On Tertiary Foreign Language Teacher Development in the AI Era:
The "Four-New" Conceptual Framework and the "Four-Wheel" Action Plan

SUN Youzhong[1] & TANG Jinlan[2]

（1. School of English and International Studies, Beijing Foreign Studies University, Beijing 100089, China; 2. Institute of Online Education / Artificial Intelligence and Human Languages Lab, Beijing Foreign Studies University, Beijing 100089, China）

Abstract: The development of Artificial Intelligence（AI）technology has contributed to the reform of education and brought about the "AI + Education" model. Teachers, as key actors in education, should improve their digital literacy to cope with this change. Therefore, since August 2018, Beijing Foreign Studies University（BFSU）has been implementing the "Action of the Chinese Ministry of Education on AI-Empowered Teacher Development". Based on three years of practice, BFSU has proposed a teacher development model consisting of the "four-new" conceptual framework of "new technologies, new ideas, new methods and new roles" and the "four-wheel" action plan of "creating an intelligent educational environment, improving teachers' digital literacy, innovating teacher development models and optimizing teachers' data management". This article explains the model and provides insights for further carrying out the action on AI-empowered teacher development in colleges and universities across the country.

Key words: Artificial Intelligence; Educational Technology; Higher Education Institutions in China; Foreign Language Teacher Development; Foreign Language Teaching

Reflections on Curriculum-Based Political and Virtuous Awareness Education in Translation Programs

WU Yaowu & WANG Ying

（School of Translation Studies, Xi'an International Studies University, Xi'an, Shaanxi 710128, China）

Abstract：Fostering virtue in students is a fundamental task of education in the new era and is a cornerstone of Chinese universities and colleges. Against such backdrop, integrating curriculum-based political and virtuous awareness into the entire process of university education is an effective strategy. Curriculum-based political and virtuous awareness in translation programs is crucial to cultivate patriotic talents, to improve China's ability to participate in international affairs, to tell Chinese stories and make Chinese voices heard.

This paper aims to elaborate the basic implications of curriculum-based political and virtuous awareness education, explore its practical roadmap, and propose a mechanism for working with curriculum-based political and virtuous awareness in translation programs.

The paper discusses the basic connotations and implications of curriculum-based political and virtuous awareness for translation programs. First, curriculum-based political and virtuous awareness improves the curriculum system for translation programs. It plays a pivotal role to cultivate the national identity, cultural perception and patriotic sentiments of students in translation programs. Second, integrating courses for political and virtuous theory into the education of translation programs is an important way to foster virtues of students and train translation talents with international vision and national attachment. Third, teaching political and virtuous theories in translation-related courses helps to train language professionals cherishing the family, the people and the country.

Curriculum-based political and virtuous awareness education in translation majors presupposes a comprehensive framework in which political and moral factors permeate the content and activities of professional courses. This research implemented the framework in the translation programs of Xi'an International Studies University to illustrate how to integrate curriculum-based political and virtuous awareness. The basic elements of the framework include：（1）to make moral education an important part of teaching objectives；（2）to develop translation or interpreting courses based on political and virtuous knowledge, patriotic stories and revolutionary history；（3）to explore innovative teaching methods for introducing positive values into translation projects with topics of great practical significance；and（4）to establish a viable assessment system to evaluate the quality and effectiveness of political and virtuous awareness education in translation programs.

Curriculum-based political and virtuous awareness education is necessary to organically integrate professional programs with political and virtuous awareness and to think from a global and systematic perspective. The above four elements culminate in the construction of a working mechanism of curriculum-based political and virtuous awareness education for translation programs, and the new educational model creates meaningful practice opportunities.

Key words：Translation Program；Curriculum-Based Political and Virtuous Awareness；Basic Connotation；Roadmap to Practice；Working Mechanism

On the Scaffolding Instruction Model of Curriculum-Based Political and Virtuous Awareness Education in College English Courses

LI Yanhua, XIE Hua, DUAN Meiqing & ZHU Min

（College of Foreign Language, Jining Medical University, Jining, Shandong 276826, China）

Abstract：The scaffolding theory provides a theoretical basis for curriculum-based political and virtuous awareness education in College English teaching. Focusing on the three teaching stages of before, during and after class, with the scaffolding theory as the guide, and taking the textbook *New Progressive College English Integrated Course* as an example, this paper explores the scaffolding instruction model of curriculum-based political and virtuous awareness education in the college English course, which is one of the main channels for developing language learners' character and civic virtues.

First, establishing the teaching objectives. The objectives of the college English course include both disciplinary objectives and the objectives of curriculum-based political and virtuous awareness education. In addition to the pragmatic aspects of language acquisition, students should engage, from a humanistic perspective, in thematic discussions and other activities based on students' Zones of Proximal Development, to enhance the integration of curriculum-based political and virtuous awareness with language learning.

Second, exploring elements of curriculum-based political and virtuous awareness. By analyzing the textbook materials and surveying the freshmen, teachers can find ways to fuse core socialist values into each stage of instruction. Teachers should explore elements of political and virtuous awareness close to students' lives to stimulate their interest. In addition, traditional Chinese culture should be introduced to enhance students' cultural confidence.

Third, entering the situation. In scaffolding instruction, teachers should construct authentic situations for students to make full use of their existing knowledge to absorb new information. Multi-modal input should be applied to increase students' active participation.

Fourth, independent exploration. At the reading-in-depth stage, with the teacher's guidance and inspiration, students can actively analyze and independently construct their own knowledge, thus fostering their critical thinking and dedication.

Fifth, collaborative learning. In order to develop a sense of cooperation, teachers guide students to conduct group discussions as further study of the text. Then, students are asked to complete writing tasks based on the previous discussions.

Sixth, effective assessment. The overall grade consists of two parts：a final exam（50%）and a performance grade（50%）that includes self-evaluation, teacher evaluation, group evaluation, and online evaluation.

Seventh, Reflection. Teachers should be fully aware of the role of scaffolding in the teaching and learning process in order to make timely modifications. The reflective questions associated with the online discussion will facilitate students' reflection on issues in knowledge learning. In addition, students can improve their learning strategies by keeping a reflective journal with the guidance of the teacher.

The different stages are combined through scaffolding. Thus, the new model of curriculum-based political and virtuous awareness education in college English courses upholds a whole-person, whole-cycle, and all-round moral education concept.

Key words：College English; Curriculum-Based Political and Virtuous Awareness; Scaffolding Instruction

On the Cultural Analysis of EFL Textbooks：
Content，Methods and Theoretical Perspectives

YANG Dongling & WANG Dongping

（School of Foreign Studies，Guangzhou University，Guangzhou，Guangdong 510006，China）

Abstract：Cultural factors in English textbooks influence the language learners' individual socialization process through language learning and are closely related to ideology, politics and national security. The study of cultural content in Chinese English textbooks is still at a relatively immature stage of phenomenon interpretation, and there is an urgent need for more systematic and structured supporting theories and framing methodologies to achieve whole-person development and raise national consciousness through cultural education.

This paper focuses on cultural content in English language textbooks based on the broad connotation of culture and the framework of cultural analysis that has been frequently used in empirical studies of English language textbooks in different parts of the world, especially in Asian countries. Considering the previous frameworks of cultural representation analysis, this paper constructs a hierarchical framework for cultural analysis of English textbooks consisting of three levels：type, dimension, and theme. At the macro level, the type layer encompasses Cortazzi & Jin's target culture, source culture and international culture and Kachru's inner circle, outer circle and expanding circle. At the micro level, the theme layer includes Byram's and Dweik & Al-Sayyed's list of evaluation criteria. In between is the dimension layer at the meso level which includes Stern's big "C" and small "C" cultures, and Moran's product, practice, perspective, community and person, and Adaskou *et al*. 's aesthetic, sociological, semantic and pragmatic senses.

The type layer helps to interpret cultural content from an outsider's perspective. The dimension layer is relatively abstract and helps users develop cultural awareness and deepen their understanding of cultural meaning or value. The theme layer is the most concrete and diverse level, which is easy to depict, but difficult to structure or generalize.

This hierarchical framework helps to interpret cultural content more comprehensively and systematically, and is in line with China's current and future national values. It also helps to further cultural studies in English textbooks and promote a worldwide shift from language studies to socio-cultural studies in the field.

From the interdisciplinary perspectives of SFL theories, social semiotic theories and discourse analysis theories, content analysis, multimodal analysis and critical discourse analysis are the three conceptual and methodological strands of cultural analysis. These three approaches are elaborated in the integration of corresponding cultural content and representational studies.

Finally, the paper proposes four key pairs of relationships that challenge the cultural analysis in foreign language textbooks and the cultural education in foreign language education：long-term national development strategies vs. cultural education in foreign language teaching; nationalism vs. internationalism; personally relevant micro-topics vs. national/social macro-topics; and cultural representations of EFL textbooks vs. the construction of cultural meaning for language learners. The comprehensive and systematic perspective and methodology presented in this study can inspire researchers, composers, and users of EFL textbooks, to facilitate the implementation of cultural education and to enhance the curriculum-based political and virtuous awareness in foreign language teaching.

Key words：EFL Textbook；Cultural Content；Analysis Method；Culture Education；Curriculum-Based Political and Virtuous Awareness

The Effect of Segments and Prosody on Interpreting Difficulty of Phonologically-Deviated English

BAI Jiafang

（English Department, Guangxi University, Nanning, Guangxi 530004, China）

Abstract：With the help of sound editing and synthesis technology, this study transplanted prosody of standard English with Southeast Asian English which has the characteristics of typical phonological deviation, and probed into the effect of segments and prosody on interpreting difficulty of phonologically-deviated English through comparing the quality of English-Chinese consecutive interpretation by student interpreters under four sound forms. The research results are as follows：（1）Segments and prosody had significant effects on interpreting difficulty of phonologically-deviated English, but segments produced greater effect than prosody. The effects were mainly on accuracy and fluency of interpreting, instead of on promptness. （2）The effects of segments and prosody on interpreting difficulty of phonologically-deviated English were closely related with interpreters' interpreting proficiency. Both segmental and prosodic deviation had more significant effects on lower-achieving group than on higher-achieving group. For the lower-achieving group, two deviations played important roles. And for the higher-achieving group, only the segments had obvious influence but prosody produced little effect.

This study validated and supported the Linguistic Model of cognitive experimental factors and the Effort Model. Meanwhile, it also enriched and deepened interpreting research in the context of English as lingua franca, and provided empirical data and positive implication for interpreting teaching of world English varieties. In the interpreting teaching of phonologically-deviated English, teachers should focus on training interpreters' perception of and familiarity with segmental deviation on the basis of adaptability training of both segmental and prosodic deviation. Targeted training should also be carried out for interpreters at different levels. For lower-achieving group of interpreters, teachers should cultivate their listening comprehension and interpreting skills of segmental and prosodic deviation at the same time, while for higher-achieving group of interpreters, the training should focus on the improvement of their listening efficiency and interpretation ability of segmental deviation. In addition, teachers should also guide student interpreters to improve the accuracy, fluency and promptness of interpretation with phonologically-deviated English, so as to achieve the overall improvement of quality of interpretation.

Key words：Segments；Prosody；Phonologically-Deviated English；Interpreting Difficulty

The Interdependency of *Dao* and *Qi* in Foreign Language Education：
A Discussion from the Translation Discipline Perspective

LI Chonghua[1,2] & ZHANG Zheng[3,4]

（1. Graduate School, Xi'an International Studies University, Xi'an, Shaanxi 710128, China; 2. School of Foreign Languages, Lanzhou City University, Lanzhou, Gansu 730070, China; 3. School of Translation Studies, Xi'an International Studies University, Xi'an, Shaanxi 710128, China; 4. School of Foreign Languages and Literature, Beijing Normal University, Beijing 100875, China）

Abstract： Since the reform and opening-up, foreign language education has developed rapidly in China and has contributed substantially to its economic growth. However, a high demand for "instrumental talents" from foreign language education is prone to result in the neglect of imagination and creativity, thus a lack of concern for subjective consciousness and humanistic spirit. Indeed, one of the aims of foreign language education lies in mastering a practical tool by learning a foreign language, and in this regard, foreign languages are equivalent to *qi* (meaning instruments, tools, utensils, etc.). However, while overemphasizing the practical usefulness, the function of *dao* (the concept is familiar to many Westerners as *tao*, meaning road, path or way) is subject to being overlooked. Zhu Xi, a Chinese thinker in the Song Dynasty, proposed that *dao* and *qi* are mutually essential values. Wang Fuzhi, another thinker in the Qing Dynasty, pointed out the interdependency and unification of *dao* and *qi*. The change of *qi* exerts influence on *dao*, while *dao* dominates the evolution of *qi*. The combination of *dao*, which is more implicit, with *qi*, which is more explicit, demonstrates an integration of the abstract and the concrete, and metaphysics and physics. This philosophical thinking can reorient China's foreign language education from an excessive priority to practicability into focusing on both practical ability and humanistic literacy.

In the Translation discipline, *qi* is mainly seen in the language use, cross-language conversion, translation techniques, while *dao* is closely related to subjective consciousness, worldview, sense of values and sentiments. For *qi*, the Translation discipline focuses on the cultivation of practical abilities, including bilingual competence, translation theories and skills, technical know-how, relevant professional knowledge, translation tools, and the working mechanism of the translation service industry. Since the development of interdisciplinary and general-purpose talents stands at the core of the undergraduate translation programs, critical thinking, global view, cultural awareness and aesthetic appeal should be given due attention along with language learning and translation skills acquisition, i. e., focusing on practicality as well as whole-person education.

The following conclusions are drawn：Firstly, translation education guides students to establish a sense of subjectivity, given that the translator is the main body of the translation process and plays a leading role. Secondly, translation education provides students with a bilingual or multilingual environment that enables them to understand the world from multiple perspectives. Thirdly, the transition between or among different languages puts translation learners in a process of examining "the other seen from the angles of the self" and "the self-mirrored by the other", thus helping to reduce the likelihood of becoming a One-dimensional Man. In the continuous understanding of foreign cultures, translation learners can better comprehend their own culture, improving their cultural awareness. Lastly, in process of translating, the aesthetic consciousness of translation learners is constantly generated and strengthened.

Key words： Foreign Language Education; Translation Discipline; *Dao* and *Qi*; Humanistic Literacy

A Study of the English Translation of Parallelism in Chinese Political Discourse

LU Weizhong

（School of Foreign Languages, Zhejiang University City College, Hangzhou, Zhejiang 310015, China／School of Translation Studies, Qufu Normal University, Rizhao, Shandong 276826, China）

Abstract：The series of speeches by President Xi Jinping, especially those in the three volumes of *Xi Jinping*：*The Governance of China*, not only serve as the guiding principles for the governance of China, but also work as a useful textbook in terms of rhetoric, including the rhetorical device of parallelism. Therefore, President Xi's speeches are used as examples in this study for illustrating the relation between rhetoric and translation. Parallelism is regarded as a grammatical term in the English language, which mainly refers to the use of parallel structure, while parallelism in the Chinese language is considered as a figure of speech that is frequently used in speeches for performing various aesthetic and persuasive functions. Since President Xi's works abound in parallelism, playing important rhetorical and expressive roles, an investigation into the rhetorical effect of parallelism in his speeches as well as the translation strategies will contribute to the literature on the rhetoric of political discourse and its translation. With the data taken from the two versions of the three volumes of *Xi Jinping*：*The Governance of China* as well as from some of his other speeches, this paper follows these steps：identifying and classifying typical examples of parallelism in the Chinese versions, analyzing their features and functions, and discussing the translation strategies and methods.

This study comes up with the following three conclusions：firstly, the strategies and methods for translating parallelism employed in President Xi's lectures include the maintenance, substitution, adjustment, and deletion of SL parallelism as well as the addition of TL parallelism, among which the first type is a divergent strategy for rhetorical translation while the remaining four belong to convergent strategy. In other words, the English translation of parallelism in Chinese political discourses relies mainly on the strategy of domestication and partly on foreignization, which reflects the translators' concern for the TL reader's thinking habits and reading expectations. In this sense, the translation of rhetoric is a process of the two stages of interpreting SL rhetoric and reproducing TL rhetoric. Secondly, different textual genres call for different translation strategies：regarding the translation of rhetoric in a literary text, the translator is more inclined to convey the emotional and aesthetic effects of the original text in addition to conveying the content and style of the original text, whereas in the translation of rhetoric in a political text, the translator tends to focus on the transfer of ST ideology and politics.

Finally, in the English translation of Chinese political discourse rhetoric, the translator must consider the balance between rhetorical form and content：the best translation is the transfer of both a ST form and its content, which also accords with the TL reader's thinking habits and reading expectations. In the case of a choice between the two, the translator will have to choose the content at the expense of form. Of course, there is another option, that is, to use the rhetorical means of the TL to compensate for the loss of the rhetorical effect of the SL.

Key words：Political Discourse；Parallelism；Rhetoric；Translation Strategies

Enhancing Curriculum-Based Political and Virtuous Awareness in Interpreting Courses by Learning China's Political Formulaic Phraseology

ZHANG Ailing & ZHANG Qiao

（GIIT，Shanghai International Studies University，Shanghai 200083，China）

Abstract：Formulaic phrases are frequently occurring components in the Chinese political discourse. It can be identified as a recurring sequence, continuous or discontinuous, stored and retrieved as wholes from memory by the interpreter who would otherwise have to struggle to find the right expressions right there on the spot. The agility to use formulaic sequences is conducive to better interpreting performance. This study explores the formulaic phraseology frequently used in political speeches by investigating a self-built Chinese corpus of political speeches delivered at World Economic Forum, Bo'ao Forum for Asia, and BRICS Summit by China's top leadership. It begins with the importance of learning political and virtuous formulaic expressions in Chinese political discourses as an effective way to enhance students' curriculum-based political and virtuous awareness. Learning formulaic phrases acquired from the corpus, student interpreters are expected to improve their performance in delivering the message in the target language. The paper then illustrates a retrieval process with Sketch Engine to extract Chinese formulaic sequences and compiles a list of formulaic phrases retrieved from the self-built political discourse corpus. The authors put forward some suggestions on the teaching of political formulaic phraseology to enhance student interpreters' curriculum-based political and virtuous awareness as well as interpreting skills.

Key words：Political Formulaic Phraseology；Interpreting Pedagogy；Preparation before Interpreting；Data-Driven Learning

MCAESCL—A Multimodal Corpus of Academic English Speech by Chinese Learners

CHEN Hua[1], CAO Yating[2] & MA Dongmei[1]

（1. Department of Applied Foreign Language Studies, Nanjing University, Nanjing, Jiangsu 210023, China;

2. School of Foreign Studies, Nanjing University, Nanjing, Jiangsu 210023, China）

Abstract：Oral communication is multimodal, involving oral, audio and visual modes, such as hand gestures, body posture, and facial expressions. With increasing international communication, academic speaking competencies now are regarded as one of the essential abilities of college graduates. Furthermore, there has been growing interest in these multimodal features of oral communication in recent years. Although existing studies have made significant contributions to this line of research, several issues remain unsolved.

Firstly, both the existing learner corpus in China （such as SECCL, and COLSEC）and the international academic spoken English corpora （i. e., *The Corpus of English as a Lingua Franca in Academic Settings* and *The Michigan Corpus of Academic Spoken English*）are in the audio form, and thus cannot provide a comprehensive picture of learners' oral academic English competence. Secondly, because of the high-quality requirements of a multimodal speech corpus, the sample sizes of the existing corpora are small, which cannot guarantee the validity and reliability of research findings. Thirdly, the established multimodal speech corpora data have been collected mainly from native speakers, with limited attention paid to L2 learners' oral academic English performance. Finally, few attempts have been made in this area in China. Therefore, a new learner speech corpus of multimodal academic English is needed. This article reports how a new learners' multimodal speech corpus—MCAESCL （Multimodal Corpus of Academic English Speech by Chinese Learners）—was designed and discusses its theoretical and practical implications.

The design of MCAESCL considered various learner characteristics, such as the variety of majors, gender balance, proficiency levels of English, and academic training experiences of the participants. This corpus consists of 1763 speech samples collected from 1763 students, and it is expanding. Among these students, 1019 were males, and 744 were females. 556 students majored in liberal arts, whereas 1179 in STEM majors. 1087 students were from top universities, and 675 students were from regular universities. 1357 students were from comprehensive universities, and 406 students were from science and technology universities. Three types of speeches, infor-mative, persuasive, and comparative, were collected, each about 3-minute monologue. 543 informative speeches, 618 students were persuasive speeches, and 602 students were comparative speeches. Three types of devices （wireless microphone, cameras, and motion tracker）were used to record high-quality audio and video data. After data collection, the speeches were transcribed into texts. Then the transcribed texts were synchronized with the audio and video data. Finally, a coding scheme, which included speech types, university ranks, gender, and major, was employed to tag the synchronize data for subsequent retrieval.

This corpus paves the way for further studies on Chinese EFL learners' multimodal performance and it provides new evidence for linguistic theories, psychological research, and second language acquisition. It also contributes to second language teaching and assessing academic English speaking in China. Last but not least, it can be the data source for both human rating and the development of automated scoring system.

Key words：Multimodality; Learner Corpus; Academic English Speaking Competence; Chinese College Students

Influencing Mechanism of Virtual Reality Experimental Teaching on Undergraduate Students' Foreign Language Learning Performance

CHEN Yinong & ZHANG Yushuang

（Shanghai Dianji University，Shanghai 201306，China）

Abstract：Virtual Reality（VR）has effectively increased learners' interest and motivation in learning foreign languages by creating an immersive learning environment. Studies have been carried out on the positive effect of online foreign language learning engagement on learning outcome, but few focus on the relationship among VR experimental teaching, learning engagement and learning performance. Therefore, the study aimed to reveal the influencing mechanism of VR experimental teaching on foreign languages learners, analyze the impact of VR experimental teaching on foreign language learning results, and further verify the mediating effect of learning engagement.

Guided by Biggs' 3P teaching and learning model, this study conducted a questionnaire survey of 311 students who had participated in VR experimental teaching of foreign languages across China. By means of quantitative analysis, the relationship between foreign language learning engagement, participation in virtual reality experimental teaching and foreign language learning performance was empirically investigated. The results of the study are as follows：Firstly, the students' learning performance changed when VR experimental teaching methods were applied. Secondly, VR experimental teaching had a significant effect on learning engagement. Third, learning engagement played a mediating role in this learning process.

Based on the above findings, this paper puts forward the following suggestions：First, VR experimental teaching should be promoted in foreign language teaching. In China, VR experimental teaching is rarely applied in foreign language major courses. For foreign language learners who are already participants of the virtual world, it is imperative to expand the application of VR experimental teaching in university foreign language classrooms. Secondly, there is a need to emphasize learner interaction and reflection in VR experimental teaching. Project developers and teachers can improve the learner experience by extending the functionality on the VR platform to provide high-quality and diverse learning content and resources. Thirdly, the role of teachers' guidance should be given full play to create a student-centered learning environment. In order to deepen the integration of VR and language teaching, it is necessary to motivate teachers and rethink their role in the new educational environment. Fourthly, traditional teaching methods and educational technologies should be integrated to achieve optimal teaching and learning outcomes. Traditional teaching has evolved over the years and still has an indelible essence that cannot be casually dismissed or replaced. Therefore, modern technology should be combined with traditional methods, and VR technology should be properly embedded in teaching. Only in this way can educational technology serve the learner and the curriculum, achieve better teaching results with less effort and promote the healthy development of education.

Key words：Virtual Reality Experimental Teaching；Foreign Language Learning Engagement；Foreign Language Learning Performance

A Literature Review of Domestic Research on College English Blended Teaching in the Past Two Decades

LI Yuzhen[1,2] , JIA Jiyou[2] & JIANG Xueqing[1]

（1. Foreign Language Department, Beijing Institute of Technology, Zhuhai, Guangdong 519088, China; 2. Graduate School of Education, Peking University, Beijing 100871, China）

Abstract：This paper is a review of 95 papers on blended teaching of college English in CSSCI-indexed journals. Based on the conceptual framework and analytical framework of blended learning constructed by Feng Xiaoying（2018）, it summarizes the development lineage, theoretical basis, fundamental features, design concepts and teaching models of blended teaching of college English in the past two decades. Researches on the effectiveness of the approach in college English teaching are reviewed from the perspectives of both teachers and students, and the current status of research, inadequacies and future trends are also discussed.

The results show that in the past five years, there has been a significant increase in domestic research on blended teaching of English in universities. Its theoretical foundations include constructivism, linguistic information theory, multiple intelligence theory, language ecology and dynamical systems theory. The studies embody three basic features: emphasis on environmental construction, respect for individual differences, and systemic integrity. The research designs generally follow the five steps of "investigation—design—implementation—follow-up—evaluation".

Inspired by the Production-oriented Approach and the Semantic Wave Theory, the online and offline components of blended college English teaching are naturally linked, but focused differently on teaching content, with the online component aiming at language input and the unpacking of abstract knowledge, and the offline component aiming at language output and the repackaging of concrete knowledge. Both emphasize the need to study in a collaborative and pragmatic manner based on the theories of the Community of Inquiry and the Community of Practice. Five typical models of blended teaching are generalized according to the types of information technology applied and the objectives of talent development, which are blended teaching based on computer network technology, blended teaching based on micro lectures, MOOCs and SPOCs, blended teaching based on mobile interactive technology, blended teaching based on three-dimensional textbooks, and blended teaching with curriculum-based political and virtuous awareness. The latter three models are the hot-spots and difficulties of current research. Most of the relevant studies adopt a combination of quantitative and qualitative methods.

The deficiencies of existing research include：（1）lack of diversity in research topics and lack of theoretical innovation awareness；（2）with extensive research on the macro design of teaching models, yet without enough in-depth discussion of micro-influencing factors and mechanisms；（3）inadequate elaboration on specific teaching cases；（4）lack of more scientific research techniques and measurement tools for validation beyond simple statistical analysis of questionnaires；（5）insufficient analysis of blended teaching problems. Future research hotspots are the influencing factors and mechanisms of blended teaching, how to integrate moral cultivation into English course instruction, how to improve students' autonomous learning ability, higher-order thinking ability and innovation ability, and how to improve teachers' capability of instruction under the blended teaching mode.

Key words：College English；Blended Teaching；Literature Review

A Study on Intercultural English Teaching in Virtual Reality Environment under the Concept of Smart Education

MAO Jiadai

（School of Foreign Languages，Zhejiang Ocean University，Zhoushan，Zhejiang 316022，China）

Abstract：With the development of Smart Education，Virtual Reality（VR）technology is becoming increasingly popular in the practical skill training in higher education. As for English teaching，VR can provide the learners with immersive experience by creating language environment with various communication scenarios. As a new type of perceptual media which enables the learners to communicate，construct knowledge and achieve meaningful learning，it attracts much attention of English teachers and scholars.

However，how to effectively integrate theory with experimental practice is one of the major challenges for English teaching in the VR environment. Based on the sociologist Karl Maton's Semantic Wave Theory，the paper holds that in intercultural English teaching，the abstract knowledge is "unpacked" in the virtual experiments and the concrete knowledge is "repacked" in the theoretical teaching. In the process of "presenting → unpacking → repacking"，the two teaching methods，theoretical and VR，can be closely linked and integrated for students to accumulate and internalize knowledge of English language and culture.

Given the limitations of current studies，this paper raised two questions for future study：How to integrate theoretical learning with VR learning closely? How to effectively transform abstract and concrete knowledge into each other effectively? In order to answer the two questions，it sets up the Smart Intercultural English Teaching System under the guidance of Ralph W. Tyler's Model of Curriculum Development. Then，according to this teaching system，which is composed of multi-level teaching objectives，teaching resources interactive with the students，teaching organization in real scenarios and smart teaching evaluation，this paper constructed a model of intercultural English teaching in virtual environment. It expounded the specific application of this teaching model in the course of "Survey of English-speaking countries"，and conducted a one-semester empirical study on 57 sophomore students majoring in English. Subjects were tested at the beginning，middle，and end of the teaching experiment. The quantitative results showed that there was no difference in the grading of the experimental class and the control class before and during the experiment，but the grading of the experimental class was significantly higher than that of the control class after the experiment，which means that the new teaching model is conducive to improving students' oral English proficiency and intercultural communication competence.

Then，questionnaires were used to investigate the participants' satisfaction with the teaching mode. The qualitative results showed that most of the students had positive feedback on the teaching organization，teaching content，learning evaluation and teaching effect.

In conclusion，by simulating the real cultural contexts and language environment，VR technology helps to solve the major problem of traditional English intercultural teaching—lack of language scenario，and VR teaching can be integrated with theoretical teaching to improve students' practical English skills. This research may shed light on similar studies and promote Smart Education in foreign language teaching.

Key words：Intercultural English Teaching；Virtual Reality（VR）；Semantic Wave Theory；Smart Education

An Empirical Study on the Content-Language Integrated Learning Model Empowered by Critical Thinking Strategies in Blended FLT Environment

WANG Yansu, **WANG Dan & WU Lihao**

（Department of Foreign Language Studies, Wenzhou Medical University, Wenzhou, Zhejiang 325000, China）

Abstract：This paper constructed a content-language integrated learning model（CLIL）empowered by critical thinking strategies（CTS）and interpreted the model with social-cultural theories. In the blended foreign language teaching environment, the CLIL model effectively connects online and offline courses on thematic content, and CTS continuously empowers the process of teaching practice so that the teaching is designed and practiced in terms of critical thinking standards and factors, and critical intellectual traits. The CTS-empowered CLIL model aims not only to form a closed loop between online and offline courses, but also to cultivate learners' critical thinking abilities.

This study was a one-year practice and follow-up of students in natural classrooms of blended foreign language teaching. 230 college students were selected as the research subjects, and all of them came from four parallel classes. Through teaching cases, the CTS-empowered CLIL model was implemented. Open-ended and closed-ended questionnaires were employed to verify the effect of the model. Qualitative discussion and quantitative analysis of the collected data were conducted through NVivo 12. 0 and SPSS 26. 0 respectively.

The data analysis results showed that the model effectively connected online and offline courses and created a positive language development environment for learners. The CTS enabled and regulated online and offline connection in the process, and promoted the training of critical thinking skills and the cultivation of intellectual traits. Specifically, the CLIL model created an emotionally driven environment and emotional factors that further facilitated the integration of localized content knowledge and language skills. In addition, the model encouraged the in-depth development of content learning and promoted the internalization of knowledge through a deeper and broader content learning process. The development of critical thinking ability promoted the capability of linguistic presentation with critical consciousness；and in the process of expressing ideas and solving problems, the ability of critical thinking and critical narrative had been effectively cultivated.

This study provides a reference for the preparation and compilation of textbooks for future blended foreign language teaching and research, especially regarding the selection of textbook content. At the same time, it also enlightens foreign language teachers in choosing teaching strategies, paying more attention to the driving force of students' emotional traits on learning commitment and to the cultivation of critical intellectual traits. Of course, the CTS-empowered CLIL model in this study is still in the exploratory stage, and more empirical research and theoretical exploration are needed in future.

Key words：Content-Language Integrated Learning Model；Critical Thinking Ability；Critical Narrative；Critical Thinking Strategy；Blended Teaching

A Research on the Interdisciplinary Innovation of CBI English Teaching in Marine-Related Higher Institutions

GUO Yanling

(School of Foreign Languages and International Education, Dalian Ocean University, Dalian, Liaoning 116023, China)

Abstract: In the 1980s, Content-Based Instruction (CBI) was considered an effective way to teach English as a foreign language or a second language, as students gained the necessary content knowledge and academic skills through content-based teaching in addition to the language itself. From an interdisciplinary perspective, in the light of relevant theories at home and abroad, this paper intends to compare the effects of CBI and the traditional teaching method (TTM) on students' English proficiency and learning motivation, and introduce an empirical approach to find out the effectiveness of CBI in improving students' English proficiency and learning motivation and attempt to innovate content-based English teaching models to improve the quality of English teaching in marine-related higher institutions. The purpose of the research is to contribute to the training of high-quality professionals with interdisciplinary knowledge and English proficiency.

The 152 subjects in this research are marine-related major students at Dalian Ocean University. These subjects constituted both the experimental and control groups. One English instructor adopted CBI in the experimental group and TTM in the control group. The following research questions are posed to guide the research: (1) Can CBI enable students at marine-related higher institutions to have a more positive attitude towards English learning and a higher motivation to learn compared to TTM? (2) Is CBI more effective in improving students' English proficiency than TTM in marine-related higher institutions? To answer the questions, the researcher carried out an empirical study, which consists of a pre-test and two post-tests. Based on a 3-semester investigation of the experimental and control groups, through questionnaire surveys, the pre-test and post-tests, classroom observation and interviews, this research came to the following conclusions: (1) Compared with TTM, CBI can make students in marine-related higher institutions have a more positive attitude towards English learning and higher motivation to learn. (2) Based on the quantitative data of pre-test and post-tests, the effectiveness of the CBI model is verified. The results showed that there were significant differences in the academic performance of students in the experimental group and the control group.

Overall, the findings suggest that CBI is more effective at improving students' English proficiency and motivation to learn than TTM, despite the many huge challenges of this effective and practical approach to teaching. CBI can be applied to the teaching of English for marine-related majors, and a new model of CBI English teaching for marine-related universities can be constructed. In addition, educators have the potential to apply CBI to other majors, building different types of new CBI English teaching models.

Key words: Inter-Discipline; CBI; Marine-Related Higher Institutions; English Teaching

Curriculum Development of General Education Courses on Critical Aboriginal Languages and Cultures：Connotation，Framework and Strategy

WANG Huihua¹ & YANG Luping²

（1. Center for Comparative Study of Global Education，Shanghai International Studies University，Shanghai 200083，China；2. Museum of World Languages，Shanghai International Studies University，Shanghai 200083，China）

Abstract：The advancement of the Belt and Road Initiative requires a large pool of multilingual, interdisciplinary talents, especially those with critical aboriginal language competencies. This study explores the implications of the development of a general education curriculum for critical aboriginal languages and cultures, proposes a development framework, and further puts forward three integration strategies.

Talent development relies heavily on effective curricula, so it is crucial to explore the current situation and problems in the provision of critical aboriginal languages and culture courses. Although there has been a growth of less commonly taught language majors in recent years, it is practical to provide the students with critical aboriginal languages and culture courses in the form of general education rather than professional education, due to the difficulties encountered by the less commonly taught language majors in their professional learning and career development. On a nationwide basis, there are insufficient offline and online teaching resources and curricula for less commonly taught languages, including critical aboriginal languages. Under this background, this study analyzes the implications of the development of a curriculum for general education in critical aboriginal languages and cultures from three distinct perspectives. In terms of curriculum objectives, it is designed to cultivate talents who can participate in global governance and take on leadership responsibilities in different fields. In terms of the nature of the curriculum, it is characterized by a general education curriculum open to students of different majors and backgrounds, helping them to broaden their horizons and develop intellectual and linguistic skills. As for the curriculum requirements, it should be interdisciplinary, focusing on the use of languages and the comprehensive understanding of different subject areas of the target country to better meet the needs of the job market.

The framework for curriculum development is constructed from four aspects：（1）Both teachers and students should be equally involved in curriculum design and the entire teaching-learning process；（2）The course content should break through the barriers between disciplines, but still attach great importance to the cultivation of core competencies in foreign language education；（3）The implementation of the curriculum should be supported and promoted by the latest information technologies, including artificial intelligence, big data and Virtual Reality；（4）Curriculum assessment should be comprehensive and dynamic, emphasizing the concept of outcome-based education.

Guided by this framework, this paper proposes three integration strategies for curriculum development of the general education courses on critical aboriginal languages and cultures, with a view to providing reference for relevant research. First, from the perspective of enriching teaching resources, it is important to adopt a strategy that combines localization and internationalization. Second, from the perspective of choosing a teaching model, it is necessary to integrate experiential learning and creative learning and promote educational reform with the help of modern information technology. Third, from the perspective of curriculum evaluation, the integration of language competence and subject knowledge should be considered.

Key words：Critical Aboriginal Languages and Culture；General Education Courses；The Belt and Road Initiative；Multilingual and Interdisciplinary Talents

Knowledge Mapping and Trends of Second Language Writing Studies in China and Abroad

XU Lihua[1,2], **ZHU Xiaowen**[1] **& Liang Kechen**[1]

（1. School of Humanity and Social Science, Xi'an Jiaotong University, Xi'an, Shaanxi 710049, China; 2. School of Humanity and Foreign Languages, Xi'an University of Posts and Telecommunications, Xi'an, Shaanxi 710061, China）

Abstract: Domestic research on second language writing has been greatly influenced by international research, and the boundaries of the research field have been expanding. In view of the fact that most of the research on second language writing is conducted from a domestic or an international perspective, and there is less in-depth comparative analysis of the research on second language writing at home and abroad, this paper uses bibliometric methods to compare and analyze the external characteristics of literature, subject knowledge structure and research hotspot trends of second language writing research in Web of Science databases and CNKI databases from 2010 to 2021.

Firstly, it combs the basic situation of the research on second language writing at home and abroad, analyses the external characteristics of second language writing literature, and provides, with the overview, a reference for scholars who are familiar with this field for the first time. Secondly, this paper explores the frontier hotspots of second language writing research at home and abroad and conducts cluster analysis and multidimensional scale analysis by constructing keyword co-occurrence networks, mutation indexes, similarity matrices and cluster trees. Finally, the results are discussed and analyzed to compare the progress and differences between domestic and international research on second language writing, and to gain insight into the trend or development of the research field.

The findings are as follows: firstly, there are differences in the external characteristics of foreign and domestic second language writing studies. The number of second language writing research papers published in foreign journals is large, and the overall trend is fluctuating growth, while the total number of domestic second language writing research papers is small and tends to be stable. From the perspective of journal distribution, the journals' impact factors indicate greater academic influence. Academic journals are relatively concentrated and have formed a relatively stable core group, which reflects the widespread attention of the study of second language writing and the formation of in-depth research. Second, the development of second language writing research at home and abroad is diverse in terms of knowledge structure. In addition to the exploration of second language writing structure and writing ability, domestic and foreign scholars tend to make in-depth studies on factors affecting second language writing, feedback mechanism and writing assessment. Thirdly, research hotspots in second language writing at home and abroad demonstrates a convergence trend, focusing on writing feedback, writing assessment, complexity and academic English writing teaching, etc. Domestic and foreign scholars pay close attention to similar research themes and research directions in different periods.

The research on second language writing is still developing, with similar topics at home and abroad, featuring a centralized knowledge structure, overlapping main clusters, and triangulation of multiple research methods. This study will help scholars in the field of second language writing to better understand the frontier dynamics in the field, grasp the research trends and hotspots, and promote the development of related research in China.

Key words: Second Language Writing; Knowledge Mapping; Bibliometric Method