

**A STUDY OF ‘CHINA ENGLISH’ AND ITS LINGUISTIC
FEATURES**

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ABSTRACT

Based on Kachru's theory of World Englishes, namely the Three Concentric Circles Model, this study will link the concept naturally to the English which is used in the Chinese context and brings it into primarily two stages of nativization of English in contemporary China: 'Chinglish' and 'China English'. After the comprehensive analysis of the differences between 'Chinglish' and 'China English', the study aims to make a new definition of the term 'China English' in the domain of World Englishes. Following that, the researcher would exemplify the linguistic features of 'China English' at three levels, viz lexis, syntax and discourse. The data collected are corpus-based and textual analysis-combined. The corpus of 100 Chinese borrowings from eight dictionaries in Cannon's study (1988) developed by Yang(2009) was adopted in the present study. Forty 300-word compositions written by undergraduate students were collected from one college in the southwest of mainland China as the source of text analysis. Subsequently, the findings state that 'China English' is properly defined as a performance variety with 'Normative English' as its core used by the Chinese people. Also, it is colored with some linguistic features presented with reference to phonology, lexis, syntax and discourse. Those linguistic features inevitably influenced by both Chinese language itself and Chinese thinking model, which is especially appropriate for presenting those perspectives peculiar to the Chinese culture.

ABSTRAK

Berdasarkan teori Kachru mengenai Bahasa Inggeris Dunia (World Englishes), iaitu ‘Three Concentric Circles Model’, kajian ini akan menghubungkan konsep ini dengan bahasa Inggeris yang digunakan dalam konteks Cina dan juga membawa kepada dua peringkat utama Nativasi Bahasa Inggeris (Nativation of English) dalam kontemporari China: ‘Chinglish’ dan ‘China English’. Berikutan dengan analisis komprehensif perbezaan antara ‘Chinglish’ dan ‘China English’, kajian ini bermatlamat memperkenalkan satu takrifan baru kepada istilah ‘China English’ dalam domain World Englishes. Seterusnya, penyelidik akan mengemukakan contoh fitur-fitur linguistik ‘China English’ berdasarkan tiga peringkat, iaitu lexis, sintaksis dan wacana. Data yang dikumpul adalah melalui gabungan pendekatan berasaskan data korpus (corpus-based) dan teks analisis. Sebuah korpus yang merangkumi 100 kata-kata pinjaman dari bahasa Cina sebagaimana yang diperkenalkan oleh Yang (2009) dalam penyelidikan Cannon (1988) akan digunakan dalam kajian ini. Empat puluh 300-perkataan komposisi telah dikumpulkan dari sebuah kolej di barat daya China sebagai sumber teks analisis. Didapati bahawa keputusan kajian ini menunjukkan ‘China English’ boleh sesuai ditafsirkan sebagai Variasi Performasi (performance variety) di mana orang Cina menggunakan Inggeris Normatif (Normative English) sebagai teras. Selain itu, China English turut diwarnai pelbagai fitur-fitur Inggeris berdasarkan fonologi, lexis, sintaksis dan wacananya. Fitur-fitur linguistik yang tidak dapat dinafikan telah dipengaruhi bahasa Cina dan juga Model Pemikiran Bahasa Cina (Chinese

thinking model) ini, adalah amat sesuai untuk mempersembahkan perspektif-perspektif yang khusus kepada budaya Cina.

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CHAPTER 1

INTRODUCTION

1.1 Background of the Study

Language is an essential part of our life. Most of what human beings do will be impossible without language. Therefore, language issues have been significant all the time, taking a heavy weight upon the thoughts of individuals, societies and nations. It is more in modern world when global language patterns are altering completely (Aitchison, 2000:219). At the beginning of 21st century, it is nearly a stereotype to express that English has become a global language. Of over five thousand languages in the globe, the most widely used language is English. It is the chief language of newspapers, books, multinational business, meetings, bioscience, advanced technology and medication (Crystal, 1987:358).

Otherwise, English possesses the official or particular status in more than 75 nations, spreading America, Africa and Asia (Crystal, 1997:10). It is estimated that the total number of people speaking English in the world has reached two billion by the end of the 20th century (Todd, 1995:41). There is no other language which could compete with English for its world-wide language status.

In the past, English has been studied by linguistic researchers and scholars applying descriptive linguistic methods and techniques to identify dialect variations found in different regions and places (Orton, 1962). Also, English has been studied by sociolinguistic researchers under different headings like ‘social stratification of English speech’ or ‘social differentiation of English’ (Labov, 1966; Trudgill, 1974). Moreover, studies have been made on social dialects in English applying the sociolinguistic methodology (Wolfram, 1974). The aims of all these studies are different from one another. They try to identify and explain dialect variations in English on the one hand, and that of sociolinguistic variations found in language use on the other hand.

However, the study undertaken by the present researcher comes under the domain of English varieties as it is concerned with ‘China English’. That is, this study has nothing to do with neither English dialects nor sociolinguistic variations found in the use of English.

1.2 Statement of the Problem

The term ‘World Englishes’ has been used to emphasize the range of different varieties of English that have developed since the 19th century (Holmes, 2008:78). From the Eastern Hemisphere to the Western one, we can find various Englishes, which implies the fact that English has different varieties, such as

Australian English, Canadian English, Malta English, Indian English, Zambia English, Singapore English, Hongkong English, Korean English and 'China English', except for the 'standard' American English and British English (Holmes, 2008:79). It is believed that English has become a tool for international communication. It is not simply the possession of a particular country, but a neutral communication medium. Therefore, American English and British English are not taken for granted as the generally accepted 'Standard English', but as two varieties of English employed in these two nations (Wang, 1991:2).

Furthermore, English internationalization will certainly contribute to its localization or nativization. Different regions or nations vary from each other as they have distinct histories, cultures, customs, political backgrounds, economic systems and life styles. Thus people from different regions have their specific English expressions when they speak or write in English. The Englishes mixed with various cultural influence make English more implicit, diverse and flexible, and the concept of 'Standard English' becomes more outmoded. The current reality is that the ever-increasing non-native English speaking nations, especially the original British colonial countries, declare that their Englishes are independent. In addition to nations such as Malta, Singapore and India where English is functioning as one of the official languages or link languages, there are many other nations where English is learnt as a foreign language proclaiming that their Englishes are of independent nature as well. M. Ridjanovic stated that "If Pakistan English exists,

why can't we have our Yugoslavian English?"(Medgyes, 1992:340).

Due to all these views and statements, it is worthwhile to undertake a comprehensive and profound study with reference to varieties of English influenced by local languages and cultures. By doing so, English can function as a world language for the purpose of communication across different cultural backgrounds and nations.

1.3 Objectives of the Study

In the discussion with particular reference to the presence of English varieties in the world, it is found that China possesses the largest English-learning population (Crystal, 2008:5). Meanwhile, a sustainable growing number of Chinese English speakers have been integrated in Chinese-English bilingual society in mainland China. In fact, Chinese English speakers perhaps have much more English speakers than the total number of speakers in USA and UK (Deterding, 2006:195). Consequently, it seems unavoidable that a sizeable number of people speaking and studying English would conduce to a native English variety in China.

Until now, a couple of terms are used to label the spoken or written English by Chinese people: 'Chinese English' (Li, 1993:19; Jia and Xiang, 1997:11), 'Sinicized English' (Zhou, 1990: 20), 'Chinglish' (Jiang, 1995:51; He and Li,

2009:71) and ‘China English’ (Wang, 1991:3; Xie, 1995:9; Du and Jiang, 2001: 38).

Rather than reviewing the spread of English in a universal context, this study will link the concept naturally to the English which is used in the Chinese context and bring it into primarily two stages of nativization of English in contemporary China: ‘Chinglish’ and ‘China English’. Of these two terms, it is believed that an appropriate term should be selected to the English variety which is studied and used in China.

This study firstly aims to make a brand-new definition of the term ‘China English’ in the domain of World Englishes. Secondly, based upon the contrastive analysis of the dissimilarities between ‘China English’ and ‘Chinglish’, it further confirms ‘China English’, not ‘Chinglish’, should be the best appropriate term to define the English variety which is studied and used in China. Lastly, the researcher would try to exemplify the linguistic features of ‘China English’ focusing on its lexis, syntax and discourse.

1.4 Research Questions

In order to make a more meaningful study with reference to ‘China English’, in the study, the researcher puts forward the following three research questions:

(a)What is ‘China English’?

(b)What are the differences between ‘China English’ and ‘Chinglish’?

(c)What are the main linguistic features of ‘China English’?

The researcher would elaborate on question (a) and (b) in the literature review section. (Chapter 2, pp.20-29)

1.5 Significance of the Study

Firstly, the Chinese features manifested in ‘China English’ are beneficial to popularize Chinese unique culture and its civilization. Language can enhance the cohesion of all the speakers in a speech community. In certain contexts where English is the inevitable communication medium, the Chinese-flavored English can get Chinese descendents all over the world together. As for the features of Singapore English, T.T.B.Kob, a Singaporean delegate in the United Nations, commented as follows:

“When somebody is going abroad, in the plane, train or public bus, he or she overhears others’ talk, one could justify they are from Singapore or Malaysia. I wish when I am talking abroad, my country folks should have no problem in identifying I am a true Singaporean.” (Jia and Xiang, 1997:12)

Secondly, 'China English' is conducive to English teaching and learning in mainland China. On the basis of the comprehensive research and analysis, it is affirmed that what kind of Chinese features can be avoided and what cannot. For the avoidable features, it is necessary for Chinese English teachers guiding their students to correct their errors, but for the unavoidable ones, teachers should encourage their students to apply them in practice. By doing this, Chinese English teachers are able to improve their teaching efficiency greatly and may not mislead their students in the process of learning English.

Finally, 'China English' is also a contribution to English language because it has enlarged English vocabulary and expressions. In light of the statistics of Global Language Monitoring Institute in February 2007, 'China English' has contributed approximately 8% lexical items into English vocabulary, exceeding any other language resources to enrich English lexicon since 1994.

1.6 Scope and Limitations of the Study

There are certain limitations with reference to the data used for this study. One part of the data was based on a corpus of 100 Chinese borrowings from eight dictionaries in Cannon's study (1988) developed by Yang (2009). Another part of data was collected from one private college in the southwest of mainland China. Various factors were speculated on while choosing participants: faculties, years of

study, different academic levels and gender differences. Then 40 undergraduates were selected as participants for this study, all mainland Chinese, aged from 17 to 24.

Based on the previous studies, the linguistic features of ‘China English’ were presented under four different levels, viz phonology, lexis, syntax and discourse. However, due to the problems the researcher had in obtaining and analyzing the phonological data from the participants, in this study, she just concentrated on lexical, syntactic and discourse features of ‘China English’.

CHAPTER 2

LITERATURE REVIEW

2.1 Local Researches

2.1.1 Ge's(1980) Research

In the Chinese academic journals, the notion of 'China English' has been a topic of interest and discussion for more than 30 years. Ge(1980) first proposed the concept of 'China English', suggesting that more attention should be paid to distinguish 'China English' and 'Chinglish'. He holds the view that English language originally belongs to native English speakers; other people who speak English must obey the conventional and idiomatic way of English locals. He also points out, "Each nation has its own specific situation. Speaking of our China, no matter it is an old or new one, there are a lot of things with Chinese features which are necessary to be expressed when they are spoken or written in English."

To advocate his standpoint, he cites some of the examples as follows (Ge, 1980:4): Four Books, Five Classics, imperial examination, Hanlinyuan, May Fourth Movement, Mr. Science, Mr. Democracy, xiucui, eight-legged essay, baihuawen, two-hundred policies, ideological remolding, four modernizations, etc.

Moreover, he provides further explanation for the above mentioned examples. These translated English expressions are not Chinglish, but form part of 'China English'. When English-speaking people hear or read these terms, they may not immediately comprehend them; yet upon being explained, all these translated words or phrases reflecting Chinese culture can be immediately perceived by native English speakers.

Ge(1980:8) mentions the concept of 'China English' in the process of translating Chinese words or phrases into English. His research is chiefly concerned with vocabulary and from the viewpoint of translation, instead of researching 'China English' as an English variety. Also, he fails to provide a clear definition of 'China English'. However, he confirms some aspects of 'China English': firstly, 'China English' is objectively existent; secondly, 'China English' is used to express something specific to China; thirdly, 'China English' could be well comprehended by local English people with certain explanation given; and lastly, 'China English' differs from Chinglish.

2.1.2 Wang's (1991) Research

Compared with Prof. Ge, Wang (1991:2-4) defines 'China English' initially, proclaiming that 'China English' should consist of three points as stated below:

- (a) 'China English' has 'Standard English' as its core
- (b) 'China English' possesses its own peculiar characteristics
- (c) 'China English' is used by the Chinese people in the mainland China

That is to say, he conceptualizes 'China English' as 'one type of English with Chinese features, which is used by the local Chinese in mainland China on the basis of Standard English'.

2.1.3 Li's (1993) Research

Li (1993:19) challenges Wang's definition of 'China English' in his journal. The following are some of the arguments put forward by him.

- (a) The widespread use of 'China English' is not limited to the mainland China.

A lot of Chinese borrowings are found in English vocabulary via loan translation and transliteration methods, such as kowtow, Great Leap Forward, tea, Gang of Four, etc. All these Chinese borrowings employed in China and

overseas are found in 'China English'. Some expressions which are coined by the westerners, such as Communist China, Little Red Book, etc. should belong to 'China English', though they have never been used in mainland China.

(b) The concept of 'Standard English' is ambiguous. In consideration of the point that neither American English nor British English could be considered as 'Standard English', but as English varieties, thus 'Standard English' is no longer existent and could be substituted for 'Normative English' that conforms to the overall rules of English and is accepted by native English speakers. Based on his own arguments, Li (1993:19) makes a definition of 'China English' as given below:

“‘China English’ is a variety of English that regards normative English as its core, expresses the social matters peculiar to Chinese culture by means of semantic regeneration, loan translation and transliteration, presents Chinese characteristics with reference to the aspects of lexis, syntax and discourse, and doesn’t show any L1 interference.”

Li (1993:20) also states that Chinglish is deformed English and induced by the interference of L1 (Chinese language), which does not comply with the general rules of English language. That is to say, Chinglish is named 'Sinicized English', which could be found at the aspects of lexis, syntax and discourse because of the

linguistic transfer. Therefore, it has not been adopted by native English speakers. Its component and usage scope are unpredictable and restricted; it can lead language barrier to international communication and cultural exchange.

In short, although Chinglish and ‘China English’ are interconnected in certain ways, there is an essential difference between them. The former is not acceptable and may cause language barriers and misunderstandings in the international communication, while the latter one is considered as an accepted English variety which can enrich English language and bear no interference of L1. He argues that Chinglish is somewhat derogatory, and ‘Sinicized English’ may run the risk of confusion with ‘China English’. For this, ‘China English’ should be used for its Chinese term ‘Zhongguo Yingyu 中国英语’.

Although Wang (1991) is the first scholar to define ‘China English’, Li’s modified definition could complement Wang’s deficiency to the maximum, especially focusing on the scope of ‘China English’ (not limited to the native land of China) and major linguistic characteristics of ‘China English’, which Li (1993) specifies these features by means of lexis, syntax and discourse, rather than Wang’s(1991) “ ‘China English’ has its unique features.”

2.1.4 Xie's (1995) Research

Xie(1995:9) disapproves of Li's perspective of 'China English' and claims that L1 interference should be speculated on in the research of 'China English'. The Chinese interference actually appears in the linguistic levels---lexis, syntax and discourse when Chinese people make use of English to express both Chinese and overseas issues; there is no fundamental difference between Chinglish and 'China English'. In view of the above arguments, Xie (1995:10) suggests his own definition of 'China English' as follows:

“As an interference variety used by native Chinese in cross-cultural communication, 'China English' is based on normative English as its core and belongs to World Englishes as well. The Chinese language, the unique Chinese culture and the way of Chinese thinking can all result in the language interference existing in every aspect of 'China English'. Finally, Chinese English speakers' proficiency is correlated with their frequency of using 'China English' and its communication effect.”

2.1.5 Jiang's (1995) Research

Likewise, Jiang (1995) indicates that the features presented in 'China English' should be composed of phonology, apart from lexis, syntax and discourse. He further expresses that the phonological characteristic of 'China English' is a blend of American English and British English, and it is rooted in the conservative pronunciation of English dictionaries. Then, what follows is the generalization about the differences between Chinglish and 'China English' made by Jiang (1995:53):

“Chinglish is an inter-language or a pidgin to some extent. From the aspect of general rules in English language, Chinglish is deformed and exotic in most part. It is an inevitable phase for non-native speakers to learn English as L2 or foreign language, and they might arrive there, or might not if they stop improving it.”

Furthermore, Jiang (1995) affirms that 'China English' is a variety of English in World Englishes, more specific, one member of the 'Expanding Circle' varieties, but occurring with its own Chinese features as given below:

- (a) a near-native Chinese accent;
- (b) lexical items that are fundamental to Chinese due to its politics, history and culture;

- (c) outmoded pronunciation or forms arising from Chinese methods to language study ;
- (d) a linguistic blend of American and British English in the form of speaking and writing.

Therefore, 'China English' is a localization of the 'Standard English' used by Chinese English speakers primarily in mainland China due to its intranational and international objectives.

2.2 Foreign Researches

2.2.1 Kirkpatrick & Xu(2002)'s Research

According to Kirkpatrick and Xu(2002), the appearance of Chinese features is a fundamental constituent of 'China English' and found in the phonological, lexical and syntactic levels.

Firstly, the normative articulation of 'China English' could be well established in the long run. Some phonological characteristics are predictable and composed of a trend for syllable compared with stress timing.

Secondly, at present, some words and expressions are colored with Chinese features found in 'China English'. Cheng (1992:165) has drawn a significant

conclusion that the nativization of English takes place mostly notable in the political field, e.g. iron rice bowl, ‘one country, two systems’, the Cultural Revolution, open-door policy, etc.

Thirdly, Chinese features have also emerged in syntax. According to Prideaux (1989), one point is the preference of a main clause to a subordinate clause sequencing of complex sentences in English compared with those of Chinese clause order. As this is unmarked English word order, it could be quite flexible, even permitting a subordinate clause to a main clause. On the contrary, traditional Chinese word order is less flexible, so the subordinate clause should precede the main clause (Wang, 1958). It means that English is a less paratactic language than Chinese because explicit conjunction words are essential to reveal the relationship amongst clauses. For instance, the sentence in Chinese language like *It is raining heavily, the sports meeting will be delayed* means *As it is raining heavily, the sports meeting will be delayed* in English.

2.2.2 He & Li’s Research

Based on He and Li’s study (2009:71), in China, Chinglish is repellent as a mixture of Chinese and English, a term full of social stigma. Similarly, as ‘bad English’ and ‘learner’s English’, it is also an inter-language which is necessary to be developed. In contrast, in their point, they make a definition of ‘China English’

as an English variety with ‘standard Englishes’ as its core, and is affected by the characteristics of Chinese phonology, lexis, syntax and discourse pragmatics (He and Li, 2009:84). In their study, a couple of researchers (Deterding, 2006:179-94; Jia and Xiang, 1997:11; Jiang, 1994) have debated about certain major linguistic characteristics of ‘China English’. The findings mainly report on the following four aspects: phonology, lexis, syntax and discourse.

(a) Phonology

No one can disaffirm the fact that some phonological characteristics of ‘China English’ are around the corner: insertion of [ə], substitution of /θ/ for [s] and /ð/ for [z], inevitability of weak forms for function words, some kinds of diphthong simplification, general lack of voiced fricatives, etc.

(b) Lexis

Generally speaking, China-peculiar lexical items and phrases are borrowed into English by the following two methods: loan translation and transliteration.

Loan translation (certain words and phrases of ‘China English’ are coined through literal translation into English): e.g. dragon well tea, iron rice bowl, the Spring Festival, Beijing opera, One China Policy, paper tiger, etc.

Transliteration: e.g. fengshui, dazibao, Yuan, Putonghua, maotai, etc.

(c) Syntax

(1) A number of Chinese idioms are composed of four Chinese characters (morpho-syllables) and endowed with culture-peculiar meanings.

e.g.

. ‘effort halved, result doubled’

shi ban gong bei

事 半 功 倍

(2) Symmetry structure: The parallel structure is put to use in Chinese language for stating wisdom words frequently, thus it is widely present in ‘China English’ as well.

e.g.

‘a fall into the pit, a gain in your wit’

chi yi qian, zhang yi zhi

吃 一 塹, 长 一 智

(d) Discourse pragmatics

Articles in English are always structured deductively, in which the main subject distinctively emerges at the start with the following concrete approving arguments, while Chinese articles are commonly organized in an inductive manner. Namely, the most important standpoint has a tendency to be postponed until plenty of background information is stated.

2.3 Definition of ‘China English’

Until now, a couple of terms are used to label the English spoken or written by Chinese people: ‘Chinese English’ (Li, 1993:19; Jia and Xiang, 1997:11), ‘Sinicized English’ (Zhou, 1990: 20), ‘Chinglish’ (Jiang, 1995:51; He and Li, 2009:71) and ‘China English’ (Wang, 1991:3; Xie, 1995:9; Du and Jiang, 2001: 38). It is believed that an appropriate term should be given to the English variety which is studied and used in China. After making a careful review of the related literature about this issue, the above definitions of ‘China English’ are found to be inadequate in one way or another, thus the present researcher tries to propose her own definition of ‘China English’ in the following section.

First of all, it is true that the definitions given for ‘China English’ in source of the previous studies concentrate on the following three aspects:

(a) The first is about 'Standard English'. The researcher reckons that 'Standard English' is not existent any longer since neither American English nor British English could be considered as 'Standard English', but only as English varieties. However, it is assumed that we can regard American English, British English or Australian English as 'Normative English' that conforms to the common rules of English and could be perceived by local English people.

(b) The second point is concerned with the scope of 'China English', that is, 'China English' is not limited to those speakers in China. In 1978, the International Forum on English as an International Language was convoked. In this forum, many linguists drawn from different countries discussed the question of English varieties and were unanimous in the division of them into two types: international and intranational. The term 'international' refers to the English variety as a foreign language which is completely or primarily used for the international communication. 'China English' definitely belongs to the international variety, which implies that 'China English' can be used beyond its mainland and for its international use.

(c) The third point is L1 interference should be pondered over in the research of 'China English'. Being a brand-new English variety, it is accepted that 'China English' is featured with cross-cultural effects from Chinese language (Xie, 1995:9) when learners' acquisition of a L2 is affected, either positively or

negatively, by linguistic environment and their mother tongue (Gass and Selinker, 2008). It is a well-known fact that the relationship between language and thought is dialectical integration. The development of language could advance that of thought, and vice versa. One's accomplishment of language acquisition demonstrates the formation of a specified thinking model (Jia and Xiang, 1997). Accordingly, those characteristics of 'China English' are inevitably aroused due to the intrinsic thinking mode peculiar to Chinese people and their unique culture (Jiang, 1995). Xie (1995) made a contrast between two translated English versions of *A Dream of Red Mansions* (which is one of the Four Classics in the ancient Chinese literature) by Yang, Xianyi & Dai, Naidie and by D. Hawkes & John Minford respectively. His findings reported that there were plenty of short sentence patterns and less relative words in Yang's version, which more conformed to the Chinese writing style.

In the next place, due to Mufwene's (1994) advice, a pre-modifying adjective could be more proper for an institutionalized variety such as Australian English, Philippine English, British English, etc. It is far better to mark a performance variety of English with a pre-modifying noun like 'China English'. According to Kachru (1992), an institutionalized variety of English is used both internationally and intranationally, which also has the official status. On the other hand, the performance variety of English is taken granted for its international use, particularly in the economic, scientific, political and cultural

fields. Thus in China, English is mainly used for its communication purpose with non-Chinese English speakers, and so it is definitely a performance variety.

To sum up the above arguments, the present researcher would define ‘China English’ in the following way:

‘China English’, with ‘Normative English’ as its core, is properly defined as a performance variety of English used by the Chinese people, which is endowed with linguistic characteristics of Chinese phonology ,lexis, syntax and discourse, and is particularly proper for presenting those perspectives peculiar to the Chinese culture, maintaining high intelligibility in the global context.

2.4 Definition of Chinglish

Li (1993:20) states that Chinglish is deformed English and induced by the interference of L1 (Chinese language), which does not comply with the general rules of English language. That is to say, Chinglish is named ‘Sinicized English’, which could be found at the aspects of lexis, syntax and discourse because of the linguistic transfer. Therefore, it has not been adopted by the local English speakers. Its component and usage scope are unpredictable and restricted; it can lead language barrier to international communication and cultural exchange.

e.g.	self-walk car	free love
	自 行 车	自由 恋爱
	zi xing che	zi you lian ai
	self walk car	free love
	'bicycle'	'free choice of marriage partner'

Zhuang (2000:8) proposes that there are two reasons for which the phenomenon of Chinglish often appears in the English publications of China. One is that translators make a word-to-word translation for lack of a thorough understanding of the originals (as stated in Li's(1993) examples). The other is that they follow the collocation and structure of Chinese sentence patterns, but not integrate the structural characteristics of English language into translation works.

For instance,

(1)	农业	产业化
	nong ye	chan ye hua
	agriculture	industrialization
	'the industrialization of agriculture'	

- (2)
- | | | | |
|------|-----|------------|-------------------|
| 高 | 新 | 技术 | 产业化 |
| gao | xin | ji shu | chan ye hua |
| high | new | technology | industrialization |
- ‘the industrialization of high and new technology’

However, Zhuang(2000) maintains that ‘产业化(chan ye hua)’cannot always be translated into ‘industrialization’ in any situation, as it will mislead the readers. The two Chinese expressions mentioned above have formal published English versions: ‘industrial management of agriculture and application of high and new technology to production.’

- (3)
- | | |
|---------------|--------------|
| 现代化 | 建设 |
| xian dai hua | jian she |
| modernization | construction |
- ‘modernization construction’

He holds the view that the English version ‘modernization construction’ is an improper collocation, and the better one should be ‘modernization drive.’

Niu and Wolff (2003:30) further add that Chinglish is not only induced by the interference of L1, but characterized as “Mandarin sprinkled with English words and phrases or English with a Mandarin-introduced syntax”. The most obvious

feature of Chinglish is typically reflected in the literal translation from Chinese to English.

For example,

(1) Good good study, day day up.
好 好 学习, 天 天 向 上
hao hao xue xi, tian tian xiang shang
good good study day day towards up
‘Study very hard, and make a progress each day.’

(2) person hill person sea
人 山 人 海
ren shan ren hai
person hill person sea
‘huge crowds of people’

(3) My belly is hungry.
我的 肚子 饿 了。
wo de du zi e le.
my belly hungry aspect
‘I am hungry.’

Therefore, Chinglish, as seen from its spelling form, is a hybrid or misshapen language which is neither Chinese nor English, falling into the category of 'inter-language' and needing improvement (Joan , 1998:3).

He&Li(2009:71) holds the same perspective that Chinglish is an 'inter-language' and its occurrence is the result of negative transfer of the mother tongue. Following that, Gass& Selinker (2008) defines the term 'inter-language', which is used to "put emphasis on the phonologically and structurally intermediate status of a learner's language system between target language and mother tongue."

To sum up, the researcher defines Chinglish as 'a mixture of English and Chinese, which is an 'inter-language' induced by the negative transfer of L1, leading language barrier to international communication and cultural exchange on various linguistic levels'.

Concerning the nature of Chinglish, there are two opposite views which exist at present. One is that such a type of deformed literal translation of Chinese expressions and idioms makes no sense to foreigners, and using Chinglish could reduce the degree of intelligibility, which will hinder the intercultural and international communication. Consequently, Chinglish has been criticized gravely as 'Chinese Pidgin English' at home and abroad, maintaining the issue of attention and disputation (Wei and Fei, 2003:42).

However, the other side argues that Chinglish is an inevitable and prerequisite stage for studying English as a foreign language in China. As a developing country, China is also in the process of developing a type of English which satisfies the needs of its majority population while having communication with each other. Therefore, on condition that it functions as a useful internal and external medium of communicating with both L1 and L2 English speakers, it can't be regarded as an unacceptable language (Niu and Wolff, 2003: 35).

2.5 The Differences between 'China English' and 'Chinglish'

'China English' is presumed to be 'Normative English' and belong to World Englishes. As it earns prestige and publicity in the globe, it should have a great effect on English language. As a result, it is endeavoring to retain the national identity in the frame of inter-linguistic communication....and it is borne in memory that the purpose of studying English is not only to perceive the native culture but also to transmit Chinese culture in the world (Wei and Fei, 2003:46). Nevertheless, Chinglish is a deformed language which can lead to language barriers in the international communication and cultural exchange. Its component and usage scope are unpredictable and restricted.

Before Beijing Olympic Games in 2008, Reuters reported a piece of news that Global Language Monitor(GLM), with its headquarters in Texas State of U.S.A, mentioned that the Chinese government was sweeping away deformed and ridiculous English presented in the menus and road boards in China, because the government was worried that the non-normative English might offend foreigners. It also commented that “Beijing was struggling against a losing fight; it could celebrate ‘the joyful blend of English and Chinese’, which was also in the centre of cross-pollution between English and Mandarin Chinese.” Although some Chinglish sentences have been a part of English, for example, the sentence *Long time no see* (*hao jiu bu jian* 好久不见) originally was Chinglish. At present, it is also expressed by a lot of native English speakers. However, such a case is still rare and limited.

With reference to the contrastive analysis of the dissimilarities between ‘China English’ and ‘Chinglish’, the researcher can finally confirm ‘China English’, not ‘Chinglish’, should be the best appropriate term to define the English variety which is studied and used in China.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Theoretical Framework

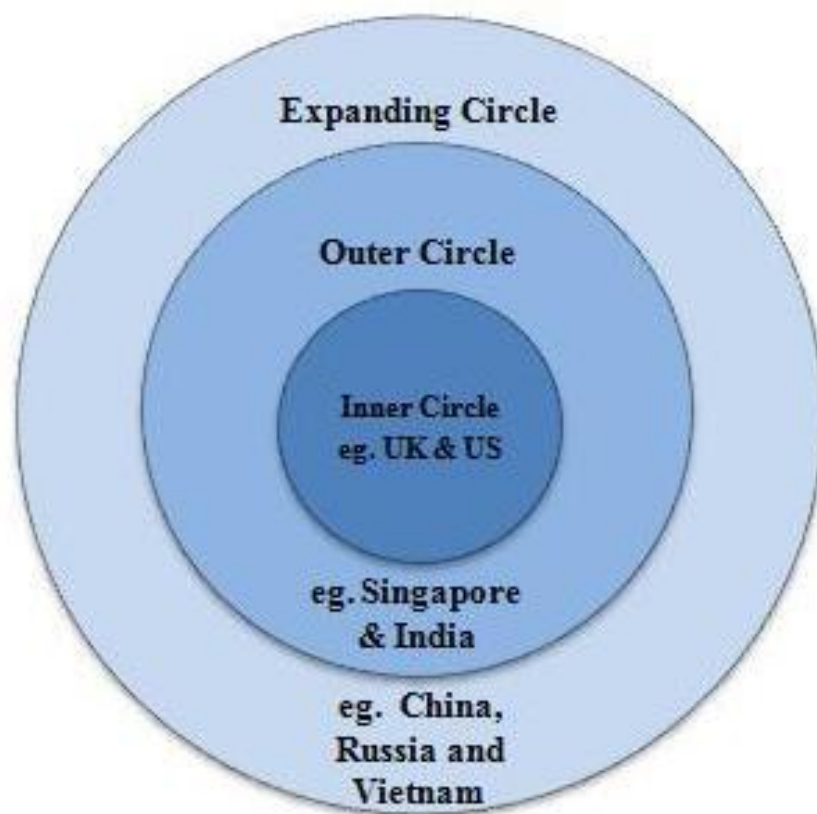
This study is based on Kachru's (1992) theory of World Englishes. He proposed 'Three Concentric Circles Model' to study the varieties of English. Particularly, the circles symbolize the models of acquisition, the sorts of distribution and the function allotments of English amongst various cultural contexts (Kachru, 1992:355).

Firstly, the 'Inner Circle' varieties (ENL speakers) are norm-providing, where English standards are determined by these speakers. According to Kachru(1992:356), nations which belong to the 'Inner Circle' are the 'conventional cultural linguistic stronghold of English' and they are principally the United kingdom, Australia, Canada, the United States and New Zealand.

Secondly, in the 'Outer Circle' lie the institutionalized non-native varieties (ESL) in the areas which have undergone long-term phases of colonization (Kachru, 1992:356) and they are Malaysia, Philippines, India, Singapore, Sri Lanka, Nigeria, etc. These are norm-developing countries, where countries belonging to this circle are developing their own norms about English standards.

Finally, in the 'Expanding Circle' rests countries where performance varieties have been adopted essentially in EFL contexts, and they are China, Japan, Korea, Indonesia, Russia, Saudi Arabia, etc. (Kachru, 1992:357). The 'Expanding Circle' varieties are norm-dependent and reliant upon the norms of English usage as prescribed by the 'Inner Circle' varieties.

Figure 3.1: Kachru's Three Concentric Circles Model



In light of the above statements, Kachru put forward the following new terms: 'insitutionalized variety' and 'performance variety'. The 'institutionalized variety' falls into where English usage, styles and registers have an extended range, localization has taken place, and even native literature may have developed. While 'performance variety' refers to where English is used primarily as a foreign language and has thus obtained restricted functional use (Kachru, 1992:355).

Of the different varieties of English, 'China English' is a good example of the performance variety. Because of its limited use, the variations of the performance variety are fairly uncertain and can change according to speakers' surroundings, language levels, hearers' attitudes and their specific responses. In China, the ultimate purpose of using English, no matter it is in school teaching, study program or in the practical use, is only for international communication. The internal function of English in China does not have a notable tendency of development. As Sun (1989:16) stated, using English in China is just for the international communication and objectively has no political, economic or social conditions for its institutionalization.

3.2 Research Design

3.2.1 Research Instruments

The study draws on two research instruments: a corpus and text analysis.

3.2.1.1 Data Collection for the Corpus

For the analysis of the linguistic feature of lexis, Cannon's corpus is adopted in this study because his research (1988) maintains matchless amongst all studies of Chinese borrowed items concerning comprehensiveness. He has displayed an overview of 979 lexical items in English borrowed from Chinese, processing a corpus and editing out duplicated words. Furthermore, Cannon also makes an overall and perceptive analysis of all the borrowings related to semantic fields, grammar, language sources and the distinction between loan translations and loanwords. Due to his main focus on all the Chinese borrowings, Cannon has not analyzed 196 multiply-occurring items which are presented in multiple dictionaries, setting them aside from the rest of the borrowings.

However, it is noticeable that most of these words are for lack of acceptance in general English, apart from the 196 words. Moreover, the standard of a word's acceptance is that if it is recorded in at least three of the following eight paramount dictionaries, it can possess acceptance defined by Cannon. They are

Random House College Dictionary(1975), *Webster's New World Dictionary of the American Language*(1980), *Funk and Wagnalls Standard Desk Dictionary*(1980), *American Heritage Dictionary of the English Language*(1982), *Webster's Ninth New Collegiate Dictionary*(1983), *Concise Oxford Dictionary of Current English*(1982), *Chambers 20th Century Dictionary* (1983) and *Longman Dictionary of the English Language*(1984). The first five dictionaries are American, and the other three are British. It is pointed out here that all the 196 items occurred in three or more of the dictionaries mentioned above.

3.2.1.1.1 Procedure for Corpus Formation

The corpus of the current study is based on 196 more frequent items mentioned above in Cannon's study (1988), but it is developed by Yang (2009) once again, whose 100-item list forms a new corpus deleting 96 Chinese lexical items from that of Cannon's corpus. He has deleted some Chinese borrowings which have entered English through some other languages, all the compounds that are formed by the word 'tea' or 'Japanese' and one non-Chinese borrowing. After these deletions have been made, the list of 196 more frequent items in Cannon's study (1988) is decreased to 100 words. All these items included form the corpus for the present study.

**Table 3.1: The Corpus of 100 Chinese Borrowings from Eight Dictionaries
in Cannon's Study(1988) Developed by Yang(2009)**

Middle Kingdom, chin-chin (interj.), tangram, chapsuey, chow mein, fan-tan, petuntse, Tai-ping, sycee, Jap, japan, kowtow, oolong, pekoe, litchi, Taoist, tung tree, pongee, sampan, gung ho (adj.), shanghai (v.), Taoism, Japanese, yen 'craving', Japanese (adj.), tea, tung oil, yen (v.), yuan, cheongsam, Red Guard, shantung, souchong, winter melon, Ming, orange pekoe, Japan Current, Kuomintang, Confucian (adj.), congou, yamen, hyson, chow 'food', mahjong, wonton, scorched earth, Canton flannel, char, Confucianism, Japan wax, kumquat, Canton crepe, kowtow (v.), liang, loquat japonica, ketchup, longan, li, japan (v.), Confucian, face, Jap (adj.), chiao, Shih Tzu, tuchun, warlord, fen, Maoist, Panchen Lama, sung, Tang, barefoot doctor, whangee, wok, bohea, Japanesque (adj.), Han, I-Ching, Japan clover, kung fu, renminbi, Shanghai, Shanghaier, bok choy, ch'ing, maotai, pinyin, dimsum, Maoism, paper tiger, typhoon, t'ai chi, taipan, yang, tao, Wu, yin, chow chow 'dog', ginseng

3.2.1.2 Data Collection for the Text Analysis

3.2.1.2.1 Sampling Method

The study employed purposive sampling method which was very comprehensive to explore the problem. The idea behind this research is to select participants, visual materials, documents or sites that would be optimum enough to help the researcher understand the problems and research questions (Creswell, 2003).

3.2.1.2.2 Participants

The participants were Chinese undergraduate students who had learnt English at least for seven years and were studying English courses at the Foreign Trade and Business College, attached to Chongqing Normal University in the southwest of China. All sorts of factors were speculated on while choosing participants: faculties, years of study, different academic levels and gender differences. Subsequently, 40 college students were selected for this study, all mainland Chinese, aged from 17 to 24. They were chosen from four different faculties: languages (11), economics (9), engineering (14), and art (6). According to the years of study, 7 (17.5%) were freshmen, the same as sophomores, 12 (30%) juniors, and 14 (35%) seniors. Amongst them, 17 (42.5%) were female and 23 (57.5%) male. The overview of faculties, the years of study and gender differences

of all the students is presented in Table 3.2.

Table 3.2: Years of Study, Faculties and Gender Differences of College Students

	<i>Freshmen</i>		<i>Sophomores</i>		<i>Juniors</i>		<i>Seniors</i>		<i>Languages</i>		<i>Economics</i>		<i>Engineering</i>		<i>Art</i>		<i>Total</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
<i>Female</i>	3	7.5	2	5	4	10	8	20	9	22.5	3	7.5	5	12.5	4	10	17	42.5
<i>Male</i>	4	10	5	12.5	8	20	6	15	2	5	6	15	9	22.5	2	5	23	57.5
<i>Total</i>	7	17.5	7	17.5	12	30	14	35	11	27.5	9	22.5	14	35	6	15	40	100

3.2.1.2.3 Data Gathering

For the purpose of data analysis, a number of written works were collected from the selected respondents. 40 participants were asked to write a 300-word composition covering one of the following four half-open* topics. Then their writings were corrected by native speakers focusing more on grammatical errors at the syntactic level.

Table 3.3: Four Elective Half-open Topics for Participants' Compositions

- | |
|--|
| <p>(1)My_____ (The students were required to fill in the blank, which must be a person, such as My <u>Friend</u>, My <u>Teacher</u> ,My <u>Workmate</u>, etc)</p> <p>(2)The Most_____ Thing in My Life (They should fill in an appropriate adjective here, which might be <u>Unforgettable</u>, <u>Embarrassing</u>, <u>Regrettable</u>, <u>Joyful</u> or <u>Impressive</u>.....)</p> <p>(3)My Favorite _____(Only objects could be presented here, such as <u>Doll</u>, <u>Game</u>, <u>TV drama</u>, <u>Movie</u>, <u>Book</u>.....)</p> <p>(4)My_____ Experience (A proper noun should be selected for this blank, such as <u>Working</u>, <u>Study</u>, <u>Travel</u>, etc.</p> |
|--|

3.2.1.2.4 Procedure for Text Analysis

There are 40 collected compositions, 10 compositions for each topic. In the study, the researcher analyzed sentence patterns found in all the 40 compositions, dividing them into four types viz simple sentence, complex sentence, compound sentence and compound-complex sentence. Fragment and comma splice were compiled as well when collecting data. Subsequently, the researcher made a table to illustrate the separate number of sentence patterns found in 40 English compositions and took some sentences out as the specific examples for the study.

Half-open topics*---Those four titles of required compositions are half-open, which means those titles are not set completely. For example, the first title is My_____, so the first word is unchangeable, but the students have the right to fill in the second blank, which must be a person, such as My Friend, My Teacher, My Workmate, etc.

CHAPTER 4

DATA ANALYSIS AND FINDINGS

4.1 Introduction

Some of the researchers (He and Li, 2009:72-74; Li, 1993; Wei and Fei, 2003:44; Xie, 1995) had a discussion about the main linguistic characteristics of ‘China English’. The findings of their studies focused mostly on four linguistic characteristics: phonology, lexis, syntax and discourse. However, in the current study, the researcher would exemplify only the following three linguistic features of ‘China English’: lexis, syntax and discourse.

4.2 Lexis

It is well-known that languages could scarcely exist in isolation, and it should often keep contact with each other due to different elements, such as immigration, business trade, cultural exchanges, colonization, etc. As long as there is language contact, there are definitely borrowed words. As Yang (2009:100) said, “Almost all the human languages have borrowings from other languages to some extent because of language contact.” Furthermore, with these reciprocal borrowings languages can transmit brand-new ideas and characteristics of various cultures. No language is sufficient into itself. Thus, linguistic borrowings might be regarded as

an unavoidable necessity (Yang, 2009:95).

As stated above, in the repertoire of borrowings in English, the standard native English has also enriched itself by absorbing many Chinese borrowings. Cannon (1988) explored a comprehensive scope of Chinese borrowings, which is scarcely mentioned in the professional literature. He counted a number of 979 Chinese borrowings. They have covered Chinese food, philosophy, traditional arts, medicine, political expressions, history, etc. For language would change with the development of society, this number is bound to rise. As language is the embodiment of culture, 'China English' words already make a great contribution to promote Chinese culture. These Chinese borrowings, such as 'fengshui' and 'taichi', are plentiful resources of vocabulary with Chinese characteristics in 'China English'.

4.2.1 Data Analysis

There are two types of Chinese borrowings identified in this study: loanwords and loan translations. According to Grzega's study (2003), lexical borrowings could be classified into a couple of sub-groups, including loanword, loan rendering, loan creation, loan meaning, etc. Amongst them, loanword and loan translation are recognized most commonly.

4.2.1.1 Loanword (Transliterated Form)

Loanword is a word borrowed from a donor language and incorporated into a recipient language (Wikipedia). Related to English in China, it indicates the introduction of the spelling of a Chinese character or phrase in pinyin, which is the system adopted for transliterating Chinese ideograms into the Latin alphabet (phonetic representation), rather than the introduction of a Chinese character or phrase directly. When analyzing the corpus, the researcher found that there were a total of 92 Chinese loanwords out of 100 lexical items, which demonstrated the majority of Chinese loanwords with acceptance in English were transliterated into their equivalent English forms.

Amongst those 92 Chinese loanwords, 11 italic lexical items (see Table 4.1) are composed of two or three words. It is found that if each one can be divided into two parts, such as Japan+ wax= Japan wax, chow chow +‘dog’=chow chow ‘dog’, Canton + crepe=Canton crepe, then only one part is identified as a Chinese loanword, another part is not a Chinese borrowing, but native English or English borrowed from some other languages (e.g. wax, oil, clover, dog, orange, flannel, etc.).Therefore, it is concluded that these 11 items are different from the rest of 81 words, which are whole Chinese loanwords.

Table 4.1: 92 Chinese Loanwords in English

Japanese, Japanese(adj.), oolong, japonica, ketchup, chow mein, fan-tan, ginseng, japan, japan (v.), pekoe, pongee, Taoism, tea, typhoon, kowtow, kumquat, chopsuey, gung ho (adj.), Jap, kung fu, sampan, shanghai (v.),li, yen (v.), kowtow (v.),yuan, litchi, loquat, mahjong, yang, yin , Confucianism, souchong, char, Confucian, Jap (adj.), liang, Maoism, Ming, shantung, Taoist, sung, whangee, wok, bohea,Shih Tzu, tuchun, wonton, yamen, sycee, tangram, cheongsam, Confucian (adj.), Maoist, Panchen Lama,Tang, bok choy, chin-chin (interj.), fen, dimsum, chiao, petuntse, congou, hyson, renminbi, Kuomintang, ch'ing, taipan, Han,Japanesque (adj.), maotai, pinyin,tao, Wu, Shanghai, I-Ching, longan,Tai-ping, Shanghaier, t'ai chi(81)

Japan wax, chow chow 'dog', chow 'food', tung oil, tung tree, Japan Current, Japan clover, Canton crepe, Canton flannel, orange pekoe, yen 'craving'(11)

Table 4.2: 11 Specific Chinese Loanwords in English

Chinese loanwords	native English or English borrowed from some other languages
Japan +	wax
chow chow +	food
tung +	oil
tung +	tree
Japan +	Current
Japan +	clover
Canton +	crepe
Canton +	flannel
+ pekoe	orange
yen +	‘craving’

4.2.1.2 Loan Translation

Loan translation is defined as a form of borrowing from one language to another whereby the semantic components of a given term are literally translated into their equivalents in the borrowing language (Wikipedia). It is obvious in the following table that only 8% of Chinese borrowings with acceptance entered

English vocabulary by the process of literal translation.

Table 4.3: 8 Chinese Loan Translations in English

winter melon, paper tiger, Red Guard, warlord, scorched earth, Middle Kingdom, barefoot doctor, face

Some of the above loan translations are self-explanatory to a certain extent, but some, as Gao(2001) has argued, to accurately comprehend and interpret these loan translations, average non-Chinese speakers of English need to have been exposed to the facets of Chinese culture with which these items are associated. For instance, *paper tiger*, semantically, it seems that its meaning is associated with a tiger which is made of paper. However, it is a Chinese colloquialism 纸老虎 *zhǐlǎohǔ*, indicating something as fearful and scary as a tiger. In fact, it is pretty harmless, equal to the expression *Its bark is worse than its bite* in the native English. The origin of this item was in 1956, an American journalist Anna Louise Strong had an interview with Chairman Mao who used this phrase to depict American imperialism:

“It is quite influential in appearance, but in fact, there is no need to be afraid of a *paper tiger*. It is made of paper on the surface, which is incapable of going through the wind and rain. I do trust it is nothing but a *paper tiger*.”

Therefore, if those non-Chinese English speakers confused by these terms are to fully interpret them, some kind of Chinese background knowledge is necessary, which exemplifies the need to probe into loan translations within a specific Chinese context.

4.2.1.3 Assimilation Theory

Borrowings going into a target language are normally subject to alter including phonetic, morphological and grammatical structures, though a couple of directly borrowed items might not be changed in both meaning and form. Bloomfield (1933) primarily discussed the assimilation of borrowings by the processes of phonetic substitution, morphological assimilation and grammatical assimilation. Borrowings entering the target language usually undergo the process of assimilation. Consequently, it is applicable to Chinese borrowed words as well.

(a) Phonetic Assimilation

Firstly, Chinese borrowings in English imitate the pronunciation of Chinese characters in terms of its own phonetic system. In this process, on the basis of Chinese pinyin system, Chinese characters are gradually adapted to English pronunciation. Studies demonstrate that there is one common characteristic in phonetic variation while Chinese borrowings go into the English vocabulary,

namely loss of four tones of Chinese characters. Languages which adopt the pitch of a single vowel or syllable to make a contrast meaning of words are named as tone languages, like Chinese (Fromkin, Rodman and Hyams, 2011:213). Therefore, each Chinese character must be articulated in one of the following four tones: level tone 阴平(yīn píng), rising tone 阳平(yáng píng), falling-rising tone 上声(shàng shēng), and falling tone 去声(qù shēng), whereas English belongs to intonation languages, without equivalent phonological pattern in it. Thus the Chinese tone pattern should yield to English intonation and get assimilated finally.

For example,

Chinese	English
台风 (tái fēng)	typhoon [tai fu:n]
孔夫子 (kǒng fū zǐ)	Confucius [kən'fju:ʃiəs]
茶 (chá)	char [tʃɑ:(r)]
功夫 (gōng fū)	Kung fu [ˌkʊŋ 'fu]
乌龙 (wū lóng)	oolong ['u:lɒŋ]
麻将 (má jiǎng)	Mahjong [ˌmɑ: 'dʒɒŋ]
叩头 (kòu tóu)	kowtow [kau'tau]
角 (jiǎo)	chiao [tjau]
太极 (tàijí)	t'ai chi [ˌtaɪ 'tʃi:]

(b) Morphological Assimilation

Chinese is an ideographic language with square characters whereas English is a language composed of Latin letters, so these two languages are absolutely distinct in the writing style. The only method connecting them together is Chinese pinyin, which is a system of romanization (phonemic notation and transcription using the Roman script) for Standard Mandarin, because each Chinese character can be pronounced in Chinese pinyin. In such a case, making Chinese characters Latinized should be the only approach for the presence of Chinese borrowings in English.

Nevertheless, Chinese once adopted a couple of plans of Latinization, such as the Wade-Giles system (1859) invented by Thomas Wade, the Mandarin Roman system (1930) proposed by Zhao Yuanren & Lin Yutang and Chinese pinyin system adopted in 1979 by the central government of China. That is the reason why some Chinese characters have several spellings during different phases. For instance, the Chinese character 茶(*chá*) has four types of spelling in English: *cha*, *char*, *tea* and *chia*; for another Chinese word 荔枝(*lìzhī*), its spelling has variants, such as *leechi*, *litchi*, *laichi*, *lichu* and *lizhi*. Although it might lead to confusion, the national implementation of Chinese pinyin system is making progress to unify the spelling of Chinese loanwords.

(c) Grammatical Assimilation

From the perspective of grammar, a sizable number of Chinese borrowings are also anglicized. They acquire inflectional changes like native English during the process of assimilation. Take *Confucius* for instance, it has both *Confucianism* and *Confucian*. In most cases, countable English nouns make plural forms by adding the suffix *-s* at the end of the nouns. For example, *teas*, *woks*, *winter melons*, *Shanghaiers*, *Maoists*, etc which are regarded as the proof of the absolute assimilation. However, we have several specific examples for the process of dissimilation in their plural form of English borrowings. It is quite common that English nouns of measurement always have their corresponding plural forms, such as *feet* for *foot*, *inches* for *inch*. Different from English measurement nouns, Chinese counterparts have no equivalent plural forms, such as *fen*, *li*, *yuan*, *chiao*.

In this corpus of 100 Chinese borrowings in Cannon's study (1988) developed by Yang (2009), the researcher came to the conclusion that there were a total of 92 Chinese loanwords and 8 loan translations, which exemplified that the majority of Chinese loanwords with acceptance in English were transliterated into their equivalent English forms. It is predicted that the reason for more loanwords is because China and English-speaking nations share diverse histories, cultural backgrounds and customs. In expressing typical Chinese things that have no counterparts in English, we resort to China English expressions, such as *mahjong*,

oolong, *Red Guard*, *Maoist*, etc. Even in cases that an English semantic equivalent convey with different expressions, Chinese loanwords may be purposefully adopted by the user so as to enhance his or her Chinese identity showing the Chineseness of the English expression. Let's take 'dumpling' for example, it means either a small ball of dough (a mixture of flour, fat and water) that is cooked and served with meat dishes or a small ball of pastry often with fruit in it, eaten as a dessert (Oxford Advanced Learner's Dictionary 6th edition, 2007). It isn't satisfactory enough to distinguish what kind of food is like in China and what is the difference between a Chinese dumpling and a Japanese or Russian one. However, the transliterated form 'jiaozi' could play this role better to transmit the exotic message of Chinese food without confusion about its origin and Chinese feature.

4.3 Syntax

4.3.1 Data Analysis

It is said that Chinese features emerge in syntax as well. A lot of researchers (Jia and Xiang, 1997: 10; Jiang, 2003:6; Wei and Fei, 2003:44) state that 'China English' possesses its syntactic features, which could be summed up under the following three aspects.

(a) Fronting of Adjuncts

The position of modifiers in English, such as adverbs or adverbial phrases, is quite flexible: they can be placed at the beginning, in the middle or at the end of a sentence. In 'China English', they are always placed before the main verb in a sentence. Certain researchers (Wei and Fei, 2003; Zhou and Feng, 1987; Zhuang, 2000) disputed that the syntactic switch to the frontal position of 'Normative English' originated from Chinese's influence. Because the thinking mode of Chinese is based on the order of time in the process of making sentences: time and place are introduced first, and then the subject. The sentences are organized with the order from the superficial to the profound. This phenomenon does not only appear in Chinese students' compositions but also exists in national publications such as *China Daily* (Joan, 1998). Thus, it is arguable here that utterances like *Before John left the classroom, he had completed the homework* and *This afternoon Mary watched a good movie* should be considered as well-formed 'China English' utterances whenever communicating with native English speakers is not affected adversely. The following are some examples of sentence-initial position of 'Normative English' found in the data.

e.g.

(1) On the second morning, we went to a beautiful valley where we all didn't want to go home. (from *My Travel Experience*)

(2) Through voice and video chat, I knew Susan a lot. (from *My BEC Partner*)

(3) For the flight was cancelled, we had to stay for one more day. (from *My Travel Experience*)

(4) Because of these joyful things, people will have a good mood in the whole day.
(from *The Most Joyful Thing in My Life*)

(5) I did remember that before my first class, I did a lot of preparation. (from *My Part-time Working Experience*)

(6) If I were him, I would not waste my precious time on playing games. (from *My Brother*)

(7) Although she had been prevented by sickness from learning English, she still passed that test. (from *My Friend*)

(b) The Null Subject Parameter

The parameter which has distinctive settings in both Chinese and English is the Null Subject parameter because the subject of a sentence is needed in Standard English as it is optional in Chinese, thus one linguistic characteristic of Chinese is regarded as a ‘pro-drop’ language (Yip, 1995). In Deterding’s (2000) research, he found that Chinese had certain potential effects on the written Singapore English. It is disputed that language variation might be clarified by the use of parameters that could have distinctive settings in diverse languages. Amongst Deterding’s instances, there were newspaper headlines in Singapore English which directly deleted their corresponding subjects. This sort of use of subject-free sentences is quite acceptable in spoken Singapore English.

It is predictable that subject-free sentences also could be another syntactic feature in ‘China English’. For example, in ‘China English’, sentences like *Pretty happy to write to you* or *Miss you so much* are very common in an e-mail or a letter, on account of cross-linguistic influence from the Chinese language. In fact, those instances given below contain many typical examples of subject-free sentences. Also, they are all acceptable in many other English varieties, but for British English at least, they are not used in the context of formal essays.

e.g.

(1) Miss that fantastic place, and I would like to come back again. (from *My Travel Experience*)

(2) See their great progress, I was very gratified. (from *My Part-time Working Experience*)

(3) Dream about becoming a qualified translator and many people around me think that it's unrealistic. (from *My Favorite Job*)

(4) Hope you can have a better life in the future and accomplish your goal. (from *My Brother*)

(5) Like winter, like putting on my warm clothes, like skating on the lake surface. (from *My Skating Experience*)

(6) Never forget those days that I spent with her in the school, which has a great effort in my life. (from *My Soul Mate*)

(7) Still remember the first time when seeing his face, which revealed his life experiences. (from *My Uncle*)

(c) Misuse of Tense and Aspect

All the English sentence structures are organized by tense, especially locating a situation in time, or indicating when the situation takes place. Bo (2007:177) states that four types of time mainly used are past, present, future, and past future; in addition, there are also four categories of aspect. In total, there are 16 categories of tense and aspect represented in Table 4.4. Although there are 16 categories of tense and aspect, in actual writing most students just prefer to use past and present tenses. Consequently, these two are the most frequently misused forms. Moreover, most Chinese students still are not able to clearly recognize the different categories of tense and aspect.

In this study, many errors were found even for the common simple tenses with reference to the representation of simple tense forms. The reason why tense and aspect are so frequently misused is because Chinese is regarded as one kind of uninflected languages, conveying meaning via adverbial phrases, word order and understanding of the context. Therefore, unlike English, the expression of time in Chinese could not be presented by means of different tenses/aspects or verb forms. That is why English tense or aspect has always been considered as causing much difficulty for the learners, especially for those whose L1 (e.g. Chinese) has no tense or aspect morphological inflections (Hinkel, 1997,2004).

Table 4.4: 16 Categories of Tense and Aspect in English

	Simple	Perfect	Progressive	Perfect progressive
Past	I studied	I had studied	I was studying	I had been studying
Present	I study	I have studied	I am studying	I have been studying
Future	I shall study	I shall have studied	I shall be studying	I shall have been studying
Past future	I should study	I should have studied	I should be studying	I should have been studying

e.g.

(1) ‘Yesterday I went to Chongqing.’

昨天 我 去 了 重庆。

zuotian wo qu le Chongqing.

Yesterday I go particle Chongqing

(2) 'Now I am going to Chongqing.'

我 正在 去 重庆。

wo zhengzai qu Chongqing.

I now go Chongqing.

(3) 'Tomorrow I will go to Chongqing.'

明天 我 将 去 重庆。

mingtian wo jiang qu Chongqing.

Tomorrow I will go Chongqing.

In English tense, much information, such as the time, the state of verbs, the personal pronoun (1st, 2nd and 3rd), is expressed through verb inflections or use of auxiliaries: am/is/are/was/were, drink/drinks/drank/drank/drinking, etc. From the instances above, it is required to use different forms of verb, e.g. *went*, *am going* or *will go* instead of the infinitive form of *go* because different time phrases as *yesterday*, *now* and *tomorrow* are present. However, in Chinese, there is no tense and aspect morphological inflections, which demonstrates that no matter how time phrases change as given in the above examples, the verb form remains the same without any change 去~~qu~~(go). It is comprehensible that Chinese English learners have difficulty with the complicity of the English verb system, involving regular and irregular verb forms. Many researchers have found that in acquiring the English tense and aspect system, L2 learners often lack an awareness of tense and aspect

formation conventions in the context of writing, which prevents them from using correct morphological forms. It can be explained structurally with the help of the following examples drawn from the data.

For example,

Excerpts from students' writings	Corresponding revised versions
As you all know, cooking is not an easy thing for the one who had never cooked. I still remember the first time when I made a dinner for my family.(from <i>My <u>Cooking Experience</u></i>)	As you all know, cooking is not an easy thing for the one who has never cooked. I still remembered the first time when I made a dinner for my family.(from <i>My <u>Cooking Experience</u></i>)
That day I finished my final subject exam and we come back to school by bus. We are happy. Because of the liberation day' coming, we can not help smiling. No matter it was success or failure, the important thing is we can have a few months' rest at least. When we get to school, I ran to my dormitory and found my telephone. I called my father and he said he has been standing outside the school gate with my uncle.(from <i>The <u>Most Grieved Thing in My Life</u></i>)	That day I finished my final subject exam and we came back to school by bus. We were happy. Because of the liberation day' coming, we could not help smiling. No matter it was success or failure, the important thing was we could have a few months' rest at least. When we got to school, I ran to my dormitory and found my telephone. I called my father and he said he had been standing outside the school gate with my uncle.(from <i>The <u>Most Grieved Thing in My Life</u></i>)
To prepare for the BEC Vantage was a long and tough process. My brain filled with all kinds of business vocabulary and business conversation during that time. The last night before the test, I told to myself, this is what I can do and I did that so I will leave the rest to my performance.(from <i>My <u>First BEC Test Experience</u></i>)	To prepare for the BEC Vantage was a long and tough process. My brain filled with all kinds of business vocabulary and conversation during that time. The night before the test, I told myself this was what I could do and I did that, so I would leave the rest to my performance. (from <i>My <u>First BEC Test Experience</u></i>)
I wish my dream comes true.(from <i>My <u>Brother</u></i>)	I wish my dream should come true.(from <i>My <u>Brother</u></i>)
The tourist guide told us that if we want to see the whole beautiful view, it may take about 6 days. It was really a regret that we just stay there for two days. It was about 5'o clock in the morning when we arrive there. (from <i>My <u>Travel Experience</u></i>)	The tour guide told us that if we wanted to see the whole beautiful view, it might take about 6 days. It was really a regret that we just would stay there for two days. It was about 5'o clock in the morning when we arrived there.(from <i>My <u>Travel Experience</u></i>)

For Chinese learners, a sizable of researches have been contributed to recognize the causes of errors in their use of tense and aspect and aid them to progress (Chen, 2005; Hinkel, 1997). Along with other difficulty resulting from the typological differences between English and Chinese, it is concluded that misuse of English tense and aspect markers of Chinese learners might arise from their L1 negative transfer or inability. In writing classes, Chen (2002:70) found that students were struggling to transform their thoughts into target language. It is clear that native language has great influence on the L2, especially language interference, a major source of difficulty experienced and errors made by L2 learners on the ground that differences exist between L1 and L2.

4.4 Discourse

4.4.1 Differences between Chinese and English Discourse

Discourse analysis is a young and newly developed branch of linguistics. It took its early shape in the 1960's, gradually becoming an independent research topic in the late 1970's. Until now, over 30 years' development, there are no set theories as guiding principles in this field. At present, the study of 'China English' at the discourse level is still the weakest one compared with other linguistic features of 'China English' (Du and Jiang, 2001:40).

However, a couple of theories and approaches have been proposed to analyze the discourse from different angles or levels by some of the scholars. Nida(1993) has said that every language has its own features and it is necessary to follow such features to have effective communication. As English and Chinese have different origins, they certainly have obvious differences. English is of subject-prominent typology while Chinese is of topic-comment typology (Chen and Yu, 2002:12). Thus, Chinese is a language of parataxis-prominence, which emphasizes the image that the characters describe. English is of hypotaxis-prominence, which means sentences are organized by the grammatical relations with cohesive ties and reasonable logic.

For instance,

(1) 阿Q没有家, (他) 住在本村的土谷祠里; (他) 也有固定的职业, 只给人家作短工, (人家叫他) 割麦 (他) 便割麦, (人家叫他) 舂米 (他) 便舂米, (人家叫他) 撑船 (他) 便撑船。(摘自《阿Q正传》)

Q mei you jia, (ta) zhu zai ben she de tu gu ci li; (ta) ye you gu ding de zhi ye, zhi
gei ren jia zuo duan gong, (ren jia jiao ta) gei mai (ta) bian ge mai, (ren jia jiao ta)
chong mi (ta) bian chong mi, (ren jia jiao ta) cheng chuan (ta) bian cheng chuan.
(zhai zi 《 A Q Zheng Zhuan》)

Literal translation: Q does not have a home, (he) lives at a wayside shrine of the community; (he) has a set job only for casual labor, (employers require him) to reap barley, then (he) will reap barley, (employers require him) to pound grain, then (he) will pound grain, (employers require him) to punt, then (he) will punt. (Extracted from *The Biography of Q*)

(2) Mary had arrived the day before New York where she had spent her holiday swimming in Caribbean Sea after the accomplishment of the IT support job which she had participated in the north of New Jersey.

For example (1), this discourse has a number of ellipsis (which are bracketed) and repetitions, full of subject-free sentences. Although this is just one sentence, it is composed of several independent clauses for lack of conjunctions. It shows that Chinese has loose sentence structures, focusing more on semantic or contextual meanings.

Example (2) is a long complex sentence with 36 words, but its sentence structure is unambiguous. Its main clause is *Mary had arrived the day before New York* with *where she had spent her holiday swimming in Caribbean Sea after the accomplishment of the IT support job which she had participated in the north of New Jersey* as an adverbial clause to modify *New York*. It also includes one inter-attributive clause *which she had participated in the north of New Jersey* to

modify *the IT support job*. Though this sentence seems complicated occurring with two clauses, with the aid of connectives and relational words, it is structured strictly and clearly.

The development of ‘China English’ at the discourse level aims at successful mutual understanding between Chinese people and other English speaking people, but Chinese cultural peculiarities should be retained. Xie (1995) made a contrast between two translated English versions of a famous Chinese classic novel *A Dream of Red Mansions* by Yang, Xianyi & Dai, Naidie and by D. Hawkes & John Minford respectively. His findings reported that there were plenty of short sentence patterns and less relative words in Yang’s version, which more conformed to the Chinese writing style. He commented on Yang’s version as follows:

“Of course, as many other researchers point out, Mr. Yang is a very learned man in both Chinese and English. His English version reflects the original Chinese book very faithfully. This explains that ‘China English’, if used in a proper way, will have the unique function in expressing the things peculiar to China.”

4.4.2 Data Analysis

As the Table 4.5 demonstrates, amongst the total of 906 sentences, 51.8% of them are simple sentences, which is the most frequently used sentence pattern in the English compositions of Chinese college students. So many simple sentences appearing in the 40 compositions reflect the feature of Chinese discourse, favoring short or simple sentences, with the use of coordinating rather than subordinating conjunctions. Furthermore, according to Wei and Fei (2003:44), some short sentence forms are used in Chinese in order to make the sentences brief.

Table 4.5: Sentence Pattern Distribution of 40 English Compositions

	Total	Simple	Complex	Compound	Compound -complex	Fragment	Comma splice
1-10	240	126	78	18	3	4	11
11-20	268	140	96	16	2	6	8
21-30	217	109	62	12	6	5	23
31-40	181	94	74	4	2	2	5
Total	906	469	310	50	13	17	47
Percent (%)	100%	51.8%	34.2%	5.5%	1.4%	1.9%	5.2%

The titles of participants' compositions:

1---10 My_____

11—20 The Most_____ Thing in My Life

21—30 My Favorite _____

31—40 My_____ Experience

More specific examples are as follows:

(1) China has four famous cuisines. They are Hunan cuisine, Cantonese cuisine, Shandong cuisine, Sichuan cuisine, etc. Each cuisine has its own characteristics.

But my favorite food is Chongqing hotpot. It is famous for spice. (from *My Favorite Food*)

(2) After careful and complicated consideration, I decided to take part in the BEC Vantage. Preparing for a test was not a pleasant experience. My brain filled with all kinds of business vocabulary and business conversation during that time. I never wanted to go through this again. (from *My First BEC Test Experience*)

(3) My younger brother is eighteen years old. He's a high school student. He's almost 1.76 meters high. He is very thin. (from *My Brother*)

(4) *Jane Eyre* is a famous book all around the world. I like the heroine very much.

People all called her Jane. She was a lonely girl. Her father and mother were all dead. She lived with her aunt. Her aunt was a bad woman and always punished Jane. So Jane's childhood was a bad memory. (from *My Favorite Book*)

(5) This was my first part-time job. It made me learn a lot of things. I used the money to see the World EXPO in Shanghai. That summer was very meaningful to me. Also, part-time was a good choice. (from *My Part-time Working Experience*)

(6) During my life, a lot of friends show up. Now I would like to introduce one of them. I really admire him. His English name is Mike. He is handsome. He has a strong sense of humor. We all like him. (from *My Friend*)

Then the percentage of complex sentences comes next at 34.2%. One thing worthy of mentioning here is that there is 5.2% of comma splices, which is the use of a comma to join two independent clauses. The use of commas is caused by the Chinese influence. A Chinese sentence is not a strict unit with just one subject and predicate; it may consist of more than one subject and predicate. In addition, the marks of Chinese conjunctions can be omitted, which does not affect the expression of sentence meaning. As mentioned earlier, Chinese is a more paratactic language compared with English, because its concentration is semantic or contextual meaning

and external cohesive ties are not compulsory to display the relationship between clauses. Although comma splice is acceptable in some languages and necessary in others, they are usually considered as style errors in English.

e.g.

(1) This is my first part-time job, it makes me learn a lot of things. (from *My Part-time Job Experience*)

(2) I saw my students, I was very glad. (from *My Part-time Working Experience*)

(3) Lots of my classmates were good at this game, I always competed with them to enhance my basketball skill. (from *My Favorite Sport*)

(4) It will never change, this is why I like it! (from *My Favorite Star*)

(5) The first year of my college life was relaxed, I had a lot of free time, which was very different from the high school. (from *My College Life Experience*)

(6) Last winter holiday, I went back to school to join a student's meeting with my best friend, I saw her again, she looked older. (from *My English Teacher*)

(7) My grandmother is pretty fashionable, she is just like a young lady. (from *My Grandmother*).

When pondering over the effect of Chinese (L1) on the sentence structure of 'China English', it is found necessary that the effect of English (L2) on the sentence structure of 'China English' is crucial. According to Prideaux (1989), one point is the preference of a main clause to a subordinate clause sequencing of complex sentences in English compared with those of the Chinese clause order. As this is unmarked English word order, it could be quite flexible, even permitting a subordinate clause to a main clause. On the contrary, traditional Chinese word order is less flexible, so the subordinate clause should precede the main clause (Wang, 1958). Moreover, the Chinese preference for a word order which stems from modifier to modified or from subordinate to main maintains a basic framework in modern standard Mandarin Chinese that is applied at the level of spoken discourse (Kirkpatrick, 1993).

In the current study, as we can see from Table 4.6, of all the complex sentences with adverbial clauses, 77.7% of adverbial clauses are placed initially, from the subordinate to the main order, which conform to the sentence structure of Chinese language. However, the rest of them (22.3%) show that the effect of English on the sentence structure of 'China English' is also effective. Some instances of complex sentences with initial-adverbial clause are listed as follows:

Table 4.6: Adverbial Clauses Distribution of Sentence Patterns

	Complex sentence	Complex sentence with adverbial clause	Complex sentence with initial-adverbial clause
1-10	78	47	37
11-20	96	64	45
21-30	62	39	34
31-40	74	43	34
Total	310	193	150
Percent (%)	100%	62.3%	77.7%

e.g.

(1) As I took part in BEC examination in December, I needed an oral English partner. (from *My BEC Partner*)

(2) When she met something unhappy, she would tell it to me, hoping me to give her some advice. (from *My Friend*)

(3) When I was a child, I got a lot of partners to play. (from *The Most Valuable Thing in My Life*)

(4) Because it was in summer and the sun had already hung up in the blue sky, we didn't see the sunrise. (from *My Travel Experience*)

(5) Wherever I try my best to speak English, I would be laughed by my classmates.(from *My English-studying Experience*)

(6) No matter how they have affected my life, they all will urge me forward and encourage me to be mature and live a meaningful and fruitful life all the time.
(from *My The Most Precious Thing in My Life*)

(7) If I were asked to choose the most important thing in my life, the only thing I would choose is "Love".(from *The Most Important Thing in My Life*)

(8) Although this part is something of unreality, it reflects the hero's wisdom and persistence.(from *My Favorite Novel*)

Table 4.7: List of Findings + Observations

Lexis	Syntax	Discourse
<p>1. Two Types of Chinese Borrowings</p> <p>a. Loanword (92%)</p> <p>b. Loan Translation (8%)</p> <p>2. Assimilation Theory</p> <p>a. Phonetic Assimilation</p> <p>e.g. typhoon, Confucius, char, Kungfu, etc.</p> <p>b. Morphological Assimilation</p> <p>e.g. tea-cha-char-chia, leechi-litchi-laichi-lizhi, etc.</p> <p>c. Grammatical Assimilation</p> <p>e.g. teas, woks, winter melons, Maoists, etc.</p>	<p>1. Fronting of Adjuncts</p> <p>e.g. Through voice and video chat, I knew Susan a lot.</p> <p>2. The Null Subject Parameter</p> <p>e.g. See their progress, I was very gratified.</p> <p>3. Misuse of Tense and Aspect</p> <p>e.g. The tourist guide told us that if we want to see the whole beautiful view, it may take about 6 days.</p> <p>Revised version: The tourist guide told us that if we wanted to see the whole beautiful view, it might take about 6 days.</p>	<p>1. Table 4.5: Sentence Pattern Distribution of 40 English Compositions</p> <p>Amongst the total of 906 sentences, 51.8% of them are simple sentences.</p> <p>2. Table 4.6: Adverbial Clauses Distribution of Sentence Patterns</p> <p>Of all the complex sentences with adverbial clauses, 77.7% of adverbial clauses are placed initially, from the subordinate to the main order.</p>
<p>1. There are a total of 92 Chinese loanwords out of 100 lexical items, and the rest 8% of words enter English vocabulary by the process of literal translation.</p> <p>2. Borrowings going into a target language usually undergo the process of assimilation, normally subject to alter including phonetic, morphological and grammatical structures. Consequently, it is applicable to Chinese borrowings as well.</p>	<p>1. 'China English' possesses its syntactic features, which could be summed up in the above-mentioned three aspects.</p>	<p>1. So many simple sentences reflect the feature of Chinese discourse, favoring short or simple sentences, with the use of coordinating rather than subordinating conjunctions.</p> <p>2. 77.7% of adverbial clauses are placed initially, which conform to the sentence structure of Chinese language---preference for a word order which stems from modifier to modified or from subordinate to main clause.</p>

CHAPTER 5

CONCLUSION

5.1 The Status of ‘China English’

It is a well-known fact that English is an international communication medium, not restricted to English-speaking countries, but for communication with non-native speakers from some other L1 backgrounds (Jenkins, 2003:2). The present trend exhibits that the number of non-native speakers of English surpasses the number of native speakers. The number of non-native English speakers is increasing at a high speed, as English is chiefly used to link up with some other non-native speakers in many countries, such as China. It is estimated that there are 350 million Chinese people studying English.

Graddol (2000) believes that when the status of English shifts from foreign language to L2 because of a growing number of people studying English, one can expect diverse native varieties. There is no guarantee that English will certainly become L2 in China, but a native variety, for instance ‘China English’, might serve a better role than so-called ‘Standard English’. It is also an English variety used by the native mainland Chinese people for communication with reference to the specific language environment. It originates from the combination of Chinese features and native English language. The Chinese features presented in ‘China English’ are not only helpful to spread Chinese civilization and culture but also significant to English teaching and learning in the domain of education. As Wei and Fei (2003) point out, ‘China English’ might symbolize national identity in different

parts of the world. It is important to know that the purpose of studying English is not only to acquire cultural knowledge from its local speakers, but also to promote their own culture across different countries. As a result, it is endeavoring to retain the national identity in the frame of inter-linguistic communication.

5.2 Summary of the Study

This study, based on the analysis of English use in China and making use of the theoretical knowledge with reference to the study of English varieties, made a status confirmation of ‘China English’. Meanwhile, it provided a new definition of ‘China English’ by means of previous research achievements, which was completely distinct from ‘Chinglish’ known as the deformed English. ‘China English’, with ‘Normative English’ as its core, is properly defined as a performance variety of English used by the Chinese people. On the one hand, it possesses Chinese characteristics inevitably influenced by both Chinese language itself and Chinese thinking model, which is especially appropriate for presenting perspectives peculiar to Chinese culture. On the other hand, it is colored with some linguistic features presented at the levels of phonology, lexis, syntax and discourse.

The data were collected from Cannon’s corpus (1988) and 40 college students at four different faculties in one Chinese university with the help of their 300-word English compositions. Subsequently, the findings reported on were corpus-based and textual analysis-combined. The researcher made a detailed description and analysis of the linguistic features of ‘China English’ at the levels of lexis, syntax and discourse, which suggested that the linguistic features of ‘China

English' were inevitable in the English-studying procedure, and the features were affected by Chinese language and the way of thinking model, implying that one's accomplishment of the language acquisition marks the formation of one's thinking model (Jia and Xiang, 1997). Finally, it is concluded that the study of 'China English' especially its linguistic features is of great value to English teaching and learning in mainland China, and beneficial to spread Chinese civilization and its unique culture throughout the world.

5.3 Recommendations for Further Research

As a variety of English, 'China English' is not widely accepted and influential. However, with the increase of China's status in the world, 'China English' will gain more and more attention and importance in the coming years. The present research on 'China English' is in its initial stage, which needs further research to be undertaken as a follow-up activity in the academic domain. The definition of 'China English' and the explanation given is only a general description. Thus further research is necessary in order to provide a more scientific and meaningful definition of 'China English'. Moreover, it is desirable to have a systematic and complete analysis to present the linguistic features of 'China English', in particular the description of various phonological features. Last but not least, it is suggested that 'China English', with its Chinese features, might be an unavoidable trend in the study of World Englishes.

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APPENDIX

My BEC Partner

My BEC partner is Susan. As I took part in BEC examination in December, I needed an oral English partner.

I searched for her through the Internet and surprisingly found we have same family name. Moreover, we were also in the same examination room.

However, living far from each other made us can't practice face to face. So we chose voice and video chat through Internet to settle this problem. We "met" each other on the Internet regularly. I felt I can earn a lot of knowledge and experience after each practice.

Through voice and video chat, I knew Susan a lot. She is a junior student majoring Marketing in Chongqing University. She wanted to enhance her business English ability and skill with BEC examination. When I first saw Susan, I knew she came from Sichuan Province. She is cute and clever girl with long straight black hair and a pair of big black eyes. Her voice sounds sweet and gentle. When she speaks English, her speed is not so fast but really clear and rhythmic. The regional language influences a bit of her pronunciation, but I was able to understand her every time.

In examination day, we truly met each other. She is not too high and just like what I was thinking. When we were told we were the first group to take the examination, she and I both felt a little nervous. We did some spoken English practice and exercises before the exam to let us calm down. We entered the examination room after we prepared psychologically and took a deep breath. The examiners looked very affable and gentle. The examination went more or less smoothly with some difficult questions.

I hope that we can get a satisfactory score after a period of hard work.

My Brother

My younger brother is eighteen years old. He's a high school student. He's almost 1.76 m. He is very thin.

When we are young, we lived in the countryside with our grandmother. He's smart and he always been the number one in his class. Some times he acted up and would be taken a beating by our grandmother. At that time he was so cute and we were friendly to each other. He would do as what I said. In my memory, he's a good boy.

When he became a middle school student, our communication became more and more fewer, so to our parents. He wouldn't tell me what he's thinking although we couldn't understand him, so was I. Maybe this's the generation gap between boys and girls. We only buried our thoughts in our heart and would not communicate with others. At that time, he indulged in playing games. He climbed out of the wall and went to the Internet bar to play games in the middle night. His records of studies became more and more badly. Our parents tried many methods to give it up, but it's almost little use to him. At that time, he's really a bad boy.

Now, he's in the high school and he'll attend the university entrance exam next year. In the first two years, he also went out of the school to play games. His teacher told our parents many many times, but he also did it. If I were him, I would not waste my precious time on playing games. The teacher and our parents were confused. This summer holiday, I asked him to go out with me to have a job. It's very hot and hard for us, but this's my purpose. I hope he would go to school to study hard after the work. Everyday we toiled at our task and hope it could help him.

My Friend

Tang , born in Liangshan Yi autonomous prefecture of Sichuan province where I was born there too, is one of my best friends. She was a beautiful girl with big eyes and long hair and now she becomes more beautiful with a slim body. She is also kind-hearted girl. I spent almost all my childhood with her, learning in the same school and playing various of games together. We did not separate until I transferred to Chongqing in Six Grade. And soon she also transferred to Chengdu. But we kept in touch with each other by phone and QQ.

Having graduated from middle school, she went on further education at Chengdu University learning the broadcast profession. She is on the way to make her dream, being a famous broadcast presenter, come true. She has made full preparation and decides to devote herself to the media industry. Not only is she interested in broadcasting, but also she likes travelling. One day we talked about travel, then she proposed to Lijiang. The next day we had got on the bus to Lijiang. I had motion sickness so that I spit all the way. Even though she knew that I might spit on her, she came to comfort me and help me relieve the pains. I was sorry to her and appreciate her very much.

She is also a delicate girl. When she met something unhappy, she would tell it to me, hoping me to give her some advices. Although she had been prevented by sickness from learning English, she still passed that test. I was willing to help her and comfort her as she often helped me.

I am lucky to have such a friend and I am proud to have such a friend. We can overcome any difficulties together. Although we live in different place, our friendship will last forever. She is a part of my life. The friendship of us will make our life more exciting.

My Idol

Idol have been a part of our daily life. As we all know, everyone had idols in our heart when they child. My favorite idol is an actress Scarlett(斯嘉丽) who is play a role in the book *Gone with the Wind*.

“I mustn’t bawl; I mustn’t beg. I mustn’t do anything risk his contempt. He must respect me even——even if he doesn’t love me.”

“I’ll think of it all tomorrow, at Tara. I can stand it then. Tomorrow, I’ll think some way to get him back. After all, tomorrow is another day.”

Said Scarlett O’hara, the most wonderful woman I’ve ever seen. She was hard and greedy and unscrupulous, a brave, frightened, bull-headed child. Though she only thought about how to attract man’s attention and did not do anything useful before the war, she did surprise me when I read about her doings after the war. At that time, her Tara was just reduced to ashes. Everyone stretched out their hands and asked her for food. She bravely faced the reality and rebuilt Tara with her own hands. What a tough woman, I thought. Though those she loved were all gone, she was still full of hope. When Rett didn’t love her anymore and wanted to leave her, she said “I mustn’t bawl... even if he doesn’t love me.” A woman’s dignity could be seen from what she have said and done. That’s why I appreciate her. I Felt that I was deeply fascinated by it soon after I had read it.

She told me how to become successful female, she is my idol and she is become part of in my life. My idol, I love you.

My English Teacher

I have an English teacher who taught us senior middle school and we called her Miss Ding. She is not only a beautiful teacher, but also good at teaching. Miss Ding is very strict during the class. In fact, she is very kind to us.

We respect Miss Ding because she treats us as good friends. What's more, when we have questions she will always answer with great patient. She also had a special characteristic, which is humor. And because of her humor, all the students like her lessons. She is my most unforgettable teacher in my memory.

After graduated from junior middle school, I went to the senior middle school where it was too far to go home. On the first day of new term, I found that I was argued in her class and I didn't apologize. But in next few days, she mast forget the argument and also very kind and humor to me. When we meet midterm examination, she told me that I was a good girl and I will make good marks in English on the exam. Since then, I study hard in English until college entrance examination. However, I didn't make good marks in this college entrance examination. I just want to cry but I didn't. I believed that Miss Ding told us failure is the mother of success.

Last winter holiday, I go back to school to join a students meeting with my best friend. I saw her again, she looked older, the crease in the forehead was deeper than before. At that time, I felt something cold like ice slide over my heart.

She is no longer a teacher now, but her vivid classes humorous teaching style will survive in my heart forever!

My Soul Mate

Yet, there have been many passers-by in my university life, but one of them maybe the most important that wouldn't be ignored.

Several years before, when I met her for the first time, I almost didn't pay her any attention. She wasn't gorgeous, even not beautiful.

When I feel lonely, she always makes me comfort. I always saying that something nonsense, but she doesn't care. She can be a good listener and adviser. One day, she lost her bag. When I heard that bad news, suddenly I petrified with fear. I like her smiling face and flowing smoothie hair. I don't know how to face her sadly mood. And I couldn't do anything to help her, but just try to keep silence and do not bother her. One day's morning the teacher asked me why sitting beside the window. I said that there has sun shining inside, kidding, it's foggy outside. But, actually there has the sun, and she is my sunshine. Just look at the figure of your back, I felt warm inside. She spent her precious time chatting with me or just patiently listen to my wasted spoken, made me feel consoled. She has boyfriend, and for her I am just a simple classmate. Yet, she is my most caring one.

I can hardly remember that the first time I talked to her, like we have known each other for many years. In fact, not so long but nearly end.

Never forget those days that I spent with her in the school, which has a great effort in my life.

My Teacher

When saying about my favourite teacher,the image of "MRS MAO" will come into my mind as soon as possible.it is no doubt that i will remember her forever,for which,she is one of the most important people in my life.

It will date back to the time when i was in the middle school .at that time,she was my first teacher as the class adviser. She was really a young and beautiful lady,which left the deepest impression on me at my first sight of her .besides, she always had a big smile on her face which showed how kind and friendly she was. Actually, she was. I still remember that i got a serious ill on one day morning at that time. I was too sick to get up and had to stay in bed . As a result,i could not go to school.what was worse,my mother had already gone to the work., so that i did not have my breakfast and felt worse.i heard the doorbell ring "ding ding ding" when i was in the deep sad.i ran to the door, it was "MRS MAO" i was really surprised and did not know how to do anything.she came in and watched me with a big smile without any words. I felt warm and comfortable in a sudden. When she heard i was ill, she was shocked and asked me to go to bed quickly. Then she went to the kitchen to make a breakfast for me. It really smelt good and tasted well. After which,she started to teach me the lesson which i was left in my room. I was deeply moved because of this .i was too lucky to have such a good teacher. She taught us maths and did it very well. All of us would ask her questions when we had the difficulties in solving the problems.

Above all,she taught me how to learn knowledge,how to study well and why should we study. The most important point is that how to be a really man, for which you should have a clear idea, you should think freely and independently, in other words,you should have your personal idea which is filled with fantasy and creativity.at the beginning,i was too shy and fear to do anything, because i did not know what is the meaning of life,how to go on living,and how to live in your personal way.after her teaching, i began to know the meaning of life gradually. Just think freely and creatively without any hesitation and ties. To be an independent man,to be yourself. "just follow your heart"had become the most important faith in my life.

In a word,"MRS MAO" had given me too much too much which i can not pay back completely in all my life. What i can do is only to remember her forever. She is one of the most important people in my life.

My Grandmother

My grandmother is a very fashionable like a young lady. She likes permanent wave, high-heel shoes, perfumes, and anything that the little girls liked. And most of all, she usually used the most famous words, such as, everything is the floating cloud, in her talk.. She also like talk with me. Even she is older than me almost 50 years. I still never feel have estrangement between us. Although we are very closed, there was some problem between us.

As time goes by. Her memory is not clearly as before. Some times when she calls my name usually called my sister's name, and at that time, I was very busy with my study. After I finished my meals, I hushed to school. So she laughed at me," Niece likes dog ,after dinner had gone." I felt very angry. I thought she didn't like me anymore. And we become very strange. We had less talk. But one day, I changed my mind. It was a heavy rain with thunder and lightning. When we were having class suddenly someone knocked our door. After the door were opened. I was very surprised found that was my grandmother. She brought an umbrella to me. And there was the stream of warm through my body from the bottom of my heart. I clearly known she love me.

So I known we are family. No matter I am her granddaughter or vise-granddaughter .We are family, this truth is cannot be changed. Now we are still closed like before.

My Uncle

Still remember the first time when seeing his face, which revealed his life experiences. Ten years ago, on a snowy night, I met him in the grandest house I had seen at the young age of eight. The room was filled with people I didn't remember, but there existed a closeness, the thickness of blood. Each was a member of my family, separated because of desperate times in China. That day we met, but I was too sick from the never-ending flight to express the joy.

The father of two and husband of the worst of wives, he strove for the best future for his two young children. He sent them to art school, filled the house with more than enough of their favorite foods, made the warmest of homes, and was always there to support them in any way.

His only hobby and outlet was music. On Sundays, his day off, after his trip with my cousin to Chinatown, he often sat with his family or played with one of his seven instruments. I still remember the afternoons when I listened to him playing along to his favorite Chinese opera and the nights I waited for him to return from work. He passed away, but the memories will forever live within me.

He always encouraged me to work hard for what I deserve. Being a witness of his undying spirit, I've taken him as my idol, because he is greater than any super hero, athlete, or scientist. He was my uncle, a proud man who made the most of his life and certainly did all he could in his power for others.

My Friend

During my life, a lot of friends show up. Now I would like to introduce one of them. I really admire him. His English name is Mike. He is handsome. He has a strong sense of humor. We all like him.

We have been friends since high school. At that time, we were classmates and desk mates. As we all know, high school is a period of tough and important time for us. However, it seemed that he didn't care about his study at all. He spent most of his time playing basketball and hanging out with friends. As a result, his scores decreased rapidly and at last he failed the final examination. That means that he couldn't go to the university.

He was not interested in study, but his parents insisted that he should go to college. So next year, he went to high school again. This time, he realized that study for him was the only way and the easiest way to become a successful man. This time, he knew his parents' expectation for him. This time, he thought it was time for him to do something meaningful.

For his carelessness about study, he was dragged far behind his classmates, but he didn't give up. Everyday, he got up at 4 o'clock in the morning and went to bed after 11. After all the efforts he did, the result is clear. He achieved his goal and went to an ideal college.

The most inspired thing is his insistence. From a reckless boy to an attentive person, we can see what a great change that he had made. From his experience, I realized that nothing is impossible if you want to change, to make sacrifices, to persist. It is never too late to change. It is the man's spirit that inspires me all the time.

The Most Precious Thing in My Life

In life, there are a number of things which ever brought me great influences on many aspects of my life. No matter how they have affected my life, they all will urge me forward and encourage me to be mature and live a meaningful and fruitful life all the time. Among them, love is a permanent thing which exists anywhere in the world. And love is the most precious thing in my life.

Love is a kind of things which are living with us everyday in the world. Since birth, I have experienced the journey of “loving and being loved” and received the love from my parents for countless times. Especially, this kind of love has played a very important role in the growth of me and been quite beneficial for me to grow up happily and healthily. As well, the love from parents is so selfless that they try their best to care for me without the expectation of the return of love. Actually, when I was in childhood, I was taught to be thankful to my parents or the one who brought me love. Besides, love can melt the iceberg between my parents and me, when we have any conflict. The love from parents is considered as the greatest love in the world.

In addition, when one is in need, love often goes to him or her from others, most of which may be strangers. This kind of love means a lot for those in difficulty, and greatly promotes the development of harmonious society. The whole society also really needs this kind of love, and it shows that love is of vital importance to everyone. For example, when natural disasters come, lots of people may suffer a lot. Then many people will donate money, clothes, food or other livelihood materials voluntarily to those in trouble, even though they haven't met each other at all. It is the power of love that gets different people together to fight against natural disasters. Further more, love dispels the people's fear of difficulties.

The Most Valuable Thing in My Life

Take a panoramic view of all my life, the most valuable thing which make me proud of should be the friendship I've obtained and established with my friends.

Friendship refers to a good relationship between two human beings, including understanding, admiration, trust, tolerance, sacrifice and many virtues. If we lay a foundation on friendship, then the other relations such as father and son, husband and wife, brothers can be successfully established.

Friendship is extremely significant in every stage of my life. It looks like a whole life's richness.)When I was a child, I got a lot of partners to play. Now I can look back upon so many interesting things. They were carved in my memory. I'm a person who easily gets lost. At any time I may feel exploited, deserted, have no faith in anybody on earth, expect nothing good from anyone on earth. I just don't know where I belong. My friends will give me a hand whenever I need. when I am happy ,I share my feeling with my friends; when I achieve success, I also tell friends to share my joys; when I am sad, friends are good listeners who can give me suggestions to make me get rid of it. Friendship is a basic source of hope in my life .Now I have become the person who can offer advises and help to my friends, and I regard it as a behavior and ability to repay.

As the old saying goes "Things of one kind come together,. Birds of a feather flock together. My friends and I have similar ideas and beliefs and have attitudes and interests in common. I always feel uncomfortable when I stay with a group of people who share different ideas and values, at this moment, I'll close my mouth or quietly walk away.

The Most Grieved Thing in My Life

As a matter of fact, there are many grieved things in my life. But what I want to say is only one since it made a great impact on my life. It is fresh in my life. It is the so-called College Entrance Examination which we all know.

That day I finished my final subject exam and we come back to school by bus. We are happy. Because of the liberation day' coming, we can not help smiling. No matter it was success or failure, the important thing is we can have a few mouths rest at least. When we get school, I ran to my dormitory and found my telephone. I called my father and he said he had been standing outside the school gate with my uncle. I was excited to run to the gate rapidly. Many cars were there in the school gate. Finally I found the car that my father in. They came with me and we went to my dormitory to carry all my things to the car. Then we left our school and we ate at a small hotel. In the afternoon, I got home with my father. I begin to play the computer from that time to night. But something disturbed me. My friend told me the key of the exams had been in the internet. When I finished watching the key, I terrible disappointed. From that day, I didn't want to do anything except playing computer and never went out.

Two weeks later, the mark was known. I thoroughly grieved. I felt so sorry for my parents. What I paid was in vain. I was incompetent. It made an impact on me and from then on, I felt I grown up in one night. I understood many things all at one time.

The Most Important Thing in My Life

There is a saying “Love makes the world go around”. If I were asked to choose the most important thing in my life, the only thing I would choose is “Love”.

We may say that love to us human is what water to fish. Of course, there are many kinds of love, love from family, love from friends, and love from lovers .

First of all, let’s talk about the love from family. I appreciate a sentence of lyric goes that “From the laughter of a child to the tears of a grown man .There's a thread that runs right through us all and helps us understand.” Whenever I think that it is my family that has brought me up and tolerated all defects to make me the girl today I am, I feel much appreciated. They give me love and I return them with love. It is love between us that make our family a family.

As for love from friends, it accompanies me to live the time of primary school, middle school and now the college. I can communicate everything with my friends and whatever problems I have, they are all willing to help me. Only with their love can I have a colorful and pleasant life in school. Thank their love.

If lucky enough, I may encounter a good boy and then fall in love with him. I will learn to be a good girl and then experience so-called the most beautiful thing in life. Love from lovers can make us more mature and an integrated female. Thank the unknown person’s love.

Apart from these, love from society and world also make me feel warm and happy. I do appreciate the world I live and the people around me.

Love deserves all the admiring words, and love is even beyond the life and death. That is what love is all about in my eyes.

The Most Significant Thing in My Life

There was a poet in ancient China who once said, "Long distances separate no bosom friends." I think the most important thing in my life is have a friendship that is worth having. Love is a lamp, while friendship is the shadow. When the lamp is off, you find the shadow everywhere. Friend is who can give you strength at last. Friendship multiply joys and divide grief. Friendship is love with understanding.

Friendship is indispensable to people's life. A person without friends is a bird without wings, whose life will suffer in a long tolerance of loneliness and depression. Friendship is the mother of our psyche, who'll warm you when you were hurt. And we have much to share with our friends in life, excitement, bitterness and so on.

There are many points should consideration to make a friend. In my opinion, understanding should be the first. As a friend, we will not only find our hobbies of common but also different, so we should get a better understanding of each other then we can gain an true and meaningful friendship.

Sharing is the second factor. We can share joys and sorrows with our friends. Life will become more meaningful because we have person to share and confide.

Tolerance is the third essential part in friendship. Everybody has different thoughts and have different life style. Maybe our different thought cause conflict between us but we should to tolerant others. But we should make a conversation with each other. Then it will increase our friendship.

The Most Important Thing in My Life

If someone asks me what is the most important thing in life, I will put off my watch or definitely point at that clock on the wall and then say. 'Look, nothing else can be more significant than it.' Though you may not see anything except two machines that go with three pointers showing you the time right now and counting every minute passed by you do see the most important thing in life. That is time.

Time is always considered as an eternal topic .It can never be measured. It can never be even smelled or touched either. But no sooner you have been brought to this world than your life began to be a countdown by the time. It is really a brutal thing that no matter how hard you try to let the time stay around it never stops. No money can pay for it. No one can drive it.

Something fortunate is that every living being in the universe has time on its own. It's really fair to everyone. It won't give the rich more just like it won't give the poor less. Most of our relationships, in fact, require more time than we have, and it is difficult to avoid the feeling that we could never have enough. Being born means that you must be died some day. It's not an alarmism but a fact you have to accept.

Having heard about I've said above will you have the same view with me? It doesn't matter whether you agree or not. But one thing I really want to remind you of is that please do cherish the time.

Time is challenging. I want to give time to those who have failed. IF they have more time, maybe the matter will turn out to be another way. They will not be depressed and give up the thought to suicide.

The Most Rarest Thing in My Life

Since I entered college I have felt a great burden off my mind and I just want to relax. So do my classmates. We enjoy playing cards and are very skillful at it. We seldom work on our lessons unless there is an examination. Then we work under pressure. I know it is not good. But what I lack is self control. Most of us know it is a problem, and it is time we did something about it.

As youth, we are in the prime of our life. We should make good use of our golden time. The teachers take pains to teach us every day so that we can acquire more knowledge. We should not fail their expectations. I should not rest content with what I have done. Entering college is just a step in the threshold of the palace of knowledge. The road is long. The modern age needs the well educated. The future world is highly competitive. If we idle away our time while young we shall regret it in vain when we are old.

Nobody knows what time is like, for we cannot see it, nor can we touch it. Time is abstract, which we can only imagine in our mind. But we do know that time passes very quickly. Some students, however, do not know the value of time, nor do they know how to make the best use of it, for they waste it in going to films, playing games and doing other useless things. Why do we go to school early in the morning? Why do trains run so fast? Why do most people prefer taking buses instead of walking? The answer is very simple: we wish to save time because time is precious.

From now on I will concentrate all my energy on my studies as to qualify myself as a talent in the 21st century. Time and tide wait for no man. I should value my time. What about you, my friend?

The Most Successful Thing in My Life

It is widely acknowledged that success is failure's mother. With time going, our memory is rocketing. However, the most success in my life is sport, it is unique and motivate.

When I was in senior school, Sports Meet in our school plays a significant role for the students to win the Number one. I like sports and I admire to take part in it. Although I am not good at it, even take no sensible opportunity to get the award. In this condition, one of my good friends encouraged me and offered me to teach the sports skills and capacity.

From then on, we started a long-tired training. Everyday, we always running from dawn to night. One day, I was too tired to hold up. As it is known to us, it is very cold and you were forced to get up earlier than others. He told me, come on, you can do it. Tomorrow is another day. Just try your best to win the time and chance. No pains, no gains. At last, I held on the training. I was so pleased to keep on.

The Sports Meet would come. All of us were busy training. I had a match with others like what I want to. The match began, I run in the playground just like a flying horse, with all passion and motivation. One and one circle, I was tired and exhausted. But I still want to cross the end line. "Keep on, fighting, girl! We believe you, expand your wings, winding your races. The light of success is in front of you." Therefore, I bit my tooth, made all efforts to arise my foot. One step, two steps...I run the end line. I succeeded, I held it. I was excited. I was the champion. Smile on my face, on his face. Our mouths were flowering.

From my perspective, it is the most success in my life. No matter in your work, study, life and so forth, you should keep on. The friendship is very precious and the patience is very important. Only if did you take much effort to grasp every minute and continue to run, you will success. Therefore, memory this moment, challenge the next second, and you will acquire success.

The Most Unforgettable Thing in My Life

Whether you like or not, there are someone and something will impact on your life forever. In my opinion, growing is a process full of grief, weakness and also give you a push to the bank of success. my grandmother's death let me know something I don't want to think.

The time is a river ,there are nothing can come back. When I came home,her eyes full of tear; When I surfed the Internet, she washed my clothes; When I didn't like eating the food in my dish, she cooked my favorite foods.

Death is a horrible young thing, it's not just the mean it is but the progress. Whether grandmother she was grieved because her familiar wasn't very good care of her when she was ill. When you are young you don't know the greatness of parents' love; when you are old your children return. All of us have common weakness, we full of regret when our treasure part of life is displace. I want to my grandmother touch my regret and forget me, but ...

The day of last summer vacation was gone forever. I have to do some houseworks, and I am learning. Because my grandmother was past in the hottest season. Sometime I still pick her light of her face in my busy study time.

The Most Joyful Thing in My Life

It is widely acknowledged that there are a lot of happy things in one's life. People will have a good mood in the whole day because of these joyful things. The most joyful thing in my life not only gives me a bright mood but also has a great influence in my future.

I am not good at studying and always can not concentrate myself on my school work. There years ago, we took an exam that could bring us a different fate in the future. We called this test college entrance examination. This was my second time to take this examination. During the time we reviewed at school, I gave up this chance and decided to find a work which I like. Every time the result of different kinds of tests would make me low and I always found I have a big difference with my friends. I did not get a job successfully. My mother worried about me very much after knowing this news and did not allow me to go anywhere but to stay at home. How did I while away the time when I at home. I believed I was the most idle people of the world at that time. Finally came the college entrance examination. I also took in the courage of my friends and my relatives. Compared with the others, I felt much more relaxed. I think this was the most important point that I could get such good scores. All my friends were happy for me, they thought I had good luck and believed me can achieve higher marks if I stayed at school at the most important time when we were studying.

This is my most joyful thing in my life. When I recalled these experiences, I also could not control my passion as if this was happened yesterday. Without their encouragement, I could not have been admitted to this college to study. I hope I could always be a lucky person in the future. But I think I must work hard. It could not be so fortunate every time. Because of these joyful things, people will have a good mood in the whole day.

My Favorite Sport

Among lots of sports basketball is my favourite. I fell in love with it the first time I touched it. I really enjoy the feeling when you shoot the ball right in the basket, it brings me much confidence not only in basketball play but also in my real life. And when you play basketball you can learn a lot from it. The ball gets up and down just like how life is. And every time it gets down it bounces back, I know from this point that when we are defeated by the difficulties in life we should just get up and move on.

Also we realize the importance of team work from basketball. Well it is my favourite sport, and I believe you will like it too. During my secondary school years I often liked to go to the playground to play basketball. Lots of my classmates were good at this game, I always competed with them to enhance my basketball skill. In high school and college I spent many hours playing basketball. So I enjoyed team sport. Sometimes I would find some partners to play basketball with me. Basketball requires great strength in the arms and legs as well as strong concentration on the game.

My Favorite Job

We all know about that there are various kinds of jobs in the world, but what kind of job do you like? Concerning this problem, different people from different backgrounds hold different attitudes towards the issue. Everyone has his own interest and destination.

Most people take the payment as the most important or even the only condition for choosing a job. They do so partly because they are aware of how important and powerful money can be to their living conditions and they want to enjoy life better.

As far as my ideal job is concerned, jobs are not means of earning our bread, but ways of self-fulfillment. I am eager to put my wisdom and ability to use and turn my dreams into reality. I will choose a job fit for me, which is a translator, a job for which my learning has qualified me well. Thus, I will take it confidently and expect to make some achievements in it.

I have made up my mind to do what I really want to so that I can realize my ideal, I believe interest is of the utmost importance in choosing a job, I have been interested in translation for a long time, so I want to be a translator in the future.

Dream about becoming a qualified translator and many people around me think that it's unrealistic. Actually nothing can confine us except ourselves, which can be seen from the following example. In circus, the giant elephant obediently stay in cage which can be easily destroyed by him, because it is the illusion that the cage was unconquerable that made the elephant stop trying. While sometimes we are "tamed" by others as well. We often abandon our dreams and follow others blindly as a consequence of illusions created by others. To avoid losing oneself, I think I should hold dear the belief that as long as we set up the goal, I should strive for them though obstacles lie ahead.

Nevertheless, I'll make every effort to gain much more knowledge, patience, methods, etc. To live up to the name of a qualified translator, I believe my dream will come true.

My Favorite Food

China has four famous cuisines .They are Hunan cuisine, Cantonese cuisine, Shandong cuisine, Sichuan cuisine. Each cuisine has its own characteristics. But my favorite food is Chongqing hotpot. It is famous for spice.

As far as I am concerned,there are four characteristics of the hot pot.firstly, spicy is the main condiment,and different tastes coexist . as is well-known, Chongqing is a mountain city with humid climate.and the hotpot would be promote our blood circulation.warming our heart and body.secondly, the hotpot is particular about seasoning and variety.we an relish a lot of flavours so that be satisfied with our appetite.thirdly, lay emphasis on soup and brent berkley.the point is beneficial to our health.fourthly,there are great variety dishes. we are free to choose what we like.

As a kind of food, hot pot has become the representative of the chongqing cuisine and urban business card, so that people say: "to chongqing if not eat hot pot, that amounts to haven't been to chongqing!" especially in winter I like it very much,all families get together at the table, talking and laughing,the atmosphere is very lively.add much spicy to our daily life .However,the hotpot we can't eat more because of it is too spicy. otherwise,it harmful for our stomach.hence, I hope the oil and spicy should reasonable so that adapt to the nutrition and health modern concept.

My Favorite Book

I have read so many famous books, different authors have different styles. I have read a lot of famous novels, such as *The Count of Monte Cristo*, *Red and Black*, *One Hundred Years of Solitude*, *The Education of Love* and so on. But my favorite book is Jane Eyre.

Jane Eyre is a famous book all around the world. I like the heroine very much. People all called her Jane. She was a lonely girl. Her father and mother were all dead. She lived with her aunt. Her aunt was a bad woman and always punished Jane. So Jane's childhood was a bad memory. Because this, she has unique character, self-confidence, self-respect and she think everyone is equal. When she grows up, she learns well in her study, she have chance be a tutor, the owner of the family is a duke, very rich, but very rude and indifferent. At first he look down upon Jane, but when they get along with each other, Rochester fell in love with the ordinary family teacher ,he think Jane was very the person who can communicate with him in his spirit. When they intend to marry, something bad happened, and then Jane left Rochester. Maybe one years latter ,Jane know about the institution of Rochester, he was disabled, she back and take care of him, even at that time ,Jane has had become a rich woman .three years latter, Rochester recovered and they born a baby.

I like the book very much, because from Jane, I can learn something which is important in my life. As a girl, no matter beautiful or not, you must self-confidence and self-respect, so you can become a independent women, won you own world; As a girl, you must read more books to enrich you mind, because beauty is temporary, only inner temperament can last forever; As a girl, if you want to, you can pursuit a pure love, despite age, wealth, health and so on. Maybe a little difficult in society now, but I believe it's truly exist.

My Favorite Novel

Speak of my favorite novel, Count of Monte Cristo is the best choice with the exception of Chinese literature. Why I prefer to appreciate this novel? I think that is closely related with its fascinating and complicated revenge story. And this novel is the reflection of creativity of revenge novel.

Firstly, Compared with Chinese revenge literature, this masterpiece is not to focus on the ending of vendetta itself, but to lay emphasis on the conflictions between hero, other individuals and social situation he lives in. amongst Count of Monte Cristo, when the hero-Dantes escaped from the prison and obtained a huge sum of fortune under the instruction of priest, he made a perfect plan considerately and take advantage of his fortune to hammer those devils legitimately, which is a quite contract to directly kill the personal enemy showing in Chinese swordsman novel.

Secondly, the type of vendetta of this novel is bound up with religion. Everything about pushing the evils is will of God. When hero escaped from the prison and found out the location of treasure, being a angel of punishment, he unconsciously carry out that mission in the name of god.

Finally, another attractive part is that he plans to escape from prison. Although this part is something of unreality, it reflects the hero's wisdom and persistence. Also it attach importance to the individual value which is a distinction with Chinese collectivism.

All in all, Count of Monte Cristo is a classical novel, which enables us to broaden our horizons, expand our vocabulary and have a clear understanding of western culture, religion and their customs.

My Favorite Movie

I Remember Mama is my favourite American movie. Education has been a primary concern in many traditional families. In I Remember Mama, Martha and her husband Lars show high respect for education. Especially Martha, she plays an influential role within her family. She tells her children that knowledge is priceless. They invite Mr. Hyde to read them books in the evening.

Hyde has left them a collection of his books without getting paid a couple months of rents, Martha does not get angry with him. Instead, she tells her children that the value of all of his books have greatly exceeded the total amount of his unpaid rents. Nevertheless, Martha and Lars always encourage and support their children to keep on pursuing their educational goals. It is very important for children to understand their family values. The concept of family values is rooted in every culture, thus making the values distinguishable for different societies. In addition, cultures change from time to time in response to economical and cultural developments. Therefore, family values vary from household to household, and from generation to generation. In I Remember Mama, the role of the parents, aunts and uncle, siblings are consistent. Martha's daughter Katherine asks, "Mama, did you come to America to be rich?" Martha answers, "Oh, no, I came to be close to my family."

In their conversation, Katherine has learnt from her mother that family value is more than everything in their family. Last and not least, I Remember Mama is a delight to watch from beginning to end. In I Remember Mama, I have learned the importance of education. I have also learnt that cultural and family values are equally significant for the upbringing of children. I strongly recommend this movie to all of you!

My Favorite Book

The Story of My Life by Helen Keller is the most influential book in my life.

It abounds with courage, struggle and faith throughout. Helen Keller was once in deep despair in her childhood, but finally she decided to overcome her physical defects and live happily. Furthermore, she showed great patience in her long and hard learning period.

I have learned, above all, three lessons from her story. First, she taught me that often the road to success is to face hardships bravely. Maybe you are born under an ill star yet you can stand a better chance than others. It is therefore important that you screw up your courage when courage is needed. Second, the impairment of part of her senses did not prevent her from learning: on the contrary, she had made continual efforts to go deeper into the realm of knowledge, and her perseverance had thus helped her overcome many handicaps. Third, she advised that we should make the most of our sense-organs as if we would lose them soon because this way we would observe the world more carefully than ever before.

The book is inspiring in that it is one brimming over with the unbending will of a gallant woman beset with seemingly insurmountable difficulties. I hope I can be as courageous as she.

My Favorite Animal

As we all know, animals are our friends. I like animal very much, but dogs are my favourite. Dogs are not only very lovely, but also very helpful. That is why we need dogs.

Most of people feed a dog only have one point——partner. Dogs have rich of emotions as well as human. They are so sensitive that their mood change follow with the master. When you happy, he is more happier than you. But maybe it's normal. Have you ever surprised for that your dog comfort you when you upset. And, I guess you must ever have watched some movie about dogs. When I first see dog's performance, I feel it's amazing and impossible. How can they take orders from people? In the same way, how about the dogs in circus? They even do count. But no matter how does the people train them, the fact is dogs bring us a lot of happy and for this the dogs are pay a large of strive. I think the biggest contribution of dogs isn't be a partner or performers, it's protect our safety. I mean not only guard our house but also be a police dog. Because they have help policeman find drugs, bombs and some bad man and so front. Even they may have a dangerous of sacrifices.

Actually, my real intention is that to tell you, “please love the dogs, refuse to slaughter and eat them!” As a popular saying goes, “At the beginning of life, temper is good.”

My Favorite Star

Polaris is a unremitting star and it is the most bright star in the most north..Now Polaris is near the Earth,directing the north part in the sky .Therefore it seems always standing north sky and play a important roles .

North star is very important for field activities and ancient sailing. In addition,it has unusual sense of traditional China.

Different from western, acient China develop the astronomical system as the equator for center .In this system ,the north star located in due north. It is on doubt, it often as the emperor in China's ancient.

It also has many symbolic meaning.From the point of view of life. It led us to achive the target of one's life.From the meaning of love ,it symbolized forever and eternal guard.In English "you are my noth star "usually refers to someone in their life or career is very important ,and paly a role in directing ,it also has the meaning of grateness .

If it lucks ,it must has a commitment for the closest star ,such as the moon ,even though there is a long distance between them ,but north star still is that guardian . It will never change , this is why I like it!

My Favorite City

Even I haven't been in New York, I like New York City the most. New York City, the biggest city in the U.S., and used to be the biggest city in the world. Speak of New York City, the first view appears in my head is the Statue of Liberty, which is a symbol of New York. She stands in the New York Harbor. There are more famous symbols of the U.S., such as the Empire State Building, United Nations headquarters, and Rockefeller Center and so forth.

What do you think of when you think of the New York City? Most people may think of Manhattan, the heart of the city, with its towering skyscrapers. Well, there are five sections in New York City. They are Manhattan, Queens, Brooklyn, the Bronx, and the Staten Island.

New York City is a major center for arts. No other American city has so many places to hear music, see plays, watch dance, or look at art. The most famous place to do those things is the Broadway. I have watched many American TVs about Broadway, and I wish one day I can be there to appreciate the real art.

That's the city I love! The New York City!

My Travel Experience

Among the interests I have been to, I like the Wuyi Mountain best. That trip gave a deep impression to me.

On the first day of our four days' travel, we took a train to get to the Wuyi Mountain. We spent 22 hours on the train and it was really a long journey. The Wuyi Mountain is not very high but very large. The tourist guide told us that if we want to see the whole beautiful view, it may take about 6 days. It was really a regret that we just stay there for two days. It was about 5'o clock in the morning when we arrive there. Because it was in summer and the sun has already hung up in the blue sky, we didn't see the sunrise. There are many outdoor activities. My favorite was floating in the small stream, which is famous for the "Jiuqushibawan". The weather was great and there were many clouds in the sky so we didn't feel too hot. The view was scenic and it made us feel comfortable and relaxing.

The fisher man taught us their dialect and it is really difficult to learn. I also like the delicious food there, it fitted my taste. On the second morning, we went to a so beautiful valley that we all didn't want to go home.

For the flight was cancelled, we had to stay for one more day. Although we just stayed at the Wuyi Mountain for three days, I still love that trip most. Not only because the beautiful scenery, but also the friendly and warm-hearted people, which gave a deep impression to me.

My Travel Experience

Because of the money and time, I just had only one experience of travel . And this experience is very precious for me. I traveled with my boy-friend this laster's day and we started from Chongqing to Chengdu.

In that day, it was so hot and so many people, so we were very tired and thirsty, we drunk all kinds of water all the time, but it was nothing to do with. When we in Chengdu Train Station, I didn't have any desire to travel, there were so many people we even could not move. I and my boy-friend had a quarrel in the station because of we didn't agree with each other where to get moved.

Thank goodness, when we got out of the station, we found our bus easily and we got on the bus, it has an air conditioner in it, so it was so cool. In the bus, we saw this big city. Suddenly, there was an old woman got on the bus and she had no seat to sit down, so my boy-friend gave his seat to her, but the old woman took it for an granted. She even didn't say thank you to us. Well, maybe this is so-called Chengdu people.

After half an hour, we arrived at our booked hotel and met with our friend. I told all the unhappy thing to him, and he said this is travel. Yes, my friend told me the truth, when we are in travel, you don't feel good, but after it you will miss it.

Miss that fantastic place, and I would like to come back again.

My Skiing Experience

My hometown has a long long winter. Like winter, like putting on my warm clothes, like skating on the lake surface.

Skiing always brings me the sense of flying, which makes me happy. So I can't help myself stop recalling one of my skiing experience, and laughing and laughing.

That was a very cold winter, I wore my warmest down jacket and a red hat, so that others can find me easily in the snow. At first, my sisters and my brother and I were skiing on the primary trail. But after a while, my brother ran to the high trail, he wanted to ski from the highest mountain. We accepted his proposal, as he was a good player. I thought maybe I could ski in the vantage trail. Then we three sisters went to the vantage trail by the cable car. When we in the cable car, we were very excited about the view of the mountain, and we took photos, we sang loudly. But as soon as we got off the cable car, we were too scared to ski down. While I was wondering whether I should ski from the so high place or not, I found that my sledges starting to move slowly. I was going to ski down!!! I was so excited that I forgot I hadn't learnt how to stop yet. I only left a hush word to my sisters, "I am going..." Then I flew down from the top. I heard the wind shouting near my ears. I felt like that I was flying. What sadly was, I didn't learn how to turn the direction yet, as well as how to break. I was skiing down quickly and straightly. And I shouted in case that I fell down on others. At last, I had to sit my ass on the trail to stop. But it really made me happy.

Then I found my sisters, and I told them how excited I was. My elder sister told me that when my younger sister saw I skiing down, she was too scared to move. At last, they had to find a trainer to bring them down. Oh, I miss skiing so much! I am going home and skiing!

My Cooking Experience

As you all know, cooking is not a easy thing for the one who had never cooked. I still remember the first time when I made a dinner for my family.

The most difficult thing is seasoning, a delicious food must taste well, you should put the salt and some other spices in a right amount. No matter the shapes of onion how ugly it is. This is not an important thing in our family dinner, but the tastes and cooked must be good. When I cooked that night you can see the different shapes of the meat, but taste well, I think I successes because I began to cook for my family, and I also believe that the dinner will be more and more beautiful and delicious.

In a conclusion, cooking is not a easy thing for everyone, just like any other things, but if you have a good attitude and you are going to do those things, you had reach to success nearly, just like our life.

My First BEC TEST Experience

After careful and complicated consideration, I decided to take part in the BEC Vantage. To prepare for the BEC Vantage was a long and tough process. My brain filled with all kinds of business vocabulary and business conversation during that time. The last night before the test, I told to myself, this is what I can do and I did that so I will leave the rest to my performance.

I was relaxed more than that I prepared myself not to get tense and stress myself. So I had enough sleep and I woke up at 6:30. I kept telling myself to concentrate and get everything ready.

When I sat in the classroom, I had a deep breath and looked around. The teacher said: "test began." I told to myself I can do it. I was watching the clock and I know exactly how many more minutes I had. The first part of reading was medium difficult one. But I tried my best to make the good answers. Two hours and fifteen minutes just like a wind passed away. After I completed my test and signed off, I gave my best wishes to my roommates who also took part in this test. The oral part was smoothly.

I was a little tired because of revisions and continuous sitting for hours. Thanks GOD! It was over now. That night I had a big meal with my friends. I hope everyone could get a good grade.

My Part-time Working Experience

Nowadays, more and more university students go out for part-time jobs on holidays. It can not only make money but also can accumulate work experience. Well, I have the experience in 2010.

That was in summer holidays, and at that time I'd had one year's experience on English learning at university. And I wanted to find a job that related to my major. So I went to two supplementary schools to have a try. At last, I chose one, which is near my home.

I did the job for a month, and the wages was by hour computation. I taught three students for their English. Two of them were in Grade Three and one was in Grade Two in local junior middle school. I did remember that before my first class, I did a lot of preparation. But I still got very nervous when the class began, and I even hardly saw their eyes directly. About half an hour later, I calmed down and started to observe their behavior secretly. I found that their basic knowledge was poor. So the next time, I asked them to read the text book carefully again and again. Besides, I made them do some simple exercises to increase their self-confidence. And then gradually increase the difficulty of the exercises. Saw their progress, I was very gratified.

I always believe that good relationship can make them learn more enjoyable and relaxed, and have made me feel more to have a sense of achievement. So I tried to make friends with them, and actually, it worked. Even now, a year and a half has passed, we also in contact occasionally. And I really cherish this experience.

This was my first part-time job. It made me learn a lot of things. I used the money to see the World EXPO in Shanghai. That summer was very meaningful to me. Also, part-time was a good choice.

My Part-time Job Experience

As a student in a university, in addition to possess solid the theoretical knowledge, I think practical experience is very necessary to help us adapt social environment more smoothly and save twists and turns in the later work. This summer I found a part-time job, mainly working content is to help a middle tutors student to improve academic record. In this process, and constantly exercise my language skills, and also learned to communicate with people. Below I will briefly introduce my work process.

This was the first time to do a part-time job .I saw my students, I was very glad. In the morning the lecturing is math. At the beginning I felt very hard, my student could not clearly understand my meaning. When I saw my student questioning eyes, I knew my teaching method is wrong. Then I transform the way, I used a example my student produced great interest. I started slowly into teaching link and the student soon found out my meaning. Then the teaching process is gone well. In the afternoon, I began to teach English, and using the morning teaching experience. I told a joke and combining with the student's interest with emphasis on the lecturing. When the course is over, my student exposed to a happy smile and expressed me a big appreciation. I felt the sense of accomplishment. This is my first part-time job, it makes me learn a lot of things. And, when I took the first salary of my life, I knew it's very difficult to make money.

All in all, my first work was over, I learned lot of things. That's very meaningful. Not only enhance my communicate skills, but also solid my professional knowledge. And I think the theoretical knowledge is important, for the college students, the practice should attract our more attention.

My English-studying Experience

I think learning English should be at any time, any place and any means.

Since junior, I began to get to know some English. And it lasted for eight years. By now, I have one year not touching English, including reading English books, write English articles, so all those have become unfamiliar. I believe if I won't pay attention to English in a few years, My English ability will fall quickly. Some people say a person with an IT job must hold the English closely. Some can't even do everything they can to study English in their leisure time .I can't understand why. Certainly, we need English to read some documents, but what else? I just can't answer.

The eight years of learning English makes up of my junior and senior life and next two years in the university. In my sense, I learn English well just for exam. When the news comes that we didn't have to study English any more in my third year at our college, we are excited, we escape from the English teacher successfully, we are saying goodbye to English forever. But now ,just one year later, startled become scared, my English knowledge are decreasing little by little .I am afraid my eight years achievement will be none one day .So I am beginning to learn English once more, willingly .

This is just some thoughts about myself. Now I am trying to read English novel every day, only several pages about Walden. Learning English is a very painful experience for me. At the beginning, it is very hard for me to express myself in English. Wherever I try my best to speak English, I would be laughed by my classmates. After that, I have no confidence to speak English. But now I can, because I believe myself.

My Working Experience

In my college life, there is a long time for my summer holiday. It is no doubt that anyone of us might find a job if only has enough times. For me I want to reduce my family burden and get some training for myself .so I went to a shopping mall to a work as a seller.

As soon as I became a skilled worker there of cause went there are many thing for me to learn when I first went there. In order to better sale my products I try my best to learn all of things that can improve experiences. However, everything was out of my control. The variety of products made me dizzy. What is worse, I was an impatient girl. So I can not do well. Sometimes there were several foreigners coming to buy something I could have made me very sad is that I can not speaking with them. I do not know what happen when I facing with the foreigners I could not open my mouth.

For other things there were have many interesting things happen in my working. That a day while I was prepare some goods in the mall a 30-year-old woman came in and say "Hello" . Although her sounded like very strange but I can understand. I give her a greeting too. So I was very carefully introduce her to found good that her want. I guess her was not English or American man because I can not better understand her mean when her say her want buy something. Her try her best to express the goods, but I took her to sell lavatory area then her very worried said "No" she can not express herself with her gesture. We talk a long with each other but did not understand. Finally I call for my manager to come. Although we waste much time her has not angry but laughed. When her left before I know she was a Japanese no wander I could not understood her. This job will always be my future in my life which tough me many things.

My College Life Experience

Everyone has its dream to go to college when they are a child. College, in our mind, could beautiful and sacred. Nice sunshine, soft grass, green trees all surround you. You may lie lazily on the grass to read a book or wander in the library to touch with the masterpiece.

However, things are different as I imagined when I went to college. As a junior student, I am feeling the time flies. Recalling back to the past two years, there are many memories coming into my mind——whatever sweet or bitter.

The first year of my college life was relaxed, I had a lot of free time, which was very different from the high school. As a freshman, I took part in a lot of clubs and activities. Such as youth volunteer club .Those are all making my life rich and colorful. However, the second year was suffering and depressed. Many exam and curriculum should be prepared. Although there are many difficult exist that I may never overcome, I will also to smile to welcome everyday. I will have a sense of satisfactions when I overcome. I believe, the rainbow come out after the rain. Therefore, suffering sometimes is good for you.

Now, as a junior student, I feel confused and lost. “where is my further?”I always wondered. Should I go to further my study? I have no idea. But one thing is certain, I should work harder and fight for my future.

Confused exist every life stage. Don’t be depressed. The poet Tagore once said: “If you sad by lossing the star, you will also lose the moon.” So just be optimistic.