

# ECNU CIRCLE

華東師範大學 | 英文校園刊物

NO.22 June, 2020

## PROFILE

*Wang Yan: A Fearless Champion*

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*Fighting COVID-19*

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*ECNU Research Team Publishes  
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Circle in Hand English in Mind  
**ECNU CIRCLE**  
华东师范大学英文校园刊物

华 之泱泱  
师 风苍苍  
英 其风采  
语 者歌章

## 简介

ECNU CIRCLE 刊物自 2013 年春季起，每学年三期。作为华东师范大学英文校园刊物在中北、闵行校区内发行。每期发行 1000 册。

## 宗旨

在华东师大党委宣传部、校团委、外语学院大学英语教学部的指导下，面向全校本科生、研究生以及留学生，组织对英语刊物感兴趣、英语水平较高学生，创办知识性、实用性、趣味性并重的英语刊物。旨在坚守师大传媒人的责任，在缤纷的英语刊物中融入师大人自己的特色，力图打造属于新一代大学生自己的“英语氧吧”，展现一个真实的，活力四射的华师大校园英语世界。

## 内容

每期有 11 个固定栏目，范围涵盖校园、社会、文化、艺术、文学、潮流等各个方面：

Profile（人物）：师大师生风采

Snapshots（人物快讯）：校园热点人物导读

Spotlight（校园热点）：师大热点新闻

ECNU Life（校园生活）：精彩校园生活

Research（科研）：杰出科研团队与成果

EFL World（外语教学）：外语教学研究与实践

Literature（文学园地）：各类文学作品赏析

Exchange Abroad（他山之石）：师大人的海外学习经历

Experiencing China（留学中国）：留学生的中国体验

On the Road（人生驿站）：学生投稿

Workshop（语言加油站）：英汉学习小贴士

## 特色

刊物的采、编、写、发行等环节均由学生负责，独立完成。

## 目标

打造华东师范大学校园文化的新标杆。

## 投稿

来稿要求：1. 内容体现大学校园生活特色 2. 行文有深度有创新有感悟有情感皆可 3. 英语语法无错误，英文地道者优先 4. 文体形式不限，字数为 400 字以上（诗歌字数不限）。

欢迎同学踊跃投稿。优秀佳作刊登于 ECNU CIRCLE 刊物上，并有相应稿费酬劳。本刊一般不退稿，未见回复者即可视为未获采用。投稿请注明投稿字样，写上年级、院系、姓名、联系方式。

投稿邮箱：ecnuontheroad@126.com。

# Our Stories Push Us Forward

Churchill said that “Success is going from failure to failure, without a loss of enthusiasm.” Winston Churchill kept improving his story with each failure.

When I was in my early 30s, I was in love with a woman named Jane... One Saturday morning, Jane and I went to breakfast, then stopped at the post office on Broadway & 67th street. Jane suddenly fell to the floor. We both thought that she was dying. We discovered that Jane had a brain tumor. And about a year to live... Jane was 34...

At that point, we told one another a story—and it is a powerful story for anyone facing the loss of a loved one. The story, the point of view that Jane and I took, was this:

We said to ourselves—isn't it lucky that you didn't die that day in the post office, and we have today to take this walk or go and look at the river or go out with friends? And that story made the next year incredibly precious for both of us. All of us know that we're dying—but suddenly Jane and I really knew and understood it—and we lived our lives accordingly.

Many of you will face the problem of balancing work with family. And think about this. Imagine life as a game in which you are juggling five balls in the air. You name them—work, family, health, friends and spirit—and you're keeping all of these in the air. Hopefully, you come to understand that work is a rubber ball. If you drop it, it will bounce back. But the other four balls—family, health, friends, and spirit—are made of glass. If you drop one of these, they will be irrevocably scuffed, marked, nicked, damaged, or even shattered. They will never be the same. Once we understand that, maybe, just maybe, we strive for more balance in our lives.

Some people wear their stories on their T-shirts, hats, license plates.

A popular bumper sticker in Florida goes like this: “Life begins when the children leave home and the dog dies.”

If you only take one thing away from today, please take this... Passion is the key reason for choosing a career.

<https://news.ufl.edu/2019/05/guest-commencement-speaker-james-patterson/>

Excerpts from James Patterson's commencement speech at the University of Florida in May 2019

美编 / 彭佳 审稿 / 赵国霞

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ECNU CIRCLE  
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主管单位：华东师范大学

主办单位：华东师范大学外语学院大学英语教学部

编辑单位：ECNU CIRCLE 编辑部

编辑委员会：卫 华  
王志宏  
汪 燕  
薛姝姝  
赵国霞

美籍编辑：Joshua Mayfield

审校：刘金玉  
郭文君  
张林兰  
张思圆

英语编辑：唐郁琪  
朱睿臻  
邢伟林  
王啸坤  
杨鸿玺  
孙辰阳  
潘窈窈  
孙琬琰  
尹智化  
陈佳琳  
陈宛滢  
唐粉荷  
王怡雯  
刘思含  
申 琛

美术编辑：张艳秋（特邀）  
高 焱  
叶思齐  
叶子芊  
彭 佳  
李超然  
顾浩敏

刊物后台：王晓迪

顾问：朱晓映  
魏葆霖  
严文庆  
苏俊玲  
陈家刚

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## Wang Yan: A Fearless Champion

文 / 邢伟林 陈宛滢 美编 / 顾浩敏

On December 13, 2019, the “FLTRP·ETIC Cup” English Public Speaking Contest rounded off in Beijing at the International Conference Center of Foreign Languages Teaching and Research Press. Wang Yan, a second-year law student of ECNU excelled the 180 competitors after five days and four rounds of fierce competition.

She won the championship of the national English contest, and her victory also set a new record for ECNU. *ECNU Circle* journalists interviewed Wang Yan to give the readers a glimpse into the personality and charisma<sup>1</sup> of the national champion.

## A Law Student and Feminist

Wang Yan decided to major in law under the influence of her mother. She started out as a junior high school teacher, but later realized that being a lawyer was the calling of her life. Despite the busy schedule of her work and family life, Wang Yan’s mother managed to study law by herself. She passed the judicial examination after two failures, and finally became a lawyer at the age of 34. This experience left a deep impression on her daughter.

Another reason was Wang Yan’s strong desire to advocate feminism. In senior high school, she was

Watson made a speech in the United Nations about her campaign called “HeForShe” in 2014, there were few reports about “HeForShe”. Wang Yan decided to do something about it. She added an entry on feminism in the Baidu Encyclopedia; She tried to influence people’s views on women’s rights, and to correct the misunderstandings about feminism on the social media, but her efforts had little avail. Then she realized that she could advocate feminism more effectively by becoming a law professional.

Life and study at the Law Department of ECNU has not only enriched her knowledge but also broadened her horizon. Wang Yan feels that her future life is full of possibilities. She is still keen to express her opinions and thoughts to the public, so she set up her own WeChat Official Account. She shared with readers her life as an exchange student at Oxford university and her travels in London; she

recorded her thoughts and experience in the English Speaking Contest; she wrote about her lovely younger brother to throw light on children’s education issues and family relationships; and she discussed the “unspeakable” menstrual period which remains a shame and confinement to the modern women. On the front page of her Wechat official account Wang Yan quoted from the famous writer Ba Jin, “I write not because I’m talented, but because I have emotions.” She hopes that her writings can inspire the readers to think more deeply about people and the society.



# The Route to the Championship

Wang Yan's route to the championship started with her English Listening and Speaking course in the Advanced Class. Professor Zhao Chaoyong from the College English Department was her teacher at the time, and he still is, to some extent. He was soon impressed by Wang Yan's language skills and fluency in English, her logical thinking, and her strong desire to express her ideas, so he invited Wang Yan to join the English Public Speech Workshop for more rigorous professional training.

With Professor Zhao's encouragement, Wang Yan participated in the FLTRP English Public Speaking Contest for the first time in May 2019. She performed exceptionally well in all three stages of the competition—the preliminary selection on campus, the Shanghai semi-final and the national finale, and won the championship after surviving the four rounds of brutal eliminating process in Beijing.

For the 2019 competition, professor Zhao gave Wang Yan very intensive trainings and made careful plans to help her with all-round improvement: the language proficiency, the prompt and proper responses to different types of questions, the manners of speaking, and a positive attitude to face the exhausting preparations and the pressure of competition.

Professor Zhao accompanied Wang Yan through every stage of her competition in Beijing. He set Wang Yan at ease with his joking remarks: "Take it easy. We are not here to win the championship. We are here to visit the Palace Museum." He respected Wang Yan's own ideas while giving her pertinent suggestions for

improvement. He congratulated Wang Yan when she finished each round of presentation, before they immediately set to prepare for the next challenge. The night before Wang Yan's final speech on the topic "the symbol of China", they worked until late at night to compose the script on "round tables". The next day, Wang Yan stunned the judges and the audience with her gorgeous speech and witty responses to the judges' questions. She won the championship with an amazingly high score of 95.79.

Looking back on those days, Wang Yan felt grateful to Professor Zhao—or "Zhao Shuai"<sup>2</sup>. "Zhao Shuai is my 'Bo Le'<sup>3</sup>", She said sincerely.

Wang Yan was also grateful for the help from Mr. Wang Yue and



Zhao Chaoyong, Wang Yan, and Zhao Tianyi

Ms. Xia Ping. Mr. Wang was another instructor of the English Public Speech Workshop, who reviewed most of her speech drafts and gave her instructions on how to make impromptu speeches. He also reviewed Wang Yan's draft for the final speech online at eleven o'clock that night and gave her valuable suggestions. Wang Yan said

she was influenced by Mr. Wang Yue's humorous and sometimes unorthodox way of thinking, which helped bring out a bolder and freer version of herself on stage.

Wang Yan met Ms. Xia Ping in Beijing because she and her student Zhao Tianyi was also at FLTRP for the Reading competition. "Ms. Xia is a pretty and graceful lady. She is as caring as a mother, and as playful as a sister." Once Wang Yan casually mentioned wanting to eat sugarcoated haws<sup>4</sup>, and Ms. Xia soon surprised her with the delicacy purchased from a faraway market. After Zhao Tianyi finished his competition earlier with the Second Prize, the four of them gathered together for a cheerful and inspiring talk to prepare her for the final round of competition. "That afternoon when we were cuddled in the small and cozy hotel room, eating the nice snacks brought by Ms. Xia, and exploring various approaches to tackle the topic on Chinese culture will remain forever on my mind." Wang Yan said.



Wang Yan and Xia Ping



## The Influence of Championship

Winning the championship suddenly put Wang Yan into the spotlight and made her a public figure. Many interviews and reports flooded in, including one from the Publicity Department of ECNU, and her picture was put on the frontpage of the university website. "Somehow I felt like a public figure after returning from Beijing," said Wang Yan. As many teachers and students had read about her online, she was frequently recognized on campus. Once Wang Yan was having a meal in the cafeteria when four students nearby suddenly turned their heads and stared at her at the same time, which really gave her a shock. It turned out one of them recognized Wang Yan as "the champion girl" and asked her friends to take a look. "Actually I feel uneasy when

people are looking at me this way," said Wang Yan with a wry smile.

Wang Yan was also constantly asked by friends or strangers about how she could learn English so well. She would love to answer this question but felt there could never be a definite answer to it. She believed there was never a shortcut to English study, and working step-by-step was the only way that brought her this far. Wang Yan was not sure whether this would be a satisfactory reply, and she sometimes felt perplexed about it.

What really bothered Wang Yan were the negative comments she received online. She always hated being judged arbitrarily, and would feel hurt by such words from strangers. She told us that once she cried out loud after

seeing several pieces of negative posts online while she was in the study lounge. "I felt it to be so unfair—why did they make such condescending judgements about me?" Later she comforted herself that it was a price to pay for being a champion, though she still did not think this should be an excuse for people to hurt others.

Wang Yan said that cyber violence was a horrible thing for our society. "I feel sad and desperate only after seeing a few criticisms, then how terrible could it be for those who might receive thousands of them? I appeal to all of us to create a positive and healthy cyber environment, and please try your best not to judge others randomly."

## A Trier and Activist



Zhao Chaoyong, Wang Yan, and Wang Yue

Wang Yan loves literature and takes it as her soul mate. She said, “Literature is all-embracing. It includes so many things, especially those artistic genres like poetry. Superficially, it may seem that literature cannot teach us anything realistic, and it is an existence designed for aesthetics. But upon savoring the poems, I can feel the warmth and derive power from them.” As a credit to her frequent reading and meditation, Wang Yan

is a very good writer. If you have ever read her articles, you will be impressed by her profound thinking and sincere way of expression.

Wang Yan also takes an active part in many student activities. She participated in the Moot Court<sup>5</sup> at the beginning of the new year, an activity that simulates the process of criminal, civil and administrative trial and arbitration. Students play different roles in the court case, like making case analysis, writing legal documents and preparing for formal court hearings. One of the assignments for Wang Yan was drafting court memos. It is a special

type of writing that is very different from writing speech drafts. While speech drafts aim to convey ideas and emotions, court memos are rigorous about content and facts. Every sentence in the memo should be valid with content, well-grounded in facts and written only in the indicative mood. Nevertheless, Wang Yan still found similarities between memo and literary writing, because she should stand on the side of the designated nation and

its people to defend them. She felt fully motivated when writing the memo by thinking in this way. “Though with plain words and in the plain style, it takes empathy<sup>6</sup> to write a good memo. This makes writing a memo parallel to literary creation in a sense,” she said.

Before she started her university life at ECNU, Wang Yan’s father suggested that she “focus on one priority and not waste too much time on irrelevant matters”, but she did

not take this advice. For Wang Yan, university life is a time for seeing, learning, and trying for new experiences in life. Each hobby will enable her to see the world from a different angle, and each activity she participates in may enlighten her future in unexpected ways. She will keep on searching and trying different things in pursuit of a fulfilling and diversified life that is worth living.

## Fearlessly Embracing the Future

“The girl looks like she is not afraid of anything.” This is a comment from a teacher who was watching Wang Yan from the television broadcast of the English Public Speaking Contest. It is also Wang Yan’s favorite comment from others. Having been confronted with many difficulties along her path of growth, she had felt intimidated and sad, but eventually she could always face everything boldly and challenge herself. It is the fearless spirit that has brought

her to where she is.

“Being fearless” will continue to be the spirit that accompanies Wang Yan in the future. She regards the future as the process of exploration. Unlike some of her friends and classmates who have already set their life goals, she would rather leave herself with more possibilities, tap into her potential by trying new things and embrace her future with an open attitude. Meanwhile, instead of putting all bids on the future, Wang Yan prefers to

put her ideals into practice from now on, to strive to become what she wants to be the moment she starts yearning for it. “I want to be the person with a free spirit,” she said firmly, “no matter what challenges there may be ahead, even when confronted with controversial views from the society or disagreements from my family and friends, I hope I can always follow my own heart and stick to my own choices.”

1. charisma: n. 魅力
2. Shuai: Pinyin form of “帅”, meaning “the leader” or “handsome”.
3. Bo Le: 伯乐, a good judge of talents (a name of a legendary person in the state of Qin during the Spring and Autumn Period who excelled in evaluating horses).
4. sugarcoated haws: 冰糖葫芦
5. Moot Court: 模拟法庭
6. empathy: n. 同感, 共情

(审稿 / 汪燕)



Zhao Chaoyong and Wang Yan

# Fighting COVID-19

编选 / 尹智化 美编 / 顾浩敏



1. The first class of the spring semester—“Life is like a classroom”—was streamed online through various platforms and social media, and attracted an audience of over 520,000 from all over the world.  
(<http://english.ecnu.edu.cn/ec/8e/c1703a257166/page.htm>)



2. During the COVID-19 outbreak, Professor Du Zhendong and his student volunteers offered free online English tutoring courses to hundreds of children all over China.  
(<https://news.ecnu.edu.cn/eb/11/c1835a256785/page.htm>)



3. ECNU expressed concerns to students studying abroad by sending them surgical masks, manuals and guidelines on COVID-19 prevention, and assurances of necessary assistance.  
(<http://english.ecnu.edu.cn/ec/ce/c1703a257230/page.htm>)

4. Xu Shuangan—an international student from the School of Advanced International and Area Studies—organized Laos international students in Shanghai to make donations to Hubei Province.  
(<https://news.ecnu.edu.cn/e9/f8/c1833a256504/page.htm>)



5. The staff of Hedong Canteen stuck to their posts to provide highquality food for the teachers and students during the COVID-19 epidemic.  
([https://news.ecnu.edu.edu.cn/e8/f4/c1838a256244/page.htm](https://news.ecnu.edu.cn/e8/f4/c1838a256244/page.htm))



(审稿 / 汪燕)

# ON THE FRONT LINES OF COVID-19 PREVENTION AND CONTROL

英编 / 陈佳琳 申琛 美编 / 彭佳

On the last day of 2019, word got out that 27 patients had a viral form of pneumonia. The information released by medical experts and virologists had indicated that signs of a public health crisis were emerging at the beginning of 2020. Unaware of the spread of the novel coronavirus (COVID-19) ECNU students were preparing to go home for the Chinese New Year, to be with their families once again, after completing the final exams of the fall semester.

They had no idea that COVID-19 was rapidly spreading throughout China, threatening every person's health, while generating a tense atmosphere of shockwaves all over the world. Described as a war without smoke, ECNU Circle is devoted to providing information on the relevant prevention and control measures taken to combat the outbreak of the COVID-19 at ECNU.

## 中华人民共和国国家卫生健康委员会公告

发布时间：2020-01-20 来源：疾病预防控制中心

1.20 According to the national health commission website, due to the nature of the virus—including the pathogen, epidemiology, clinical features and so on—COVID-19 was classified as a statutory infectious disease. Hospitals and health departments were to immediately take a series of measures for medical observation, such as patient isolation and close contact isolation, in order to prevent and control the transmission of COVID-19. The official news source reported on the urgency of the COVID-19 epidemic, with ECNU and other universities in China promptly issuing prevention and control measures.

1.21 In response to the outbreak, ECNU issued notices to all of their departments on the measures put in place to control the movement of teachers and students, especially those from Wuhan. For example, there were systematic methods for reporting and checking on the students staying at the ECNU campus during the winter vacation. ECNU also planned in advance for the return of teachers and students to the ECNU campus in the spring.



1.23 Mei Bing, Chair of the University Council of ECNU, chaired a meeting on how ECNU would study the outbreak of COVID-19 and deploy the prevention and control measures to combat it. Although active action was being taken, the outbreak of this epidemic was still on the rise throughout other provinces in China.

1.25 More than one thousand people had been diagnosed with COVID-19 since the beginning of the outbreak.

1.26 At the second meeting on the prevention and control of COVID-19, ECNU leading group released their notices on proper ways to assign specific work through campus networks, email systems, Wechat channels and so on.



1.27 Epidemic prevention and control measures wouldn't halt the spread from going any further. By this time, the number of confirmed COVID-19 cases in China had risen to 2,744 patients. At this time, the State Council of China announced the extension of the Spring Festival holiday to February 3rd.



1.28 The Leading Group of ECNU for Novel Coronavirus Prevention and Control conducted the third meeting on the work of epidemic prevention and control. At the third meeting, new epidemic prevention and control measures were issued for each working unit. Meanwhile, information on the allocation of responsibilities was more specific and detailed than before. Attendees discussed the solutions and specific process of prevention and control applied to special circumstances during the COVID-19 epidemic.

The difficulties that occurred in the first stage of prevention and control were further discussed, and specific solutions and mechanisms were put forward. At the third meeting, it was also reiterated that teachers and students should not return to school or work during the winter vacation until further notice.

1.29 In case the stress of the outbreak became a burden on students' mental health, the mental health education and counseling center of ECNU opened up their support hotlines to students during the outbreak.



华东师大向全社会提供心理“防疫”援助!  
qq: 839981124 / TEL: 18918464934 这串密码

2.10 The government officials inspected areas to ensure that the work on epidemic prevention and control was being properly carried out during the outbreak. The Hubei Provincial Government declared that the proportion of admitted patients had reached 99%. Many businesses across the country were gradually resuming production at this time of the outbreak.



2.21 A milestone in prevention and control was reached at ECNU when the College of Life Sciences announced the development of the Diagnostic Kit of 2019-nCoV. With only a drop of blood, ECNU's biomedical science team managed to obtain test results within ten minutes. The kit was then delivered to The First Affiliated Hospital, College of Medicine, Zhejiang University for clinical diagnosis of suspected cases, close contacts and confirmed cases.



采一滴血，十分钟检出！华东师大成功研制试剂盒，加速新冠病毒快检  
攻克新冠快检技术！

Once the news about the Diagnostic Kit of 2019-nCoV came out, ECNU instantly attracted praise from the public about its widespread concern for students in China. On the same day, a leading medical team was sent from Shanghai to the COVID-19 epicenter in Wuhan. The Shanghai Mental Health Center, along with each district's mental health center and other medical institutions, sent 50 psychological professionals with the 9th batch of Shanghai medical teams to Wuhan.

In addition to the improvement of safety services for students staying at the university, ECNU made great efforts to meet the demand for medical face-masks through various means of supply; the Center for Student Assistance Administration managed to obtain more than 9500 of them.

The medical face-masks were purchased by the school or donated by professors, students, the Alumni Association and Japan Alumni Association through the ECNU foundation. The center also set up a "volunteer service team" to distribute medical face-masks to students staying on campus, as well as 232 ECNUers in Hubei Province. The volunteer team also put together some postcards designed by students of the College of Design to show their support and bring love and warmth to the lives of those ECNUers in Wuhan.

We ought to pay tribute to all those on the front lines combating the epidemic. We are now at a critical juncture of the outbreak. As ECNUers, we shall overcome this obstacle in our lives together with joint efforts from the whole nation. Behind every achievement, there are tens of thousands of known and unknown heroes in combating COVID-19.

(审稿 / 卫华)

# ECNU Microblog Reading Club

英编 / 陈萧伊 王怡雯  
美编 / 高焱

**Sponsor: ECNU  
Publicity Department**

**ECNU Circle:  
This is the first time for  
Publicity Department to  
hold a Microblog Reading  
Club. As a sponsor of the event,  
could you tell us more about the  
origins of this new reading club?**

**S:** We expected that people wanted to read more. So when we were planning for this reading club, we decided to enhance the benefits of and enthusiasm for reading by giving out some rewards. We relied on Microblog to create a reading atmosphere and encouraged students to exchange their own thoughts as well as make friends by sharing their reading experiences on Microblog.

ECNU's official Microblog frequently promotes arts and cultural activities on campus. These activities and lectures represent fundamental components of university life at ECNU. We

realized that the participation from both students on campus and netizens can make people more aware of ECNU's charm and learning atmosphere. And launching this reading club is one of our newest attempts to bring together high school as well as college students from other higher education institutions.

Microblog Reading Club is a form of interaction. From the perspective of ECNU's Publicity Department, the interaction between our university and people off-campus can help to create a favorable impression of ECNU. With the image of a university in mind, we believed the content should be valuable, especially culturally valuable. That's why we chose this form of a reading club.

**E: What did you take into consideration when writing about the theme for each season? For example, why was "hometown" chosen as the theme for the first season?**

**S:** The first consideration was the number of potential participants. For instance, some of the more professional and academic topics may not be very popular for the majority of readers. Current events and hot topics were believed to be more appealing to students and teachers alike.

The first reading season started during the winter vacation when most students went back to their hometown. Since the Spring Festival was right around the corner, and the atmosphere in China was filled with the joy of returning home, we felt that using the hometown as the theme would most likely resonate with everyone. Participants were also encouraged to look for books describing

their hometown, in addition to the books recommended on the list and to learn more about the local culture.

**E: How was the list of recommended books settled?**

**S:** With a wide range of readers in mind, we decided that the threshold of participation shouldn't be set too high and that those relatively academic-based books should be excluded. The bestsellers of casual reading were also excluded as to ensure the cultural value of the reading club.

Our team members did some collection and investigation of books on local literature. Basically, the selected books are classic works that have received high reviews on the Internet. During the communication with East China Normal University Press, teachers there recommended several relatively less known books, such as *The Family of Salt* and *Retain the Homesickness*. After adjusting for many times, we prepared the final list of recommended books.

**E: What are the prospects for Microblog Reading Club in the following issues?**

**S:** This is the first attempt at Microblog Reading Club. There is still a lot to improve. A larger number of participants and more high-quality reading reviews are expected so that participants can benefit more from the Microblog Reading Club.

For the activity itself, the vision is that the Microblog Reading Club can spark participants' discussions over the books, and they will make progress together through mutual learning. This is now a bit far away, but we hope to achieve this goal.

## Award Winners

Yu Strong, Microblog id: @洪洪	Grade 11 student with a will to apply for ECNU. Awarded for reflection on <i>Border Town</i> .
Microblog id: @作图的一把刀	Graphic designer, who went to the Philippines for business last year and was temporarily held back there due to the epidemic. Awarded for reflection on <i>The Ordinary World</i> .
Microblog id: @桃子味的你	Grade 12 student awarded for reflection on <i>Border Town</i> . Unavailable for interview.

**E: How did you notice ECNU Microblog Reading Club? What had attracted you to participate?**

@ 滨驹 : ECNU is my dream university. I am a follower on ECNU Microblog and that's how I learned about this activity. I decided to join in this activity for three reasons. Firstly, joining in ECNU's activity would enable me to know more about my dream university and thus would get me more self-motivated. Secondly, my sharing would provide a chance for other people on Microblog to understand the charm of the book through my blog. I would be happy if I could contribute to these works. The third attraction was certainly the exciting awards offered by ECNU.

@ 普通的一把刀 *er*: I was stuck overseas due to the epidemic, and I started reading with one idea in mind: "racing ahead secretly". Generally speaking, many people would definitely stop working and relax for a period of time during this holiday. As long as I work hard, I can keep up with or even outrun them in life. And I prefer reading alone under a certain atmosphere, so I searched the key words "reading club" on Microblog and then found ECNU's Reading Club activity post.

**E: Then why did you choose that particular book for the theme of "hometown"?**

@ 滨驹 : In *Border Town*, the story takes place in West Hunan. The town is described as

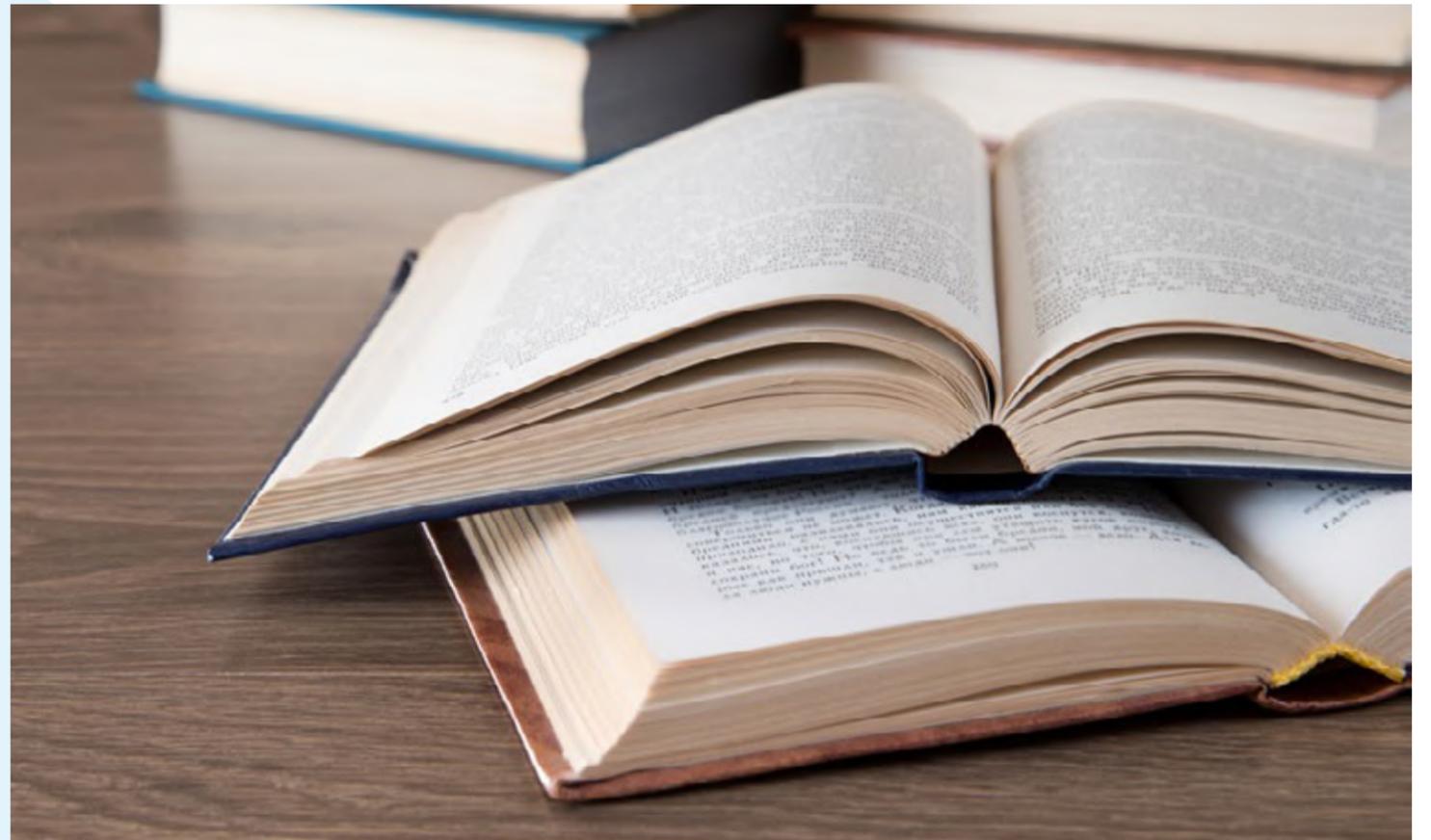
a wonderland with the beauty of humanities and simple folk-customs. The story brings back to readers' mind all the traditions and cultures which have faded away when the advancement of industrial civilization took over agricultural civilization. Shen Congwen, the author, is one of my favorite writers. His easy-to-understand writing style adds a touch of nostalgia. *Border Town* is his masterpiece, so this book later became my first choice.

@ 普通的一把刀 *er*: *The Ordinary World* raises a reflective question about growing up. That is, if you are from humble origins, with little to no luck, and have to work hard on your own, are you willing to accept this fate? I think one can be the master of his own life instead of believing in his own destiny. I chose *The Ordinary World* just to see what "ordinary" is by the standards of a great writer.

**E: What types of books do you like to read? Would you like to share some of your favorite books with our readers?**

@ 滨驹 : I read popular science books like *Things in Ming Dynasty* and *Great Mountains and Rivers for a Donkey Ride*, which allow me to learn more about fundamental culture and the history of China, thus strengthen my cultural self-confidence. I also like novels with striking plots, such as *Into the White Night* and *Alive*. I can experience the lives of different people at different social status. I especially like books on psychology like *Genius on the Left and Madman on the Right*, which are simply like a bowl of warm chicken soup that can bring my heart some relief. These books also broaden my horizon and even surprise me at times.

@ 普通的一把刀 *er*: I usually like to read practical books on topics like "how to write articles", "what funds are" and "how to deal with procrastination". Books other than romance, online novels, and "chicken soup" can all be on my reading list. I am learning writing skills at this stage by reading some writing guide books and classic works. As for classic works, I am currently reading *Dying Tomorrow Will not Hinder Watering Today*, and *To Kill a Mockingbird*.



**E: How do you feel about sharing book reflections on Microblog?**

@ 滨驹 : I am very happy to participate in ECNU's activities. This experience is actually unique to me because I have never shared my feelings in this way. In a word, it will also be a great memory to look back on years later.

@ 普通的一把刀 *er*: Posting my book review online, I was worried about being attacked by people holding different opinions though I was also eager for my book reflection to be read by more people. Through participation in this activity I think I eventually proved myself to be quite brave. As the saying goes, if one dare not express himself, he is no different from a walking dead.

**E: How do you feel after winning the prize?**

@ 滨驹 : Excited, honored, thankful, and very surprised. It was completely above my expectations. I didn't even expect that my post-reading thoughts would be chosen out of so many excellent ones. I didn't expect to win the reward either.

@ 普通的一把刀 *er*: I can show off that I have a customized gift from East China Normal University. Only three in the world. And I feel I am ahead of quite a lot of people by winning the prize.

(审稿 / 薛妹妹)



# No Cross No Crown

—ECNU Research Team Publishes Their Findings in *Nature Physics*

文 / 孙辰阳 杨鸿玺 编 / 高焱



In collaboration with Weizman Institute of Science in Israel, researchers from ECNU have made a breakthrough in the precision measurement and control of the ultrafast dynamics<sup>1</sup> of molecules in strong laser fields. They observed the echo<sup>2</sup> of a vibrational wave packet in an isolated single molecule<sup>3</sup> for the first time. The article titled *Echo in a Single Vibrationally Excited Molecule*, which introduced the unprecedented observation, was published in *Nature Physics*.

Today, *ECNU Circle* journalists are honored to have the first author of the article, PhD student Qiang Junjie, and the research team leader, Professor Wu Jian, with us to share the stories behind their research.

**ECNU CIRCLE:** Since 2016, Professor Wu's group has worked with groups in France and Israel on the study of molecular echo. Compared with previous studies, how have the relevant studies contributed to the breakthroughs?

**Qiang Junjie:** Compared with some previous work, the biggest highlight of the present experiment is the echo phenomenon observed on a single isolated molecule. The echo of a vibrational wave packet is entirely new. Our previous experimental system had a lot of particles or molecules in it. But in this case, both the excitation and response processes of the echo occurred in one molecular system. Similar to the traditional single electron and single photon experiments, we observed the interference of the superposition of the wave functions of multiple eigenstates of a single molecule vibrational wave packet in the time domain.

**E:** As far as you know, what is the current research status of echo in single molecule at home and abroad? Has your work had an impact on the field?

**Q:** Echo has been studied by scientists for decades. In the past, researchers have proposed many echo models, but most of them are carried out in multi-particle systems. Recently, with a growing interest in single molecule coherent control and the development of quantum information science, we started to explore the echo in a single molecule. We extended the echo range from a multi-particle system to a single molecule through experimentation and theoretical calculations. At the same time, monomolecular echo has the potential in detecting quantum coherent states of macromolecules.

**E:** What setbacks or challenges did you encounter and how did you overcome them?

**Q:** In fact, difficulties are unavoidable in any research process. The difficulty or challenge met when conducting research is also the joy of scientific research. The biggest challenge for us was to testify

that our experiment was original since nobody had previously located the single-molecule research with our experimental methods. We needed to prove to the reviewers that our novel research method was as reasonable as the conventional single-molecule detection technology. After we submitted the paper, editors and reviewers showed their interest in applying the existing detection techniques to the field of single molecule dynamics. Meanwhile, they also raised their doubts. By calculating the parameters of the system and finding the common grounds with the previous single-molecule detection technology, we were able to verify the rationality of our research methods.

The pleasure of scientific research lies in the process of finding and exploring problems. In the beginning, we might observe a certain phenomenon and then put forward a hypothesis so that we can conduct research on the subject. Not until we can propose a possible model and discuss its feasibility with our professor can we test our hypothesis by carrying out experiments. If we succeed, it not only serves as self-affirmation but also promotes our research competency. For example, the laser intensity we employed in our experiment deviated greatly from its theoretical value. We proposed different models to analyze the factors that might have led to the deviation. After several rounds of trial and discussion, we came to the conclusion that the answer should be the average effect of light intensity, which helped us pick a clue out of the confusion.

**E:** As a cooperation between ECNU and Weizman Institute of Science, how did this mutual cooperation contribute to the research work?

**Q:** I think the cooperation with Weizman Institute of Science is a catalyst for our research. Physical research often involves sophisticated theoretical models that require in-depth calculation and analysis. A joint effort with foreign research groups is more conducive to the solution of problems and the progress of the experimentation. Since both

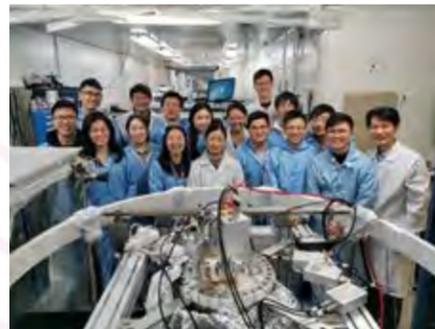
groups have done many original works in the field of ultrafast dynamics of single molecules and established the pioneer positions in experiment and theory respectively, the significance of our cooperation lies in the combination of theory and experiment for further and deeper research.

In the present research, the single particle experiment was mainly conducted by Prof. Wu's research team, and the full-quantum simulation<sup>4</sup> was carried out by Israeli scientists. The rationality of the theoretical model was verified and improved through repeated calculation. Our two teams exchanged a lot through emails, online video chats and face-to-face discussions. Besides, we held short-term exchange programs to improve the work efficiency. Thanks to the complementarity between our two research teams in terms of theory and experiment, the cooperation was smooth and delightful.

**E:** *The publication of the article “Echo in a Single Vibrationally Excited Molecule” in Nature Physics is regarded as an honor of your research team and a milestone for the field. What do you think are the contributing factors to the publication of your research paper?*

**Q:** The publication of this paper is a sign of phased progress in our current research. I think it will be a great incentive for our team to work harder in the future. Thanks to Prof. Wu, who established an international cooperation platform and created an ideal research environment, we had access to advanced detection equipment and the frontier knowledge of single molecules research. Since Prof. Wu's team has been doing research on the precision measurement and control of the ultrafast dynamics of molecules in strong laser fields and has made several breakthroughs in the field of molecule echoes over the years, our current research had a solid theoretical and experimental foundation from the onset.

More importantly, Prof. Wu set a good example for us with his burning passion for science, his rigorous attitude and hardworking spirit all of which have motivated us to keep trying despite the exhausting and demanding research. He was always ready to discuss the progress of research with us by sharing his enlightened ideas and providing us with constructive and timely guidance. Prof. Wu also attached great importance to team-building—he would invite us to have a dinner or go for an outing together. The time we spent together as a team was quite a great pleasure. Prof. Wu is not only a good mentor but also a true friend to us.



*ECNU's Professor Wu Jian, whose research has made several breakthroughs in the field of molecule echoes since 2016, now is part of the leading research team working on the precision measurement and control of the ultrafast dynamics of molecules in strong laser fields. Today, we feel honored to invite him to talk to us about his research team and future plan.*



**E:** *In your opinion, what are the essential traits of a good scientific research team? How do you cultivate these traits?*

**Prof. Wu:** I think a successful research team features the excellence of team members, in particular the cooperation and unity among them. The team leader should take the wheel on the direction of research and the plan of research activities, while team members cooperate with one another to implement the research plan and promote the progress of work and polish the current work by putting forward valuable suggestions. The mutual trust, understanding and appreciation felt among team members are all essential traits to a harmonious atmosphere. This is a recipe for great team success.

**E:** *Scientific research can be both physically and mentally demanding. How do you keep your team members motivated and earnest at work?*

**Prof. Wu:** Scientific research is a tough and time-consuming process, with more failures than successes. In general, what can be seen by most people is mainly a successful research result, while repeated failures before the success are rarely known. As the saying goes, no cross, no crown<sup>5</sup>. Instead of being crushed by failure, a great research team is supposed to draw lessons from past mistakes and turn failure into motivation of future achievements. Aiming at a specific goal, our team always strides forward with a rather moderate work-pace, full of enthusiasm and a truth-seeking spirit.

**E:** *What do you think of the scientific research atmosphere here at ECNU?*

**Prof. Wu:** A good academic environment is indispensable for scientific research activities. ECNU has a profound humanistic atmosphere with equal weight given to both humanities and sciences. The State Key Laboratory of Precision Spectroscopy<sup>6</sup> in ECNU provides a good scientific research platform and lays a solid foundation for our team to carry out world-class research.

TEAM



**E:** *What is the future research plan for your team?*

**Prof. Wu:** Our team focus on the precision measurement and control of ultrafast dynamics of molecules. We will continue to explore the scientific frontiers of the ultrafast dynamics of electrons and nuclei in the molecule with extremely high temporal and spatial resolution.

**E:** *You used to be a student of ECNU for many years and have made outstanding academic achievements. What do you want to say to ECNU students?*

**Prof. Wu:** Stick to your ideals, work earnestly and be down-to-earth while keeping an enthusiastic attitude to seek the truth.

1. ultrafast dynamics 超快动力学
2. echo: n. 回波
3. molecule: n. 分子
4. full-quantum simulation: 全量子模拟
5. No cross, no crown. 没有苦痛就没有辉煌
6. State Key Laboratory of Precision Spectroscopy: 精密光谱科学与技术国家重点实验室

(审稿 / 王志宏)

# Intercultural Communication Course and Its Teaching Philosophy

文 / 孙辰阳 潘窈窈 美编 / 叶思齐



In order to enhance English communication skills in a real cross-cultural context, ECNU's Prof. Zhou Xiaoyong began to develop an English course featuring intercultural communication in 2008. The main course *Intercultural Communication* took shape the following year thanks to the school funding for General Courses and was made available to ECNU undergraduates. The relevant courses such as *Introducing Chinese Culture in English* and *Classic Chinese Novels: English Translation and Overseas Publication* were also made possible through such initiatives and thus expanded the intercultural communication series courses at ECNU.

Intercultural Communication Course<sup>1</sup> introduces a wide range of innovation to its curriculum, with task-based modalities<sup>2</sup> at the core, combined with a variety of other pedagogies<sup>3</sup> such as critical incidents analysis and experiential teaching studies. This form of task-based pedagogy engages students through class presentation, case analysis, brainstorming and problem solving to help them improve their language skills and acquire cross-cultural communication skills. At the same time, the widespread application of multimedia and Internet technology contributes to the effectiveness of this pedagogy by encouraging a learning-by-doing approach to language learning and practice.

In addition, the Course takes full advantage of “flipped classroom”<sup>4</sup> utilizing the Daxia Online Learning System of ECNU to properly assist students in reviewing exercises, homework and tests. The in-class activity also features discussion on creating new knowledge by means of negotiation and construction that is beneficial to students' academic performance. The effectiveness of “flipped classroom” is twofold—it helps students build up their efficient learning styles and enhances students' competitiveness in various English contests. Under the guidance of Prof. Li Hui, ECNU students have signed up for Shanghai University Students Cross-Cultural Communication Competition and won several awards since 2016.

Now that we have introduced ECNU's latest Intercultural Communication Course, let's speak with the team leader Prof. Zhou Xiaoyong about the teaching philosophy underpinning the course. *ECNU Circle* is honored to have him sit down with us and share what's going on with the pedagogical innovations behind such initiative.

***ECNU Circle: What are some of the differences and complementarity aspects between the Intercultural Communication Course, General English courses and Specialized English courses?***

**Prof. Zhou:** Intercultural communication (ICC) courses are follow-up courses succeeding general English courses. Students are supposed to have completed prerequisite courses such as Reading and Writing for Academic Purposes and Listening and Speaking for Academic Purposes. As for other English courses for specific purposes, I think that the fundamental difference between ICC courses and them is that ICC courses aim at improving students' humanistic qualities while courses for specific purposes are designed to further enhance students' domain-specific linguistic competences. What's in common between these two categories of courses is that both of these two categories of courses are content-based. Content-based courses integrate language study with disciplinary learning. Typical examples of content-based courses include Business English, Tourism English, etc.



**E:** *What type of pedagogy does this course utilize? Can you reflect on the theories based on your teaching practices?*

**Prof. Zhou:** Teachers usually teach with teaching theories and personal/professional beliefs in their minds. For this course, direct teaching is definitely not the choice. There are a lot of concepts involved in this course, culture, identity, communication, verbal and non-verbal communication, to name just a few. What guides my teaching in this course is that I always think about how I can help the students to define these concepts by themselves instead of explaining them directly by myself or asking them to read the definitions offered in the textbook. Therefore, the class usually begins with concrete questions; students are then required to inquire into the cases, phenomena or questions to draw principles, abstract concepts behind the concrete questions; after that, students are supposed to define the concepts, individually or in pairs/groups, based on previous discussions. In this sense, one of the pedagogical strategies I utilized in this course is inquiry-based learning<sup>5</sup>.

**E:** *One of the highlights of this course is the pedagogy of "Task-based Reading". What exactly is "Task-based Reading" and how do you carry it out?*

**Prof. Zhou:** This is related to the pedagogical belief I mentioned previously. When students approach the assigned texts, they are supposed to read with questions or personal thoughts in mind instead of absorbing information passively. So, before reading the texts, students will analyze related cases, watch videos, hold discussions, etc. Students usually read texts after class instead of in class; they read after activities instead of reading with activities. Additionally, students must be active readers and actively participate in class activities.

**E:** *Since intercultural communication features the real cultural context, it might need the presence of native speakers in class. Has there been any cooperation between foreign teachers and Chinese teachers?*

**Prof. Zhou:** It's true that authenticity is crucial to ICC teaching. Inviting native-speakers of a certain culture to the class is one of the most



attractive strategies employed by ICC competence trainers. I also invited American friends to give lectures to the students when I had the opportunity. Of course, there are some other ways to create authentic situations. I've been to the United States three times since 2007, during which many interesting and meaningful intercultural encounters happened. I often use my personal experiences as case studies for the class. Besides, many students in our university have overseas experiences, they also share their personal experiences with the class, which helps to create authentic situations to some extent. Even students who don't have overseas experiences will find the course useful when they go abroad for further study later. In fact, some students recalled their learning with this course when they actually went to other cultures for further study.

**E:** *We learned that one important aspect of ICC is the "Export of Chinese Cultural Elements". How are Chinese position and Chinese elements presented in a specific class context?*

**Prof. Zhou:** One of my personal beliefs is that ICC is a two-way process. We used to consider ICC as helpful for students' understanding of English culture. This is because ICC was traditionally a course offered to English majors and therefore a focus on English culture was natural. We now

realize that communication is mutual. It is important for us to understand English cultural background in language study, but it is equally important to enhance native English speakers' understanding about us.

We hope our students not only can learn English stories but also are capable of telling Chinese stories in English. These Chinese elements are also manifested through theoretical perspectives under which we try to introduce Chinese perspectives into the theoretical construction of ICC. For example, traditionally speaking, people from the English-speaking countries are considered as being individualistic, while people from China or Asia are considered to be collectivistic. We now think that this either/or perspective sometimes cannot explain the values held by Chinese people today, especially the Chinese youth. For example, we found that the youth in China are both individualistic and collectivistic. This means that we need to take a both/and perspective when we consider the value orientation of a certain group of people. This both/and perspective is typically in reference to Chinese thinking.

**E:** *How will ICC guide students through their intercultural communication skills after class?*

**Prof. Zhou:** Good question. This is one of the weaknesses of this course. The basic reality here in China is that our society is not a multicultural society, as in American or Canadian society, where people from different cultural backgrounds live together. Therefore, our students may not have abundant opportunities to communicate with people from different cultural backgrounds. We did ask our students to make friends or interview people from other cultures after class, but this was mostly task-oriented. The basic assumption of this course is that our students will have more and more chances to go abroad for further study or living, or that they will probably work in a multicultural organization. This course aims at preparing them for that situation.



**E:** *The evaluation report on the Course by your team shows that students' intercultural competence has been enhanced after taking the Course to some degree. Could you elaborate on students' particular changes based on your own teaching experiences? What's their feedback on this course?*

**Prof. Zhou:** Generally speaking, students' knowledge, awareness and skills concerning ICC have been improved. The biggest gain is knowledge. Through learning in and outside of the class, students acquired much knowledge about ICC. They had a deeper and clearer understanding of basic concepts such as culture, communication, ICC, stereotypes, identity, verbal and nonverbal communication, culture shock, etc. Besides, our study shows that students became less ethnocentric and more tolerant toward difference at the end of the course than they had been at the beginning. They became also more confident about dealing with barriers during future intercultural encounters. Compared with knowledge and awareness, students' ICC skills showed the least improvement. One reason for this lag may be that students lack the real experience to apply and test their skills.

As for students' feedback, most students regard this course as helpful. Some students complain about the heavy load of homework after class. Others also think that I spent too much time on theoretical



backgrounds rather than on practical problems.

**E:** *In 2019, ICC became available to the ECNU graduate students. Is there going to be any difference between undergraduate and graduate teaching?*

**Prof. Zhou:** There's not much I can say about that right now. The graduate students' English proficiency and content knowledge show no much difference from those of the undergraduate students, even though there are some differences concerning teaching methods. For example, during the class presentation session, graduate students are required to read domain-specific research papers and present them to the class. Homework assigned to the graduate students and the undergraduate students are basically similar.

**E:** *Are there any setbacks in teaching Intercultural Communication Course? What will be the greatest challenges in the future?*

**Prof. Zhou:** One problem I often mentioned in class is that I'm actually teaching *about* ICC competence instead of teaching ICC competence in the real sense. Competence refers to an individual's capability of dealing with real-life situation by actively and wisely employing the knowledge and skills he has mastered. Students lack the real-life situation to apply the knowledge and practice the skills they acquired from the course except that they have real intercultural encounters at present. Another problem is the imbalance between content knowledge and language skills. I have put too much focus on content knowledge in the

past several rounds of teaching. After all, this is a language class, so I need to reorient some of our efforts toward language skills in the future. How to combine language learning with content knowledge in a perfect state is a great challenge. It's worthwhile, however.

**E:** *What is the future plan of this course?*

**Prof. Zhou:** We compiled a textbook in 2014. Six years have passed and we have found some defects in the textbook. Some of the contents are not suitable anymore. Therefore, the next thing we are going to do is to revise the textbook this year. I'm also planning and recording a series of mini-lessons about basic concepts of ICC. We hope that in the future students can study the mini-lessons before or after the class and spend more time in class on discussion and language skills.

**E:** *Does the course team have any research paper published so far?*

**Prof. Zhou:** Yes, we published several articles on curriculum development and on global citizenship education. The latter is a topic closely related to ICC education.

**E:** *According to the evaluation report on Intercultural Communication Course, the Course sets a good example to other universities. How about the similar courses in other universities? Is there anything we can learn from them?*

**Prof. Zhou:** This course has been offered to students in our university since 2009. Few universities offered ICC courses to non-English majors at that time. The number of universities running ICC courses is on the rise, especially after the release of "Guidelines on College English Teaching" in 2017, which designate ICC as one of the three course clusters. Communication between universities will surely increase substantially via mutual visits and academic conferences. MOOCs is another way by which universities can learn from each other.



1. Intercultural Communication Course: 跨文化交际课程
2. Modality: n. 样式, 形式
3. Pedagogy: n. 教学法

4. Flipped classroom: 翻转课堂
5. Inquiry-based learning: 探究式学习

(审稿 / 王志宏)

# MOVIE REVIEW: ENJOY EXCLUSIVE MELODIES

英编 / 唐郁琪 美编 / 彭佳

In our last issue, we introduced *Bohemian Rhapsody* and the protagonist, Freddie Mercury, a famous British singer and songwriter who turns to music to save himself and make a difference in the lives of others. Music itself expresses different meanings to different people. In this issue, we will round off the movie series by discussing *Frank*, a movie telling the story about a young man and his band.

## FRANK (2014)

*Frank* is a dark comedy directed by Lenny Abrahamson. The protagonist of the story, Jon Burroughs, is an aspiring musician who works for a small company in a coastal town. The plot of the movie unravels after one day when he is walking along the beach. While he is searching for inspiration, he sees a man trying to drown himself in the water nearby. Jon rescues the man and later learns that he used to be a keyboardist in an underground band with an unpronounceable name—Soronprfbs.

Learning that Jon is interested in music, Don, the band manager, invites him to play as the new keyboardist for the band's next gig. Jon is hyped, but when he meets Soronprfbs's members in person, he finds out that his future bandmates are a group of weirdos. The most eccentric is the vocalist, Frank, who never reveals his true identity to others by wearing a huge papier-mâché mask over his face. Despite his lack of talent and being made fun of by the other band members—Carla, Baraque, and Nala—our protagonist



puts up with them and joins the band. In fact Jon has never been closer to achieving his dream of becoming a musician. After realizing how far he has come, Jon becomes a full-time member of Soronprfbs.

The next turn of the story comes when the band decides to record their debut album in a cabin located in the depths of a lush forest in Ireland. At this time, Jon gradually becomes aware that the band is more musically-gifted than him. Still he tries hard to fit in because he wants to be famous with their help. The day after their debut album is finally completed, the band manager, Don, hangs himself on a tree with Frank's mask on his head. The band is devastated upon the news of Don's mysterious death. Though Jon feels sad about what happened to Don, he also sees this as a chance to gain control of the band.



Jon has always been ambitious about turning Soronprfbs into a world famous band, while the other members are just content with being who they are. Jon shares videos and pictures of the band's performance on the Internet to promote the band, which wins them a small group of new fans. Bit by bit, he begins to get more control over Soronprfbs, and makes the band produce music that is to the taste of the mainstream audience. Before long, Soronprfbs, now a band that produces "normal" music, gets a chance to perform at a music festival in the U.S.

But as the performance draws closer, the band begins to break down, as they feel alienated from one another when they play music that gets a bad response from the audience. After a huge fight with Jon, Nana and Baraque quit the band while Frank and Carla suddenly disappear. When Jon finds them hiding in an alleyway nearby, Carla attacks him violently and is then arrested by the police. Since only Frank and Jon show up for the concert that night, Jon instead sings his own songs to the audience.



In the end, Jon takes Frank to a bar where they find Carla, Nana, and Baraque playing the music that they truly love. Frank finally approaches the band, and begins to play and sing along with them. During the performance Jon watches on with a smile on his face, and gets up to leave from the bar while the rest of the band is on stage.

As viewers we find that Jon has failed to realize that making people produce music they hate is akin to murder. Jon and his bandmates view music very differently. Jon plays music for fame and fortune, so he easily changes his style to please the mainstream audience. This doesn't mean the same thing to the rest of Soronprfbs. Music is their shelter for them, like that cabin in the Irish forest where they enjoyed the freedom to make music that expresses their true selves, without restraint from others.

The climatic point of the story happens after Frank collapses on stage during Jon's performance. When they get back to the hotel after the show, Jon tries to reason with Frank about the band's future. A fight ensues. Jon tries to lift Frank's mask to see who he really is. Frank then runs out of the hotel and is hit by a car on the street. His mask is smashed to pieces, yet he escapes from the scene. With vague memory of Frank's true identity in mind, Jon manages to track him to his hometown where he lives with his parents. Jon learns that Frank has been suffering from mental health issues and begins wearing the mask as a teenager. Without his mask, Frank looks like a lifeless walking corpse—as if his passion for music has been destroyed along with his mask.

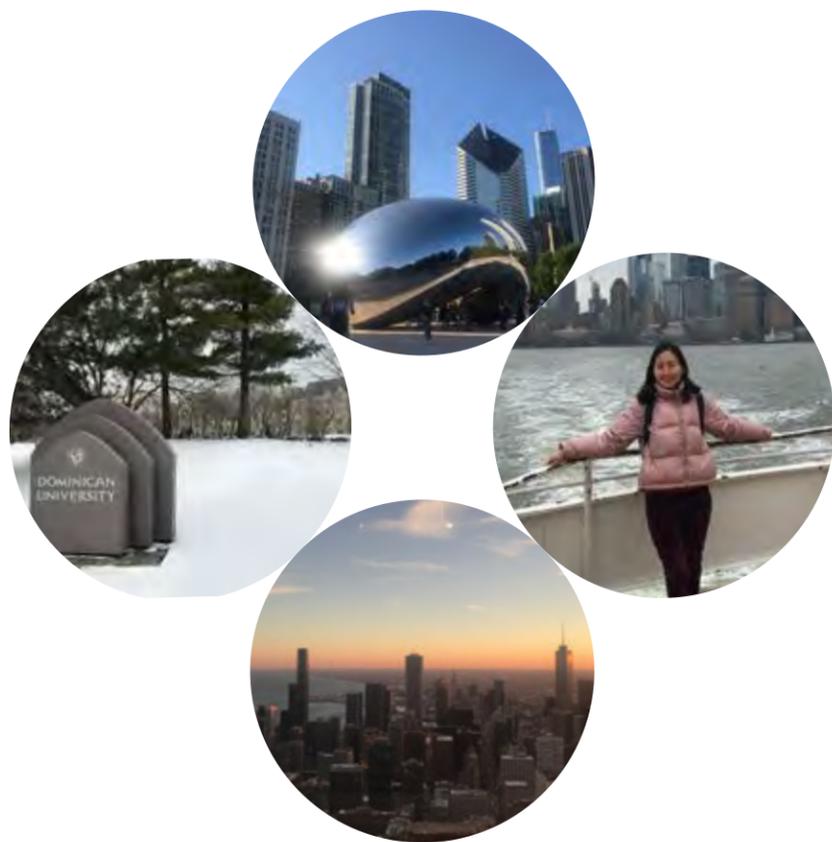
1. protagonist: n. 主角 4. alienate: v. 使疏远、异化  
2. weirdo: n. 古怪的人 5. gig: n. 现场演出  
3. hyped: adj. 兴奋的 6. akin: adj. 类似的

(审稿 / 薛妹妹)

## Tips for Living in the U.S.

文 / 徐璐璐 美编 / 叶思齐

As a visiting scholar, I came to Dominican University, which is located in the western suburb of Chicago, on August 11, 2019. At first everything here was new and unfamiliar to me. I was so happy to meet some of Dominican University's warm-hearted professors, and the other new friends I made later, who helped me settle down and adapt to the new environment much quicker than I thought I would.



I'm an English teacher at ECNU. I have learned English for decades as both a teacher and a student. Still I find that there is so much to learn and experience at Dominican University. Believe me when I say that upon first coming to the United States (U.S.), I discover that much of the knowledge from textbooks is not exactly the same with this first-hand experience. So today I'd like to share some small tips about living in the U.S. to those who plan to study abroad in the future. I hope that my story will be helpful to all of you.

### ★ Tip #1: Do some studies about where you are going beforehand.

The U.S. is a big country filled with many climates, life styles and living expenses—all of which vary from state to state. It's necessary to learn about the place where you will stay, especially if you plan to stay there for a long period of time. If you plan to live on campus, things will be easier, as you do not have many choices. But if you choose to rent an apartment and live off-campus, you'd better do some detailed studies about the area.

Picture a cozy, convenient, and affordable apartment in a safe neighborhood—wouldn't that be perfect?—of course it would—if you knew how to find such a place. At least two months before your departure, try to contact some friends who know about the area. It would be good to join some local WeChat groups with those friends, but first make sure they are reliable. There are always some warm-hearted people, who know a lot and are willing to offer their help, though we should always be cautious when exposing our personal information.

### ★ Tip #2: It's helpful to obtain a driver's license before going to the U.S.

Except for big cities like New York or Los Angeles, public transportation in the U.S. is inconvenient and expensive in most places. The good thing is that gas is much cheaper when compared to China; many students who stay one year or more might choose to purchase a secondhand car so they can drive around more conveniently. In many of the states in U.S., a Chinese driver's license is valid for three months—during which time a car can be bought or rented with a Chinese driver's license.

After 3 months, if someone still wants to drive a car in the U.S., then they must have an American driver's license. The local DMV (Department of Motor Vehicles) in the U.S. requires everyone to take a vision test and written test first. After passing the written test, they can apply for a permit which allows for a driver with the guidance of another adult who already has an American driver's license.

In the U.S., a driver's license is not only a permission for someone to drive a vehicle. It also works as a form of identification, or ID, so that it's not necessary to carry a passport everywhere. The cost of driving tests varies slightly in different states, but is usually quite reasonable. I remember paying only 20 dollars for my driver's license. On driving rules, there aren't any major differences between China and the U.S., though there are some differences. So things will be much easier if you already know how to drive before going to the U.S.

### ★ Tip#3: Leave tips for some services in the U.S.

To most Americans, gratuities are a normal custom when someone provides a service. Like giving or donating small changes at the register, or giving a restaurant staff an extra tip, are common practices in the American service industry. In fact some of the service jobs in the U.S. pay minimum wages, which are very low, so many employees may totally depend on generous tips.

So, if you decide to dine in a restaurant, or take a taxi or Uber, don't forget to add some tips when paying for the bill. The staff will appreciate the tip very much, and it might even be considered rude in some places if you don't. How much should you tip them? Usually 15-25% of the total bill is fine, depending on how satisfied you are with the service. Of course there are occasions when you don't have to tip. For example, if you eat in a fast-food restaurant, or if you order takeout, giving tips generally is not necessary.

Leaving from where you have lived for most your life, and not being around people you are familiar with, can be devastating when you go to a new place—just don't worry about it! Get out and make some new friends, join some clubs and find people with similar hobbies and interests. Don't be afraid of making mistakes. Enjoy a new life. Learn a new culture. I'm sure you will get used to the new environment sooner than you realize, and you'll be loving it too!

(审稿 / 赵国霞)

# Voice of an Overseas Student During the COVID-19 Outbreak



■ 讲述 / Mickael   ■ 英编 / 王啸坤   ■ 美编 / 李超然

I'm Mickael, a sophomore majoring in International Chinese in ECNU. I was born in Paris, one of Europe's most romantic cities, but I've also developed a great affection for China, not only due to both of my parents who are Chinese, but also China itself. My love for China has grown stronger and stronger

with time. I feel at home here. When I applied for universities, I knew I wanted to go to a university in China—and here I am at ECNU!

I really value my life at ECNU, especially all of the joy I've had with my classmates and teachers when we talked about life, such as how to tackle problems, communicate with others and integrate with the local culture. As a member of ECNU's Student Union, I've taken part in a wide variety of activities which have greatly enriched my time as an international student at ECNU.

Due to the COVID-19 outbreak in China, ECNU has been temporarily closed in order to prevent the spread of the virus. I understand and believe that our health and well-being are of utmost concern to the school. I appreciate their concerns. What I appreciate more is that the learning experience hasn't stopped. Online classes are a great option at the moment, and I'm able to continue to study with my classmates and learn from

my teachers—despite being stuck at home in Shanghai.

Speaking of COVID-19, here are some thoughts and ideas I would like to share.

I heard about a similar outbreak that occurred in China in 2003, which was the severe acute respiratory syndrome (SARS). But this time, the severity<sup>1</sup> of the novel coronavirus has far surpassed that of the 2003 SARS infection since ten times the number of people in China have contracted the disease compared to SARS outbreak.

I'm impressed with the government's strict measures to control the spread of COVID-19 and how the people across the whole country unite together to face the difficult situation. I also admire the spirit of solidarity and sacrifice rooted in the people of China. However, I cannot help but recommend more amendments<sup>2</sup> to China's wildlife laws. In many other countries, wild animals are strictly forbidden to be consumed as food. China's current Wildlife Protection Law regulates the trade in wildlife to some extent, but still leaves the door open for some trading activities to persist. Therefore, I hope that a total ban would be imposed<sup>3</sup> on the consumption of meat from wild animals in China while those offenders taking part in illegal consumption and wildlife trade in China would be severely punished.

In addition, I am concerned about the impact of COVID-19 on China's economy. Since the quarantine policy has been implemented, many businesses have been stopped, bringing out an economic slump<sup>4</sup>. Then how can the government reverse the economic slowdown while preventing the further spread of the virus? The economic

factors of the COVID-19 outbreak are one of my biggest concerns at present.

Greatly touched by the spirit of self-sacrifice by many of China's volunteers—especially the doctors and nurses on the front lines in combating<sup>5</sup> COVID-19—I do hope and believe, as a Chinese descendant, that this country will become better after getting through the tough time.

**P.S.**

*ECNU Circle interviewed Mickael on February 11th, 2020.*

*The Standing Committee of the National People's Congress (NPCSC) passed the decision on completely prohibiting the illegal wildlife trade and consumption of wild animals in order to ensure the health and safety of the people in China on February 24th, 2020.*

1. severity: n. 严重
2. amendment: n. 修改, 修订
3. impose: v. 强制实行
4. economic slump: 经济衰退
5. combat: v. 与……作斗争

(审稿 / 赵国霞)



## Business Revival in the Old Streets of Xuhui District



文 / 施诗颐 美编 / 高焱

Looking back on the past four months is like reading a fictional novel—with so many things that are surreal<sup>1</sup> and unimaginable. From the news of an unknown virus in Wuhan at the beginning of January, to the lock-down of the city on January 23, the national battle against the virus, and the gradual return to the normal pace of life, COVID-19 has impacted the lives of all people. As the immediate reaction to COVID-19 was social-distancing, almost all businesses came to a sudden halt from the Spring Festival of 2020, and the situation lasted for almost two months. As a resident of the old streets neighborhood in Xuhui District—a bustling commercial area full of visitors all the year round, I have witnessed how shop owners here endured the

difficult time and are now welcoming the revival of their businesses.

Many of my young friends own some form of businesses in this area—a cozy café, a clothes shop; some of them run a juice store which has successfully evolved into chain stores, others put much of their efforts running old houses for rent on Air B&Bs<sup>2</sup>. The old streets are well-known for their elegant styles, and are home to hundreds of excellent heritage architectures, like villas of Spanish or French Styles, and apartments of Art-Deco that once belonged to some celebrities. In the past years, small business have boomed in the area as tourists, especially young customers come all the way here to immerse themselves in the exotic and

relaxing atmosphere. They sip coffee by the terrace and hold baguette in their arms, fully enjoying the sunshine and slow pace. Despite the high rental cost, most shop-owners can make a handsome income.

The Spring Festival usually means a shopping spree, a carnival that all businesses owners are fully prepared for. However, COVID-19 generated a nation-wide fear and the call for home-isolation. All of a sudden, the bustling old streets in Xuhui became empty. Shops were closed, and the business owners were left with no income, a high rental cost, and an uncertain future. Meanwhile, the heroic battle against COVID-19 was going on in Wuhan, Hubei, and throughout China.

March 18 saw for the first time zero increase of domestic cases in mainland China. With the containment of the virus, the old streets in Xuhui began to come back to life. Shops were reopened, and customers were returning. Yet the shop owners were faced with a new challenge: as the small number of visitors could hardly enable them to make ends meet, they needed to find a way to increase sales.

Some food shops turned to online businesses and developed new menus to suit take-out delivery. My friends at Grooow Juice planned mini exhibitions with other designer studios to stimulate consumption, thus helping each other to go through this tough spring. While the friends renting houses on Wukang Road and Nanchang Road were still waiting for the days when tourists could come freely with their luggage, they also sold online courses including flower arranging and light-salad making to their fans, which enabled them to strike some deals by cooperating with other Taobao shops. It was a hard time, yet I heard no one say they were going to shut down or give up, and they all believed that life would return to normal and those golden days would come back in due time.

The five-day Labor Day holiday was a milestone for business recovery. As the zero

increase of domestic cases had lasted for over a month in almost all parts of China, people yearned to relax and enjoy life outside home. I wandered along Wuyuan Road and found all the shops selling flowers, accessories, clothes were bustling with customers wearing masks. Cafés and tailors were crowded again, and KOLs<sup>3</sup> were shooting videos in the shadow of pavement trees. Terraces were fully occupied and people waited in long queues to get their service while keeping from each other a one-meter distance.

Kankan news journalists interviewed some business owners in Anfu Road. They were surprised to know the changes in the business patterns triggered by the pandemic<sup>4</sup>. Even a small clothes shop would incorporate exhibitions with sales, or hold salons to promote healthy living concepts and tighten the bonds with customers, thus facilitating business deals through the sharing of culture. A lady who owns a canteen at the end of Anfu Road said that although sales had dropped by 70% during the pandemic, the shop recovered much faster than she had expected; and the strategy of switching menu to adapt to the delivery code turned out to be successful and helped the canteen undergo the darkest days.

All shops in the old streets of Xuhui have their own stories to tell about how they tided over the unexpected crisis, but one thing they shared in common was their passion for life and the pursuit of a bright future. I believe with these spirits, the old streets in Xuhui will continue to flourish and demonstrate its unique beauty to the world.

1. surreal: adj. 超现实的
2. Air B&B: 爱彼迎; 民宿短租
3. KOL: abbreviation for “Key Opinion Leader”, 网红
4. pandemic: 大流行病

(审稿 / 汪燕)

# The Development of TCFL:

## From Traditional Methods to Multimedia Teaching

文 / 杨鸿玺 刘思含 美编 / 李超然

With the increasing influence of China in international society, Chinese culture plays a more important role in the market of world cultures. More and more foreigners begin learning Chinese culture due to various reasons, and their first step is to learn the language. There is no doubt that the widespread use of Chinese contributes to the spread of Chinese culture. Therefore, China now pays more attention to the development of TCFL. As we all know, the Confucius Institute is an important form of media; it gives foreigners a good opportunity to learn more about Chinese language and Chinese culture.

Teaching methods can affect students' degree of acceptance to some extent. Scholars and experts have done much research on this field and teaching methods have been improving and developing. The developmental history of TCFL can be traced back to the 1950s. During the 1950s and 1960s, emphasis was put on grammar and word. One symbolic method of that period was Grammar-Translation Method. During the 1960s and 1970s, practical principle was carried out in specific classroom teaching practice.



Teaching content focused on the training of listening and speaking skills, and inductive methods were consequentially adopted including brief explanation and multiple practices. During the 1970s and 1980s, Audio-Lingual Method was introduced and the ability of oral expression was underlined as critical to learning. A system of teaching method that focused on common sentence patterns, repeated practice and comprehensive use of Chinese was formed. Since the 1980s, TCFL has formed its own inclination of teaching in order to strengthen the teaching of cultural content.

Traditional teaching methods mainly consist of teachers' instruction and students' listening and practice. The four advantages are: (1) they are easy and convenient to carry out, (2) they are economical, (3) a lot of time and troubles are saved and (4) they are sufficient to deal with examinations. However, it is undeniable that they also have some disadvantages. As is known to all, traditional teaching is teacher-centric because it only focuses on the instruction of subjects' classical contents, while ignoring the cultivation of students' study habits and attitudes towards life. It also overlooks students' practice and experience.

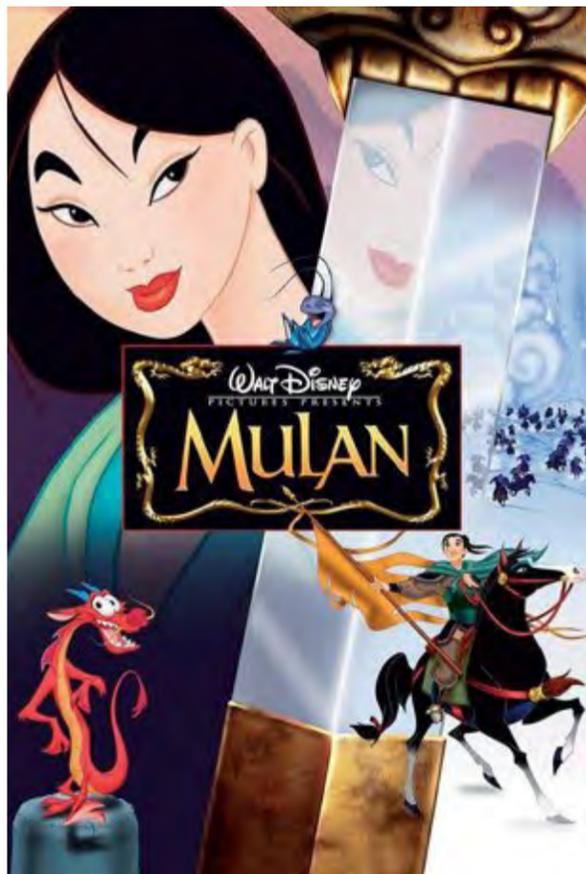
Through the process of teaching, teachers mainly adopt a single way to deliver, impart and instill knowledge, neglecting communication, cooperation, students' active participation and independent exploration. Students can accept knowledge passively while most students gradually form a habit in that they are reluctant to ask questions and blindly believe in teachers and textbooks. Traditional teaching methods contain their own merits, but with the development of society are somewhat outdated and unable to adapt to the times' requirements.

Now there are various new methods of teaching developing and thriving with the progress of science and technology. Teaching tools that teachers use vary and the atmosphere of class becomes more active and open. There are many interesting teaching

methods in TCFL, and multimedia teaching will be introduced in the following paragraphs. Studies have recognized pedagogical values of multimedia materials on foreign language learning. For example, multimedia materials provide a productive source of language input that potentially promotes foreign language learners' semantic development. Multimedia materials also can enhance learners' bilingual language awareness by providing multisensory exposure to the phonology, prosody, semantics, typography, and graphic communication of the target language.

Multimedia materials include films and TV works. They integrate various art forms and cultural backgrounds. The contents of language in films contain Chinese culture, which is very attractive and appealing to language learners. Film appreciation in class can greatly improve the language learning and cultural understanding of foreign learners. In the selection of films, students' Chinese proficiency and learning abilities should be matched according to the degree of cross-cultural content.

For foreign students whose Chinese proficiency is at the primary level, the language construction has not been formed. It is better to choose film which has a Chinese theme but presents itself in European or American styles. *Mulan* is a good example in teaching Chinese



to foreigners because it is a computer-animated film, produced by Disney, and adapted from an ancient Chinese folk poem *The Ballad of Mulan*<sup>1</sup>. The movie tells the story of Hua Mulan's great feat of joining the army in place of her father and resisting the invasion of the Huns. Although English is the main language of this film, some Chinese characters appear in the film, which is suitable for students at the primary level of Chinese language.

There are many words in *Mulan* that are translated directly from Chinese, such as Moo Goo Gai Pan<sup>2</sup>, Chi Fu<sup>3</sup>, Fa Zhou<sup>4</sup>, Tung Shao Pass<sup>5</sup> and so on. These words are easy to pronounce, and foreign students can understand their meanings according to the context on the basis of watching movie. In this way, not only can students remember the meaning of new words, but also the specific usage and context of words. After the play is over, students need to organize their own

language to retell the content. This is not only conducive to improving students' attention, but also to training their language organization and expression ability, further enhancing the learning effect.

This year, China was engulfed by the unexpected disaster of the COVID-19 outbreak. All schools in China were inevitably affected by it. Since it was impossible for teachers and students to go back to school, many schools chose online teaching recently. In the Asia Europe Business School of ECNU, students from 22 countries took part in the "cloud classroom". Teacher emails the teaching video and courseware to the students for preview before class and live streams the class through video conference software to answer students' questions. Besides making a video of every class, online teaching also requires a weekly group meeting, at which the students have online discussions and submit their group assignments.

This has proved to be effective in bringing into full play the students' proactivity, team spirit and leadership. Most of the foreign students are well adapted to online learning, previewing study materials before class, actively engaging in group discussions and submitting homework in time. The students are enthusiastic about discussions, often raising thought-provoking questions and making penetrating comments. Some students agree that compared with offline teaching, online education involves more active teacher-student interaction and shortens the distance between teachers and students. They also think online homework can help them better understand the knowledge in class and mobilize their enthusiasm for learning. Students are keenly aware of the importance of before-class preview than when they were in classrooms and that the teaching videos are more helpful for after-class review.

The use of multimedia materials undoubtedly promotes the process of modern teaching: it enables teachers to have more choices in teaching and gives



students an opportunity to enjoy more out of their lessons. Multimedia teaching is developing as the use of multimedia materials for Chinese teaching is quite pervasive. The big task, however, is how to exploit them to their maximum advantage. For example, students may be attracted by some unimportant pictures on PowerPoint, which are used only for decoration, rather than paying attention to important contents. The prospect of multimedia teaching is still bright and hopeful. With the development of science and technology, there may rise other kinds of teaching methods that can better accommodate to the needs of non-native Chinese learners.

1. *The Ballad of Mulan* 《木兰诗》
2. Moo Goo Gai Pan 蘑菇鸡片
3. Chi Fu 赐福
4. Fa Zhou 花弧
5. Tung Shao Pass 同萧关

(审稿 / 卫华)



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*Photo by Wei Hua*