

Reflections on Intercultural Competence and the Course on Intercultural Communication: The Perspective of Integrating Moral Education into Foreign Language Teaching

WEN Qiufang

(National Research Center for Foreign Language Education, Beijing Foreign Studies University, Beijing 100089, China)

Abstract: The paper reports the author's personal reflections on the explanation of intercultural competence and the objectives and content of the course on intercultural communication in *Guidance on Teaching English Majors* from the perspective of integrating moral education into foreign language teaching. Compared with the *English Course Requirements* at the four lower education levels, it has been found that the explanation of intercultural competence and the descriptions of the course on international communication do not emphasize the subjectivity of Chinese culture and its underlying

ideology, which needs to be revised. The course on intercultural communication is an academic course for juniors, which should have rich content for moral education and play a more important role in fostering integrity and promoting rounded development of students.

Key words: Intercultural Competence; Course on Intercultural Communication; Integrating Moral Education into Foreign Language Teaching; Fostering Integrity and Promoting Rounded Development of People

Absolute Accuracy of EFL Learners' Meta-Comprehension Monitoring: Based on Eye Tracking Evidence

GU Shimin¹ & WANG Xinyu²

(School of Western Languages and Cultures, Harbin Normal University, Harbin, Heilongjiang 150025, China)

Abstract: Meta-comprehension, as an important factor affecting reading efficiency, has always been one of the hottest topics in the field of meta-cognitive, and it is usually divided into two subsystems: meta-comprehension monitoring and meta-comprehension regulation. Accurate meta-comprehension monitoring is an important prerequisite for effective self-regulation. This research will focus on the absolute accuracy of EFL learners' meta-comprehension monitoring, and the subjects were divided into proficient and non-proficient English readers according to their reading scores in an English reading test before the experiment, with reference to their performance in TEM4 and TEM8.

The absolute accuracy of meta-comprehension monitoring was measured by virtue of the methods of confidence evaluation and error detection. By the former method, the absolute accuracy of the subjects' comprehension monitoring was evaluated after they complete the reading tasks; by the latter method, the subjects' cognitive processing activities and meta-comprehension monitoring features were analyzed and pictured based on the eye movement metrics collected while the subjects are reading.

The results of the confidence evaluation indicated that absolute accuracy of the proficient readers' meta-comprehension monitoring was significantly higher than their counterpart's. It meant that proficient readers had better reading comprehension and higher accuracy to predict their reading performance. The results of the conventional eye-movement metrics analysis showed that the reading comprehension performance, reading accuracy and reading efficiency of the proficient readers are significantly higher than their counterpart's, indicating that there was a significant correlation between reading comprehension performance as an independent variable and reading efficiency as a dependent variable. The first and second fixation duration of the area of interest in the

proficient readers were higher than that of non-proficient group, showing that the subjects of the two groups both note errors, but longer first fixation time indicated that proficient readers were relatively prone to detect errors in the interest area, and "its additional attention was assigned to discourse components, which exceeded a certain importance criterion", longer second fixation duration indicated that the proficient readers paid more attention to the interest area after the first reading, and the relevant information of it was conducted with a more thorough and detailed secondary cognitive processing. The average fixation numbers of the area of interest in the non-proficient group were higher than that in proficient group, although not so significant, indicating the former was less able to identify errors in the interest area. The total duration of fixation numbers in the proficient group were lower than that in the non-proficient group, showing that subjects with stronger reading comprehension had stronger word encoding abilities and semantic extraction abilities than the unskilled group. Main conclusions may be safely drawn: proficient readers were more likely to notice and identify important information while reading, and invest more time and cognitive activities to extract and process key statements.

The enlightenment is that teachers should not only help students improve their language competence, but also guide and train them to develop and use reading strategies, especially the meta-comprehension skills. In addition, teachers should also instruct and guide students to read as much as possible and constantly construct their knowledge map, for encyclopedic knowledge is fundamental to understanding the world. And the coordinated development of language schema, content schema and strategy schema may be the essential way to help improve learners' reading comprehension.

Key words: Meta-Cognitive; EFL Learners; Meta-Comprehension Monitoring; Absolute Accuracy

Research on Visual Monitoring and Feedback of College English Online Learning Based on Learning Analytics

LI Lushan^{1,2}, ZHAO Wei¹ & LIU Fengjuan¹

(1. School of Information Science and Technology, Northeast Normal University, Changchun, Jilin 130017, China; 2. Qiushi College of Guizhou Normal University, Guiyang, Guizhou 550001, China)

Abstract: Blended teaching has raised the requirements as to teaching support and online self-learning, where learning analytics technology based on big data can be of use. For example, the output of log data tracking learning tasks and the visualization charts are intended to help teachers reflect their practice, motivate students to learn, and improve students' learning performance. Based on the constructivist theory of learning feedback and Bulter and Winne's COPES self-regulated learning model, a learning analytics-based online learning visualization monitoring and feedback model is constructed in this research. A learning analytics dashboard is designed and developed from three dimensions, i. e. learning performance, learning motivation, and learning behavior, and applications of learning analytics are carried out, with the online course of "College English" as the teaching situation, to explore the impact of online learning visualization monitoring and feedback on learning performance, learning behavior, and self-regulated learning. Statistical analysis of the obtained

data shows that visualization monitoring and feedback improve students' learning performance and promote self-regulated learning. In particular, visualization monitoring and feedback positively affect students' learning behavior, making students more purposeful and strategic when participating in learning activities. However, the results show that the learning effect is affected by the frequency of students' using the learning analytics dashboards. Only the students who often use the dashboards can change their learning motivation and strategies. Finally, the basic strategies of online learning visualization monitoring and feedback are proposed: carefully select feedback content that meets students' needs and design attractive learning analytics dashboards; follow a step-by-step principle to realize the transition from mandatory use to autonomous use; create a positive classroom climate for using learning analytics dashboards.

Key words: Learning Analytics; College English; Online Learning; Visual Monitoring and Feedback

Diachronic and Synchronic Characteristics of Studies on College English Blended Teaching in China

LIANG Wenhua, XIANG Mengwei & ZHANG Chao

(College of Foreign Languages, Qufu Normal University, Qufu, Shandong 273165, China)

Abstract: Network technology has attracted increasing attention of the domestic EFL education community, where much research has been conducted on the design and implementation of blended teaching mode for College English instruction. But few studies have reviewed the relevant researches systematically and provided a multi-faceted reference for the future.

Through literature tracing, text reading, and inductive analysis, the study reviews the previous researches on College English Blended Teaching in China in 2006-2020, aiming to demonstrate the diachronic and synchronic characteristics. Firstly, data are retrieved from CNKI, a collected database of domestic journal papers and master's and doctoral theses, which fall within the 2006-2020 period starting from when the first research appeared; secondly, diachronic features are displayed by presenting the annual number of published papers and hot keywords of College English blended teaching; thirdly, synchronic characteristics are generalized in terms of research methods, participants, environment and themes; and finally, the results are analyzed and reflected with reference to the national documents on foreign language teaching, with problems in research and practice pointed out and beneficial suggestions put forward.

The study has found that: (1) The previous research as a whole, shows a trend of stable development at first and then a sharp rise in a later stage, and the research focuses present a periodic tendency developing from generalization to specification, and then to expansion. (2) Qualitative methods are used more than quantitative methods, but mixed-method approaches

occupy the highest percentage; (3) the research takes students as the main subjects, paying less attention to teachers; (4) researchers conduct their empirical research mostly in formal classrooms and much less in informal classroom environment; (5) they lay particular stress on the practical application of the mode from a macro level, doing little micro-level analysis of influencing factors.

Accordingly, this paper, based on the analysis of the diachronic and synchronic characteristics of the previous research, proposes that researchers should attach more importance to the following aspects in the field:

Firstly, a micro perspective should be incorporated into the evaluation of the blended teaching. Specifically, rather than doing evaluation from a macro perspective, researchers should focus on learners' motivation and participation, on how online and offline tasks can be connected and how goals can be matched, etc., to show the effectiveness of blended teaching. Secondly, the teacher-student channel of communication should be broadened to promote students' autonomous learning. With constantly optimized information technology, students have convenient access to mobile learning devices, and teachers are suggested to exploit similar channels for offline communication, to improve the efficiency of students' autonomous learning. Thirdly, English teachers' IT skills should be developed to cope with the challenges brought about by the advances of information technology and the reform of education models in a constantly changing environment.

Key words: College English; Blended Teaching; Diachronic and Synchronic Characteristics

Application and Evaluation of Diagnostic Feedback Report on College English Reading—An Example of G-DINA Model

ZHANG Haiyun

(College of Foreign Languages, Shandong Agricultural University, Tai'an, Shandong 271018, China)

Abstract: Reading provides learners with the necessary language input and is considered fundamental for students in enlarging vocabulary, developing the language competence in other skills such as writing and translating and helping the learners gain knowledge not only in academic fields but also their everyday life in general. However, the College English reading instruction is facing many challenges, such as the difficulties to give feedback in large-sized classes and the disjunction of teaching, learning and test. In this vein, Cognitive Diagnostic Assessment (CDA) provides a feasible solution to examining the cognitive process in reading. It could evaluate the individual test-takers' mastering of reading skills with diagnostic details and thereby allow an exploration of the cognitive processes, contents, and knowledge hidden behind their performances. The diagnostic information gained by CDA could be presented in the form of Diagnostic Feedback report (DF report).

This study aims to explore the application of DF report and the receivers' evaluation about it. To be more specific, two research questions were raised: (1) What information should be presented on the DF report? What are the differences between DF report for students and instructors? (2) How do instructors and students evaluate the DF report? To answer the questions, G-DINA model was applied to analyze the response data of 6089 test takers and abundant diagnostic information was obtained. DF reports were then made for randomly selected 1099 test takers and 12 college English instructors respectively. A survey was conducted to further explore the receivers' evaluations about the DF report.

Results show that G-DINA model fitted well with the response data of College English reading test, and

provided sufficient diagnostic information on students' reading performance. With the same overall score, students showed individual differences in mastering the reading attributes. In designing the DF report, different information should be presented for instructors and students according to their different information needs. The report for instructors helped them get a better understanding of the students' mastery of the reading attributes while the students' reports showed their own advantages and disadvantages in mastering the attributes, which lead to remedial suggestions to help them improve in their future learning. Additionally, it is important to help both instructors and students interpret the report correctly. Receivers of the DF report were trained beforehand and the wording of the report was carefully rendered to be concise and clear to guarantee a good understanding. Most instructors and students showed their approval of the content and design of the report and their willingness to use the DF report for their future teaching or learning.

This study has some limitations. The DF report, due to the long production time, is provided to teachers and students one month after the test, which has to a certain extent lost the timely effectiveness of feedback. In addition, more targeted materials and exercises need to be provided to teachers and researchers who would help students to make better use of the report. The use of DF report by teachers and students, and especially the impact of DF report use on students' English reading ability are worthy of further research.

Key words: College English Reading; CDA; Diagnostic Feedback Report; G-DINA Model

An Empirical Study on MTI Students' Professional Translation Competence and Its Affecting Factors

DONG Hongxue¹, CHU Shenghua¹, ZHANG Kunyuan¹ & DONG Zhe²

(1. School of Foreign Languages, Yanshan University, Qinhuangdao, Hebei 066004, China; 2. School of Foreign Languages, Northeast Normal University, Changchun, Jilin 130024, China)

Abstract: The cultivation of MTI students' professional translation competence is the core and ultimate goal of MTI Education. Although a great many scholars and experts devoted themselves to the cultivation of translation competence, which, under the influence of Objective Knowledge Theory, mainly centered on the objects of translation while leaving the translation learners, MTI students in particular, in the dark side. In view of that, the present paper, adopting Triadic Reciprocal Determinism and Learning Engagement Theory as its theoretical framework, empirically explored the development track of MTI students' professional translation competence and its interactive multi-dimensional affecting factors. Firstly, to measure MTI students' learner factors and learning engagement, educational factors and their professional translation competence, *Questionnaire on MTI Students' Professional Translation Competence and its Affecting Factors* (hereinafter referred to as *Questionnaire*) was compiled. Secondly, the *Questionnaire* was dispensed to a total of 425 subjects distributed among three grades roughly in equilibrium and collected back during the June of 2021. Thirdly, the results of the *Questionnaire* were quantified and analyzed statistically: Descriptive Statistical Analysis was applied to make clear the conditions of MTI students' professional translation competence, learner factors, educational factors and learning engagement; Analysis of Variance was applied to check the linearity of the development track of professional translation competence; Confirmatory Factors Analysis was applied to ascertain the causality relationships and their path coefficients between MTI students' professional translation competence, learner factors, learning engagement and educational factors. The

findings of the study are as follows. (1) MTI students' professional translation competence is still under its unbalanced and unsteady development at the medium level, with its practical sub-competences lagging behind theoretical sub-competences. The overall development of the competence shows apparent nonlinearity, the uptrend descending into reverse at grade three. (2) The educational environment of MTI is far from satisfaction in that: first, the curriculum is irrational due to the larger number and longer hours of theoretical courses than the practical ones; the academic atmosphere of MTI is rather weak, unable to provide momentum to the development of professional translation competence. Second, MTI students' learning engagement level is rather low, lacking passion and interest in translation study. Third, MTI students have medium level of confidence in translation study, instrumental in learning motivation as a whole. (3) The development of professional translation competence is influenced simultaneously and intricately by learner factors, educational factors and learning engagement; learner factors and educational factors can directly or via learning engagement indirectly influence the development of professional translation competence, with learning engagement being the most powerful contributor. The findings of the study tend to reach the conclusion that the poor conditions of learner factors, learning engagement and educational factors, which are not well coordinated, most possibly lead to the poor development of MTI students' professional translation competence.

Key words: Master of Translation and Interpreting (MTI); Professional Translation Competence; Affecting Factors

A Corpus-Based Study on Fu Lei's Translation Style: The Fusion of Language and Emotion

ZHAO Yuxia

(School of Languages, Shanghai University of International Business and Economics, Shanghai 201620, China)

Abstract: Since the 1990s, important progress, particularly by Baker (2000) and others, has been made in the recognition and identification of translators' styles embedded in translated texts. There are a growing number of researchers who have contributed to the field of corpus-based translation studies and meanwhile spotted new theoretical and methodological questions and issues in the field. The statistics traditionally used in studies of translated texts have proved useful to some extent. Given the status quo of studies of Fu Lei's translation style where subjectiveness and one-sidedness are pervasive, this paper applied the corpus-based method to the study of translated works of Fu Lei, the famous translator of modern Chinese literature. Based on a self-built parallel corpus, this paper compared three Chinese versions of the French novel *Father Goriot* translated by Fu Lei, Han Hulin and Zheng Kelu respectively, with Fu Lei's translation style in focus. Linguistic features at the word and sentence levels as well as those at the textual level were examined through a combination of quantitative and qualitative approaches. At the lexical and syntactical levels, statistics traditionally used in corpus-based translation studies, such as the standard type-token ratio (STTR) and average sentence segment length, revealed the most general styles of the translator, while the use of four-character idioms and the frequency distribution of sentence segments were helpful in the discovery of more subtle differences. At the textual level, the frequencies of conjunctions, pronouns, commas, semi-colons, and colons served as indicators of the differences in the degree of parataxis of the three

translations, whereas the counting of exclamation marks and question marks helped us greatly in analyzing the differences in logico-semantic relationships and emotional expressions. It was discovered that Fu Lei's translation was characterized by a higher degree of lexical richness and more concise and compact sentences due to the low STTR, higher frequency of short sentence segments, and shorter average sentence segment length. Compared with other versions of translations, Fu Lei's translation was characterized by a higher degree of parataxis due to the lower frequencies of conjunctions and pronouns. The logico-semantic relationships within the translated text were clearer due to the use of more commas, semi-colons, and colons. The emotions of the original text were better expressed in Fu Lei's translation, for the translator used more interjections and the mood of sentences more frequently changed in the target text. Fu Lei's translation on the whole better met the linguistic and emotional expectations of target readers toward translated texts and was thus always preferred by target readers. During the translation and communication of Chinese literature and stories, effective breaking of linguistic and cultural barriers between the two sides improves acceptability and readability of translated texts. The differences between the three translators' styles were explained from different translational perspectives, that is, the translator's opinions, the goals of the translation activity, and the socio-cultural background of the translator.

Key words: Fu Lei; Translation Style; *Father Goriot*; Parallel Corpus

A Mathematical Modeling Approach to Introductory Videos of Language MOOCs—A Case Study of English Writing MOOCs on the Chinese University MOOC Platform

SHANG Yunhe¹ & ZHENG Xinmin²

(1. Faculty of Western Language and Literature, Harbin Normal University, Harbin, Heilongjiang 150025, China; 2. School of Education, Shanghai International Studies University, Shanghai 200083, China)

Abstract: The rapid growth of language MOOCs in higher education is driven by its benefits such as accessibility and convenience. Despite the positive attributes, there are inherent problems with online formats which often leave students feeling disengaged and isolated, frequently consequential for on retention and learning outcomes. Introductory videos of MOOCs can maximize connections with distance students by presenting an authentic teacher image and sharing enthusiasm for content, thereby setting a welcoming tone for the semester. Introductory videos can help to promote courses and attract learners, and as such, influence the potential learners' decision to either join or ignore the courses. Up to now, there is little research on introductory videos of language MOOCs.

This paper makes a new attempt to study the distinctive features of introductory videos mainly by a mathematical modeling approach—a way to describe the essential characteristics. With the qualitative research method as well, this study tries to explore in depth the distinctive features of the introductory videos of 53 English writing MOOCs on the platform of Chinese University MOOC as compared to the standards of language curriculum design and the trend of designing introductory videos of language MOOCs.

An analysis of the collected data showed that the

content of the introductory videos is totally different. and four distinctive features of the English writing MOOCs' introductory videos were found: teaching-design feature, relationship-building feature, ability-development feature and time-control feature. The study also found that only 13.2% introductory videos carry all the four distinctive features. The four distinctive features of the English writing MOOCs' introductory videos are consistent with the standards of language curriculum design; and they are basically in line with the trend of designing language MOOCs' introductory videos.

The study suggested that the design of language MOOCs should integrate the political and virtuous awareness feature; and the current writing MOOCs' introductory videos should be improved with the four distinctive features. The study can shed light on future research on the design of introductory videos of language MOOCs. However, due to the dynamic changes in and the rapid development of language MOOCs, and due to the short time span and relatively small samples, this study inevitably has its limitations in general. Future studies should consider extending the duration of data collection and expanding the scope to different types of language MOOCs.

Key words: Mathematical Modeling; English Writing MOOCs; Introductory Videos; Language Curriculum Design

Strategies for Improving the Information Literacy of Intelligent Foreign Language Teaching in Colleges and Universities in the Era of Digital Humanities

SU Hong¹ & WANG Yinquan²

(1. School of Foreign Studies, Guangzhou University of Chinese Medicine, Guangzhou, Guangdong 510006, China; 2. College of Foreign Studies, Nanjing Agricultural University, Nanjing, Jiangsu 210095, China)

Abstract: This paper attempts to present the current status quo of information literacy and IT application among foreign language teachers in colleges and universities in China. Through data analysis and evaluation of core issues it intends to construct strategies and action plans for improving foreign language teachers' information literacy in the era of digital humanities and under the background of the New Liberal Arts development.

Taking 4 medical colleges and universities in Guangdong Province as the case, this study firstly examines the five dimensions of the structural model of teachers' IT competence, namely awareness and responsibility, design and implementation, knowledge and skills, teaching evaluation and research innovation. Secondly, it investigates the four dimensions of information literacy, namely information awareness, information knowledge and information application, respectively. The aim is to gain a comprehensive understanding of the current situation, difficulties and attitudes regarding teachers' information literacy, and to seek solutions for teachers' information literacy enhancement. Questionnaires and interviews show that differences in foreign language teachers' information literacy affect the application of information technology in foreign language teaching. The difference in age leads to a wide variation in teachers' ability to apply IT. Inadequate information technology and lack of information literacy affect the quality of teaching and teaching research.

Foreign language teachers' information literacy and IT skills are limited by the digital campus environment.

With the increasing integration of modern information technology and teaching, the role of teachers as instructors in the teaching process is becoming more and more prominent. To improve teachers' information literacy, and strengthen the application of information technology tools in foreign language teaching, the paper puts forward the following suggestions accordingly: 1) to strengthen the application of new information technology tools in foreign language teaching, 2) to improve the action plan for foreign language education and teaching with digital technology support, 3) to build a technology-intensive and intelligent information environment for foreign language teaching, 4) to enhance the ability to learn from and with technology by building digital teaching resources, and 5) to create an intelligent and personalised foreign language teaching model with technology empowerment for students' autonomous learning, research-based learning and creative learning,

The long-term goal is to move towards a personalised and comprehensive education model which promotes the cultivation of virtuous foreign language talents with compound and applied capabilities that meet the standards of the New Liberal Arts.

Key words: Digital Technology; Foreign Language Teaching in Colleges and Universities; Teachers' Information Literacy

The Construction of the Foreign Language Academic System for Intelligent Engineering Under the Background of Interdisciplinary Category Setting

WANG Gang & ZHANG Yiwen

(School of Foreign Languages, Shanghai University of Engineering Science, Shanghai 201620, China)

Abstract: Under the background of interdisciplinary setting, construction of the foreign language academic system for intelligent engineering is not only necessary, but also imminent.

Discipline refers to a relatively independent knowledge system, a branch of a science or a certain field of science, and discipline construction is the lifeline of the sustainable development of colleges and universities. Academia is the disciplinization of existence and its laws, and it is the specialized knowledge of the system. Since 2017, with artificial intelligence as a catalyst, new educational concepts such as new engineering, new liberal arts, and interdisciplinarity have sprung up like mushrooms, and they influence and promote each other. Generally speaking, New Engineering Sciences, which focus on industrial intelligence and the Internet, include artificial intelligence, cloud computing, virtual reality, big data and other related engineering majors. Guided with the concept of New Liberal Arts, new technologies have been integrated into courses such as philosophy, literature, linguistics, etc., responding to at least three aspects of changes: the requirements of new national conditions, the generation of new demands, and the promotion of new technologies.

With further development of artificial intelligence in the future, great changes will take place in areas like culture, economy, education, etc., and the world will become more multi-dimensional, complex, and diversified. It will bring about a four-dimensional space: the people, the physical world, intelligent machines, and the virtual information world. This will definitely have a

profound impact on China's educational and academic circles, and the foreign language subject. As the subject is set up by the largest number of colleges and universities in the country, it bears the brunt of the impact.

These changes have generated China's 14th field of discipline—the interdisciplinary category. Interdisciplinary category refers to the intercrossing, integration and permeation among different disciplines such as humanities and social sciences, technical sciences and natural sciences, whose connotation has been clarified by the Academic Degrees Committee of the State Council recently. The previous 13 disciplines were philosophy, economics, law, education, literature, history, science, engineering, agriculture, medicine, military science, management and art. In November 2021, the Academic Degrees Committee of the State Council issued the “Interdisciplinary Setting and Management Measures (Trial)”. In this context, it is not only necessary but also inevitable to discuss the construction of a foreign language academic system for characteristic intelligent engineering based on the emerging interdisciplinary category, which is composed of artificial intelligence, engineering, foreign language and literature.

This paper hopes to initiate a discussion of the construction of featured intelligent engineering foreign language academic system at home and abroad, covering its connotation, characteristics and prospect in the light of New Engineering Sciences and New Liberal Arts.

Key words: Interdisciplinary Category; Intelligent Engineering Foreign Language; Academic System

A Framework of Critical Aboriginal Language Education Planning Based on a Survey of the Market Demand of the Belt and Road Enterprises

DENG Shiping¹ & WANG Xuemei²

(1. Institute of Linguistics, Shanghai International Studies University, Shanghai 200083, China; 2. China Center for Language Planning and Policy Studies, Shanghai International Studies University, Shanghai 200083, China)

Abstract: Whether the CAL (critical aboriginal language) talents can meet the market demand in the context of the Belt and Road Initiative is an issue worthy of discussion. Focusing the employers and employees of Chinese enterprises which are conducting businesses along the Belt & Road, this paper makes a direct investigation of the market demand with two methods: firstly, a formal questionnaire covering four specific aspects (i. e. enterprises' actual need of CAL skills and relevant knowledge of the target countries or regions, the staff's awareness of the importance of CAL knowledge and competence, the staff's CAL practice and the possible alternative strategies that enterprises may adopt to relieve the reliance on Chinese staff's CAL competence) was developed after a pilot study and 77 Chinese employees were invited to finish it; secondly, data were also collected via several follow-up interviews with eight members from those enterprises. The major findings include: (a) the Belt & Road enterprises and their staff need for CALs; (b) the skills of reading, speaking and listening are more important than that of translating and writing; (c) knowledge of the target countries or regions is more important than language skills in achieving mutual trust and mutual understanding, though both are considered important; (d) there is a mismatch between enterprises' real needs and the language practice of the staff: the former prefer good reading skills while the latter mainly use CALs for oral purposes, so there is a possible need to enhance the staff's reading abilities; (e) to overcome the shortage of CAL talents in China, the Belt & Road enterprises adopt alternative strategies such as employing short-term foreign interpreters or translators or

using English as a temporary medium, but the former strategy may cause the leakage of confidential information while the latter can just solve a small proportion of the problems. Based on these findings, this paper proposes a framework of CAL education planning: (a) a general education (GE) awareness in cultivating CAL talents needs to be raised; (b) more GE curricula of CALs are supposed to be developed for non-CAL majors while more integrated courses need to be developed to implement the curricula; (c) in order to improve CAL learning efficiency, translanguaging classes should be encouraged in which students' available linguistic repertoire and previous life experiences can be integrated into CAL learning; (d) the ways of CAL education should be enriched: both intra- and extracurricular learning need to be encouraged, and lectures, seminars, workshops are supposed to be provided and even Chinese staff of the Belt & Road enterprises can be invited as short-term CAL teachers; (e) technology empowerment needs to be achieved to develop stereoscopic CAL learning materials, bring new learning styles and environment, broaden the CAL leaning space, offer more immersive and interactive learning experience, and make CAL learning evaluation more scientific. In so doing, students' reading, speaking and listening skills will be improved; their understanding of the target countries or regions can be deepened; hence the market demand for CALs in the context of the Belt and Road Initiative will be gradually satisfied.

Key words: The Belt and Road Initiative; Critical Aboriginal Languages; Market Demand; Education Planning

Deconstruction of Cyber-Bullying in We-Media Based on Critical Discourse Analysis

JIN Yan¹ & YANG Yi²

(1. Northwest Normal University, Lanzhou, Gansu 730070, China; 2. Lanzhou No. 1 Senior High School, Lanzhou, Gansu 730030, China)

Abstract: Microblog, as a new form of we-medium, endows the public with more rights to participate in public affairs and even becomes a prompt of heated issues. Yet due to the anonymity and multiple identity endowed by the network the negative impact of cyber-bullying exacerbate on this platform, destroying the civilized environment of network and bringing negative consequences to people's health and social harmony. Taking 120 comments with cyber-bullying implications from four microblog incidents, and 20 comments with cyber-bullying implications on Zip Gate Event from foreign social network as the research corpus, employing the transitivity system of Systemic Functional Grammar as analytical instrument, this paper makes a research on the relationship between cyber-bullying practice and social ideology from the perspective of Critical Discourse Analysis, revealing the shaping influence of language with violence in cyber-bullying practice and uncovering the constraint of social systems towards cyber-bullying. Firstly, it describes the discourse characteristics of cyber-bullying by analyzing the transitivity features of cyber-bullying from the aspects of the distribution of transitivity process types and the functional roles of cyber-bullying. Secondly, it examines the interactions in cyber-bullying practice, focusing on how media capital groups implement cyber-bullying interactions with online participants. Finally, it explores the implicit ideologies behind cyber-bullying by analyzing the attitude and evaluation of online audience towards "she" and tries to reveal the mechanism which may aggravate cyber-bullying phenomenon. The research results show that (1) In terms of the distribution of transitivity processes in cyber-bullying, relational process ranks at the first place, in which (one sub-type) attributive process imposes

negative attributes on targeted victims and (the other sub-type) identifying process manifests the connotation of victims' identity and the distorted value of the aggressor, showing that the manifestation of cyber-bullying is mainly realized by relational processes. Material process and mental process rank at the second and the third. In Material process, online aggressors manipulate the model of "process + goal" and strive to provoke group violence. Mental process mainly focuses on the perception, cognition and affection of participants, revealing the experiential world of the participants, and it is found that online aggressors use such negative feelings as annoyance, hate and revenge to realize emotional mobilization with violence. The analysis of the functional roles of cyber-bullying shows that cyber-bullying mainly acts as participants, and realizes the bullying function in an explicit way. (2) During the violent interaction of cyberspace, media capital groups use discursive strategies and irregular intertextuality to manipulate the order of discourse characterized by a dominant-subordinate relationship between them and participants. (3) By analyzing the attitude and evaluation of online audience towards "she", it is found that neoliberalism has affected the output of media in cyberspace. From emotional mobilization to anti-silent spiral, a closed circulation of violent practice has been formed. Thereby, the multi-value conflicts in the period of social transition have gradually upgraded. It is hoped that the present research may provide some meaningful references for the study of cyber-bullying so that some effective countermeasures can be put forward to create a harmonious network environment.

Key words: Cyber-Bullying; Transitivity; Media Capital Groups; Social-Psychological Mechanism

A Bibliometric Analysis of Recent Development and Trend of Phraseology Studies at Home and Abroad

WANG Jinquan & HE Bojia

(College of International Studies, Yangzhou University, Yangzhou, Jiangsu 225127, China)

Abstract: With the continuous development of corpus linguistics, phraseology has become a specific field in linguistics and is gradually becoming a hot research topic in linguistics. In recent years, the phraseology study has made great progress, and a growing number of scholars at home and abroad have begun to explore the important position of phrases in language description. Foreign phraseology study can provide an external reference for Chinese phraseology study. Based on a bibliometric analysis of journal articles related to phraseology studies from 2011 to 2021 collected by China National Knowledge Infrastructure (CNKI) and the core collection of Web of Science, and in terms of quantity of publication, area distribution, core authors and research themes, this paper explores the status quo, hot topics and development trend of phraseology studies at home and abroad in recent years. It also aims to provide important references for Chinese phraseology study in future.

In this study, 78 articles in CNKI and 274 articles in Web of Science were visualized and analyzed with the help of VOSviewer econometric analysis software. According to the statistics, the results are as follows: firstly, the American and European countries represented by Spain, America and Poland are in the leading position in international phraseology studies, and have made remarkable achievements. Secondly, the interdisciplinary integration of phraseology studies has become an international trend, and its research practicability has been strengthened. Thirdly, though commencing late, Chinese phraseology studies have produced abundant fruits and have kept pace with the international academia. Fourthly, the research themes in China are slightly less extensive, and the studies on the whole are more theoretical and less practical, with limited interdisciplinary integration.

Compared to foreign phraseology studies during 2011-2021, phraseology study in China can be further improved in the following three aspects.

First, multilingual phraseology study. Chinese scholars can make reference to the studies of foreign scholars or academic teams with high influence in phraseology and conduct targeted exchanges with foreign scholars and teams, so as to break the language restrictions and explore multilingual cooperation in phraseology. Chinese scholars can carry out academic exchanges and cooperation with countries along the “Belt and Road Initiative”.

Second, interdisciplinary phraseology study. Chinese scholars can further deepen the integration of phraseology with other disciplines, such as discourse analysis, pragmatics, intercultural communication etc., and conduct in-depth research on the integration of cross-disciplinary interests. For example, Chinese scholars can explore the integration of translation studies and phraseology, focusing on quantitative studies of translation quality and phraseological features, choice of colligation, semantic tendency, and semantic prosody in translation, etc.

Finally, phraseology study of language for specific purposes. Scholars in China can do phraseology studies on legal discourse, engineering discourse, medical discourse, etc. They can explore the phraseological features of specific languages from the practical level, and to realize the application value of phraseology study, provide pedagogical suggestions for the teaching of specific languages. In future studies, Chinese scholars should cater to local needs and focus more on the development of phraseology studies with Chinese features.

Key words: Phraseology; Recent Development; Trend Analysis