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A Contrastive Study of Anaphora in English and Chinese

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ABSTRACT

Recently, there has been growing interest in the study on cohesion of texts, particularly in the aspect of anaphoric reference. The problem under discussion is within the scope of similar and different usages of anaphors in English and Chinese. Although much work has been done, more studies need to be conducted to ascertain the convincingness of the theories. This essay will demonstrate language materials in real situation in English text and its Chinese translations to prove, explain and enrich the theories about the distinction of English and Chinese anaphora. The thesis for this essay is the contrastive study of anaphora between English and Chinese texts that is the dissimilarities of anaphora in these two language texts and discuss the reasons that caused these differences. And for arguments, four cases of Han's Andersen's fairy tales and their Chinese translations and one example from New Oxford Dictionary are selected for the purpose. For methodology, quality analysis is employed. But in general, it is to compare and to contrast in the light of Halliday's theory on cohesion. The way adopted is to compare broad wise, which means to list similarities and dissimilarities of things needed to be contrast -- anaphora in English and Chinese texts, and then conducts further analysis on them with the theoretical framework. In aspect of detailed analysis, the author adopts the way of illustration, combining language phenomenon listed above with arguments.

1. Introduction

The founder of Systemic-Functional Grammar, M.A.K. Halliday and Ruqaiya Hasan (1976) discuss five types of cohesion in their *Cohesion in English*. Among these devices, reference is the one that most frequently used. According to Halliday and Hasan (1976:), only endophoric references function as cohesion and most of them belong to anaphors. The purpose of this paper is to find some specific examples in English texts and their Chinese translated versions to prove some theories which relate to the similarities and differences between English and Chinese anaphora. For example, in English there are reflexive pronouns and relative pronouns but not in Chinese. Thus, when translates these pronouns, differences occur. In addition, when mention other people' words, the thing just happened and source language, the use of demonstrative anaphora in English and Chinese texts is also distinct. Furthermore, when use adjective and adverb as comparative anaphora, dissimilarity exits between English and Chinese texts. The methods used in this paper were known as qualitative analysis and case study. Those were to collect concrete texts in real language materials——English and Chinese versions of Hans Anders-

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en's Fairy Tales, and then analyzed them. Results showed that since English and Chinese belonged to two different language families and each of them owned its unique culture, and differences did exist on anaphoric references used in English and Chinese texts. In summing up, it may be stated that the thesis deepens the theories and is beneficial to the practice, such as EFL teaching, writing and Chinese-English translation.

2. Literature Review

2.1. Background and Research on Anaphora

Since the beginning of the 20th century, different theories and schools continuously boomed, such as structuralism, generative grammar, case grammar, Prague School, London School and Systemic-Functional Grammar. Among these schools, Systemic-Functional Grammar is different from others, for it focusing on the study of text, particularly for its founders, Halliday and Hasan who made outstanding contribution in this aspect (Zhang Delu, F26). Inspired by the Chinese grammarian, Wang Li etc. (Hu Zhuanglin, 1996), English grammarian Halliday firstly put forward the concept of cohesion in 1962. With his wife, he enriched the classification of cohesion and divided it into reference, substitution, ellipsis, conjunction and lexical cohesion five types in their co-written book *Cohesion in English* ((1976)). This book has been regarded worldwide as the breakthrough in text analyzing (Hu Zhuanglin, 1996). In their later work *Language, Context and Text* (1985), Hasan broadened the area of cohesion and divided it into structural cohesion and non-structural ones (Zhang Delu, F31). Meanwhile, in China, linguist Hu Zhanglin published one professional book(1994) and wrote several papers(Hu Zhanglin, 1993;1996) to advice multi-level models for text cohesion and coherence, and discussed phonological system's cohesive function in English text (Zhang Delu, F32).

Anaphora, this word originates from ancient Greek, which means referring up. Cater (1987) defines anaphora as one special conglutinative relation. He claims that if two language items owned conglutinative relation, then one's meaning is itself ambiguity or non-integrity. Only through the meaning of another language item(antecedent) can this one's concept be understood (Lei Furong, Zhang Shunyao, 2008). Sag and Hankamer sorted anaphora into surface anaphora and deep anaphora (Ariel, 1990; 58). They defined the anaphora which is controlled by syntactic elements as surface anaphora, i.e. the referring item in surface anaphora must be realized in language, or in other words, the anaphora and the antecedence must keep agreement in aspects of personal, gender, and number. On the other hand, they classified the ones which could not be settled within the syntactic scope and controlled by context and pragmatic elements as deep anaphora (Feng Zongying, Shao Zhihong, 2004).

The earliest systematic studies on anaphora belong to the field of formal grammar, especially the generative school (Xu Yulong, 2004). These studies are mainly carried out on the syntactic level and try to illustrate reference on the base of co-restrictive relations among each language item (Wangjun, 2007). Formal Grammar's study on anaphora began from Chomsky (1981), one important content was his binding theory (Jiang Wangi, 2006). Horn (1984), Levison (1987) and Huangxan (1991,2000) studied anaphora from the point of pragmatics. Most of them thought anaphora was a matter of semantics or pragmatics and it was too rigid to make rules on syntactics only when conducted text study (Lei Furong, Zhang Shunyao, 2008) .The first person conducted systematic studies on anaphora from the cognitive angle was Chafe (1976), who believed different reference vocabularies linked closely with referent's activity conditions in brain. Later, Prince (1981), Gundel (1993), Ariel (1990) and Langaeker(1987) put forward their own theories about anaphoric studies from cognitive point of view(Lei Furong, Zhang Shunyao, 2008), especially Ariel, who suggested that there was an accessibility marking scale for referents. Accessibility is a cognitive-psychological concept, which usually means the easy or difficult degree of picking up one language or memory unit in brain's memory system when one is speaking (Lei Furong, Zhang Shunyao, 2008). The reason why some people appreciate Chinese scholar Xu Yulong (2004) was that he initially advanced to start the study of anaphora from the text-topic (Jiang Wangqi, 2006).

However, although many scholars studied texts from different angles, such as the generative school, pragmatics, cognitive point or text-topic, the most acceptable and authoritive theories on text, cohesion, reference and anaphora root in Systemic-Functional Grammar.

2.2 Systemic-Functional School's Theory of Anaphora

2.2.1. Definition of Anaphora

As Halliday and Hasan (1976) mentioned, "the word text is used in linguistics to refer to any passage, spoken or written, of whatever length, that does form a unified whole. A text is best regarded as a semantic unit: a unit not of form but of meaning." The same is the cohesion. "It refers to relations of meaning that exit within the text… It occurs where the interpretation of some element in the discourse is dependent on that of another" (Halliday and Hasan 4). According to them (1976), cohesion could be

itemized as grammatical cohesion (reference, substitution, and ellipsis), lexical ones (lexical) and conjunctions which are on the borderline of the previous two. Following table is the detailed classification of Halliday's one type cohesion-reference:

Table1. Classification of Reference

Reference		
[situational] Exophora	[textual] Endophora	
	[to preceding text]	[to following text]
	Anaphora	Anaphora

(Halliday and Hasan 33)

Situational reference: "referring to a thing as identified in the context of situation. Textual reference: referring to a thing as identified in the surrounding text" (Halliday and Hasan 32).

Anaphor: "the thing the reference presuposing appears in the text ahead" (Zhuyongsheng, Zhenglixin and Miaoxingwei, 16).

Cataphora: "the use of a word or phrase that refers to or stands for a later word of phrase"(New Oxford Dictionary).

2.2.2 The Classification of Reference Including Anaphora

Based on the division of Halliday and Hasan (1976), reference is sorted into three kinds: personal reference, demonstrative reference and comparative reference.

2.2.2.1 Personal Reference

"Personal reference is reference by means of function in the speech situation, through the category of person" (Table 2).
(Halliday and Hasan 37)

Table 2. Personal reference

Semantic category	Existential		Possessive	
Grammatical function	Head			Modifier
Class	noun(pronoun)	determiner		
Person:				
speaker(only)	I	me	Mine	My
addressee(s),with/ without other person(s)	You		Yours	Your
speaker and other person(s)	We	us	Ours	Our
Other person, male	He	him	His	His
Other person, female	She	her	Hers	Her
Other person; objects	They	them	Theirs	Their
object; passage of text	It		[its]	Its
generalized person	One			one's

(Halliday and Hasan 38)

The traditionally recognized categories are first person, second person and third person, and only the third person has the function of cohesion, moreover; the third person pronouns mainly function as anaphors (Zhu Yongsheng, Zheng lixin and Miao Xingwei, 20). For example:

"[1] John has moved to a new house.
[2] He had it built last year.
[3] His wife must be delighted with it.
[4] I don't know it was his."

(Halliday and Hasan 55)

For 'he', 'his' and 'his' in second, third and last sentence all refer to 'John' in the first sentence and they all together compose anaphors, work as cohesion in the text. More examples are:

"[5] [The Queen said:] 'Curtsey while you're thinking what to say. It saves time.' Alice wondered a little at this, but she was too much in awe of the Queen to disbelieve it."

(Halliday and Hasan 52)

In first two sentences, 'it' refers to the fact that 'Curtsey while you're thinking what to say,' this is a typical example of extended reference of it. In this sentence, the referent the reference item referring to extends from subjects or persons to phenomenon in question, grammatically the form of reference item broadens from one word, phrase or clause to a sentence. In the last sentence, 'this' refers to the whole process above, that is 'Curtsey while you're thinking what to say. It saves time'. This is the text reference usage of anaphor this.

2.2.2.2 Demonstrative Reference

"Demonstrative reference is reference by means of location, on a scale of proximity" (Table 3).

(Halliday and Hasan 37)

Table 3. Demonstrative reference

Semantic category	Selective		Non-selective
Grammatical function	Modifier/Head	Adjunct	Modifier
Class	Determiner	Adverb	Determiner
Proximity: near far neutral	this these that those	here[now] there then	The

(Halliday and Hasan 38)

(1) This and That

The most frequently used demonstrative references are this, that and their plural forms. Following are examples of them:

[6] a. There seems to have been a great deal of sheer carelessness.

-This is what I can't understand.

b. There seems to have been a great deal of sheer care-lessness.

-Yes, that's what I can't understand.

(Halliday and Hasan 60)

This case perfectly displays the difference between this and that in usage. Generally speaking, this refers to things the speaker himself says while that refers to words the person who communicating with the speaker utters. Other dissimilarities are:

[7] a. We went to the opera last night. That was our first outing for months.

b. We're going to the opera tonight. This'll be our first outing for months.

(Halliday and Hasan 60)

From these instances, it's easier to observe: That usually associates with the referent belong to the past, however; this often together with the present or future tense. More illustration:

[8] They broke a Chinese vase.

(i) That was valuable.

(ii) That was careless.

(Halliday and Hasan 66)

This example contrasts the distinctive use of that and fully explains its another referential function, i.e., refers to a fact. The 'that' in the second sentence refers to the object——'Chinese vase', but in the third sentence, 'that' refers to the event, 'they broke a Chinese vase'. Further explanations:

[9] a. 'Give your evidence,' said the King; 'and don't be nervous, or I'll have you executed on the spot.'

This did not seem to encourage the witness at all.

b. 'But what did the Dormouse say?' one of the jury asked.

'That I can't remember,' said the Hatter.

(Halliday and Hasan 67)

All of them are examples of extended reference of this and that. In sentence a, 'this' refers to King's command and the might-be result. In sentence b, 'that' refers to the answer of the Dormouse.

(2) Demonstrative Adverbs

Apart from this, that and their plural forms, there are still some other demonstrative references, such as here, there, now and then. For example:

[10] 'Of course it would be all the better,' said Alice:

'but it wouldn't be all the better his being punished.'

'You're wrong there, at any rate,' said the Queen.

(Halliday and Hasan 75)

Here and there regularly parallel with this and that in referring, and usually work in the extended reference. In the case above, 'there' means in that respect, the whole sentence 'You're wrong there.' could be understood as the Queen thinks Alice's thinking 'but it wouldn't be all the better his being punished.' is wrong. Other examples about demonstrative adverbs are:

[11] In my young days we took these things more seriously.

We had different ideas then.

In the second sentence, 'then' refers to 'young days' mentioned in the first sentence.

(3) The

Halliday and Hasan(1976) say, for the article the, only when it functions as anaphoric reference, it is cohesive. Detailed explanation is:

[12] Last year we went to Devon for a holiday. The holiday we had there was the best we've ever had.

(Halliday and Hasan 73)

At the beginning of the second sentence, 'the' refers to the holiday we spent in Devon last year.

2.2.2.3 Comparative Reference

"Comparative reference is indirect reference by means of identity or similarity" (Table 4).

Table 4

General (deictic)		Identity	Same equal identical, identically
		Similarity	such similar, so similarly likewise
		Difference	Other different else, differently otherwise
Comparison			
Particular (non-deictic)		numerative	More fewer less further additional;so-as-equally-+quantifier, eg.: so many
		Epithet	comparative adjectives and adverbs, eg: better; so-as-more-less-equally-+comparative adjectives and adverbs, eg: equally good

(Halliday and Hasan 37)

The general comparative reference focused on similarities and dissimilarities of objects, without touching upon any feature or character. On the other hand, particular comparative reference discusses quantity or quality of the object, besides, it happens within the sentence structure, thus, particular reference is not cohesive (Zhuyongsheng, Zhenglixin and Miaoxingwei, 26). For instance:

[13] a. Jennings is here to see you.-I was expecting someone different.

b. They've given us special places in the front row. Would you prefer the other seats?

(Halliday and Hasan 79)

In sentence a, 'someone different' means comparing with the 'Jennings', I looked for some different. In sentence b, "other seats" illustrates contrasting with 'front row', you may like other seats.

[14] Gerald Middleton was a man of mildly but persistently depressive temperament. Such men are not at their best at breakfast.

(Halliday and Hasan 79)

In this case, 'such men' points to the men who like 'a man of mildly but persistently depressive temperament'.

[15] a. 'Everybody says "Come in!" here,' thought Alice, as she went slowly after the Gryphon: 'I never was so ordered about in all my life, never!'

(Halliday and Hasan 79)

'So' in the second sentence refers to the action and behavior of Alice described in front sentences.

On the point of difference of anaphora between English and Chinese texts, Qian Haiying and Wanglei (2005) said that English mostly uses pronouns liking "he" to function as anaphora while Chinese frequently adopts words of zero form to complete that job.

They also mentioned one example:

Mary visited the Great Wall and she was very excited.

玛丽参观了长城，感到很高兴。

For this example, in English sentence, personal pronoun "she" is used to refer to Mary in the front while in its translation, there is an invisible but esthetic psychologically subject of " 感到很高兴 " which points to the previous " 玛丽 ".

From this example people may realize that there are distinctions of anaphora between English and Chinese texts. More comprehension and notice of these differences will help us better do some practical work. Next, the author will present detailed explanations of English and Chinese anaphora's distinctions.

3. A Contrastive Analysis of Anaphora Between Chinese and English

3.1 Anaphora in Personal Reference

3.1.1 The Classification of Personal Anaphora

The classification of English personal anaphora is mentioned above:

Table 5. Personal Anaphora

Semantic category	Existential		Possessive
Grammatical function	Head		Modifier
Class	noun(pronoun)	Determiner	

Person:				
speaker(only)	I	Me	Mine	My
addressee(s), with/without other person(s)	You		Yours	Your
speaker and other person(s)	We	Us	Ours	Our
Other person, male	He	Him	His	His
Other person, female	She	Her	Hers	Her
Other person; objects	They	Them	Theirs	Their
object; passage of text	It		[its]	Its
generalized person	One			One's

(Halliday and Hasan 38)

And, the Chinese personal anaphora could be classified into three kinds (Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 28):

第一人称：我，我们
第二人称：你，你们
第三人称：他，她，它，他们，她们，它们

(Zhuyongsheng, Zhenglixin and Miaoxingwei, 28)

3.1.2 Relatival Pronouns in English but Chinese

One of the distinctions between English and Chinese is that English has relatival pronouns. Thus, on many occasions, personal pronouns in Chinese texts could be expressed with relatival pronouns in corresponding English texts, for examples:

[16a] Many years ago there lived an Emperor who was so uncommonly fond of gay new clothes that he spent all his money on finery.

(L.W.Kingsland, 107)

[16b] 许多年以前有一位皇帝，他非常喜欢穿好看的新衣服。他为了要穿得漂亮，把所有的钱都花到衣服上去了。

(Net.1)

[17a] The dog that sits there has a pair of eyes each as big as a millstone, but don't let that worry you.

(L.W.Kingsland, 2)

[17b] 不过那坐着一只狗，它的眼睛有水车轮那么大。可是你不要去理它。Linhua.

("Antushengtonghua."1994.http://www.tianyabook.com/antusheng/antu161.html)

In these examples, the anaphora in Chinese sentence is realized through personal pronouns, " 他 "and " 它 ", while in English sentence, the anaphoric reference is completed with relatival pronouns "who" and "that", which make the English sentence into subordinative compound. In this case, the expression of English is more concise than that of Chinese. However, the angle of this illustration is more from formalism rather than from System-

ic-Functional Grammar.

3.2. Anaphora in Demonstrative Reference

3.2.1 The Classification of Demonstrative Anaphora

The sort of English demonstrative anaphora is illustrated previously

Table 6. Demonstrative Anaphora

Semantic category	Selective		Non-selective
Grammatical function	Modifier/Head	Adjunct	Modifier
Class	Determiner	Adverb	Determiner
Proximity: near far neutral	this these that those	here[now] there then	The

(Halliday and Hasan 38)

The itemization of Chinese demonstrative anaphora by Wangli is quite similar with that of Halliday and Hasan:

		单数：	这，这个
	近指的：		
		复数：	这些
指示代词：			
		单数：	那，那个
	远指的；		
		复数：	那些

(Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 30)

3.2.2 "This", "that" and " 这 ", " 那 " in Mentioning Others' Words

In Chinese text, " 这 " is used to refer to others' words, but in same situation, in

English often "that" is often used (Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 32). For example:

[18a] Just put him down on my apron and he'll do you no harm. And then you can take as much gold as you like from the chest!

'That doesn't sound so bad!' said the soldier.

(L.W.Kingsland, 2)

[18b] 你只消把它放在我的围裙上，它就不会伤害你了。你从那个箱子里能够取出多少金子来，就取出多少来吧。

"这倒很不坏，"兵士说。

(Net.1)

In Chinese sentence, " 这 "was adopted to point to the words said by the witch; however, in English sentence, "that" is used to do the same function.

3.2.3 "This", "That" and " 这 ", " 那 " in Mentioning the Thing Just Happened

In Chinese texts, " 这 "is used to mention the affair just occurred while in English, "that" is adopted(Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 32). For illustrations:

[19a] He was living a life of pleasure now, going to plays, riding in the royal gardens, and giving a great deal of money to the poor- and that was noble of him. He knew well enough from the old days how wretched it can be not to own a penny!

(L.W.Kingsland, 5)

[19b] 他现在生活得很愉快，常常到戏院去看戏，到国王的花园里去逛逛，送许多钱给穷苦的人们。这是一种良好的行为，因为他自己早已体会到，没有钱是多么可怕的事！ (Net.1)

In case of [19a], that refers to what the soldier did in the past, while in its Chinese translation[19b], the indicator is " 这 ". In instance [20]:

[20a] But when he saw that a cross had been drawn on the gate where the soldier lived, he took a piece of chalk, too, and marked crosses on all the gates throughout the whole town. And that was a clever thing to do, for now the lady-in-waiting would certainly not be able to find the right gate when there were crosses on all of them.

(L.W.Kingsland, 7)

[20b] 不过当他看见兵士住的那幢房子的门上画着一个十字的时候，他也取一支粉笔来，在城里所有的门上都画了一个十字。这件事做得很聪明，因为所有的门上都有了十字，那个老宫女就找不到正确的地方了。

(Net.1)

In this example, "that" in [20a] point to what the dog did after he saw the lady-in-waiting made a cross on the soldier's door, but in its Chinese translation [20b], the reference is " 这 ".

3.2.4 "This", "That" and " 这 ", " 那 " in Referring to the Source Language:

When the speaker points to what is claimed in the preceding part of text, Chinese often choose " 这 ", while English people pick up "that"(Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 32). For instance,

[21a] 'What's this!' thought the Emperor. 'I don't see a thing! This is really awful! Am I stupid? Am I not fit to be Emperor? That would be the most shocking thing that could happen to me!

(L.W.Kingsland, 111)

[21b] "这是怎么一回事呢？ "皇帝心里想。"我什么也看见！这真是荒唐！难道我是一个愚蠢的人吗？

难道我不配做皇帝吗？这真是我从来没有碰见过的一件最可怕的事情。"

(Net.1)

In case of [21a], "that" refers to what the Emperor thought in the preceding sentences: Am I stupid? Am I not fit to be Emperor? However; in its corresponding Chinese translation[21b], " 这 " is as translated.

3.2.5. The Article "the" and Zero Anaphora (零式回指)

The biggest difference between English and Chinese is English has article "the" (Huzhuanglin, 1994). Halliday and Hasan (1976) thought "the" is a brief form of "that", but "the" is different from "that", "the" can only function as article. In referring system, the subject article "the" referring to is special and distinguished. Since in Chinese there is no article "the", "zero anaphora"is often adopted in expressing the corresponding meaning.

When expresses one certain thing, English must use the particular determiner before the noun while Chinese, if the certainty of the referring item is assured in context, use" 零式回指 (zero anaphora)". That is, there is no particular determiner to modify. Therefore, Chinese usually repeat the original vocabulary to realize the reference under this situation (Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 34). Like:

[22a] 'Hi, you cobbler's boy! There's no need to be in such a hurry,' the soldier said to him. 'There won't be anything doing before I get there! Just run along to where I live and fetch me my tinder-box, and I'll give you a shilling! But you must make good use of your legs!' the cobbler's boy was anxious to have his shilling and scurried off after the tinder-box. He gave it to the soldier-and now we shall hear what happened!

(L.W.Kingsland, 9)

[22b] " 喂 , 你这个鞋匠的小鬼 ! 你不要这么急呀 ! " 兵士对他说。" 在我没有到场以前 , 没有什么好看的呀。不过 , 假如你跑到我住的那个地方去 , 把我的打火匣取来 , 我可以给你四块钱。但是你得使劲地跑一下才行。" 这个鞋匠的学徒很想得到那四块钱 , 所以提起脚就跑 , 把那个打火匣取来 , 交给兵士 , 同时 — 唔 , 我们马上就可以知道事情起了什么变化。

(Net.1)

In example [22b], second repeating " 鞋 匠 的 学 徒 " particularly refers to the first " 鞋 匠 的 小 鬼 " however; This specialty is presented through the article "the"(以此类推) before cobbler's boy in English text. Further illustration:

[23a] Round the fields and meadows there were vast woods, and in the midst of the woods were deep lakes.

(L.W.Kingsland, 214)

[23b] 田野和牧场的周围有些大森林，森林里有些很深的池塘。

(Net.1)

In this case, the second " 森 林 " in Chinese sentence specially refers to the first woods around the fields and meadows, while in English, this particularity is expressed through article "the" before woods.

3.3 Anaphora in Comparative Reference

3.3.1 Chinese and English Comparative Anaphora

For Chinese and English comparative anaphora, both of them share one similarity that they own the same basic concept. and moreover, they mainly express the comparative meaning through adjective and adverb. On the other hand, for the aspect of dissimilarity, besides vocabulary and syntax, English also expresses comparative meaning through adjective and adverb's formal transformation, especially for particular comparisons. But in Chinese, this comparison is usually illustrated through vocabulary and syntax.

3.3.2 English General Comparative Anaphora

Table 7

General (deictic)	Identity	Same equal identical, identically
	Similarity	such similar, so similarly likewise
	Difference	Other different else, differently otherwise
Comparison			
	Numerative	More fewer less further additional; so-as-equally-+quantifier, e.g.: so many

(Halliday and Hasan 37)

3.3.3 General Comparison-Adjective

The often used adjective in Chinese are: " 同样的 ", " 相同的 ", " 同等的 ", " 其他 / 它的 ", " 不同的 " " 别的 "… For instance:

[24a] She had always been quiet and thoughtful, but now she became even more so!

(L.W.Kingsland,87)

[24b] 她一直就是一个沉静和深思的孩子，现在她变得更是这样了。

(Net.1)

In case [24b], 这 样 了 is adopted as the comparative anaphoric reference to refer to the mermaid's characters: quiet and thoughtful, also in its English original text, the adjective so is used.

3.3.4 General Comparison-Adverb

For general comparison, the Chinese frequently uses adverbs are: " 同样 ", " 同等 ", " 一样 ", " 不同 ", " 不然 "…
For example:

[25a] What she thought especially wonderful and beautiful was that up on earth the flowers had a sweet scent, for that they did not have on the bottom of the sea, and the woods were green and the fish you could see there among the branches could sing so loudly and beautifully it was a joy to hear them-grandmother called the little birds fish, for otherwise they would not have been able to understand her, for they had never seen a bird.

(L.W.Kingsland,79)

[25b] 特别使她感到美好的一件事情是：地上的花儿能散发出香气来，而海底上的花儿却不能；地上的森林是绿色的，而且人们所看到的在树枝间游来游去的鱼儿会唱得那么清脆和好听，叫人感到愉快。老祖母所说的 " 鱼儿 " 事实上就是小鸟，但是假如她不这样讲的话，小公主就听不懂她的故事了，因为她还从来没有看到过一只小鸟。

(Net.1)

In this example, otherwise refers to the way the grandmother explained birds to their granddaughters, the same is in its Chinese translation, " 不这样 " is used.

4. Findings and Discussion

4.1 Findings

4.1.1 Relatival Pronouns

From the author's opinions, actually, Zhug Yongsheng analyzed personal reference from the angle of formalism rather than that of Systemic-Functional Grammar, which is: the relative pronouns that lead attributive clause function as reference and they belong to typical surface anaphora. Thus, relative pronouns like who and which work as cohesion, especially for anaphora that could instead of who and which to lead a subordinate clause. However, in Chinese, reference is usually realized by notional word, then, when translates English relative pronouns into Chinese, the corresponding words are Chinese personal pronouns. This distinction is particularly obvious in the translation of English attributive clauses into Chinese.

4.1.2. "This", "That" and " 这 ", " 那 "

From the point of the author, in fact, English anaphora, both "this" and "that" could be translated as " 这 " in Chinese. Since the definition and explanation of the words "this" and "that" have something in common. According

to the item in New Oxford Dictionary:

This: referring to a specific thing or situation that just mentioned.

That: referring to a specific thing previously mentioned, known or understood.

From the definitions, it is easy to observe that both "this" and "that" could be used to point to the thing just or previously mentioned. In addition, Chinese " 这 " includes more function than " 那 ". Generally speaking, " 那 " could only appear before verbs. One example from dictionary may illustrate this point better:

The company was transformed and Ward had played a vital role in bringing this about.

公司已经转型，沃德在这里面起到了重要的作用。

In the English sentence, if it coordinates with the principle of Zhu Yongsheng： "In Chinese texts, " 这 "is used to mention the affair just occurred while in English, that is adopted"(Zhu Yongsheng, Zheng Lixin and Miao Xingwei, 32). But above is the case that violaties the principle. Thus, the author expresses her doubts on this aspect.

4.1.3 The Article "the"

The definition of article "the" in New Oxford Dictionary is: used for talking about a person or thing that is already known or that has already been mentioned. Through this, it is not difficult to known that article "the" usually work as anaphora and modifier before the noun that has been mentioned in order to stress its specialty. However, there is no such a word in Chinese. In English-Chinese translation, sometimes only the noun after article "the" need to be translated. Since article "the" could be understood as the brief form of "that" and "this", so, Chinese translation of English article plus noun may be as " 这 / " 这个 " + 名词 ".

The author believes that, no matter article "the" in English or zero anaphora in Chinese is a way to specially refer to the referring item just mentioned and avoids ambiguity. At first, the author thinks that for Chinese, the way of repeating the original vocabulary owns some shortages especially on the occasion that the original vocabulary is a collective noun. Under this occasion, the anaphoric function may not be that accurate. May the author give a previous example:

Round the fields and meadows there were vast woods, and in the midst of the woods were deep lakes.

田野和牧场的周围有些大森林，森林里有些很深的池塘。

If these two sentences are to be contrasted, it seems that Chinese particularity is not as strong as that of English. In Chinese sentence, the second " 森林 " may be a little blur in referring to " 大森林 " in front, if it is changed into " 这

些森林 " may be better.

But after considering the teacher's comments on this opinion, English is a kind of language that pays attention to hypotaxis while Chinese attaches importance to parataxis. Thus putting " 这些 " ahead of " 森林 " is unnecessary. The author thinks this is a good inquiry into the difference between these two languages.

4.1.4 Comparative Anaphora

After the author's observant on comparative anaphors, the frequently used ones belong to extended reference or text reference. Thus, the referring item the anaphora refers to is not one clear thing or object, but one way, one process or one fact. Therefore, when translates English anaphora into Chinese, people had better not only translate the meaning of the word itself, but also the general summary of the previous text. Then, the cohesion would be more complete.

Secondly, the comparative anaphoras in English text usually are some vocabularies with positive or negative meaning. But since most comparative anaphoras are extended or text reference, when translate them, no matter they stand for the meaning that are similar or dissimilar with that of the text ahead, it had better to use the anaphora with positive meaning to point to the front text, only when these anaphoras express the meaning that opposite to the previous text, some denial words are added in front of them.

This point may be illustrated in the examples the author presents before:

She had always been quiet and thoughtful, but now she became even more so!

(L.W.Kingsland, 87)

她一直就是一个沉静和深思的孩子，现在她变得更是这样了。

(Net.1)

What she thought especially wonderful and beautiful was that up on earth the flowers had a sweet scent, for that they did not have on the bottom of the sea, and the woods were green and the fish you could see there among the branches could sing so loudly and beautifully it was a joy to hear them-grandmother called the little birds fish, for otherwise they would not have been able to understand her, for they had never seen a bird.

(L.W.Kingsland, 79)

特别使她感到美好的一件事情是：地上的花儿能散发出香气来，而海底上的花儿却不能；地上的森林是绿色的，而且人们所看到的在树枝间游来游去的鱼儿会唱得那么清脆和好听，叫人感到愉快。老祖母所说的"鱼儿"事实上就是小鸟，但是假如她不这样讲的话，小公主就听不懂她的故事了，因为她还从来没有看到过一只小鸟。

(Net.1)

Thirdly, after the teacher's enlightenments, the author thinks that English prefers to express comparison through devices while Chinese likes by meaning. This may make some contribution to the development of machine translation.

4.2. Discussion: The Reasons Leading to These Phenomena

From the author's point of view, the main reason causes these dissimilarities on anaphora between English and Chinese is that English and Chinese belongs to two different language systems. For English, it belongs to Indo-European languages which attach great importance to sentence structure, logic and regulation. Something that established by the people through long social practice are its ways of expression and grammar. For example, the usage of English vocabulary is stricter, such as: this is often used as cataphora or refers to what follows in the passage while that usually functions as anaphora or summarizes what is said above. Furthermore, English has its own grammar phenomenon-article the.

On the other hand, Chinese belongs to Sino-Tibetan, the express of meaning is more essential than regulation. For things that accepted in common practice concerned more about culture and customs. For instance, in Chinese, the distinction between 这 and 那 is not as clear as that of this and that in English. Most of the time, only when use correspondingly with 这 does 那 appear. This may be led by people's habits.

5. Conclusion

To summarize, in this essay, the author analyzes three kinds of anaphora -- personal reference, demonstrative reference and comparative reference in English and Chinese texts of Han's Andersen's Fairy Tales to conclude her own findings.

(1) In English relative pronouns are found to work as cohesion devices, but when they are translated into Chinese, personal pronouns are adopted.

(2) Both "this" and "that" could be used to notice something just mentioned, while in Chinese, " 这 " is more often used than " 那 ".

(3)To point to something specially, English has the unique language phenomenon, the article the, but Chinese doesn't. Chinese repeats the word twice to outstand its specialty. This is a good example while illustrate that English is subject-oriented language while Chinese is topic-oriented language.

(4) Since most comparative anaphors are extended reference, the corresponding Chinese translation need add something to the meaning of the anaphora itself to complete the cohesion. This is mainly because English and Chinese belong to two different language systems, and one is restricted by structure and grammar while another attaches more importance to the expression of meaning and habits in using.

However, most of these studies mentioned above are from the aspect of surface anaphora. The author considers that even for Halliday and Hasan's theories on cohesion were only a few steps further from those of structuralism. Halliday and Hasan broadened the scope of cohesion from inner-sentence to between sentences, but, just as Halliday himself mentioned that cohesion is a concept of semantics, and the coherence in meaning is more important than that on form; thus, the study of cohesion connected with register, situation, context, mutual knowledge or pragmatics gradually gained people's attention in recent years. This is also where other scholars' criticism to Halliday and what he himself admitted should be given more concerns. Apart from text-topic, we look forward to more theories and studies on cohesion, reference and anaphora from the point of semantics, from the area of whole text and from the meaning of more aboard. Text cohesion needs more works on it.

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