3）No pain, no gain.（不勞無獲。）

4）No receiver, no thief.（沒有窩家哪有賊。）

5）No song, no supper.（不唱歌,不給吃;有付出,才有得。）

6）Waste not, want not.（不浪費,不愁窮。）

以上很多運用了反復這一修辭法的諺語,從結構上來看既含有對偶,從語義上看又含有對比。在那些含有對偶形式的諺語中,后半部分的某個詞重復了前半部分的某個詞。前半部分往往表示原因或條件,后半部分往往表示結果,以此收到前后映襯、突出語義的修辭效果。

4、押韻（rhyme）的運用

押韻是以聲音來達到修辭的一種有效方法。因爲押韻使音韻自然、和諧悅耳、富有音樂性,所以無論哪種語言中的諺語、熟語、成語以及詩歌都廣泛運用了押韻。英語諺語中的押韻主要涉及押頭韻和押腳韻。

（1）押頭韻（alliteration or head rhyme）

在漢語的諺語、成語、熟語及詩歌中,像“種瓜得瓜,種豆得豆”這種押頭韻的例子并不常見,而在英語諺語中押頭韻的實例則是汗牛充棟。例如:

1）Death pays all debts.（一死了百債;人死萬債休。）

2）Dumb dogs are dangerous.（啞巴狗最危險。）

3）Every man has his hobby – horse.（人各有所好。）

4）Fine feathers make fine birds.（佛要金裝,人要衣裝。）

5）Live and learn.（活到老,學到老。）

6）Many a little makes a mickle.（積少成多。）

7）Money makes the mare go.（有錢能使鬼推磨。）

8）Spare the rod and spoil the child.（孩子不打不成器。）

9）Time and tide wait for no man.（歲月不待人。）

（2）押腳韻（end rhyme）

在漢語的諺語、成語、熟語及詩歌中,像“什么樹開什么花,什么藤結什么瓜”這種押腳韻的情況是比較常見的,在英語諺語中也同樣屢見不鮮。例如:

1）A friend in need is a friend indeed.（患難中的朋友才是眞朋友。）

2）A hedge between keeps friendship green.（君子之交談如水。）

3）A little pot is soon hot.（壺小易沸;量小易怒。）

4）Company in distress makes trouble less.（同病相憐。）

5）Early wed, early dead.（早婚早死。）

6）East, west, home is best.（金窩銀窩,不如狗窩。）

7）First thrive and then wive.（先立業,后成家。）

8）Good health is above wealth.（健康勝于財富。）

9）Haste makes waste.（欲速則不達。）

10）Man proposes, God disposes.（謀事在人,成事在天。）

11）Velvet paws hide sharp claws.（笑里藏刀;口蜜腹劍。）

12）When the cat's away, the mice will play.（貓兒一跑,耗子就鬧。）

無論是頭韻還是腳韻,都給諺語增強了音韻美,增添了或鏗鏘嘹亮,或玉潤珠圓,或行雲流水,或妙韻回應的音樂效果,使諺語吟誦起來琅琅上口,給人一種節奏明快、起伏有致、音律和諧之感。

5. 結束語

正是因爲大量地運用了對偶、對比、重復、頭韻、腳韻等修辭手法,英語諺語才變得簡潔精煉、突出要點、生動風趣,意思鮮明、節奏明快、音律和諧,讀起來悅耳動聽,易記易背,成爲人們喜聞樂見常用不衰的語言表達方式。

參考文獻:

[1] Lanham, Richard A.: *A Handlist of Rhetorical Terrms*[Z]. Berkeley/Los Angeles/Oxford : University of California Press, 1991.

[2] 王希杰:漢語修辭學[Z]。北京出版社,1983 年。

[3] 新英漢詞典編寫組:新英漢詞典[Z]。上海譯文出版社,1992。

所引諺語的來源

[1] Beardslee, William A.. Uses of the Proverb in the Synoptic Gospels[A]. Mieder , Wolfgang and Dundes , Alan（ed.）. *The Wisdom of Many Essays on the Proverb*[C]. New York & London: Garland Publishing, Inc., 1981, p.166.

[2] Bryan , George B. Proverbial Titles of Dramas[A]. Mieder , Wolfgang （ed.）. *Proverbium* 19 [C]. Vermont: The University of Vermont, 2002. p.72.

[3] Champion, Selwyn Gurney. *Racial Proverbs* [Z]. New York: The Macmillan Company, 1938. pp. 20 – 46.

[4] Doyle , Charles Clay. A Review of The Concise Oxford Dictionary of Proverbs [A]. Mieder , Wolfgang （ed.）. *Proverbium* 18[C]. Vermont: The University of Vermont, 2001. pp. 465, 459.

[5] Norrick., Neal R. *How Proverbs Mean* [M]. Berlin/ New York/ Amsterdam: Mouton Publishers, 1985.

[6] Petrova , Roumyana. Gender Aspects of English Proverbs [A]. Mieder , Wolfgang （ed.）. *Proverbium* 19 [C]. Vermont: The University of Vermont, 2002. p.346.

[7] Ridout, Ronald & Witting, Clifford. *English Proverbs Explained*[Z]. London: Heinmann, 1967.

[8] Rogers, Tim B.. Psychological Approaches to Proverbs[A]. Mieder , Wolfgang （ed.）. *Wise Words*: *Essays on the Proverb* [C]. Garland Publishing, Inc., New York & London: 1994. p.165.

[9] Smith , William George （ed.）. *The Oxford Dictionary of English Proverbs*[Z]. Third Edition, Revised by F.

[10] P. Wilson with an Introduction by Joanna Wilson. Oxford: At the Clarendon Press, 1970.

[11] Taylor, Archer. The History of A Proverbial Pattern[A]. Mieder , Wolfgang （ed.）. *Selected Writings on Proverbs* [C]. Helsinki: Academia Scientiarum Fennica, 1975. pp. 115 – 121.

[12] *The Book*: *The Old Testament* [M]. Deut. 19: 21. Wheaton, Illinois: Tyndale House Publishers , Inc., 1985. p. 208.

[13] Yankah, Kwesi. Do Proverbs Contradict? [A]. Mieder, Wolfgang （ed.）. *Wise Words*: *Essays on the Proverb*[C]. New York & London: Garland Publishing Inc., 1994, p. 135.

Discussion on the Styles and Features of Business English Writing

Li Jiangchun[1]　Tian Qifei[2]

（1. Post - graduate at the Foreign Languages College of Hunan Normal University；2. Hunan Science &Technology College）

Abstract：After China's having entered the WTO, business English is getting more and more important and useful. Therefore, it is quite necessary to master some of its characteristics about the form and the use of words. In this thesis, the author analyzes and discusses the features of the Business English writing by enumerating a lot of examples relating to the structure, style and linguistic characteristics, hoping to give some help to those who want to take Business English as a job, either in teaching or in the international trade.

Key words：styles　features　Business English

淺談商務英語應用文的文體風格與語言特點

摘　要：中國入世以后，商務英語的重要性越發地突現出來，因此掌握商務英語應用文的文體風格與語言特點是很有必要的。本文通過大量例證分析和討論了商務英語應用文的文體風格與語言特點，以期對商務英語學習者與商務英語工作者有所裨益。

關鍵詞：風格　特點　商務英語

1. Introduction：

With the rapid development of China's foreign trade and the constant increase of other economic activities, technical cooperation and cultural exchange with foreign countries, not only many Chinese go abroad to do business, but also many foreigners come to China to sightsee and invest capital in enterprises. The opportunity we make direct or indirect contact with foreigners becomes more and more. And in the course of association with the foreigners, practical English writing is widely used in every field of our daily life and routine duties, especially in the profession of public relations, secretary, international business and tourism. It serves to pass on information, to express ideas, to exchange feelings and to deal with social business. Therefore, it is necessary for the people who engaged in foreign affairs to have a good command of the language features and writing techniques about practical English writing.

2. Classification of Business English Writing：

Generally speaking, Business English writing can be classified into eight kinds, such as

（1）Letters, which are widely used on various occasions of social relations and business affairs, can be classified into private letters and official letters.

（2）Commercial documents, which are widely used in the fields of economy and trade, can be classified into general business letters, including letters of establishing business relations, letters of inquires and replies, letters of acceptance and contract and so on; and special commercial documents, including quotation sheets letters of claims, letters of credit, certificate of entrustment, letters of intent, letters of complaint, etc.

（3）Etiquette documents can be divided into congratulatory documents, and condolatory documents.

（4）Contract or deed includes the intention agreement, sales confirmation, agency agreement, contract, cultural exchange agreement, letter of appointment, stipulations of agreement etc.

（5）Informative and revelational documents such as notification, announcement, poster, notice, found, memos, advertisement etc. are used to inform or to bring something into a public notice.

（6）Expository writing is used to explain or illustrate a certain problem or matter. This kind of documents includes trademark, instructions of products, certificate of quality, caption, etc.

（7）Bills and vouchers. This Business English writing can be classified into many kinds, such as bills, forms, receipts, policy, I. O. U. , order, shipping documents, certificate, etc.

（8）Documents for meeting affairs include those signed or issued before, during or after the meeting.

The classification above is based on their usage accordingly, not strictly based on their academic function.

3. Language style and features of Business English：

Practical English writing, especially, business English writing, is the model of practical language. Its main function is to inform or remind the counterpart or the public of the action according to the rules stimulated in what is written. Such a practical writing has its specific language style, that is: standardization, formalization and specialization as well as the essential language features which are called the seven Cs: completeness, concreteness, clearness, conciseness, courtesy, consideration and correctness.

4. Stylistic features of Business English：

作者簡介：李江春，女，高級講師，湖南師範大學外國語學院碩士生，研究方向：翻譯理論與實踐，商務英語．
田齊飛，女，湖南科技職業學院講師，從事英語教學工作多年．

4.1. Using more dynamic words such as: *run*, *go* instead of static words such as: *is*, *are*. e. g.

(1). We are glad to inform you that our customers are quite satisfied with the quality of your products.

(2). Your products are selling well.

As we all know, all the businessmen are concerned about the sales volume. Action verb *sell well* combining with the Present Continuous Tense presents a prosperous view of well – sold products.

4. 2. Using more idiom prepositions instead of simple prepositions, such as: *in favor of*, *in compliance with*, *as per*, *in view of*. e. g.

(1). Freight payable as per charter party's plus two non – negotiable copies.

(2). This certificate of silk products is issued in compliance with the consignee's request.

Because business English writing belongs to formal writing, more use of literary language can make people have grave and serious attitude.

4.3. Using the compoundings made up of "*here*, *there*, or *where* + the suffix *in*, or *by*, or *after*, etc*", e. g.

(1). We confirmed the credit and thereby undertake that all draft drawn and present as above specified will be duly honored by us at our counter on or before.

(2). This contract is made by and between the Buyers and the Sellers, whereby the Buyers agree to buy and the Sellers agree to sell the under – mentioned commodity according to the terms and conditions stipulated below.

The use of these words can avoid unnecessary repeat, making the meaning clear and concise. "Here" refers to "this", "there" refers to "that", and "where" means "what" or "which".

4.4. Using the expressions of the formal legal English, e. g. *assist*, *assign*, *construe*, *convene*, *execute*, *interim*, *partake*, *repatriate*, *the said*, etc.

(1). At the request of Party A agrees to send technicians to assist(rather than 'help') Party B to install the equipment.

(2). In processing transactions, the manufactures never have title(rather than 'right') either to the materials or to the finished products.

4.5. Using more the Non – finites to express serious tone:

(1). Should the Vessel deviate or put back during a voyage, contrary to the others or directions of the Charterers, for many reasons other than accident to the cargo or where permitted in lines 257 to 258 hereunder, the hire is to be suspended from the time of her deviating or putting back until she is again in the same or equidistant position from the destination and the voyage resumed therefrom.

(2). Should ice prevent the Vessel from reaching port of discharge the Charterers shall have the option of keeping the Vessel waiting until the reopening of navigation and paying demurrage or of ordering the Vessel to a safe and immediately accessible port where she can safely discharge without risk of detention by ice. Such orders to be given within 48 hours after the Master or the Owners have given notice to the Charterers of the impossibility of reaching port of destination.

4.6. Using more the word "shall" so as to enhance the tone:

(1). This contract shall become effective upon and from the date on which it is signed.

(2). The Sellers shall be liable for any rust, damage and loss attributed to inadequate packing by the sellers.

In contracts, the word "shall" does not only mean the future tense but also express each party's duties or obligations, with the forcing meaning of "must".

4.7. Using more the word synonyms in pairs. e. g.

(1). This Agreement and any rights or obligation hereunder are not transferable or assignable by one party to this agreement without the consent of the other party here to.

(2). This contract is made by and between the Buyers and the Sellers, whereby the Buyers agree to buy and the Sellers agree to sell the under – mentioned commodity according to the terms and conditions stipulated below.

4.8. Using the passive voice and active voice properly:

Sometimes the use of active voice is more clear and proper than that of passive voice. e. g.

(1). Party A hereby appoints Party B as its exclusive sales agent in Changsha. (active voice)

(2). Party B is hereby appointed by Party A as its exclusive sales agent in Changsha. (passive voice)

But sometimes the use of passive voice is much better than that of active voice. e. g.

(3). The Buyers' Shipping Agency, China National Foreign Trade Transportation Corporation, Beijing, China (cable address:＊＊＊＊Beijing)will attend to booking of shipping space. (active voice)

(4). Booking of shipping space shall be attended to by the Buyers' Shipping Agency, China National Foreign Trade Transportation Corporation, Beijing, China (cable address:＊＊＊＊Beijing)(passive voice)

Comparing above four sentences, we will find sentences(1),(4)are better than sentences(2),(3)respectively.

4. 9. Using the indirect expressions less and the direct expressions more. e. g.

(1). This article does not apply to bondholders who have not been paid in full.

(2). This article applies only to bondholders who have been paid in full.

Making a comparison between the above two sentences, we will find sentence(2) written in direct ways is more clear and without preamble than sentence(1)written in indirect way.

4.10. Frequent use of some specific expressions, the main

one of which is "whereas".

The word *whereas* is a conjunction used at the preamble to introduce the background and purpose of signing the contract. e. g.

（1）. Whereas the contractor is desirous to provide the manpower for the works.

（2）. Whereas Part A agrees to sell to Party B the products, the steel wire rope, in compensation of the price of Party B's machines and equipment.

Besides, there are many specific expressions of quantity in credit. e. g.

（1）. In Duplicat or 2－Fold（一式兩份）　（2）. In Triplicate or 3－Fold（一式三份）

（3）. In Quadruplicate or 4－Fold（一式四份）　（4）. In Quintuplicate or 5－Fold（一式五份）

（5）. In Sextuplicate or 6－Fold（一式六份）　（6）. In Septuplicate use of or 7－Fold（一式七份）

（7）. In Octuplicate or 8－Fold（一式八份）　（8）. In Nonuplicate or 9－Fold（一式九份）

（9）. In Decuplicate or 10－Fold（一式十份）

4.11. Frequent use of the polysemy word. e. g.: *confirm* (*confirmation*),*accept* (*acceptance*),*collect* (*collection*).

（1）. We have added our confirmation（保兌）on the credit and engage that documents presented to us in full compliance with the terms and conditions of the credit will be duly honored.

（2）. The full set of shipping documents shall accompany the collection（托收）draft and only be released after full payment of the invoice value.

（3）. We hereby engage with drawers and／or bona fide holders that drafts drawn in conformity with the terms of this credit will duly accepted（承兌）on presentation and duly honored at maturity.

The very common phenomenon in Business English writing is polysemy which has frequent use and various meanings so its exact meaning depends on discourse context.

4.12. Frequent use of sentences of Unreal Condition and various sentence structure. e. g.: *in case of*, *only if*, *only after*, *provided*, *unless*, *if*, *in view of*, *on condition that*, *providing that*.

（1）. In case of transfer, documents No.（K）is no more required provided that the bank of China, Lianyungang certifies it has transferred the credit.

（2）. Transshipment is allowed on condition that the entire voyage be covered by through B／L.

Sometimes the words expressing condition such as *if*, *in case of*, *only if* are omitted and the whole sentence is inversed to make the writing style more concise and rigorous. e. g.

（3）. Should the negotiating bank not be advised of stopping renewal within 15 days after each negotiation, the unused balance of this credit shall be increased to the original amount.

4.13. Using figure and English number together in contract to ensure accuracy and avoid falsification. e. g.

（1）. Four Hundred Twenty Thousand Five Hundred Sixty Dollars Only（US＄420,560）

（2）. US＄4550.00（say US Dollar Four Thousand Five Hundred and Fifty Only）

（3）. Quantity:10000（Ten Thousand）dozens only

（4）. With fifteen（15）days after the Sixth day of March, 1999（nineteen ninety－nine）by and between...

4.14. The frequent use of adverbials. e. g.

（1）. The provisions of this contract shall continue to be applied after it has expired within the territories of the contracting parties.

（2）. Should the sellers fail to effect shipment by the end of this year, the buyer has the right to cancel the contract.

A document, when setting forth rights or obligations, must exactly point out that in what instances, at what time, in what place, or in what manner an action can be undertaken. This requires adverbials of time, condition, manner, etc.

4.15. The frequent use of the long, complicated noun phrase with post modifier. e. g.

（1）. All payment for oil－drilling machines sold to the buyer shall be made by an irrevocable Letter of Credit.

（2）. The payment to the seller of the total amount of any installment then remaining unpaid shall be reversed and agreed to be paid during the term...

This is another striking feature of written legal English to achieve precision. Post modifiers are

preferred because phrases or clauses can better define the noun they modify than single words that precede a noun.

4. 16. Combinations, abbreviations, transformatoins and ellipsis are often used to reduce words in message of cables.

4. 16. 1. Combinations of prepositional phrase, phrasal preposition, noun phrase, verb phrase, figure and other phrases. e. g.

（1）. above par—ABOVEPAR　（2）. In spite of—INSPITEOF

（3）. bank rate—BANKRATE　（4）. air mail us—AIRMAILUS

（5）. one and half—ONEANDHALF　（6）. out of stock—OUTOFSTOCK

4.16.2. Abbreviation of the words and phrases. e. g.

（1）. Bill of Lading—B／L　（2）. Free on Board—FOB

（3）. your cable—YC　（4）. Cost, Insurance and Freight—CIF

（5）. European Main Port—EMP　（6）. Thanks—TKS

4.16.3. Transformations of the phrases, sentences, tenses, voice and punctuations. e. g.

（1）. hurry up—EXPEDITE　（2）. As soon as possible—SOONEST

（3）. on account of—BECAUSE　（4）. We make you a firm offer—FIRMOFFER（5）. The shipment has already sent—SHIPMENT SENT

（6）. We shall write you the details later—WRITING DETAILS

4.16.4. Ellipsis of the auxiliary verbs, link – verbs, model verbs, most pronouns, some adjectives, adverbs and the form words. e. g.

（1）. We recommend your acceptance—RECOMMEND ACCEPTANCE

（2）. Referring to your letter of Jan.10, we have opened L / C.—YL10JAN. L /C OPENED

（3）. The quality of the goods is unsatisfactory—GOODS QUALITY UNSATISFACTORY

4. 17. No punctuation marks or symbols are used in the massage of cables. We usually use COMMA, STOP, PCT, etc.

,—COMMA	#—NUMBER	.—STOP	"—INCH; SECOND
?—QUESTION MARK	'—FOOT, MINUTE	‾—DASH	˚—DEGREE
&—AND	=—EQUALS	+—PLUS	_—UNDERLINED
%—PCT	¥—YEN, YUAN	£—STG, STERLING	$—DLS, UDS

5. Conclusion

Since the practice of the policy of reforming our domestic economic system and opening to the outside world, China's external association in the fields of politics, economy, culture education, and science and technology is growing with each passing day. Practical English writing plays an important role in the international association. Meanwhile, we should know that Practical English writing does not call for flowery language because it isn't literary works, but it is required to express our own views accurately in a plain language that is very clear and is readily understood, and attract the readers' attention.

Reference：

[1] 蔡先鳳.論提單和租約的句法特點及其翻譯[J].中國科技翻譯,2002,15(3).

[2] 程百民.英語語體學[M].上海外語教育出版社,1998.

[3] 廖瑛.國際商務英語－商務理論、語言與實務[M].中南大學出版社,2002.

[4] 戚雲方.外貿英語－函電與談判[M].浙江大學出版社,1989.

[5] 萬正方.外貿英語函電的翻譯問題[J].外語與翻譯,1994(2).

[6] 夏康明.經貿契約中日期、金額和數字翻譯[J].中國科技翻譯,2003,16(1).

[7] 瞿步習.外貿信用證的語言特點和翻譯[J].中國科技翻譯,2003,16(2).

[8] **Mark Ellis, Christitine Johnson**, *Teaching Business English* [M],Shanghai Foreign Language Education Press,2002,11

$B = \frac{\mu_0 I}{4\pi a}[\sin\beta_2 - \sin\beta_1]\cdots\cdots⑧$

（a 為待測點與導線的垂直距離, β_1 β_2 分別為導線兩端與待測點所夾方位角）。

該式實際解題中, 不祇是一個普通的結果, 而且可以作為公式來幫助解題, 把它作為一個公式來應用時, 往往會產生以下兩種困惑:

其一, 到底導線的哪一端方位角為 β_1, 哪一端選為 β_2

其二, β_1 β_2 有無正負, 且何時為正、何時為負。

其實這是有規律可循的, 知道如下三個要點便可知曉。

1、先確定待求點（如 P 點）與導線的垂直距離（a）

2、確定電流流入導線的一端與 P 點的連線在垂直於導線的方向上所夾角為 β_1, 另一端為 β_2。

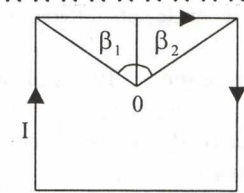3、以垂直綫 a 為參考綫, 若順着電流綫偏折的方位角 β 為正, 圖（b）中, β_1、β_2為正, 圖（C）中, β_1為負, β_2為正。

（b）　　　　　　（c）
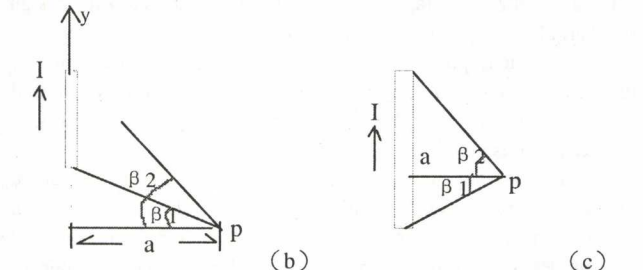
具備以上三個要點後, 將⑧式作為公式來應用就方便多了。下面, 我們可利用⑧式計算通電圓環的中心的磁感應強度。首先, 我們研究一根通電直導綫在平面上折成正方形時, 其中心的感應強度如何。如圖（d）所示:

（d）

每邊在中心的磁場方向相同由$\vec{B}$的迭加性可知: $\vec{B} = 4\vec{B}'$ ($\vec{B}'$為任一邊在 O 點產生的場強)運用⑧式可知:

則 $B' = \frac{\mu_0 I}{4\pi a}(\sin\beta_2 - \sin\beta_1)$　[$|\beta_1| = |\beta_2|$, 且 β_1為負值。]

$= \frac{\mu_0 I}{4\pi a}2\sin\beta = \frac{\mu_0 I}{2\pi a}\sin\beta = \frac{\mu_0 I}{2\pi a}\sin\frac{\pi}{4}$

則 $B = 4B' = \frac{2\mu_0 I}{\pi a}\sin\frac{\pi}{4}$

然後對于 N 條等邊形組成的多方形, 其中心場強為

$B = N\frac{\mu_0 I}{2\pi a}\sin\frac{\pi}{N}$

對于圓環: N→∞ 時, 取極限: $\lim\limits_{N\to\infty}B = \lim\limits_{N\to\infty}\frac{N\mu_0 I}{2\pi a}$　$Sin\frac{\pi}{N} = \frac{\mu_0 I}{2a}$

$\lim\limits_{N\to\infty}\frac{\sin\frac{\pi}{N}}{\frac{\pi}{N}} = \frac{\mu_0 I}{2a}$

與從畢－薩原型解出的結果一樣。

參考文獻:

[1] 梁百先.電磁學教程[M].高教出版社,1994.11.

[2] 趙凱華.電磁導[M].高教出版社,1981.278.

[3] 鄧飛帆.物理疑難問題[M].湖南科技出版社,1984.181.

On Cultural Connotations of Color Terms and Their Translation

Wang Linli

（School of Foreign Language, Central South University）

Abstract: Language is the carrier of culture. Color terms are a part of language but their connotations vary from cultures. This paper tries to probe into the cultural connotations of color terms and their translation from the perspective of relationship between language, culture and translation. It also points out that connotations and translations of color terms vary from languages and it needs our further attention.

Key words: language　　cultural connotation　　color terms　　translation

Introduction

Language in which color terms are included is a kind of manifestation of culture, reflecting and transmitting various cultures. Translation is a process of communication and exchange between two different cultures and languages. Every culture is uniquely owned by a social group and self-characterized on all aspects. Consequently, translation emerges as the time requires and cultural phenomenon becomes an obstacle in translation. Therefore, we must make careful research to the unique cultural phenomenon, and accomplish exchange of culture between languages.

This paper tries to probe into cultural connotation and methods of translation of color terms from the viewpoint of relationship between culture and translation. The paper is divided into three parts. Part one analyzes the relationship between language, culture and translation. Part two gives an analysis to cultural connotation of color terms, and the differences between western and eastern cultures. Part three includes means of translation and translation of color terms from the angle of difference culture exerts on translation.

1 Culture • Language • Translation

Culture is abundant in implications. Scholars of various circles defined culture differently. Up to now, connotation and denotation of culture remain ambiguous.

Edward Tyler, an English anthropologist of 19th century, advances " culture" in his book *Primitive Culture*, which was published in 1871, as "Culture is a complexion including knowledge, beliefs, arts, morals, laws, customs and capabilities as well as habits obtained from the society."(顾嘉祖、陆升,1990:3) Some other scholars like Eugene.A.Nida holds that material objects should also be considered one of the properties of culture.

Therefore, culture has a wide range of abundance. In the writer's opinion, culture refers to all the human civilization of the society. In broad sense, value systems, worldview and outlook of life should be included. In narrow sense, it consists of basic necessities of life, all the life styles, thinking patterns, communication systems and so on.

Language carries on, manifests and embodies culture. Culture serves as the base for the formation and development of its language. Mr. Luo Changpei, a Chinese linguist, pointed out the significance of language, "Language and its characters are quintessence of a national culture, and in turn hand down and advance their culture."(包惠南,2001:前言)

Language is a main part of culture, and it is used to transmit information and express one's thoughts resulting from influence culture exerts on human thoughts. Differences of mode of thinking are also incarnated by discrepancies of western and eastern cultures.

In short, if deviated from culture, the big environment, language and its characters would be devoid of reflection of culture and would be destroyed inevitably. There exists a dialectical relationship between language and culture, supplementary and closely related to each other.

Translation serves as a link in communication between different languages. The action itself is a transformation between languages, and also a transmission of cultures. Professor John Deeney, a famous American Sinologist, pointed out that all the languages derive vitality and nutrition from their own culture. Therefore, we should pay attention to not only the transformation of languages, but also the expression of habits formed on thinking and emotion in its own culture. There involved two languages and two cultures in translation. Thus translation is confronted with dual obstacles, language and culture. As for culture, the obstacle mirrors as unique cultural connotation of each nation. Mr. Wang Zuoliang ever said, "A translator should be a cultural man in the real sense." Susan Basnett, a contemporary English theorist on translation, did translation work by likening language to the heart of cultural organism.(包惠南,2001:12)

In brief, a good knowledge of the relationship between culture and language and the relationship between culture and translation is the key of having translation well done.

2 Cultural Connotations of Color Terms

Color terms refer to words signifying all kinds of color. Color is the image cast on one's sight by emission, back of transmitting light wave. Theoretically, the stimulation of color to people is naturally the same, providing that people have the same mechanism of physiology and visual nervous system.

However, people living in different nations, influenced by their life, physiology, psychology and different angels of view, may not feel the same or even opposite about the same color with different cultures as their background. Almost all the hundreds of color terms in the world can be closely associated with objects, with their meaning implied, based on the similarities between objects and characteristics of color. For instance, green for Brazil, red for Thailand, yellow for Japan, blue for Belgium, and colorful design for Turkey, etc. are all the taboos respectively. The difference in color between English and Chinese appears evident. By virtue of profound influence culture has on color terms, discrepancies showed in color terms in realms like history, politics, economy, customs, etc. are obvious now.

Evidently, language and its vocabulary are bound to be marked by culture and possessed with its national cultural connotation, owing to the difference on all aspects of each nation, such as natural environments, customs, social systems, religious beliefs, mode of thinking and conveyance, etc. All these prompt us to stride across the chasm between different cultures, transform the languages, and realize the exchange between them. The following are the analysis of the cultural connotations of some color terms in English and Chinese

2.1 Red

According to statistics, more than forty words are used to

作者簡介：王林利，湖南湘潭人，　中南大學外國語學院研究生，研究方向：語言學及應用語言學。

describe *red color* in Chinese, such as "赤、朱、彤、水红、火红、深红、通红、粉红、血红、紫红、腥红". But in English, the number of words signifying *red* is more than one hundred, which cannot all find its unique equivalent word in Chinese. As a result, obscure meaning is given to the color terms when the translators feel unable to find an absolute equivalence in Chinese. For example, words equivalent to "深红" in English can be "crimson, cardinal, carmine, carnation, claret, etc."

Red is related to ceremony or happy occasions both in China and English-speaking countries. Chinese people always advocate red, which implies "auspiciousness, happiness, jubilation, warmth, success, promising, and flourish". *Red* is the most commendatory color term in China. From the time immemorial, there goes an idiom "weddings and funerals (红白喜事)". Traditionally on Chinese weddings, brides should be dressed in red all over, including red scarf, and people stick big red "囍" on doors and windows. "A *Red*-letter day" in English, which means "days of jubilation", refers to Christmas or some other festival, which is marked in red on the calendar. "Paint the town *red*" means "revelry, carnival", and "to roll out the *red* carpet for sb" means 'greet sb. by rolling out red carpet'. "The *Red* Room" in White House of America is always used to give receptions, and is in First Ladies' good graces.

Red is also used to signify "embarrassed" or "ashamed". For example, "脸红" corresponds to *red*-faced in English. It can also signify "healthy, be ruddy-cheeked", such as "one's face glowing with health(红光满面)", "a gentleman with a face as *red* as a rose".

Because of cultural differences between English and Chinese, "红" and *red* mean different to a great extent.

In Chinese, "a pretty face(红颜)" and "a gaily dressed girl(红粉)" are often employed to refer to beautiful ladies. And "a lady's room(红楼)", "a boudoir(红闺)" refer to the inner chambers in which daughters of rich families live. Concerning this category, there exists in Chinese several phrases, such as "beauty is a fragile good(红颜易老)", "a beautiful girl has an unfortunate life(红颜薄命)", "a beauty is dressed in white(红装素裹)", etc.

While in English, *red* is employed to signify indignation and anger, such as "see *red*, *red* flag, etc.". "The mere mention of his cousin's name was like *waving a red flag* in front of him." In this sentence, "wave a red flag" means make sb. angry.

What's more, "red" means differently from each other in the realms of politics and economy in the west and east. In China, colors are strongly and distinctively characterized by politics, typically red. Red in China symbolizes revolution, the proletariat, and socialism, such as "Red Army(红军), red political power(红色政权), be both socialist-minded and professionally qualified(又红又专)". And "dividend(红利), good luck(红运), prosperous/flourishing business(生意红火)" are also extremely commendatory words in the realm of economy. While in western countries, *red* signifies *sanguinary things and terrorism*. For instance, "*Red* Bridges" refers to a clandestine terroristic organization of Italian ultra-leftists. And *red* is not a satisfying word while used in economy, for example, "in the *red*" and "*red* ink", in which it means "deficit" or "losing".

2.2 White

White does not correspond completely in Chinese and English. It does not create very profound connotation in English. But in China, "white" is common in people's life.

White correspond when applied to expression of ethnic groups, "the white people(白人)". But much attention should be paid to "白皙的肤色", which is found to be "a fair skin/complexion" in English, and "白发" is "grey hair".

Association caused by white is more or less alike both in China and English-speaking countries. It means "purity and innocence". Unlike in China, brides are always dressed in white gauze on western weddings. As for westerners, white is holy, pure and gracious, symbolizing purity and loftiness of love. And in Chinese,

"青山有幸埋忠骨,白铁无辜铸佞臣."

Honored the green hill is to provide eternal resting place for the loyal soul;

Innocent is the iron used to cast the image of the hated traitorous ministers.

In this sentence, "白" has nothing to do with color, but means "innocent", originated from the fact that General Yue Fei was framed up by the minister Qin Gui.

Chinese people consider "die a natural death(寿终正寝)" as "白喜事", which signifies the specter is off sufferings, owing to be influenced by "release souls from purgatory(超度)" of Buddhism. As a result, on funerals, family members of the dead must be in white all over, white hats and white waistbands or white flowers, to mourn over the dead. This custom has been handed down for several millenniums.

White may be unconcerned with its color or "白" when combined with some other words, such as:

a *white* lie	harmless or trivial lie to avoid hurting somebody
white coffee	coffee with milk or cream added
a *white* elephant	possession useless but expensive
a *white* feather	coward
white shoe	belongs to the upper class
a *white* slave	woman forced into becoming a prostitute
a *white* night	a night without sleeping

There are lots of vocabulary related with "white"(白) in Chinese, such as "Chinese cabbage(白菜), termite(白蚁)", signifying white color, but they are not correspondent with "white" in English.

In addition, "白" can be used to signify "in vain", such as "all in vain, a waste of time and energy(白费事)", "give away, free of charge, for nothing(白送)", etc. In some phrases, it means "plain, unadulterated", for instance, "boiled water(白开水)", "a blank sheet of paper(白纸)", "plain boiled pork(白肉)", etc. In modern society, "白衣战士" and "白衣天使" are applied to representing medical workers. Politically, "白" means derogatorily "anti-revolution, bourgeoisie, and capitalism", such as "Kuomintang-controlled area(白区)", "white terror(白色恐怖)".

2.3 Yellow

Yellow connotes differently in different cultural background.

Yellow is an extremely common color itself, but appears to be of the utmost honor in the history of China. Traditionally, yellow is the color of the center of the land and is owned by emperors. Huang He River, the mother river of China, converges into sea via Loess plateau of Shan-anxi and Gan Su, and Central Plains of Shan Xi and He Nan. Huang He River is the birthplace of China's national culture, and is yellow-soiled in nature. Therefore, ancient Chinese people attached great importance to yellow. Historically in China, yellow symbolized "absolute power, status, sacredness, authority, honor, and solemnity". *Yellow* had been a monopoly of emperors, from Tang Dynasty to Qing Dynasty. And "黄袍加身" meant that the emperor ascended the throne. In this way, yellow is a monopoly of emperors and their imperial families. Queen Elizabeth made herself in yellow attire when she visited China in 1986, in order to show her willing to do as the Chinese do while in China.

But actually, the color showing the same meaning in English is purple. "Born in the purple" is originated from the tradition that emperors of ancient Greek and Rome all wore purple robes. "Raised

to the purple" means one ascends to an illustrious status.

In Chinese colloquialism, a saying goes like this, "那笔买卖黄了". In this sentence, "黄"means "the plan fails". In Chinese modern society, "黄"can also refer to "degeneration, especially pornographic series", such as "pornographic pictures(黄色电影)", "filthy books(黄色书刊)", "vulgar music(黄色音乐)", etc.

While in western countries, especially for the people believing in Christianity *yellow* is the color of the clothes on Jews rebelling Jesus and is derogatory as a result. Yellow means "timid or envious" in these phrases, "a *yellow* dog, *yellow* looks, *yellow* journal, a *yellow*-bellied guy, turn *yellow*, etc." In America, "*yellow* flu" means that students are group absent on the pretext of having taken sick.

Sometimes, *yellow* enjoys the same meaning in the east and west. For instance, *Yellow* Pages(黄页) refer to telephone directories, published with pieces of yellow paper, and categorized by different stores, enterprises, undertakings and organs, etc.

2.4　Blue

Blue does not create specific cultural connotation in Chinese, and appears monotonous and orthodox. Usually, *blue* refers to the color of the sky in sunny days. The only exception is "蓝本", referring to a writing upon which later work is based or original version of a literary work. And "青出于蓝而胜于蓝" extends to mean that students surpass the teacher, or later generations excel the predecessors.

While in English, *blue* can be used to signify "melancholy, be in low spirits, depression and unhappiness", such as in "feel blue, drink till all's blue, to be in the blues, blue Monday, etc." *Blue* also means pornographic, for instance, "blue movies, blue talk, blue revolution".

However, *blue* refers to "be in high social status" or "be born in noble", such as "a real *blue* blood, *blue*-brick university, and *blue* book (a book publishing names of public figures, especially of high-ranking officials of the government)". Sometimes, *blue* signifies "promising, hopeful and devout", for example, "once in a *blue* moon" means occurring very rarely.

2.5　Green

Green is the color of most living things, and it is closely related to the nature. To Chinese people green is the symbolization of peace and life. Another usage is "绿帽子", which means one's wife fornicates with others, and the person "is cuckold".

While in English, green connotes much more:

① be envious, be jealousy: *green* with envy, *green*-eyed, *green*-eyed monster, etc.

② energetic, vigorous: live to a *green* old age, in the *green* of one's years, etc.

③ warm: *green* house, a *green* winter, etc.

④ full of confidence, immortal: be in *green* tree, keep a person's memory *green*, etc.

⑤ lack for experience, limited knowledge: *green* at the job, a *green* hand, etc.

⑥ new, unripe: a *green* wound, a *green* apple, *green* field project, etc.

In addition, "*green*" bound with some other words by its physical nature creates some specific phrases. "*Green* Beret" refers to the American special arms; "*green* pound" refers to pound with a high rate for calculation of the prices of agricultural products inside the European Economic Community, "*green* back" refers specifically to American bills, and "*green* power" means the power of money.

When *green* creates the same meaning in Chinese and English, it is often used as "*green* light(绿灯)", with its second meaning

"permission". For example, "give somebody the *green* light" means give somebody permission to act upon the plan. And "*green* food" refers to food without any harm to environment protection.

2.6　Black

Similarly, westerners and easterners view *black* as a symbolization of "evil, inauspiciousness, terror and the nether world". In English, "*black* hand, *black* market, *black* list, *black*-hearted, *black*guard, *black* sheep, *black*mail, *black* moon, *black* tidings, etc." are of these meanings. And in Chinese, there exists "reactionary gang(黑帮), malicious words(黑话), evil-minded(黑心), evil backstage manipulator(黑手), a sinister line(黑线), inside story of a plot(黑幕), etc."

In English, *black* also signifies "respectfulness, solemnity, grief, and adversity". The phrase "go into the *black*" means "mourning", originated from the etiquette that all are dressed in black on funerals in western countries. In addition, *black* also refers to "anger", such as in "a *black* look, a *black* mood, *black* in the face, etc."

What interests us most is that sometimes *black* is commendatory in the realm of economy in English, such as "be in the *black*" referring to "make profits".

Altogether, from the analysis of the cultural connotation of these six color terms, we can find that color words are related to each area of human life, enriching our human life with their abundant meaning. Some color words lose their own meaning after being combined with other words, for example, "white(白)" means nothing in "confess(坦白)". This category of words still remains the same here.

3　Translation of Color Terms

Basic meaning of color words is defined physically as the most fundamental, direct and outward knowledge of colors of human beings. Owing to the influence culture exerts on its language, color terms are possessed with profound cultural connotation. In other words, all the color terms have very wide extended meaning. Therefore, translation of color words should take the cultural differences into account. Free translation and literal translation are two main methods we usually employ to the translation of color terms

Difficulties brought about to translation by cultural differences are mainly revealed on the following five aspects, zero equivalent word, semantic association, and conflict of word meaning, pragmatic implication, and difference of national psychology.

3.1　Zero equivalent words

Each country or nation has its own history, social systems, customs and habits. In this way, all the languages have their own specific culture-loaded words undoubtedly, which are used to show their particular concepts or objects. Translators always find themselves in a woeful predicament owing to the culture-loaded words to whose equivalent words can not be found in the target language. In other words, no words in the target language can be used to reveal the cultural information of these color terms.

For example, as to "Green Beret", we cannot find its equivalent in Chinese. "Green Beret" refers to the American special arms, originated from the green-colored Beret they wear. While in China, "white face(白脸)", a face painting in Beijing opera, etc, traditionally for the villain, is uniquely granted by Chinese culture. This category of words should be translated literally with interpretation attached to in order to make it known and understood.

Besides, detailed explanation should be offered as for words abundant in cultural connotation, which can make readers of target language familiar with the unique cultural phenomenon in source language.

3.2　Semantic association

Mr. Wang Zuoliang said, "A word has not only outward and

direct meaning in a dictionary, but also connoting, emotional and associative meaning." (惠小娟，1997：31) Under circumstances of different cultures, people from different nations might bear different associative meaning to a same scene or object. As a result, there appeared another barrier in translation. For instance, the English expression "black market" can be literally translated into "黑市". Otherwise, if the expressing pattern is uniquely possessed by one language, it should be translated freely with its meaning clearly interpreted, take "黑幕" as an example, it must be translated into "inside story of a plot" in English. This goes true of other color terms. Mostly, in order not to hinder the infiltration of cultures, we have to translate them freely with its exact meaning, but not too freely with the unique expressing pattern of another language.

Consequently, free translation is adopted in order to get westerners familiar with the background of Chinese culture and the connotation of these idioms. But sometimes, literal translation is used to exchange different cultures and to enrich the expression of the target language.

3.3 Conflict of word meaning

Cultural information carried by words in the source language is contradictive with that of the equivalent words in the target language. This phenomenon is called conflict of word meaning. In other words, they have the same outward meaning, but are different or even opposite inward. In order not to let the cultural information in the target language run counter to that in the source language, translators should append notes to or expound the words with abundant conflict on the concept of westerners and easterners. In this way, cultural connotation of words can be transferred completely.

This goes true of color words. The most conflicting color word is "*red*" between east and west. In the west, "*red*" more often signifies "blood, war, and terror". However, red is the most commendatory color terms in china, enjoying the greatest popularity with Chinese people. For example, "红军" in China signifies proletarian revolutionary. But the equivalent phrase "Red Army" in English refers to a gang of terrorist in West Germany. Therefore, "红军" should better be translated into "the Chinese Workers' and Peasants' Red Army".

3.4 Pragmatic implication

Pragmatic implication refers to the national cultural connotation a word carries with itself. The origin of culture exerts direct influence on pragmatic implication. Generally, its real meaning differs from its outward meaning. Translations should not interpret words with profound pragmatic implication without real understanding.

From the cultural connotation of color words, we can see that color words are often used pragmatically, such as "*paint the town red*, 绿帽子, etc.". In fact, they do not mean literally but instead, "Paint the town red" means "revelry, carnival", "绿帽子" means "be cuckold". Under such condition, the phrases should be translated freely with their exact meaning, because readers of the target language cannot easily accept the implications.

3.5 Different national psychology

National psychology refers to the psychology characterized by value systems, emotions, religious beliefs, characters, thoughts, etc. and formed in a nation with national cultural background through an endless evolvement. As a result, people's language, behaviors, emotions, etc. are to be greatly influenced. Difference between nations on this aspect is called "cultural pitfall", which should be warned against in translation. If the translator does not have a good command of cultural knowledge of the target language, and chooses a word, which may cause harmful association by mistake, it may result in a great loss.

National psychology can be reflected by color terms. For example, *yellow* sometimes means "pornographic" in Chinese, but means "timid" in English, and the color signifying "pornography" in English is *blue* actually. And *white* is thought to be "anti-revolutionary" by Chinese people, etc. Translators should better translate it freely with its exact meaning, for literal translation may lead to misunderstanding, but not acquaint the readers with the cultural information. For instance, "blue pictures(黄色电影)" should be translated into "pornographic pictures" instead of "yellow pictures". And we should not put it into "blue pictures" in view of not misleading the readers that there is a same expressing pattern in Chinese. Therefore, we should attach great importance to the translation of these color terms.

Conclusion

Culture and language are two main bodies, which supplement and influence between each other. Translation is an activity of linking and communication through language. Cultural differences are an obstacle in translation.

The distinctiveness culture grants the language will undoubtedly affect the quality of translation. Translation should take readers' acceptability into consideration, and should benefit the cultural communication between languages.

Owing to difference thinking patterns, psychology, and physiology, cultural connotation of color words are in endless variety in different cultural background. Therefore, translators must base their work on a good knowledge of the cultural differences.

The paper makes a comparison on cultural connotation of color words between east and west, and advances their translation. Color terms embody their internal cultural phenomena in the realms of history, politics, and economy, which is actually a precipitate of culture actually. Therefore, we should apply better techniques and methods to translation, and realize the transmission of culture and exchange of language across the cultural difference.

Bibliography

[1] 包惠南.文化語境與語言翻譯[M],北京：中國對外翻譯出版公司,2001.

[2] 範仲英.實用翻譯教程[M],北京：外語教學與研究出版社,1994.

[3] 馮慶華.實用翻譯教程[M],上海：上海外語教育出版社,1997.

[4] 馮樹鑒.實用英漢翻譯技巧[M],上海：同濟大學出版社,1995.

[5] 顧嘉祖,陸升.語言與文化[M],上海：上海外語教育出版社,1990.

[6] 郭超英.怎樣譯"紅"字[J],英語天地,1997(1)-17.

[7] 郭著章,李慶生.英漢互譯實用教程（修訂本）[M],武漢：武漢大學出版社,1998.

[8] 惠小娟.英漢顏色詞在翻譯中的內涵[J],英語天地,1997(7)：30-32.

[9] 蔣磊.英語習語的文化觀對照與對比[M],武漢：武漢大學出版社,2000.

[10] 孔慧怡.翻譯·文學·文化[M],北京：北京大學出版社,1999.

[11] 李瑞華.英漢語言文化對比研究[M],上海：上海外語教育出版社,1996.

[12] 林茵.英語中的"七彩"[J],英語自學,1998(3)-77.

[13] 楊莉藜.英漢互譯教程（上、下）[M],河南：河南大學出版社,1993.

The Influence Of The First Language (L1) Pronunciation On The Second Language (L2) Pronunciation For The Elementary Learner

Liu　Yuping

(Tianjin Institute of Finance and Economic)

Abstract: It is very important for English learner to pronounce English well. But Chinese always meet many problems in pronunciation. If these problems couldn't be solved at the very beginning, they will cause great difficulty in their future learning. The writer of this paper believes that these pronouncing mistakes are mainly caused by learners' mother tongue –Chinese, especially for the elementary learner. Chinese pronouncing habits give both advantageous and disadvantageous influence to English pronunciation. This paper also points out some ways to reduce the negative effects to a minimum.

Keywords: influence　the first language(L1)　the second language(L2)　pronunciation

Ⅰ. Introduction

Language is a tool of communication. The usual ways of communication are listening, speaking, writing and so on. As to a beginner of English learning, having the ability to express oneself well, that is, to make oneself understandable is the most important. Correct pronunciation is the base of good expression. But it's not very easy for Chinese to pronounce all the phonetic symbols in English well. There always appear some mistakes, such as [i:] is read not long enough and becomes [i], [ʌ] is read as [ɑ:], etc. Some mistakes can be corrected soon after the instructions of the teacher, but some mistakes are hard to be corrected. These kinds of mistakes, such as [θ, ð] are read as [s, z], [p, t] as [pə, tə], etc., are caused by the negative effects of Chinese pronunciation. Therefore, in this paper, I will deal with this kind of problem.

Ⅱ. Pronunciation and Threshold Level

A. What Affects L2 Pronunciation?

The essential precondition is that one can speak clearly. That is, one has the ability to pronounce his native language correctly and clearly. One has no difficulty in speaking. If not, it's almost impossible for one to pronounce L2 in a correct way. In this paper I will only talk about the mistakes made by those who have this essential ability.

Listening is another important aspect in influencing one's speaking ability. "The foreign learner should aim ultimately at becoming proficient in understanding some of the main regional forms of British English. But his first concern must be to master one form of pronunciation for both productive and receptive purposes: he should concentrate on receptive purpose until he has reached a very high level of achievement in this accent." Speaking comes after listening. From the procedure of a child's learning its first language, we could see that individual child varies very much in the amount of listening he does before he starts speaking, and late starters are often eager listeners before their first utterance. When a child is born, he can't say anything. The homes, into which most babies are born, are places where people talk. They will talk before or even to the babies. From many noises that reach his ears, such as sounds from TV programs, singing, chatting, and so on, babies can get the impression of speaking and gradually learn to speak in the same way. When we begin to learn a foreign language, we should also begin with listening. We should first listen to L2 native speakers' pronunciation, then try to do in the same way. So one's listening ability will give great influence to one's speaking ability, especially in L2 learning.

B. The Threshold Hypothesis

Chinese and English are different in many ways, such as grammar, vocabulary and pronunciation. In this paper, I will talk about pronunciation only. The phonetic symbols of Chinese consist of consonants and vowels and diphthongs. Consonants, which are called ShengMu, are the beginning phonetic symbol of a word.

Vowels and diphthongs are used as YunMu, which are those phonetic symbols following the ShengMu in a word. English phonetic symbols contain consonants and vowels and diphthongs. Many fresh English learners like to use Chinese pinyin (phonetic symbols) to help them remember the pronunciation of words or sentences in English. They listen to the teachers, and then translate the English pronunciation into Chinese pinyin. With the help of it, they can read new words or sentences fluently. But if you listen to them carefully, you can find many mistakes in their speech. And this kind of "help" is not approved of by the teachers. They believe that it is no help at all, and it will do great damage to the learners' future studying.

In language learning, there always appear some mistakes, which are caused by the influence of speakers' native languages. This kind of mistakes usually appears in grammar, vocabulary, phoneme, syntax and so on.

According to this, I raise my threshold hypothesis. Speakers' native languages also give effects to their second language pronunciation. That is, Chinese students' native tongue—Chinese does make effects on their English pronunciation. In psychology, we say one's old knowledge will give influence to one's newly acquired knowledge. This influence can be both advantageous and disadvantageous.

Ⅲ. The Influence of L1 Pronunciation

A. The Advantageous Influence

In Chinese pinyin, there are some phonetic symbols that have the same shape with some in English phonetic symbols. So it's easier for Chinese learners to remember them. For example, [b][p][m][d][t][n][l][g][k][h][j][r][z][s][i][u][e],etc. With the help of Chinese pinyin, one can remember all these English phonetic symbols soon, at least, they can write them correctly soon.

Some of Chinese pinyin is even pronounced similarly as English phonetic symbols. When Chinese learners begin to learn how to pronounce these kind of sounds, they won't feel too strange to accept or to remember. For example, if you know how to pronounce (ch) in Chinese pinyin, you won't feel hard to pronounce [tʃ]. (sh) in Chinese can also help you pronounce [ʃ] in English. (a) in Chinese is not only pronounced but looked similarly with [ɑ:] in English. The same is true in Chinese sound (ei) and English sound [ei]; Chinese (in) and English/in/; Chinese (u) and English [u], etc

The ways of spelling and pronouncing the phonetic symbols of words and Chinese characters are alike to some degree. Although Chinese pinyin are pronounced differently from the phonetic symbols of English, such as (b) in Chinese is read as [bə], (t) is read as [tə], etc., we can still find some similarity in pronouncing the set of phonetic symbols and pinyin. (bei) in Chinese is not pronounced as (b ei), but in the same way of English reading, as [bei]. When the ShengMu appears in a "word", it will be

作者简介：劉宇平，女，天津人，天津財經學院經貿外語系，碩士研究生在讀，就讀專業：英語語言文學（國際商務方向），具有3年實際英語教學經驗.

pronounced in the English way. So with the knowledge and ability of pronouncing pinyin sets, one can get used to the pronouncing style of English words without great difficulty.

B. The Disadvantageous Influence

Compared with Chinese pinyin, English phonetic symbols contain some "new' symbols, which may looks strange to Chinese. These symbols are [ə:], [ə], [æ], [ɔ:], [ɔ], [ʌ], [əu], [au], [ɔi], [iə], [eə], [uə], [tʃ], [dʒ], [ʃ], [ʒ], [θ], [ð], [ŋ], [tr], [dr], etc. Some of them are found hard to remember at the beginning, such as [ŋ], [ʌ], [tr], [dr], [θ], [ð], [ɔi], [iə], [eə], etc.

As to the pronunciation of these "new" phonetic symbols, some of them are hard to be pronounced, some are difficult to be distinguished by Chinese people. In Chinese, there's no difference between [ɑ:] and [ʌ], but in English, this kind of confusion may cause troubles. For example, in Chinese, (ba) and (bʌ) are not considered as different characters but in English [bʌs]may be spelled as "bus", but [bɑ: s] may be spelled as "bars". In Chinese, the sounds [v] and [w] are the same, since (wo) is the same as (vo). But in English people regard them as two different phonetic symbols, such as "very well" should be read as [weri wel], and you'll make a mistake if you read them as *very vell* or *wery well*, etc.

It's a usual mistake of Chinese speakers to say *Very vell!* or *Wery well!*, etc, since their native language makes them pay no attention to such kind of difference. Native Chinese speakers may "hear" [θin] and [ðin] as [sin] and [zin], because language learners always interpret other languages through their own linguistic systems, and they carry their own patterns into English. Accordingly, you won't feel surprised to find some Chinese speak with [θ,ð] errors. *Sank you!, I'll have a bars in the barsing room.,* or *Ze red book is mine.,* etc. These can be always heard among our Chinese English learners. Plus [ə:] after phonetic symbols as [p, b, t, d, k, g] is also a great trouble of Chinese English learners. For example, "map" is read as [mæpə], "bag" is [bægə], "but" is [bʌtə],etc. Such kind of mistakes is very obviously, but not be easily corrected, since in Chinese there's no sound ended as [p, b, t, d, k, g], and these symbols in pinyin are read as [pə, bə, tə, də, kə, gə], etc. In Chinese, [e], [æ], [ai] are all the same, since [be,s], [bæ,s] and [bai,s] are all accepted as one phrase "白色". But in English, there is great difference among these three. Chinese people often pronounce [mæp] as [mep], etc. We could see that the way of pronouncing Chinese causes many troubles for one to learn how to pronounce English correctly.

IV.Experiment

A. Method

The purpose of this experiment is to make sure whether there is such kind of influence in pronunciation, if there is, how can we reduce the bad influence to a minimum.

1. The Choice of Examinees.

All the examinees are students in a primary school, from which I chose 30 students 15 boys and 15 girls. All of them live in the inner six districts of Tianjin, and none of them have a strong accent. No one of them have difficulty in speaking. They are students of Grade Six.

In addition to these, all of them were chosen according to their scores to a listening text. The scores are from 70 to 85. In this way, we could be sure that their listening ability is almost on the same level.

2. Method of Examination

a. The test paper.

The test paper contains three parts: Phonetic Symbols; Words; A Passage.

Phonetic symbols consist of all of the vowels and diphthongs and consonants of the British English accent. Every examinee should finish reading them within 30 seconds. So they are not allowed to think about it before reading. This test can show their real level. The examiner wrote down the number, sex of the students who

made mistakes in reading. Moreover, the examiner also underlined the phonetic symbols that were pronounced wrongly.

Words consist of 11 simple words that are not easily read correctly. Ten "trouble-making" phonetic symbols are included in these words. They are [e], [æ], [ʌ], [ɑ:], [v], [w], [θ], [ð], [n], [ŋ]. These words should be finished in 15 seconds. In this way, the examinees could show their real reading habits. The examiner should also write down some records.

A passage includes 6 sentences. These ten phonetic symbols also appear in this passage. This passage could only cost 20 seconds.

The results of the test were written down by the examiner. This test was given without students' preparation.

b. By the way of comparison, I tried to help students solve this problem.

In one afternoon, I showed the differences between the pronunciation of Chinese pinyin and English phonetic symbols. Got the students notice the differences and asked them to pay attention to those "new" and difficult phonetic symbols. Then pointed out the problems of every one of them and asked them to do some practice accordingly.

In the later days, I always asked them to read and speak in the class, and corrected their pronouncing errors if there were.

c. After three weeks, these 30 students were tested again with the same test paper.

B. Results

1. The results of the test paper, which was taken at the very beginning.

Totally speaking, they did a good job in the first part. Only some of them made small mistakes here. For example: [ʌ] was pronounced in a wrong way by 5 boys and 6 girls; [æ] by 4 boys and 4 girls; [v] by 2 boys；[θ], [ð] by 7 boys and 5 girls; [ŋ] by k2 girls and 3 boys; [t] by 1 boy; [i] by 2 boys. We should point out that the boy who pronounced /t/ wrongly corrected it immediately, and the 2 boys who made mistakes on [i] just because they forgot how to pronounce it.

In the second part—words, they made more mistakes. None of them made no mistakes here. The common problem is that they couldn't show the differences between two pair phonetic symbols, such as [e] & [æ]; [ʌ]& [ɑ:]; [v] & [w]; [n] & [ŋ]. [θ], [ð] are something different, since they always changed them into [s], [z].

In the last part—passage reading, they made even more mistakes here. The content of the mistakes was the same as those in part two, but the number of mistakes made by each student increased. This showed that when they were reading a passage, they would pay attention to the intonation, so pronouncing errors increased.

2. The result of the final test paper.

After the explanation of the differences between Chinese and English in pronunciation, and as a result of three weeks' training and practicing, all of them made great progress.

In the first part, only 2 boys made mistakes on [v] & [w], but they corrected themselves

immediately. In the second part, all of them did correctly. In the last part, only 2 boys and 1 girl met troubles in pronouncing "Mr. Smith's house".

This showed that this way of teaching phonetic symbols is acceptable and reasonable.

C. Discussion

From the result of this experiment, we could see that the common problems for Chinese to learn English pronunciation are greatly caused by their mother tongue—Chinese. The problem of [θ, ð] is considered as the biggest pronouncing problem, just because it's difficult to get Chinese speakers be used to them. The muscles around or of the mouth of Chinese can not make this sound easily, especially when [θ, ð] appear in a word or in a sentence. Things become more terrible when the phonetic symbols [s, z] appear in the same word with [θ, ð], such as in " Mr. Smith's house". When the examinees read this sentence, they were likely to

make mistakes or they would slow down to deal with it.

The Chinese way of pronunciation also gives English learners great possibility to have a bad pronouncing habit----to plus [ə] after [p, b, t, d, k, g], etc. Although of all these examinees, only one boy made such a mistake on /t/, and he corrected himself immediately, we could still notice that this problem existed. Our examinees have learned English for at least 4 years, so their bad habits might have been got rid of with the help of their teachers.

In the first test paper, all of them made many mistakes, but after three weeks' training they did quite well in the second test. So the way of explaining--comparison is acceptable. Since Chinese tongue gives influence to learning English pronunciation, the teacher should tell students the difference between these two kinds of pronunciation. Get them notice their pronouncing errors and help them find their roots of mistakes. Of course, we don't suppose that all the students will change their bad habits or be able to correct themselves only after having such a class. Daily training and practice are also very necessary. Teachers should find as many chances as possible to train the students, and remind them their mistakes in speaking in all the necessary ways. Little by little, students will pay attention to their pronunciation. With the help of teachers, they will try to reduce the bad influence of their mother tongue to a minimum.

Get students be rid of their bad habits in pronunciation is not an easy job. Comparison is a good way of explaining. Long time training and practicing could improve the situation a lot. But from the result of the last test paper we could find that students would also made such pronouncing errors when they are nervous. Mistakes are inevitable, but if students know how to pronounce correctly and can distinguish from the right and the wrong, they will be able to have a good pronunciation later on.

Ⅴ.Implications for Teaching

Chinese tongue gives both good and bad influence to L2 learning. The good effects, as I have stated in part Ⅲ, need not to be mentioned in the class, because they will work without the help of teachers. But the negative effects of one's mother tongue may cause many troubles, and students do need teachers' help.

In the class, teachers should not only teach students how to pronounce English phonetic symbols, but also help them notice the differences. It has been proved that explaining with comparison is a good way to reduce the negative effects. So in our practical teaching, when we first teach the phonetic symbols, we should pay attention to this point. Let the students form the correct concept and good pronouncing habits at the very beginning. After knowing the difference, the students must do much practice, not only the speaking but also some listening. Listen carefully and read every one loudly, from single phonetic to words and then sentences. Don't be afraid of making mistake. If there is any, the teacher must point it out immediately. This process really needs a long time. Many other ways should also be found in teachers' daily teaching.

All in all, in language teaching, especially at the beginning stage, get students have the ability to pronounce every phonetic symbol correctly. Later, they will have the ability to pronounce every word and sentence correctly. Good ways of explaining and longtime training are both necessary.

Ⅵ.Summary

A. Hypothesis Revisited

In Part Ⅱ, I showed my opinion that one's mother tongue does make effects on one's second language learning, especially on pronouncing. My hypothesis was proved by my experiment in Part Ⅳ. Chinese phonetic symbols—pinyin may help students remember how to write, read or spell some of English phonetic symbols at the very beginning. But later on, Chinese way of pronouncing will cause many troubles in learning English pronouncing. For example, it will make students find it hard to distinguish some sounds (e.g. [v] & [w]; [θ, ð] & [s, z], etc.), and make it possible for students to have wrong pronouncing habits (e.g.

plus [ə] after [p, b, t, d, k, g]) etc. The experiment shows that there are some pronouncing errors often made by Chinese students, and these trouble making phonetic symbols are those "unfamiliar" ones. They are caused by students' mother tongue—Chinese.

In addition to my first hypothesis, I find that these bad effects can be reduced by the way of explaining with comparison. To help students get rid of their wrong pronouncing habits and have a good pronunciation is not an easy job. It needs time. The way of comparison can let students be clear that all of the English phonetic symbols are different from those of Chinese. Although some phonetic symbols and some of Chinese pinyin look alike, they are different ones. Their ways of pronunciation are totally different. Teachers can show students these differences by comparison. Teachers can also lead students pay more attention to those "new" ones, since they are much more difficult for students to grasp.

Good way of explaining and longtime training can solve the problems in pronouncing which are caused by students' mother tongue.

B Limitations of the paper

The number of examinees are only 30, there may be some other existing problems in pronunciation could not be discovered. These students did not have the same English level, so some could do better than others.

The 30 examinees were chosen according to their scores of one listening test. This test was as important as the mid-term examination, but it doesn't mean that the scores could show all students' reading and listening level.

The three parts of the test paper might not include all the words and sentences which are difficult to pronounce. Especially, the second and the third part are very short, so they might not disclose all of the pronouncing errors of Chinese students.

Moreover, students might be nervous in having this "examination", so they would make more mistakes than usual.

APPENDIX

The Content of the Test Paper

I. Read the following phonetic symbols within 30 seconds.

[iː]　[i]　[e]　[æ]　[əː]　[ə]　[ʌ]　[uː]　[u]　[ɔː]　[ɔ]
[ɑː]　[ei]　[əu]　[ai]　[au]　[ɔi]　[iə]　[eə]　[uə]　[p]　[b]
[t]　[d]　[k]　[g]　[tr]　[dr]　[f]　[w]　[v]　[θ]　[ð]
[s]　[z]　[tʃ]　[dʒ]　[h]　[m]　[n]　[ŋ]　[l]　[r]　[j]

II. Read the following words loudly within 15 seconds.

bed　map　bus　car　thank　bath
five　wet　find　bring　with

III. Read the following passage loudly within 20 seconds.

Look at the picture on the wall. It's a map of Mr. Smith's house. The bedroom is very big.
The bathroom is very bright. Mr. Smith always sings songs there. He can sing very well.

References:

[1] 戴煒棟,何兆熊,華鈞. 簡明英語語言學教程[M].上海外語教育出版社，1989

[2] 黄伯榮,廖序東. 現代漢語 "語音的基本概念"[M]. 高等教育出版社，1991

[3] 裴娣娜. 教育研究方法導論[M]. 安徽教育出版社，1995

[4] 王雁,秦金環. 教育心理學教程[M]. 天津人民出版社，1994

[6] A.C Gimson and S.M.Ramsaran. *An English Pronunciation Comparison*[M]. Oxford University Press,1982

[7] Alan Cruttenden.*Gimson's Pronunciation of English*[M]. Beijing.Foreign Language Teaching and Research Press, 2001.9

[8] Vivian Cook.*Second Language Learning and Language Teaching*[M]Beijing.Foreign Language Teaching and Research Press, 2000.8

[9] Winfred P. Lehmann.*Descriptive Linguistics*[M]. Cambridge University Press, 1986

文化差异和圖式對第一語言閱讀和第二語言閱讀之异同的解釋

唐韌

（寧波大學 外語學院）

摘　要：第一語言閱讀與二語或外語閱讀有不少重要的共同因素，但過程大不相同。本文將考察第一語言閱讀與第二語言閱讀的相異與相同之處，具體地說，考察內容（背景知識）圖式、形式（語篇）圖式、語言圖式等文化差异因素，并以此構勒出雙語讀者的樣態。

Accounting for L1 and L2 Reading from the Perspective of Cultural Differences and Schema

Tang Ren

（Faculty of Foreign Languages, Ningbo University）

Abstract：Reading in the L1 shares numerous important basic elements with reading in a second or foreign language, but the processes differ greatly. This paper will examine how reading in the L1 is different from and similar to reading in the L2. More specifically, factors of cultural differences：content（background knowledge）schema, formal（textual）schema, linguistic（language）schema, will be examined. Based on such a discussion, a profile of a biliterate reader is provided.

Key words：schema　cultural differences　L1 reading　L2 reading

一、引言

閱讀能力被認爲是二語能力中最持久最穩定的能力（Bernhardt 1991：97）。無論是在一語還是二語語境中，閱讀都涉及讀者、語篇和讀者與語篇的互動。一語閱讀與二語或外語閱讀有許多相同的基本因素，但過程大不相同。是否有兩個平行的認知過程在起作用，或者是否有既適合一語又適合二語的加工策略。然而，這樣的比較意味着二語閱讀只是一語閱讀的映射。一語閱讀與二語閱讀過程固然有相似之處，但有許多因素發揮作用，這又使二語閱讀有自己的獨特性，因爲存在一些復雜的變量，一語閱讀過程不同于二語閱讀過程。本文將考察一語閱讀與二語閱讀有何相同與不同之處，具體地講就是考察如下文化差异因素：內容（背景知識）圖式、形式（語篇性的）圖式、語言圖式，并以此構建雙語讀者的樣態。

二、圖式類型

圖式（schema）被描述爲組織長期記憶信息的認知概念（Widdowson 1983：51）。"大腦被語篇中的關鍵詞激活或被語境刺激，從而激活了一個知識圖式"（Cook 1996：69）。Widdowson和Cook 二人都強調讓我們將輸入信息與已知信息相聯系的圖式認知特征。圖式涵蓋了知識（常識、專業知識）、語言結構知識、語篇知識及語篇在語類和組織結構方面的形式。圖式讓我們經濟地組織信息和知識，預測口頭話語和書面話語的后續。語篇開頭部分激活一個圖式，這個圖式或爲下文證實或被否定。

圖式理論對閱讀理解甚爲重要。圖式主要分爲內容圖式和形式圖式。內容圖式指讀者背景或世界知識，乃讀者用以比較的基礎；形式圖式即爲語篇圖式，指文本的組織形式和修辭結構，包括語篇類型和體裁，語篇類型不同，語篇組織、語言結構、詞匯、語法和語域也就不同。

形式圖式包含話語層項目，語言圖式包括認識詞和了解這些詞在一個句子如何搭配所需要的解碼特征。一語讀者通過反復出現的例子可概括出一個模式或猜出一詞的意義，而這兩者可能不是他們語言圖式的一部分。二語語言圖式可以同樣方式構建。

從以上討論中可看出圖式在語篇理解方面的重要作用，在一語語境和二語語境中皆如此。例如，無論是一語閱讀還是二語閱讀，母語讀者和非母語讀者如果熟悉內容、形式和語言圖式，對語篇的理解就多些。二語讀者若沒有這樣的知識可能遭遇圖式干擾或不能理解語篇。下文在這方面作進一步探討。

三、內容圖式、文化傾向和背景知識

基于背景知識的內容圖式或文化傾向也是一個影響二語或外語閱讀一個因素。圖式影響英語作爲第二語言的讀者對語篇的理解和回憶。語篇所涉及的內容如果類似于讀者的母語文化或是他們比較熟悉的，他們對語篇會理解得更好，記得更牢。讀者的內容圖式比起涉及語篇組織的形式圖式來，對其語篇理解和記憶影響更大。對內容和修辭形式都熟悉，對語篇的記憶則最多。然而，如果讀者只對內容不熟悉或只對形式不熟悉，不熟悉內容遇到的困難則大一些。

我們設計一個實驗來證明此觀點。我們準備了兩篇用英語寫的描寫婚禮的文章。一篇描寫一場美國婚禮，另一篇描寫一場中國婚禮。我們分別讓一組美國學生和一組中國的學生來讀這兩個語篇，要他們讀后回憶其內容。可以發現讀者對有關自己母語文化的語篇理解得更精確。讀者反映說，詞語不難理解，但其中涉及的不熟悉的异族婚禮文化圖式使得語篇更難記憶。結果顯示，語篇包含的文化現象影響閱讀理解的程度甚于語篇的句法或語義復雜性。

由此可見，文化影響背景知識，進而影響閱讀，內容圖式在閱

作者簡介：唐韌，男，湖南東安人，寧波大學外語學院講師，碩士，研究方向：翻譯理論與實踐、語言學與應用語言學.

讀理解中起着不可或缺的作用。讀者若熟悉內容則似乎理解越好，二語讀者的內容圖式與一語讀者的內容圖式不一致，因而可能有理解方面的困難。

四、形式和語言圖式與語篇理解

不少研究也考察了語篇圖式在讀者理解方面的作用，其中大部分都采用類似的方法：參與者閱讀語篇，回憶信息并將其寫下來。語篇本身的結構（比較對比結構，說明文中的問題解決式結構，標準叙事結構與交叉式結構）被識別出來，對回憶的信息進行分析，分析具體變量，如所回憶的命題數及故事成分的時間順序。

這些研究表明，一般說來，語篇理解和回憶因其語篇類型不同而有所差異。對于哪些語篇結構更有助于回憶不同語言群體之間可能有差異性（Carrell 1984：441－469）。例如，阿拉伯人對比較結構的說明文記得最好，以下依次爲問題解決式結構、描述性結構、原因結果說結構。亞洲人對原因結果式或問題解決式記得最好，記得最差的是比較式或描述式。不過這些結果只是參考性的，語言背景與語篇結構之間的關系還需進一步研究。不管怎樣，重要的是認識到語篇的組織結構因文化不同而异。

我們考察了不同于漢語語言模式的英語語言模式對ESL（英語作爲第二語言）學習者理解英語語篇是否產生顯著影響。將讀者任意分配到母語爲漢語的小組和母語爲英語的小組。讓研究對象讀九個故事，其中含有三個不同語言模式類型：相似、大體相似和不同，每個模式三個故事，要求被試者重述和回答理解問題。結果表明，學生重述與其母語模式差異最大的故事得分最低，隨着語言模式的相似性遞減朗讀錯誤遞增。這些結果支持這樣一個結論：語篇若不符合讀者對語言模式的期待，可能產生阻斷性效果。顯然這些語篇結構中的差異性可能導致閱讀中的困難。

就中文和英語語篇中的銜接性來說，中文語篇中不大使用元語言來組織語篇和引導讀者。而英語語篇中有不少手段引導讀者了解下文的內容，理解語篇的不同部分。中文語篇中使用指示性的指代詞要比英語語篇少。英語與其他語言在寫作風格上也有差異性。例如，美國學生常常認爲法語作者的文章較抽象，理論性較強，缺少美國散文中的細節和修辭模式；在西方人看來，中文作品冗長，花哨性成分太多，且缺少連貫性。日語語篇在語篇組織方面也有差異性，偏向從具體到一般的模式，將一般性陳述置于段落的末尾。

五、一語閱讀與二語閱讀之异同

一語閱讀與二語閱讀有相似性也有差異性。在兩種語境下閱讀都需要內容、形式和語言圖式的知識。閱讀也是一個意義制造的過程，讀者與語篇互動，讀者使用閱讀策略或技巧在語篇中構建意義。一語讀者和二語讀者爲理解語篇，在閱讀過程中都使用從宏觀到微觀和從微觀到宏觀的策略，閱讀時不斷從語篇中提取信息，預測隨后的信息，檢驗和證實預測等，讀者并非逐詞閱讀，而是用背景知識和諸如預測和證實等各種策略來理解語篇，

在此意義上，一語閱讀與二語閱讀可以說是相似的。不過從上面的討論也可看出，二語閱讀與一語閱讀也有很大的不同。

第二語言在句法、語義、修辭方面與母語可能明顯不同。如上所述，圖式在閱讀理解中起着重要作用。二語讀者如不熟悉基于文化的知識即內容圖式，或不具備一語讀者所具有語言知識，可能遇到困難，一語與二語差异越大，困難就越大。例如，如果二語學生的母語的句法結構與目的語句法差异很大，就需要更大程度的認知重構，學生開始二語閱讀時知識根基與其當初開始一語閱讀時不一樣，一語讀者開始閱讀時，已掌握足夠的詞匯，認識幾千個詞，已有一些母語語法知識，而二語讀者則沒有這些優勢。二語讀者可能有語言技能，但尚未有足夠的二語社會文化能力，不具備將自己置身于眞實文化中以特定文化方式來理解語篇的知識，就是說缺乏內容圖式，對語篇的理解僅僅是根據語言材料。

但一語閱讀與二語閱讀也可能運用共同的策略和技巧。閱讀前都會大致瀏覽一下語篇，閱讀時利用諸如標題、次標題、圖表尋找重要的信息，將文中的重點整合起來以從整體上理解語篇，激活和使用先前的知識（內容、形式和語言圖式）以闡釋語篇；根據語篇內容重新考慮和修正對語篇意義的理解，試圖從語篇中推導出信息，確定不理解或不熟識的詞語的意思，推斷出大意，使用策略記憶語篇（釋義、重述、記錄、總結和自我提問等），弄清語篇各部分之間的關系，找出語篇結構；理解不順時改變閱讀策略，評估語篇特征；邊讀邊思考，利用從閱讀中獲取的知識。無論哪一種語言閱讀讀者都可能使用這些策略，不管語言和語篇類型如何，雙語讀者都會利用一些策略和圖式應對不同語言和語篇。因此，雙語讀者可隨機應變，掌握適應每種語言情景的知識、技巧和策略。因此，讀者不會認爲閱讀過程因語言不同而不同。

六、結束語

本文探討了一語閱讀與二語閱讀間的一些相似與相異之處，考慮了文化差異因素，特別觀照圖式的作用及其與一、二語語篇理解的關系。當然還有一些其他因素也可能造成一語閱讀與二語閱讀的不同，但我們希望此討論能說明文化因素即圖式類型方面的差異是如何造成一語語篇理解與二語語篇理解之差異性的。

參考文獻：

[1] Bernhardt, E. B. *Reading development in a second language* [M]. Norwood, NJ：Ablex. 1991. 97

[2] Carrell, P. L. The effects of rhetorical organization on ESL readers[J]. *TESOL Quarterly*, 1984, 18：441－469.

[3] Cook, G. *Discourse in language teaching：A scheme for teacher education* [M]. Oxford：Oxford University Press. 1996. 69.

[4] Widdowson, H. G. *Learning purpose and language use* [M]. Oxford：Oxford University Press. 1983. 51.

本刊宗旨

本刊將秉承科學、嚴謹、創新、求實的原則，爲教育界提供一個發表眞知灼見的論壇，以嶄新的視點編載教育研究、教學管理的經驗和教改實驗、新興教育領域的探索及其它優秀教育教學成果。

漢語中性別語言差異成因芻議

袁隴珍　靳琰

（西北師範大學外國語學院）

摘　要：語言與性別，作爲社會語言學，文化語言學的一個重要研究課題，一直倍受語言學家的關注，但是到目前爲止對語言和性別的研究大多集中在英語上，而對相關漢語方面的實證性的研討卻很少。本文從漢語中蒙學讀物與經典文學著作反映性別差異的語料出發，承認我國傳統文化中深受儒學思想的影響，結合國外語言與性別方面的相關理論及語言習得的關鍵期假說，探討了漢語語言中的性別差異及其根源，同時指出應該在特定的社會文化環境下理解這種差異。

關鍵詞：性別語言差異　生物性別　社會性別

Abstract：Although the relation between language and gender is the focus of study in the field of sociolinguistics and anthropological – linguistics，so far，the research on language and gerder mainly concentrats on English language，and the pertinent field – study in Chinese is quite little. This paper analyzes language material of the ancient Chinese children's reading materials and the classical literary works reflecting gender difference caused by deeply held – cultural tradition of Ru，explores Chinese gender difference and its origin by employing concerning language gender theory abroad and the Crucial Period Hypothesis in language acquisition，and points out it is necessary and important to understand the difference under the given social and cultural environment.

Key words：difference of gendered language　biological gender　social gender

語言與性別，作爲社會語言學的一個基本研究課題，是文化語言學與心理語言學關注的問題之一。但是對漢語中語言與性別問題的研究在國內卻寥寥無幾。"我國對語言與性別的討論主要在英語學界進行，其理論依據和描寫原則主要來自英美社會語言學"[6]。如王春燕[3]所探討的英漢語言中的性別歧視，李經偉（2002）的多維視野中語言與性別研究，肖建安[5]的生物性別與社會性別對性別語體形成的影響以及權立宏[2]對漢語中男女在稱贊和稱贊語回應使用上的差異分析等均從不同角度涉及英美語言學的語言與性別方面的研究。漢語，因其承載博大精深的幾千年的漢文化、漢文明，并反映自身獨特的語言文化、倫理、價值體系，所涵蓋的性別語言差異及成因在漢語的社會語言學中是個很有前景的研究方向。

語言是現實世界的一面鏡子，又是傳遞信息的媒介，而每個社會有其相應的價值標準、倫理道德和文化習俗，這些均通過語言體現出來。因此，漢語中男女語言差異及差異形成的緣由與我國特有文化環境、語言習得以及社會發展息息相關，本文擬從以下幾個方面來探討漢語語言中性別差異的根源。

一、兒童語言習得的關鍵期假說與性別語言差異

語言學習過程，是語言認知過程，是對該語言所涵蓋的文化學習的過程。根據語言習得理論的關鍵期假說，兒童學習語言的黃金期是3－6歲。而我國歷來推崇的蘊涵中華民族文化精髓的蒙學讀物《三字經》、《菜根譚》、《幼學瓊林》，不僅教育蒙昧的孩童識字，更教誨他們以知書達理，具有良好的行爲舉止和道德修養，其中含有因性別差異而存在對男女在成長早期相異的約定俗成的規則。因此，對于男女語言差異可追溯到我國傳統文化對男女行爲規範中去，同時，在語言與性別的研究中，一些學者通過對

英語語言現象的探究認爲，男女語言相異原則的深刻原因在于"他們（男女）在其成長過程中就被教育着在語言上有不同表現，因此，這個問題并非是個語言問題，而是一個'文化問題'"[1]。

二、文化與性別語言差異

（一）從蒙學讀物中的語言現象來看性別語言差異的根源——性別差異　衆所周知，所有的語言就其功能而言，是平等的，而所謂給語言冠以"高級"，"低級"，"性別"等稱謂，不是語言學的問題，是社會的問題。我們先從一些耳熟能詳的語料中了解因性別差異而存在的對男女行爲規範的不同詮釋。

1 從蒙學讀物中窺視我國傳統文化對男女不同的期望與評判。　梁，周興嗣的《千字文》中"女慕貞潔，男效良才"，對女子只希望其保持貞潔。明，程登吉的《幼學瓊林》對女子行爲約束的三從四德，"何謂三從；從父，從夫，從子；何謂四德：婦德，婦言，婦容，婦功"，不言而喻，對女子只希望她溫良，注意言語，注重儀表，專攻女工就夠了。還有對女性的要求只着眼于容貌與品德，《菜根譚》中"美女不尚鉛華，似疏梅之映月"。

2 對男子的偏愛和對女子的輕視的語料　褒男貶女的語料更是不勝枚舉，《幼學瓊林》里的"婦人之舌，以厲之階"，"聽婦言，乖骨肉，豈是丈夫？"的確，從這些極具說服力的蒙學讀物中對兒童的啓蒙教育所包含的性別差異，"男女有別"可窺見一斑了。從某種意義上說，飽含儒學思想的反映中華民族文化的蒙學讀物確實起着對性別差異引經據典的作用，因爲男女在其成長過程中就被教育着有不同的行爲規範。這種思想的發展一直影響并潛移默化着人們形成固定的對（男女）性別差異的既定模式。因此，在我國的一些經典文學作品中出現對"男女有別"的態度就不足爲怪了。例如，表現封建倫理綱常的"君君臣臣父父子子"，"忠臣不事

作者簡介：袁隴珍，西北師範大學外國語學院英語語言文學專業語言學方向在讀研究生.
靳琰，西北師範大學外國語學院副教授，語言研究所所長，研究生教研室主任，從事專業爲語言學，社會語言學，跨文化交際，曾出版過兩本專著，并發表了很多篇學術論文.

二君，烈女不嫁二夫"，"唯小人與女子難養也"，"兄弟如手足，妻子如衣服"等。從某種意義上說，《紅樓夢》這部文學長廊中的經典驚世之作的確開歷史先河，成爲對女性作出正確評價的風水嶺。但是同樣未能脫出封建禮教的樊籠。如《紅樓夢》第四十二回，寶釵勸黛玉少讀書作詩時說："男人們讀書不明理，尚且不如不讀書的好，何況你我？連作詩寫字這等事，也不是你我分內之事，究竟也不是男人分內之事。男人們讀書明理，輔國治民，這才是好……至于你，只該做些針綫紡績的事才是"。這恰恰說明，"中國對女性的偏見，以儒學爲核心的傳統中國文化的發展在此方面影響很深"[3]，由此可見，恪守婦道即"三從四德"，推崇"女子無才便是德"便是我國傳統文化對女性的評判標準。

許多語言學者對性別語言差異的成因進行了深入的探究。最具影響力的分別爲男性統治觀，文化差異觀及社會結構觀，其中最爲全面的是由 Mary Crawford（1995）提出的社會結構觀，指出必須把"男女語言差異放在具體的社會文化環境中"，而只有在特定的社會文化環境中，"女性的從屬、男性的統治及文化的差異才能得以闡釋"[2]。gender 表示"人類所具有的最基本的一種生物性別，屬生物生理範疇，通常所說的男性、女性都是對此而言"[6]。而社會性別，即社會性別角色（social gendered role），指"社會按照性別價值和觀念而分配給個體的社會性別角色，這種角色總反映着特定的歷史條件下社會結構、社會組織水平和社會心理的特點，反映社會文明的發展水平，而男女性別差異的心理，實質是性別角色差異的反映"[5]。無獨有偶，社會語言學家祝畹瑾也指出："考察語言中的性別差異不能脫離語境……我們不能簡單地、籠統地把一些女性言語特征歸結爲性別差異。"[7]可見，理解特定的社會文化大環境是了解男女語言差異的關鍵。不言而喻，漢語中社會性別角色是導致性別語言存在的根源。

（二）現代社會里反映男女性別差異的語言現象和語言素材

1 依然存在對男性的偏愛和對女性輕視的現象　在現代漢語中，一些婦孺皆知的口頭禪，"好男兒志在四方"，"男子漢大丈夫"，"男兒有淚不輕撣"等表示對男性固有的期望；而對女性卻存在抵毀輕視的現象，如"嫁鷄隨鷄，嫁狗隨狗"，"頭發長，見識短"，"長舌婦"，"黃臉婆"，這些仍然可歸結爲深受我國傳統儒學思想所影響，女性處于依附、從屬的社會地位的性別差異的反映。甚至對單身男女的稱謂也極不相同，稱男單身漢爲"鑽石王老五"，但單身未嫁的大齡姑娘卻被稱爲"老姑娘"，"老處女"，甚至一提到"老姑娘"往往就成了心理不健康性格怪癖的代名詞。更有甚者，對于高級知識女性的看法也囿于這個怪圈，如來自網上的一則消息："世界上有三種人：男人，女人，女博士"，言下之意，不言而喻。可見，社會性別角色對性別語言差異的影響依然存在。

2 存在新的對男女性別差異的語言素材　在新的社會發展狀況下，值得指出的是這種性別差異在逐漸縮小，有趨于平等的趨勢。例如從最能反映社會經濟和文化變化的稱謂語中我們能看出這一趨勢，"美眉"，"帥哥"，"靚女"，"靚仔"，"發燒友"等。而且這種趨勢對人們思維的影響有增無減，如充斥當今報刊雜志、大衆媒體的新詞"小資"，均可指有一定的經濟實力，懂得享受生活，走在時尚前沿，有獨特品位的男女兩性，動輒因他們具有"小資情調"而令人羨慕不已。同時，專指女性的一些新詞也普遍爲人們所接受，如"白領一族"，"白領麗人"指在外企或大公司工作的薪水很高的職業女性。同時"金領"，"金領階層"均可指職位在經理層，年薪豐厚的男女。

3 一些新詞所反映的新意義　"女強人"這個詞在現代社會與生活中屢見不鮮，但現在卻常含有一種諷刺的意義，如"做人難，做女人更難，做女強人難上加難"，更有甚者，盡管她們的事業如日中天，但其丈夫多因受不了被別人稱爲"某某某的丈夫"而離異的並不鮮見。因爲按照傳統的價值觀，女性只是相夫教子的"鍋臺轉"，而"女強人"卻與此背道而馳。可見，雖然在現代社會文化環境下男女性別差異在日漸縮小，但這種差異縮小的趨勢與傳統的性別差異觀念的冲突依然存在。

無獨有偶，由于現代社會生活節奏快，工作壓力大，再加上對男性的期望又高，男性因承受不了這種壓力也流露出很脆弱的一面。如廣泛流行的廣告詞："其實男人更需要關懷"，再如一些耳熟能詳的歌詞："我這樣的男人，不如你想象的堅強"，"男人哭吧，哭吧，再強的人也有理由去傷悲"等，這也從另一側面勾勒出在新的社會文明氛圍里，傳統的性別差異觀念在縮小。

三、結論

從社會發展的軌迹來看，應該把男女語言差異的理解放在社會環境中，即除了生物性別的差異外，主要原因還是社會性別的差異。由于受我國以儒學思想爲核心的傳統文化的影響，從古至今，對女性的衡量標準只是從容貌、品德方面來詮釋的，而女性的外表永遠是被恭維的對象，因爲"不管她們地位有多高，她們永遠被當作女人（Wolfson 1989）"[2]，永遠被當作第二性。在性別語體的標定中，語言學家常將"男性語體當作標準參照體，而性別語體被理解爲女性語體了"[5]。因而，只有在具體的社會文化環境中才能理解女性的從屬、男性的統治及文化的差異。

綜上所述，無論從語言與性別有關的社會結構觀，還是性別語體的界定，有關語言差異產生的原因歸根結底男女的生物性別與社會性別不同而引起的，消除語言的性別差異不僅僅是高談闊論男女平等思想，因爲男女生物性別的存在，男女在各方面要實現眞正的平等還要亟待社會文化、經濟及思維觀念等各方面的高度發展與完善，這還需要很長的路要走。但是可以把男女語言差異放在特定的社會文化環境下去理解女性的從屬，男性的統治及文化的差異，這對漢語也不例外。

參考文獻：

[1] 郭麗英.語言與性別[J].黃崗師範學報，1998（1）：73－74轉53.

[2] 權立宏.漢語中男女在稱贊語和稱贊語回應使用上的差异分析[J].現代外語，2004（1）：67－69.

[3] 王春燕.談英漢語中的性別歧視現象[J].山東教育學院學報，2002（5）：72－73.

[4] 王發懷.英語中的性別歧視探究與分析[J].延安大學學報（社會科學版），1999（3）：89－91.

[5] 肖建安.生物性別與社會性別對性別語體性趨形成的影響[J].河南大學學報（社會科學版）2000（4）：74－76.

[6] 趙蓉輝.語言與社會性別——俄語研究的新方向[J].外語研究，2002（4）：19－21轉27.

[7] 祝畹瑾.社會語言學概論[M].長沙：湖南教育出版社，1992.