

英汉对比语言学史

A History of English-Chinese Contrastive Linguistics

侯广旭 孙雁冰 著



南京大学出版社

中央高校基本科研业务费专项基金项目 (KYT201006) 成果

A History of English-Chinese
Contrastive Linguistics

英汉对比语言学史

侯广旭 孙雁冰 著



南京大学出版社

图书在版编目(CIP)数据

英汉对比语言学史 / 侯广旭, 孙雁冰著. —南京:
南京大学出版社, 2013.8

ISBN 978 - 7 - 305 - 11837 - 1

I. ①英… II. ①侯…②孙… III. ①对比语言学—
语言学史—英语、汉语 IV. ①H31②H1

中国版本图书馆 CIP 数据核字(2013)第 170211 号

出版发行 南京大学出版社
社 址 南京市汉口路 22 号 邮 编 210093
网 址 <http://www.NjupCo.com>
出 版 人 左 健

书 名 英汉对比语言学史
著 者 侯广旭 孙雁冰
责任编辑 张 静

照 排 南京紫藤制版印务中心
印 刷 南京凯德印刷有限公司
开 本 787×960 1/16 印张 18.75 字数 349 千
版 次 2013 年 8 月第 1 版 2013 年 8 月第 1 次印刷
ISBN 978 - 7 - 305 - 11837 - 1
定 价 45.00 元

发行热线 025 - 83594756 83686452
电子邮箱 Press@NjupCo.com
Sales@NjupCo.com(市场部)

-
- * 版权所有, 侵权必究
 - * 凡购买南大版图书, 如有印装质量问题, 请与所购图书销售部门联系调换

Preface

My mind was filled with a myriad of ideas and thoughts when I searched, gathered, organized and presented a myriad of historical personalities, events, theories and achievements of English-Chinese contrastive linguistics in China, not always with a fulfilled heart but sometimes with a heavy one, because the contrastive linguistic studies in China shared weal and woe with our motherland. When the first contrastive linguistic work, in the modern sense of the word, was produced by Ma Jianzhong in the 19th century, China was suffering from domestic unrests and foreign invasions, the Chinese linguists such as Ma Jianzhong, Li Jinxi and Chen Chengze muddled their way through albeit with rather patchy success in their seminal work. Behind the flaming fronts in the protracted War of Resistance against Japan and the Civil War, the Chinese linguists such as Wang Li, Lü Shuxiang, Chao Yuen Ren and Yang Shuda made, through hard endeavor, staggering success with contrastive linguistic studies. During the years when the ultra-leftist ideology was the most rampant and in its greatest fury, universities were closed and academic journals were suspended and linguists had no opportunity or any practical usefulness to use their talents. Some of my teachers who had obtained their degrees at home or abroad victoriously published their first contrastive linguistic paper in the 1950s, but sentimentally their second one near their retirement ages in the early 1980s—a 30 years of “brain hibernation.” My exhaustive digging for the achievements in the period of the 1950s and 1960s was rewarded with only a meager harvest of publications. A finding of a couple of papers or books would mean real bonus and carry a lot of weight. However, there were still some tough scholars, like Ch’ien Chungshu, who, enduring the humiliation, continued to work hard at their academic research, even in the cowshed when they were receiving re-education on farms. After the reform and opening up, the springtime for science came and heralded the end of

the academic stagnation and the resurrection of linguistic research in China. The torch of contrastive linguistic learning has been passed from generation to generation. Some veteran scholars were still in green vigorous senility, and new generations of talented scholars came to the fore in great numbers and made numerous significant achievements to the contrastive linguistics. And the research conditions are also much more improved. For instance, to manage tons and tons of contrastive source materials for this book, I do not have to shuttle between libraries in different cities as much as I used to 20 years ago when writing on a similar topic, but instead stay at home or in my office to read online resources or purchase online a secondhand “ancient” book in its original or photocopied form (released in the public domain by the copyright owner). In a word, with favorable conditions and atmosphere, there is no reason for us men of study not to apply our mind fully to our studies and attain more and better academic achievements.

Since I was launched into my tertiary English teaching career in February 1982, and made my debut in publishing a paper in *Shandong Foreign Language Teaching Journal* in 1985, during my 30 years’ interest in English-Chinese contrastive research and translation from Chinese into English, I have published my first monograph on English-Chinese contrastive studies in 1990, and about two dozens of papers in CSSCI/CCJ journals or Core Journals in Foreign Language Studies including the leading journals of linguistic studies such as *Foreign Language Teaching and Research* (1998), *Modern Foreign Languages* (1993b, 1994), *Language Teaching and Linguistic Studies* (2001), *Foreign Languages and Their Teaching* (1993a) and *Foreign Languages in Fujian* (Now *Foreign Language and Literature*) (2000), *Shandong Foreign Language Teaching Journal* (1985, 1989, 2002), *Journal of Beijing International Studies University* (1999a, 1999b, 2001) (many of them were printed in the front pages of the journals), most of which are concerned with English-Chinese contrastive studies. Among them, *A Rhetorical Comparison of Chinese and English Proverbs* (1990) is reviewed as the second book on English-Chinese contrastive rhetorical study following Yu Lisan’s *English-Chinese Rhetorical Comparison and Translation* (1985) by domestic scholars (Pan Wenguo, 2000; Xu Gaoyu, 2006: 96; Meng Zhigang & Xiong Qianli, 2004) and is listed as one of the important works on English-Chinese contrastive studies in *Comparison*,



Differentiation, and Application: Implications of English-Chinese Contrastive Studies (Liu Yingkai & Li Jingying, 2009), Book 4 of *English-Chinese Comparison and Translation Studies*, chief-edited by Yang Zijian & Wang Juquan under the auspices of CACSEC. My paper “A Review of *A Meticulous Research into the Figure Regression of Chinese and English*” (1994) is listed as one of the important works on English-Chinese contrastive studies in *Cognition, Pragmatics, and Function: Macrolinguistic English-Chinese Contrastive Studies* (Niu Baoyi, 2009), Book 3 of *English-Chinese Comparison and Translation Studies*. My paper “A Societal Pragmatic Analysis of Personal Nicknames” (2001b, the first CSSCI paper on the English-Chinese contrastive studies of nicknames in China) is favored and extensively quoted by the scholars, MA or PhD candidates in their theses with the same interest. Since I was promoted to professorship and MA tutorship (also director of the MA center of the English Language and Literature) at Nanjing Agricultural University, at the turn of the new century, I have offered courses in contrastive linguistics, corpus linguistics and Chinese-English translation and have tutored dozens of Academic Type or MTI postgraduate students including Sun Yanbing, the co-author of this book (currently a junior faculty member at Jiangsu City College). These are my past achievements that I can build my confidence on in completing my project “Historical Research of English-Chinese Contrastive Linguistics” (KTY201006) sponsored by Central University Basic Research Operation Special Fund(CUBROSF). But at the same time, I am also being crippled by a feeling of diffidence. Besides the “obscure” feeling that it is getting harder and harder to publish papers in leading journals, let alone to be cited by historians in their works, the historical study as a challenging and Herculean job looks awesome. I used to refrain to name this book as the present name *A History of English-Chinese Contrastive Linguistics*, but had to helplessly accommodate to the request of the name of our granted project, for I have been in doubt about if the historical review or description in this book meets the requirement of the history studies as a scientific discipline. History is the research-based discovery, collection, organization, and presentation of information about past events, whose sequence is examined and analyzed with a narrative and whose cause and effect that determine the events are objectively investigated. The purpose of history studies is to accurately record,

objectively interpret and analyze the past and provide perspective on the problem of the present and lessons for the future. However, I am afraid that we are in the danger of overreaching ourselves in our historical reviews, for theoretically we are not philosophical enough to discover enough general patterns, trends or methods in the development of English-Chinese contrastive linguistics in China, nor academically all-round enough to notice and appreciate the niceties of diversified fields of contrastive studies, nor geographically justified to nearly exclude the achievement in the same field by our counterparts in Hong Kong and Taiwan of China due to “physical barriers.”

When I was awarded with the child-project “Historical Research of English-Chinese Contrastive Linguistics” nested under the parent project “Historical Research of Foreign-Chinese Languages Contrastive Studies” (KTY201006) sponsored by Central University Basic Research Operation Special Fund (CUBROSF), I decided to undertake to compose this book all in English (and my words of cheer also disposed my MA student Sun Yanbing to have a try in English in her responsible part) for the following considerations: First, I intended to fill in a gap which has hitherto existed in our historical literature on contrastive linguistics in China with the first book ever published by domestic publisher on the history of contrastive linguistics in China written in English as well as the third book published at home on the same topic. Second, what through the lack of translation skills, and what through the lack of publications in English, when I lectured to my postgraduate students on English-Chinese contrastive linguistics or translation studies or tutored them how to write MA theses in these fields, I heard them often complain being overwhelmed by learning how to express in English a myriad of terminologies, concepts and theories originating from Chinese philology, exegetics and grammar, which was indispensable to their MA thesis writing. Third, since February 1982, I have been teaching college students, either English majors or English minors, C-E translation skills or English writing skills, and serving as a part-time translator (e.g. C-E translator for a book published in Singapore, 2003), interpreter (e.g. one of the Press Conference interpreters of the 3rd Asian Winter Games 1996) or English editor for half a dozen of academic journals (e.g. *NAU Journal*, *Natural Science Edition*). Writing English or translating Chinese into English gives peculiar scope to my

interest because it falls within the scope of my academic interest. I know that, as a non-native speaker English writer, a little English, like “a little learning,” is a dangerous thing. For instance, as an English-Chinese contrastive linguistic history writer, in writing this preface as well as weighing the words for the whole book, I have to carefully make a distinction in the use of the two frequent words in my book: “preface,” an introduction to a book written by the book’s author and “foreword,” an introductory essay (usually preceding an author’s preface) written by someone other than the author (usually a top-notch professional, a well-recognized scholar) who influenced or was influenced by the author or the book. An unknowingly indiscriminate use of them will unknowingly deprive the author of his copyright for his introductory essay!

For the spelling of some great names of history encrusted with tradition, Wade-Giles transcription was sustained in our deep reverence for them. For some “ancient” publications which have been out of print for a long time and difficult to procure, the bibliographical description or reference source identification is not detailed to pages.

The following is the division of labor for this book.

Hou Guangxu is the author of the following parts: Preface; Chapters 1, 2, 3 and 4; Sections 1, 2, 3 and 6 of Chapter 5; Chapter 6; Bibliography; Index.

Sun Yanbing is the author of the following parts: Sections 4 and 5 of Chapter 5; Bibliography; Index.

I would first like to acknowledge Dean of our College, Professor Qin Lijun, whose Chinese-Japanese contrastive linguistic contribution in the past 30 years is a “basic necessity” of any narration of the history of this discipline, and whose intellectual stimuli introduced me to the application and hosting of this tremendous but also intellectually exciting, personally enriching, academically rewarding CUBROSF nested-project of “Historical Research of English-Chinese Contrastive Linguistics.” And I believe he will continue to inspire me in his retirement which, as I am reluctant to see, he will begin this year.

I would also like to acknowledge with much appreciation Party Secretary of our College, Professor Han Jiqin, for her giving me a nudge in the right direction of my academic efforts as well as the reassuring encouragement and useful instruction on my successful application of a new CUBROSF project “Contrastive Studies of

Iconicity in Chinese and English,” which gives me something to do before my retirement age that is creeping up upon me.

I would like to express my thanks to Pan Wenguo, Tham Wai Mun, Yang Zijian, Wang Juquan, Xu Yulong, Liu Yinggai and many other contrastive scholars whom I do not all know in person but whose pithy, erudite books and papers feed me with theoretical and methodological illuminations.

I would like to appreciate my current postgraduate students Ma Yatong, Bei Qianwen, Li Lu and Kong Yujie for their help in re-typesetting our original “barbarian” bibliography to conform to the rules in the style sheet of Nanjing University Press.

I would like to finally thank my wife and my wife’s elder sister in her late 60s for helping me in little ways taking care of housework, errands and our grandson and in larger ways making sure I have not only time but also encouragement to finish my book.

Contrastive linguistics has captured the interest of various brands of linguists, language teaching practitioners, translators and investigators from just about any linguistic field whose interests involve comparison between at least two different languages at any levels—lexical, syntactic, semantic, pragmatic, stylistic, and/or psychological. Contrastive linguistics has progressed over the years on the basis of a steady aggregation of theories and hypotheses and it has become a hive of diversified disciplines and languages, whose academic and language challenge can feel intractable even to those passionate and well informed bilingual scholars with great knowledge of cross-disciplines. The growing complexity of contrastive linguistics is especially evidenced in the ever-branching into sub-committees of China Association for Comparative Studies of English and Chinese (CACSEC). Despite the fact that the historical studies are based on secondary sources, and as such, do not need to report any new or original contrastive work except for historical theorizing, such a chronicling can be a Herculean task. In addition, a historical study of contrastive linguistics also involves remote historical figures, distant events, rare and unique copies, endangered materials, extinct books as well as tons of tons of recent flourishing publications. So as a writer on the history of such a comprehensive discipline, he has to learn as he goes along how to play many roles not only of

linguist, but also of psychologist, sociologist, philosopher, historian, software specialist, etc. Besides the vast distance between the fields, caution must be exercised when dealing with historical facts between long periods of history, for example, in introducing the famous scholars during the period of Late Qing and Early Republic of China, confusion must be carefully avoided, for those scholars, following the feudal naming habit, are often equally well known as their alias names, style names, or courtesy names in addition to their full names (family names and given names) (e.g. Zhang Taiyan, philologist, textual critic, philosopher, and a revolutionary in this period, is also well known as Zhang Binglin). What's more, despite the best efforts at factually checking each one part of this book, I know, from my personal experience as well as my rationality, that in this book there are very likely still undetected errors as well as unfairness in extracting and then abstracting only a tiny fraction from among mushrooming contrastive publications even within the limit of the key foreign language academic journals or true academic monographs, especially of the recent years, as the preface paradoxical saying goes, “a book both does and does not contain at least one error.” So, all in all, comments, corrections and criticisms are earnestly welcome (E-mail Address: hgxxx@163.com).

Hou Guangxu,
 Professor of Contrastive Linguistics and C-E Translator
 Nanjing Agricultural University
 On March 1st, 2013, at Nanjing

Contents

Chapter 1 Introduction	1
Chapter 2 English-Chinese Contrastive Studies in the First Half of the 20th Century: The Pioneering Stage	4
2.1 Contrastive Studies Under the Guidance of General Grammar	9
2.1.1 Contributions of Ma Jianzhong	9
2.1.2 Contributions of Li Jinxi	12
2.1.3 Contributions of Chen Chengze	14
2.2 Contrastive Studies Under the Guidance of General Linguistics	16
2.2.1 Contributions of Wang Li	16
2.2.2 Contributions of Lü Shuxiang	18
2.2.3 Contributions of Gao Mingkai	24
2.2.4 Contributions of Chao Yuen Ren	29
2.2.5 Contributions of Yang Shuda	30
2.2.6 Contributions of Yen Fuh	31
2.2.7 Contributions of Lin Yutang	34
2.2.8 More Noteworthy Contributions	39
2.3 Summary	40
Chapter 3 English-Chinese Contrastive Studies in the 1950s and 1960s: The Stagnation Stage	41
3.1 English-Chinese Micro-Contrastive Studies for the Purpose of TEFL and Translation	42

■ ■ 英汉对比语言学史

3.1.1	Contributions of Loh Dianyong	42
3.1.2	Contributions of Zhang Peiji	45
3.1.3	Contributions of Ch'ien Chungshu	52
3.1.4	More Noteworthy Contributions	53
3.2	Breakthroughs in the English-Chinese Contrastive Studies Under the Guidance of General Linguistics	55
3.2.1	More Contributions of Chao Yuen Ren	55
3.2.2	More Noteworthy Contributions	57
3.3	Summary	58

Chapter 4 English-Chinese Contrastive Linguistics in the 1970s and 1980s: The Restoration Stage 59

4.1	The Improvement of Social Climate for Research	59
4.2	The Onset of Contrastive Linguistics and the Appearance of Contrastive Theorizing	61
4.2.1	The Institutional Establishment of Education and Research in Contrastive Linguistics in Universities	61
4.2.2	The Academic Establishment of the Discipline and the Appearance of Contrastive Theorizing	62
4.3	Broad Scope of Contrastive Linguistics and Narrow Focus of Micro-Contrastive Studies	69
4.4	The Appearance of Macro-Contrastive Studies at the Facets of Discourse, Pragmatics, Rhetorics, Cognition, Psychology and Culture	77
4.5	Summary	82

Chapter 5 English-Chinese Contrastive Linguistics from the 1990s to the Present: The Prosperous Stage 84

5.1	The Consolidation of Academic Foothold, the Expansion of Research Teams and the Increase of Scholarly Publishing	86
5.1.1	The Publication of Influential Collections of Contrastive Theses	87

5.1.2 Contrastive Educational and Research Programs in Universities ... 90

5.1.3 The Founding of China Association for Comparative Studies of English and Chinese (CACSEC) and Its Active Operation 92

5.2 Intensive Theorizing on Contrastive Linguistics as a Discipline 101

5.2.1 The Explicit Definition, Scope, Classification, Theoretical Framework of Contrastive Linguistic Inquiry 101

5.2.2 Intensive Theorizing on the Discipline and Its Methodology 104

5.2.3 The Active Introduction of the Western Linguistic Theories and Research Methodology and Intensive Interdisciplinary Approaches to Contrastive Linguistic Studies 114

5.2.4 The Presence of Historical Studies on the Contrastive Linguistics in China 116

5.3 Novel Contrastive Perspectives and Methodologies and Diversified Theoretical and Methodological Approaches 127

5.3.1 The Active Pursuit of New Perspectives and Methodologies 127

5.3.2 The Popularization of Corpus Linguistic Method 135

5.4 The Narrower Focus of Micro-Contrastive Studies 144

5.5 Broader and More In-Depth Macro-Contrastive Studies and Micro-Macro Combined Approaches 150

5.6 Summary 158

Chapter 6 English-Chinese Contrastive Linguistics in China: Limitations and Prospect 160

6.1 The Limitations of English-Chinese Contrastive Linguistics in China 160

6.1.1 Lack of Both Original Innovation and Schools of Thoughts in Contrastive Linguistics in China 160

6.1.2 Lack of Academic Contentions and Queries 168

6.1.3 Lack of Historical Studies on the Discipline 169

6.1.4 Gap Between Domestic and International Corpus-Based Contrastive Studies 174

■ ■ 英汉对比语言学史	
6.1.5 Lack of English Semantic Competence and Publication in English	177
6.1.6 Dominance of Rationalism and Lack of Human-Centered Philosophy in Contrastive Research Among TESOL Practitioners	188
6.2 The Prospect of English-Chinese Contrastive Linguistics in China	192
Bibliography	199
Index	262

Chapter 1

Introduction

Contrastive linguistics is a practice-oriented, structuralism-based linguistic approach that seeks to systematically identify the points of structural similarities and differences between two or more languages at such levels as phonology, grammar and semantics, in order to help solve practical problems in e.g. making foreign language teaching more effective by avoiding negative transfers and having more forethought in the curriculum development, assisting interlingual transfer in translating texts from one language into another, finding lexical equivalents in compiling bilingual dictionaries and nurturing cross-cultural competence increasingly demanded by internationalization.

Contrastive linguistics differs from comparative linguistics in that the latter is part of historical linguistics and refers to the process of comparing languages to confirm their historical affinity.

The contrastive study on a pair of languages might have been originally motivated by the men's epistemic curiosity about or their awareness of the fact that they by no means spoke the same language. For example, in the Early Bronze Age civilizations (around 2000 BC) of Minoan Crete and Mycenae, the cradle of the Western civilization, the inhabitants of the eastern Mediterranean world must have linguistically-actively interacted with Egyptians in the south, the Europeans in the north and west, and Asians in the east in the frequent seafaring, business, cultural exchanges and wars, and the intensive linguistic merging must have occurred during the frequent great treks and integration of nations in the Ancient Greece around 1000 BC. China, with its population being the largest since the Tang Dynasty, its ancient, splendid and diversified culture influencing much of East Asia, especially in the areas of literature, paintings, calligraphy, martial arts, cuisine and its intricately difficult dominant language (Chinese), has long intrigued the West and the West, with its artistic, philosophic, literary, legal, and linguistically-diversified heritage,

Christian beliefs, industrialization, political pluralism, and especially English as a world language, has long been attractive to China. Attempts at learning each other's language have a long history and have been made by millions of people on both sides of globe. And contrastive methods have long been used for language studies, and the contrastive study on a pair of languages is one of the oldest in the annals of language researches. Some scholars believe that the contrastive study of languages is as old as translation and that a history of Chinese modern linguistics is virtually a history of contrastive studies on Chinese and foreign languages.

The contrastive studies between Chinese and English in China is generally acknowledged to have gone through three or four distinctive major phases of development by most prominent contrastivists such as Liu Zhongde (1996a), former professor of Hunan Normal University, Yang Zijian (1992), former professor of Ocean University of China, Lian Shuneng (1993a), professor of Xiamen University, Xu Gaoyu (2006), professor of Zhejiang University, and Xu Yulong (2010a), professor of Shanghai International Studies University.

The year 1898 marks the beginning of contrastive studies in China with the publication of *Ma's Basic Principles for Writing Clearly and Coherently* (*Ma's Grammar*) by Ma Jianzhong (1898), a Chinese official and scholar during the Qing Dynasty, the "Genesis" in the history of contrastive studies in China. The Pioneering Stage (the first half of the 20th century) characterizes the publications of abundant monumental works by Yen Fuh, a Chinese scholar and translator and former president of Peking University, Chao Yuen Ren, a Chinese American linguist, Li Jinxi, Chinese linguist and former professor of Beijing Normal University, Liu Bannong, Chinese linguist and poet and former professor of Peking University, Wang Li, Chinese linguist and former professor of Peking University, Lü Shuxiang, Chinese linguist and former professor of the Institute of Languages in the Chinese Academy of Social Sciences, etc., who had made indelible contributions to the contrastive studies especially between Chinese and English. Their books are comparison- and exemplification-oriented, with conceptions and theories dotted about in the texts of identifying the similarities and differences between Chinese and English through comparing the Chinese grammar with the English grammar theorized about by J. C. Nesfield, Henry Sweet, Otto Jespersen, Leonard Bloomfield and others, for their primary purpose is not to construct contrastive theories or contrastive

linguistics but to set up the Chinese grammatical system instead. The contrastive studies in China had come to a virtual standstill in the 1950s and 1960s (the Stagnation Stage, 1950s and 1960s), when not many achievements deserved to be documented except Lü Shuxiang's *English Learning for Chinese Speakers* (1947), Wang Li's "On the Relationship Between Native Language Learning and Foreign Language Learning" (1954), *Issues in Word Classification in Chinese* Vols 1 and 2 (1955/1956) and *Essays on Chinese Grammar* Vols 1 and 2 (1955/1956) concerning the debate on the need to classify notional words, and "Provisional Scheme for Teaching Chinese Grammar at High Schools" ("Provisional Schema") designed in 1954 and finalized and adopted by the Ministry of Education in 1956 after two years of pilot testing. The Restoration Stage (the 1970s and 1980s) is represented by Lü Shuxiang's speech entitled "Study Grammar by Way of Contrasts" at the Beijing Institute of Languages in 1977 (and his initiative to offer the courses that would lead to MA degree in contrastive linguistics in the ensuing year), a landmark in the history of contrastive studies in China, which epitomizes the age of the contrastive linguistics as an independent academic discipline pursued by scholars with definite theoretical and practical purposes. No longer were the contrastivists in China content simply to unearth the similarities and differences between Chinese and English or other foreign languages, but they began to operate from a macroscopic as well as microscopic perspective and introduced, sinicized and localized the foreign contrastive theories and methods. The contrastive linguistics in China entered a flourishing age from the 1990s to the present (the Prosperous Stage), when the contrastive studies, as an independent discipline, began to ripe and China Association for Comparative Studies of English and Chinese, a national-level association was officially established in 1993.