

Cloud Interconnectedness Theory: Revision, Explanation and Application— Comments on Developing Virtual Communities of Teaching and Research

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Abstract: Wen (2022) proposed a framework of Cloud Interconnectedness Theory for developing a cloud community, also known as a Virtual Community of Teaching and Research promoted by the Ministry of Education. The framework has been built as a result of iterative cycles of interaction between practice and theory of the first two-year (2020-2021) POA (Production-oriented Approach) cloud community. It includes three types of interconnectedness, i. e. cognitive, social and emotional. Considering the practice of the first POA cloud community and 10 months' activities of the second one beginning from 2022, Wen made two modifications to the previous framework in this study. The first modification is to add human-network interconnectedness to the cognitive, social and emotional ones, and the second is to turn “problems” into “problem chains” as a node of the link of the four hypotheses. This study has also further divided the cognitive, social and emotional hypotheses each into two subcategories. According to the agents initiating connections, cognitive interconnectedness and emotional interconnectedness each are further divided into two subcategories in terms of individual and collective dimensions. Regarding what/who is connected, social interconnectedness is further divided into two subcategories: interconnections among individual community members, and those between individual community members and the community culture. Individual interconnectedness refers to the cognitive connections that individual members make to a problem through individual efforts to solve task-based problems, while collective interconnectedness refers to the cognitive connections that a group of members form to task-based problems through collaborative discussions.

Social interconnectedness comprises two subcategories, i. e. person-to-person and person-to-community culture. The person-to-person refers to the social connections among individual community members through various cloud activities, while the person-to-community culture refers to the relationship between individual community members and the culture of the community.

Emotional interconnectedness includes personal emotional interconnectedness and collective emotional interconnectedness. The personal one refers to the emotional links between an individual community member and his/her emotional experiences evoked by some events or others' actions. The collective one refers to the emotional links between a group of community members and their emotional experiences evoked by some common events and actions done by individuals. The analysis of the practical experience of two POA cloud communities shows that the construction of cloud communities has roughly gone through three stages: exploration, development and reinforcement. In the exploratory stage, the objectives include forming medium-intensity cognitive interconnectedness, and low-intensity social and emotional interconnectedness; in the development stage, the objectives include developing high-intensity cognitive interconnectedness, medium-intensity social interconnectedness and emotional interconnectedness; in the reinforcement stage, the goals include establishing high-intensity cognitive connections and high-intensity social and emotional connections.

Key words: Cloud Interconnectedness Theory; Virtual Communities of Teaching and Research; Cognitive Interconnectedness; Social Interconnectedness; Emotional Interconnectedness

A Study of the Development of Individual Cognitive Interconnectedness of a Teacher-Learner in the Cloud Community

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Abstract: As the new form of teacher training, the booming of virtual community calls for new theory-building and practical exploration. Cloud Interconnectedness Theory (CIT) has been constructed to facilitate the construction of virtual community. As a new form of teacher training, the emergence of virtual communities calls for new theoretical construction and practical exploration. The proposal of Cloud Interconnectedness Theory (CIT) helps the construction of virtual communities. This theory believes that there are three kinds of interconnectedness with the “problem chains” as the connecting hub, and the closer the three kinds of interconnectedness, the better the learning outcome. These three interconnections are cognitive interconnectedness, social interconnectedness and emotional interconnectedness, among which cognitive interconnectedness is a necessary condition for learning in virtual communities of teaching and research. To date, no research has been conducted on the interconnectedness between individuals and “problem chains” in terms of cognitive dimensions and underlying causes. Given the importance of cognitive interconnectedness and the inadequacy of the current research, this study explored the cognitive interconnectedness between an excellent teacher-learner and the Enabling theory in the production-oriented approach (POA) in the Cloud Community through a case study. This teacher-researcher voluntarily joined in the Cloud Community and actively engaged herself in learning the POA theory and applying the theory in her teaching and research through personal efforts and positive interactions with experts and other members of the cloud community. The study collected and analyzed the teacher-learner’s learning portfolios, 23 reflective journals, and 3 interview data during her time

in the Cloud Community in order to track the formation of her cognitive interconnectedness and analyze its causes. Through triangulation of the qualitative data, it was found that the cognitive interconnectedness between the teacher-learner and the Enabling theory of POA underwent three phases, namely, the understanding of Enabling standard, the application of Enabling standard and the improvement of Enabling practice. In these three phases, her individual cognitive interconnectedness with the Enabling theory of POA has been established and steadily reinforced. The factors facilitating the cognitive interconnectedness mainly included the principle of unity of knowledge and practice which guides learning and research activities in the cloud community, the “problem chains” which consist of theoretical and practical ones, and the phased learning model which segmented overall learning activities into preparatory, formal and follow-up ones. During the process of establishing cognitive interconnectedness, the principle of unity of knowledge and practice laid a solid foundation for the teacher-learner to learn and apply the Enabling theory; the “problem chains” concretize the learning tasks and promoted the learner’s cognitive development from lower to higher levels, and the phased learning model effectively engaged the learner in individual and team learning models and continuously deepened her cognition of the theory. This study provides insights into the design and organization of the learning activities in the virtual communities of teaching and research and has important implications for building learners’ cognitive interconnectedness with “problem chains” in virtual environments.

Key words: Cloud Interconnectedness Theory; Virtual Communities of Teaching and Research; Individual Cognitive Interconnectedness

Social Interconnectedness between a Member and the Culture of a Cloud Community

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Abstract: Community culture plays a dominant role in the group consciousness and behavior of its members. The social interconnectedness between members and community culture is essentially the identification of community members with the community culture. To date, the empirical research on community culture identification is rare. Drawing on the Cloud Interconnectedness Theory, the present study explores the formation and development process of the social interconnectedness between a member and the community culture (i. e. goal, institutional, and behavioral cultures), in the context of Production-oriented Approach Cloud Community, an online learning community for teachers with the explicit goal of foreign language teaching and research.

This single case study utilized data from 23 reflective journals written by a member of the Cloud Community during her two years of community engagement, as well as two interviews conducted by the authors with her. The study found that the social connection between the member and the community culture went through three stages: understanding, identification and internalization. This single case study written by a member of the Cloud Community during her understanding, identification, and internalization. In the understanding stage, members' relatedness to the community culture was mainly at the cognitive level, i. e. members tried to understand the community culture. In the identification stage, the member's interconnectedness with the community culture was mainly reflected in the emotional level, that is, as the breadth and depth of participation in the learning activities of the community organization increases, the member gained a sense of accomplishment in self-development, which promoted her inner agreement with the community culture. In the internalization stage, the interconnectedness between the member and community culture

was mainly reflected at the behavioral level, that is, the member consciously practiced the community culture in the learning activities of the community, and extended it to work and study outside the community. Based on the research findings, this study summarized two main characteristics of the formation and development of the interconnectedness between members and the community. From the vertical dimension, the social interconnectedness between the member and the community culture is hierarchical, from the cognitive level to the emotional level, and then to the behavioral level. From the horizontal dimension, the social interconnectedness between the member and the community culture is interactive, both constantly developing and changing, and influencing each other. This study can provide some insights from the organizer's perspective on how online teacher learning communities promote the interconnectedness between members and the community culture. First of all, organizers should promote the community culture several times to demonstrate its moderating power, for example, through "contracting" so that members can learn about and experience the community culture in community-organized learning activities. Secondly, the sense of accomplishment in self-development can promote members' identification with the community culture, and the breadth and depth of participation is an important factor in self-development. Community organizers need to carefully design the content and form of the learning activities to increase members' participation. Thirdly, community leaders should personally practice and demonstrate community culture, as the words and actions of leaders are one of the most important mechanisms for implanting community culture.

Key words: Cloud Community; Virtual Community of Teaching and Research; Cloud Interconnectedness Theory; Social Interconnectedness; Community Culture

Research on Group Emotional Interconnectedness in the Cloud Community Based on Critical Incidents

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Abstract: Emotional interconnectedness is a result and a lubricant of cognitive and social interconnectedness, which can be divided into individual emotional interconnectedness and group emotional interconnectedness (Wen, 2022). The former refers to an individual's emotional experience while the latter denotes the collective emotional experience of a group in an emotion-inducing situation, usually when a critical incident happens. Zhang & Zhang (2022) carried out a narrative inquiry to explore the formation and development of individual emotional interconnectedness in a Cloud Community by taking a teacher-learner as an example, and found that individual emotional interconnectedness originated from interpersonal interaction, cognitive experience in activities and organizational value practice. In organizational behavior studies, group affect is an essential factor that shapes group processes and outcomes. Most of the existing studies have examined the formation process and influencing factors of group affect in work teams (Schneider, 1987; George, 1996; Kelly & Barsade, 2001; Ni & Zhou, 2017). However, empirical studies on group emotional interconnectedness among college foreign language teachers in the virtual learning community of teaching and research are rarely seen in the literature (Gu & Gu, 2015).

The study aims to explore the formation process and influencing factors of group emotional interconnectedness by using the Critical Incident Methods (Flanagan, 1954) and suggests strategies to construct emotional interconnectedness in online virtual learning communities. The two authors were facilitators in the Cloud Community and the participants were 32 teacher-

learners in their groups. The data collection and analysis followed three steps, namely identifying critical incidents, sorting out critical incidents and interpreting critical incidents. First, three Critical Incidents were identified by reading through the teacher-learners' reflective journals during two years. The three critical incidents were "the crying of a baby in the Tencent Meeting room", "the POA fraternal twins", and "Annual Award Ceremony". Second, three portfolios including the 32 participants' reflective journals, videos and memos of the conference, texts and messages in the WeChat or Tencent Meeting Room were built using the names of the three incidents. Third, a Repeated Comparison Method was used to determine the analysis framework. And the critical incidents fell into positive and negative categories and 3 sub-categories in terms of emotional interactions, namely, an individual facilitator, an individual teacher-learner, and facilitators to teacher-learner groups. Then, the three types of data were triangulated (Miles & Huberman, 1994).

The findings suggest that the formation of group emotional interconnectedness is a process of emotional convergence. The multi-dimensional emotional interactions facilitate the cultivation of positive emotions and the transformation of negative emotions. The Attraction-Selection-Attrition forces further unify group affect. The factors of group emotional interconnectedness include modeling and demonstration, innovative organization forms, emotional "pull and push" mechanisms, and so on.

Key words: Cloud Interconnectedness Theory; Group Affect; Emotional Interconnectedness; Critical Incident; Virtual Communities of Teaching and Research

Unpacking Identity Shift in a Cloud Community: A Narrative Inquiry of a University English Language Teacher from Western China

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Abstract: Over the past decades, language teacher identity research has evolved into an independent field with much attention paid to English language teachers in various educational settings. However, research on English language teachers in remote areas (such as Western China) remains scarce. In an era characterized by globalization and equity-oriented teacher education, there is a need to redress the balance and examine English language teachers' professional work and identities in their situated remote settings. Informed by the Cloud Interconnectedness Theory, this narrative inquiry examines how one university teacher of English from Western China experienced identity shift and seeks her professional development through her participation in an online community focusing on POA (Production-oriented Approach) teaching and research.

Drawing on data from in-depth interviews, reflection journals, and informal communication via WeChat, a China's instant messaging App, this narrative inquiry reveals three identities experienced by the participant in this online community. Specifically, the participant shifted her identities from "a frustrated POA novice" to "a recognized POA follower", then to "a confident POA disseminator". First, in the early stage when she joined the online community, she encountered the challenge of understanding POA and applying it to the design of lesson plans, which frustrated her and made her a "frustrated POA novice" in this phase. Second, in the middle and later stages, she got an opportunity to give an

online presentation on the POA to a large audience of more than 100 community members. In collaboration with her group members, she made deliberate efforts to prepare for the presentation, which turned out to be very successful. This success made her feel recognized and her identity in this stage was shifted to "a recognized POA follower". The third identity of "a confident POA disseminator" was constructed after she finished the two-year online community. She was then invited to become a facilitator in another online community of the same kind. She was honored to accept the invitation, and felt more confident in spreading POA and helping other teachers to learn it.

Next, we further discussed her identity shift, the relationship between the shift and cognitive interconnectedness, social interconnectedness, emotional interconnectedness, and the strategies for online community deployment. The study provides insights into the under-researched area of English language teachers' professional identity in Western China, and offers practical implications for teacher educators as to how to help English language teachers in remote areas of Western China construct a solid and robust professional identity in similar educational settings, and how to develop virtual communities of teaching and research.

Key words: University Foreign Language Teachers from Western China; Cloud Interconnectedness Theory; Cloud Community; Virtual Communities of Teaching and Research; Teacher Identity

Explorations into the Framework and Core Construct of College English Teachers' Information Literacy

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Abstract: Information technology has eroded the traditional distinction between oral and written modes of communication and has altered many of the ways people do things with language physically and even mentally. This, in turn, is exerting a systematic impact on foreign language teaching. The easy access to rich and authentic learning materials and the availability of smart learning and teaching tools and technological solutions, together with the changes in the philosophy of education, have contributed to the shift from “learning foreign language for future use” to “using foreign language to solve current problems”. All this has created an urgent need for College English teachers to effectively develop their information literacy. However, no consensus has been reached on the definition of information literacy among educators and in the academia.

While early research in Europe and America tended to equate information literacy with the ability to find, evaluate, produce and disseminate digital information, later studies by the European Union and the United Nations have tended to focus more on the patterns of cognition, communication, work and life that characterize the digital age.

Despite ongoing international efforts to better understand the connotations of information literacy, there are few studies in China that explore the core construct of College English teachers' information literacy. Based on a survey of the existing research at home and abroad, an attempt to establish a common framework and to define the core construct of information literacy, and drawing on the principles laid in the *College English Curriculum Guidelines* (2020) as well as the findings in other relevant research, this paper proposes a framework of College English teachers' information literacy that comprises 6 major components.

The first component, “language and intercultural communication” focuses on the particular affordances and constraints that come with the application of information technology and how they affect human communication. The second component, “digital resources” involves the abilities to digitally discover, collect, understand, evaluate, create and communicate information and to use these resources for professional purposes. The third component, “teaching and learning” stresses the fusion of language learning and language use, emphasizing the social nature of language learning on the one hand and the shift from teacher-centered to learner-centered teaching design on the other. The fourth component, “assessment”, deals with the way information technology helps improve the validity and reliability of traditional means of assessment and also offers new resources and more powerful instruments for formative assessment, thus turning the traditional practice of “assessment OF learning” to “assessment FOR learning”. The fifth component, “enabling learners”, highlights the fact that today's college students, while digital natives, still need training in developing some or most of the competences and awareness related to the proper use of digital tools and resources. And teachers need to develop the related competencies and heighten their awareness before they can educate their students. The last component, “teachers' professional development”, makes it explicit that while the rapidly changing nature of information technology makes life-long learning more important, it also endows teachers with more means and resources for professional development. Finally, the core construct for each of the six components is further defined along the lines of awareness, knowledge and competencies.

Key words: College English Teachers; Information Literacy; Framework and Core Construct

Relationship between Computer Self-Efficacy, Outcome Expectations and Teaching with Computer Technology among College EFL Teachers

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Abstract: There is a need to address teachers' tendency to use computer technology in teaching to help teachers adapt to changes in education. Focusing on the intrapersonal beliefs based on social cognitive theory, this study made a survey on 70 EFL teachers in a provincial university to explore the relationship between computer self-efficacy, outcome expectations and teachers' technology integration in EFL teaching. The research question was: To what extent do teachers' computer self-efficacy beliefs, performance and social outcome expectations influence the level of teaching with computer technology in college EFL teaching? Regression analysis found that both computer self-efficacy beliefs and outcome expectations had significant impact on the level of teaching with computer technology among college EFL teachers.

Firstly, among the three variables, computer self-efficacy is the strongest predictor of the level of college EFL teachers' teaching with computer technology. Teachers' computer self-efficacy beliefs, esp. in the knowledge and skills related to teaching with computer technology, not only account for whether or not teachers will choose to use computer technology but also determine how they implement technology integration in teaching. The higher their computer self-efficacy is, the more student-oriented the integration tends to be. Secondly, performance outcome expectations, involving perceived usefulness, job satisfaction and sense of accomplishment, had a significantly positive effect on college teachers' technology use in EFL teaching. The effects of performance outcome expectations outweighed those of social outcome expectations. Teachers are intrinsically motivated to use computer technology in their teaching and student learning when they perceive computer technology to be useful and its use would

increase their productivity and meet their own or their students' needs.

Conversely, teachers are less likely to introduce computer technology into their teaching process if they believe that it will not meet their own or their students' needs. Besides, social outcome expectations showed no significant impact on the level of college EFL teachers' teaching with computer technology though with a significant relationship. The results indicated that college EFL teachers' self-confidence in teaching with computer technology and their judgments on performance outcomes and social benefits affected the way they use computer technology to teach. However, college EFL teachers' low perceptions of social support failed to promote their teaching with computer technology as expected. The study argued that the innovation of technology-integrated teaching, as a pedagogical change, is a complex issue closely associated with teachers' subjectivity, involving teachers' perceptions of their own competence, the ontological value of computer technology in teaching and learning as well as social relations in innovation. Professional expertise is the most decisive factor motivating college EFL teachers to integrate computer technology more effectively in a more student-centered way, but this is far from enough if psychological motivation and societal capital are not taken into account. These results inform teacher development on how to synchronize educational innovations with teachers' expectations of their digital competence, teaching effectiveness and social relationships to sustain pedagogical change in schools.

Key words: Computer Self-Efficacy; Performance Outcome Expectation; Social Outcome Expectation; Teaching with Computer Technology

The Multi-Competence Structure of Qualified Education Technology Personnel in the New Era

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Abstract: This study focuses on the multi-competence structure of qualified education technology personnel in the new era. The study of competence structure is a major part of human research, which demonstrates different levels, types and aspects of complex human competencies that can be used to solve problems. There are many theoretical models and frameworks for the research on competence structures. The competence of qualified education technology personnel is diversified, and needs to be described by a complex competence structure. The competence structure model of the European Commission complements that of the New London Group for describing the competence structure that qualified education technology personnel should master in the new era. The former takes the goal of education technology as the standard, and the latter takes the context of situation and means on which the competence structure rests as the standard. Accordingly, this study uses the “potential → actual” framework of systemic functional linguistics to organize these competences into a model running from system to instance, from mind to action, from cognition to potential competence and then to practical skills, so as to develop the competence structure model that students in education technology should master.

An excellent education technologist is a highly qualified talent with the knowledge and competence in education technology, and each competency in the above education technology competence structure model is an integral part of its overall quality. They are located in

different positions and stages in this overall quality, or “competence structure model”, and play different roles. The exertion of any competency is driven by a certain purpose and carried out in a certain context of situation. When the goal in a certain situation is determined, the next major task is to accomplish the goal through action, which is a process of giving full play to the role of various competencies. Ideological competence is the most tacit potential competence. It dominates the mode of thinking and action of the agent and is the decisive factor for what kind of action he chooses to take, driven by his will and sense of responsibility. At the same time, he must also have the relevant knowledge in the field of education technology, become an “expert” in this field, and let this knowledge guide his professional behavior. Thirdly, he needs to have practical operational competence, that is, the competence to do actual things. This ability depends on different measures taken, including action, discourse, tools, etc., which is reflected in his selection of modes and media, especially the choice of multimedia. Finally, all the competencies should be implemented into the practical operations, manifested in the ability to identify, deal with and solve problems in the field of education technology. To sum up, the competence structure model of educational technology developed here has the following four salient features: comprehensive, multi-level, multi-category and practice-oriented.

Key words: Education Technology; Competence Structure; Multiliteracies; Multimodality

The Impact of Critical Thinking Disposition on Peer Review in EFL Writing

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Abstract: Critical thinking disposition (CTD) influences the learning process and outcome, but is also influenced by the learning process. Studies show that peer review is facilitating the development of learners' CTD. However, the impact of learners' CTD on their performance and learning outcome in peer review is largely unknown. Providing feedback in peer review involves complex cognitive processes that place high demands on learners' cognition and engagement which are likely to be affected by learner CTD. Therefore, it is necessary to explore the impact of learners' CTD on the provision of feedback in peer review and the subsequent improvement of document revision to enhance studies on the two-way interaction.

In this vein, the present study took a total of 80 English major MA students enrolled in an academic writing and reviewing task as research participants. Students answered the CTD questionnaire, completed a 3,000-word literature review writing, finished reviewing 3 peer drafts (providing written feedback and rating), and self-revised his/her own essay. The questionnaire result and the total of 3,233 feedback idea units provided were carefully coded and analyzed. Draft rating was based on averaged peer rating which were checked by the course instructor. A series of statistical analyses like t-test, correlation analysis, and stepwise regression were conducted to answer our research questions. Results indicate that (1) English major postgraduates had a positive and medium level CTD, and in particular, demonstrated good disposition in analyticity, inquisitive-

ness, truth-seeking, open-mindedness, cognitive maturity and justice-orientedness, but inadequate systematicity and self-confidence; (2) Students' CTD positively affected the amount and types of feedback provided, with among the dimensions, open-mindedness, cognitive maturity, systematicity and self-confidence being the stronger predictors; (3) Students' CTD positively predicted their draft revision improvement, with systematicity, cognitive maturity and open-mindedness being significantly more prominent predictors. In terms of both providing feedback and revision improvement, the explanatory power was stronger in high CTD group than that in the low CTD group.

The present study suggests that fostering students' CTD is necessary and requires special instruction for the weak dimensions and for the low CTD group. More specifically, in order to promote the effectiveness of peer review in learning, students should be guided to develop better CTD in terms of systematicity, cognitive maturity, open-mindedness and self-confidence so that students would be more persistent, tolerant and confident in peer review. Clearly, the two-way interactive relationship between CTD and peer review needs to be further explored in future teaching and research. And results from the present study might be helpful in locating foci for future intervention studies in varying EFL contexts.

Key words: Critical Thinking Disposition; Peer Review; Providing Feedback; Draft Revision Improvement

The Power of Foreign Language Education: The Pathway for the World to Understand China

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Abstract: The rise of China and the current challenges have been changing the international landscape fundamentally, followed by an increasing need for China's voice to be heard, a responsibility foreign language education is supposed to shoulder. The global dissemination of China's cultural heritage and the world's better understanding of the country rely heavily on foreign language education, which also facilitates international conversations, shapes the national image, and contributes to the creative transformation and innovative development of Chinese culture. With distinctive characteristics involving politics, instrumentality, humanity, practicality, and systematization, foreign language education in China prioritizes helping the world understand China and telling China's stories well in terms of nurturing individuals and cultivating talents. First of all, it is critical to stress foreign language education's political tasks in the new era, in order to implement the policies of Communist Party of China (CPC) in the context of helping the world understand contemporary Chinese society. Essentially, the historical development of CPC is among the stories to be told first. Secondly, it is also important to strengthen foreign language education as the instrument for nurturing individuals, communicating across cultures, and reconstructing discourses at home and abroad, namely, the three major systems of foreign language education (the cultivation system, the translation system, and the international conversation system). Oriented to enhancing other countries' comprehension of China, these systems will provide the main force, cultural resources, and dialogue mechanisms for future international communication. Moreover, an emphasis on the humanistic aspect of foreign language education will help solve three key issues relating to the limited perception of Chinese culture, including Chinese cultural

aphasia, the hegemony of Western culture, and cultural deficit. This requires a return to Chinese cultural treasures, a distance from a simple transplantation of Western culture, and genuine cultural exchanges. Additionally, further focusing on practicality will improve the efficiency of foreign language education through an independent system of knowledge based on the native culture, a diversified supply of resources centering on learners' needs, and a variety of teaching models accompanied by extracurricular activities. Finally, through the support of the government, the intellectual output of the academia, and the improvements of schools together, a more systematized foreign language education will speed up the modernization of education administration and accordingly promote the understanding of China. Apparently foreign language education is empowering in multiple ways; apart from furthering the development of a high-quality education, telling China's stories well, spreading China's voice well, gaining more discourse power in the international community, improving cross-culture communication, showing the world a realistic, multifaceted, and complete image of China, all these attempts will lead to a deeper understanding of Chinese culture and a stronger appreciation of China's success, more effectively bridging the gaps between the East and the West. Undoubtedly foreign language education plays a crucial role in advancing foreign language proficiency at the national level, builds a solid foundation for accumulating the country's cultural soft power, and ultimately boosts Chinese-style modernization.

Key words: Foreign Language Education; Understanding China; Courses with Ideological-Political Elements; Telling China's Stories Well

Tracking the Frontiers of International Research on L2 Writing Emotion

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Abstract: Based on the analysis of a total of 742 international studies on L2 writing emotion in Web of Science databases from 1993 to 2022, this study explored the general trends, hot topics, key indicators and future directions of the field using CiteSpace 5.8, in order to have a bird's eye view of the field and to provide insights for future research.

The data were analyzed using cluster analysis and word frequency analysis. First, the keywords were standardized to identify international hot topics in L2 writing emotion research based on the frequency, centrality and mutation index of keywords appearing in the papers. Then, the core author groups were analyzed based on the core author grid knowledge map, and the high-impact papers, and core theories were summarized with the help of literature co-citation grid map, key node literature information and citation frequency. Finally, future directions were derived by integrating the literature co-citation network clustering and the timeline knowledge map of emergent words.

The results of this study indicated that the past 30 years witnessed a general developmental trend in the field of L2 writing emotion studies. The large number of studies on L2 writing emotion took on an overall increasing pattern and fell into three stages of development: the low budding period (1993-2002), the dynamic rising period (2003-2012), and the rapid growing period (2013-2022). The sharp increase in recent years was influenced by the advancement of Positive Psychology and modern educational technology.

In terms of the hot topics of this field, 14 notable

hot topics were identified, five of which were closely related to L2 writing emotion, namely L2 writing anxiety, L2 writing enjoyment, emotional responses to written feedback, writing emotional intelligence, and writing emotion regulation and intervention. In addition, it was found that the focus of L2 writing emotion studies shifted from negative emotion to positive emotion, and from a single emotional experience to the coexistence of multiple emotions throughout the L2 writing process.

In terms of key indicators of relevant studies, further analysis revealed a relatively small core group of authors, a lack of prolific authors, high-impact papers, focused in-depth research, and a solid theoretical foundation. The core theories guiding international studies on L2 writing emotion mainly included the control-value theory, the self-regulation theory and the self-extraction theory.

This study suggested that future research on L2 writing emotion should focus on positive emotions, collaborative writing, multiple emotional relationships, mental health and emotional intelligence. It is evident that future studies should adopt multiple theoretical perspectives, expand the range of research topics and pay due attention to emotional experiences in the context of new teaching modes.

It is hoped that this study could help researchers to track the frontier areas of L2 writing emotion studies and grasp the cutting-edge developmental trend.

Key words: Studies on L2 Writing Emotion; General Developmental Trend; Hot Topics; Key Indicators; Future Directions

Technical Approaches and Management Functions of Language Census in Overseas Polities

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Abstract: Language census is a widely applied survey designed to collect language-related information from the citizens of a polity, mostly by including language questions in the census questionnaire. This research is an analysis conducted based on the questionnaires of 80 polities from different parts of the world (26 from Europe, 16 from Asia, 16 from Africa, 10 from America and 10 from Oceania). Governments can choose to investigate mother tongue, usual language, designated language or main language, to collect synchronic demographic information. Mother tongue is mostly investigated in Central and Eastern Europe (17 polities) and Central Asia (8 polities), being used mostly to indicate ethnic origins. Usual language is investigated in all continents involved in this study (26 polities), usually connected to contexts like home, workplace, or school. Designated languages can be the official languages of a country or the colonial language in wide use (25 polities). Main language is investigated by 3 polities in Europe and 2 in Africa, which can be related to specific contexts. Further diachronic survey on language ability (9 polities), setting of usage (31) and frequency of usage (5) can provide longitudinal information on

language attitudes, language shifts and demographic integration. Home language is the most surveyed category. The designing of questioning and answering forms can improve the accuracy and efficiency of census results, and sometimes can influence the results. Language census as a macro level management measure can exert implicit influences (ideological and practical) on the investigated community. By carrying out language censuses, governments may declare sovereignty on speakers of all languages within the border or strengthen the status of official languages. The application of various techniques can yield data needed for policy making in solving language-related problems (as in the USA, India and Canada), protecting language resources (for example, 46 polities investigated the foreign language ability) and developing language services (for example, Austria, Finland, Czech Republic and Slovakia and other European countries use census results in deciding language rights). In short, language census can be used to provide data support for competent authorities to carry out elaborated management.

Key words: Language Census; Management Functions; Language Problems; Language Resources

Development and Applications of Syntactically Annotated Corpora: Retrospect and Prospect

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Abstract: The present study is designed to summarize the state-of-the-art of syntactically annotated corpora as well as the corresponding empirical language studies based on treebanks by consulting the origination of the methodology in syntactic parsing. The paper also provides an outlook on the development of syntactic parsing in future studies on syntactically annotated corpora and their applications in linguistic research. The results are as follows:

First, it finds that the most popular grammatical frameworks employed in the compilation of treebanks are phrase-structure grammar and dependency grammar. The former stresses syntactic skeleton parsing and the latter the semantic relations between two constituents. In addition, the most recent research on the building of syntactically annotated corpora tends to be multi-lingual, universal, sustainable and multi-purpose. In the same vein, the processing of the corpora has an increasing tendency of using more annotation categories and complex grammatical hierarchies. The structure of the established corpora is iterating in four fundamental dimensions: (1) monolingual to multilingual; (2) single purpose to general purpose; (3) synchronic to diachronic sampling; (4) single language to cross-language contrast and comparison.

Second, the current research based on syntactically annotated corpora is incorporated into most areas of linguistics. Three systematic research paradigms have been noticed: (1) initial studies using syntactic corpora have focused on the distribution of syntactic features; (2) the second major area is concerned with phraseology, cross-linguistics studies and valency studies which focus on the combination of semantic categories, syntactic-semantic

categories and grammatical categories; (3) the final theme is linguistic complexity, which is utilized as a quantitative measure for linguistic typology, register variations, language development, language acquisition, and cross-language contrastive studies.

Third, this study reveals the gaps and prospects of the development of syntactically annotated corpora and relevant empirical studies. The major obstacles or difficulties in syntactic annotation are the lack of an/the operable linguistics-oriented annotation scheme, a/the highly accurate automatic parsing methodology as well as a/the relatively comparable and unified grammatical framework. In addition, the recent shifts of the focuses from theoretical syntactical inquiry into the syntactic presentations in real language use may also help to break down the barriers between theoretical syntactic analysis and empirical studies on registers and genre variations, cross-language contrast and comparison, language learning and teaching and corpus-driven studies.

Currently, there is a consensus among different academic groups to build a large-scale syntactically annotated corpus. However, the inappropriate academic-friendly annotation scheme, difficulties in manual parsing and the lack of accurate automatic syntactic parsers are still the major hindrances to future research. The development of automatic syntactic annotation methods and human-aided manual annotation software, the development of annotation scheme, and the compilation and application of Chinese-Foreign Language parallel syntactically annotated corpora, are the major topics to be further investigated.

Key words: Syntactic Parsing; Corpus; Phrase Structure Grammar; Dependency Grammar

A Study on the Early Acquisition of Psychological Verbs in Chinese Children

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Abstract: In the field of linguistics, any verb that indicates a person's mental reaction can be referred to as a psychological verb. People produce a wide range of psychological verbs as a result of the complexity of mental activities, and the study of psychological verb acquisition can, to some extent, represent the internal psychological state and cognitive mechanism of children's mental growth. Based on long-term tracking data of the Chinese Children's Multimodal Spoken Corpus, the psychological verbs acquired by four children were classified into three categories (positive and negative psychological verbs, desire and belief psychological verbs, and certain and uncertain psychological verbs). The study found that: (1) The acquisition of psychological verbs follows the order from objectivity to subjectivity, that is, psychological verbs that describe mental activities and feelings are acquired first, followed by the psychological verbs that express the speaker's subjective wishes, emotions, and speculations, etc. The main explanation for the acquisition of positive and negative psychological verbs in children is that the psychological verbs that describe mental activities and feelings roughly belong to the first developmental stage of theory of mind, whereas the psychological verbs that express speakers' subjective wishes, emotions, and speculations are associated with the second and third developmental stages of theory of mind. In addition, the discourse input of the parents affects the acquisition of the positive psychological verbs "Xihuan" (like) and "Ai" (love); the order of children's acquisition of the time concept affects the acquisition stage of "Xiwang" (hope); the semantic complexity of psychological verbs, the development level

of children's concepts of subjectivity, and children's self-perception all affect the acquisition order of positive and negative psychological verbs to a certain extent. (2) The acquisition of some desire psychological verbs precedes the acquisition of belief psychological verbs. The first and most frequently used desire psychological verb is "Xiang" (want), followed by the belief psychological verb "Zhidao" (know). The pattern that desires psychological verbs are acquired earlier than belief psychological verbs is only reflected in pairs of desire psychological verbs and belief psychological verbs, such as "Xiang (want)" and "Zhidao" (know). Moreover, those psychological verbs acquired later cannot clearly see the connection between the acquisition order and the theory of mind due to the constraints of syntactic co-occurrence complexity, semantic complexity and input frequency. (3) The acquisition of uncertain psychological verbs precedes the acquisition of certain psychological verbs. Children's ability to comprehend relevant statements involving psychological verbs depends to some extent on the reliability of the information source, that is, the degree of speaker certainty. "Certainty" requires a higher level of semantic understanding than "uncertainty", a higher assessment of the reliability of the information source and a higher demand on children's cognitive abilities. The order of acquisition from uncertainty to certainty also reflects the tendency of children to gradually increase their self-confidence, from uncertainty and lack of confidence to certainty and confidence in their own discourse.

Key words: Psychological Verbs; Corpus; Chinese Children; Acquisition Research