

Study of Dynamics of English Cultural Capitals

Yuxia Li^{1,2, a}, Aznan Che Ahmad^{1,3, b}

¹ Institute of Philosophy in Education, City University, Kuala Lumpur, Malaysia

² Shandong Jianzhu University, Jinan, China

³ Quest International University, Ipoh, Malaysia

^a Email: yuxiali1971@126.com, ^b Email: aznan cheahmad@qiu.edu.my

Abstract: This article is to investigate the dynamics of cultural capitals for Chinese students from the rural areas and from the emigrant families with an attempt to show the possible patterns for the development of ability to acquire cultural knowledge from the perspective of writing practice. The investigation proves that students from the rural areas and from the emigrant families have the more preference to use Chinese-style to express English ideas in the form of inappropriateness of word use, sentence structures, inadequacy of cohesion and coherence in discourse level than students from the cities in the initial stage of college years. In this research, It was found that the four step writing IRR strategies (imitation, incursion, reconciliation and reproduction) can help those students to supply the gap of cultural capital which have lost in previous years and eventually accomplish academic success. The research findings also indicate that that the dynamic feature of cultural capitals and the attenuating tendency of family cultural capitals in college life for students.

Keywords: English Cultural Capitals; Imitation; Incursion; Reconciliation; Reproduction.

1. Introduction

Sociologically and linguistically, cultural capital can be defined as a parameter of cultural deposit for language learners. According to Reza Pishghadam(2011), there are five factors involving in cultural capitals: social competence, social solidarity, literacy, cultural competence, and extroversion. In this study, attention turns to the paths to change the status of cultural capitals of students (SR, SE) in the form of language practice activity- writing training program. A good writing is by no means a unification of words and structure, but the manifestation of cultural capitals in various forms, reflecting writers' social competence, social relations, literacy, cultural competence as well as artistic attainment. Simultaneously the activity of writing could increase the chance of accumulation of those cultural assets. This study provides the practical and operational method to enrich the cultural property for SR and SE in advanced English learning in college. It is suggestive that the IRR training program could reduce the differentiation in foreign language learning and cultural study. The findings also indicate that cultural accumulation is not a static cultural concept, but dynamical one, and the process of writing is the process of construction of foreign cultural buildings, with the help of which students enrich their cultural capitals and naturally academic achievement will be improved.

2. Literature Review

The concept of cultural capital was employed by Bourdieu (1986). And initially It refers to "A theoretical hypothesis which made it possible to explain the unequal scholastic achievement of children originating from the different social classes by relating academic success...to the distribution of cultural capital between the classes" (Roscigno & AinsworthDarnell, 1999: 159). "Understanding what cultural capital truly is allows teachers to better support their learners" (Roscigno & Ainsworth Darnell, 1999: 159). "Cultural capital" of the students (their toolkit of skills, habits, and

styles with which they construct strategies of action) evolves over time and largely determines differential success in mastering the teacher-assigned homework(Farkas, G. (1996).

In China, there being various voices concerning its real function in education. And a considerable amount of research focus on the English learning achievement, the inequality of educational and social status(YangYang & YiLianyun, 2009). Some Chinese scholars greet to confine the term from objective perspective. "referring to the objective language possessed in the family Commodities, such as newspapers, magazines, books, computers, dictionaries, learning machines and other family culture tolerance appliance. The more these materialized cultural capital the students can use, the higher the quality of the students will be.

Other scholars extend the function of the cultural capital in rural education, Lisa Yiu& Luo Yun (2017) believe that "government policies, opportunity structure (e.g. labor market), reception by receiving migrant/ethnic community, societal reception by non-migrant/non-ethnic people in host society" constitute social and human capital which contributes to learners who lack of material and objective cultural capitals to achieve academic success.

As mentioned above, too many researchers show their interests in assets of cultural capital and its advantages in the circle of economically good social groups. Few research stresses on the process and approaches of cultural accumulation for lower social groups. In this present research, an attempt is made to illustrate the fact that students from the rural areas in China have increased the cultural capital accumulation by operating IRR strategies (imitation, incursion, Reconciliation and reproduction).

Students from the rural areas suffer from the shortage of cultural capitals which will discount their personal success both academically and professionally. Of those three capitals, objective cultural capitals will directly affect students academic achievement. Socially, there existing differences of education opportunities between the rural areas and the urban in China. Based on educational equality, students from the rural areas need to be reinforced the objective cultural capitals

firstly in college, which is considered to be the fundamental element for other two capitals. In the present study, the hypothesis is that the increasing opportunities for students to cultivate their writing ability with IIRR strategies (imitation, incursion, reconciliation and reproduction) will greatly hoist students' cultural competence and benefit the cultural capital accumulation, eventually promote students' academic achievement.

By imitation, it means the initial stage during which student writers organize the essays followed by a certain discourse. The present study, the term imitation not only refers the adoption of Chinese style but also the employment of English style in writing. In this stage, student writers are required to read at least two or three similar style passages both Chinese and English and give their evaluations for the preparation of the task-based writings. Table 1 lists the five possible categories in the initially prepared stage for writing:

Table 1. Variables of writing evaluation in initial stage

Category	English and Chinese
Word choice	appropriateness(examples)
Sentence structure	active or passive (examples)
Cohesion	cohesive markers(examples)
Coherence	semantic or syntactic(examples)
organizing style	causal and effect, exemplification,....

The term incursion indicates the process during which the student writers construct their own commentary stirred by the understanding of both native language and target language,

the continuation of textual and rhetorical choices. The word "incursion" is the synonym of "penetration" created by George Steiner(1998) in Hermeneutic Translation Theory with implication of understanding, interpretation, and extraction. Both have the same denotative meaning, but the connotative meaning is quite different in the present study. It involves appreciation as well as acceptance with critical thinking. It is by no means to extract the essential cultural spirit thoroughly. The depth and breadth of commentary reflect students' the degree of incursion concerning the cultural context they have read. So the unification of criticism and appreciation mirrors the degree of ingestion in the process of incursion which will deeply influence students writing style. Table 2 lists the focused elements in the second language writing stage.

Table 2. Variables of writing evaluation in incursion stage

Category	Chinese and English
Criticism	semantic,syntactic, textual(examples)
appreciation	semantic and pragmatic (examples)
Extraction	cultural implication(examples)

Reconciliation denotes the complementary advantages of the two linguistic skills and cultural competence. It entails "Reconciliation of horizons"(Gadamer,) with accumulative, indicative, integrative, and directive function in the writing practice. It is the process of sedimentary deposits of multi-cultural information. Table 3 shows the focused elements:

Table 3. Variables of writing evaluation in reconciliation stage

Category	Chinese and English
accumulative function	Synchronic/ diachronic culture(e.g. ,historical cultures)
indicative function	binding/religious belief (e.g., taboos, the habits of national cognition)
Integrative function	universal knowledge (e.g., the sharing of technology)
directive function	constructive cultural knowledge (e.g.,human ecological community)

Reproduction has the implication that student writers exert their imaginative and initiative talents with the priority of unification of destruction and construction of the two cultural capitals. Writing is a process of cultural reproduction during which student writers first destruct the former knowledge accumulated from both cultures, then constructively extract

the potential cultural knowledge to manifest their ideas based on their cognitive and social experience. So the interwoven cultural knowledge of L1 and L2 lays the foundation for new cultural reproduction with quality of novelty, practicability and acceptability. Table 4 shows the concerned elements:

Table 4. Variables of writing evaluation in reproduction stage

Category	Chinese and English
Informativeness	(e.g. , the accuracy, completeness,.....)
creativity	(e.g., whether there is new idea, plan,.....)
practicability	(e.g., whether the writing is useful,....)
acceptability	(e.g., whether the writing style or idea is accepted,
reliability	(e.g., whether the message is true or false.)
inductivity	(e.g., whether the story is emotional or depressive.)
persuasiveness	(e.g., whether the message is recognized or not.)

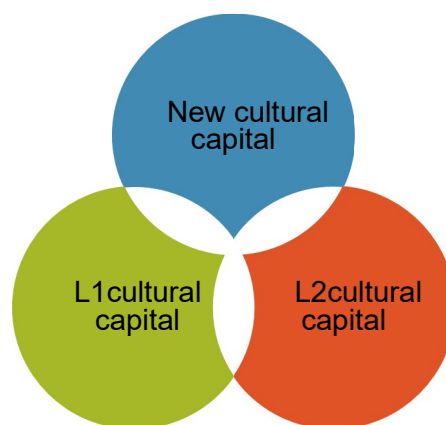


Figure 1. cultural capital accumulation in writing

As the Figure 1 shows, writing practice contributes to the new cultural accumulation. And the shared knowledge formed the foundation for new cultural capitals. The research findings show that the more writing activities the students from the rural areas participated in, the more cultural accumulation will be formed, and then the better their academic achievement will be.

3. Methodology

3.1. Accumulation of Cultural Capitals Questions

Q1: Do you think SA, PA, DC are the effective predictors in judging writing?

Q2: Is there any relationship between the writing training and the accumulation of cultural capitals?

Q3: What are the main predictors in cultural knowledge accumulation in college?

Q4: Do you think writing training can contribute to cultivating the consciousness of cultural innovation?

3.2. Instruments

In this study, quantitative and qualitative methods used together. The data were collected from tests and interviews. Tests were designed to assess the writing proficiency of student writers in operating linguistic form and cultural knowledge. The researcher adopts the following items to judge the level of a writing: SA(semantic accuracy); PA(pragmatic acceptability); DC(discourse continuity). SA, PA and DC are considered as predictors , and the total writing scores as dependent variables. In this research, semantic accuracy indicates the diachronic and synchronic appropriateness of choosing words and expressions, such as the proper use of politician and statesman in certain situation. Pragmatic acceptability refers to the harmoniousness when certain cultural information is transmitted in certain context, examples as some incorrect understanding or use of proverbs or idioms . Discourse continuity refers to cohesion and coherence in discourse organization, and there are different requirement in different language. Chinese learners always neglect some convenient cohesive and coherent markers to continue the text which results in lack of intertextuality because that Chinese expression focuses more on meaning

fluency rather than rule-governed structures. The tests are divided into two stages: the first stage tests conducted before students were engaged in the implementation of IIRR strategies, the second stage tests are designed after the IIRR strategies are experienced. In interviews, semi-structured open-ended questions are listed.

3.3. Participants and Procedures

In this study, pseudo-longitudinal data came from 90Chinese freshmen whose major subjects are civil engineering, thermal energy engineering and environment engineering and English is their required course. Prior to the experiment, all the students ere required to have comprehensive English test including the following five parts: listening, vocabulary and structure, reading, bank-closed and writing. Three groups(30 numbers in each group with equal 20male students and 10female students) are divided according to their English proficiency and education background. They are selected randomly according to their examination. And in group1 and 2, the total average English scores are not significantly different, 44.9 and 44.7 respectively. In group 1, all students from the rural areas ,and their average writing test grades are 3.8, ranging from 0 to 7; group2, all students from the migrating families (their parents have no steady jobs and no good living conditions in urban) and their average writing test grades are 3.9, ranging from 0 to 7.5 ; group3, the total average scores are 69.8, all students from the urban with good education background from the young, and their average writing test grades are 9.5, ranging from 8to 12. For the convenience of data analysis, group3 is considered as controlled group in which students are only engaged in normal teaching process. Group1 and 2 accept normal teaching project as well as IIRR teaching training for two terms. After two terms of writing training programme tests were conducted in the form of comprehensive English test including listening, reading, bank-close, writing. When testing, students are not allowed to use any technological tools to answer the questions. 90 papers are all collected in each test for the comparative analysis in this study. In the analyzing process, the total scores and writing scores are separately collected and analyzed.

3.4. Analysis

Data analysis of the writing involves the measures of cultural competence realized by discourse markers, flexibility of linguistic structure, the widely use of Level 4 or 6 vocabularies, the wholeness of a text. "discourse markers.....improve their pragmatic competence and thus function smoothly in the flow of talk" Juliane House(2013). Writing, to readers, is a two channel activity from which the subjectivity and connectivity are necessary qualities. The adequate use of discourse markers can make expression

cohesive and coherent both in English and Chinese, such as consequently, simultaneously, therefore, so.....; Flexibility of linguistic structure indicates that the variety of sentence structures should be exhibited rather than choose too simple syntactic structure. Too much simple syntactic structure fails to express associative and communicative meaning related to cultural transmission in writing. Additionally, the proper use of vocabulary and keep the quality of wholeness in textual construction are essential for the judgment of a good writing. The following Figure 3.1 illustrates the criterion for a good writing based on the present writing strategies.

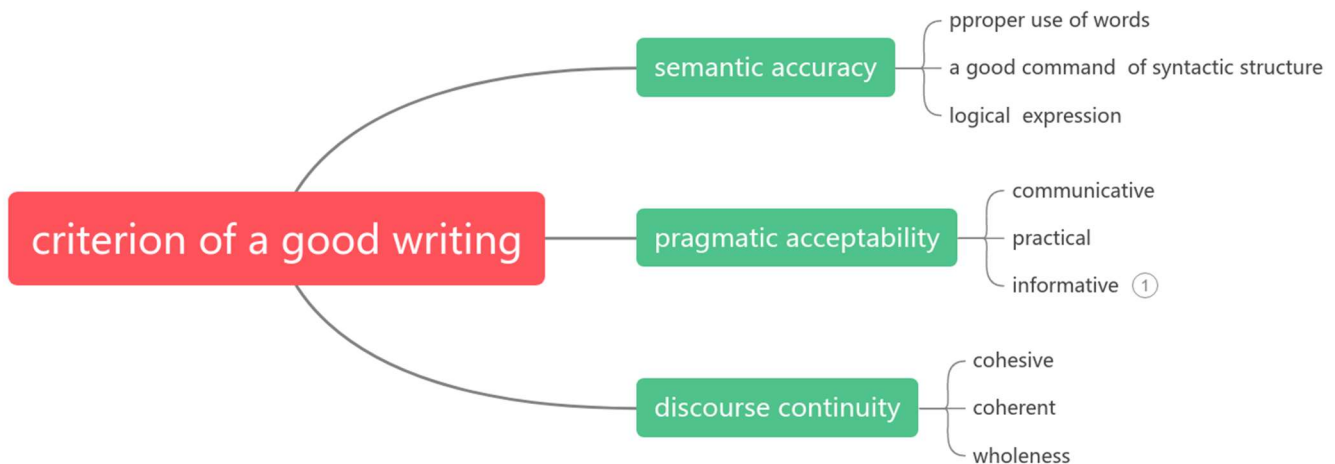


Figure 2. Criterion of writing

This chart indicates that how IIRR method measures the scores of a writing by assessing those main indicators employed by student writers. For instance, pragmatic acceptability involves wide range of cultural understanding, interpretation and complementation. If an essay has the quality of being expressive, informative and vocative, it must be communicative, particularly when cultural knowledge is appropriately used. Hence the readers can easily understand what the writer really wants to convey. So pragmatic acceptability mirrors the cultural competence of student writers as well as creativeness in manifesting new ideas, in other words, student writers not only know how to grammatically organize the text, but also concern the pragmatic function after they write, such as informativeness, persuasiveness, effectiveness and creativeness. If an essay possesses the uniqueness of the proper choices of words and structures presented by cohesion and coherence, it means the wholeness or the intertextuality is obviously manifested. In this research the full score is 15, which is the exact proportion in Chinese college terminal paper design .

4. Results and Discussion

Data are collected based on terminal public English test. The paper includes four parts totally: listening, reading, banked close and writing, and the score distribution is 25%, 50%,10% and15% respectively. The analysis can be divided into two steps. Firstly, comparison of data from writing scores three groups will be analyzed. Second, scores from semantic accuracy, pragmatic acceptability and discourse continuity were collected for accessing the levels of linguistic, cultural competence. In this research comparative analysis was adopted for demonstration of effectiveness of the intentional writing practice in accumulation of cultural capitals.

4.1. Results and Analysis of the Test Data

4.1.1. Comparative Analysis among Three Groups of the Mean Scores of Semantic Accuracy

Table 5. Result of an ANOVA analysis of Past-test of the three groups in writing scores

Group		SA	PA	DC	TS(Total points)
1	Mean	3.6833	4.4833	4.3833	12.5500
	N	30	30	30	30
	Deviation	0.44496	0.44496	0.52000	1.17701
2	Mean	3.6167	4.4000	4.2833	12.3000
	N	30	30	30	30
	Deviation	0.46763	0.46238	0.48572	0.99655
3	Mean	3.5833	3.9667	3.7500	11.3333
	N	30	30	30	30
	Deviation	0.55837	0.49013	0.46886	1.06943
Total	Mean	3.6278	4.2833	4.1389	12.0611
	N	90	90	90	90
	Deviation	0.48899	0.51413	0.56104	1.19415

Table 6. Result of an ANOVA analysis of Pr-test of the three groups in writing

Group		SA	PA	DC	TS(Total points)
1	Mean	2.5667	2.2000	1.9500	6.7167
	N	30	30	30	30
	Deviation	0.63968	0.62422	0.62076	1.67992
2	Mean	2.6000	2.1167	1.9667	6.6833
	N	30	30	30	30
	Deviation	0.71197	0.61143	0.57135	1.58377
3	Mean	4.0667	3.6167	3.7000	11.4167
	N	30	30	30	30
	Deviation	0.48660	0.52000	0.46609	1.02624
Total	Mean	3.0778	2.6444	2.5389	8.2722
	N	90	90	90	90
	Deviation	0.93289	0.90332	0.99218	2.66074

In this data analysis, comparative method is adopted for the purpose of illustrating the significant difference by employing the IIRR writing strategies. As Figure 3.1 suggested, evaluation to a writing can rely on the three conceptual terms: (\pm semantic accuracy; (\pm pragmatic acceptability); (\pm discourse continuity). This longitudinal study lasts two academic years. After the observation of two semesters, the findings suggest the effectiveness of IIRR strategies in the construction of cultural capital in English learning.

Table 5 and Table 6 distinctively illustrate the effectiveness of IIRR strategies (imitation, incursion, Reconciliation and reproduction). In experimental group 1 and 2, both of the semantic accuracy in Past-test are all higher than in pretest. In the controlled group 3 the semantic accuracy in Past-test are all lower than in pretest. This indicates that this writing training is effective for cultivating a good habit in the proper use of linguistic and syntactic structure. The finding also suggests that in the practice of cultural accumulation, vocabularies and the rule-governed English structures functions as an entrance from which learners could seek the opportunities to know about more English cultural information. It also suggests that intensive training for foreign language practice is essential in the improvement of foreign cultural construction. As result from the group 3, the rate of accurate use in semantics dropped due to lacking regular cultural learning training.

4.1.2. Comparative Analysis among Three Groups of the Mean Scores of Pragmatic Acceptability

Concerning pragmatic acceptability, group 1 and 2 both keep significantly higher than in pretest. Pragmatic acceptability involves the communicative channels by which readers can understand and interpret what the writers really intent to convey depending on the implication of cultural meaning. That readers can catch the meaning of an essay is more alike that a hearer can catch the meaning of a speaker. The difference is that the former more often relies on not only the semantic symbol but also pragmatic implication with cultural information being interwoven, while the latter more depends on true situation of utterance between the speaker and the hearer with gestures involved., so a good writing needs appropriateness and harmoniousness with context the writer provides to the reader. The data suggests that the more IIRR training for the students, the better the students write, the higher scores they will get. In comparison with the two experimental groups, the controlled group 3 only has slight improvement in this aspect after two terminals' normal language study.

4.1.3. Comparative Analysis among Three Groups of the Mean Scores of Discourse Continuity

Considering the discourse continuity, the data suggests that both group 1 and group 2 in post-test have greatly improved in this aspect in comparison with the result in pretest. After being accepted IIRR writing program, the level to organize a text has been improved a lot. But the controlled group statistically made no difference by receiving the normal learning method in pretest and post-test.

4.1.4. Comparative Analysis among Three Groups of the Total Scores of Pretest and Post- test

Table 7. total scores of post- test

Category	total scores	means
Group1	2178	72.6
Group2	2169.5	72.3
Group3	2152	71.7

Table 8. total scores of pretest

Category	total scores	means
Group1	1438	47.9
Group2	1469.5	48.9
Group3	2152	73.5

Table 7 and Table 8 distinctively illustrate the effectiveness of IIRR strategies (imitation, incursion, Reconciliation and reproduction). There being a positive relationship between writing skills and cultural accumulation. It suggests the positive relationship between the accumulation of cultural capitals and language proficiency. Both group 1 and group 2 shows the similar effect in the experiment. When their writing levels are greatly improved after IIRR training program, the terminal English academic achievement will wholly be increased. On the contrary, the controlled group three has no significant improvement in the two semesters due to no implementation of IIRR training program, though group 3 has good English proficiency initially, the total mean scores after two semesters are not significantly different.

4.2. Results of the Interviews

In order to illustrate the result of the test, an semi-structured interview concerning the information in the test was conducted. In each group, five students were selected to answer the questions.

Regarding the question 1 and 2, the data from the students in group 1 and 2 suggests that students intended to get higher scores by the proper use of words, expressions, idioms, sayings and many other cultural knowledge. Students pay more attention to the first two criteria (semantic accuracy and pragmatic acceptability) rather than discourse continuity.

Generally, when they read the topic requirement, the first thing they want to do is how to express their ideas in a right way and how to make the meaning they will convey clear. As the quality of wholeness of a discourse, they always ignore it unless they have the confidence to ensure the accomplishment of the first two criteria. Students in the experimental groups also found that the practice of writing could help them to enlarge their horizons of English culture which greatly cultivate their interest in cultural learning. All the interviewees have the same experience that, when they write something, they tend to organize ideas firstly in the Chinese reasoning style, then transform them into English ways. When they want to use idioms and proverbs to express their ideas, they might depend on the understanding of the equivalent Chinese idioms or proverbs, which provides the evidence that the Reconciliation of L1 language and L2 language is acceptable and applicable. Students also suggest that the process of writing is a process of comparison and inflection of two language and cultures. They could not purely write something without reasoning ideas in Chinese. Moreover, the new information in foreign language study also stir their imagination occasionally. The above analysis further prove the advantages of writing practice and its functions in cultural accumulation. As Figure 2-6 indicates, the assets of language learning and practice always are larger than anyone of them because the insight into a new culture might bring initiative in the mind of learners.

Students in group 3 suggests that they have no additional training for writing and other enforcement for cultural learning, and in college they decrease the interest in language cultural learning. They feel the three criteria of judging the level of writing are all important, but they believe that semantic accuracy is the precondition for a good text.

Q1: Do you think SA, PA, DC are the effective predictors in judging writing?

Q2: Is there any relationship between the writing training and the accumulation of cultural capitals?

Q3: What are the main predictors in cultural knowledge accumulation in college?

Q4: Do you think writing training can contribute to cultivating the consciousness of cultural innovation?

4.3. Discussion

4.3.1. The Effective Predictors in Judging Writing

Foreign language learning is closely related to cultural accumulation. The IIRR reports that the criteria for judging a good writing practically includes semantic accuracy, pragmatic acceptability and discourse continuity. In the process of imitation, lots of reading work should be done with the help of books, internet and many other modern cultural goods, and simultaneously, those cultural goods will make the imitation possible to improve the effectiveness of the writing skill. So imitation has the double function in language learning practice.

Pragmatic acceptability is relatively higher demand for determining the level of a writing. It is macro-arrangement combined with discourse markers which coordinately contributes to the wholeness of a good writing. The orders students care: $(\pm \text{semantic accuracy}) > (\pm \text{pragmatic acceptability}) > (\pm \text{discourse continuity})$.

4.3.2. The Relationship between the Writing Training and the Accumulation of Cultural Capitals

Based on the data from IIRR writing training, both experimental groups made great progress in writing. In PA,

students' scores are significantly improved in comparison with the scores in pretest.

4.3.3. The Relation between Writing Training and Cultural Innovation

Reproduction in writing lies in the fact that student writers not only focus on the exact meaning in a right place, but also focus on what you said is innovative or not. Generally, in the last part of a writing requires student writer to represent personal opinion which must be in coincident with the development of society, serving the purpose of social requirement and keeping with the step of social reforming and opening, which practically inspire the spirit of creative talent. According to the interview, students would like to express their new ideals in this part with imaginative style. In the judgement of students writing score, students will be rewarded 2-3 scores if the innovative part is expressed well.

4.4. Pedagogical Implications

The findings in this paper provide some suggestive ideas in the accumulation of cultural capitals for public English language learners in college at relatively lower or intermediate levels. For those students, to meet the requirement of semantic accuracy, pragmatic acceptability and discourse continuity in writing is a difficult job in the initial stage. Those broken sentences, disconnected context outlines, improper expression of cultural knowledge can not reach the purpose of accomplishment in English academic achievement. In the previous years, those students with lower scores (below 50 scores in college entrance examination) were required in a slow class, but the fact that those students were put together and their emotion to learn English would gradually have been diminished because of no inspiring or stirring learning environment. If all the students in a class have no interest in learning English, the English efficiency will doom to get no progress. Additionally, there being no effective path to improve their English, only keeps things as naturally as they are. So that level-classified teaching method was ended in failure. In this research the IIRR writing strategies could provide suggestive way to change the situation. The advantages of this method can be presented in the following aspects:

Firstly, design the effective and suitable curriculum which is the precondition for further progress. When the academic situation of those weak groups has been accessed, the curriculum design should be in progress. The proper curriculum functions as a wizard book by which students motivation to enjoy new cultures would be encouraged.

Secondly, regular training with diverse forms are manipulative. Through the experiment, students with lower English proficiency all willing to participate in the program. They feel it is a good chance to improve the English achievement.

Thirdly, this training program is easy and practical. If the training conducted regularly once a week, it is effective through the data in this research. It spent no much money and time.

5. Conclusion

Based on the the investigation in this research, several suggestions concerning cultural accumulation have been given based on the quantitative and qualitative analysis. Findings indicate that imitation, incursion, reconciliation and reproduction are the affective way to the construction of

cultural capitals. Students from the rural areas and from the emigrant families possess less advantages of cultural capitals in their earlier school years, but with the effort of IIRR help, their writing competence and their English academic achievement have been changed greatly. It means that the cultural accumulation is dynamic and developed. Students with less advantages of cultural knowledge could make progress with right method and positive learning attitude.

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Accumulation of Cultural Capital Questionnaire

NO	Statement	SD	D	U	A	SA
1	I like reading books and imitate their style concerning the appropriateness of semantic expression in writing.	1	2	1	5	6
2	I pay more attention to pragmatic function in expressing my ideas in writing	1	1	1	6	6
3	I like to organize my ideas cohesively and coherently.	0	0	1	7	7
4	Writing needs hard jobs in preparation of collecting materials depending on modern cultural goods, such as internet, electronic dictionary, etc.	0	0	0	10	5
5	The process of writing is the process of cultural capital accumulation.	1	1	1	6	6
6	Imitation can promote the increase of cultural competence which is good for cultural capital accumulation.	0	1	1	6	7
7	The extent of emerging oneself in learning language and culture are important in cultural learning.	0	0	1	7	7
8	The pragmatic consideration is important in the communicative writing channel.	1	1	1	5	7
9	The fusion of two culture learning are beneficial to the accumulation of foreign cultural capital.	1	0	0	8	7
11	Education policy is important to foreign cultural capital accumulation.	1	1	2	6	5
12	Graduation requirement is essential to foreign cultural capital accumulation.	0	0	1	8	6
13	Future job orientation is a key point for foreign cultural capital accumulation.	0	1	1	7	5
14	The learning environment in dormitory is important in foreign cultural capital accumulation.	1	1	1	8	4
15	Writing training can promote students' talent in the form of cultural imagination and cultural creation.	0	0	2	6	7

Appendix 1:

The Writing practice and the accumulation of Cultural Capital Questionnaire

Questionnaire on English cultural capital accumulation by writing practice

In this questionnaire, there are some questions marked with four choices. You can give your answer based on your personal understanding and experience. There is no "right" or "wrong" answer. All the answers related to personal information will be privately guaranteed.

In my English learning practice in college life, writing practice _____ require me to do lots of preparation for cultural knowledge study .

A. always B. sometimes C. seldom D. never

When I want to write an English story, the way to describe something or to picture a figure _____ depends on Chinese language style.

A. mostly B. occasionally C. always D. never

3. When I want to write an English story, the way to describe something or to picture a figure _____ depends on English language style.

A. mostly B. occasionally C. always D. never

4. When I want to write an English story, I _____ accomplish my work with the advantages of both Chinese and English.

A. mostly B. occasionally C. always D. never

5. In the process of writing, I realize that the accumulation of Chinese cultural knowledge is _____ beneficial to improvement of English writing skills.

A. very B. a little C. not D. never

6. In the process of writing, I realize that the accumulation of both Chinese and English cultural knowledge is _____ beneficial to improvement of English writing skills because there are common characters between different languages in most perspectives.

A. very B. a little C. not D. never

7. In order to make your expression clear, you always borrow _____ proverbs, idioms, etc.

A. Chinese B. English C. both Chinese and English D. not any of

8. In my writing, I prefer to use _____ to express my ideas.

A. passive voice B. active C. both passive and active D. not any of

9. English language is a rule-governed language, so when you express complicated ideas, you are _____ interrupted by Chinese style- meaning-focused expression.

A. not B. easily C. sometime D. always

10. Huddling words and expressions randomly is prohibited in English writing. The most effective way to deal with it is to _____ or others based on your learning experiences

A. imitation of famous essays B. reading more classical literature

C. reciting famous texts D. ignorance of those

11. writing an essay needs _____ understanding of two cultures.

A. complete B. less C. no D. a little

12. The practice of writing is _____ the process of two cultural tasting, cultural digestion cultural reflection and cultural comparison with critical thinking involved.

A. completely B. not C. by no means D. none of them

13. I _____ agree with the opinion that writing is the process of creation which needs understanding of both cultures, recognition of cultural traditions, imagination of cultural reproduction.

A. completely B. not C. by no means D. none of them

14. The learning environment in dormitory _____ affect on the interest in the accumulation of cultural capital.

A. will B. will not C. more or less D. greatly