On the Development of China's Tertiary Foreign Language Education in the New Era

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Abstract：With the rapid changes taking place in our time, China's foreign language education is facing both challenges and opportunities. Following the problem-oriented approach, this paper examines the developmental direction and paths of China's tertiary foreign language education against the background of the New Liberal Arts Initiative. It proposes that tertiary foreign language education should commit to the mission of serving the needs of the country, prioritize the cultivation of international communication capacity, effectively promote cultural exchange between China and foreign countries, implement the "New Model of Tertiary Foreign Language Education", and build a new educational system with Chinese characteristics.

Key words：New Liberal Arts Initiative; Foreign Language Education; International Communication Capacity; New Model of Tertiary Foreign Language Education

Digital Transformation and Integrative Innovations of Foreign Language Education

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Abstract: The "digital transformation of education" is a hot spot in the current education reform and practice, as well as a direction for the future reform and development of foreign language education. Understanding and appreciating the digital transformation of foreign language education is very important for promoting the innovation of foreign language education models and the upgrading of learning paradigms as well as for developing foreign language education to adapt to changes in the external competitive environment and future social adjustments. In this regard, on the basis of the "3D" model of digital transformation and the basic principles of social digital transformation, this study expounds the connotation of digital transformation in education, and analyzes the four-layer framework of digital intelligence, the concept of intelligent education and the educational Metaverse, in order to peek into the evolution of digital education to smart education. It analyzes the digital education ecology and the practice of integration and innovation of foreign language education from the dimensions of digital ecosystem and connectivism, situational-virtual learning environment, international informatization teaching innovation, and foreign language digital learning resource ecology. From the perspective of pedagogical and learning ecology in the 21st century, it also analyzes the transfer of language education from knowledge to competence and the socio-cultural and evolutionary process of second language acquisition, The new realm of foreign language education, which goes beyond language to culture and integrates the intellectual, emotional and cultural quotients of cultural intelligence, is proposed. Finally, several recommendations for ready action are put forward from three aspects: memetics, learner agency and digital education contract.

Key words: Foreign Language Education; Digital Transformation; Integrative Innovation Practice; Digital Innovation Capability

The Innovation of Foreign Language Teaching with Curriculum-Based Political and Virtuous Awareness —A Perspective of Self and Cognition-Emotion Studies

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Abstract：Knowing oneself is an essential prerequisite for moral development. Any human education depends basically upon the education of self, in which students make self-adjustment and self-control on their own initiatives for the development or accomplishment of a certain kind. The foreign language teaching model with curriculum-based political and virtuous awareness is a self-monitoring import process, in which students choose and internalize the messages received in learning and then inspire a series of activities of their own volition to build up virtues and activate moral conducts.

This paper expounds the mechanism of self and cognition-emotion in moral formation and development from the perspective of psychology and cognitive neuroscience. Research achievements from brain science and cognitive neuroscience have shown that both self and moral-self have physiological foundations, and that morality is in some way hardwired into the different regions of human brain. "Moral brain" results from the integration of "cognitive brain" and "emotional brain" in moral judgement, with the former being responsible for cognitive processing by applying logical reasoning and the latter for emotional processing by intuition. The mirror neuron system in the cerebral cortex allows humans to make observation of other people's behavior and empathizes with their feelings, so as to help bridge oneself and others emotionally and acquire moral experience. Therefore, cultivating students' empathy in appropriate situations and impelling their internalization of moral knowledge through experience become an indispensable part of effective moral education. The foreign language teaching model with curriculum-based political and virtuous awareness, accordingly, should be taken into further consideration with the role of emotion embedded in the process of moral cultivation.

The current foreign language teaching practice, is functioning in low efficiency. It not only fails to attach the importance to the role that self plays but also ignores almost altogether the integration of cognition and emotion. On the one hand, this probably originates from the Chinese traditional rationale which over-emphasizes "perfect self" and moral knowledge. On the other hand, foreign language teachers themselves also account for the inefficiency in that they are less likely to work in corporation with colleagues in other fields, and shut themselves up within the domain of linguistics and applied linguistics.

It is hopeful that these problems will be solved if the new model with curriculum-based political and virtuous awareness can be reconsidered and introduced from the interdisciplinary perspective. It is suggested that the whole teaching process be learner-oriented with students' self and cognition-emotion well valued and looked after pedagogically. Teachers should be more concerned about their emotions, characteristics and different needs, and provide a favorable environment for better cognitive and emotional involvement. Moreover, it's of great importance that team building and research activities be encouraged with advanced facilities and financial support, and basically with researchers of multi-disciplinary backgrounds, so that teaching can be integrated with researches to improve the effectiveness and efficiency of language teaching with political and virtuous awareness.

Key words：Foreign Language Teaching with Curriculum-Based Political and Virtuous Awareness；Self；Cognition-Emotion

A Study on the Systematic Construction of Curriculum-Based Political and Virtuous Awareness for English Majors: Realistic Challenges and Breakthrough Paths

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Abstract: The systematic construction of "curriculum-based political and virtuous awareness" for English majors is indispensable to English teaching reform and English education system construction with Chinese characteristics in the new era. The relevant research achievements are becoming more and more fruitful, mainly concerning how to implement the fundamental task of strengthening morality education in foreign language teaching, to excavate the political and virtuous elements of foreign language courses, to explore the implementation path of curriculum-based political and virtuous awareness in foreign language teaching, and to conduct effective teaching evaluation for political and virtuous education in foreign language courses.

However, we find that there are a number of real challenges currently facing this area. Firstly, the traditional model of teaching English has somewhat limited the curriculum-based education of English majors in political and moral awareness, such as the continued focus on the inculcation of knowledge and the training of foreign language skills. In addition, the lack of integration of local culture in English language teaching has led to unsatisfactory teaching outcomes. Secondly, there is much room for improvement in the operability of teacher-student collaboration. From the perspective of giving and receiving, whether political and virtuous education can achieve the desired effect depends to a large extent on the cooperativeness of teachers and students. Thirdly, due to the extensive and complex nature of political and virtuous education for English majors, its evaluation system has not yet been established.

To cope with these realistic challenges, the following countermeasures which may also be regarded as breakthrough paths are proposed: (1) Reconstruct the English teaching syllabus with "X + political and virtuous elements" as the core idea to optimize the teaching content. Specifically, Ethnocentrism and Western-centrism hidden in the curriculum clusters of translation, linguistics, literature and other courses must be watched out for and identified in order to cultivate students' "we-ness" or "we-feeling". (2) Promote teacher-student cooperation through simultaneously raising the political and virtuous consciousness of teachers and students, and by optimising the form of teaching activities and improving the effectiveness of classroom activities for political and moral awareness education in English courses. (3) Promote the construction of a curriculum-based evaluation system for political-moral education and explore ways of coordinating evaluation content with curriculum-based political moral education. The pathway explored is in line with the current national development strategy and will provide a reference for "curriculum-based political and virtuous awareness" teaching reform for English majors.

From the above analysis, we can conclude that English expertise is the "body" that must be adhered to in everyday teaching and learning, and the political and moral awareness that is integrated into the English curriculum is the "soul" that must be followed closely. When the two are used in combination, they have the desired "resonance" effect. Ultimately, the educational goal of strengthening moral and holistic education in the teaching of English can be ideally achieved.

Key words: English Major; Curriculum-Based Political and Virtuous Awareness; System Construction; Realistic Challenges; Breakthrough Paths

On the Construction of Foreign Language Courses with Ideological-Political Elements：Connotation，Significance and Methods

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Abstract：Strengthening moral education and cultivating talents（*Lide Shuren*）is the fundamental task of Chinese higher education in the new era，which requires the ideological-political construction in the curriculum，and foreign language education in colleges and universities is an important part of higher education in China，so the construction of foreign language courses with ideological-political elements is certainly one of the important contents of higher education. Foreign language course with ideological-political element is not a specific course，but a kind of teaching concept，that is，integrating ideological-political elements into every aspect of foreign language teaching from the syllabus，teaching content，teaching design and assessment system，so as to achieve the purpose of value orientation. This paper proposed that there are three needs to build foreign language courses with ideological-political elements，that is，the need to shape students' values，the need to tell Chinese stories well，and the need to cultivate international foreign language talents with excellent political quality. But how can ideological and political elements be integrated into foreign language courses? This article discusses five aspects of building an ideological and political foreign language curriculum in relation to specific teaching practices，with a view to providing inspiration and reference for further theoretical and practical research in this field.

Firstly，it is necessary to improve the existing foreign language curriculum syllabus by refining and clarifying the ideological and political objectives of the course，in addition to setting knowledge and competence objectives. Secondly，it is crucial to subliminally integrate the ideological and political objectives of the course into the teaching content and students' learning tasks，so as to achieve the effect of teaching students naturally. Thirdly，Foreign language teachers should strengthen their ideological and political theory studies and raise their awareness of moral education. In short，to strengthen the construction of foreign language courses with ideological-political elements，foreign language teachers should enhance the awareness of moral education and improve their moral teaching and evaluation skills. Fourthly，Foreign language textbooks，as a medium for integrating moral education into foreign language teaching，play an important role in enhancing students' humanistic qualities，cultural confidence and intercultural competence as well as developing their moral qualities. Therefore，the design of foreign language textbooks should be based on the political and virtuous awareness. Fifthly，resources of the Second Classroom（practical training besides lecturing in the classroom）should be used to boost the construction of foreign language courses with ideological-political elements. To sum up，this paper discussed the main contents of constructing foreign language courses with ideological-political elements，namely，connotation，significance and methods.

Key words：Foreign Language Education；Foreign Language Courses with Ideological-Political Elements；*Lide Shuren*

Exploring the Ideological and Political Education Innovation Model for English Education Majors with the Assistance of Information Technology
—Taking the Chinese Cultural Content in *Multimedia and Foreign Language Teaching* as an Example

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Abstract：Facing the complex international situation, the cultivation of foreign language talents in universities should integrate foreign language education and ideological and political education. In particular, imparting English education majors' Chinese culture knowledge and developing their abilities to "tell Chinese stories well" are of great significance, as they are not only the backbone of education for the next generation but also a bridge between the East and the West. However, with the current emphasis on English language knowledge and the culture of English-speaking countries, it is difficult for English education majors to tell Chinese stories in English with their limited knowledge of Chinese culture. In addition, the information age has prompted English education students to continuously improve their information technology skills.

Based on the Production-Oriented Approach (POA), the Technological Pedagogical and Content Knowledge framework (TPACK) and the project-based learning method (PBL), this study aims to promote ideological and political innovation in the field of English language education, synergistically developing students' pedagogical, linguistic, cultural and technological knowledge. This study proposes a four-in-one ideological and political innovation model in the *Multimedia and Foreign Language Teaching* course. This model integrates pedagogical knowledge (referred to as "P" for pedagogy), Chinese cultural English knowledge (referred to as "L" for language), Chinese culture (referred to as "C" for culture), and information technology knowledge (referred to as "T" for technology), which is called "PLCT model".

In addition to classroom instruction, students in this course are expected to collaborate on four group projects which require them to design a session or an activity plan, focusing on MOOCs, micro-lessons, gamification and social media respectively. The students' learning process of the above-mentioned four types of knowledge as well as their gains and challenges are tracked through pre- and post-student self-assessment questionnaires, teacher evaluations and reflective journals. Students' group projects showcased different technologies they acquired in the course, including computer technology, mobile technology, augmented reality, virtual reality, artificial intelligence and 3D MAX. Various pedagogical methods such as task-based learning, inductive teaching, interactive learning and contextualized learning were applied. Students accumulated Chinese cultural vocabulary knowledge and practiced their writing and translation skills after being exposed to diverse Chinese cultural themes.

The scores of students' self-evaluation and teacher's evaluation indicate that the above four types of knowledge have been improved with statistically significant differences after one semester of study. In comparison, the Chinese culture knowledge and information knowledge were enhanced more than the other two counterparts. Apart from that, students' cultural confidence and national identity were strengthened, according to the reflective journals. This study validates the feasibility and efficacy of the PLCT model, and provides insights into the development of ideological and political education in China.

Key words：Ideological and Political Education Innovation Model；English Education Major；Chinese Culture；Information Technology

Twenty Years of Research on the Image of China in the International Media —A Scientific Knowledge Mapping Analysis Based on CiteSpace

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Abstract：With the help of CiteSpace linguistic measurement tools and relevant statistical methods, the research on China's image reported by overseas mainstream media in CSSCI journals from 1998-2017 in the CNKI database was analysed. By identifying high-frequency keywords, high-yielding authors and institutions, research methods, and media sources, the number of papers published on China image research in overseas media reports related to China and the areas of attention of overseas media in the past 20 years were sorted out.

The conclusions drawn are：the number of articles on the study of China's image in overseas media coverage is limited, but the overall level is high; there are more and more interactive research combining communication science and public opinion studies, and more and more scholars are focusing on this area; research tools and research methods need to be further improved, and corpus linguistic methods and statistics should be integrated into the research process; the interdisciplinary research paradigm integrating communication science, sociology, political science, journalism and statistics has not yet been formed, and the research fields are not systematically articulated.

The study suggested that the national image is a representation of the domestic and international public's perception and acceptance of the country's politics, economy, military, history and culture, people's livelihood, and populace's cultivation. In addition, readers' impression of one country can be profoundly influenced by the mirroring and construction of the country's image implicit or hidden in international media coverage in terms of value judgments and emotions, which in turn affects the country's diplomatic effectiveness and policy adjustments. A deep, long-span and all-round research on a country's image can help us gain insight into the ideological tendencies and value orientations of the media and provide us with references for understanding dynamic changes and improving foreign policy. At present, domestic research on China's image in international media should further increase research methodologies and tools, expand the national and geographical scope of media sources, integrate linguistics, communication science, sociology, politics, journalism, statistics and other related disciplines, and conduct corpus-based interdisciplinary research in order to monitor and analyse a long span of China's image in international mainstream media.

Key words：International Media; Image of China; Research Trend

On the Approximation Principle of Translating Parallel Terms in a Conceptual System
—A Case Study of the English Translation of 'Feng Ya Song' in *the Book of Poetry*

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Abstract：Through the analysis of concrete examples of literary technical terms represented by "feng", "ya" and "song" in *the Book of Poetry*, this paper aims to explore the translation principle of parallel terms in a conceptual system in terms of semantic approximation and formal approximation.

Each of these characters represents a separate concept. By translating individual terms outside the conceptual system, the translator enjoys greater freedom of choice. However, translating parallel terms within a conceptual system should take into account the internal systemic relationships between the terms and follow the basic principles of terminological construction in another language. In other words, when it comes to translating parallel terms within the same conceptual system, the translator is subject to additional restrictions, including restrictions on the number of words in the translation and the choice of words in the translation, in order to ensure that the terms at the same logical level of analysis converge in terms of presentation.

In the original Chinese text, "feng", "ya" and "song" each corresponds to a single concept, which reflects the parallelism of concepts, but when translated into English, this structural parallelism is not effectively reciprocated, without taking into account the logical consistency of each term as a parallel term in the conceptual system.

Approximation in translation involves two elements：（1）semantic approximation：the information is processed as close as possible in terms of content, preserving as much as possible the key meaning elements in the original text；（2）formal approximation：the linguistic units are as uniform as possible in terms of form. In this study, we believe that although the meanings of the English-Chinese equivalents are not exactly equivalent, they are approximate, and the principle of "approximation" should be adopted in the translation of morphology and semantics to achieve "near" equivalence.

The traditional criteria of faithfulness, expressiveness and elegance proposed by Yan Fu is, of course, necessary for technical term translation, but they are not sufficient. One more principle of "approximation" is proposed to complement and reinforce the traditional model.

Given that parallel concepts in the same system have certain formal requirements, the translator is necessarily more restricted in his choice of words. At this point, there is a confrontation and tension between the form and the meaning, and the translator must weigh the gains and losses of the translation, selectively retain the core information in the original lexical concepts in the various connotations of the words, and seek approximation in the core meanings of the corresponding terms in the two languages, where comparison of dictionary definitions of the individual terms can be a strategy. The new synthesized translation criteria of faithfulness, expressiveness, elegance and approximation could be applied to the translation of parallel terms.

Key words：Semantic Approximation；Formal Approximation；Conceptual System；Parallel Terms

A Comparative Study of the Metaphors of the Belt and Road Initiative in British and American Mainstream Media Coverage

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Abstract：Based on the Factiva Global News Database，this paper collected all the BRI（Belt and Road Initiative）-related reports from seven mainstream newspapers in the UK and the US. In line with the Conceptual Metaphor Theory（CMT）developed by George Lakoff and Mark Johnson，this paper made a comparative analysis of the conceptual metaphors in the reports of the BRI. The results are as follows：Although the British and the American newspapers all use the traditional conceptual metaphors of "travel"，"game competition" and "country is a person" to represent the BRI or "China"，the representations of China they construct are different and sometimes even opposite. In terms of journey metaphor，America refers to the BRI as a bumpy，strange and dangerous road，while in Britain，it refers to the road to wealth. In terms of game metaphor，America implies that it is outside the gambling game through the "gambling" metaphor，while the Britain implies that Britain is a participant through the metaphorical discussion of "who-got-the-good-cards" and "who-mastered-the-game-rules" in the game. In the metaphor of "country is a person"，however，both of Britain and America show more consistent representations. China is represented as "deceiver" and "thief" to metaphorically indicate that China does not abide by the western norms. Metaphorizing China as a "bully" to contrast the US as a "benevolent hegemon"，or the West as a "dysfunctional" patient that can be recovered. There are both similarities and differences between the UK and the US，but these metaphors are always in line with their own national interests and foreign policies，not as being "objective and fair" as claimed by western media.

Key words：British and American Mainstream Newspapers；The Belt and Road Initiative；Metaphor Analysis

Research on the Application of Multimodal Teaching in College English Newspaper Reading Activites

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Abstract：Faced with the impact of new media and AI in digital presentation means and presentation contents，the traditional foreign language reading classroom faces challenges in various aspects，such as learners' reading behaviour，reading habits，as well as psychological adaptation and comprehension ability，etc. Researching and improving multimodal foreign language reading teaching has become an important issue that has to be tackled in the digital era. This paper attempts to improve students' college English reading skills by incorporating multimodal teaching concepts into college English newspaper reading classes.

Based on the theory of multimodal discourse analysis，this paper takes two classes of non-English majors in a university in Guizhou as the experimental subjects，and conducts an empirical study on the multimodal teaching of newspaper reading class for 20 weeks. Comparison is made between the experimental mode and the traditional reading teaching mode through questionnaires，classroom observations，interviews，tests and other means. Qualitative and quantitative methods are used to examine students' acceptance of the multimodal teaching model in college English newspaper reading and its actual learning effect. The results showed that：in the English newspaper reading class with multimodal teaching practice，（1）the students' interest in English learning was significantly improved；（2）the students' ability to understand and memorize articles was enhanced，and the overall reading ability was improved，and the reading scores were improved；3）Students can actively participate in knowledge construction.

It is suggested that teachers should pay more attention to and explore various multimodal resources to expand students' horizons and to cultivate and develop their language skills and thinking skills，and teachers should guide students to maximise the use of multimodal resources for independent learning and promote all-round development.

Key words：Multimodal Discourse Analysis Theory；Multimodal Teaching Mode；College English；Newspaper Reading Class

A Study of Academic Emotions and the Corresponding Regulation Strategies in Peer Feedback in English Writing
—from the Perspectives of Feedback Providers and Receivers

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Abstract：Previous studies suggested that academic emotions and regulation strategies affected learners' mental health, language learning motivation and achievement. However, academic emotions and regulation strategies in peer feedback of English writing was rarely reported, especially from the perspective of feedback providers （FP） and feedback receivers （FR）.

The study investigated the types and characteristics of academic emotions and regulation strategies in peer feedback of English writing based on the three-dimensional taxonomy of academic emotions proposed by Pekrun & Linnenbrink-Garcia（2012）and eight regulation strategies proposed by Burić et al. （2016） and Liu Ying et al. （2018）. Academic emotions and regulation strategies were compared between FP and FR through classroom observation, focused essay technique and semi-structured interviews. Having experienced peer feedback of English writing after one semester, 84 Grade 7 students voluntarily completed a writing task based on their feelings and coping strategies in peer feedback of English writing. One English writing lesson was videotaped without any control or intervention. 36 subjects extracted from three groups with different writing performance went for interview for 15.56 minutes on average.

The results showed that academic emotions and regulation strategies were culturally situated, discipline-diversified and context-specific, characterized by variety, complexity and contextualization in peer feedback of English writing. 12 types of academic emotions including 28 discrete emotion in peer feedback of English writing emerged, with positive emotions and achievement emotions being the most salient. 8 types of regulation strategies containing 20 approaches were utilized, with developing competence being the most prominent. Moreover, FP and FR showed differences in types, discrete emotion and arousing factors of academic emotions and the use of regulation strategies. Regarding the differences between FP and FR, FP experienced more positive emotions, topic emotions, social achievement emotions, activity emotions and cognitive emotions, but adopted fewer and less diverse strategies compared with those of FR. While FR experienced more negative emotions, social relationship emotions, peer behavior emotion, prospective outcome emotions and retrospective outcome emotions. Compared with the original framework, the study observed peer behavior emotions, a new subcategory of social emotions, and more discrete academic emotions, including tranquility, surprise, confusion, upset and trust. Moreover, the strategies of seeking social interactions and altering the situation were discovered, and the definitions of expressive suppression, expressive enhancement and reappraisal were broadened in peer feedback of English writing.

The study drew implications for language teaching. Though it is practical to carry out peer feedback of English writing in junior high school, attention should be paid to arouse FR's positive academic emotions, develop students' ability to utilize regulation strategies and overcome negative academic emotions to improve the quality of peer feedback and writing teaching and learning.

Key words：English Writing; Peer Feedback; Academic Emotions; Regulation Strategies

The Present Status of College English Writing MOOC in China and the Optimization Strategies

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Abstract：The rapid development of MOOC in recent years is a reflection of the integration and innovation of big data，5G and other technology applications in education in the era of "Internet ＋". As an important part of the English MOOC system, the construction and development of college English writing MOOC has witnessed the informatization and reform of English education in China. In view of this, it is necessary to comprehensively and systematically examine the current situation of writing MOOC construction in China, analyze the existing problems in depth and objectively, and then put forward constructive optimization strategies for writing MOOC, contributing to the development of online education in China.

The research investigated the present status of college English writing MOOC in China from seven aspects, including：classification of English writing MOOC platforms, distribution of English writing MOOC per platform, distribution of English writing MOOC per province, leading teachers of English writing MOOC, classification of English writing MOOC per platforms, status of English writing MOOC in the platforms, and features of golden English writing MOOC.

Four major problems with college English writing MOOC in China are found：（1）Homogenization in course development. To some extent, college English writing MOOC are similar in not only content but also exercises at different levels.（2）Singularization in course design. In most cases, teaching interaction is poor in modality which can affect learners extensively and intensively. So are interaction modality and learning assessment.（3）Insufficient refinement in course platform. College English writing MOOC are quite different form MOOC in other subjects, which require more engagement, achievement performance and interaction and so on, posing demands on sufficient and delicate MOOC platform services.（4）Lack of transparency in course data mining and sharing. There is a lack of transparency in the disclosure of learner data, and in the release of evaluation data.

The paper puts forward some optimizing strategies as solutions to existing problems：（1）First, changing the concept and exploring a new blended teaching model for college English writing MOOC. On the one hand, with the promotion of national golden courses strategy, writing MOOC is bound to adhere to the criteria of golden courses. On the other hand, various kinds of new challenges are looming. Therefore, it is impending to change the existing concepts and explore a new blended teaching model.（2）Second, upgrade the teaching content to implement a new blended teaching spirit for college English writing MOOC. In order to engage learners and help them maintain strong motivation in MOOC learning, it is necessary to analyze learner characteristics first, then upgrade or revise teaching content to better cater to learners based on the required basic content.（3）Third, reforming methods to enhance the multimodal teaching design for college English writing MOOC. And producing multimodal-rich MOOC videos is crucial.（4）Fourth, building a sound and holistic assessment ecosystem. There is an urgent need for a data-driven holistic assessment ecosystem to facilitate the preparation of MOOC assessments and learning assessments. In the spirit of golden courses strategy, these suggestions can to a certain extent be insightful and constructive for the development of college English writing MOOC in China.

Key words：College English Writing MOOC；Golden Course；Present Status；Solutions

Web 2.0-Supported Collaborative Writing in College English Classrooms: New Perspectives and Design

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Abstract: The wide application of Web 2.0 tools, including Wiki and Google Docs, has brought a renewed attention to collaborative writing and attracted researchers from other fields. However, compared with collaborative oral tasks widely used in EFL classrooms, collaborative writing is not commonly adopted in spite of its affordance. One of the reasons is that teachers are not theoretically and pedagogically prepared to guide and support students in collaborative study. This paper first identifies the problems and challenges faced with currents researches of computer-assisted collaborative writing in the past 20 years and points out that most researchers are more interested in the impact of collaborative writing instead of the writing process, thus ignoring "real collaboration" between students, and fail to design supports for students. To help bridge the gap and better prepare EFL teachers, it is necessary for them to adopt the perspective of learning science when designing and implementing collaborative writing tasks. This change of perspective can enable teachers and researchers to focus on students' interactions during the writing process, providing groups with scaffolds and scripts and aiming at students' deep learning and development of essential skills as well as the acquisition of knowledge. From the perspective of learning science, this paper put forward 3 principles for guiding the design of collaborative writing, namely, aiming at multiple purposes, project-based and combining scaffolding and scripting. Collaborative writing needs to address multiple purposes because this is in line with an integrated educational goal of developing students' 21st century skills in today's society. A project-based approach can guarantee that students engage themselves in all important stages of writing, including planning, drafting and editing. And by following the principles of providing students with necessary scaffolds and scripts, students in collaborative writing can become really "collaborative" and maximize the potential benefits of writing with their peers. Following the three principles, the paper works out a framework for designing and implementing collaborative writing in college English classrooms in China. It is based on "Shimo Wendang", a cloud-based platform which is similar to Google Docs. The framework serves as an example to show that classroom teachers can be the designer and conductor of their own classrooms, adapting all necessary tools to the needs of their students. This framework emphasizes both knowledge construction and the social regulation of the writing process. It provides scaffolds for students such as planning graphs to support planning. More importantly, it provides students with scripts to guide their collaborative, synchronous interactions as they discuss content, structure and other aspects related to the performance of the writing task so that they can be reminded to regulate the progress of the whole group. Both the scaffolds and the scripts are given to students with the writing task. In sum, this paper is a theoretically valuable attempt to expand the boundaries of EFL classrooms. It can help broaden the horizons of college English teaching, equipping teachers with theories and pedagogical design. In future, empirical studies following the framework can be done to gather qualitative and quantitative data from the writing process to examine the effects of collaborative writing.

Key words: Collaborative Writing; Learning Science; Scaffolding; Collaborative Scripts; EFL

A Multi-Dimensional Analysis of the Effect of Topic Familiarity on Genre Awareness in English Writing

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Abstract：Writing is one of the important indicators to evaluate language proficiency. At present，domestic researches on English writing mostly focus on the writers' language characteristics or the teachers' teaching methods，with little attention paid to topic familiarity on genre awareness in English writing. This study constructs a multidimensional analysis to examine the effect of topic familiarity on genre awareness in English writing by contrasting the multi-dimensional discourse features of two self-built comparable corpora with different topic familiarity. The participants of the study were 264 senior students from Chinese Undergraduates of English Major，whose English proficiency was at the intermediate level. They were first given ten more familiar topics and ten less familiar topics and instructed to fill out a Likert scale questionnaire by rating their familiarity with the 20 topics on a scale from one to five. Topics with the highest and lowest marks were picked out for each student as their writing tasks，which were collected to build up Corpus of English Writings with More Familiar Topics from Chinese Undergraduates of English Major（CEWM）and Corpus of English Writings with Less Familiar Topics from Chinese Undergraduates of English Major（CEWL）. Finally，Biber's（1988）six-dimension model was adopted to analyze the dimensional and linguistic styles of the two corpora，the data of which are automatically extracted by Multidimensional Analysis Tagger（Nini，2015）.

The results show that：（1）Among the six dimensions in Biber's model（1988），there are significant differences between the two corpora in Dimension 1（Involved versus Informational Production），Dimension 3（Explicit Concerns versus Situation-Dependent Reference），and Dimension 5（Abstract versus Non-Abstract Information）；there are also significant differences between the two corpora in 25 lexical and grammatical features among the 67 features identified in the model.（2）The significant differences in dimensions and features show that there is register variation between the two corpora. When students were assigned with more familiar topics as their writing tasks，their genre awareness tended to be on the spoken side and thus produced writings with spoken lexical and grammatical features，which were identified as spoken register in Dimension 1，3，5；yet when they were assigned with less familiar topics，the genre awareness shifted to the written side and thus produced writings with written lexical and grammatical features，which were identified as written register in the three dimensions mentioned above.（3）Although senior students from Chinese undergraduates of English Major had been learning English for more than 9 years in school，they still found it difficult to distinguish between spoken and written writing. It is also an English learning problem for most English learners in China. And writing tasks on topics with low familiarity would be more helpful for college students to cultivate awareness of the written genre in English writing. Through empirical research，this paper leads to more objective and pertinent suggestions for improving English majors' writing skills.

Key words：Topic Familiarity；Genre Awareness；Multidimensional Analysis；Corpora