hafner defines critical reading as "a thinking process that is improved by way of using language more constructively and clarifying concepts through discussion and questioning" (Hafner, 1974, P.40). Maker & Lenier argue that critical reading is "the process of making judgments about what you read and deciding what to believe and what not to believe" (Maker & Lenier, 1986, P.138). Relatively speaking, Priozzi gives a more clear definition as follows:

Critical reading is a high-level comprehension of written material requiring interpretation and evaluation skills that enable readers to separate important from unimportant information, distinguish between facts and opinions and determine a writer's purpose and tone. It also entails using reference to go beyond what is stated explicitly, filling in information gap and coming to logical conclusion (Priozzi, 2003, P.325).

Critical reading is a sophisticated activity, including psychological, linguistic and sociological aspects, it is an ongoing interactive process in which the reader actively produces meaning through a set of mental processes from the text and the author (Shihab, 2011). To sum up, critical reading is a purposeful and reflective process of comprehending, analyzing, judging and evaluating the written materials so as to respond intelligently to the writer. It is considered to be an indispensable ability of literacy as equally important as writing and arithmetic. During the course of reading, a critical reader needs to differentiate facts from opinions; to understand the literal or implied meanings and the narrator's tone; to find the connections between the events or actions; to detect an inferential relationship from the details observed; to make moral reasoning and fair-grounded judgments. In a sense, critical reading is to exercise what the experts term explanation, analysis, synthesis, argumentation, evaluation, problem-solving, logical reasoning and application (Fahim & Sa'eepour, 2011).

Critical reading must be based on literal reading. In literal reading, the reader only needs to read the lines, locating information, using context clues to supply meaning or identifying the explicitly stated relationships and organizational patterns. Different from the literal comprehension, reading critically requires the reader to interact with the writer, identifying, analyzing, detecting and comparing as he thinks along with the writer about the ideas in the text. So literal reading is the threshold to critical reading (Li, 2010).

## III. APPLYING STYLISTIC ANALYSIS TO DEVELOPING CRITICAL READING SKILLS

College English is a course of liberal education, which should focus on concepts of holistic education--the harmonious unity of knowledge, skills and personhood, and critical ability is one of the key ingredients of holistic education (Wen, 2016). But in most college English integrated classes, more attention is paid to explaining of words, translating of sentences or analyzing of grammatical structures, yet little concern is shown to the logic link between the paragraphs or the theme of the text course. Such teacher-centered teaching model only helps students to get literal understanding of the language elements. As we see, language is a sign to record social practice and human conduct. Most frequently, Human's ideology is implied within the language forms. Only literal reading is not enough for us to get to know the essence of the text, we must read to find the information that is not explicitly stated and try to compare the information with our knowledge in order to get a valued response to the text. This is a task of inferential reading, critical reading and appreciative reading. Such three types of reading comprehension are basically grounded on stylistic analysis of the text.

### *A. What Is Stylistic Analysis?*

Stylistics is a branch of linguistics, which is simply defined as study of the use of languages (Leech & Short, 1981). Stylistic analysis is to explore language, it mainly involves the varieties of language of a text, namely, the way words are pronounced, the way words combine with other words to form phrase and sentences, the meaning of words and sentences or the meaning of language in context, etc. In short, stylistic analysis is concerned with examining or analyzing various phenomena of the vocabulary, grammar and phonetics from the point of their stylistic functions for delivering thought, attitudes and emotions in various situations of communication. So stylistic analysis is a useful method of interpreting texts. With that, you go beyond the surface content to understand the text much more deeply and critically. Since the levels of language are various, stylistic analysis is therefore multi-dimensional, it can be done from different perspectives of phonology, graphology, syntax, lexicology, semantics and so on. Here in this paper, three levels are mainly discussed.

### *B. Critically Reading through Stylistic Analysis*

Reading through stylistic analysis, we attempt to explain how the words, grammar or figures of speech of a text

create the feelings and responses that we gain while we are reading. Such subjective impression of the text originates from the objective study of the features of the language. Necessarily, stylistic analysis is an activity exactly associated with a specific text. This paper chooses the text *How Deep Is Your Love* from *New Century College English Integrated Course -Book Three* (Qing, 2014) as a case study. The author of this text discusses love of different depths from her own experience and contrasts two types of love relationships of the young generation and their parents' generation, finally the author advises the young people to learn the essence of love and find ways to develop relationship of true love.

### 1 From the lexical perspective

Word is the basic unit of language, which is used to convey facts or opinions. While reading, we need to pay close attention to features of the vocabulary. Is the vocabulary formal or colloquial? Descriptive or evaluative? Simple or complex? Especially, much importance is attached to the emotive effects of the words because the emotive effects of words usually indicate the author's opinions, attitude or feelings. Additionally, most words in written texts possess two levels of meaning. The first and the easiest to analyze is the literal or descriptive meaning of words. However, beyond dictionary definitions, words communicate or connote emotions, biases, attitudes, and perspectives. In many texts, especially those aimed for persuasion, criticism, suggestion etc., authors often deliberately use connotative language to appeal to emotions in order to make their ideas acceptable and believable. They are aware of the truth that it is not always what we say but how we say it that influences people. So effectively analyzing a text involves learning to interpret what is implied or suggested just as well as what is explicitly stated from the lexical perspective. Look at this passage below:

I am amazed when I hear stories of school kids bragging about the number of physical relationships they have had. I am horrified to learn that girls barely eighteen have already been in and out of seven to eight "hook ups".

(Adapted From the text *How deep is your love* by Mansi Bhatia in *New Century College English Integrated Course-Book Three*.)

This paragraph shows how the author feels about the way the school kids and the teenage girls treat love. Although the author doesn't state out her opinion directly, however, the words "amazed", "horrified", "barely" and "already" give a signal of negative emotive effects, implying the young boys and girls are too hasty and frivolous in love. We can judge that the author absolutely disapproves such kind of love affairs. Comparatively, the author's parents' generation handle love and relationship like this:

Our parents' generation was fed lavishly with ideals. It was an era of constraints, restraints, respect, admiration, and plenty of romance. The long skirts, the quiet and unpretentious looks, the curled long hair, the calmness, the shy glance—these are all so frequently remindful of a bygone era. An age when the distance between the sexes somehow managed to help preserve the holiness of love and relationships.

(Adapted From the text *How deep is your love* by Mansi Bhatia in *New Century College English Integrated Course-Book Three*.)

According to the above paragraph, the older generation handled love and relationship with more "constraints", "restraints", "respect", "admiration", and plenty of "romance". They tended to preserve the "holiness" of love and relationship. The words in the quotation marks contain six or above six letters, or three or above three syllables. Such words are called BIG WORDS, which are very formal and serious in tone. Here, the author uses these big words to denote that her parents' generation take serious and holy attitudes to love, which makes the author feel that "these are all frequently remindful of a bygone era". The words "remindful" and "bygone" show that the author sounds disappointed with the young people's hasty behavior in love today, and that she is longing for the traditional love of the old generation. It seems to be a pity for the author that the traditional way of handling love relationship is now gone forever.

### 2 From the syntactic perspective

A sentence is orderly arrangement of words, it is a grammatical unit of language. Syntactic analysis is about to analyze the types and complexity of the sentence, the clause structure, the verb tenses or the phrase types as well as word class. These syntactic features can usually express the writer's unstated feelings and points of view.

#### 2.1 Verb tense

The tense of a verb tells when a person does something or when something exists or happens, it expresses more than the time of the movements or situations of the predicate verbs, it also indicates some phenomena and the writer's attitudes towards the phenomena.

The author of this paper conducts a statistics of tense of main verbs in the text *How deep is your love*. Usually, a sentence is marked with a full stop, a question mark or exclamatory mark, so there are 57 sentences in all (not including the lines of the poem at the very beginning) in this text. Here is a table of the usages of verb tense in the text *How deep is your love*.

Verb tense	The simple present tense	The present perfect tense	The simple past tense
Frequency	37	4	16

The author of the text applies the present tense when narrating the young people's practice to love relationship. From the above statistics, the total of the present tense is forty-one times, with seventy-two percent, which is a big percentage.

With the wide application of present tense in the text, the author, Mansi Mhatia, intends to show that most of young people today have reshaped different opinions on love relationship, compared with the old generations. It is universally believed that young people treat love with frivolous acts. Although such phenomenon is common, the author shows her disapproval of it.

### 2.2 Sentence type

Sentence types can be differently categorized according to different criteria. In terms of sentence length, the sentence can be classified into long sentence and short sentence; in terms of complexity, it is divided into simple sentence and multiple sentence; in terms of function, it is grouped into four kinds: declarative, interrogative, imperative and exclamatory. Different sentence types can also represent some implied meaning. For instance, the short sentences are usually emphatic, and they are characteristic of brevity and force, while the long sentences give out the impression of formality and solemnity. Look at the following example:

This is exactly what reading should be like, but in school, reading is not always an exciting, joyous adventure. Find something, dive into it, take the good parts, skip the bad parts, get what you can out of it, go on to something else. Why should we insist that every child should read the same book and get the same scrap of “understanding” out of it?

(Adapted from the text *Learning to read* By John Holt in *New Century College English Integrated Course-Book One*.)

The author, John Holt, believed reading should always be an exciting and joyous adventure, he advocated that teachers should get rid of the students’ dislike and fear of books so that the children would love books and feel more confident about their reading. So in the above paragraph when the author suggested the ways of reading, he used many short imperative sentences, “find something”, “dive into it”, “take the good parts”, “skip the bad parts”, “get what you can out of it” and “go on to something else”. These short sentences sound light and rhythmical, they can bring us reading pleasure, which fits perfectly with the central idea of the text. Therefore, the choice of sentence type is not made at random, it must be in accordance with the expression of the theme.

### 3 From the rhetorical perspective

The rhetorical device is a technique to convey a meaning with the goal of persuading readers into considering a topic from a different perspective. Rhetorical devices can not only beautify the language, but also evoke an emotional response, generating spiritual significance as well as persuasion. So analysis of the rhetorical devices can encourage us to read and think critically about the text. In the text *How deep is your love*, the author uses such rhetorical devices to get desired results.

#### 3.1 Simile

A simile is a figure of speech that aims to make a comparison between two different things, showing similarities with the help of the words “like” or “as”. Therefore, it is a direct comparison. In writing, similes can be used to vividly express deeper meaning, conveying complexity or adding greater significance to his text. In the text *How deep is your love*, the author thought her early love experience to be “harmless puppy loves that are as brief as soap bubbles”. “Puppy loves” means love happening to people who are too young to understand the essence of love. “Soap bubbles” are colorful, but easily broken. Here the author uses a simile to compare her puppy loves to soap bubbles, both share the same characteristics that they exist in a short time and produce no lasting influence. So the true meaning the author wants to express is that her early love affair is silly and brief, not true love.

#### 3.2 Metaphor

A metaphor is a figure of speech in which the speaker or writer uses a word or phrase denoting one kind of object or action to take place of another so as to suggest a likeness or analogy between them. A metaphor is an implied comparison, in contrast to the explicit comparison of the simile, which uses *like* or *as*. In the daily life or in a piece of literature, appropriate metaphors can sharpen our imaginations to comprehend what is abstractly stated.

In the sentence “Love was a magnificent building I had built on the foundation of friendship. It took time to blossom.”, “magnificent building” is used to imply that love should be developed in the way we construct a great building which doesn’t do without a strong foundation. Like a building, love should also base on something. “To blossom” is another metaphor, which implies that love can be as beautiful as a flower, needing time and nutrition so as to grow well. The author uses the mechanism of metaphor to imply that true love demands a lot of understanding, loads of sharing and caring as basis. Love means unselfishness, a willingness to sacrifice one’s own wishes and interests for those of the other part.

The same rhetorical device is used in the sentence “What about giving ourselves, and others, time and space to forge relationship?”. “To forge” literally means “to form something, such as metal by heating and hammering”. The author implies that love relationships, like iron needing tempering, require time to develop stronger mutual affection before they become as solid and strong as steel.

#### 3.3 Parallelism

Parallelism is a grammatical term for arranging words with syntactically accurate structure. Parallelism in literature is using equivalent or identical syntactic constructions in corresponding clauses and phrases. Parallel structure is essential to accurate grammatical structure, it can help to improve coherence and consistency, making readers deeply impressed. Here are examples of parallelism in the same above text:

There is more of closeness and less of intimacy. There is more of passion and less of emotion. There is more of

acquiring and less of sharing. There is more of opportunism and less of selflessness. In short, there is more of ME and less of US.

(Adapted from *How deep is your love* by Mansi Bhatia in *New Century College English Integrated Course-Book Three*.)

In the above paragraph, with the same five sentence structures and repeated contrasts between “more...” and “less...”, parallelism is used to state that the young people enter the relationships under the pressure of lust, and that they treat love in a more self-centered way, only concerned with their own feelings and interests in an affair, forgetting that love also needs sharing and giving. With the parallel structure, emphasis is achieved to denote the author’s disapproval of the way young people handle love relationship with the opposite sex. Consequently, the author puts forward his opinions on love, using parallel structures of seven sentences introduced by “what about”.

What about gifting our object of affection, our time, our company, our support, our friendship? What about setting priorities in our lives and focusing on each with sincerity? What about trying to be self-sufficient emotionally before letting ourselves loose? What about giving ourselves, and others, time and space to forge relationships? What about working towards meaningful and lasting friendships? What about honoring our commitments? What about channeling our energies and emotions towards building lifelong bonds rather than wasting them on seasonal relationships?

(Adapted from *How deep is your love* by Mansi Bhatia in *New Century College English Integrated Course-Book Three*.)

Parallelism in this paragraph is in the form of rhetorical questions. The author, Mansi Bhatia presents his opinions on developing true love relationship with seven rhetorical questions introduced by “what about”, which ask for no answers. Parallel rhetorical questions sound more persuasive and acceptable than declarative statements. With such device of parallel structure, the author skillfully persuades the young people into learning the essence of love and find ways to develop relationships into lifelong bonds.

From the above case study, stylistic analysis not only brings a clear understanding of what the text means, but also uncovers how the text means and why the text is valued as it is. So stylistic analysis is an access to critical reading as well as a process of critical reading activity.

#### IV. SUMMARY

Reading falls into literal comprehension, inferential comprehension, critical comprehension and appreciative comprehension (Richards & Platt, 2008). Literal comprehension is reading in order to understand, remember or recall what the word means or what the text is about, which is a basic and cognitive level of reading activity. Critical comprehension is analyzing, synthesizing and evaluating the text in order to acquire emotional experience and reasonable judgment of value. Such experience and assessment is achieved on the basis of language media, including the sound of language, the shape of language, the way how words combine with other words to form sentences, the meaning of language in context, the rhetorical device in the discourse etc.. So integrated college English teachers and learners are suggested to attach much more importance to close reading, doing stylistic analysis from different levels of text language to improve language awareness and critical reading skills. Of course, written response is also proposed because writing is the essential ingredient in critical thinking instruction (Wade, 1995). After comprehending and evaluating the text, it is a good way to write summaries, commentaries or reading journals, which equally benefits students’ critical reading and thinking skills.

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# From Sensibility to Sense—An Analysis on the Shift of Marianne’s Views on Marriage in *Sense and Sensibility*

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**Abstract**—Jane Austen is an excellent female writer in the United Kingdom. Many of her works appeal to generation after generation of readers. She wrote and published six novels in total. *Sense and Sensibility* was one of her popular novels and first named as *Elinor and Marianne*. Elder sister Elinor is a rational girl who can control her temper appropriately. She loves Edward very much. However, the younger sister Marianne is very emotional. She pursues romantic love and fails to control her temper after the lovelorn. After experiencing many setbacks, Marianne understands many principles and corrects her childish viewpoints. Luckily, both of them get their true love finally.

By researching original book and other literatures as well as analyzing the shift of Marianne’s behaviors and views on marriage from sensibility to sense, we can understand wise attitudes towards marriage. That is to say, when a woman chooses her Mr. Right, she should be more rational in love. This paper has great guiding importance for current women to seek their guidance in love. The paper will lead us to find what the rational views on marriage are and what we should do in marriage.

**Index Terms**—Jane Austen, *Sense and Sensibility*, Marianne, sensibility, views on marriage

## I. INTRODUCTION

In early Britain, the vulgar Sentimentalism and Gothic novels were welcomed by many writers. They were filled with British literature and lasted for a long time. Since the novels refuted rationality and advocated personal feelings so they also called pre-romanticism. However, novels by Jane Austen inherited and developed the tradition of realism in English fiction writing. The novel *Sense and Sensibility* reflects writing background of the special era—patriarchal society. Women have to follow her husband both in family and society. The only judgment standard of women is her marriage. When she marries to a rich and handsome husband, she can have a wealthy and carefree life. The status of men decides the status of women. So women are always at a disadvantage in marriage since they have few options. Without money, they must learn to draw pictures, play musical instruments and other training to enrich and improve them for marrying a rich man to attain the higher social status.

The author Jane Austen likes to observe the society and people around her. She depicts love stories between men and women in peaceful country and her writing style is full of exquisite, concise as well as emotional. At the same time, she also exposes the dark side of woman’s social status and criticizes this money-oriented marriage system. Her novel *Sense and Sensibility* truly reflects this main idea. Elinor and Marianne are responsible for appealing to woman’s liberation. Although conditions of their family are common, both of the sisters have their own thoughts of love. Basing on two sisters, Jane Austen believes that although most women cannot struggle for embarrassing situation, they also have rights to pursue their happiness like pursuing freedom and equality. Although women are discrimination group, they must try their best to express their own real thoughts independently. Especially standing on Marianne’s position, Jane Austen thinks women are easy to be impulsive and lost themselves in love and marriage so sensibility should be controlled by sense.

As a woman writer, Jane is concerned about woman’s social status and tries her best to defend them. She criticizes the repression and inequality of patriarchal systems. It is favorable for women to free their mind and raise their status even today.

## II. LITERATURE REVIEW

*Sense and Sensibility* was produced by a great and female writer whose name is Jane Austen. Her father was a knowledgeable priest and his wife was also a cultural connotation woman. Jane fell in love with reading books and her abilities to study independently were improved. Although she never goes to school and also does not read too many books, her interest in writing was cultivated by good family environment. She began to write some interesting stories when she was thirteen years old and she also showed wonderful ability of language expression. In 1800, Jane refused a suitor who was about to inherit assets from his guardian and never married. Four years later, her father passed away and Jane with her mother as well as her younger sister moved to another place. In 1816, Jane was ill, she was attacked by a

serious disease so she had to receive treatment in Winchester in May 1817. But unfortunately, Jane passed away on July 18.

The life of Jane Austen was brief but extraordinary. Since she lived in a small grange, the people she communicated were all middle and small landowners or priests. Their cozy and easy living environment influenced Jane Austen so there were not social contradictions in her works. She was usually satirized human weakness like compliments, selfishness and overconfidence by depicting many comic scenes and her works were beneficial to change vulgar of novel writing. Few writers could approach Shakespeare in talent, but Jane Austen did it.

At the outset, *Sense and Sensibility* was named "*Elinor and Marianne*" by Jane Austen. That suggested the plot was mainly talk about Elinor, Marianne and their troublesome romance with their respective lovers. Elinor is the first daughter of Dashwood family. She is a kind and rational girl. Regardless what happens, she can always remain calm. Afterwards, she falls in love with Edward Ferrars, he is Aunt Fanny's brother. Even if they have to separate, Elinor can also control her emotion appropriately. When she hears Edward has already engaged with another girl Lucy, she is very shocked. But she persuades herself to accept this cruel fact. Although enormous grief and sadness strike Elinor, she does not want anyone to worry about her so she bears all misery. Even later, Edward is given up by his fiancée Lucy, Elinor does not change the beginner's mind. Edward is very moving and tells Elinor his true feeling. In this novel's final, they live happily together.

Elinor has a younger sister Marianne. With some personalities of smartness, enthusiasm, energy and sentiment, she always has romantic illusions in love. Her ideal lover should have handsome or attractive appearance and know how to be romantic. When Colonel Brandon showed appearance to her, Marianne does not want to accept him at all since he is too old to have opportunity to pursue other young ladies, even if he is scarcely thirty-five years old. Later, she comes across John Willoughby, a young man who is attractive and romantic. Marianne is appealed to this handsome youth and falls in love with him. She is crazy about him. However, Willoughby is a vain and promiscuous snob and abandons Marianne finally. Faced with this sudden blow, Marianne has no prepared. Dissolving into tears every day, she does not willing to control herself at all. She is too emotional to find herself in love and nearly loses her life in a heavy rain. Fortunately, she stands up again with Elinor's help and Colonel Brandon's care, and then she marries to this man who is old in her eyes and just knows little about romance. In *Sense and Sensibility*, Elinor represents sense and her younger sister Marianne represents sensibility. Although their roads to love not run smooth, they finally find their true love after experience many setbacks.

By comparing different emotional experience of two sisters, Jane Austen wants to tell readers that marriage is a serious and cautious problem. When a girl chooses her partner, inner beauty should be thought a lot of and beautiful appearance is secondary. Meanwhile, one cannot indulge himself in emotion and it should be restrained by sense.

*Sense and Sensibility* has been seen as one of Jane Austen's famous works since it was produced. Many scholars write relevant literatures about this book. As one of the researchers, Sun Yaling made a comment on Marianne and worried about her determined romanticism. She thought Marianne was like her mother with the same problem that was carelessness (Sun, 2012). She has very demands on her future husband and she likes to pursue the fantasy (Sun, 2012). By analyzing romantic characters of Marianne, Sun thought it is her dreamy nature that leads to self-loss, so we can understand the romantic views on marriage are what Marianne really wants before the lovelorn.

Sun also mentioned: Willoughby just wants to cheat Marianne's sincere heart by his handsome face and lordship. It destroys Marianne's illusion (Sun, 2012). In fact, Willoughby did love her. Although he also deceived another girl Mrs. Eliza and let her pregnant one year ago, he really loved Marianne in love period. The reason for Willoughby's leaving is lack of money so he decided to marry a rich girl Mrs. Gary. But precisely because of his betrayal Marianne has to be strong and walks out of the lovelorn shadow.

Another academic learner on *Sense and sensibility* is Lin Yin. She thought that Marianne paid more attention to emotion in the face of love, rather than money. When she makes a choice, Willoughby is obviously an ideal person even though he has only one thousand pounds each year. But Marianne should have at least two thousand pounds if she wants to have a wonderful life. However, she doesn't care because she loves Willoughby very much (Lin, 2013). As we all know, the happy marriage should base on material conditions, like earning, houses even cars. Although every girl wants to have romantic love, we must turn to real life eventually. The author Jane Austen supports this view of marriage. Most of her novels showed the realism in British. Even some features of her works are included in some characteristics of other fictions in twentieth century. So we can see some of Jane Austen's views are progressive. Therefore, many critiques about her works are produced. Zhang Li wrote the book which name is *Character Analysis on Sense and Sensibility*. He supported this view—the happy marriage should base on money. Nonetheless, girls should become brave and keep hopeful when they lost love, especially your spouse gives up you for lack of fortune.

Liang Xiangyang is a critic of Jane Austen's novels. He commented that the handsome or beautiful face would change but only the inner beauty would everlasting (Liang, 2010). Recently, a researcher Zhou Fang has written a paper about this novel. The sparkling point of this paper is that she revealed Jane Austen's views on love by using the perspective of appraisal theory. This comparison reminds us to think about the true love. Colonel Brandon is older but better than John Willoughby. At least, he always treats Marianne sincerely even though he knows she dislikes him. The data suggested that Jane Austen supported true love and opposed false love which base on good-looking appearance.

In his article on *Analysis of Jane Austen's Views on Marriage*, Qian Jin analyzed: "As a realistic writer, Jane Austen



criticized someone pays more attention to money and gives too much importance to appearance and material conditions.” (Qian, 2012, p. 268). He appreciated Jane Austen’s foresight and thought it was significant for women today to self-inspect.

One of the topics in the research of *Sense and Sensibility* is the source of this novel’s name. In this novel, sense and sensibility are expressed separately by two girls of Dashwood family, they are Elinor and Marianne, especially differences between their standpoints, actions and results. In her paper, a researcher Zhang Zhijuan thought that sense and sensibility should not be understood separately, Elinor represents sense but does not lose enthusiasm. Marianne represents sensibility but not always stupid and stubborn. She insisted that we should not ignore sensibility but keep a balance between reason and passion (Zhang, 2012).

Maybe most people only concerned about the shift of Marianne’s views on marriage are from sensibility to sense, but only a few people focused on the balance between these two aspects. Zhang’s standpoint is very creative and breaks through the traditional perspective. A new view about *Sense and Sensibility* was raised by Fu Jie in 2009. Actually speaking, Austen’s perspective about marriage is also applied to modern marriage. It also reflects specific features: the contradiction and affinity (Fu, 2009). The contradiction and affinity are showed on characters in this novel: the traits of two sisters are contradictory. Elinor is calm and objective. Marianne is impulsive and subjective. But their characters become similar at the end of the novel so they tend towards the affinity, everyone wants to be like Elinor who balances sense with sensibility well in imagination. But in fact, most of them go deeper and deeper into love without putting rational factors into calculating. Views of Jane Austen are changed. Influenced by the traditional education, Jane prefers to keep rational awareness. But romanticism in the nineteenth century emphasized the individualism and idealism. Jane was more or less influenced by this trend of thought (Fu, 2009).

Another researcher Yang Huan focused on women’s marriage patterns of Jane Austen’s works. She analyzed that there were two types of patterns in her novels. First pattern was “call and response” and second pattern was “confession and introspection”. In the pattern of “call and response”, when Marianne was given up by her boyfriend Willoughby, Colonel Brandon comforted and cared her in time. That means “call”. Marianne felt very moving and fell in love with Colonel Brandon at the age of nineteen. That means “response”. If both sides could feel the call of love and respond actively, they would receive the steadfast love (Yang, 2013). In the pattern of “confession and introspection”, integrated with western culture and dogmas, she thought pride and self-approbation were thought to belong to original sin. So people must find out the fault, express the confession and redeem the soul (Yang, 2013). Marianne must learn to self-reflection, correct her personality shortcomings and find her true love finally.

### III. MARIANNE’S FEELINGS FOR COLONEL BRANDON AND WILLOUGHBY BEFORE AND AFTER THE LOVELORN

#### A. Before the Lovelorn

Marianne is the second daughter of Dashwood family. Her most obvious personality is sentimentality. In other words, she is easy to be sentimental and impulsive when meets something unknown, especially in the process of pursuing love. In contrast, her sister Elinor is a girl who has ability to control herself rationally. So Marianne was destined to experience more setbacks and learn to cope with them then she could grow up and made something well of herself.

Two men walk into Marianne’s life. The first man she meets is Colonel Brandon who loves her deeply and carefully. The second is John Willoughby who she loves frantically. When facing with Brandon and Willoughby, choosing between sense and sensibility, what is Marianne’s option? What is her feeling for the two men?

#### 1. For Colonel Brandon

When Mrs. Dashwood talks about Colonel Brandon, Marianne always does not like him from her heart. Colonel Brandon is a gentleman who was thirty-five years old and married before. He hopes to find another kind girl as his spouse so he seems to like Marianne. On her childish views, she insists this gentleman is too old to have right to pursue his happiness. She even laughs at Brandon’s disease, the rheumatism.

In chapter seven, there are some sentences about the appearance of Colonel Brandon. Compared with Willoughby, he is unattractive. Marianne sometimes looks down upon him as she prefers an active and young man. So she overlooks the sparkling points of Brandon. Later, she even talks about the weakness of Brandon with Willoughby. They consider that he is mediocre in all respect of life (Austen, 1994, p. 44).

Thus there are many romantic elements in Marianne’s thought, she concerns on handsome appearance rather than inner beauty and she prefers the free and easy life. As a consequence, Marianne chooses Willoughby who is a handsome and romantic man.

#### 2. For Willoughby

Willoughby is an ideal lover in Marianne’s eyes. She loves him extremely crazy. When she saw him for the first eye, she was deeply attracted by this good-looking youth. As for Elinor and her mother, it is the first time when they see John Willoughby, as for Marianne, she is too shy to look at his face carefully like others. This young girl’s heart is touched by this handsome and enthusiastic man so she takes part in all the admiration of the others.

Marianne and Willoughby are both like playing the piano, painting pictures and dancing. They also have same views on art and books. Soon, the two young people find they have many striking similarities. Especially Marianne, she insists that Willoughby must be her dream lover. Without a shadow of a doubt, Marianne, a pure and naive girl, lost her own direction in love. At this moment, sensibility conquers sense completely. Marianne does not want to hear a word about

the weakness of Willoughby, not even Elinor.

There are many differences between Colonel Brandon and John Willoughby, one is mature and another is childish. Marianne is a romantic girl, she likes something new and fresh, hates the traditional doctrines. Obviously, Willoughby is an ideal husband she wants, so her attitudes towards Colonel Brandon and Willoughby are different.

#### *B. After the Lovelorn*

The turning point of the novel is Willoughby's leaving. He has to go to London right now, but he does not tell Marianne the reason. This plot suggests that there are some problems in their love and they will break up in the end.

##### 1. For Willoughby

Facing Willoughby's departure, Marianne is overwhelmed by enormous grief. She cannot accept the terrible fact and hopes to come across Willoughby again in the future. So she played many favorite songs that she had been used to play to Willoughby. She always has illusions of Willoughby and believes they can have a reunion.

Unfortunately, when this heartless man writes to Marianne and tells her he will tie the knot with Miss Gray, the girl's expectations turn to desperation. But this innocent girl firmly believed that her Willoughby has secret sorrows. She always makes excuses for him and does not want to face the cruel reality. Although Elinor persuades her sister with the sane steady conviction and affectionate over and over again, Marianne is too impulsive to listen. Sometimes she could believe that Willoughby to be as unlucky and as innocent as herself. As we can see since Marianne trusted Willoughby too much so she cannot find out the truth and keep away from false appearance. Previously she dares to pursue everything she likes and someone she loves, but Marianne depends on Willoughby too excessively to see clearly the direction of love. Although he will engage to another girl, she still insists that Willoughby can change his decisions and marry her one day.

##### 2. For Colonel Brandon

At this point, Colonel Brandon also hears about this sad news. Then he thinks again and decides to tell Elinor the truth. Willoughby is a playboy and he cheats on Miss Eliza, the stepdaughter of Colonel Brandon. When Marianne hears about the news, she just sheds tears and says nothing. At the same time, she is no longer avoids meeting Colonel Brandon but sympathizes his unfortunate experience and respects his selflessness. In a sense, Marianne is getting progress. She begins to find the advantages of Colonel Brandon and talks to him voluntarily. Gradually, she sees through Willoughby and feels very sorry to Colonel Brandon. Then, she no longer overlooks the kindness of this gentleman and tries her best to make friends with him.

#### IV. MARIANNE'S VIEWS ON MARRIAGE AND REASONS FOR HER SHIFT—FROM SENSIBILITY TO SENSE

The United Kingdom is a rational country so that many people think sensibility should be controlled by sense. Jane Austen's heroine Elinor is also calm and rational when she encountered something. Although she is scarcely nineteen years old, she understands how to balance sense and emotion.

But another heroine Marianne is a counter example, her personalities are romantic, impulsive and enthusiastic. These personalities determine that her views of marriage will be full of sensibility and romanticism.

#### *A. Sensibility*

##### 1. Pay more attention to handsome appearance

Marianne is a beautiful and lively girl, she has a pair of big and brown eyes, golden yellow hairs and red lip. She seems to have exhaustless enthusiasm and always sticks to herself (Austen, 1994, p. 39). The author Jane Austen describes her appearance in detail. Thus we can know that Marianne is a pretty beautiful girl and she is full of temperament and calm. In the meantime, the pursuit of fantasy is what Marianne wants. She likes to make a daydream; she loves to pursue nice and beautiful things; she hopes to meet a handsome Prince Charming.

One day, Marianne sprains her ankle in the process of climbing mountain, but fortunately, a noble and elegant man Willoughby saves her. All these personalities meet Marianne's requirements of her Mr. Right. But results do not match what Marianne has asked for. Willoughby thinks only of his own amusement, without any design of returning Marianne's affection. Soon after, he leaves her without any explanation.

##### 2. Pay more attention to external hospitality

These are what Willoughby tells Elinor. He apologizes to her for all things he does to Marianne. At that time, hedonism is the only object that Willoughby wants to pursue, so he tries his best to win the attention of Marianne. If he succeeds to get her, he will have the amazing ability to appeal to other beautiful girls. But Marianne does not know what he really thinks. She always indulges in her romantic dream and does not want to wake up. When she cannot go outside because of foot injury, Willoughby visits her every day and talks many interesting stories with her. When she gets recovery, Willoughby presents a white horse to her in celebration of the recovery. His external hospitality makes Marianne love him rapidly. She deems that Willoughby will treat her well forever so she gives him her pure and whole heart. He is just for the vanity and hurts a kind girl's heart deeply.

##### 3. Pay more attention to impractical illusion

Marianne's impractical illusion is her biggest weakness. That's closely related to her romantic personalities and because of this. Since her impractical illusion so she has great expectation to ideal love. Soon after, Marianne is

abandoned by this playboy Willoughby. Her world of fantasy and spiritual pillar are both collapsed. Although Marianne falls into a deep pain and does not care about controlling herself at all, she still believes that Willoughby loves her. On the one hand, she persists in indulging the passion of illusion. On the other hand, she is constantly in pain with, keeps on the brink of choices. She does not know what to do and is trapped in contradiction. Her views on marriage are lack of sensibility so that Marianne will experience many setbacks in love.

### *B. Sense*

In order to grow up, everyone needs to go through a lot of emotional pains. Marianne can deeply understand this feeling. She begins to grow up in order to overcome the pain, to fight with many wrong views and to win a better self. She gradually understands sensibility should be restricted by sense and becomes brave and rational. The following are rational views on marriage.

#### 1. The rational marriage base on sincere heart

As for Colonel Brandon, he never even thinks about leaving Marianne when she is in adversity. When he saw Marianne for the first time, he appreciates her talent very much and deeply falls in love with this lovely girl. When Marianne has a bad cold, he looks after her without regret. In chapter forty-two, while Marianne lay on the bed, he looked at her with anxieties. The only thing he wants is she can get recovery as soon as possible. His eyes are filled with solicitude and cannot wait to look after Marianne all the time. Elinor also realizes Colonel Brandon's ideas (Austen, 1994. P. 267).

It is obvious that Colonel Brandon is a single-minded man. Unlike playboy Willoughby, he treats Marianne with sincerity and honesty. His concern and love make Marianne feel very self-condemned and moving, so she decides to begin a new life and nods her head to marry him in the end.

We can understand that good morality is more important than handsome appearance because the beautiful appearance is temporary but the sincere heart is everlasting.

#### 2. The rational marriage base on money

In Marianne's immature mind, happiness is more significant than money. She thinks Willoughby will treat her well for long time regardless of how much money he has. Although money that Willoughby has is only one thousand pounds annual, it is not enough for them to live a really happy life, Marianne does not care about that. But things do not go as her willing. Willoughby's money soon runs out for pursuing pleasure. Fearing not having much money to squander, he makes a decision to get together with another rich girl and gives up Marianne. Money is not everything, but we can do nothing without money. That is the basement for the happy marriage.

#### 3. The rational marriage base on mature personality

In this novel, Elinor is more rational than Marianne. So her rational personalities determine the rational marriage. As a broad-minded girl, she loves Edward very much just like Marianne loves Willoughby, but she can control her emotion rationally. When Elinor confirms the fact that Edward will get married with another girl who is Lucy, she can suffer the pain by herself and do not disturb everyone, including Edward, Lucy, Marianne and her mother. And then she decides to love Edward silently. She even helps him to find a job when Edward has no enough money to get married. Finally, she wins the respect and love of Edward by kindness and forbearance. That is what her sister Marianne does not have. Marianne thinks it is too difficult for her to control sadness so she just wants to release miserable feelings. She has a serious illness later so everyone is concerned about her, including her dear mother, Elinor as well as Colonel Brandon. Marianne's sentimental personalities determine her marriage will be tougher than Elinor.

### *C. Reasons for Her Shift from Sense to Sensibility*

Many things we learned in life come from failures we experienced. When Willoughby leaves, Marianne is brokenhearted and almost loses her lives. But she stands up again with the help of many people who love her. There are several reasons of Marianne's change, including Willoughby's betrayal, Elinor's exhortation, Colonel Brandon's care and Marianne's self-salvation.

#### 1. Willoughby's betrayal

Willoughby's betrayal is a direct reason for Marianne's shift from sense to sensibility. He just wants to indulge himself in happiness and vanity and does not care about Marianne's feeling at all. Because of his betrayal, Marianne is very grieved. The fact is relentless, but the reality makes Marianne see through Willoughby's hypocritical face, and it also breaks up Marianne's romantic views on marriage. She has to control herself and change her previous views. In a sense, the lovelorn is also a beneficial thing for her.

#### 2. Elinor's encouragement

The second reason is Elinor's encouragement. She knows Marianne's agony in her mind so she tries all her best to make her sister feel good and distract her attention. In fact, during Marianne's painful period, Elinor is also miserable. She had already known Edward had a fiancée but she can do nothing. The only thing Elinor can do is keeping on living. When Marianne hears about all these things, guilt and self-accusation are all appeared in her mind. She feels very sorry to her sister and draws strength from the example of Elinor. Later in this novel, this brave girl walks out of the lovelorn shadows.

#### 3. Colonel Brandon's care

One of the most virtual reasons of Marianne's change is Colonel Brandon's care. Although he maybe not welcomed

by Marianne at first, he also has some advantages, like kindness, enthusiasm and integrity. When Marianne has a bad cold and soon is in danger, Colonel Brandon volunteers to help Elinor and Marianne fetch their mother to come here and look after her daughter. His kindness wins the appreciation of Marianne. In return, she begins to open her mind to this gentleman and apologizes to him for previous mistakes. She eventually noticed who deserves to be respected and loved, who are worth entrusting. Not Willoughby, this man is Colonel Brandon.

#### 4. Marianne's self-salvation

Marianne's self-salvation is also a significant element. Although extraneous factors are helpful, self-salvation is more beneficial. If Marianne does not want to forget Willoughby, no one can help her. Sometimes we just have to save ourselves like Marianne.

After a big illness, Marianne finds a lot of weaknesses and mistakes she has and begins to make a plan to overcome them actively. She thinks her former self is selfish, lofty and biased so she cannot love others and herself. When Marianne makes a recovery from a bad cold, she realizes how childish and unforgivable she is. This girl apologizes to her sister Elinor and says sincerely that she will control her temper and put herself in other's shoes. Gradually, Marianne is making progress day by day and her temper is getting better. Soon after, she receives Colonel Brandon's proposal and returns to sense and reality rather than goes on living in anguish and illusion. She learns that morality is more vital than appearance, understands the happy marriage should base on material conditions, learns from her sister Elinor and knows sensibility should be combined with sense and never indulges her emotion casually.

### V. CONCLUSION

Elinor and Marianne are two heroines in Jane Austen's famous novel, one is rational and another is sentimental. To be honest, Marianne makes a deeper impression than Elinor on every reader's heart. She likes pursuing for freedom and romance. She hates red tape and pursues romantic even impractical love. But Marianne Dashwood is destined to have an unusual fate. She is born to find mistakes of her own views and correct them by experiencing many setbacks. In the end, she marries Colonel Brandon and becomes more mature. She grows from a young girl who is easy to be emotional into an responsible wife and a conscientious mother. The change of Marianne's views on marriage from sense to sensibility also reflects the truth: facing with love and marriage, we should be rational and control our emotion appropriately.

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