

ECNU CIRCLE

華東師範大學 | 英文校園刊物

No.18 Dec., 2018

PROFILE

Nice Shot: Wang

Yihan's New Start in

ECNU

SPOTLIGHT

Tin Ka Ping Academic

Building and Its Stories

SPOTLIGHT

The Pioneer in

College English

Reform—College

English Department

of ECNU

读 华彩篇章
品 东西文化
感 师大生活
悟 大学真谛

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

华 之泱泱
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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 1500-2000 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）：展现师大师生和校友的风采

ECNU Life（校园生活）：记录校园生活点点滴滴

Spotlight（校园热点）：聚焦师大热点新闻

On the Road（人生驿站）：面向师大学生征稿，倾听他们的心路历程

Literature（美文荟萃）：介绍优美的英文诗歌、散文和小说

Movie（电影）：推荐和评论当前最流行的电影

Culture（文化）：探讨文化的冲突、交流与融合

Study Abroad（他山之石）：分享师大人的海外学习经历

Column（专栏）：邀请师生撰写专栏，发表独到见解

English Workshop（英语加油站）：传授英语学习的最新资讯、策略和方法

Love in ECNU（爱在华师）：师大校友的真情故事

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。

Why is free speech so important to and at universities?

Why is free speech so important to and at universities? This is a question I took up with the newly arrived first-year students in the College when I welcomed them at Convocation last fall. For centuries, I told them, universities have been environments in which knowledge has been discovered, collected, studied, debated, expanded, changed, and advanced through the power of rational argument and exchange. We pursue truth unrelentingly, but we must never be so complacent as to believe we have unerringly attained it. Veritas is inspiration and aspiration. We assume there is always more to know and discover so we open ourselves to challenge and change. We must always be ready to be wrong, so being part of a university community requires courage and humility. Universities must be places open to the kind of debate that can change ideas and committed to standards of reason and evidence that form the bases for evaluating them.

Silencing ideas or basking in intellectual orthodoxy independent of facts and evidence impedes our access to new and better ideas, and it inhibits a full and considered rejection of bad ones. From at least the time of Galileo, we can see how repressing seemingly heretical ideas has blinded societies and nations to the enhanced knowledge and understanding on which progress depend. Far more recently, we can see here at Harvard how our inattentiveness to the power and appeal of conservative voices left much of our community astonished—blindsided by the outcome of last fall's election. We must work to ensure that universities do not become bubbles isolated from the concerns and discourse of the society that surrounds them.

Universities must model a commitment to the notion that truth cannot simply be claimed, but must be established—established through reasoned argument, assessment, and even sometimes uncomfortable challenges that provide the foundation for truth. The legitimacy of universities' claim to be sources and validators of fact depends on our willingness to actively and vigorously defend those facts. And we must remember that limiting some speech opens the dangerous possibility that the speech that is ultimately censored may be our own. If some words are to be treated as equivalent to physical violence and silenced or even prosecuted, who is to decide which words? Freedom of expression, as Justice Oliver Wendell Holmes famously said long ago, protects not only free thought for those who agree with us but freedom for the thought we hate. We need to hear those hateful ideas so our society is fully equipped to oppose and defeat them.

Free speech doesn't just happen and require intervention when it is impeded. It is not about the freedom to out-shout others while everyone has their fingers in their ears. For free speech to flourish, we must build an environment where everyone takes responsibility for the right not just to speak, but to hear and be heard, where everyone assumes the responsibility to treat others with dignity and respect.

Talk a lot, I urged the Class of 2020 last fall; listen more. Don't stand safely on the sidelines; take the risk of being wrong. It is the best way to learn and grow. And build a culture of generous listening so that others may be emboldened to take risks, too. A community in a shared search for Veritas—that is the ideal for which Harvard must strive. We need it now more than ever.

(Adapted from 2017 Harvard Commencement Speech)

(审稿 / 余睿 美编 / 陈诵弦)

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师大学子的精彩



ECNU CIRCLE
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Nice Shot: Wang Yihan's New Start in ECNU



文 / 唐郁琪 尹智化 于佑安 邢伟林
美编 / 高焱
工作摄影 / 郭忠义



Wang Yihan never stopped trying to find herself, even after she announced her retirement from China's National Badminton Team in 2016. Finding new roles for herself, collaborating with others and crossing over into different fields has allowed her to grow in the absence of her professional badminton career. This autumn, the multiple-time world badminton champion started her teaching career in ECNU's School of Physical Education and Health causing an uproar among all ECNUers.



But what hasn't been revealed is that in her career as a badminton star she encountered many tough problems, which pushed her through to a successful career in sports. More importantly, it's what inspired her to join the faculty of ECNU as a new teacher. We found out more about the life and inspiration of one of China's top badminton players. This interview intends to bring you closer to the real Wang Yihan.

ECNU CIRCLE: *After retirement, why did you choose to teach in physical education in higher education?*

Wang Yihan: In fact, I had thought about some of these choices for a long time. Relatively speaking, I feel that teaching in universities is not the same as staying in a professional badminton team because it's impossible to hold university students up to the standards of professional athletes. This allows me to demonstrate the professional skills and sportsmanship I learned from my 22 years of badminton career to improve my students' abilities. To me, however, it is more about influencing them to understand the spirit of athletes, including the transmission of positive energy and more of the essentials unrelated to such badminton skills. In any case, a lot of the ideas for my future just weren't as good as joining a university.

E: *What led you to the decision to come to ECNU? And regarding your work now, what is the main focus of your content?*

W: Well through the process I looked at several universities. Compared with others, though, I found ECNU to be more concerned with sports. On the other hand, I also believed it to be the most insufficient in badminton personnel and equipment. So those are some reasons for my choice to stay at ECNU. Presently my main job is to give badminton courses to the students majoring in physical education, most of whom have zero-based levels. This includes three sessions of ninety-minute classes per week: once in the morning and once in the afternoon on Fridays.

E: *What was it like to go through the transition from an athlete to a university teacher?*

W: Switching careers is a process of transformation. There are indeed many differences between these two roles. I'm now teaching zero-

based students, which is very difficult in itself, not to mention the different teaching styles between coaching athletes on the national team; the latter are talented and know badminton exceptionally well. Moreover, they compete fiercely for the honor of representing the country, and have a positive attitude towards hard training unlike many university students.

The students I teach in ECNU are zero-based, so I sense more differences at the most fundamental level. Considering that many of the students are not very familiar with the rules of badminton, I have to record the things I taught to them in each class, and then arrange new lesson plans according to their skills. This is how most coaches structure their training plans.

E: *What do you think are the biggest differences between being a teacher and being an athlete?*

W: Athletes must manage themselves, that is, know all of their flaws so they could train themselves better for the future. In short, it's important for athletes to have a clear understanding of their overall intentions and goals for training. And this also means that professional athletes must understand their strengths and weaknesses better than anyone else.

After each match, athletes should be able to summarize what needs to be improved upon in their training techniques. They should set goals—the long-term goal is to take the world championship, but small goals should also be set. Teaching university students takes a very different approach. That's why it's important for them to know the basic rules of badminton and learn some of the basic skills at the same time. Then the most important thing for them is to feel the joy of badminton. I think that is the ultimate goal for university students.



E: In your transition from an athlete to a teacher, what's been hard to accustom yourself to so far? Do you feel satisfied with your progress?

W: I have not accustomed myself to many things in teaching, although I am certainly not dissatisfied with myself either. For instance, one thing I'm not used to is how hoarse my throat will be after I shout for long periods of time. I was given a "little bee" (a kind of loudspeaker) but I didn't take it. I thought that wouldn't be necessary. Maybe it's my lack in teaching experience that makes me feel a bit unaccustomed. But I didn't feel unhappy about anything.

As for the badminton courts here, they don't matter much to me. As long as you know the badminton rules, you can play wherever you can find space. Of course, I'd be very happy if the school makes some improvements to the courts.

E: Do the students treat you differently because of the fact that you are a world champion?

W: Not very much. I always see full attendance at my class. They are all exceptionally active. By the time I arrive at the court every time, they've already



been playing for quite a while. I remember that one day three postgraduate students came over here and asked for auditing the course. I had no choice but to apologize and tell them we didn't have space for extra students. Normally, the field could accommodate about 20 people. But with 23 students in class, the field was already overloaded with people.

E: Initially, your choice to teach in ECNU received extensive attention from the public. So now that you have already been here for a while, how does it feel to be teaching in ECNU after so much publicity?

W: I've always wanted to be a part of the university campus life. Actually, I got a burning desire to be part of it after every time I was invited to give a lecture in different universities. I feel happy on campus, because everyone around you is youthful and vibrant¹. I haven't experienced campus life before, so I knew I finally got my chance to do it. I used to spend more time in the daily routines—eating, sleeping and training-of a sports team. By contrast, campus life is definitely more nuanced and interesting. For instance, many of the demands can be satisfied with a single campus card in hand, which greatly improves students' life on campus. I'm not very familiar with stuff like this allowed in the university setting.

My initial plan was to befriend the students here. I already found that we get along instantly. And even though I'm born and bred in Shanghai, I'm actually not that acclimated to living in Minhang. So it's a new experience for me to live in this district.

E: Would you share with us something that impressed you most about ECNU?

W: Many teachers impressed me here. I added several teachers on WeChat when I joined the new

teacher's association. I remembered when I was transferring my Party branch relationship to ECNU, I was in my sports suits with a backpack over my shoulders. The teacher in-charge eyed me and asked whether I was a student or a teacher. When I told her I was a teacher, she just hummed, and I left it at that.

The next time I went to the office all the teachers greeted me and called me "Ms. Wang" (she laughs). I was warmly welcomed, and some of the teachers even wanted a photo with me. I said to them: "You asked me whether I was a student or a teacher last time." I think that's a very interesting experience to me.

E: What's your future career plan in ECNU?

W: I've learned a lot from teaching zero-based level students. Since I retired from the National Badminton Team, I've already written down some of the experiences I drew from them before. I can go over it now in detail. I racked my brain turning the detailed movements into theories; if put into hands-on practices, teaching could be a lot easier. But now that I'm in ECNU as a teacher, I must strive to learn to express myself more clearly to the students. In fact, when the coaches directed us professional athletes in the sports team, we all knew what they were talking about. But due to their zero-based levels, you have to get things straight with the students here through a form of teaching that inspires learning. That's what I'm learning in ECNU as a teacher.

E: We also know that you are active in your spare time as well. Your stage play debut "The Tough Feather" was premiered² in Shanghai this September. Please tell us more about it.

W: We spent about three months just rehearsing it. We also invited professionals from Shanghai Theatre Academy over to help us with writing the



script—we rehearsed and modified the script so many times. They also helped adapt my dictation to the script as well. It was so hard to memorize the lines because I just can't bear all of them in mind while trying to act on stage. Since childhood, I wasn't trained well for reciting things, so I was not sure about the outcome at first. But as time went by, I became more and more self-poised³ about my performing skills. What's important is to learn all the lines, which is quite difficult to me.

E: *What kind of response do you hope to get from the public through this stage play?*

W: We made this play to induce people to come forward with their valuable contributions. And we hope to pass on the message that we should never forfeit our dream of becoming champions, that we should work hard to train ourselves, and carry forward the athletic spirit to everyone. Many champions do not just rely on luck: you have to go through many setbacks to become a champion. These setbacks include not only injuries, but also psychological pressure. I believe that all athletes will encounter this situation more than once in their career. It can be very difficult to carry on.

Now I want to share with everyone a couple of things I have learned from the classes and the stage play. First, remain true to your original aspiration. Second, never give up. Third, opportunities are

only reserved for those who are prepared. In other words, when an opportunity arises, the test has just begun for us to use everything that has been learned through practice and hard work. And then you may seize the chance to be a champion. Often there are many opportunities in front of us, but it could just as easily slip away. So we must be prepared at all times.

E: *After retirement, you created your own brand "MEW Culture" which was established as MEWBOX in Shanghai. Can you tell us about it?*

W: MEW Culture conveys a positive energy. As for our venue, it's more like a conceptual sport-oriented stadium rather than a large complex⁴. The badminton court is our main feature, with a stage in the field that has lights on both sides. It is not a venue for official events. What we want to give everyone is the sense of ceremony⁵, because many of our friends have not experienced the feeling of an official match. This kind of experience is a big feature of MEWBOX.

The box also features a ten-square-meter swimming pool equipped with a counter flow system, which ranks top three in the world. Our professional athletes also go into training in the water. It has a great effect on the protection and rehabilitation of the joints. In addition, we invited

Asia's top graffiti artist to paint the wall outside the stadium. It is one of its standout characteristics, too.

E: *Badminton seems to be growing in popularity, what do you think we should do to further promote the sport?*

W: I established MEWBOX to turn badminton into a fashionable sport. Badminton has a big disadvantage within the world of sports: it's not as cool as fitness, not so casual as running, and not so trendy like basketball or football. So we made a series of settings such as lighting rendering and fluorescent⁶ equipment in the venue to make it more awe-inspiring. Our team has also opened an online platform, where we hope more sports enthusiasts and players alike could make friends.

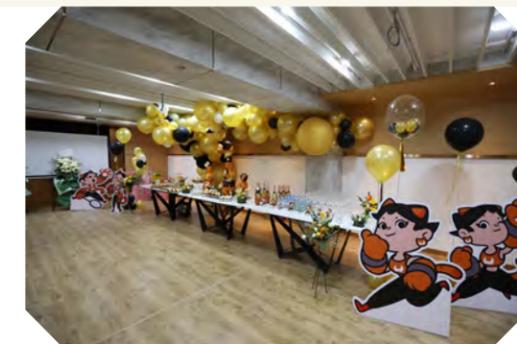
E: *Athlete, university teacher, boss of MEW Culture or stage actress, which one do you prefer as a public figure?*

W: Since I have many roles, I have to switch into each corresponding role under different circumstances. I like making friends, so I also hope that everyone can get together to exchange ideas and resources, share experiences of successes or failures, and sum up their overall experiences with each other. Mostly this is the case.

E: *You have a lot of fans in ECNU. Could you please say something to them?*

W: I have lectured at many universities, where I share with them my tortuous course of success, talk about my experiences, difficulties, and solutions in my badminton career. It's more important to give the students intrinsic encouragement or positive energy through these things. Injuries are not necessarily bad. We can find out what we should pay attention to, make tactical preparation through the injuries, and try to avoid overworking ourselves to exhaustion. Persistence is crucial while you are on the court. You must forget any pain you are experiencing in your life. You have to bear down the pressure in the matches, and you must do well in the parts that you can control. Through it all I now know that we should practice frequently and let our own willpower through training strengthen ourselves as athletes and people.

1. vibrant: adj. 充满活力的
2. premiere: v. 首映, 首演
3. self-poised: adj. 镇定自如的
4. complex: n. 综合体, 综合设施
5. sense of ceremony: 仪式感
6. fluorescent: a. 荧光的



(审稿 / 郭忠义)



Dream

Starts from

MODEL UNITED NATIONS

文 / 邢伟林
陈萧伊
钱广桦
陈熠渲
美编 / 谢瑶姬



Zhang Mufeng can attest to the power of MUN. An undergraduate student majoring in insurance, Zhang has been a member of MUN for five years where he has served as a representative, chairman, club leader and instructor. In our interview he shares his experiences and thoughts on MUN, explains the ups and downs he went through, and informs us on certain global issues. In the end, we will know more about the world and how the MUN can have a big impact on the future of the people living in it.

In the early 20th century, former United States President Woodrow Wilson called for an institution that would become the eyes of the international community, in which the common concerns of the world would be a priority focus. While “we the peoples” have been striving for such an ideal since World War I, especially after the creation of the League of Nations (predecessor to the United Nations), many young people are encouraged to share the same concern within the student-led Model United Nations (MUN¹) in the 21st century.

E: *We have learned that the Model United Nations (MUN) is a simulation of the General Assembly of the United Nations and other multilateral institutions. Meanwhile, in this event, young students act as the diplomatic representatives of different countries and participate in meetings about major international events. So what exactly is MUN all about in your opinion?*

Z: *You have provided a fairly comprehensive definition of MUN. In my opinion, the educational aspect of MUN means the most to the participants—whether as the MUN president in my high school years, or now as the MUN president at ECNU—it’s clear to me that education comes first in this event. This is the first thing I always say to any new members. MUN started out as a platform of academic exchange for those who are interested in international affairs, sort of like an open window into the expansive world where young people can learn more about international issues and meet like-minded friends.*

All of MUN members must speak and write documents in English, which practically turns it into a valuable opportunity for students to use the English language. MUN is a place for them to develop critical thinking skills, as in the course of negotiation processes where we learn when to back down, when to hold on, when to ask for more, and when to give up some interests if necessary. It enables us to take more factors into consideration before making our final judgments.

I was very impressed with one of the topics of the MUN event: Germany’s policy of non-restricted acceptance of refugees. At first, we marveled at the unbelievable social welfare system in Western Europe; it implied a noble humanitarian spirit. But during our preparations for the discussion, we found that this political issue in fact had a lot to do with the industrial structure of Germany—the assistance of refugees has turned into one of Germany’s biggest industries employing more than two million people. Therefore, it was easy to see that such a policy actually helps promote the industry, in addition to the big companies and insurance agencies who can get financial support from the German government. Behind the refugee policy also lies other interests and political purposes so it’s important for many groups in MUN to tackle³ all of the issues on the table together.



E: *How did you become a member of MUN?*

Z: I've always had a strong interest in the world map, and I watch it a lot in my spare time. I am often curious about what is going on in other parts of the world. Luckily after I graduated from junior high school, I got the opportunity to satisfy my curiosity when I signed up for a summer camp organized by a global cooperation organization aimed at cultivating interested students for MUN.

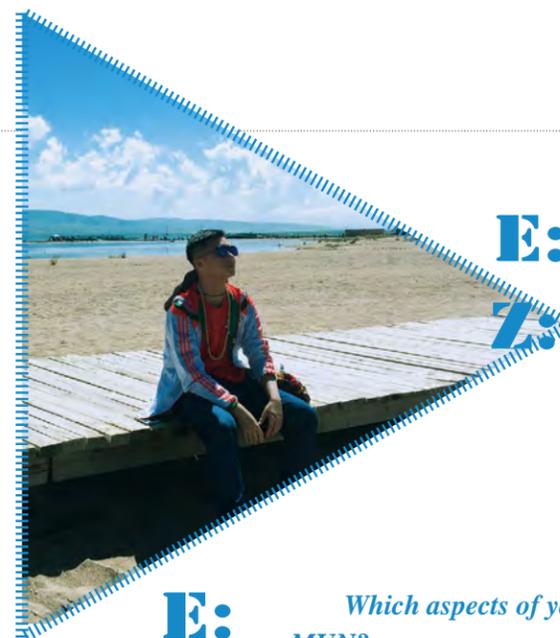
Even though I had no idea about MUN at that time, I eventually developed a strong interest in it. During the ten-day summer camp, I attended many courses, including argumentation and eloquence⁴, logical thinking, geopolitical analysis, even the appreciation of Russian poetry and explanations on the political tendencies of Chinese literati in different times. I also attended a mock⁵ meeting which helped me understand the real meaning of MUN as involving various aspects such as culture, politics, economy, etc., and touching upon almost anything in the world, which is fascinating. I had the idea to continue to participate in the activities related to MUN. After entering high school, I got the opportunity to join MUN.

E: *I know that you were voted the Best trainee of the summer camp. What do you think enabled you to achieve the honor?*

Z: First of all, I had great enthusiasm towards all of the activities, whether it was a small contest or just an extra class. I got a good ranking in the speech contest, won the first prize in the logic contest, and then was voted as the best trainee. I was delighted when the organizers gave me a rugby ball as a prize (rugby is a popular sport in Europe with similar aspects to American football).

E: *How did you like the courses taught in the summer camp?*

Z: Since I was the youngest person attending the camp at the time, most of the other students had been in contact with MUN before. The summer camp courses started with basic knowledge in the first seven days, followed by conferences where we were expected to apply our knowledge to practice. The most impressive course to me was Geopolitical Analysis. The teacher taught us how to draw a geopolitical map by using the regions of North Africa and the Middle East: we drew a line in the middle, with buffer zones⁶ on both sides, then outlined the positive and negative factors for each side. This was in order to analyze the strength of both sides, a method I continue to use today.



E: *Were you afraid of competing with senior members in MUN?*

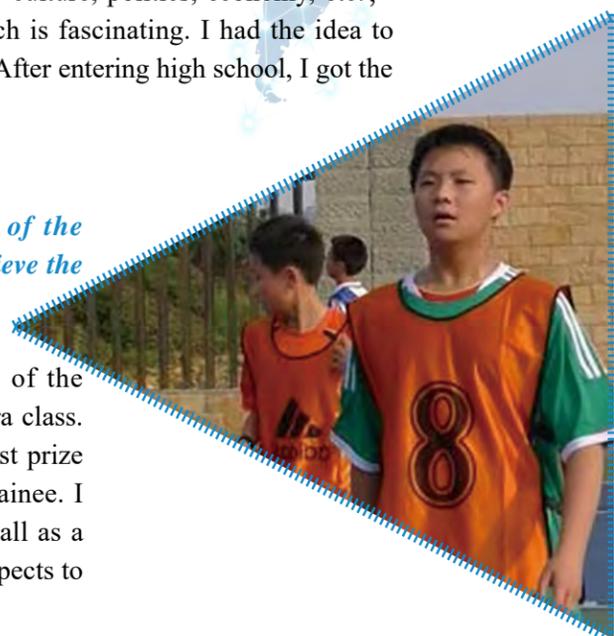
I did not see it as a competition per se⁷. It was more like an opportunity for me to learn new things that I had never been exposed to before. That is why I participated in some competitions regardless of any specific aims to win or whatever. Maybe it was because of my relaxing attitude that I always did well, even though I was a new member in the camp.

E: *Which aspects of your personality do you think helped you gain a leadership position in MUN?*

Z: I think passion is the principal factor, the willingness to devote myself to the things I like and take them seriously. I also strive to dig deeper into the problems, like in the MUN meetings for instance, I always study the benefits of various countries and try my best to protect the interests of the country I represent. Doing this kind of extra preparation requires a significant time of additional research and writing.

I will take the conference about the European debt crisis as a specific example. I represented Greece at that time, so I had to express my opinion on how to achieve the financial reform efforts that would win more financial assistance from EU. Then, as the representative of Syria in a meeting on the crisis in Syria, I not only had to consider the sufferings of the Syrian people, but also deliberated over whether the Syrian government would shift their stance from pro-Russian to pro-American. The most important thing is to find out any of the essential problems behind a dispute.

Overall, I can convey my ideas clearly to others so that they will not misunderstand, and I will explain my thoughts patiently when they disagree. Because of that, I think I'm quite good at convincing other countries to support my ideas and accept my proposals. During negotiations, I strongly advocate for the rights of the country I represent; at the same time, I am willing to make compromises when necessary for both sides to reach a consensus. I consider these as the key factors that helped me gradually establish leadership in MUN.



E: *Have you ever found any weaknesses in your character during the years in MUN?*

Z: The first noticeable weakness was my hot temper. In the debates, I used to get angry with other members over our different views. I was not a good listener either, sometimes I would immerse myself in my own thoughts and ignore the conversation. It was very impolite, and would lead to difficulties in the following communications.





E: Have you tried to make improvements in these aspects?

Z: Yes, I have been making efforts to control my ego. I try to control my temper by reading and practicing calligraphy, and I keep reminding myself to be a good listener. Now I can keep calm in the intense heat of a debate.

E: Can you share with us some special experiences in MUN?

Z: When I was participating in the International MUN at Shu De Senior School (my Alma Mater⁸), I met a girl who was three years younger than me. I was sitting on the stage as the former chairman of the MUN club while she was sitting in as the present chairman. We got to know each other through this event. Guess what? She's my girlfriend now. And I am very happy to have met her at MUN.

E: Are there many differences in MUN at the high school and university levels?

Z: The major difference is that I can go to more places than before. The MUN conferences in my high school were mostly held in Chengdu, so I rarely had the chance to visit other cities. In the university, however, I attend conferences in different cities where I can make new friends from different places,

even sometimes from other countries. A friend of mine once participated in a conference related to the independence of Catalonia, where he actually met a Catalanian who told him about the situation of Catalonia as he saw it to be true. I think this is very important for all MUN participants.

We can also get a deeper insight into international affairs with our increased knowledge from the university. For instance, during a meeting about the UN Economic and Social Council, students majoring in political economy presented brilliant ideas based on their academic expertise. It was very helpful to the discussions.

E: Have you encountered any major difficulties in MUN?

Z: I was actually discouraged by my teachers from participating in MUN in high school because, as they saw it, it would take up too much of my time. I refused to miss out on it though. I just had to work harder to keep a strict balance between my studies and MUN. I was awarded the title of "Outstanding Representative" in a meeting. After that, I wrote to the school principal explaining how helpful MUN would be for students' growth. And so, gradually, the attitude of my high school teachers changed from disapproval to encouragement for

MUN participation. Now my high school boasts the biggest MUN club of all high schools in Chengdu, a special fund was even established for the club.

Another major difficulty I met was when my file for an MUN meeting was rejected. I felt very bad because I had spent a long time doing research and writing for it. Despite such a setback, I managed to calm down and find out the root of the problem. I realized that my lack of attention to the interest of other countries was the major cause. The results could have been different had I communicated properly with other members before the meeting.



E: You have been a representative, a chairman, a club leader and an instructor in MUN. How do you feel about these different roles?

Z: There are different priorities for each of the different roles. As a representative, my priority would be the benefit of the country I represent, so I need to draw up adequate proposals and develop suitable policies in favor of my country, meanwhile considering the welfare of all human beings. As a chairman, the most important thing is to improve the experience of each representative—that is, I should provide good academic settings and guidance to stimulate insightful discussions on international issues, and be careful to remain neutral in my stand. My role as an instructor is similar to the role of chairman, in which the most important thing is to be a helpful guide all the while keeping a neutral stance on every issue. I feel the strongest sense of responsibility as a MUN club leader because of my urge to spread the values of MUN to others.

E: What about your plans for the future?

Z: I major in insurance, which is a very exciting field for me. I plan to continue my study in this field, and possibly pursue a master's degree abroad. I have also been looking for internships in different companies to develop my abilities.



E: What do you want to say to students who are interested in joining MUN?

Z: MUN is an academic student organization, not a platform for entertainment. If you want to join it, you should take it seriously and devote your time to prepare for each conference.

The fascinating aspect about MUN is that it is a window to the world. When you visit MUN's official website, the first thing that greets your eyes is the logo of UN, an aerview of the earth towards the North Pole, with the slogan "Welcome to your world". Every time I log onto the MUN website, I feel myself becoming a member of what I see as a global village where everyone lives together and shares a common purpose to be here. The MUN gives us a larger look at the world we live in. That's what I hope others who are interested in MUN will realize too.

1. Model United Nations (MUN): 模拟联合国
2. attest: v. 证明
3. tackle: v. 处理, 与... 交涉
4. eloquence: n. 口才, 雄辩
5. mock: adj. 模拟的
6. buffer zones: 缓冲区
7. per se: 本身
8. Alma Mater: 母校

(审稿 / 汪燕)



**BRAVE ATTEMPTS
HELP US GROW**

文 / 李鑫璩 孙婉琰
美编 / 孙雪艳

ECNU International Students Basketball Club¹ is one of the more recently established clubs for international students on Zhongbei campus. Uyanga is a Mongolian student majoring in International Relations who is currently assisting the International Students Organization (ISO) as club manager. We also interviewed two of the club members. We are very thankful for Vladimir from Russia and Piotr Sochon from Poland for joining the interview process about the basketball club and providing us with some information about their life at ECNU.

ECNU Circle: How did you set up this basketball club?

Uyanga: Thanks for inviting me to have an interview. I love basketball a lot. It all started back in 2014 when I entered ECNU in the fall semester of that year. I got to know the ECNU Basketball Club for international students through my friends who encouraged me to join the club in October. At first, we mainly played outdoors. Only when it turned cold outside could we play in the ECNU Students Center Indoor Court². Although the last club manager J.B. went home in 2014, resulting in lots of members who dropped out of the club, I decided to take on the work of starting a new club with the help of the ECNU Foreign Students Office in March 2017.

E: Can you tell us some of the regular activities in the club?

U: We do training twice a week: Once on the basketball court of Gongqing Field and once in the Student Center. We held a 3-on-3 basketball game for overseas students on December 25, 2017. The game was held in the gymnasium and there were some students from the School of Sports and Health who were involved in it. We would like for them to help us make the selection of the students who played well. There were thirteen men's teams and four women's teams. Teams which won the game could get the trophy, certificate, backpacks, T-shirts and so on. One thing that should be pointed out is that these activities bring students together who are not only interested in the same hobby but also share the honor of representing ECNU in the future.

E: What's the club preparing for recently?

U: We are preparing a game with other universities in Shanghai. We planned to invite six universities in Shanghai; only Shanghai Normal University and Shanghai Dianji University³ have accepted our invitation so far. We are now trying to contact other universities. It would be wonderful if universities like Shanghai Jiao Tong University and Fudan University could accept our invitation. We believe that if they join the game then more universities will follow in their footsteps.

E: What were some difficulties you faced during club activities?

U: The team needs a professional coach. We really hope that there are professional coaches who are willing to guide our training. The office suggests that we look for coaches in ECNU. I am so glad that my classmate Josh offered us much beneficial advice. In fact, he is busy so we are still searching for a professional coach who can guide us regularly in practice and preparation for competitions.

E: What are some of the main features of the club?

U: Team spirit is one important feature. It's even more important since basketball is a kind of team-oriented sport. I was once trained in a dragon boat team where I learned that if the team does not work together in cohesion⁴, then the boat will easily turn over. I think it's the same case here. Conflicts and contradictions within the team would not be conducive to its success. So does the basketball club.

E: How did you choose ECNU for further study?

U: I came to China because of a friend of my mother's who recommended it to me. After graduation from high school, I began to learn Chinese in Qing Dao Qiu Shi College. I really enjoyed my experiences with the teachers there because they are all earnest and responsible. I passed the HSK⁵ Level 5 Exam two years later. I got the scholarship for learning in China after passing the written test along with an interview arranged by the embassy. The International Students Office awarded me the certificate of excellent graduate when I graduated. Then I got a scholarship when I applied for becoming graduate student at the International Relations program at ECNU.

ECNU Circle: Why do you study in ECNU?

Vladimir: Well, I didn't really know what to do after graduation from my middle school. That's when my father highly recommended China to me as a place to further my study. My father and I also have some acquaintances in China who told me about East China Normal University.

Piotr Sochon: I graduated from a law school university in Poland. After I worked as a lawyer

working for the government, I was managing a small governmental project. I cooperated with some Chinese institutions and some Chinese trade offices. My colleagues and I were organized and sent to Polish Accomplishment for Interests, which have investments in countries that includes the Belt and Road Initiative. Since then I realized that I should learn more about China or at least get a better grasp of Chinese language in order to add on to my skill set⁶. And at that time, I had an American friend in Poland who had studied in ECNU before. She introduced me to an American professor specializing in politics who had taught in ECNU for many years. So I decided to learn in China.

E: What have been some challenges for you while studying at ECNU?

P: I used to study law in Poland. In that university, the relationship between students and professors were not very close since the professor has to handle hundreds of students in a single semester. However, in the program in ECNU, there are just about 20 people. Everyone knows each other and we students can easily reach out to professors because they are always willing to help. I especially like how the professors always push us to write papers that can be published.

E: What do you like the most about China?

V: I see a really strong sports and health culture in China. Many people like running, cycling or climbing, at which every time I notice their activeness I feel inspired to do the same.

P: Of course I love China and I plan to stay in China for a few years after graduation. It is my first experience to live abroad and I hold the attitude that I try to get along with people because I know we are from different cultural backgrounds. Additionally, China is really a safe place, even safer than Europe. One day, when I was walking on campus at around 2:00 am, I saw some Chinese girls jogging on campus without fear which I do not ever expect to see in Europe.

E: Are you accustomed to the Chinese food?

P: Yes. Actually, I know that there are some of the international students in China who are not accustomed to the Chinese food because some of the food is spicy or with too much oil. But I just love it. There is a new canteen opening around my dorm where I always eat. And the hotpot is my favorite food in China.

E: Why did you join the basketball club?

V: I like sports very much. I used to go swimming in my school. When I came to China,

I had no idea of what kind of sports I should try. I found out right away that many people were playing basketball. It looked like a lot of fun. So I decided to give it a shot.

P: Well, I love sports very much because it could refresh my brain after a long day of focus. Football is the most popular sport in Poland, so naturally when I came to ECNU I tried to play football with other students. However, I changed my sport interest from football to basketball because I have the physical size—being a little taller—which gives me an advantage in playing the game of basketball.

E: What expectation do you have for the basketball club?

V: I wish we could play in 3-on-3 games regularly. We are now playing more 4-on-4 because we simply have too many players on the court. This situation makes it a little difficult for us to play with strategies that I would prefer to use with my other teammates.

P: I hope we will have more games and eventually play full court. The competition would be different in a full court game because it's more physically demanding. I think that kind of competition would be great for us.



Piotr



UYANGA



Владимир



1. ECNU International Students Basketball Club: 华东师大留学生篮球俱乐部
2. ECNU Students Center Indoor Court: 华东师大学生中心室内馆
3. Shanghai Dianji University: 上海电机学院
4. cohesion: 凝聚力
5. HSK: abbr. 汉语水平考试
6. add on to my skill set: 加强我的技能

(审稿 / 余睿)

Chen Ruiduo: An ECNUer's World of Art

文 / 杨鸿玺 陈箫伊 美编 / 叶思齐



The brain of an artist can be similar to a complicated system with inputs and outputs that are interconnected to form a reaction, or in the case of the artist—a masterpiece. Take the work of Chen Ruiduo as an example. The outputs are photographs on ECNU's official website, posters, air brushed boards all over the campus, and even products available in campus stores. The inputs, therefore, are something like the hard work and loyalty he has put into it. Chen set out to unleash his creativity throughout the ECNU campus. Out of curiosity about what he has achieved so far, we interviewed ECNU's active-minded photographer and designer on campus.

Campus in Ruiduo's eyes

ECNU Circle: Both design and photography require you to be sensitive to the campus. Have you noticed any interesting places at ECNU?

Chen Ruiduo: The first place that came to my mind was the roof of the College Students' Activity Center. On Mid-Autumn festival, people ate and sang on the roof. People have a lot of happy memories there. And that's why I often get good pictures there. The sunset is the most beautiful, so I take a lot of pictures with my SLR¹ and then go back to working on them. The Gallery of ECNU is so beautiful. It's located on the cherry river, alongside small wooden bridges, willows and a lot of what are called "graduation flowers." We are sure to pass by them on our way to attend class, and it carries the history and brilliant achievements of our university. The stone carvings in the shape of our school badge in Xingtian is a great place to take pictures. In every graduation season, a lot of people will come here to take photos. I also can't forget to mention the cherry garden with full bloomed sakura. Many students will ask me to take photos there too.

E: How did you become a contributing photographer to ECNU's website?

C: I started working with cameras during the summer vacation after I graduated from high school. I made a WeChat article called "The Palette² of Dongchuan Road" on my official account when I entered ECNU. The number of sharing of this article indeed was very large, so the Propaganda Department of The Party Committee³ invited me to join iECNU studio. From then on, I got the opportunity to contribute to the official platform of ECNU.

E: As a photographer contributing to the website of ECNU, from which perspectives do you present the image of our university?

C: I once wrote a WeChat article named "The Palette of Teaching Building" over the decoration of school buildings. I also participated in the

shooting of this year's graduation ceremony and the reporting of Fengqi Memorial Hall. During our military training, I took photos of the students performing training. I'm also looking forward to photographing the laboratories in ECNU.

E: Which photos have you taken at ECNU that satisfies you the most? How is it photographed?

C: One of the photos that stands out to me is the one I photographed in the empty Huamin Canteen at sunset. I happened to take a SLR with me for a shooting task that day. I was moved by the glory of the setting sun and the quiet scene as I passed through there. I had to capture that beautiful moment. Canteens are always crowded and stuffy⁴ in our impression, but this photo gives me a certain feeling of serenity that is rare. I think few people have ever seen or photographed a canteen like this.



E: What inspired you to turn your illustrations⁵ into products?

C: At that time, one of my courses was the operation of Adobe Illustrator, so I often drew something in my spare time. Last semester I had more free time, and I found creating illustrations as a way to occupy myself. Later I started to work with a senior classmate who worked at Hanfen Building. We then launched some cultural and creative products⁶ based on some of my illustrations. Next, in order to develop a satisfying product, we made a lot of samples to compare their texture. I enjoyed the process very much.



Recording Campus as Ruiduo's aim

E: Which platforms are available in ECNU of your design and photography?

C: In addition to the iECNU studio I mentioned, the Voice of Daxia, Students' Association Union (SAU) and other associations also provide platforms for my design. I have been responsible for the graphic design⁷ of the Club Tour, the Sports Carnival and the Culture Week.

E: Could you talk about a work experience that impresses you the most?

C: First I will tell you about the experience I had when I cooperated with teacher Lu Anqi to report on the Mancat Coffee in our main library. Miss Lu always demonstrates how much she cares for us. I realized that she knew a lot about photography when we worked together. I benefited a lot from her invaluable guidance, so this cooperation left a deep impression on me.

E: What are your requirements for your designs for the Students' Association Union (SAU)?

C: The work I do in SAU is suitable for both teachers and students. For instance, my design contains bright colors but SAU wants it to be more conservative⁸. I will consider the requirements of sponsors and the acceptance levels of the audience

more when making designs for the Students' Association Union.

E: To what degree do you consider photography and design as a leisure activity?

C: Actually, these are my hobbies. During my six-year primary school, out of my interest I attended various extracurricular art classes covering painting, calligraphy and so on. I am really into all kinds of design such as fashion design, advertising design and architectural design. Now I love graphic design so much so that it is ideal for me to go to the UK to study it further.

E: What other opportunities do you hope to get in ECNU?

C: I hope to establish a long-term partnership with Hanfen Building to launch more series of products. What I want to do is similar to Yooliao Studio⁹, a studio founded by students from the ECNU College of Fine Arts. It has designed several cultural and creative products which are very popular on campus. ECNU is a comprehensive multidisciplinary¹⁰ university where I may have opportunities to work with others from various fields. For example, I expect to work on the user interface design¹¹ for program developer teams¹² or visualize information in graphic design for certain projects.

Ruiduo in his own eyes

E: Do you think your designs carry out your own personal style?

C: Sure. It's actually very obvious. My friends can usually recognize my style immediately when they see one of my works on campus. I create a simple, neat and fresh style by using abstract elements and geometrical figures, designing fine layout¹³ and choosing bright colors. I never restrict myself to any typical style. All kinds of styles appeal to me and I love edgy ones especially. I will try out different styles in order to diversify my work portfolio¹⁴.

E: How do you strengthen yourself through your artistic skills?

C: In the university, I have learned a great deal from classes of professional software operation skills; the assignments from those classes have also contributed to my development. I also often watch tutorial videos on Bilibili. Besides, I love reading books and visiting exhibitions. I often go through bookshelves in our library for books on art. I also enjoy buying books and magazines. I recently read a book written by professor Lu Jingren from Academy of Art & Design, Tsinghua University, which impressed me a lot with brand-new learning ideas. Speaking of exhibitions, I am lucky to study in Shanghai, a cosmopolitan city where exhibitions and museums flourish. Tomorrow I am going to the 4th Triple Parade Biennale¹⁵ for Contemporary Jewelry.

E: How do you feel when you encounter your works on the campus?

C: One day I happened to see a student making a purchase of my product in Hanfen Building. This made me feel very confident. I feel proud when knowing my designs are popular and some products are sold out. Sometimes my friends would send me photos after buying my product, which also inspired me to keep working on.

E: Have you found anything new about yourself since entering the university?

C: There were many courses on literature, philosophy, history and art during my first year in the university, which really enlightened my academic knowledge. I also realized I am just as

common as other people with different shining points: there are many excellent people worthy in the university.

E: What do you think of your strengths and weaknesses?

C: I think diligence and discreetness are two of my strengths. For instance, if I am asked to do a task, I can wade through literatures in the library day by day. I always start preparing for final exams earlier than my fellow students. I also have weaknesses. For one thing, I am not good at English. It is also a pity that I am not very talkative and that's why I'm usually silent in class. It's very important for me to improve my computer programming skills because I face some difficulties in using Dream Weaver when doing a webpage design.

E: Now that you major in advertising, what's your next plan?

C: I am applying for an exchange program abroad to the UK and I am preparing for E&I projects¹⁶. My aim is to pursue a master's degree in graphic design in the UK.



1. SLR: single-lens reflex, 单镜头反射式
2. palette: n. 调色板
3. The Propaganda Department of The Party Committee: 党委宣传部
4. stuffy: adj. 缺乏新鲜空气的, 闷的
5. illustration: n. 插画
6. cultural and creative products: 文化创意产品
7. graphic design: 平面设计
8. conservative: adj. 保守的
9. Yooliao Studio: 有聊工作室
10. multidisciplinary: adj. 多学科的
11. user interface design: 用户界面设计, UI设计
12. program developing teams: 程序开发团队
13. layout: n. 版面编排
14. portfolio: n. 作品集
15. biennale: n. 双年展
16. E&I project: mass entrepreneurship and innovation, 双创项目

(审稿 / 余睿)

The Pioneer in College English Reform

ECNU College English Teaching Department

It's been six years since College English Teaching Department of ECNU embarked on its unprecedented curriculum reform in 2012 with a view to build up a dynamic and multi-dimensional language learning ecosystem. Thanks to the joint effort of both the administration and the faculty, the reform has witnessed a tremendous success and earned Shanghai Teaching Excellence Award¹ in 2017. ECNU Circle is doing an exclusive interview with the core members of the innovation team to present our readers an overall review and positive outlook of the reform.



英编 / 黎剑伶 孙辰阳 潘窈窈 美编 / 高焱



Prof.
Zhu Xiaoying

“In order to solve the above problems and meet the needs of the upcoming new generation of English learners, we embarked on College English Curriculum Reform in 2012 with an aim to build up a multi-dimensional learning system compatible for both teachers and students.”

An interview with Prof. Zhu Xiaoying, the Vice Dean of School of Foreign Languages.

ECNU Circle: What is the original purpose of the College English Curriculum² Reform?

Prof. Zhu Xiaoying: First of all, it's generally recognized that the previous College English Curriculum was overrun with many types of problems. In the case of curriculum objectives, for instance, knowledge acquisition was given too much priority while the cultivation of students' capabilities was more or less neglected. As for the course design, English teaching, at the collegiate level, disregarded the individual differences in language proficiency and school differences in its own feature. In the teaching process, it seemed relatively rigid as knowledge acquisition was confined to the textbooks and knowledge was passed down to students unilaterally. As for student performance, evaluation methods was judged based on their mastery of textbook knowledge rather than their comprehensive English competence. As for teachers' career growth, the model of "teaching textbooks for the sake of examination" also hindered teachers from expanding their scope of teaching priorities and classroom innovation. In addition, the language proficiency of the current college students is much better than that of previous generations, which unavoidably calls on a renovation³ in the current college English

curriculum. In order to solve the above problems and meet the needs of the upcoming new generation of English learners, we embarked on College English Curriculum Reform in 2012 with an aim to build up a multi-dimensional⁴ learning system compatible for both teachers and students.

E: Could you further elaborate on the multi-dimensional aspects for teaching and learning in relation to College English Reform?

Prof. Zhu: Firstly, we divided the College English curriculum into four sections, namely Academic Listening and Speaking Course, Academic Reading Course, Academic Writing Course and English Elective Courses. The objective of the overall curriculum was to explore the dynamics within each course. For example, the reform witnessed the building up of various English Elective Courses which fall into the following categories—English for language enhancement, English for broader cultural knowledge and English for special purposes (ESP)⁵. At present, we are making our best efforts to enrich the framework of each elective course and offer more electives that meet students' particular interests and needs. Secondly, in addition to the first-tier classroom learning, the second-tier classroom provides ECNU students with various platforms to explore the essence of English language and culture aiming to expand the boundaries of knowledge and upgrade the scope of capabilities in understanding the cultural background of English. The second-tier English classroom involves ECNU's first official English magazine *ECNU CIRCLE*, English radio program Voice of ECNU, ECNU English-Chinese Corner, English Presentation Contest, Reading and Writing Center, English Learning Partners and so on. As an important extension of the first-tier classroom learning, the various learning programs offered by the second-tier classroom have grown in popularity among many of the ECNU students.

E: We know that you referred to the interaction between teachers and students as a cooperative community. Is this a form of project-based learning in the College English Curriculum Reform?

Prof. Zhu: The establishment of this cooperative community for teachers and students is mainly embodied⁶ in the practice of the following courses: Academic Listening and Speaking Courses, English Elective Courses for Special Purposes and for Culture and Literature. Take the English Presentation Contest for example, students are all engaged in various tasks under a group project ranging from selecting presentation topics, conducting research, writing updated reports to making the final presentation. Meanwhile, the student-teacher interaction becomes more intensive when students take the initiative to consult with their teachers in preparing for their group projects, and then



teachers facilitate the whole process by offering the necessary guidance to assist the student's progress. All of this culminates into a cooperative community between teachers and students that not only fosters more opportunities to explore their research interests but also helps to establish a closer bond between college English teachers and their students. Another point worth mentioning is that since most of the college English teachers are language and literature majors, many of them lack expertise to carry out the goals of the English Elective Courses for Special Purposes. ESP courses will surely encourage them to expand their amount of knowledge and conduct further research with their students. By following this approach to teacher-student interaction, College English Reform breaks the age-old stereotype⁷ of the one-way learning process in which teachers are the only authority to instill knowledge into the "empty" minds of young students.

E: How does College English Curriculum Reform optimize⁸ academic administration and stimulate teachers' research goals?

Prof. Zhu: The reform brings about a more diversified learning experience and a higher requirement for students' academic performance. English teachers have to face up to the increasing work pressure in terms of dealing with the cutting-edge knowledge in certain academic fields. So, they have to come up with a more effective pedagogy⁹ to get students more actively involved in the student-centered classroom setting and fulfill the teaching objectives by promoting the linguistic, communicative and cultural competence for all ECNU students.

In fact, the administrative team of the College English Teaching Department has continuously committed itself to supervising the quality of teaching and promoting the teacher/researcher community. We used to group the teachers into different teams according to the grade of college

students they teach. However, a more effective team-building system in which English teachers are placed into teams according to the nature of their academic courses has proven to induce more effective results. Apart from that, we have employed various means to stimulate the growth of teachers' interest for corresponding research in the field. Teachers from different teams are encouraged to cooperate in both teaching and research projects. They are equally encouraged to work together in curriculum design, textbook compilation and pedagogical innovations. We also offer lots of opportunities for teachers to pursue their career growth, for instance, attending national or international academic seminars and taking part in the exchange visiting scholar programs. Moreover, the College English Teaching Research Center was established to provide sufficient support for the professional development of its teachers. In conclusion, the reform has brought about many positive results, which can be reasoned by an increasing amount of textbook compilations, research paper publications and project applications at ECNU.



English Contests Center

Li Jie, Wang Yue, Zhu Xiaoying, Zhao Chaoyong, and Xu Shimeng

An interview with Prof. Yan Wenqing, the Director of College English Teaching Department.

ECNU Circle: What are the expectations from constructing a new curriculum system? Are there any specific goals?

Prof. Yan Wenqing: The initiative of College English Curriculum Reform didn't take shape until 2012 and it was not fully implemented until one year later. Our original goal was to develop a college English curriculum characterized by the categorization of teaching and systemization of learning. More specifically, we aimed to improve ECNU students' overall English competence by developing a teaching platform based on the four English skills—listening, speaking, reading and writing. This we hope will contribute to the integration of teaching skills and the learning ecosystem. The four English skills corresponded with the current four independent courses: Academic English Listening and Speaking I, Academic English Listening and Speaking II, Academic English Reading and Academic English Writing. This kind of curriculum aims to facilitate a good command of the four basic skills with an intensive and focused learning experience. For example, in order to promote students' reading capabilities, we chose a foreign textbook *Readers' Choice*, which contains an extensive amount of original English essays on various subjects. And then, in order to help students to improve their writing skills, we require them to submit one composition online at the Pigai.org each week. Apart from the English elective courses, we also introduced the College English Proficiency Test¹⁰ as our evaluation tool to gauge students' academic performance. It is worth mentioning that the College English Proficiency Test is designed to fulfill the learning objectives with a reference to the IELTS test. It is our hope that such a reform will enhance the students' capabilities to communicate in English instead of simply instilling in them the knowledge about English.

E: Are there any discrepancies between the original



**Prof.
Yan Wenqing**

“In fact, the College English Curriculum Reform challenges the traditional pedagogy as well as the conventional forms of student learning patterns.”

goals and practical results?

Prof. Yan: Yeah. For example, one of the original goals of the reform was to immerse the students into various learning projects based on exploration which requires both a high level of commitment and effort that most college students aren't used to when learning a foreign language. However, some students complained that learning English in this way was a time-and-energy consumption that contrasted with their assumption that college life should be easy and relaxing. In fact, the College English Curriculum Reform challenges the traditional pedagogy as well as the conventional forms of student learning patterns. That's why it's essential for English teachers to strive for a breakthrough in their teaching models so that students are compelled to adapt to the new learning styles offered by such innovations in learning and teaching. In spite of these setbacks, our reform has already accomplished a lot during the past six years and will make a head-on push into the future.

E: What are most pressing challenges facing the current reform? How will you deal with them?

Prof. Yan: As the current stage of the reform process becomes broader, we can't avoid the recurring mistakes and are trying our best to handle these inevitable problems. One of the major complaints from students is that the course materials are too difficult and that course requirements are too demanding with regard to English listening and speaking. Moreover, we also realize that the pedagogy of "bombardment or immersion teaching"¹¹ with its emphasis on commitment and effort may work well for some students, but may also restrict the personal choices and initiatives of other students. We're currently making some adjustments to handle these unexpected problems. In the future we hope that our reform would cater to more personalized

learning strategies and needs of individual student.

E: Could you describe the prospects of the College English Curriculum Reform in the future?

Prof. Yan: Bearing in mind the idea of "student-centered and production-oriented learning experience" we are committed to make the following improvements in the future. First and foremost, students will be given more freedom to choose their own courses according to previous academic focus and personal interests. We are now trying to build up a two-way platform which better caters to students' individual needs and teachers' career growth in the process of course selection. For example, in 2018, Academic English Listening and Speaking I & II for advanced students have been incorporated to one course with two credits, while Academic Reading and Academic Writing remain separate with two credits respectively. The remaining six credits are reserved for students to take whatever English elective courses of their own interests. The same change will take effect with the 2019 class in the next year.

Secondly, we will adhere to the "capability-oriented" learning process and further highlight the "output-oriented"¹² principle. In the past, some of the courses evidently failed to give more opportunities for students to make full use of what they have learned in English. The reason is quite simple—under the pressure of catching up with the schedule of the course syllabi, many teachers tend to get caught up in a "one-man show" routine. This style of teaching ignores student engagement. Now we all reach a common agreement that the textbooks only serve as learning material instead of learning tasks which need to be finished before deadline. Thus, we will give more priority to the "output-oriented" learning experiences rather than encouraging the practice of blindly pursuing the completion of the syllabus. As an old saying goes,

"It's better to teach how to fish rather than to offer fish." What English teachers are expected to do at class is to teach their students how to think, speak and write in English. That's why, starting from 2020 class, the academic writing course will be carried out in line with the "project-based" idea. Writing and reading courses will be combined with an emphasis on improving students' writing skills, while reducing the amount of course hours needed for reading curriculum. The philosophy behind this change is that writing can not only urge students to read more, but also check whether they truly understand the readings. Writing courses will be further divided into five categories: writing for liberal arts, writing for natural science, writing for engineering and communication, writing for social sciences, and writing for education, each having its own set of materials.

Thirdly, we will spare no efforts to guarantee a constant, smooth transition from general to specialized English courses. For example, the content of written essay for the presentation is not given the due attention in the past. Instead, the actual delivery of the presentation grabs too much attention from the teachers. In the near future we plan to put students with similar interests together for an easier research related to their majors, and encourage them to produce a complete and professional academic report at the end of the term, perhaps even to get it published in the academic journals. That is to say, the goal of writing courses will shift from general writing to specific writing in order to reach a research goal.

*Writing Workshop**English-Chinese Corner*



Prof.
Su Junling

“In view of this understanding, we launched the College English ‘Second Classroom’ in April 2013, which aimed to strengthen the students’ motivation and autonomy in learning English, as well as opening new ways for them to explore their individual potentials.”

An interview with Prof. Su Junling, the Party Secretary of College English Teaching Department.

ECNU Circle: Can you tell us more about the background of the College English Second Classroom? How was it intended to be developed initially?

Prof. Su Junling: As we all know, language learning should never be confined to the classroom. However, due to the limited at-class hours, non-English majors had little access to face-to-face communication with their English teachers to interact and practice their language skills. Moreover, the credits of English courses have been reduced from 16 to 10 since the launch of the reform in 2012. Under such circumstances, it would be impossible for the reform to have real effects if students failed to take good advantage of their spare time to practice English. In view of this understanding, we launched the College English “Second Classroom” in April 2013, which aimed to strengthen the students’ motivation and autonomy in learning English, as well open up new ways for them to explore their individual potentials. Serving as an extension of the regular classroom teaching, English Second Classroom has earned a good

reputation among ECNU students. In fact, it has also played an indispensable role in crafting ECNU campus culture.

E: What are the main components of the College English Second Classroom?

Prof. Su: At present, there are eight clubs affiliated to the College English Second Classroom, namely, ECNU English Magazine *ECNU Circle*, ECNU English-Chinese Corner, Voice of ECNU, Friend Indeed, Reading Workshop, Writing Workshop, Public Speaking Workshop and English Contests Center.

The eight English clubs carry out various activities in every semester to combine in-class learning with extra-curricular activities. *ECNU Circle* has published 17 issues to date, and ECNU English-Chinese Corner has held a series of lectures about intercultural communication and Voice of ECNU has broadcasted 100 English programs. In addition, there is a campus event called English Language Month that has been held twice thanks to the cooperation of each club. All of these things fostered growth and influence of English Second Classroom.

E: What do you think contributed to the success of English Second Classroom?

Prof. Su: One of the most contributing factors is the support and recognition from the school administration, which has attached the great importance to the growth of the Second Classroom as an essential part of college English reform. Since 2014, *ECNU Circle*, ECNU English-Chinese Corner, Friend Indeed and Voice of ECNU, all have successfully applied for the school sponsored research projects—ECNU Teaching Reform or ECNU Campus Culture Building Project. Besides, English Home was developed in April 2017 by the joint efforts of the College English Teaching

Department, ECNU Administration and the School of Art Design. Renovated and equipped with the latest cutting-edge technology, it has served as an ideal place for the further integration and development of the Second Classroom activities.

The second contributing factor lies in the dedication of those teachers from the College English Teaching Department. In fact we have built up a strong team of teaching supervisors for the English Second Classroom during the past six years, including the Coordinator Prof. Su Junling, *ECNU Circle* supervisors Guo Zhongyi, Wang Zhihong, Yu Rui and Wang Yan; ECNU English-Chinese Corner supervisors Hong Jun, Wang Shiqi, Sun Youxia, Wang Xiaoning, Chen Qi and Jin Yi; Voice of ECNU supervisors Xu Ling and Guo Wenting; Friend Indeed supervisor Li Jie; Reading Workshop supervisors Cao Yanyan and Xia Ping; Writing Workshop supervisors Ying Qiong and Xue Shushu; Public Speaking Workshop supervisor Zhao Chaoyong; English Contests Center supervisors Wang Yue, Li Hui and Zhang Qing. Thanks to the English Second Classroom, we also saw a growth in both academic capabilities and management skills of those teachers. Some of them were even granted more opportunities to study overseas through the government-sponsored visiting scholarship programs.

The third factor lies in the effort we are making to increase the publicity of the English Second Classroom through media platforms combining both offline posters and online publicity. Each club has its own WeChat official account and Weibo, with which it will be possible for the club activities to be reported on a frequent basis. The online reports cover the event with a collection of highlight moments, lecture information, profiles and so on. With high timeliness and exquisite typesetting, they also cater to the appetite of modern college students.

The last factor is the cooperation between the



ECNU CIRCLE

College English Teaching Department and International Education Centre plus the involvement of international students in our activities. For example, ECNU English Corner was renamed as ECNU English-Chinese Corner in March 2015. The activities have been divided into two sessions since then, the first session focusing on communication in English and another in Chinese. Such a combination has enhanced Chinese students' confidence in intercultural communication and opened a gate for foreign students to gain an insight into Chinese culture.

E: What role does the English Second Classroom play in cultivating ECNU students' overall abilities?

Prof. Su: The English Second Classroom provides a platform for ECNUers to communicate in English with foreign teachers as well as students from different majors. Such communication not only inspires students' passion for English learning, but also improves their language proficiency. It also helps to improve students' organizational and management skills. All the clubs recruit new members each semester and offer them specific and vigorous training. Then those trained volunteers assemble regularly for the routine work and event

planning. They also visit the English newspaper offices and educational institutes overseas. In addition, visiting professors from other countries would be invited to the Second Classroom to give lectures to our students. These activities can be a catalyst for the improvement in students' intercultural communication capabilities. Finally, the Second Classroom helps to strengthen students' critical thinking skills. The volunteer students who participate in the English Second Classroom show a remarkable improvement in their overall critical thinking. For instance, when it comes to solving the practical problems involved in daily operation of each club, the sharing of different ideas among those club members simply breaks their stereotyped thinking patterns and facilitates them to think outside the box.

E: Are there any deficiencies in the English Second Classroom? What is its plan for further improvement?

Prof. Su: Like any reform process, we are also faced with some challenges such as the limited media coverage, the low participation rate in some programs and the lack of explicit achievements. As some students are still ignorant of the English



Voice of ECNU

Cai Lintong, Zhang Haiming, Chen Jiagang, Xu Ling, Su Junling, Yan Wenqing, Guo Wenting and Li Heming



ECNU CIRCLE

Yu Rui, Wang Yan, Guo Zhongyi and Wang Zhihong

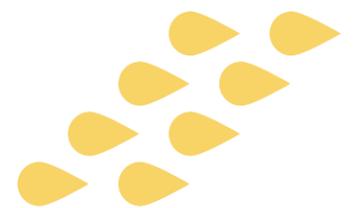


Reading Workshop

learning resources provided for them on campus, the popularity of the English Second Classroom should be further enhanced to make students aware of such resources. We need to come up with more effective ways to increase the publicity of the English Second Classroom, so that it may reach a wider range of ECNU students. As for our future goals, we have set specific guidelines for each club in line with the requirements of College English Curriculum Reform. Most of all, we want to create an English learning atmosphere that cultivates students to make more academic achievements in English.

(to be continued)

1. Shanghai Teaching Excellence Award: 上海市教学成果奖 (目前上海教育领域政府类最高奖励, 每四年评选一次, 已成为上海教育战线的品牌奖项)。
2. curriculum: n. 课程
3. renovation: n. 革新
4. multi-dimensional: adj. 多维度的
5. ESP: 专门用途英语
6. embody: v. 具体体现
7. stereotype: n. 偏见
8. optimize: v. 优化
9. pedagogy: n. 教学法
10. College English Proficiency Test: 大学英语水平测试
11. bombardment or immersion teaching: 轰炸式 / 浸入式教学
12. output-oriented: adj. 以产出为导向的



(审稿 / 王志宏)

Tin Ka Ping Academic Building and Its Stories

文 / 孙辰阳 张子琰 美编 / 陈诵弦

Standing under the starry sky with flying clouds, every night you can hear the delightful melody of music coming from the instruments played by students in the shared space of ECNU's Tin Ka Ping Academic Building. It is in this building that many ECNU students and professors alike have achieved success in their academic pursuits. As is written on the tablet inscription at the entrance of the building: we should all be working harder and maintaining higher moral standards for ourselves. So let's pass down the spirit of Tin Ka Ping Building from generation to generation, and may we remember Mr. Tin for his generosity and kindness. His name is sure to go down in the history of ECNU.

Approaching the life of Mr. Tin Ka Ping

On the morning of July 10, 2018, the official website of the Tin Ka Ping Foundation announced that Dr. Tin Ka Ping had passed away at the age of 99. Dr. Tin will always be remembered for his lifetime devotion to the development of national education. We at ECNU are all grieved¹ to hear this news. In order to remember Mr. Tin Ka Ping, we did a special report to share his inspiring life story with our readers.



Tin Ka Ping was brought up in Guang Dong where he was born in 1919. When he was a child, he received formal education in his hometown due to his family background. However, shortly after his father's death, he took over his father's business at the age of 16 instead of continuing school. He next set out to expand the family's business outside of China which led to his decision to travel throughout Vietnam and Indonesia in the following years. It would prove to be a very successful decision down the road.

In the late 1950s, Tin Ka Ping settled down in Hong Kong where he launched a chemical factory named after him. The factory even survived

the economic recession of the 1970s and has remained prosperous ever since. Apart from his enormous business success, Tin Ka Ping committed himself to the cause of charity. He is the founder of Tin Ka Ping Foundation, which aims to rejuvenate education reform by establishing schools nationwide that contribute to the development of the whole society.

Since the 1980s, Tin Ka Ping persevered in his efforts to make donations² to the cause of education. For example, by July 2018 his donations have reached 93 universities, 166 secondary schools, 41 primary schools, and around 20 professional schools and kindergartens in China. Tin Ka Ping's reputation is widely

known in China by schools named after him in every corner of the country. In addition, his donations played an essential role in the improvement of medical facilities and infrastructure development. It is reported that he is the only person in China who donates 80 percent of his assets to charity. Such a generous donation is undoubtedly a driving force that pushes the development of national education, medical care, transportation, cultural entertainment and so on.

The story between Mr. Tin Ka Ping and ECNU

17 years ago, Tin Ka Ping Foundation made a donation of 5 million yuan to ECNU to help build up today's academic building—Tin Ka Ping Building. This is the first project funded by Tin Ka Ping Foundation for any university in Shanghai. On November 21, 2001, Mr. Tin came to ECNU for the donation ceremony. The building was put into effect in the following autumn of that year.

Thanks to cooperation over the past few years, ECNU and the Tin Ka Ping Foundation have jointly set up training seminars and academic conferences named after Tin Ka Ping, such as “Training Course to Improve the Leadership for Principals of Tin Ka Ping Secondary Schools in China” and “The Plan of Growing up Healthily: Tin Ka Ping Adolescence Academic Conference”. In 2012, the President of ECNU then, Mr. Chen Qun, attended the educational forum in celebration of the 30th year anniversary of Tin Ka Ping Foundation in Hong Kong.

The Tin Ka Ping Academic Building is located in the north side of the ECNU Zhongbei campus. The building consists of twelve floors taking up more than twenty thousand square meters. The main building is shaped like a ship heading for the

east, while the building with a podium³ below the main building symbolizes the waves in the sea: the structural design conveys a message that life is like a voyage. That's also why the building would remind us of facing up to any challenges until we reach our ultimate destination.

In the building there are rooms of different functions which can meet various needs for teaching, studying, practicing and experiments. For instance, the building contains laboratories for Department of Speech and Auditory, computer rooms for School of Computer Science and Software Engineering Science, counseling rooms for School of Psychology and Cognitive Science, as well as piano rooms, dancing rooms, and drawing rooms for art majors. Among those functional rooms, the “Education Entrepreneurship Room” on the eighth floor has always been a good place for exploration since it was established in 2016. It combines working and social space with resources, providing students with regular lectures, training lessons and a platform for students to work on their creative ideas. Many of the entrepreneurship groups have used this room to which they all give a big thumbs-up.

An interview with Mr. Chen Shuhong, the Manager of Tin Ka Ping Academic Building

ECNU Circle: What are the service hours of Tin Ka Ping Academic Building?

Mr. Chen: It has been almost fifteen years since the establishment of Tin Ka Ping Academic Building. Equipped with meeting rooms, lecture halls, classrooms, offices and art rooms, the building is open all-year-round and is always packed with people. Even on the first day of Spring Festival, it still opens around noon when students come here for study. It is also at that time that university management will pay us a visit to give their warm new-year greetings.

E: Did you receive any complaints about the management of the building? How did you handle any of these problems?

C: The majority of the complaints seemed to be a lack of studying rooms; many students hoped that

more classrooms would be open for self-study purposes. To solve this problem, we contacted the school Logistics Department and Office of Academic Affairs. Together we figured out a solution to convert Room 119 into a classroom for self-study. All we had to do was to redecorate it and open it up to the students.

E: How much do you know about the history of Tin Ka Ping Academic Building and Mr. Tin Ka Ping?

C: I have been working here since the building was opened in 2001 when it primarily served as the teaching facility for the Department of Preschool Education. And then the Department of Psychology and School of Software joined with it later. I personally met Mr. Tin during his visits here in 2005 and 2008. When he came to this building, he nodded with satisfaction about the maintenance of the building. He also visited the Tin Ka Ping Show Room on the first floor where his family history and personal donations are on display.

E: How do you feel about your time working in the Tin Ka Ping Academic Building?

C: I think as a staff, I'm proud of this beautiful and well-equipped building. My job responsibility is to keep it well-maintained and to better cater to the needs of the students and teachers. I even feel I have a personal attachment to this building which tends to grow stronger every year.

An interview with Gu Huiwen, a sophomore majoring in Preschool Education

ECNU Circle: What's your first impression on the Tin Ka Ping Academic Building?

Gu Huiwen: I didn't know very much about the building at first. As time went by, I learned that this is the teaching base of our department. Its appearance is tall and beautiful. We have most of our classes on the first three floors. The rooms inside are very clean and bright. I think we have all the facilities that we need here.

E: How well do you know the Tin Ka Ping Academic Building?

Gu: As a preschool major, I have most of my classes on the first three floors of the Tin Ka Ping Building. The classrooms here are clean and fully equipped with all the teaching facilities. In my understanding, this building was established thanks to the donation of Mr. Tin Ka Ping. I also know that the Department of Preschool Education and Department of Special Education are located here, in addition to other students who come to this building for general courses such as College English and Politics. It offers us a place for academic

activities such as lectures, self-studies and researches, but also gives us a platform for team-building events and entrepreneurship programs. That's what I like about it.

E: How often and how well do you study in Tin Ka Ping Academic Building?

Gu: Every day I take both required general courses and specialized courses in Tin Ka Ping Academic Building. After class, my first preference is the self-study room on the 1st floor. Sometimes I also choose to study in classroom 102 or 119 which are newly open to students as self-study rooms. It is calm and silent in those

rooms. I can count on this place for a good studying environment every time.

E: Apart from academic affairs, what else do you do in Tin Ka Ping Academic Building?

Gu: Tin Ka Ping Academic Building serves as the main venue of our class meetings and team-building activities. For example, a couple of weeks ago we made moon cakes here to celebrate the Mid-Autumn Festival. We had so much fun being here at that time. Some ECNUers launched "Hou You Xi" Theatre Education with the support of the school in 2014 and started their own business in the "Education

Entrepreneurship Room" on the eighth floor. It's all really cool and interesting stuff.

E: In contrast to other academic buildings at ECNU, what impression do you have on the environments and facilities of Tin Ka Ping Academic Building?

Gu: Having been in college for over one year now, I feel I have had classes in most academic buildings on Zhongbei Campus. Tin Ka Ping Academic Building has left me with the best impression in terms of its facilities and environment because they are equipped with air-conditioners, desks and sofas. Moreover, the shared space on the first floor makes me feel at home--- it is an ideal place to study for me. Besides, the classrooms here have soft seats and newly-installed air-conditioners, which in

comparison to the facilities in other academic buildings on campus certainly makes it stand out. I think that good facilities and environments here guarantee us a sense of comfort that enables us to concentrate on our study at full capacity.

E: What do you feel about your learning experience in Tin Ka Ping Academic Building?

Gu: I spend most of my college time having class and self-studying in Tin Ka Ping Academic Building every day. When studying here, I feel a sense of belonging from the bottom of my heart. Tin Ka Ping Building has been an indispensable part of my college life. Over the next few years, I think it will continue to serve as a secure shelter for me and always keep me company.

E: How do you feel about the motto put forth by Mr. Tin, "To rejuvenate the country through science and education"? And, as a college student, what responsibilities should we take to carry out this motto?

Gu: The advocacy of "national rejuvenation through science and education" has a long history in our country. It is education that cultivates talents for national construction and development. From the levels of preschool to college education, it has always played an indispensable role in our growth as a nation and society. Here, I want to express my deep gratitude to Mr. Tin. His generous donations ensure us the better educational resources and study environment. As the beneficiaries, we are committing ourselves to national rejuvenation in the near future with what we have learned here at ECNU. For example, I will devote myself to the preschool education in my hometown Xinjiang. There is a great gap between Xinjiang and Shanghai in terms of educational resources, so I feel it is my duty to lend a helping hand to improve the quality of education in my hometown. This is what I think to be my own realistic interpretation of the motto put forth by Mr. Tin. It's inspiring to everyone.



1. grieve: v. 感到悲伤
2. donation: n. 捐款
3. podium: n. 附楼

(审稿 / 王志宏)

Learning to love yourself is a lifelong journey

文 / 岳冰洁 美编 / 李超然

Much like a romance that lasts a lifetime, learning to love yourself is the beginning of a lifelong journey. Your values, your talents, your clothes, your nose, your legs, your memories, all of these things make you who you are today. It's likely that many of us once had admiration for people who have better looks, better figures, or better voices. It's natural for us to feel this way about others. But you should learn to accept yourself rather than feel sorry for yourself. There will always be people who live a better life than you and it can't be changed. That's why if you love yourself, then you will be happier overall.

You can build a stronger sense of confidence, do whatever you want to do in life, and go wherever you want to go: only if you love yourself.

Bear in mind that you are unique in this world like the varied leaves on a tree branch; as the lyrics say: *When I see your face / There is not a thing that I would change / 'Cos you are amazing / Just the way you are / And when you smile / The whole world would stop and stare for a while / 'Cos girl you are amazing / Just the way you are.*

Sometimes it can be hard to determine who you are, what you want, whom you like, or why you like a particular friend. The answers to those questions are always changing—because you are changing.

But deep down inside, you are the only one who knows yourself. You were you as a baby, grew up as a kid, and now you are who you are right now. Therefore, it is important to know yourself first when you listen to others, and that's called listening to yourself. It does make sense that you consider other people's advice or opinions, but don't let them make you ignore your own inner voice. And also don't let the way you behave in front of others make you forget who you are either. That is the real you, regardless of any mistakes.

It's true that some people wish to love others more than themselves. For instance, some people will be pleased to buy an expensive gift for their child or lover, and then they will treat themselves to a cheaper one. I think that's not right. Why not treat yourself to something better? Only when you learn to love yourself, can you really learn to love others better. Isn't it the right thing to do?

After all, it may be comfortable for you to dress or act like others but that is not the true meaning of life. So what is the true meaning of life? Have you ever thought about it? Just do what feels right and take pride in what you have done, because, in the end, it will make you happier overall. And it is impossible for you to make all the other people in the world praise you for everything you do, so sometimes learning to be yourself is enough.

The world is a tough place. And there are always some people competing with you, they are trying to beat you down. Do not join them. From now on, just love yourself. Reward yourself. Don't push yourself so hard. Have a nice sleep. Take breaks. Go on a journey to a new place. There are various ways to love yourself if you learn how to do it. So go for it!

(审稿 / 汪燕)

A Broken Appointment

BY Thomas Hardy

A Broken Appointment

一次失约

You did not come,
And marching Time drew on, and wore me
numb,—
Yet less for loss of your dear presence there
Than that I thus found lacking in your make
That high compassion which can overbear
Reluctance for pure lovingkindness' sake
Grieved I, when, as the hope-hour stroked its sum,
You did not come.

你没来，
而时光逝去，我恍惚发呆，
并非惋惜无法相见，
而是我洞悉出你的缺憾，
缺乏那高贵的同情心——
即便是勉强，也能出于单纯的仁慈去成全他人。
当希望的钟声最后一次响起，
我悲伤不已，
你没来。

You love not me,
And love alone can lend you loyalty;
—I know and knew it. But, unto the store
Of human deeds divine in all but name,
Was it not worth a little hour or more
To add yet this: Once you, a woman, came
To soothe a time-torn man; even though it be
You love not me?

你并不爱我，
而只有爱才能让你眷恋，
——我明白，早已明白。
除去名声使然的圣洁行为，
何不花费一两小时再添一次善举：
你，作为一个女人，
曾抚慰过一个被岁月摧残的男人，
即使，
你并不爱我？

(美编 / 彭佳 审稿 / 余睿)

Thomas Hardy (2 June 1840 – 11 January 1928) was an English novelist and poet. Many of Hardy's poems deal with themes of disappointment in love and life, and "the perversity of fate," but the best of them present these themes with "a carefully controlled elegiac feeling." Thomas Hardy wrote in a great variety of poetic forms including lyrics, ballads, satire, dramatic monologues, and dialogue, and though in some ways a very traditional poet, because he was influenced by folksong and ballads, he "was never conventional," and "persistently experiment[ed] with different, often invented, stanza forms and made use of rough-hewn rhythms and colloquial diction." Hardy frequently conceived of, and wrote about, supernatural forces, particularly those that control the universe through indifference or caprice, a force he called "The Immanent Will". His religious beliefs were revealed from his novels and poems.



Thomas Hardy

Although this poem takes the theme of love frustration as its theme, it does not care about giving and receiving. He emphasized a kind of sympathy and compassion similar to religious belief, and hoped that the other side could pacify the weakness of others with noble sympathy even if they did not pay love, so as to achieve the same spiritual state as a saint.



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HELLO, CHRISTOPHER ROBIN

>>>文 / 唐郁琪
>>>美编 / 李晶瑾
>>>



Since its creation in 1924, the story of Winnie-the-Pooh has warmed children's hearts with fun and laughter around the world. But while Winnie, the anthropomorphic teddy bear, remains one of kids' favorite characters today, most people are still unfamiliar with the boy, Christopher Robin, the only human character in the story who always takes on the adventures with Winnie and his friends. Christopher Robin was named after Christopher Robin Milne, the son of the author of the original Winnie-the-Pooh adventure series, A.A. Milne. With this background information in mind, the following three movies will help reveal the in-depth account of both the fictional and real life version of Christopher Robin.

Pooh's Grand Adventure: The Search for Christopher Robin (1997)

This is a film adaptation made by Disney as a part of The Many Adventures of Winnie the Pooh.

In the film, Christopher Robin is presented as a fictional character wherein he has to say goodbye to his friends - Pooh, Tigger, Piglet, Eeyore, and Rabbit - in the Hundred Acre Wood and set off for boarding school. However, he doesn't have the heart to break the bad news to his friends, so he leaves a note for Pooh instead of confronting them directly. He left some advice for Pooh: "You're braver than you believe, and stronger than you seem, and smarter than you think". This can give us an idea about the close relationship between Pooh and Christopher. Still, his friends in the Acre Wood could not understand Christopher's sudden leave; rather, they believe their friend is in great danger as they misinterpret the note he left for them.

Next, Pooh, Tigger, Piglet, Eeyore, and Rabbit go on an adventure to save Christopher from the "Skull Cave", a place where he is supposedly being held captive. Inside the cave, they all become very frightened, and Pooh even falls down a crevasse and gets stuck. The rest of the four believe Pooh has been eaten by the



monster "Skullasaurus" while down in the crevasse - his muffled cries could be heard in the distance echoing throughout the cave. Yet they choose to go on the search for Christopher in hopes Pooh will return to them in optimistic fashion.

They finally reach the end of the cave successfully, and after all of their bravery, intelligence, and persistence, only to find that Christopher is safe and sound. The boy explains he was only going to school, not "skull" as they had misread it in the note. Then, they explain to Christopher what happened to Pooh and set off to rescue him for another adventure. Christopher also shows his friends that the cave is not so frightening as it seemed, helping them overcome their fears. Even though Christopher must return to school, Pooh, Tigger, Piglet, Eeyore, and Rabbit, know they will always have him in their hearts.

Christopher Robin (2018)

This movie was an extension of Disney's Winnie the Pooh franchise, starring Ewan McGregor as an adult version of Christopher Robin.

Here, Christopher Robin is presented as a real life person, while Winnie-the-Pooh is his stuffed animal friend from childhood. In the film, Christopher Robin is a full-grown adult who has a job and a family of three. As he matures, Christopher loses all his sense of imagination and forgets about his friends back in the Hundred Acre Wood. Also, he decides to send his daughter, Madeline, to the same boarding school as he was in. When told to finish a task, his wife and daughter

go to the countryside, telling him he must do something with his life. As Christopher sits idly on a park bench, he accidentally meets Winnie-the-Pooh, who had entered the real world through a magical door because he was sure Christopher knows how to find more honey for him.

Christopher is reluctant to help Pooh go back to the Wood. He has too much work to do in the real world. Yet he finds inspiration from his other stuffed animal friends with Pooh. Despite that he gets fed up several times for their childishness, at the end of the day, Christopher sends his childhood friends back to the Wood and bids them farewell. Unfortunately, he loses his paperwork on the road, leaving his family and employer even more disappointed with him than before. Meanwhile, Winnie and his friends find the paperwork and, remembering how important it was to Christopher, they decide to return it to him. On their way, the group



encounter Madeline, one of Christopher's daughters. She takes them to London. But just when they try to hand the paper over, it is blown away by a strong burst of wind.

Fortunately, Christopher comes up with a brilliant idea to save himself from unemployment. He also promises to be a better father and will always put his family first before work. In the end, he revisits the Hundred Acre Wood with his family and meets all of his old, stuffed animal friends.



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In conclusion, the first movie features Pooh and his friend's adventure in "saving" Christopher Robin, but actually it was Christopher who must save Pooh. The second movie is about Christopher helping Pooh go back to the Wood, but in the end it tells the story of Pooh leading him back "home". Whether it's finding more honey or getting back home, Christopher Robin is always there for his friends. From the first two films we know that, deep down in his heart, the Hundred Acre Wood is a very special place to Christopher because of his friendship with Pooh, and it will remain so no matter the circumstances in his life.

On the other hand, the real life story of Christopher Robin Milne had a far more complex history than what is told in the stories above. >>>

Goodbye Christopher Robin (2017)

This film is a biographical drama starring Domhnall Gleeson as A. A. Milne and Will Tilston as Christopher Robin. It was written on the basis of Christopher Robin's real life story, unveiling the complicated relationship he had with his family.



In the film, Alan Alexander Milne (A. A. Milne) has trouble in getting back on his feet with his writing career after coming down with Post-Traumatic Stress Disorder (PTSD) from the battlefield of World War I. With his wife, Daphne, he has a child whom they name Christopher Robin Milne. But generally they call him "Billy Moon" because the boy always mispronounces his name "Milne" as "moon."

Alan and his wife hire a nanny named Olive to take care of Christopher whom eventually grows closer to the nanny rather than his parents. Alan moves to the countryside with his family in order to find inspiration for his new book. It was to no avail. Due to the disappointment over her husband's lack of success with the book, Daphne goes back to London while Olive is absent for her mother's death. So Alan has to take care of his son on his own in the countryside, which turns into a problem for Christopher who is scared of his father.

But step by step, they begin to get close to each other, and Alan finally gets inspiration from Christopher and his teddy bear, based on which he creates characters like Winnie-the-Pooh and "Christopher Robin". He then turns it into what would ultimately become the Winnie-the-Pooh series. It becomes an absolute hit. More

and more people then become curious about the real Christopher Robin, so his parents begin to take him on press tours around the world to promote the Winnie-the-Pooh series. Despite his sense of guilt, Alan even tricks him into a telephone interview, as the boy believes he is only talking to his father on the phone and he gives out a lot of personal information. As he becomes famous, Christopher struggles to keep his relationship with his father because he feels betrayed and robbed of what was his. Olive, who is very protective of the boy, couldn't help telling the couple they are terrible parents for what they have been putting Christopher through, and resigns from helping their family. Alan resolves to stop writing the series and ends his son's publicity activities. Instead, he puts him in a boarding school. Not knowing that Christopher would be bullied for his namesake, Alan was resented by his son even more.

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After graduation, the onset of World War II causes Christopher be enlisted in the army to escape from his family. Even though he is initially unfit for the draft, he demands his well-connected father to convince the army to accept him, leaving Alan horrified and heartbroken. While in combat, Christopher was reported missing and presumed dead. But in fact, he survived and went back to the countryside where his parents lived without warning them he was coming back. In the final scenes, Christopher takes an awkward but tearful walk through the wood with Alan, just like in the good old days.



>>> Compared with the previous two, Goodbye Christopher Robin focuses

more on the build, the exacerbation, and the restoration of the father-son relationship between Christopher Robin Milne and A. A. Milne. It's a heartbreaking story because Alan suffers not only the trauma from war but he feels even sadder after hurting his son even though he loves him very much. Christopher also suffers from the alienation and humiliation from who he really is—the happy boy playing in the wood. <<<

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A. A. Milne wrote the Winnie-the-Pooh books, bringing warmth to the kids and adults in the post-war world. But to his son, fame was a dangerous game. He defied his fictional namesake and even his father. "At home I still liked him, indeed felt at times quite proud that I shared his name and was able to bask in some of his glory. At school, however, I began to dislike him, and I found myself disliking him more and more the older I got," Christopher wrote. Comfortingly, according to Gyles Brandreth, a close friend of Christopher's in his late-life, he had "said goodbye to his father long ago" and wasn't angry anymore. In the end, he made some peace with his parents, and his fictional self, too.

Christopher Robin Milne passed away on 20 April 1996 at the age of 75. May he rest in peace.

(审稿 / 郭忠义)

Being a Rural English Teacher in China

文 / 朱睿臻 美编 / 叶思齐



As a Peace Corps volunteer, Ben Elmakias worked as a volunteer English teacher in Gansu Province, China for two years. Why did he choose to teach English in a remote rural area with only a living stipend? How did he survive the cultural shock? What contributions did he make to the local community? Let's give an ear to hear his inspiring and spicy story.

ECNU Circle: *Could you give us a brief introduction about the program of Peace Corps Education Volunteer?*

Ben: Peace Corps Education Volunteer Program is a program in cooperation between Chinese and American government to improve the education in the far western areas of China. The goal of the program is not only to teach the community English but also to integrate the volunteer teachers, understand the local community, and support the local community. It focuses on poorer areas in China. All the volunteers are in Guizhou, Sichuan, Chongqing and Gansu. After finishing volunteering, volunteers are also expected to go back to the United States and help Americans better understand China.

E: *Why and how did you join the Peace Corps program? Did you get any training?*

Ben: I heard about this program from my high school teacher, Mr. Grady. He served as a Peace Corps volunteer before and his experience in the past really touched me. At that time, I thought it would be a perfect opportunity for me to come to China, since both Chinese language and literature and English were my majors. After arriving in China, we had three months of training in Chengdu. The training included teaching pedagogy, Chinese language training, cultural training, safety training, and medical training, all to help us better integrate into the local communities and meet the needs of the schools we would be working at.

E: *How long did you teach English in Gansu? How did this program cater to the needs of local people?*

Ben: This program is a two-year commitment. In order to achieve the primary goal of Peace Corps, which is satisfying the local needs, we need to observe and explore what the local community really needs in the first year. It is not as easy as people might think, because it takes a long time to understand what a community really needs. In the second year, volunteers will carry out an extra project on the base of the needs they find. For instance, one of the volunteers at a nearby school set up a sports class for women. He did this because he felt that although the women at his school liked sports, due to gender inequality in the local community, they didn't feel comfortable going out and practicing. At my school, although I saw the same gender inequality, the women had plenty of sports teams and thus didn't need this kind of help. Instead, I provided additional language classes for the children of teachers at the school. Many of the children had never met a foreigner before and so this was an exciting opportunity for them, and their parents were happy to see their English improve.

E: *How did you feel living in rural Gansu for two years?*

Ben: I'm sure every one of your teachers can tell you how difficult the first year of being a teacher is and it was certainly a challenge for me, as well. Besides teaching for the first time, I also needed to get used to living in China, learn Chinese, and adapt to the local culture in that year. The last one was quite difficult, since many tiny things can be hard to get accustomed to when you come to a foreign country. For example, if you have never been to a squat toilet¹, it would be a really tough time going to the toilet. And if you have never experienced living on the fourth floor without an elevator, it can be very inconvenient when you have to go up and down many times throughout the day.

Since most of the Peace Corps volunteers went to underdeveloped rural places, it was natural for us to find we were the only people who were not Chinese. So, we were just like celebrities in that town. Every resident there knew us and paid a lot of attention to what we do every day. It was really stressful for us to live with all this publicity. Everyone knew everything about our life.

If I had to summarize my first year in Gansu, I would say "SURVIVING." However, I feel very fortunate to have this experience. As I often say, big cities always have the same metropolitan² appearance and culture. You can get accustomed to a totally new big city very quickly because of this similarity. By contrast, small towns in China are different. Each town has its own culture in terms of its location, weather, history, and even language. In China, the culture, even in two nearby small towns, can be quite different. I find this fascinating and hope that more foreigners can take time to explore rural China.

E: *Did you meet any challenges in teaching English there? And how did you solve them?*

Ben: I taught English in the Tourism Department of Gansu Industry Polytechnic College. All of my students were studying to work in hotels or as flight attendants and tour guides. There is no requirement for the Gaokao



score to enter this college. As such, some of the students had only studied English for one or two years in a small town in Gansu where their teachers don't even speak English during class, while others learned English systematically and took part in Gaokao before, even getting high English grades. Teaching English to students with such drastically different backgrounds was very difficult. To solve this problem, I spent a lot of time out of class with those students whose English level was lower and helped them to catch up with their fellow classmates. Soon after realizing how different my students' language level was, I met another dilemma, which was to ensure every student showed up to my class. Although this can be hard to imagine for the students at ECNU, the attendance was always a problem back there. Many of them had already found a job for after they graduate, and they just needed the diploma so they could start working. Their future job didn't require speaking English a lot, so they might think "why should I waste time to attend the English class instead of spending my limited precious time on other useful things which were highly related to my future job?" As a result, some students had only attended class three times in the whole semester, while some students took all the classes throughout the semester. This contributed to a wider gap of their English levels. As a teacher, I was always confused what to teach in the next class because I was not sure which students would show up. So, if I kept teaching new knowledge in every class, some students would be totally lost in the class and show less and less interest

in English learning and of course would be less likely to show up for future classes, as a result. So, I changed my plan immediately in the second year. I moved my focus from learning English into getting my students interested in learning English. And this was quite essential because English class was only once per week. The students could only learn so much while in class, but if I could arouse their interests in English and inspire them to learn English by themselves, they would continue to learn English after class voluntarily.

E: How did you promote your students' interest in learning English?

Ben: The most important part is to make English learning more relevant and easier. I tried to avoid setting unrealistic expectations. If they could say a few phrases which were useful for daily conversation, such as "How may I help you?", "What would you like to do today?", I would be more than satisfied. This reminds me of the mistakes I made in the first year as I described above. I spent little time reviewing and more time teaching something new. I gave them too much information and flooded them with all this new English knowledge. Teaching like this, they just got trapped in a vicious³ cycle of "learn-forget-learn" and in the end remembered very little of the material. Of the little bit that they did remember, they had trouble using the language proficiently in real world settings. In the second year, I spent a lot more class time reviewing. Almost half of my class was reviewing what we learnt in the previous class. In this way, they learned much more than the first year. Some of my students could barely speak a single word in English at first, but by the end of the second year, they could have a basic conversation with me in English. For the final exam, I set an interview with each student to assess their English learning. They had to talk to me in English for 2 minutes one by one. Many of them got good grades. I think this was a huge improvement for them and I felt very happy to see this transformation.

E: We noticed that you introduced the CLT and PPP into your teaching program. Could you elaborate on them a little more?

C: The full name of CLT is Communicative Language Teaching, and it is the core of the teaching method that I studied. CLT started in the US where a lot of researchers found if educators taught students about the language, they may not know how to use the language. But if educators taught students how to use the language, they will not only know how to use the language but also know about the language. CLT is about focusing on creating classroom activities that require students to communicate and learn how to use the language.

PPP is a way for teachers to organize their classes. PPP stands for Presentation, Practice, and Production. In the first step, the teacher introduces the new material to students. For example, teachers may teach students some new vocabulary and simple sentences. Then teachers help students to get familiar with the new material through practice activities, such as filling-in-blank worksheets. Finally, teachers may give students tasks that require them to use the language to complete and offer them an opportunity to express themselves. I once had the classes about our family members and the utilization of questions (how/what/who/when/where). So I designed the corresponding task which required students to interview their classmates and learn about the information of their families. In order to finish the task, students needed to use vocabulary about "family" as well as basic question words. More importantly, they must communicate, speak and listen in the process. During the activity, if students couldn't understand what their partners were saying or their partners couldn't understand what they were saying, then they would have a strong motivation to study and practice English to improve their listening ability and also to ensure their partners could understand them.

In fact, many researchers have already found that by using CLT method, although students may learn new materials more slowly, they will also forget much less old material. Every language has its own meaning and when people learn language through its meaning, it can be much easier for them to study. When students accomplish countless

practice exercises that don't have any real meaning, they often forget what they learn very quickly. But if students accomplish a task or communicative exercise, the knowledge will no longer be the information on the textbook, but the actual experience in their real lives. Only in this way, the language makes some sense to them, and it can be much easier for them to understand and improve.

E: Did you train the local teachers to use CLT teaching method in their classes?

Ben: Yeah. I took part in a teacher training in Shandan, Gansu. Actually, we had about 200 teachers coming from a wide range of elementary, middle and high schools in the training program. And it was a 2-week program and lasted 8 hours every day. It was really an intensive training program, but also a lot of fun. You know, Shandan is a rural area. Many elementary schools there don't have enough English teachers. Some so-called "English" teachers are actually math teachers. They know how to teach math, but teaching English is quite different. Our goal is to introduce to them to a different teaching method. The other goal is to teach the local teachers something about American culture. Interestingly, they displayed a great interest in it, and wanted to know more about American culture besides movies and TVs. In my lecture of American culture, I talked about the different areas of the United States, such as the mid-west and the south-east. Just like China, different regions of US all have their own cultures, and I particularly focused on the food. One thing that made teaching the English teachers more fun was that they all had a very strong motivation to learn about English and American culture. They wanted to improve their teaching and help their students understand what the US is like outside of movies and books.

1. squat toilet: 蹲厕
2. metropolitan: adj. 都市的
3. vicious: adj. 恶性的

(审稿 / 王志宏)



A BEST DECISION IN MY LIFE

—Study in Korea University

文 / 曾傲唯
美编 / 谢瑶姬

First, I would like to inform you that through a friendly agreement of extended cooperation between ECNU and Korea University (KU), ECNUers can apply for an exchange program at KU for one semester during their third year of undergraduate studies. Ever since I was in high school, I grew to love Korean cultures, especially the idol culture and the Korean people's way of life. I was initially introduced to the culture from watching popular TV dramas and reality shows aired in China, so I wanted to know whether the real Korea matched my imaginations or not. I was a bit hesitant about taking part in the ECNU-KU program to study abroad in the beginning, as most of my peers would prefer European or North American countries. However, what I have experienced during the four months in Korea University has proved to be one of the best decisions I have ever made in my life.

Studying in Korea University

I instantly find myself falling in love with this beautiful, modern university; its profound culture, modern facilities, and friendly environment provide an excellent study-abroad program for foreign students.

The first thing that impressed me was the convenience allowed for students at the KU campus: all of the teaching buildings are equipped with elevators, 80% of the classrooms in KU adopt the size and structure of conference rooms, and there is an electrical outlet¹ in front of each desk in the classroom. Another important place for students is the study lounge. It is worth mentioning that space in the study rooms can be booked online, thus it is not necessary for students to get up so early just to grab a seat. Interestingly, all study rooms are divided into computer and non-computer areas, so those doing reading and writing will not be disturbed by the constant noise of the keyboards and constant clicking around the mouse.

I feel that the university culture is also a crucial element of KU because it not only stands for the uniqueness of KU but it can also give students a sense of belonging and pride to be a part of it. For instance, I was lucky enough to participate in the most representative event in KU—the annual sports competition with Yonsei University, a big event at KU. Though I was not very clear about the rules of the competition, I went to see the football game with other exchange students.

When I entered the stadium, I was so amazed to see the whole stadium divided into two sections, with KU students in red and YU students in blue. The stadium atmosphere was breathtaking, with all the cheerful people conveying an intense competitive spirit. On the big screen inside the stadium were videos from each university's alumni. The audience had an unexpected surprise when we saw the Olympic champion Kim Yuna² greeting the players on the screen. It was such a thrilling moment to see Kim Yuna there.

The game started with a loud whistle that got everyone's attention. As the competition was picking up, the audience were also doing their bit³ by cheering for the players and their team. This part of the competition was so essential that we even learned formal, organized cheering two weeks in advance of the event. All of the preparation paid off⁴ for us—it felt as if we were united as one as we stood together with our hands on each other's shoulders.

It was clear to me that our team spirit had propelled the KU team to score the first goal of the match within the first three minutes of kick-off⁵; we screamed as if we were going to flip the top of the arena. A long deadlock⁶ ensued⁷ which somewhat stymied⁸ our team spirit until the opposing team YU scored two goals in the second half. Anxious to break the tie⁹, our KU players seemed to overexert¹⁰ themselves on the field, and in the end, KU lost the football game to YU (1:2). Many of the KU students could not help bursting into tears when walking out of the stadium, including me, which made me feel like a real member of KU.



I have benefited a lot from my experience in KU, even though I am here only for four months. I have also noticed some differences between ECNU and KU that are interesting to me.

One difference is that in many of the classes that I have in KU, the professors like to give group assignments for the students to finish together. Compared with doing the homework independently, I can not only observe good learning methods from others, but also improve the accuracy of my homework, such as we were required to fill out the financial statement of a company's performance rating. I remember I thought it was an easy task and I even started on it by myself. But gradually I encountered so many problems that I eventually had to turn to my group members for help.



After discussing with them which method or formula to use to calculate the data, I soon got a clearer understanding of its logic and thus eliminated my uncertainties about the calculations. We figured out the solution together. It was such an incredible way to finish our work!

I have also learned a lot from my participation in group presentations. In the course "Business Valuation" the professor began by teaching us various methods and indexes to evaluate the performance of a company. Then each group chose a company for evaluation before presenting their analysis to the whole class. In addition, we made presentations via step-by-step processes, learned how to apply different methods for analysis in various situations, and used each method to effectively evaluate the company's performance. With this approach, I felt that I got a much better hold of each method and a much clearer understanding of the company that I analyzed.

Language Exchange Program

Apart from attending classes and doing my assignments, I also take part in a language exchange program that is set up for international students who want to learn Korean with Korean students that are interested in learning other languages. Since there are many students, they need to submit applications beforehand, then the school will match them with suitable partners based on their information. I was assigned to pair with a Korean girl named Minji, and we have become good friends.



Minji used to study in ECNU as an exchange student, which I found was such a coincidence since I was at KU. We share a lot of common interests, such as being fans of EXO Harry Potter, and eating bulgogi—a popular grilled meat dish in South Korea.

I cannot thank Minji enough for her help. My Korean has improved rapidly compared to learning it from textbooks. She taught me modern ways of expressions, such as some cyber-based languages that are popular with younger people. For example, young people tend to call the person who is in the center of the social circle as "insa" (from English word "insider") and the person who cannot fit in with others as "asa" (from English word "outsider"). This has helped me blend in¹¹ with my Korean friends much more easily.

Minji and I often go to the local restaurants for a taste of popular Korean cuisine. She shows me around many interesting places, which allows me to experience the authentic Korean culture that I have desired to do all along. At the same time, I teach Minji Chinese to help her prepare for HSK (Hanyu Shuiping Kaoshi). We meet twice a week, and time seems to fly by like a bird in the sky whenever we are learning languages together; studying Korean language and culture with Minji has become the best refreshment for me to enjoy my study abroad experience in South Korea.



Although I wanted to rent a room outside the campus instead of living in the dorms, I was worried if I could adapt myself to living off campus. There are six girls—three girls from the mainland China and the other three from Taiwan—all six of us live together as a very happy family.

We sometimes cook dinner together on the weekends. After we finish preparing the dinner, we chat with each other for hours, talking about our lives in Taiwan and mainland China and sharing our own thoughts about Korean culture. We are always ready to help whenever it is needed, share tips that make life easier for us such as the location of the cheapest supermarket to buy fruits and vegetables. I have never felt lonely here because I know I will always have my roommates by my side.

Living outside the campus means that I need to cook for myself most of the time. I never learned to cook at home, nor did I need to do it at ECNU. The first time I tried to make kimchi fried rice—another popular dish in South Korea—I almost burned the kitchen down. I forgot that there was juice in the bag with kimchi sauce, so when I added the sauce with the hot oil in the pan, the oil splashed up from the pan so violently that I almost threw the pan to the ground—the heat from the oil and metal could have burned me severely. I am pleased to inform you that, through many trials-and-errors¹², I have learned to cook quite a few delicious meals such as kimchi fried rice, roasted chicken wings, and egg rolls.

The four months at KU and the city of Seoul have been the most pleasant time in my life thus far. I have been able to immerse myself into the Korean culture and the society that I dreamed of since high school, meet friends from all over the world, and gain some brand-new teaching methods which I can probably apply to my future career. Most importantly, living in Seoul by myself give me a sense of confidence that has made me feel more independent when taking on life problems (like when my hand was zapped from the hot metal and oil when cooking kimchi). I am very grateful for the joint ECNU-KU program. I know without a doubt that I made the right choice to study abroad at KU.



Living in Seoul



- 1.electrical outlet: 插座
- 2.Kim Yuna: 金妍儿, 韩国花滑史上第一位女单大满贯得主
- 3.do one's bit: 尽自己的一份力
- 4.pay off: 得到回报
- 5.kick-off: n. 开球
- 6.deadlock: n. 僵局

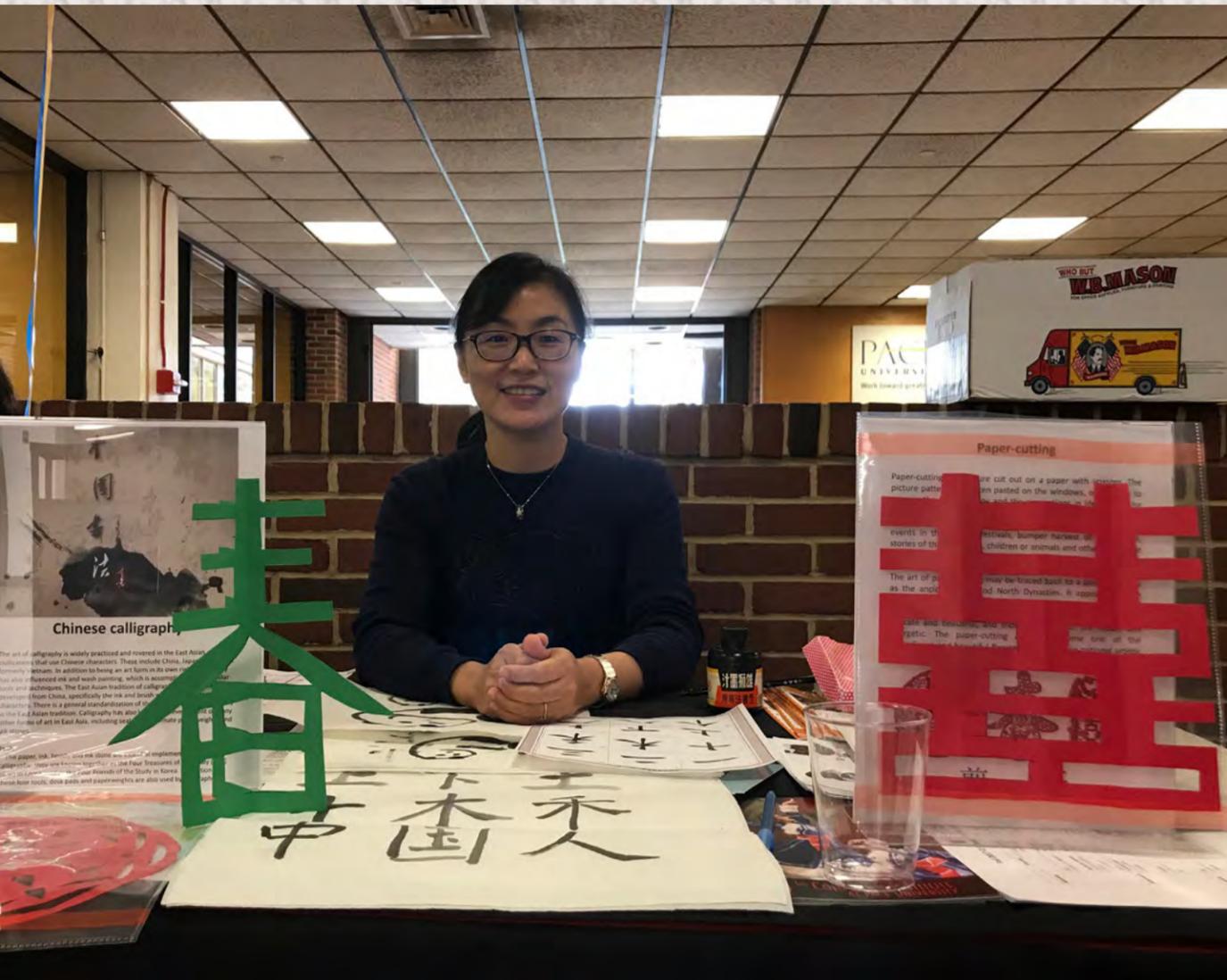
- 7.ensue: v. 接着发生
- 8.stymy: v. 妨碍
- 9.break the tie: 打破僵局
- 10.overexert: v. 用力过猛
- 11.blend in: 融入
- 12.trial-and-error: n. 反复试验

(审稿 / 汪燕)

Passion and Patience Make the Instruction Fruitful

-My Teaching Experience at Confucius Institute at Pace University

文 / 王佳艺
美编 / 孙雪艳



Wang Jiayi

On August 26, 2017 I arrived in New York. And the first challenge I met working as a Chinese teacher at Confucius Institute at Pace University was to be assigned to give two twin sisters a one-on-one online class. They were 10 years old. Yu Xing was the elder sister while Yu Qing was the younger one. I was supposed to teach them Chinese via Skype¹ one-on-one for two hours. Since I had never taught anyone on-line before I wished that the class be cancelled with a solid excuse such as an inefficient network. But to my disappointment, the network worked well when it was tested, as asked for by Prof. Wenqin Wang, the Chinese Director of the Confucius Institute at Pace University, and Qiqi Wang, the Program Manager.

From September 19, 2017, when the on-line Chinese program was launched, to June 14, 2018, I taught them on-line for nearly 120 hours. I still remember clearly that I felt exhausted and frustrated when I tried to catch the two girls' attention only by talking to them on-line. To tell the truth, each time before the class I prayed to God that their mom would call me, cancelling the class, though now when I look back on it, I find my actions funny. When our class for the summer session ended I asked the twins how they felt about studying Chinese with me, and both of them answered promptly that they loved it and were looking forward to the fall session. I felt contented at that moment. And I believed that their mom's email to me was sincere: "I also think that they are getting accustomed and comfortable with you—tutoring with you was a big change for my daughters as they were used to being tutored by college students (teachers college at Columbia has a tutoring program)—they both realize that you are a 'real teacher' and they are 'really learning'."

But as the saying goes, "no pain, no gain." I had overcome dozens of hardships before I got the reward for my patient instruction and exploration of effective teaching methods. The on-line class was scheduled from 6:00 p.m. to 8:00 p.m. every Tuesday and Thursday. As you may know, kids tend to feel extremely tired after a whole day of classes in school and some extracurricular activities, and Yu Xing and Yu Qing were no exceptions. In the first several classes, as soon as Yu Qing "saw" me she would cry out that she didn't want to learn Chinese and she even used the word "overdone," complaining that she and her sister had spent too much time on Chinese. So it was no surprise she refused to read the materials her mother had scanned to me even though they were just simple stories in Chinese for kids. She pretended to have fallen asleep with the story book covering her head. Since this was an on-line class, I couldn't even "touch" her. What could I do? Actually, I felt sympathetic for her since she must felt really tired after spending the whole day taking various classes at school. So I decided to put myself in her shoes and be patient instead of getting annoyed with her. I chatted with her about her school life first and tried my best to associate the Chinese story she was reading with her real life. For example, the first sentence in the Chinese story *New Home of the Little Bear* is a description about what the little bear saw on his way home. After I listened carefully to Yu Qing's complaint about her busy school life and boring subjects, I asked her to describe what she had heard and seen on her way home. By doing this she kept on practicing the Chinese sentence pattern "On my way home..." without realizing it.

As for Yu Xing, the best way to get her excited was chatting with her about the topics she was interested in. When I knew that her favorite English story was the cartoon series of *cat warriors*², I asked her to tell me some parts of the story in Chinese as a warm-up for our class. She felt so proud of herself when she found out that I was so absorbed in listening to the story. She even had a sense of achievement when she noticed that I

took notes about the names of different cats and asked her some details about them. So Yu Xing was refreshed each time by telling me something she was interested in and never felt sleepy in my Chinese class.

At the same time, I hoped that Yu Qing would like my Chinese class as well. One day I observed that she became very sleepy and even a little hostile³ when she was reading a Chinese story with many new words. I suddenly understood that Yu Qing didn't like learning Chinese just because sometimes she was frustrated by the difficult vocabulary. What I could do was to reassure her and make her believe that she could learn Chinese easily. So before we began to study the Chinese story *The Fairy in an Attic*, which had lots of difficult vocabulary, I assured her by saying that I would keep on reading one paragraph repeatedly until she caught each word. The only thing she should do was listen to me and take notes. And she would read the paragraph by herself as long as she was sure about the pronunciation of each word. I had proven that this approach worked. Yu Qing began to feel happy having Chinese classes with me. She felt free to ask me to repeat the words she didn't catch and she was eager to read the paragraph to me as long as she knew how to pronounce the new words. Sometime she was even willing to read one paragraph several times. One day she was very excited to show me a new notebook that her grandma gave her as a gift. "Oh, my God!" I thought. Could you believe that the little girl who had often dozed off in my Chinese class had prepared a special notebook for her Chinese class? I felt secretly delighted.



Interest is the door to success. I didn't need to worry about whether my students would focus on my teaching or not anymore. The classes went on smoothly and the girls enjoyed practicing Chinese under my guidance. Besides the reading materials their mother scanned me, I selected additional ones and introduced them to Yu Xing and Yu Qing in different ways, according to their different personalities and hobbies.

Yu Xing is keen on learning about history and she is quite curious about Chinese culture. And she is eager to meet challenges and enjoys the feeling of conquering something difficult. I noticed that she even got bored when she was assigned to read a kids' story. So I decided to introduce her to "The Battle of Chibi," a story required for native Chinese students in Grade 5. The article is adapted from *Romance of the Three Kingdoms*, which is regarded as one of the classics in China. Yu Xing's face lit up when I talked to her about the required for native Chinese students in Grade 5. The article is adapted from *Romance of the Three*

Kingdoms, which is regarded as one of the classics in China. Yu Xing's face lit up when I talked to her about the background of the story and the main characters in the story. She even googled some related information by herself. She was so excited by the strategy mentioned in the battle that she kept on asking me questions. To check whether she had the full understanding of the story, I asked her various questions as well. When she was explaining who the "egg" and "stone" (two metaphors⁴) referred to in the story, I couldn't help cheering for her. In this way, Yu Xing and I studied many well-known Chinese literary works such as "Wu Song Beating the Tiger," adapted from another classic, *Water Margin*; "Birds' Heaven" by Ba Jin, a famous modern author; and "Cats" by Lao She, another famous modern author. These stories are really challenging for 10-year-old American girls. But Yu Ying read them! And I felt so excited!



Yu Qing loves music and she never feels tired when she is singing and dancing. So I was sure it would be an effective way to teach her if I combined practicing Chinese with performing. For example, in the story *A Mysterious Encounter in the Stairs*, Lady Milton is mistaken by Emily for a witch. When Lady Milton is murmuring, Emily uses several verbs describing what she is doing such as "cut" (qiē), "peel off" (bāo) and "boil" (zhǔ). These verbs sounded readable and I thought most kids were curious about witch stuff so I asked Yu Qing to rehearse⁵ this part by imitating the tones and manners of a witch. Yu Qing just kept on reading and reading until she was satisfied with her pronunciation and intonation. Of course her performance was quite impressive. I shivered and said to her: "You are acting as a real witch and I am frightened to shiver." "Shiver" (duō suō) was another new word repeated again and again in this story. Yu Qing chuckled⁶ to herself! And I was proud of my trick!

The above is only a small portion of the stories about our small Chinese online class. During the past whole year, not only Yu Xing and Yu Qing have made progress in their Chinese by taking this online class, but I have also benefited a lot as a teacher. Unlike my previous teaching experience, teaching online relies on efficient communication on the Internet. Thanks to my determination of meeting the challenge, passion for teaching and love for students, I am happy that I've found out some kinds of solutions to my puzzlement and confusion of online teaching, which I had in the beginning of the year. I am looking forward to meeting with my two girls in the fall semester, as are they.

1. Skype n. 网络电话 (一款即时通讯软件)
2. warrior n. 勇士
3. hostile adj. 敌对的
4. metaphor n. 隐喻; 象征
5. rehearse v. 排练; 复述
6. chuckle v. 咯咯笑

(审稿 郭忠义)

How to Say Jinli in English?



微博网友“信小呆”抽中了支付宝的“中国锦鲤”，这无疑成为了一个网络大事件。而“信小呆”本人也成为了“国民新锦鲤”。继支付宝搞的“中国锦鲤”活动后，各地纷纷效仿，似乎每个城市都在寻找自己的“锦鲤”，如杭州锦鲤、西安锦鲤、成都锦鲤等。那么，“锦鲤”的英文怎么说？

在 *Global Times* (环球时报) 上有一则关于“信小呆”中奖的新闻报道，如下：



Chinese people's craze for koi fish, which represents good luck in Feng Shui, has driven millions to repost koi-related tweets in hopes of attaining wealth and better health.

锦鲤在风水里代表着好运，中国人对锦鲤的狂热驱使数百万人在微博上转发锦鲤相关的推文以祈求财富和健康。

"Xin xiao dai", a 26-year-old IT engineer based in Beijing, recently became the "national koi" after winning an online lottery, which gives her prizes sponsored by the Alipay mobile payment system.

在北京上班的26岁IT工程师“信小呆”，最近在一次网络抽奖活动中成为了“国民锦鲤”，这使得她获得了一份被支付宝合作商户赞助的大礼包。

“koi”来自日语，意思是“鲤鱼”，包括普通灰色的鲤鱼和有明亮颜色的品种。在英文中的“koi”主要是指日语中的“nishikigoi”（意为“锦鲤”）。在日本，“koi”一词还是代表“爱恋”的日文（こい）的谐音字，所以锦鲤（koi）在日本还是“爱”和“友谊”的象征。

最后，再给大家补充一个语言点：koi fish除了表示“锦鲤”，在美国俚语中，还可以表示“害羞的人”，因为koi的发音同“coy”（腼腆的、害羞的），所以美国人会用“a koi fish”来表示“a shy person”（一个害羞的人），很好玩的用法吧？

（摘自中国日报双语新闻微信公众号）
（编选 / 余睿 美编 / 叶子芊）



How did ECNU impact my life?



Ever thought about delivering a commencement address on behalf of the whole body of students who graduated from ECNU? How about tapping into your potential while going against others in a competitive environment? Have you ever performed one of your favorite songs with friends in front of a crowd? ECNU's dynamic campus culture is predicated on innumerable academic and social activities. This is why I cherish

the time I spent in ECNU where the fun, learning experience during my 4-year stay had such an impact on my personal growth and future career.

the time I spent in ECNU where the fun, learning experience during my 4-year stay had such an impact on my personal growth and future career.

School curriculum and academic performance laid the groundwork for my language proficiency when I began my college life at ECNU from the year 2009. Having a clear idea of what I wanted to major in - Landscape Architecture, I was blessed with the opportunity to get going on it right away. I opted for diverse electives given by highly qualified lecturers and professors, tried out different classes such as product design and visual communication, and volunteered my time for projects in marketing. Meanwhile, as a design supervisor during my first two years of serving at Shanghai Tower (up to now the tallest building in China), I think my education at ECNU played a pivotal role in my promotion to supervisor to which I was in charge of advertising and visualization management. Verbal skills, especially a good command of oral English, are essential to my career and life. Thanks to the exchange program between ECNU and UCA (the University of Central Arkansas, USA) in 2012, my interpersonal and presentation skills were fairly honed and improved upon at a staggering rate. The previous overseas learning opportunities contributed a lot to my current career growth. Several months ago, I was appointed to attend Smart City Expo in Casablanca on behalf of Shanghai Tower. At the expo I was assigned to share our efforts and experiences on livable cities and urban innovation. On 9 May 2018, I met Juan Antonio Samaranch, Vice Chairman of the International Olympic Committee, where I worked as an interpreter for our general manager to discuss the upcoming Olympic Expo scheduled to be held in Shanghai Tower.

Undoubtedly, campus events are an indispensable part of ECNU culture, in which there are a wide range of art performances, fellowship parties and host competitions held on an annual basis. I was full of enthusiasm when participating in these activities at ECNU. The YinXing Cup Host Competition and Art Performance of ECNU's Anniversary allowed me to fully display my passion and determination to perform at a competitive level. To this day, my enthusiasm never waned, which I believe led me to succeed in my job. On 26 August 2017, I had the pleasure to host the unveiling ceremony of the summit space of Shanghai Tower where I was to interchangeably use English and Chinese for its bilingual atmosphere. That experience prepared me to host the launch of Shanghai Tower's exclusive stamp postcards on 26 January 2018.

ECNU has set expectations for its students. It also gives ECNUers a shelter for them to feel at home under stressful times. I continue to believe that the culture of ECNU profoundly shapes the aspirations of its student body by generation. And I want to show appreciation to all my teachers in ECNU for inspiring me through the most precious 4-year period of my life.



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CIRCLE IN HAND, ENGLISH IN MIND



ECNU CIRCLE
华东师范大学 | 英文校园刊物

Photo by Zhong Wangyang