

**ON THE SIMILARITIES BETWEEN SECOND LANGUAGE WRITING AND
ENGLISH-CHINESE TRANSLATION**

Approved: ___ *Richard L. Davrett* ___ Date: ___05/01/2014___

Suggested content descriptor keywords:

Second Language Writing

English-Chinese Translation

Interdisciplinary Research

Bi-lingual Competence

This paper presents a template for typing a seminar paper. It is based on the most recent version of the APA Publication Manual (2010 version). This template is properly formatted as to title page, other required pages, and margins. Students are advised to look for elements highlighted in yellow, which indicate where to type or where to make changes. The expectation is that a student would be able to type his or her paper directly into this template. Students are recommended to save drafts by date to avoid confusion.

Last Updated: January 13, 2014

**ON THE SIMILARITIES BETWEEN SECOND LANGUAGE WRITING AND
ENGLISH-CHINESE TRANSLATION**

A Seminar Paper

Presented to

The Graduate Faculty

University of Wisconsin-Platteville

In Partial Fulfillment

Of the Requirement for the Degree

Master of Science in Education

English Education

By

WAN XIN (XIN)

2014

ACKNOWLEDGEMENTS

First of all, I would like to show my deepest gratitude to Prof. Richard Garrett for his constant encouragement and guidance. He has walked me through all the stages of the writing of this thesis. Without his consistent and illuminating instruction, the thesis could not have reached its present form.

Secondly, I also owe my sincere thanks to my friends and my fellow classmates giving me their time, listening to me and helping me work out my problems during the difficult course of the thesis.

ABSTRACT

ON THE SIMILARITIES BETWEEN SECOND LANGUAGE WRITING AND ENGLISH-CHINESE TRANSLATION

WANXIN

Under the Supervision of Prof. Richard Garrett, Ph.D

Both English-Chinese translation and Second Language (English Writing) are the ultimate goal of English teaching in China, largely measuring students' competence in English learning. From the perspective of practice, there is a shared process "before the tasks", "during the tasks", and "after the tasks" in English-Chinese (E-C) translation and Second Language (L2) writing. In this sense, this paper is in want of reflecting and exploring the similarities between E-C translation and Second Language writing in order to improve the interdisciplinary research of E-C translation and Second Language writing and to improve the bi-lingual competence of Chinese English learners.

TABLE OF CONTENTS

ON THE SIMILARITIES BETWEEN SECOND LANAGUAGE WRITING AND ENGLISH-CHINESE TRANSLATION.....	i
ON THE SIMILARITIES BETWEEN SECOND LANAGUAGE WRITING AND ENGLISH-CHINESE TRANSLATION.....	ii
ACKNOWLEDGEMENTS.....	iii
ABSTRACT.....	iv
TABLE OFCONTENTS.....	v
CHAPTER	
I. INTRODUCTION.....	1
Statement of the Problem.....	1
Definitions of Terms.....	2
Purpose of the Study.....	2
Significance of the Study.....	2
Delimitation of the Study.....	2
Methodology.....	3
II. REVIEW OF LITERATURE.....	4
1. The Similarities between Second Language writer and E-C translator.....	4
2. The Shared Process of Second Language Writing and E-C Translation.....	5
2.1 The Similarities before Students Start Second Language Writing and E-C translation if this is a subhead it should be aligned left and bold.....	5
2.2 Similarities when Students Convey Second Language Writing and E-C Translation.....	9
2.3 Similarities after Students Completing Second Language Writing and E-C Translation.....	15
III. CONCLUSIONS AND RECOMMENDATIONS.....	16
REFERENCES.....	20

Chapter I Introduction

What is able to judge a student's comprehensive linguistic competence in learning a foreign language has enjoyed great popularity among the foreign language field in China for a long period of time. Generally, both English-Chinese translation and second language writing (English writing) are the ultimate goal of English teaching, largely measuring students' ability in English language. From the perspective of practice, in English Chinese (E-C) translation and Second Language (L2) writing, there is a shared process in perception, thought operation, and expression. According to the related theories of Zhou Jichang, an expert in writing from Wuhan University, perception is a phase where the writer forms the perceptual cognition of the writing target; thought operation is a phase where the writer conceives the whole and parts of the work to be written; Thus, expression is the result that transforms the fruit of the writer's mental labor into letters and thoughts. However, people with different backgrounds definitely own different thought patterns, so to Chinese English learners, E-C translation and L2 writing share the bi-lingual characteristics in expression. In other words, they are complex thinking modes mingled with both thinking mode of mother tongue and thinking mode of second language (English).

One of the purposes of writing this paper is to reflect and explore the similarities between E-C translation and L2 writing, starting from the subjectivity of E-C translator and L2 writer, pointing out their shared process, and analyzing the influences of differences of thought patterns upon E-C translation and L2 writing, in order to promote the interdisciplinary research of E-C translation and L2 writing, and to improve the bi-lingual competence of Chinese English learners.

Statement of the Problem

What are the similarities between Second Language writing and E-C translation?

Definition of Terms

Second Language (SL) writing: Second language writing is the name usually given to the study of writing performed by non-native speakers/ writers of a language, whether as a true second or foreign language (Symposium on Second Language Writing Retrieved October 5, 2008, from <http://sslw.asu.edu/>)

English-Chinese (EC) Translation: Translation is a cross-linguistic, cross-cultural, and cross-social communicative activity. English-Chinese translation, in a specific sense, means translation from English into Chinese or vice versa. (Hongwei, C. 1997:10)

Purpose of the Study

One of the purposes of writing this paper is to reflect and explore the similarities between E-C translation and L2 writing.

Significance of the Study

The significance is to promote the interdisciplinary research of E-C translation and L2 writing, and to improve the bi-lingual competence of Chinese English learners.

Delimitation of the Study

The research will be conducted in and through the Karrmann Library at the University of Wisconsin-Platteville and the Chinese National Knowledge Infrastructure over ninety (90) days.

Primary searches will be conducted via the Internet through EBSCO host with ERIC, Academic Search Elite and Google/Google scholar as the primary sources. Key search topics including “translation”, “second language writing”, and “thinking mode”.

Methodology

A brief review of literature on the studies of the similarities between English-Chinese translation and second language writing will be conducted. A second review of literature relating factors, including thinking mode, that affect the E-C translation and L2 writing will be conducted. The findings will be summarized and recommendations made.

Chapter II Review of Literature

It is an undisputable fact that E-C translation and Second Language writing have some basic differences. For example, when a writer writes he/she converts his/her direct experience when a translator translates he/she merely deals with his/her indirect experience. Another case is that Second Language writing is a totally independent task while E-C translation is a dependent one. Perhaps most importantly, however, the readers of a writing work are different from those of a translation. In spite of all those differences mentioned above, there must be something in common between Second Language writing and E-C translation, too. Otherwise, how could Lin Yutang, both an excellent Second Language writer and a fabulous E-C translator, win his reputation worldwide in the 20th century? So what lessons for Second Language writing can we draw from E-C translation or vice versa? Or what are the similarities between them?

1. The Similarities between Second Language writer and E-C translator

A writer converts a piece of work with his/her intention, expressing his original thoughts, life experience, personal emotion, and inner wishes and arousing readers' understanding, sympathy, and consensus. Human, as the subjectivity in the historical course and theoretical discourse, has played central role in both writing theories and writing practice (Huang Yongkang, 1997, p55). In other words, no matter for L2 (Second Language writing) writing or L1 writing (First Language writing), the writer manipulates the whole creative process from beginning to the end. However, compared with writing, translation is a rather complex communicative activity. Chen Hongwei (2004, p1) claims that translation is one of the most complicated and difficult activity.

for human being. Also the focus of translation has shifted since it came into being. The old focus in translating was the form of the message, and the translators took particular delight in being able to reproduce stylistic specialties, e.g. , rhythms, rhymes, plays on words, chiasmus, parallelism, and unusual grammatical structures. The new focus, however, has shifted from the form of the message to the response of the receptor (Eugene A. Nida & Charles R. Taber, 2004, p1). In this sense, translation is a cross-linguistic and cross-cultural activity that switches the meaning of one particular language and culture into another (Chen

Hongwei, 2004, p1). So nowadays the translator’s subjectivity in translation activity has been universally acknowledged even though for a long period of time, both in the West and in China, the translator is regarded as a so-called “servant”, “a traitor”, “a fettered dancer”, “a piece of transparent glass” or even “an invisible man”. In China, Yang Wuneng is the first to point out the central role in translation. And according to Zhang Qihai and Wang yin (2009, p317), translating is a process where the translator continuously makes choices and therefore he/she is in the most active position. That is to say the translator is no longer inferior to the writer but a creative subject, playing a positive role. He/she boasts the right to choice and to decide from the comprehension of the source text to the expression of the original idea into the target language. In a word, like the writer, the translator’s status as the subject of translation cannot be ignored and overshadowed.

2. The Shared Process of Second Language Writing and E-C Translation

	L2 Writing	E-C Translation
Before the Task	Accumulation & Perception	
During the Task	Thought Operation & Expression	
After the Task	Revision & Edition	

Figure 1 Shared Process of Second Language Writing and E-C Translation

As it’s mentioned in the Figure 1 the similarities between L 2 writing and E-C translation are quite obvious and the following paper will discuss them in order.

2.1 The Similarities before Students Start Second Language Writing and E-C translation if this is a subhead it should be aligned left and bold

Writing (L2 writing) is the process of selecting, combining, arranging, and developing ideas in effective sentences, paragraphs, and often longer units of discourse (Shu Baimei, 2005, p217). In this way L2 writing and reading closely relate to each other because from the perspective of scholars of functional grammar, reading and writing are inseparable in a completed communicative activity. Sandra Stotsky (1983, p627-642) generalized the correlation between reading and writing as the following:

1). There are correlations between reading achievement and writing. Better writers tend to be better readers. 2). There are correlations between writing quality and reading experience as reported through questionnaires. Better writers read more than poorer writers. 3). There seems to be correlations between reading ability and measures of syntactic complexity in writing. Better readers tend to produce more syntactically mature writing than poorer readers.

Also based on the feasibility of integrating reading and writing together, Chinese scholar Sheng Yiying (2005) carried out an experimental study in her workplace—Jinhua College. After analyzing the inner-relationship between reading and writing, she concluded that effective input of reading can help L2 learners greatly improve their writing competence. Moreover many graduates from different universities in China have discussed the inter-relationship of reading and L2 writing in their dissertation such as Wang Fangfang's *An Applied Research of Reading to Write Model on English Writing Instruction* of Qufu Normal University, Bai Yinju's *An Empirical Study on Exploring an Effective ESL Writing Approach: Reading to Write* of Lanzhou University and Baijing's *Integrating English Reading and Writing* of Liaoning Normal University, and they acquired the same conclusion. Hence reading is a very important premise for L2 writing or in other words, one's reading accumulation, to a large extent, has determined his/her L2 writing level.

As we have mentioned before translation is more complex work which has to take account of a number of considerations. So an experienced translator should be equipped with fair translational competence. To a large extent a translator should be specialist in all areas in which they have to operate as part of their professional work (Schaffner & Adab, 2012, p3). However a qualified translator should first and foremost boast a solid bi-lingual foundation. He/she should have a good mastery of both source language and target language, being able to understand the original text and translate it with fluent and smooth language (Hua Xianfa & Shaoyi, 2004, p2). Chen (p12) has also pointed out in order to be competent at translation; a translator must acquire three attainments, namely, profound linguistic foundation extensive cultural knowledge and strong professional responsibility. In this sense, a translator should at least of language expert, i.e. of the mother tongue as well as of the language pair with the specific artistry or expertise of the writer or expert (Christina & Adab, p4).

But how can a translator train himself/herself linguistic skills? Or through what way can a translator improve his/her language competence? Clearly, the answer is obvious and incontestable: accumulation through reading.

Quite a few great translators in modern China who introduced Western works into China had a good education in both Chinese language and English language. Lin Yutang, who nearly won the Nobel Prize in Literature and was strongly praised by President George Bush, is just one of them. Lin's father was a missionary in the late Qing Dynasty in Fujian and he hoped his future generations could grasp both Chinese culture and West culture very well. So Lin's house was quite unique from others' in their village. For instance, in their bookcase there were not only Confucius's classics like *The Great Learning*, *The Doctrine of the Mean*, and *The Book of Songs*, but also Western books on religion and scientific theories such as *the Bible*, *Elements* by Euclid, and *The Origin of Species* by Darwin. Under this bi-cultural environment Lin read a lot of books in both languages, laying a solid foundation for his future translation of Chinese classics into English with idiomatic and elegant English. Also this is a very significant reason why Lin was able to win countless accolades in the U.S. in the 1930s.

Reading accumulation is a very important process for language input while L2 writing and E-C translation are products of language output. Therefore from what have been discussed above we may safely draw the conclusion that language input and output co-exist relatively (as the following figure 2) and one should accumulate as much as possible if he/she wants to promote L2 writing or E-C translation. In short the first similarity between L2 writing and E-C translation in terms of creative process is that these two task both need accumulation.



Figure 2 Relationships of Input, Output and Intake

Before one starts to write, there is another similarity between L2 writing and E-C translation— perception. Perception is the initial stage for human cognitive process. From lively intuition to abstract thinking, then to practice, this is the dialectical way to realize the truth and object reality (Zhou, p65).

Writing an essay is a process (Coffman, 2003, p64), and perception is the most essential part of pre-writing, which helps the writer to realize his/her first expression towards the topic or the object, stimulates him/her to imagine and associate, and promotes him/her to put pen to paper. From the perspective of grammatology, the perception in writing activity is soaked with the writer's emotion. So when a writer perceives a certain object, his/her personal emotion would penetrate into it (Zhou, p65). For example:

E.g. 1:

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,

Fluttering and dancing in the breeze. (William Wordsworth *I Wandered Lonely as a Cloud*)

When William Wordsworth wrote this poem he would have an observation first and the floating cloud above his head aroused his inner passion to write. Meanwhile he must have tasted the sense of nature, so under his pen every scene was vivid and lively.

E.g. 2:

In secret we met—
In silence I grieve,
That thy heart could forget,
Thy spirit deceive.
If I should meet thee
After long years,
How should I greet thee?—

With silence and tears. (George Gordon, Lord Byron *When We Two Parted*)

In this last stanza of the poem, Byron expressed his sorrow and depress because the woman he loved had left him, his inner heart was deeply hurt and nobody could help him back to simile. As a poet, Byron first must have tasted this deep grieve and then wrote it down. Besides being emotional, there is another tendency in writing activity: rationality. A writer tries to grasp the essence of the object directly through his/her perception infiltrating with understanding and integrating with rationality, Therefore when observing the object a writer

would also use his/her brain apart from other sensory organs, and the information the writer acquired and saved during perception would also be analyzed, judged, and arranged by the brain. In this sense, no perception exists without rationality.

Perception is also the initial stage for translating. As a matter of fact, the perception of the translator lies in his/her understanding of the source text. When translating *The Book of Changes* Yanfu (1898) believes that the top priority for a translator is to fully understand the source text in order to give a complete transcript of the ideas of the original work.

Meanwhile, Hua and Shao (p12) says that understanding is not only the first step in translation but also the most critical

step. Eugene and Charles (p4) also claims that to communicate effectively one must respect the genius of each language. According to Roger T. Bell (2001) the transformation from source text into target text is realized through several processes in one's memory. A translator should analyze source text into general (not depending on one particular language) semantic representation at first. In other words, a translator should read the source text for quite a few times before starting his/her work. In the first place, he/she should focus on the general meaning and spirit of the text and then on the description of the details (Chen Hongwei, 2000, p18). So for a translator in order to produce a good work, he/she must communicate with the writer, knowing his/her background, personality, writing purpose, and writing style etc. In a word, the more, the better. Only after such perception and conversation can the translator win the advantageous position. If the translator just rush to translate without real understanding of the text, how the target reader get a correct impression of the original work through translation done by them.

Perception is one of the most important psychological activities for human being. L2 writing and E-C translation both need perception before starting the tasks. Therefore the second similarity between L2 writing and E-C translation in their process is perception role within their process.

2.2 Similarities when Students Convey Second Language Writing and E-C Translation

Thought operation is an advanced thinking activity, meaning to operate one's thought, or more briefly, to think. No matter in L2 writing or in E-C translation, in order to think, one need to feel firstly while in order to express, one need to think firstly. In other words,

thought operation is the intermediate phase between perception and expression. In fact, it is based on perception and creates conditions for expression.

Generally speaking, thought operation can be divided into two means, namely, macro thought operation and micro thought operation. Macro thought operation deals with the macro parts of the whole work, such as formulation of ideas, selection of information, and style and tone of the whole essay. Micro thought operation, on the other hand, is in the facet with the micro issues just like how to divide paragraphs, how to develop ideas, and how to generate sentences.

After completing the thought operation, one has gotten ready to express. In writing, expression is the process where writer uses written language to transform the achievement of his/her thought operation into material object (Zhou, p119). In translation, expression is the phase in which translator correctly express what he/she understands from the source passage into target language to target reader with idiomatic target language (Hua & Shao, p13). So even though the writer and translator still heavily rely on perception and thought operation in this phase, the top priority for them this time is to transform their inner thoughts into written and acceptable language. At the same time because thought pattern is the deep mechanism by which language is generated and developed, both L2 writer and E-C translator are profoundly influenced by it. In this sense, it is unavoidable to analyze the differences of the thought patterns of China and West.

To begin with, China's traditional pattern has emphasized practical experience and unity, so it always relies on intuition, that is, it directly, generally, but vaguely, grasps the essence and laws of one object through perception (Lian Shuneng, 2002, p43). On the other hand, the Westerners has stressed rational knowledge, analysis, and evidence, pointing out that one should come to the scientific and object conclusion by analyzing a large amount of evidence. To put it more detailed, the intuition thought pattern of Chinese originates from the philosophy of "The Unity of Men and Heaven" which lies emphasis on perceptual knowledge, inspiration, and insight, while the logic thought pattern of Westerns must depend on logic to demonstrate and deduce because it carries weight on science, ration, analysis, and evidence. So based on this difference of China's thought pattern and West thought pattern, the first difference between Chinese language and English language is obvious: the Chinese language is hypostasis while English is parataxis.

The hypostasis of Chinese language determines that sentences written in Chinese language are constructed in thought-pivot, not laying stress on form but meaning, so there are lots of subjectless sentences in Chinese language. However, the sentences written in English language is opposite. They are constructed in form-pivot which requires subject and predicate in most cases. Also, this is the first principle to guide L2 writing and E-C translation.

In L2 writing, one important characteristic of good sentences and good paragraphs is coherence. A coherent sentence means clear connection between parts; no faulty parallel construction, no unknown pronouns, no clear relationships (Diane, p9), and a coherent paragraph means paragraphs are planned in proper order and each sentence lead smoothly and logically to the next sentence (Diane, p13).

E.g.1:

Upon entering the office, the teacher said, “Oh, you’re here!”

Even though the sentence is grammatically correct, the relationships are quite unclear—who entered the office? So a better one would be: When Xiaoming entered the office, the teacher said, “Oh, you’re here!”

E.g. 2:

There was a sudden drop of temperature yesterday. He developed a high fever, and he stayed home for whole day. He was absent from work and his salary was reduced.

This paragraph is of course grammatically correct and even in many Chinese eyes this is a very clear paragraph. But according to what it is said above, this paragraph is not an idiomatic English paragraph because each sentence is not logically leads to the next. A revised one may be: As a result of the sudden drop of temperature yesterday, he developed a high fever. Thus he stayed home for whole day. Meanwhile, his absence from work caused the reduction of his salary.

At the same time, we should pay particular attention in E-C translation due to this difference. According to the rules of target language, firstly, the translator should arrange the subject and predicate of the source sentence; secondly, the translator may rearrange the order of

source sentence; thirdly, the translator should add or eliminate the cohesive words of the source sentence.

E.g.1:

八达岭这一段是 1957 年修复的，是长城的典型建筑，平均高 7.8 米，底部宽 6.6 米，顶部宽 5.8 米。

The section at Badaling was restored in 1957, and it is typical in its structure. It is 7.8 meters high on an average, 6.6 meters wide at the bottom, and 5.8 meters wide on the top.

The source passage has only one topic: the section at Badaling and according to the rules of Chinese language, the following subject could be eliminated because they share the same one. However, the English language should have subject in every sentence and if the following ones are similar to the first one, pronouns will be used.

E.g. 2:

本公司全体同仁竭诚为各界服务。

Our corporation will whole-heartedly serve various circles.

In the source passage, there is no tense at all. However when translating it into English we should add the tense according to the rules of English language.

E.g. 3:

我有重要的事情要告诉你。

I have something important to tell you.

In Chinese language, attributes always go in front of the noun, but in the English language, where attributes would be put is comparatively flexible.

Furthermore, Chinese people emphasize integrity and synthetic thought pattern while Westerners pay attention to individuality and analytic thought pattern. From ancient times, Chinese philosophy has attached importance to integrity, thinking that the subjective world and objective world are integrated as a whole (Liu Miqing, 2006, p487). *The Book of Changes* firstly puts forward observing things through integrity. Also, Zhuangzi raises similar points in his classics. On the other hand, Western philosophy holds the tradition that thinks highly of individuality. It is Heraclitus (540—480 B.C.), one of the earliest founders of dialectics, who first poses integrity can be merely existed through its opposition against

individuality. Moreover, Aristotle (384—322B.C.) claims that the essence of object lies in individuality. Therefore, another difference between Chinese language and English language is on the basis of this difference of thought pattern: the Chinese language is likely to repeat the same sentence pattern or words but the English language more prefers to variety in both sentence pattern and vocabulary.

According to the Official Guide to the TOEFL Test (3rd Edition)(2010), a full-score TOEFL independent writing task should display consistent facility in the use of languages, demonstrating syntactic variety, appropriate word choice, and idiomomaticity. Similarly, IELTS Writing Band Descriptors clearly point out that a 9-score IELTS writing should use a wide range of vocabulary with very natural and sophisticated control of lexical features and use a wide range of structures with full flexibility and accuracy. All these requirements mentioned above are in accordance with the Western thought pattern, which remind us of variety in L2 writing.

Meanwhile an E-C translator should appropriately arrange the sentence structure.

E.g. 1:

镇子坐落在一个峡谷里，东面是山，西面是山，南面是山，北面也是山。

The small town lies in a valley surrounded with mountains.

E.g.2:

三省十八县，汉家各商，瑶家猎户，药匠，壮家小贩，都在这里云集贸易。猎行牛市，蔬菜果品，香菇木耳，懒蛇活猴，海参洋布，饮食小摊.....满圩满街人成河，嗡嗡嘤嘤，万头攒动。若是站在后山破上看下去，晴天是一片头巾，花帕，草帽，雨天是一片头篷，纸伞，布伞。

From eighteen countries in three provinces came Han merchants. Yao hunters and physicians, and Zhuang peddles. There were two markets for pigs and buffaloes, stalls of vegetables, fruits, mushrooms and edible fungus, snakes and monkeys, sea-slugs, foreign cloth, daily necessities and snacks... The place swarmed with people, rang with a hubbub of voices. If you looked down from the back hill on fine days, you saw turbans, kerchiefs, straw hats; on wet days, coir capes and umbrellas or cloth or oiled paper.

The Chinese version is full of parallel structures to stress its meaning and to add the beauty of rhyme. But compared with Chinese version, the English version is clearer with definite subject and predicate, and main clauses and subordinate clauses.

Thirdly, Chinese language stresses subjective description, but English language, while inclining more to objective description, attaches importance to both subjective description and objective description. Subjective awareness is a philosophy concept of thought, meaning subjective word during people's thoughts. For a person, subjective awareness belongs to a thought inclination, separating oneself (subject) from the environment (object). It often understands, deduces, and describes the objective environment of the outside world the perspective of "self", so the expression of the language influenced by this pattern contains subjectivity. In this way, Chinese language usually uses personal subjects, however, English language prefers impersonal subjects more. And the personal subject here not only indicates personal pronoun but also subject that uses person as subject. Therefore, in L2 writing, we should employ impersonal subject comparatively frequently.

E.g. 1:

The matter was discussed by both sides.

E.g. 2:

His new book hits off the American temperament with amazing insight.

E.g. 3:

Astonishment, apprehension, and even horror oppressed her.

All the examples above use impersonal subjects that suit the conventional expression of English language. On the other hand, however, when translating these sentences into Chinese, we should switch impersonal subjects into personal subjects.

E.g. 1

双方人员讨论了这件事情。

E.g. 2

他在新作中对美国人的性格描写可谓明察秋毫。

E.g. 3

她感到心情抑郁，甚至惊恐不安。

To sum up, from what has been discussed above, one may safely draw the conclusion that both L2 writer and E-C translator will experience thought operation and expression in their work, during which they have to compare and contrast the difference of thought patterns between Chinese language and English language.

2.3 Similarities after Students Completing Second Language Writing and E-C Translation

Langan (2007, p34) points out that after students have revised their paper for content and style, they are ready to edit—check for and correct—errors in grammar, punctuation, and spelling. Diane (p76) also claims that before finalizing an essay it is important to critique your work. That is to say, one cannot finish his/her L2 writing before he/she carefully edits the draft. Similarly, E-C translation is in need of editing draft, too. Edition is the last step for translation, checking out the problems of draft (Hua Xianfa & Shaoyi, p15). In this way, the last important similarities between L2 writing and E-C translation is they both should edit after they complete the draft.

Chapter III Conclusions and Recommendations

From the review of existing literature relating to similarities between Second Language writing and E-C translation, the following conclusions can be drawn:

Both Second Language writing and E-C translation are complex cognitive activities, relating to language expression, logical thoughts, rhetorical means, etc. Therefore, the research on the similarities of them is beneficial to the interdisciplinary study of the two in order to improve and strengthen the communicative competence of Chinese English learners. To be more specific, good mastering of E-C translation skills and techniques is able to help Chinese English learners write a well-qualified English essay and correct their unidiomatic expressions. For example, based on the knowledge of the similarities of Second Language writing and E-C translation, effective and efficient ways can be put forward to improve students' performance in independent writing task of TOEFL iBT.

How to improve their overall performance of independent task in TOEFL iBT has become one of the most important concerns of many Chinese students who prefer to study overseas. According to the Figure 1 “Shared Process of Second Language Writing and E-C Translation”, it is known that before using the language, one must first and foremost read certain written materials to accumulate his/her input. In the broader sense, of course, there are a great many reading materials for Chinese students to choose when they prepare the TOEFL iBT independent writing task such as classic novels, poems and so on. However, in the narrow sense, the most effective materials for Chinese students to read to improve TOEFL iBT independent writing performance is reading passages from TOEFL iBT itself. In other words, students should not only read the reading part to answer the following questions, but also use it as examples to analyze how those passages present the characteristics of well-qualified English essays. Here is a passage from Official Guide of TOEFL iBT as a typical example.

DESERT FORMATION

The deserts, which already occupy approximately a fourth of the Earth's land surface, have in recent decades been increasing at an alarming pace. The expansion of desert-like conditions into areas where they did not previously exist is called desertification. It has been

estimated that an additional one-fourth of the Earth's land surface is threatened by this process.

Desertification is accomplished primarily through the loss of stabilizing natural vegetation and the subsequent accelerated erosion of the soil by wind and water. In some cases the loose soil is blown completely away, leaving a stony surface. In other cases, the finer particles may be removed, while the sand-sized particles are accumulated to form mobile hills or ridges of sand.

Even in the areas that retain a soil cover, the reduction of vegetation typically results in the loss of the soil's ability to absorb substantial quantities of water. The impact of raindrops on the loose soil tends to transfer fine clay particles into the tiniest soil spaces, sealing them and producing a surface that allows very little water penetration. Water absorption is greatly reduced; consequently runoff is increased, resulting in accelerated erosion rates. The gradual drying of the soil caused by its diminished ability to absorb water results in the further loss of vegetation, so that a cycle of progressive surface deterioration is established.

In some regions, the increase in desert areas is occurring largely as the result of a trend toward drier climatic conditions. Continued gradual global warming has produced an increase in aridity for some areas over the past few thousand years. The process may be accelerated in subsequent decades if global warming resulting from air pollution seriously increases.

There is little doubt, however, that desertification in most areas results primarily from human activities rather than natural processes. The semiarid lands bordering the deserts exist in a delicate ecological balance and are limited in their potential to adjust to increased environmental pressures. Expanding populations are subjecting the land to increasing pressures to provide them with food and fuel. In wet periods, the land may be able to respond to these stresses. During the dry periods that are common phenomena along the desert margins, though, the pressure on the land is often far in excess of its diminished capacity, and desertification results.

Four specific activities have been identified as major contributors to the desertification processes: overcultivation, overgrazing, firewood gathering, and overirrigation. The cultivation of crops has expanded into progressively drier regions as population densities have grown. These regions are especially likely to have periods of severe dryness, so that crop failures are common. Since the raising of most crops necessitates the prior removal of

the natural vegetation, crop failures leave extensive tracts of land devoid of a plant cover and susceptible to wind and water erosion.

The raising of livestock is a major economic activity in semiarid lands, where grasses are generally the dominant type of natural vegetation. The consequences of an excessive number of livestock grazing in an area are the reduction of the vegetation cover and the trampling and pulverization of the soil. This is usually followed by the drying of the soil and accelerated erosion.

Firewood is the chief fuel used for cooking and heating in many countries. The increased pressures of expanding populations have led to the removal of woody plants so that many cities and towns are surrounded by large areas completely lacking in trees and shrubs. The increasing use of dried animal waste as a substitute fuel has also hurt the soil because this valuable soil conditioner and source of plant nutrients is no longer being returned to the land.

The final major human cause of desertification is soil salinization resulting from overirrigation. Excess water from irrigation sinks down into the water table. If no drainage system exists, the water table rises, bringing dissolved salts to the surface. The water evaporates and the salts are left behind, creating a white crustal layer that prevents air and water from reaching the underlying soil.

The extreme seriousness of desertification results from the vast areas of land and the tremendous numbers of people affected, as well as from the great difficulty of reversing or even slowing the process. Once the soil has been removed by erosion, only the passage of centuries or millennia will enable new soil to form. In areas where considerable soil still remains, though, a rigorously enforced program of land protection and cover-crop planting may make it possible to reverse the present deterioration of the surface.

This is a passage about how desert is formed. After reading the passage, answering the questions, and correcting the answers, one can take good advantage of it to analyze. To begin with, from the first paragraph, how to write general statement and thesis statement can be learned. Then from paragraph 2 to paragraph 9, how to write a topic sentence and how to develop details can be learned. More importantly, through the transitional words like “in some cases”, “in other cases”, “even”, “result in”, “so”, “so that”, “result from” can also be learned to arrange the details to make the whole passage smooth and logical. Furthermore, from the last paragraph, how to write a conclusive paragraph is learned, too. Perhaps most

importantly, however, some idiomatic expressions must be also accumulated when analyzing the features.

Also, according to Figure 1, thought operation is another significant similarity shared by Second Language writing and E-C translation, so compared with accumulating expression from reading materials, co-translation is more effective way to improve Chinese learners' expression in TOEFL iBT independent writing task in a comparatively short term.

Co-translation means that after one read some an English essay one should not just remember the plots and throw it away. One ought to translate the English version into Chinese, and then re-translate the Chinese version into English again. At last, he/she should compare and contrast his/her expression with the original essay, and find out the differences. At very beginning, one may do not know why certain differences are produced, but after practicing more passages and learning the differences of Chinese thought pattern and English thought pattern mentioned in the Chapter 2, he/she is able to understand the reasons finally and improve his/her skills step by step. Eventually, when completing the independent writing task, one will naturally use those idiomatic vocabularies and sentences structures that he/she learned from co-translation.

Of course, TOEFL iBT is just one aspect to put the knowledge of similarities of Second Language writing and E-C translation into practice and the goal is not just receive a higher score in TOEFL iBT independent writing task. However, this gives a window to Chinese English learners to improve their Second Writing competence and makes them realize that they should also pay very attention to accumulating language input and to beginning practicing co-translation, and to learning native culture and culture within English-speaking countries.

REFERENCES

- Bell , R. T. (2001). *Translation and Translating: Theory and Practice*. (1st ed.). New York : Longman
- Coffman, D. M. (2003). *A Peking University Course book on English Exposition Writing*. (1st ed.). Beijing: Peking University Press.
- Longan, J. (2007). *College Writing Skills with Readings*. (1st ed.). Beijing: Foreign Language Teaching and Research Press.
- NIDA, E. A., & TABER, C. (2010). *The Theory and Practice of Translation*. (1st ed.). Shanghai: Shanghai Foreign Language Education press.
- Stotsky, S. (n.d.). Research on Reading/Writing Relationships: A Synthesis and Suggested direction. (1983). *Language arts*, 60(5), 627-642.
- Schaffner, C., & Adab, B. (2012). *Developing Translation Competence*. (1st ed.). Shanghai: Shanghai Foreign Language Education press.
- Chen, H. (2004). *A new Course book on Chinese-English Translation*. (1st ed.). Shanghai: Shanghai Foreign Language Education press.
- Chen, H. (2000). *Essential Translation from Chinese into English*. (1st ed.). Shanghai: Shanghai Foreign Language Education press
- Huang, Y. (n.d.). On the Subjectivity of Writer in West Literature. (1997). *Foreign Languages* , 2(108), 55-61
- Hua, X., & Shao, Y. (2004). *A new Course book on English-Chinese Translation*. (1st ed.). Shanghai: Shanghai Foreign Language Education press.
- Lian, S. (n.d.). On Thought Patterns between China and West. (2002). *Foreign Languages and Their Teaching*, 155(2), 40-46.
- Liu , M. (2006). *English-Chinese Comparison and Translation*. (1st ed.). Beijing: China Foreign Translation Press.
- Shu, B. (2005). *Modern Foreign Language Teaching Methodology*. (1st ed.). Shanghai: Shanghai Foreign Language Education press.
- Zhang, Q., & Wang, Y. (n.d.). On the Creative Roles of Translators. (2009). *Journal of Liaocheng University*, 2, 317-319.
- Zhou, J. (2004). *Advanced Grammatology Course Book*. (1st ed.). Wuhan: Wuhan University Press.