

Analysis of Chinese English in College English Course Based on the Background of Ideological and Political Education

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Abstract: *The College English teaching is an important part of higher education in China and plays an important role in cultivating students morality. Chinese English is a variety of English formed in China's social and cultural background. It has both English language features and Chinese characteristics, and has great research value. This research aims to investigate the application of Chinese English in College English course by the comparative study of different naming of it and to reveal the great influence of China English on college English teaching, followed by concrete steps to morality cultivation in College English to put the concept into practice.*

Keywords: *Chinese English; China English; College English Teaching*

1. Introduction

With the deepening of economic globalization, English, as an international language, has also entered the stage of globalization. English is more widely used in the world. At the same time, it has merged with the social cultures of different countries to form many variants with regional characteristics, namely, World English varieties, among which Chinese English is one of them.^[1] In recent years, researchers have begun to pay attention to the research value of Chinese English. With the development of cognitive linguistics, it has become a new trend to study Chinese English from the cognitive and social perspectives. In the process of globalization, English has merged with the social cultures of other countries to form many varieties of World Englishes. Chinese English is a variety of English formed in China's social and cultural background. It has both English language features and Chinese characteristics, and has great research value. In order to better understand the past, present and future of English, we need to unpack what Chinese English is, that is, the essence of Chinese English. By discussing the three different naming of Chinese English (Chinese English/China English/Chinglish), it is helpful to deeply understand the definition and history of Chinese English. From the perspective of social cognitive linguistics, this paper discusses the cultural cognitive foundation behind Chinese English, which provides new ideas for the research of college English teaching. Each language develops in a specific social environment. Chinese politics, economy, culture and other factors have great influence on Chinese English, and these are the cultural cognitive foundation for the formation and development of Chinese English.

2. The Nature of Chinese English

Although substantial research on Chinese English has been conducted since 1980s both in China and worldwide, there are some issues about the nature of Chinese English still remain unresolved. For example, whether Chinese English exists, how to name and define Chinese English, whether it is different from Chinglish. Among those issues, it is important for us to unpack what Chinese English is, as the naming of the variety shows uncertainty (e.g. Chinese English/China English/Chinglish). To solve the issues about the nature of Chinese English, it is significant to figure out the definition of it and distinguish the differences among Chinese English, China English and Chinglish.

2.1. China English

In the 1980s, the concept and distinction between Chinglish and China English was first put forward by Ge. He pointed out that "English is the language of the English-speaking nation and that any person

other than the English-speaking nation should, of course, in accordance with the idioms of the English-speaking nation, although countries have special circumstance. English, as a general language tool for communication between the international community, is no longer unique to one or some countries or regions. The globalization of the use of English is bound to make it intermingle with, or even interact with, non-English-speaking countries, regions and peoples, and gradually form a unique and unique English with a different local features. Chinglish and China English are two kinds of pragmatic phenomena that appears in the intercultural communication between China and English-speaking countries. China English, mainly used as an international language in China, with Chinese borrowings, nativized lexicology as well as unique syntax and discourse structure as its major features, contributes much to the international communication. ^[2]In contrast, Chinglish refers to the Sinicized English usually found in pronunciation, lexicology and syntax, due to the linguistic transfer or the “arbitrary translation” by the Chinese English learners, thus being regarded as an unaccepted form of English. There is fundamental distinction between China English and Chinglish, while the two is inter-related in some aspects. The research of China English is of great significance both in linguistics and in the opening process in China.

It is well acknowledged that Chinese English is a variant of English. So what is variant? At an international symposium held in the United States in April 1978, scholars from various countries discussed and divided two major regional variations of English-International variant and Intra-national variant. International variant means that English is used exclusively for international communication. Intra-national variant shows that English is already a part of domestic political life and social communication. Moreover, Kachru divided the variants into institutionalized variety and performance variety. Institutionalized variety refers to the language used in the daily life of the majority of the population within the linguistic group, indicating that the language already has a legal status in the collective and becomes a common language used within the State, while performance variety is used as a foreign language for external communication. Considering terms of foreign language teaching, the former belongs to second language while the latter is foreign language. Zhang Peicheng, a Chinese scholar, said that the regional varieties refers to the institutionalized variant of English from the perspective of the geographical region of the country, including native English and English variant as a second language, which is mainly used for domestic communication. From the above point of view, we can know that the current China English does belong to the international variety, also belongs to the performance variety, but it is not a regional variety. As a variant of English, the use of China English should not be restricted to the object and the place of performance. It can be used by Chinese and foreigners both in domestic and abroad.

2.2. *Chinglish*

Chinglish is part of a wide spectrum of Chinese English. However, it is different from the variety, known academically as ‘China English’, that is widely used in many domains in China (Kirkpatrick & Xu, 2002). Chinglish has always been associated negatively with broken English that arises out of inappropriate direct translations from Chinese into English, and in some ways it has become an academically dirty subject. China English and Chinglish are both interrelated and qualitatively different. Both of them express some Chinese unique characteristics and expressions. However, China English is a kind of standard English. Its composition and use range are much richer and wider than Chinglish. Its influence on English will be strengthened with the further expansion of China's foreign publicity. Chinglish is a kind of a broken language, which once considered as pidgin, an interlanguage and a hybrid language. Its composition and use range are neither stable nor extensive. It plays a blocking role in foreign communication and cultural exchange. With the deepening of cultural exchange between China and the West, this abnormal language will gradually decrease until it dies out. Although a small number of Chinglish will be absorbed into standard English, it is an individual phenomenon. For example, the phrase "Long time no see" originally belonged to Pidgin English, and was later absorbed into English and became the spoken language of English-speaking peoples. However, it should also be noted that with the expansion of China's foreign publicity and exchanges, there are serious pragmatic failures in many foreign publicity materials, which have affected the effectiveness of foreign publicity. Therefore, studying Chinese English to make it more standardized and get rid of the influence of Chinglish is of great significance to linguistics and social reality.

In recent years, certain Chinglish expressions have developed a range of different functions, particularly in technology-mediated interactions among users of Chinese English, and this innovative usage is referred to as ‘new’ Chinglish. There have also been new Chinglish expressions arising from the changing social, economic and political discourse of China and the Chinese diaspora and used for

intranational and international communication. Some researchers found out that the use of 'new' Chinglish expressions with 'playfulness' as a common feature serve a positive function, and usually requires complex linguistic skills in discursive contexts. From the World English perspective, "New" Chinglish not only increased awareness of the rise of China as a global power but also the pride people take in the Chinese culture.^[3] Like Singlish and Taglish, Chinglish now becoming useful tools to convey identities among English users in technology-mediated contexts. And their playfulness is regarded as the result of linguistic creativity, which shows empowerment and shared ownership of the English language. Therefore, it is important to revisit new features and functions of "New" Chinglish usage for further investigate pragmatics of indigenous varieties of English in local, informal and socio-media contexts. Considering the major agent in the spread and development of English around the world, increasing arguments have favoured the position of English as a lingua franca (ELF) shaped more by English's non-native speakers.

3. The application of Chinese English in College English Teaching Based on Cognitive Approaches

In addition to distinguishing between Chinglish and China English, there are also a lot of empirical study on the features of Chinese English. However, there few research regarding the cultural cognition in Chinese English. With the progress of globalization, there is a new trend of studying Chinese English from both cognitive and social perspective. Every language rooted and developed in its unique environment. To investigate the past, present and future of Chinese English, it is important to study Chinese political life, economic environment and cultural identity, which are closely related to the formation and development of Chinese English. In this thesis, the cultural cognition foundation of Chinese English will be researched from the perspective of cognitive sociolinguistics, which reflect the formation and development of Chinese English.

3.1. Political Dimension

With the promotion of China's international influence, China's political life has also attracted the attention of the world. Many Chinese English with Chinese political characteristics have emerged. These words are rooted in Chinese environment and come into being under Chinese specific social and political background. The collide of English and Chinese political life create a new variant with new features.

China English has a strong creativity and features of the times. During the annual NPC and CPPCC sessions, many new words will appear, such as the 13th five-year plan, supply-side structural reform, belt and road initiative. In Chinese political discourse, numbers occur frequently, and many political concepts are more complex and difficult for the public to understand. Chinese abbreviates or summarizes them into expressions with numbers, such as three representations, five-year reform program, one action and etc.

Many Chinese English in political discourse are based on conceptual metaphor. Lakoff and Johnson believe that metaphor is a way of thinking of human beings, and its essence is to understand another thing with things. Human thinking is metaphorical, and people understand the world and gain experience through metaphor. "Metaphor make obscure and complex political words are easier to be understood by the public. The mechanism of conceptual metaphor research is mapping from source domain to target domain, which means using a simple concept to understand another complex concept. In the political discourse, metaphor often used to make the abstract concept easier to understand. For example, sponge city shows a modern concept of urban stormwater management. That means cities should be as "flexible" as sponges when dealing with natural disasters such as floods and water logging. The concept of urban stormwater management is a professional term and difficult for people to effectively understand. However, sponge in the source domain is derived from daily life experience. The characteristics of sponge are projected into the concept of the target domain of urban storm water management. The management system can be understood through the metaphor- "sponges". It suggest that abstract and unfamiliar concepts can be understood through concrete and familiar things. For example, The Chinese Dream, Torch Program, etc.

3.2. Economic Dimension

Nowadays, China has an increasingly influence on the world economy. Therefore, more and more Chinese English expressions are showing the characteristics of China's economy, such as the list-based management system, internet plus action plan, small property house.

Economic vocabulary of Chinese English always uses numbers to express and reflect the characteristics of the times, such as Five Small Industries, The Second Job, Two Increases and Two Savings, Contract Management Responsibility System. Enterprises in the Three Forms. In addition, many words are based on conceptual metaphor. Conceptual metaphor can make unfamiliar and obscure economic concepts more easily accepted by the public. The concept of egalitarianism is relatively abstract, but the big pot is vivid and well known by everyone. In the process of China's rapid economic development, a large number of Chinese English expressions about China's economic phenomena have also appeared. These words reflect the current situation and policies of China's economy in different periods. They have unique Chinese characteristics and cannot be replaced by idiomatic English expressions.

Language is the carrier of culture, English learning can not be separated from Western culture. College English courses are a tool for students to understand the world's diverse cultures. The public basic course with the widest coverage, the largest number of class hours and the longest teaching period in the college. College English courses have advantages over other courses in the teaching of ideological and political education. Therefore, taking Chinese English as the carrier of curriculum ideology and politics, the internalization of ideological and political education in the course content will help students cultivate morality and talents.

3.3. Cultural Identity of College Students

As English is an international language, the cultural identity of users from different cultural groups will inevitably affect the use of English. In the process of intercultural communication between China and the west, the western culture with English as the carrier be in a relatively stronger position and plays a dominant role in cross-cultural communication, while the Chinese culture passively accepts the defeat and examination of the western culture. Anxiety about China's cultural identity makes the Chinese realize that they must build their own cultural identity instead of merely rejecting western culture and English. In the process of globalization, English has to be localized and adapted to the Chinese way of thinking and expression. Therefore, Chinese English is the product of Chinese cultural identity. Although Chinese English users have to abide by English rules, they have not given up the unique Chinese way of thinking and expression. Chinese English, showing unique Chinese culture, is the best choice to express Chinese things, which can not be replaced by authentic English. English has also accepted and absorbed various expressions of Chinese English, making it more inclusive and diversified. The emergence of Chinese English shows that China is gradually establishing its own cultural identity in international exchanges in the process of globalization.

Ideological and political teaching design should take students as the center, ideological and political goals as the guidance, and situation-creating tasks as the focus of the design. College English teaching materials are basically written based on career-related teaching topics. The thematic categories include career and personal, Career and society, and career and environment. Each aspect corresponds to a different topic, such as history and culture, occupation type, professional ethics, workplace culture, ecological environment, volunteer activities, etc. According to the different theme categories and topics of each unit, teachers can teach corresponding Chinese English related situational tasks for students to complete.

4. Conclusion

Chinese English is the witness of English adaptation to Chinese society. It not only conforms to English standards, but also has Chinese characteristics. On the one hand, College English is a very important public basic course. It is known that the language value and function of English can not be underestimated, especially in today's society, mastering fluent English is very important for college students' study and future development. China English is a combination of Chinese and English, which embodies our national self-confidence. Teachers teach China English in class, so that students can learn to describe Chinese and foreign political, economic and cultural situations in their own language, which is conducive to cultivating students' humanistic quality and national self-confidence. Teachers' teaching in China English is a means of combining college English teaching with curriculum ideological and political education, which enhances the application value of curriculum ideological and political education. On the other hand, English is an indispensable starting point in the course of ideological and political education. Chian English itself represents a language form, but behind it represents its unique cultural background and value concept. Therefore, China English will be a very important teaching

resources in *College English* course. It can guide students to know and understand different cultures and treat them correctly, so as to better improve students' humanistic quality. In conclusion, China English teaching itself is to improve non-English major college students' English level with the background of ideological and political education, so as to enhance their comprehensive ability and literacy. In the final analysis, *College English* course teaching and ideological and political education have a high degree of consistency in the ultimate goal. Therefore, what English teachers need to do is to find an effective combination of course design and ideological and political education, realizing the simultaneous improvement of non-English major college students' English ability and moral literacy.

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