A Corpus-based Diachronic Developmental Features of Semantic Generalization of the English Learners in China

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Abstract:

Based on a corpus, this paper explores the diachronic developmental features of semantic generalization by taking indefinite pronouns as an example in the writing of academic papers by the undergraduate, graduate and doctoral English learners in China. The results of the comparative analysis with the corpus of journal authors show that the overall frequency of semantic generalizations is higher, while the frequency of reasonable generalizations is lower. In the undergraduate stage, there are more use of semantic generalization markers, while in the master stage, the use of semantic generalization markers is much lower, and in the doctoral stage, it is closer to the use of journal authors. In terms of specific categories, the overall generalization continues to decrease, while the individual generalization continues to increase, and the partial generalization presents ups and downs. The research reveals that the regular features of the fluctuating decline of semantic generalization in the process of English socialization.

Keywords: *Semantic generalization; Corpus; Indefinite pronoun; Developmental features.*

I. INTRODUCTION

Semantic generalization, which is common in spoken English, is a prominent feature of ESL learners' writing. By comparing the use of indefinite pronouns in examination compositions of American advanced second language students and native language students, it is found that the second language students have too many indefinite pronouns [1]. The general pronoun and negative pronoun are often used, while the native language students do not rely on semantic generalization, but tend to moderate generalization and avoid expressing extremum propositions. The results of the study are explained by frequent oral contact and lack of teaching guidance, but they are not very transferable to English learners in a foreign language context. This paper studies the diachronic features of semantic generalization taking indefinite pronouns as an example in the writing of academic papers based on a corpus including Chinese undergraduate, graduate and doctoral English learners. Through corpus comparison and analysis, this study finds that Chinese English learners' academic English writing is characterized by overuse of semantic

generalizations, overuse of overall generalizations, underuse of individual generalizations, and low proportion of reasonable generalizations. In terms of different stages, the use of marker words in undergraduate stage is the most, the use of marker words in master stage decreases sharply, and the use of marker words in doctoral stage increases gently, but there is still a decline space compared with that of journal authors. As far as semantic generalization is concerned, overall generalization continues to decrease, individual generalization gradually increases, and partial generalization presents fluctuation changes. Thus, it can be seen that the degree of semantic generalization in the undergraduate, master's and doctoral stages decreases in a fluctuating manner, which is manifested as the decrease of enhanced generalization and the increase of moderated generalization. The development of semantic generalization in learners' second language academic writing may be influenced by the requirements of scientific writing, the degree of Chinese rhetoric transfer and the process of second language socialization.

These findings provide some enlightenment for the teaching of second language academic writing in China. First of all, with the gradual decline of semantic generalization, semantic accuracy in L2 learners' academic writing shows a trend of improvement. Teachers should follow this development law, give timely and appropriate guidance to learners in academic writing, emphasize the importance of accuracy and motivation in academic discourse, and promote the improvement of the scientific nature of learners' academic writing. Secondly, teachers should help learners overcome the influence of hyperbolic rhetoric in Chinese and master the restricted semantic generalizations that enhance the deliberative and dialogical nature of discourse, such as increasing the use of reasonable generalizations, individual generalizations and partial generalizations, and reducing the use of holistic generalizations and individual generalizations (negative pronouns). Finally, writing teaching should play a role in promoting the process of L2 socialization, helping learners to comprehensively enhance reader awareness, effectively carry out meaning negotiation, and integrate into academic discourse communities, so as to improve the level of L2 academic writing from two aspects of cognition and practice.

II. RESEARCH BACKGROUND

2.1 The Definition of Semantic Meaning

Semantic generalization refers to the response of human consciousness to objective things, and is the scope referred to by the phonetic form of words. Semantic generalization itself has generalization, itself is simple summary, and also becomes the generalization of semantic meaning. Corresponding to this is the semantic fuzziness, which usually means that the scope of the meaning of a word is not clear and the reference object is not clear. The main reason for this phenomenon is the continuity of objective things and the uncertainty of subjective attitude. Semantic generalization is often expressed in the form of indefinite pronouns. For example, in the sentence "I cannot find my book anywhere." the indefinite pronoun "anywhere" serves as a semantic generalizer, making the situation applicable anywhere. General markup semantic indefinite pronoun, in the sentence can be used as the subject, object, banners, attributive and adverbial, generally do not specify any particular noun or pronoun, adjective instead to express the

proposition of cognitive standpoint, the researchers usually its under the cognitive stance has overall inspection, but has yet to semantic generalization and detailed discussions tangibility.

Semantic generalization, which is common in spoken English, is a prominent feature of ESL learners' writing. Hinkel [2] found that the second language students have too many indefinite pronouns by comparing the use of indefinite pronouns in examination compositions of American advanced second language students and native language students. The general pronoun and negative pronoun are often used, while the native language students do not rely on semantic generalization, but tend to moderate generalization and avoid expressing extremum propositions. The results of the study are explained by frequent oral contact and lack of teaching guidance, but they are not very transferable to English learners in a foreign language context.

2.2 Related Research on Semantic Generalization

As for the category of semantic generalization, Kennedy [3] defines "overall generalization" (e.g., "all"); Smith [4] defined "unmodified generalizations" and "reasonable generalizations". The former refers to semantic generalizations that express general concepts in the absence of modifiers, while the latter refers to the use of modifiers to limit the applicable scope of generalizations (e.g., "not everyone") to make the expression more accurate. According to Hinkel [5], semantical generalist identifiers include generalized pronouns (e.g., "all"), negative pronouns (e.g., "none"), and declarative pronouns (e.g., "anything"). Mühlhusler [6] further pointed out that generalized pronouns and negative pronouns indicate extreme values, which are often used to enhance the applicability of propositions, and are closely related to hyperbole. The declarative pronoun (or partial pronoun) limits the scope of reference and often coexists with nouns and noun phrases in positive or negative contexts.

In terms of the stage features of semantic generalization development, Reilly [7] points out that the number of non-personal pronouns including generalized pronouns and partial pronouns decreases with age. As writers get older and more experienced, they become familiar with characteristic writing norms and become involved in specific writing communities. This socialization process is accompanied by the weakening of semantic generalization in writing. Aull [1] confirmed that semantic generalization decreased with age by comparing the use of general marker words in the discourse of expert authors, the discourse of third-year undergraduates and the discourse of first-year freshmen. Semantic generalization was the strongest in the discourse of freshmen, and it mainly expressed the generalization of "people" and "time".

The above research has important implications for the exploration of the development trend of semantic generalization, but it does not strictly distinguish between native language students and second language students. Therefore, semantic generalization in second language writing is common in oral English, but it is a prominent feature of second language learners' writing. Hinkel [2] compared the use of indefinite pronouns in examination compositions by American high-level second language students and

native language students, and found that the second language students used too many generalized pronouns and negative pronouns, while the native language students did not rely on semantic generalization markers, but tended to moderate generalization and avoid expressing extreme value propositions. The results of the study are explained by frequent oral contact and lack of teaching guidance, but they are not very transferable to English learners in a foreign language context. In terms of the stage features of semantic generalization development, Reilly [7] pointed out that the number of non-personal pronouns including generalized pronoun and partial pronoun decreases with age. As writers get older and more experienced, they become familiar with characteristic writing norms and become involved in specific writing communities. This socialization process is accompanied by the weakening of semantic generalization in writing. Aull [1] confirmed that semantic generalization decreases with age by comparing the use of generalized marker words in the discourse of expert authors, the discourse of junior undergraduates and the discourse of freshmen. In the discourse of freshmen, semantic generalization is the strongest and mainly expresses the generalization of the categories of "person" and "time". The above research has important implications for understanding the development trend of semantic generalization, but it does not strictly distinguish between native language students and second language students. Therefore, it is still unknown whether semantic generalization also shows a similar development trend in second language writing.

In terms of teaching practice, the research of Hinkel [2] shows that teachers warn students to avoid excessive semantic generalizations and try not to use "all, never" in academic English writing, because the ability to properly express generalizations is one of the distinguishing features between novice and expert writers in academic writing, second language learners and native speakers. It is necessary to refer to the results of more empirical studies on how to properly use generalized markers. At present, there are few studies on semantic summarization in L2 academic writing in China. In view of this, by comparing the use of semantic generalization markers in academic English texts for undergraduate, master and doctoral students in China, this study explores the semantic generalization and its stage development features in academic English writing, with a view to providing reference and inspiration for academic English writing teaching.

III. RESEARCH DESIGN

3.1 Research Questions

This paper mainly studies and answers the following questions:

(1) What is the difference between the semantic generalization in the academic writing of Chinese college English learners and that of international journal authors?

(2) What are the developmental features of semantic generalization in the academic writing of English learners at the undergraduate, graduate and doctoral levels?

(3) What are the periodic usage features of semantic generalization of different categories in English academic writing?

3.2 Corpus-based Study

In this paper, a learner corpus and a reference corpus are established. Corpus refers to the large-scale electronic text database that has been scientifically sampled and processed. With the help of computer analysis tools, the relevant language theory and application research is carried out. The corpus for English learners consists of the academic English writing texts of Chinese undergraduates, masters and doctoral students, including the corpus for bachelor's thesis (BTC), master's thesis (MTC) and doctoral thesis (DTC). BTC used random sampling method to obtain 200 bachelor's degree theses of English major students from many colleges and universities in Northeast, North and Central China from 2012 to 2018. MTC and DTC adopted the stratified sampling method to select 50 doctoral theses and 100 master's theses in English linguistics from CNKI doctoral and master's theses database of 7 regional universities in Northeast, North, Central and South China during 2010-2020. The reference corpus is the Corpus of Journals Papers of Experts and Scholars (JAC), and six top international journals in English linguistics and teaching are included: *Applied Linguistics*, *The Modern Language Journal*, *TESOL Quarterly*, *Language Learning, Language Teaching Research*, *Second Language Research.* Totally 200 papers published in these journals from 2018 to 2020 were selected, and they are consistent with the learner's corpus in terms of subject and category structure (IMRD model).

3.3 Research Process

In conjunction with Aull [1] and Hinkel [2] classifying semantic generalization, this paper mainly studies three types of semantic generalization markers (hereinafter referred to as "markers"):

(1) Holistic generalization, such as "all, both, every, everything, everybody, everyone, none", expresses a proposition that is universal to all.

(2) Individual generalization, such as "each, nothing, nobody, no one, neither", expresses a proposition that is applicable to individuals in the whole.

(3) Partial generalizations, such as "Any, anything, anybody, anyone", are partially applicable. In this paper, the frequency of labeling words using modifiers (reasonable generalization) is also counted.

Corpus linguistics research path was adopted in this study [8]. Antconc 3.5.8 was used to conduct frequency retrieval, phrase sequence and statistic of collocation intensity (3 left and 3 right distances, and collocation intensity referred to log-likelihood value descending order). Chi-Square Calculator [9] was used to verify the significance of difference, and the original frequency, standard frequency per million words, $X2$ value, LL value and other results were reported.

IV. DATA COLLECTION AND DISCUSSION

4.1 Overall Differences in the Use of Semantic Generalization

The statistical results showed that the total frequency of marker words used by journal authors was 7411 (standard frequency 4642), among which the overall generalizing frequency was 5085 (standard frequency 3090), the partial generalizing frequency was 506 (standard frequency 356), and the individual generalizing frequency was in the middle 1820 (standard frequency 1195). The total frequency of learners' use of marker words was 20216 (standard frequency 5109), which was also the maximum overall generalization frequency of 15308 (standard frequency 3780), the minimum partial generalization frequency of 1401 (standard frequency 387), and the median individual generalization frequency of 3507 (standard frequency 942). Overall, there was a tendency of excessive use of marker words by learners ($x^2=32.005$, p<0.001). Compared with journal authors, learners used more overall generalizations ($x^2=12.701$, p＜0.001) and less individual generalizations ($x^2=17.227$, p<0.001). There was no significant difference between partial generalizations and journal authors ($x^2=17.236$, p<0.078).

TABLE I. Contingency table analysis

	Learners	Journal authors	Sum
Overall generalization	15308	5085	20393
Partial generalization	1401	506	1907
Individual generalization	3507	1820	5327
Sum	20216	7411	27627

TABLE II. Differences of contingency table analysis

Comparative study	Learners	Learner Expectation	Journal authors	Journal authors Expectation
Overall generalization	15308	14959	5085	4935
Partial generalization	1401	1530	506	566
Individual generalization	3507	3727	1820	1910

According to the analysis of the above Table I and Table II, the following three-line charts can be drawn, which can show the learners and general journal authors in different category marked word use adult

degree of difference, and the image can also be expressed in different categories of general mark word, learners and periodical variation of the authors use frequency and his expectations.
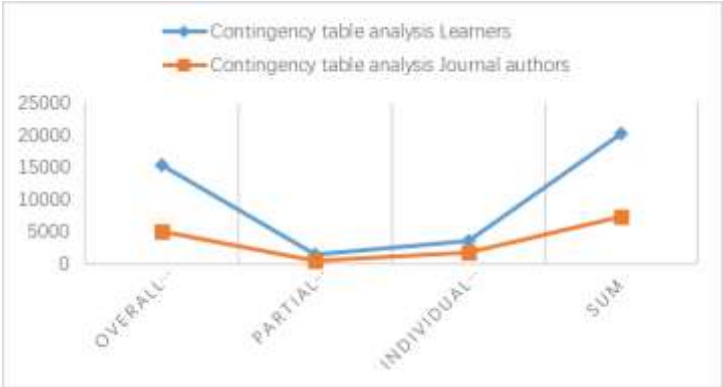

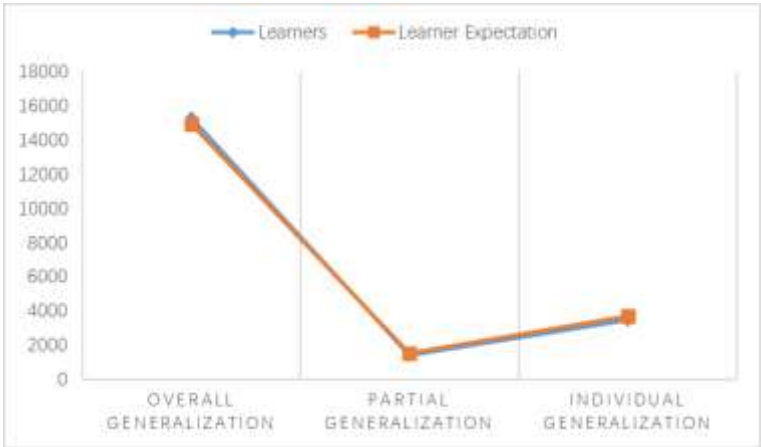Figure 1: differences of contingency table analysis

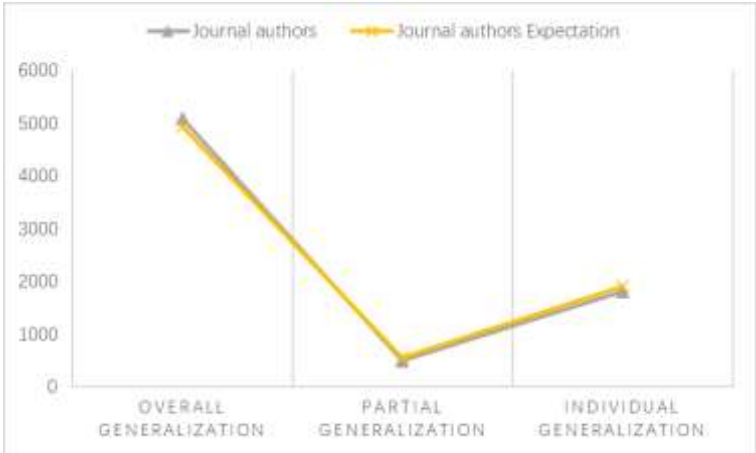Figure 2: differences between learners and learner expectation

Figure 3: differences of journal authors and their expectation

From the above figures 1-3, learners and journal authors all use "almost, nearly, not" and other modifiers of overall generalizations to form "almost everyone, nearly all, not all" and other reasonable generalizations to express approximate generalizations and refute possible generalizations.

4.2 The Developmental Features of Semantic Generalization of English Learners at Different Stages

In section 3.2, we analyzed the learners and the journal authors in the use of a general mark word of the differences and relations. In this section, we will analyze from undergraduate, master's and doctoral stage, found that the different stages of learners' use of word frequency the dynamic decline trend overall, by the sudden drop leveling off, and each stage compared with the previous phase differences are significant.

TABLE III. Features of semantic generalization at different stages

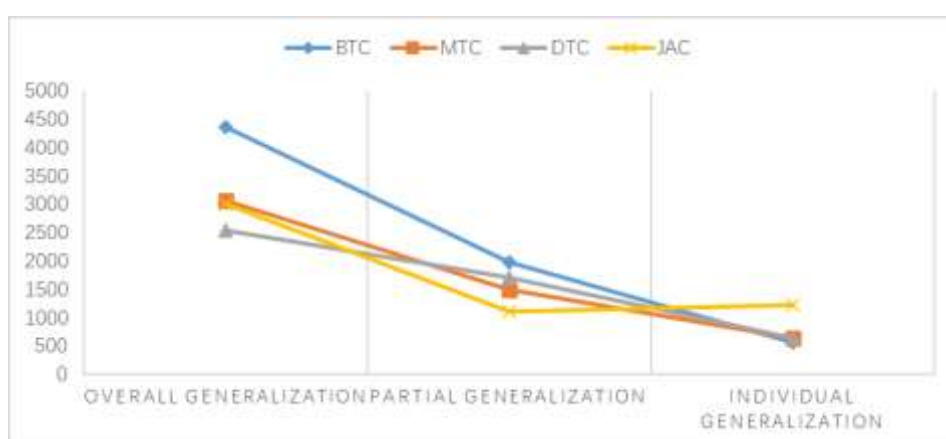|	BTC	MTC	DTC	JAC	Sum
Overall generalization	4373	3070	2532	3005	12980
Partial generalization	1976	1503	1710	1106	6295
Individual generalization	562	635	646	1220	2863
Sum	6911	5208	4888	5331	22138

Figure 4: distinctions of different generalizations

As it is shown in figure 4, From BTC to MTC, the overall frequency of marker words decreased sharply. From MTC to DTC, the frequency of marker words showed a relatively gentle rising trend; Compared with journal authors, the number of labeled word frequency of DTC is relatively higher.

Specifically speaking, the frequency of overall generalization and partial generalization in undergraduate stage is much more than that in master stage. This indicates that the use of rhetoric exaggerations in non-academic writing remains a distinct trace in undergraduate academic writing [2], and mainly highlights the overall and partial generalizability of the proposition. When it comes to the master's degree, the expression frequency of proposition's universality and partial applicability decreases sharply. This may be because graduate students have to adapt to the methods and rules of academic writing when they formally enter the research field of specific disciplines and start writing based on disciplines. They were instructed to avoid using marker words and to be objective and rigorous [2]. At the same time, graduate students also began to pay attention to the applicability of proposition to individuals, and there are signs of increasing individual generalization. From master students to doctoral students, the use of marker words shows an overall trend of increase. The frequency of individual generalization and partial generalization increased significantly, except that the difference of overall generalization was not statistically significant. On the one hand, doctoral students attach more importance to the applicability of propositions to individuals rather than the universality of propositions as a whole. On the other hand, with the further integration into the disciplinary community, doctoral students no longer blindly avoid semantic generalization or even overcorrect as master students do, but begin to use marker words strategically, such as partial generalization of propositions to mitigate the imposition of propositions. Compared with journal authors, individual generalizations are less frequently used in doctoral discourse, but holistic generalizations and partial generalizations are more frequently used. This indicates that the use of individual generalizations by doctoral students has not reached the level of journal authors, and there is still room for decline in the use frequency of holistic generalizations and partial generalizations. By on, the semantics in the English academic writing general character is: the development of undergraduate, master's, doctoral stage using dynamic reduce general trend of semantic generalization, semantic general use of the most common undergraduate phase, master phase decreased dramatically, a rising doctoral stage, but also need to reduce use frequency close to the journal authors use level.

4.3 Features of Periodic Use of Semantic Generalization of Different Categories

First of all, according to different category semantic general learners have different features of different stages, according to the research and analysis to get table III, for all the stage classification of corpus, this paper studies BTC, MTC, DTC and JAC, overall generalization is in at the undergraduate stage number is more, graduate level drastically reduce, gently increase in Dr Phase, the least number of journal authors; Individual generalizations increase slowly in the whole development stage. However, the use of partial generalizations has a tortuous experience, which is the highest in the undergraduate stage, the most in the graduate stage, the most in the doctoral stage but not more than the undergraduate stage, and the least in the journal author stage. Figure 5 below for details.
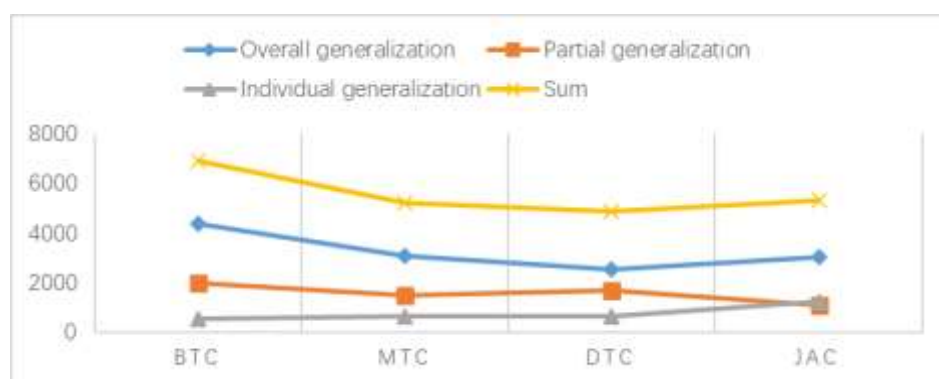
Figure 5: features of periodic use of semantic generalization

4.3.1 Overall Generalization

The use frequency of overall generalization showed an obvious trend of phased reduction. The frequency is the highest in the undergraduate stage, decreases greatly in the master stage, decreases continuously in the doctoral stage, and is the least in the corpus of journal authors. Specifically, the word "every" is used in different contexts at different stages. In undergraduate stage, "every" is often used to generalize "people" and "time" (such as the high-frequency phrase sequence "every dog, every day"), and rarely forms reasonable generalizations. The word "every" began to be widely used in reasonable generalizations, such as "As we can see from the statistics, not every part of the sample is compared (MTC)." Doctoral level also emerged more complex grammatical structures to limit the overall generalization, as in the example "Not everything that can be realized in language can also be realized (DTC).", the use of attributive clauses further defines the degree of semantic generalization. Journal authors tend to use a wider variety of connection-like patterns, such as the passive voice and "there be", as in "There is every reason to expect that language production in... (JAC)" In addition to research categories (such as "classroom, school, text"), there are also abstract categories (such as "every reason, every effort").

From undergraduate to doctoral level, the use of "all" also shows a decreasing trend. There are similarities in the use of "all" for undergraduates and masters: (1) highlighting the general reference to "space/time" or "things", such as "all over the world, all the time, all kinds of", which is similar to that of Aull [1] found similar usage in the essays of undergraduate freshmen; (2) Frequent use of "know /known" blocks, such as "we all know, known to all", to express a consensus cognitive position. The use of "all" in doctoral discourse does not have the above features, but is closer to the features of journal authors. For example, reasonable generalizations of "all" appear only in doctoral students' and journal authors' texts, in "in almost all the, all but one of" blocks, respectively.

4.3.2 Individual Generalization

Different from global generalization, the frequency of individual generalization shows a trend of

steady and continuous growth. Take the marker word "each" as an example. It is also a generalized expression with "all, every", but it is used to emphasize individuals in the whole, without a high degree of generalization. It is used more and more frequently in the discourse of undergraduates, master's students, doctoral students and journal authors. The proportion of use also increased gradually (62%, 91%, 94% and 96% of the total frequency of individual generalization, respectively). There are four types of "each" in journal authors' discourse: (1) preposition (e.g., "for, in, of") + "each of the"; (2) A each of the B each of the (3) the beginning /end of each; (4) Preposition + noun phrase modified with "each" (e.g., "at each time point, at each grade level"). The co-occurrence words adjacent to "each" are "participant, group, task, language", etc., reflecting the applicability of textual proposition to the research individuals.

There is a certain gap between the individual generalizations in the discourse of undergraduates and master students and the discourse of journal authors: the sequence of high-frequency phrases is single, and only the first type in the discourse of journal authors; Although the high-frequency co-occurrence words contain research category nouns (such as "students, group, class"), there is still a generalization of "people" in the general sense (such as "each person, each people"). The use of individual generalizations of doctoral students is consistent with that of journal authors. All four types of generalizations are used, and the high-frequency co-occurrence words are very similar.

4.3.3 Partial Generalization

The frequency of partial generalization is generally decreasing, but the frequency of partial generalization is fluctuating. The frequency of partial generalization is the highest in the undergraduate stage, the sharp decline in the master stage, the sharp rise in the doctoral stage, but no more than the undergraduate stage. The frequency of partial generalization by journal authors is slightly lower than that of doctoral students. The following is an example of the most frequently used partial generalized identifier "any" to analyze the high-frequency co-occurrence senses. The high frequency of co-occurrence words in the undergraduate stage supports the previous findings, namely, the generalizations of the categories of "person" and "time" are common in the undergraduate stage. However, when it comes to the master degree, the collocation intensity of "any time" decreases, and the "any time" is less frequent in the discourse of doctoral students and journal authors. In addition to "language", more academic nouns and noun phrases (such as "effect, significant difference") appeared in co-occurrence words from the postgraduate stage, and negative semantic co-occurrence words "changes" also appeared in the doctoral stage. In addition, as a co-occurrence structure to express the complete meaning, "if any" can moderate the degree of generalization and improve the accuracy. Its collocation intensity ranking continues to increase at different stages, indicating that partial generalization gradually produces textual consultative and conversational functions. The development trend of semantic generalization degree can be obtained from a comprehensive survey of the periodic use features of different categories of semantic generalization. The degree of semantic generalization can be divided into the degree of enhancement and the degree of mitigation, which represent the degree of generalization of enhancement and weakening propositions respectively. As mentioned earlier, global generalizations and individual generalizations (negative pronouns) are means of enhancing generalizations, while individual generalizations (each), partial generalizations, and reasonable

generalizations are strategies of mitigating generalizations.

The degree of semantic generalization in each stage generally decreases in a fluctuating manner, in which the degree of enhanced generalization gradually decreases, while the degree of moderate generalization in the doctoral stage rises slightly, and the overall trend is toward less generalization and more negotiation. The degree of semantic generalization is the highest in the undergraduate stage, and the degree of enhanced generalization is the first in all the stages, while the degree of moderated generalization is the lowest. The degree of semantic generalization in the master's degree decreased sharply, in which the degree of enhanced generalization decreased significantly, and the degree of moderated generalization increased. The degree of enhanced generalization in the doctoral stage is basically the same as that in the master stage, and the degree of mitigated generalization is significantly improved. However, compared with the use of journal authors, the degree of enhanced generalization is still significantly too high, and the degree of mitigated generalization is significantly too low.

V. CONCLUSION

5.1 Overall Differences in the Use of Semantic Generalization in Second Language Academic Writing

Compared with journal authors, learners generally use more marker words, which is basically consistent with the research results of Hinkel [1][5]. The difference in the use of marker words may be due to the influence of Chinese hyperbole. Hinkel [5] pointed out that "Chinese is allowed in some contexts. A sign of implicit persuasion or eloquence." The overuse of marker words has produced an exaggerated effect, which to some extent reflects the appropriateness of Chinese learners' pragmatic competence. In the pragmatic competence description framework of the Chinese English Proficiency Scale, appropriateness refers to "whether the sociolinguistic knowledge used by language users (learners) to express their specific intentions conforms to the expectations and needs of specific situations and the degree of conformity" [10]. In this study, the learners of Chinese native language rhetoric overuse marker words, aiming to expand the scope of application of discourse standpoint by improving the degree of generalization of sentences. However, there is a gap between the accuracy and scientific of English academic and cultural norms, which reflects that the degree of conformity between the language use of ESL learners in academic writing and English academic and cultural norms needs to be improved. In addition, overall generalizations and partial generalizations are used too much, individual generalizations are used too little, and reasonable generalizations are used in a low proportion, which reflects the unbalanced distribution of semantic generalizations in English academic writing.

5.2 The Development Features of Semantic Generalization in Different Stages

In general, the semantic generalization of English learners' discourse shows a trend of gradual

decline, the decline is most significant in the master degree stage, and the rise in the doctoral degree stage, which is also the closest to the use features of journal authors. This is consistent to the research results of Reilly [7] and Aull [1], which confirmed that the fluctuating downward trend of semantic generalization in the writing process is due to the learners' getting closer to and integrating into academic communities, constantly enriching academic experience and accumulating academic experience. Master students are more likely to use English for academic writing. They consciously reduce the generalization of propositions and the imposition of positions, but they are not aware of the role of individual generalization, partial generalization and reasonable generalization, and do not fully develop mitigation strategies for generalization. Gradually rich academic experience and research experience make doctoral students realize the importance of moderating the degree of generalization, and use marker words strategically to rationalize the degree of semantic generalization in discourse. Although there is some difference between the use of marker words of doctoral students and that of journal authors, they are the most similar in type and meaning. The lower degree of semantic generalization reflects the improvement of Chinese EFL learners' pragmatic expressive ability in academic English writing. Although marker words are overused in learners' academic English writing on the whole, these language uses with second language features are not errors of use, but stage features of learners' pragmatic expression ability development.

5.3 Factors Influencing the Development of Semantic Generalization

The development of semantic generalization is the result of many factors. First of all, the accuracy and detail requirements of learners' academic writing are gradually improved, from the high generalization degree of undergraduate writing to the accuracy of doctoral writing, which is largely due to the requirements of science writing in academic writing guidance. Smith [4] found that when evaluating students' academic writing, teachers questioned the unmodified generalizations such as "every, all", believing that they affected the accuracy of academic writing. Under the requirements of science writing, master's and doctoral students are aware that generalization in academic English writing may lead to insufficient accuracy [11], so they greatly reduce the use of overall generalization markers that enhance the degree of generalization.

Secondly, learners gradually overcome the influence of the hyperbole of their mother tongue. The gradual decrease of semantic generalization of learners is the result of overcoming the transfer of mother tongue. With the improvement of English proficiency, there are more and more pragmatic resources for the master's and doctoral students to alleviate the generalization and imposition, which will help overcome the phenomenon of mother tongue transfer. For example, from undergraduate to doctoral level, the complexity and diversity of "every+ sth." pattern are gradually increasing, and the "all, each, any" pattern and its meaning of doctoral students are closer to the usage features of journal authors than those of undergraduate and master students.

Thirdly, the most important impetus for the development of semantic generalization comes from the process of second language socialization. Second language socialization refers to the process of non-native speakers' efforts to acquire second language competence, membership, and the ability to participate in the activities of second language groups [12]. Academic writing in a second language is not only used to express personal academic views, but also a socialization process in which the writer and the reader conduct meaning negotiation and effectively participate in the academic discourse community [12]. In this study, the degree of generalization of propositions can produce the effect of "pragmatic enrichment" in terms texts [13], expressing a higher degree of abstraction and generalization than the usual value or expectation [14], but this effect affects the construction of a consistent relationship between the author and the reader. On the one hand, the author uses semantic generalization to strengthen the interpretation of viewpoints [15], ignoring the acceptability of readers. On the other hand, the dialogue space for meaning negotiation with readers on propositions is also compressed, which weakens the persuasive function of discourse. In the process of second language socialization, learners gradually realize that academic writing should realize academic dialogue and approach expert writing. In the process of L2 socialization, both master's students reduce the use of global generalizations to limit the universality of propositions and doctoral students increase the use of individual generalizations to moderate the degree of generalizations reflect the regular features of the weakening of semantic generalizations and the strengthening of discourse negotiation in L2 academic writing.

ACKNOWLEDGEMENTS

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