

跨越太平洋

胡壮麟
澳大利亚研究论文集

CROSSING THE PACIFIC

A Collection of
Hu Zhuanglin's Essays
on Australian Studies

胡壮麟 著



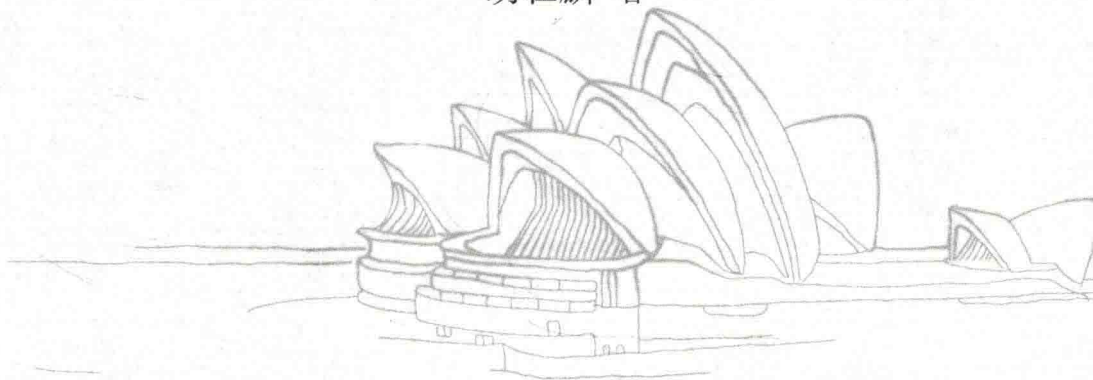
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*Department of Linguistics, Griffith
Taylor Building*



My dormitory (Rm. 2325, The International House), Jan. 1979



My host family: Ralph, Anita and Paul, 1979



With my supervisor (M. A. K. Halliday) (middle), 1981



With Dr. James Martin(right), 1981



ACES conference, Brisbane, 1979



Meeting with Australia-China Friendship Society, 1987



Interviewed by ABC-2, 1987



Visiting my former residence at City Road, 1987



*PKU delegation visiting Sydney University,
Jan. 1992*



*PKU delegation meeting the management of Sydney
University, Jan. 1992*



*PKU President Chen Jia'er at the founding ceremony of
PKU Australian Studies Center, Dec. 9, 1996*



Australian Cultural Attache visiting Peking University's ASC, 1997



Present at the founding ceremony of Renmin University's ASC, 1999



Faculty of Education, Sydney University, Dec. 2002



With Val Horniman (second from right), former staff member of NSW Ministry of Education, Dec. 2002



Renmin University's 5th Australian Culture Festival, 2005



Renmin University's 6th Australian Culture Festival, 2006



*Griffith-PKU Language Learning
Conference, Brisbane, 2007*



*Griffith-PKU 2nd Language Learning
Conference, Beijing, Oct. 2008*



*With Prime Minister Julia Gillard (right),
April 27, 2011*



*With leadership of Australia China Council,
April 27, 2011*



*The PKU management met with Peking University
BHP Billiton Chair Professor of Australian Studies
David Walker, March 29, 2013*



*"Australia and China: Past, Present and Future"
FASIC Conference, PKU, Sept. 2013*



Australian Ambassador Frances Adamson addressed the 2013 FASIC conference, PKU



14th Australian Writers' Week at Peking University, March 20, 2014



PKUASC publication 1



PKUASC publication 2



Sydney University Day at PKU, 2015

Preface

It is a considerable honour and pleasure to contribute a preface to this stimulating collection of essays and academic articles in the field of Australian Studies. Professor Hu Zhuanglin is prominent among the founders of Australian Studies in China and from the 1980s has played a pivotal role in the development of the Australian Studies program at Peking University. His ongoing contribution is evident from recent presentations at Australian Studies conferences including the 2014 biennial Chinese Australian Studies Association Conference hosted by Mudanjiang Normal University and at the third Foundation for Australian Studies in China (FASIC) conference hosted by East China Normal University, Shanghai, in October 2015. For a man now in his early 80s, Professor Hu retains a keen interest in Australian society, culture and politics and has an impressive grasp of recent developments across the Pacific.

This all began in 1979 when Professor Hu was selected to go to Australia for further study as one of the earliest Chinese faculty members studying abroad after the “Cultural Revolution” (1966—1976). Professor Hu joined another eight young Chinese scholars studying English language and Australian literature at the University of Sydney. They have been known affectionately ever since as the “Gang of Nine”. One of the professors teaching him at the University of Sydney was Michael Alexander Kirkwood Halliday with whom Professor Hu developed a longstanding friendship. China had recently opened to the international community and Professor Hu’s study program at the University of Sydney was a sign of China reaching out to a neighbouring country in the Asia-Pacific region. Writing as both an historian and as the holder of the first Chair of Australian Studies in China, at Peking University, it is now very clear that these nine Chinese scholars who studied in Australia in 1979—1980 built the foundation on which our current network of Australian Studies Centres in China is based. That network now extends to more than forty centres and programs across China and is continuing to grow strongly. The recent signing of the Free Trade Agreement between Australia and China and Australia’s founding membership of the Asian Infrastructure Investment Bank underlines both the strength of the relationship and the great distance both

societies have travelled in the last thirty years. Professor Hu is an informed eyewitness to that momentous history and a good friend to Australia in China.

On returning to China from Australia, Professor Hu and his colleagues began building an Australian Studies network across China. In March 1988, the National Australian Studies Association of China was established in Beijing Foreign Studies University. Professor Hu Wenzhong (a Gang member) became the first president of the new association. Professor Hu Zhuanglin delivered a paper on Australian English at the first conference convened by the new association. Professor Li Yao, the leading translator of Australian literary writing into Chinese, was in the audience and remembers the talk very clearly. He believes this may have been the first time that Chinese scholars learnt that such a subject existed. In coming years new Australian Studies Centres were established by Professor Huang Yuanshen, Professor Wang Guofu and Professor Du Ruiqin, all of whom had gone to the University of Sydney in 1979. The Australian Studies Centre at Peking University was established by Professor Hu in 1996. Individually and collectively the Gang of Nine established an enduring presence for Australian Studies in China both institutionally and as a new and distinctive research field. Among the papers in this collection is an account of the Gang of Nine first delivered in 2002 at the University of Sydney. It provides an historic account of the academic training the group received in Sydney along with a summary of Australian Studies Centres that had been formed in China by 2002.

Professor Hu's field of academic specialty is linguistics and, as the opening article in this collection makes clear, there are some very particular methodologies relating to the structure and use of language that permit cross-cultural analysis. The article examines the questionnaire responses of Chinese students studying English in Northern China in 1978 and compares these to the responses to the same questions given to Australian students studying psychology in New South Wales. Three questions were analysed in depth from six male and six female students from each country. An in depth analysis of *experiential*, *interpersonal*, *textual* and *logical* components of student answers reveals some interesting differences in how Chinese and Australian students use language. A further article exploring the nature of "Australian English" examines a number of features of modern Australian usage including the Rising Terminal (the use of a rising tone at the end of a sentence); Americanisation especially in singing; social variation in Australian expression; issues in standardising written Australian English and the emergence of Australian lexicography with the publication of the *Macquarie Dictionary*.

While it would have been entirely understandable for Professor Hu, as a renowned linguist in China to confine his studies to formal linguistics, this collection shows that over the years he has ranged widely in his explorations of Australian society and culture. He has interpreted Australian Studies broadly to include a range of interdisciplinary studies. He examines questions of identity, immigration and Australian responses to Asia. There is a consistent interest in the higher education sector in Australia, including the Chinese student experience. In the period since Professor Hu's first visit to Australia the nature, meaning and impacts of globalization have attracted considerable scholarly commentary. Professor Hu discusses how the Australian economy is being restructured; the development of free trade agreements with New Zealand, Singapore, Thailand and the United States; and past trade and future prospects of trade with China and other Asian countries. He addresses from the complexities of globalization and canvases the criticisms that have been made of free trade agreements.

Taken as a whole, this collection of essays maps many of the key developments in the study of Australia in China and in doing so demonstrates the expanding range of topics and research fields that are now included within an Australian Studies framework. I welcome the publication of this wide-ranging collection of essays. I thank Professor Hu for his sustained interest in Australian Studies, for his energy, commitment and infectious enthusiasm. He remains an inspiration to Chinese students. The Australian Studies project in China is now firmly established and much of the credit for that goes to Professor Hu and fellow members of the "Gang of Nine". Sending them to Australia was a brilliant initiative. Many Chinese students and academics have visited universities across Australia in the years since, but the decision to send nine young scholars to Australia in a group in 1979 was an important milestone and one that should be repeated.

David Walker

BHP Billiton Chair Professor of Australian Studies

Peking University, Beijing

Alfred Deakin Professor of Australian Studies

Deakin University, Melbourne

Foreword

Thanks to the School of Foreign Languages, Peking University, for allowing me to step down from my position as Director of Center for Australian Studies, Peking University at the end of 2014 because of my age and health. Thanks also to Peking University's BHP Billiton Chair Professor of Australian Studies David Walker, Professor Liu Shusen and Professor Liu Hongzhong for helping me to get my collection of papers on Australian studies published, a book which records one important aspect of my academic life from 1979 to 2014, and expresses my deep love for this country and the people across the Pacific.

Foreign language circles in China have known me as a "linguist" of Peking University, in the sense of both "a person who knows several foreign languages well" and "a person who studies languages or linguistics" (Oxford Advanced Learner's English-Chinese Dictionary, 8th edition, 2014), although I see myself only as a life-long learner in these two fields.

How is a "linguist" related to Australian Studies? This is a long story to tell. To cut it short, I was one of the first group of young and middle-aged teachers (known as the "Gang of Nine" in Australia, see Article 8) sent by China's Ministry of Education in January 1979 to receive advanced education in the University of Sydney. Encouraged by Professor Zhao Shikai of the Institute of Linguistics, Academy of Social Sciences, I chose to do linguistics with Professor M. A. K. Halliday in the Department of Linguistics, and also to take some literature courses with Professor Leonie Kramer and Dr. Catherine Runcie in the Department of English. During this period, Professor Zhao persuaded me to write something about linguistics education in Australia (Article 1). The next year, the late Professor Lorry Brown of NSW University and Ms. Dorothy Brown of NSW College of Education guided me to write a paper about linguistic differences in the written English of Chinese and Australian students for an English journal in Hong Kong (Article 2). To speak frankly, I had no knowledge of Australian studies at that time.

In 1988, the First Conference on Australian Studies in China was held in Beijing Foreign Studies University. Seeing that this event was sponsored mainly

by other members of the first group of visiting scholars, I managed to present a paper about the features of Australian English (Article 3) to voice my support, the result of which made me feel very sad. My friends told me later that some participants held the view that this is not a paper about Australian studies. As a result, I had to stop attending the following conferences for about a decade, as I was not well trained in Australian literature.

Since then, I concentrated my mind on teaching linguistics courses and writing linguistics papers in Peking University. After my term of Chairman of PKU English Department was completed, my life suddenly changed. The new Vice Chairman of the English Department, Professor Jin Hengshan and the Department's Australian expert Mr. Tony Gallagher approached me, persuading me to be Director of the planned Center for Australian Studies of the university. Although I tried my best to explain to them that there is a difference between linguistics and Australian studies, they did everything to assure me that this position was only "nominal" and they would do everything themselves for the center. This ended in my acceptance of the Head of the Center for Australian Studies, Peking University beginning from December 1996.

What came next was the 6th International Australian Studies Conference held in Peking University. In the course of preparing this conference, I had a chance to meet Mr. Stuart Simson, Chairman of Australia-China Council. When I reported to him the preparatory work of the coming event, he said something expected and unexpected. What was expected is that he hoped the participants would come from various disciplines of the university. I immediately assured him that my colleagues did approach different departments of the university, such as Department of International Relations, Department of Environmental Science, etc. What was unexpected is that Mr. Simson used an expression: "not too many papers about analysis of novels and poetry." When hearing these words, I smiled stealthily because I didn't expect those Australian literature scholars in China would share the same fate as I experienced in 1988. However, I knew quite well, without their participation, the turn-up rate of the conference would drop greatly. So I told Mr. Simson that I would put those literature participants in a separate session. Anyway, I myself managed to present two papers, one about education policy (Article 5), and the other about the economic crisis in East Asia (Article 6).

With what I have mentioned above in mind, it would be easier for the would-be reader of this paper collection to understand why a linguist would like to choose topics such as immigration (Article 7), the "Gang of Nine" (Article 8), crimes (Article 9), globalization (Articles 10&11), national identity (Article

12), Chinese overseas students (Article 13), U.S. marine deployment (Article 14), and Sydney University's industrial actions (Article 15). Being a visiting scholar in 1979 and the Head of the Center for Australian Studies, Peking University, I should make my contribution to the promotion of Australian studies in China. At this point, I would like to apologize for the poor quality of some papers, especially for missing references in some early-written papers, which I found difficult to re-do in the new century.

Inspired by the notion of multimodality, I attempted to add some photos in most of the articles to help recalling those conferences I was present, and some photos which are related to my experiences in Australia and the university's Australian Studies Center as well. All this has constituted part of my life.

Finally, allow me to express my sincere gratitude to Professor David Walker for writing the preface for this collection of essays. I would also take this opportunity to express my thankfulness to Professor Feng Zongxin of Tsinghua University and Ms. Li Hanbing of Peking University for helping me to convert those pdf-readable texts into word-revisable forms. The book also owes a lot to Professors Hu Wenzhong, Huang Yuanshen, Zhang Yongxian, Du Ruiqing, Zhang Qiusheng, Chen Hong, and Li Jianjun for their contribution of some valuable photos.



Center for Australian Studies, Peking University

February 20, 2015

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澳大利亚语言学教学情况介绍^①

澳大利亚全国共有11所高等院校设有语言学系或语言学教研室。这11所学校为阿德莱德大学、澳大利亚国立大学、拉特洛布大学、麦夸里大学、墨尔本大学、莫娜希大学、纽卡瑟大学、新南威尔士理工学院、昆士兰大学、悉尼大学、西澳大利亚理工学院。

上述院校均为学习三年,成绩合格的全日制学生授予普通文学学士学位,为学习四年的全日制优等生(或称荣誉生)授予优等文学学士学位。对研究生则分别授予普通文学硕士或优等文学硕士学位。在职教员和志愿学习语言学的其他人员经审查合格后也可利用业余时间选读有关课程,适当延长学习时间,学完规定课程后,可同样获得学位。不少学校还招收少量攻读博士学位的研究生。

关于学生人数,以悉尼大学为例,在语言学系学习语言学课程的学生超过110人,攻读语言学或应用语言学硕士学位的学生约40人,另有5名研究生正在攻读博士学位。

各校专职教员的数字较为悬殊。力量较强的为澳大利亚国立大学和麦夸里大学。若干院校专职教员人数如下:

	教授	副教授	高级讲师	讲师	高级导师	导师
澳大利亚国立大学	1	2	2	3	1	
麦夸里大学	1	2	6		1	3
悉尼大学	1		1	1		1
纽卡瑟大学	1		1	2		
墨尔本大学		1	1			

教师的数量虽然不算太多,但是均有一定资历和教学经验,多半取得硕士及以上学位。每个教员都能同时开设多种课程,如悉尼大学的韩礼德(M.A.K. Halliday)除兼任系主任外,在1979年度讲授的课程有语言学入门、语法和词汇学、语言学史、功能语义学和描写语言学。在文学院的统一安排下,其他各系的教员在本系或在语言学系开设有关语言学的课程。教员编制如有缺额时,必须公开招聘,以便从国内外应聘人员中挑选资历合格、经验丰富的教员。

^① 本文由中国社科院《语言学动态》主编赵世开组稿,刊登于该刊1979年第5期第37—38页。