

When Confronted with ChatGPT, How will China's Foreign Language Education Policy React: Seeking Changes and Adaption

HU Jiasheng & QI Yajuan

(Shanghai International Studies University, Shanghai 200083, China)

Abstract: A smart chatbot named ChatGPT was released recently by OpenAI, an AI lab from America. The chatbot's incredible performance signifies the development of Artificial Intelligence taking another giant step forward. Since ChatGPT has become a global phenomenon and caused a stir in intellectual and educational communities, we have to face it directly, and even have no reason not to take it seriously, and thinking about how to study and explore the challenges and

impacts that such an intelligent robot will bring about to our foreign language education; what is ChatGPT, what challenges and opportunities will it bring? What is the attitude of China's foreign language education policy, and how should we seek and respond to the changes?

Key words: ChatGPT; AI Language Model; Language Intelligence; Foreign Language Education; Seeking Changes and Adaptation

New Breakthroughs in Translation Studies

PAN Wenguo

(School of International Chinese Studies, East China Normal University, Shanghai 200062, China)

Abstract: The newly emerging theory of studies of translation as knowledge reproduction is a new breakthrough in the study of translation. It can be from the following four aspects. First, internationally, it is a new “turn” directly succeeding the “cultural turn” proposed in 1990. Secondly, it marks a new phase in the development of translation studies since 1990s, after the phases of disputes, of initial attempts, and of wide expansion.

Thirdly, it is a new penetration into the nature of translation, surpassing the understanding of translation as culture transference. And fourthly, it brings forth new expectation for the construction of translation studies as a discipline.

Key words: Translation Studies; Studies of Translation as Knowledge Reproduction; “Turn”

Digital Humanities Approach to Chinese Translation Discourse Produced in *People's Daily* (1949—1966)

GENG Qiang & ZHOU Zhifei

(Institute of Corpus Studies and Applications, Shanghai International Studies University, Shanghai 201620, China)

Abstract: This article aims to explore translation discourse produced in the state-level media *People's Daily* during the years from 1949 to 1966. Translation discourse is defined here as a form of statements on translation, which have often been used for investigation into translation norms, strategies, and methods. Since the founding of socialist China in 1949, efforts have been made in proposing to write a monograph titled Chinese Translation Studies. And in the 1980s, the idea of building a translation theory with Chinese characteristics propelled the publication of a number of collections of essays on Chinese translation discourse. However, until recently, little attention has been paid to the period of the formative years of socialist China from 1949 to 1966 when Chinese translation discourse proliferated in various media. In contrast, research has focused on how a small number of translators, scholars or senior officials of the Chinese Ministry of Culture expressed their views on translation through articles in professional journals. Most studies rely on qualitative methods for analysis. In general, little attention has been paid to the national public media, the *People's Daily*, which played a crucial role in the production and dissemination of translation discourse during the 17 years of early socialist China.

This paper seeks to combine a digital humanities approach with qualitative analysis to examine translation discourse produced in *People's Daily*. In specific terms, this article will try to answer the following questions: (1) What topics were created concerning translation discourse? (2) What discursive patterns emerged relating to translation discourse? (3) What are the semantic features of translation discourse during this period? (4) As

a professional knowledge, how translation discourse has engaged with political, economic, cultural, and educational discourses at the same time? Drawing on corpus tools of collocation, concordance and topic modelling, this paper attempts to shift between distant and close reading in order to produce a complex and nuanced perception of large amounts of data. Analysis of the data shows that translation discourse goes through three stages. In line with the dominant discourse in society, the first period of translation discourse featured translations of films imported from the former Soviet Union, with a focus on how to technically dub foreign films. The second period witnessed a decline in the number of Russian translations, due to the growing tensions between the two socialist countries since the late 1950s. A quantitative analysis of the extensive data shows that Mark Twain's translator Zhang Yousong underwent a dramatic transformation from a prominent translator to a rightist in the 1957 anti-rightist movement. After this movement, Zhang Yousong disappeared completely from the history of Chinese translation. And in the last phase, translation discourse has shifted its attention to literary translations from Asian, African and Latin American countries, mainly because translation as a state enterprise has become a weapon in political and diplomatic struggles. This paper argues that the dichotomy of ideology and technology that constitutes Chinese translation discourse deepens our understanding of the history of contemporary Chinese translation.

Key words: Digital Humanities; Chinese Translation Discourse; Corpus; Topic Modelling; *People's Daily*

The Path of Reform and Development of English Major in China in the Context of Digital Humanities

TONG Helong

(College of Foreign Languages, Shanghai Maritime University, Shanghai 201306, China)

Abstract: The era of big data has given rise to the deep integration of knowledge production and creation in the social sciences with information technology, and has also triggered the digital humanities revolution stemming from the intersection of digital technologies and humanities. Meanwhile, the release of new national standards by the Ministry of Education and the introduction of new liberal arts construction have imposed new requirements on the development of foreign language majors in China. This paper applies the concepts and technologies of digital humanities to the reform of the teaching system and cultivation mode in English major with a view to meeting the development trend of new liberal arts construction. This paper first introduces digital humanities. In the analysis, it is a methodological innovation brought about by digital technology through its penetration and intervention in the disciplines of humanities. It is found that there are points of consensus between digital humanities and the development of foreign language majors, which are reflected in two aspects. Firstly, they both advocate the development of interdisciplinary and multi-disciplinary integration. Secondly, they both emphasize the value of digital information technology in the development of social sciences.

The study reviews the relevant research in the field of digital humanities in China. The development of digital humanities marks a breakthrough in humanities research, promoting the diversification of research dimensions and methods in the humanities in China. There are 176 papers on education and teaching from the perspective of digital humanities in China, but there is scant literature on foreign language teaching and research.

The challenges facing the teaching of English majors in China are analyzed from the perspectives of the construction of new liberal arts and the new national standards for English major. Such challenges place higher demands on the instructors' teaching abilities, knowledge structures and research levels. What is required is not only teachers with strong teaching and academic abilities, but also a curriculum system that reflects interdisciplinary contents and concepts.

This study collected and sorted out undergraduate teaching programs for English majors from several key universities, and evaluated how well the training models and curricula of these universities dovetail with the four levels of the new national standards. It is found that the types and levels of curriculum in these universities can meet the requirements of the first three levels of the training objectives. Although there are significant differences in the depth and breadth of the computer, media, and data technology courses, they all reflect the importance of integrating modern digital technologies into the curricula of English major and the attempts and efforts to achieve the fourth level of the training objectives. Based on the above research, the paper concludes by proposing the paths and methods of fostering English majors and carrying out teaching reforms, mainly including applying the technologies of digital humanities to update the cultivation method of language competence and optimize the cultivation mode of humanistic literacy and enhancing students' innovation ability by integrating the concepts of digital humanities into teaching contents.

Key words: Digital Humanities (DH); English Major; Talent Cultivation; Capability Requirement

A Study on the Construction and Development of a Self-Access Foreign Language Learning Center

FAN Ye & PENG Hua

(College of Foreign Languages and Literature, Fudan University, Shanghai 200433, China)

Abstract: In 2013, College English Center of Fudan University set up a self-access language learning (SALL) center, which aimed to provide opportunities for autonomous and individualized learning outside the classroom and improve students' foreign language proficiency level. This study analysed students' involvement with the center and an archive of questionnaires with teachers and students. It showed that the activities organized by the center, which included one-on-one tutoring, lectures and workshops, were applauded by the participants, and these activities formed an important and efficient addition to class-based teaching. However, there was still room for improvement in terms of activity participation, resource provision, application of technology and integration of curriculum and self-access use.

To further improve the effectiveness of the center, this paper proposed a model for the construction of a SALL center on the basis of the collected data and previous literature. In the model, the center is a complement to the more controlled environment of traditional courses and serves as a stepping-stone for the learner on the road to full learner autonomy. Compared to courses, activities in a SALL center are more flexible and can be modified or adjusted according to participants' needs and levels. They also provide more opportunities for independent learning, self-management and peer learning. The model advocates strong link and interaction between the SALL center and courses, which can facilitate the full use of resources.

According to the proposed model, the center consists of six basic elements: (1) Space and facilities. Technology opens up new direction for a SALL center. The center can integrate online and offline learning, real

and virtual worlds. And it should provide spaces for different types of activities, such as independent learning, one-on-one counselling, study group, lectures and workshops. (2) Activities. Activities form the core of the center. Each activity should be well-designed in terms of its content (relevant and systematic), form (teacher-guided or student-led), participants (teachers and students from different departments or cultures), communication platform (for the participants), time (flexible and convenient) and place (flexible and convenient). (3) Resources. Resources refer to the self-access learning materials designed or chosen for students, either in traditional paper forms or digital forms. They should be varied, systematic, relevant and structured. (4) Publicity. The center should use various ways to attract students' attention, giving out information about its location, mission, resources and activities. Possible ways to promote the center's fame include "advertising" in classrooms, posters, websites and social media. (5) Learner training. The establishment of a SALL center does not necessarily result in autonomous learning among its users. Learners do not automatically know how to regulate their own learning or how to make the best use of the center. Therefore, it is crucial to incorporate "learner training" in teaching, which aims to develop students' self-directed learning skills (e. g., setting up goals, selecting materials, monitoring and evaluating their own learning). (6) Teacher training. To provide better learner support, advisers and teachers at the center need to undergo professional and holistic training, which may involve studying training manuals, regular staff meetings, self and peer observation.

Key words: Foreign Language Learning; Autonomous Learning; Self-Access Learning Center

Study on Students' Online Learning Effectiveness during the Pandemic Period

WANG Linhai & LIU Hongyan

(School of Foreign Languages, Yanshan University, Qinhuangdao, Hebei 066004, China)

Abstract: In the time of the pandemic, foreign language teaching was conducted online, which further highlights the importance of information technology and classroom interaction. In the process of promoting information technology integration, students' ability and willingness to learn independently are particularly important. It is especially important to focus on students' emotional needs, improve their classroom participation and strengthen their sense of belonging in the class to enhance their willingness and intrinsic motivation. Therefore, the study focuses on students as learning subjects, and examines what effects students' willingness and ability to learn have on the effectiveness of their online learning, as well as the corresponding improvement measures. Quantitative survey and analysis methods are employed to discuss the influence of students' willingness to learn and learning ability on the online learning effectiveness under the influence of the pandemic from the perspective of humanistic learning theory. In addition, the paper explores the correlation between the effectiveness structure of online learning and students' willingness and ability to learn.

The study was carried out in the form of an "Online Learning Effectiveness Questionnaire". The subjects were freshmen and sophomores majoring in foreign languages from a university in northern China. In order to fully reflect the common features of the current integration of foreign language education and information technology, and to highlight the unified characteristics of foreign language learning effectiveness, the courses covered in the survey were selected from a wide range of basic and compulsory foreign language courses with a high level of comprehensive skills training. The "Effectiveness Questionnaire" was designed mainly to investigate the influencing factors of online teaching on foreign language

major students' learning effectiveness. The five-point Likert scale was used in the design of the questions, and the reliability and validity of the scale were tested before data analysis.

According to the data survey, it can be concluded that students' willingness to learn, learning ability and learning effectiveness show positive correlations in online learning. Among them, their willingness to learn has a significant impact on their online learning effectiveness. Combining the results of this survey, based on humanistic learning and with the starting point of enhancing students' willingness to learn and learning ability, some suggestions are made for the sustainable development of the deep integration of foreign language teaching and information technology in the future. First, from the perspective of humanistic learning, deep integration of foreign language teaching and information technology should be built on the construction of an ecological view of technology. Through technology integration, the one-way structural relationship between teachers and students can be reversed, and the teaching organization model can be reconstructed. Secondly, the integration of information technology can accurately reflect the effectiveness of foreign language teaching and learning, and accurate and scientific feedback information can further stimulate students' willingness to learn under the guidance of teaching design. Thirdly, the construction of teaching resources that support information technology can further guide students to personalise their learning according to their own proficiency and learning style, and increase their willingness to learn through autonomous motivation.

Key words: Online Foreign Language Teaching; Learning Effectiveness; Willingness to Learn; Information Technology Integration

Trail Analysis of Issues Affecting the Steadiness and Transitivity of College Students' Participation in English MOOCs —A Diachronic Study Based on the edX Platform

WU Fei & GUO Jin

(School of English Studies, Shanghai International Studies University, Shanghai 200083, China)

Abstract: Online learning environments have produced rich acquisition data and inspired the adoption of learning analytics to measure student participation. Previous learning analytics research has used clustering, sequence mining, process mining, and predictive modeling (Lopez-Pernas *et al.*, 2021) to measure participation in one or several courses. Although learning strategies, methods, or participation were revealed, few studies were conducted about diachronic participation in a full-year academic course (Barthakur *et al.*, 2021). The increasing abundance of online data in the epidemic era allows researchers to collect learner participation data longitudinally using a grading method, analyze their learning strategies at a given program size, and provide valuable insights into dropout, attrition, or failure.

Student participation trails of MOOCs can be determined by various factors and remain steady, rising, or falling over time. The current study measured the sequence, succession, steadiness, and transitivity of over 100 students in complete college education programs on the edX platform, collecting follow-up data for four consecutive years in 15 courses. Besides, the paper extends existing techniques with a modern sequential typology approach. In particular, Latent Class Analysis was used to reveal the learning strategies and participation patterns of different groups of students in each course. Later, sequence pattern mining methods were adopted to further focus on the continuity of participation states, using Hidden Markov Models (HMM) to uncover trails in the active, moderate, and problematic groups (Helske & Helske, 2019). The advantage of the HMM is that it uncovers diachronic patterns and summarizes complex

information: each trail encapsulates participation, steadiness, and deprogramming. Finally, participation trails and their association with learning effectiveness/dropout are examined.

There were large differences between participation states, especially in the regularity and activity variables. Highly engaged students were consistently active in all regularity and activity indicators. Consistent with the prior literature, important activities showed weak differences between clusters, i. e., less engaged students were more active on the assessment components, while highly engaged students went “beyond what was required” to make the most of learning resources. Participation is highly correlated across courses, and learners will likely maintain a certain status between courses. Cross-course correlations are more pronounced in the active group (Skinner & Pitzer, 2012). This challenges the idea that participation status is absolutely steady and highlights the great potential of positive interventions and the importance of student effort. The current study also sounds an alarm that some students may decline to “disengaged” (on average, 18% of the students transitioned to “disengaged” status, and at least 45% were in “disengaged” status at least once). Therefore, it is important to identify early program disengagement when students are most likely to drop out, and intervention may be most effective. A learning analytic approach, which is not abrupt, is of great value in inferring student participation status.

Key words: Online Participation States; Trail; Diachronic; Steadiness; Transitivity

A Preliminary Study on the Construction of a Smart Adaptive Learning System for College English Using Deep Knowledge Tracing

ZHENG Peiyun

(School of Foreign Languages and Cultural Communication, Shanghai Polytechnic University, Shanghai 201209, China)

Abstract: In 2015, Piech and other scholars from Stanford University proposed a deep knowledge tracing model, which is a flexible, temporally “deep” recurrent neural network applied to the task of knowledge tracing. Since then, deep knowledge tracing has been playing an increasingly important role in the field of smart education and has been continuously applied to various educational scenarios, such as adaptive learning, adaptive testing, educational gamification, learning resource recommendation, educational robotics, knowledge map construction, etc. Many scholars in the field of artificial intelligence and educational technology at home and abroad have conducted theoretical and practical explorations into it, and foreign language academics in China have started to focus on smart education since 2015, and the number of related research results has gradually increased in recent years, but there are few research papers that really combine a certain artificial intelligence technology to explore specific smart foreign language education scenarios. Online College English teaching and learning began in 2004 and has been going on for nearly 20 years. During this period the Ministry of Education has continuously issued policies calling for a blended online and offline model to achieve the best results by complementing each other’s strengths. However, due to the lack of an interactive and interesting learning system, the blended teaching and learning model has not worked as well as it should. In view of this, this paper provides an overview of the evolution of online College English teaching and learning and knowledge tracing, and attempts to explore how deep knowledge tracing can be

used to construct a smart adaptive learning system for College English. This paper suggests that the system should work in the following way: (1) A resource library is created based on the learning content of College English textbooks; (2) Students log onto the system to learn and their learning behaviour is recorded by the machine; (3) Data analysis is carried out through a deep knowledge tracing model to obtain a learner model, i. e. the knowledge state and knowledge structure; (4) The teaching model then combines the learner model and the content model to find learning materials that match the learner’s knowledge level and present them to the learner in a personalised way, while providing learning path planning, learning strategy recommendations, teacher learning interventions, collaborative learning support, etc., thus realising personalised learning. This process, in turn, can support the construction of the College English resource library, which can be continuously improved and refined. At the same time, this paper suggests that task-based teaching methods, immersive virtual simulation technology and online/offline hybrid teaching models should be used to achieve the desired teaching and learning outcomes. The Smart Adaptive Learning System needs to be designed with the joint efforts of linguists, artificial intelligence experts, psychologists and educationalists, so as to create an online platform that is in line with constructivism and truly promotes learners’ personalised learning.

Key words: Deep Knowledge Tracing; College English; Smart Adaptive Learning System

Subjectivity and Subjectivisation in the Diachronic Evolution of English and Chinese Existential Constructions

LI XI

(School of Foreign Languages, Hunan University of Financial and Economics, Changsha, Hunan 410205, China; School of Foreign Languages, Hunan University, Changsha, Hunan 410082, China)

Abstract: Under the framework of the subjectivity and subjectivisation theory, this paper analyzes the subjective features of English and Chinese existential constructions and the causes of their formation. It explores the evolution of the internal components of the constructions, changes in grammatical forms and external components, the process of subjectivity manifestation and the process of gradual strengthening of subjective meaning. According to findings of the research, in the diachronic evolution process of English and Chinese Existential Constructions, the speaker's subjective perspective, emphasis, evaluation and emotion were gradually emergent, embodied in the evolution of their internal components, changes of their grammatical forms, entry of other components and their evolution. The forms of expression for subjectivity in the English-Chinese existential constructions are different in that the Chinese language resorts to lexicalization, attaching the subjectivity of the speaker to the discourse marker adverbs, while the English language does not. Therefore, the subjectivity of Chinese existential constructions is more obvious and direct than that of English from the external point of view of existential constructions.

In general, the evolution of English existential sentence forms is characterised by simplicity and stability, while the evolution of Chinese existential sentence forms is characterised by complexity and variability. The semantic evolution of English existential sentences is characterized by rough abstraction, while that of Chinese existential sentences is characterized by fine specificity.

The subjectivisation of English and Chinese Existential Construction is characterised by the gradual increase of subjectivity prominence and subjective intensity. Adverbs show an increasingly subjective character in the evolution of Chinese existential constructions. The subjectivization of the existential sentences is featured by the evolution of the subjective meanings of adverbs in the existential sentences from absent to present and from present to gradually prominent. Their meanings in the existential sentences extend from conceptual to subjective, reflecting the speaker's communicative intentions and reflecting the fact that the meanings of the existential sentences are increasingly dependent on the speaker's subjective beliefs and attitudes towards the content of the proposition. The path of subjectivation in Chinese existential sentences shows that, over the course of time, Chinese existential sentences have undergone a process of evolution from objective descriptions of existential objects and events by speakers to increasingly subjective expressions of speakers' attitudes, emotions and evaluations of existential objects and events. The internal subjectivity of existential constructions is characterized by subjective perspective and subjective emphasis; the external subjectivity is characterized by subjective evaluation and emotion. The subjectivity and subjectivisation in the diachronic evolution of English and Chinese Existential Constructions reflect the subjective dynamics of the speaker's interaction with the world.

Key words: Existential Construction; Diachronic Evolution; Subjectivity; Subjectivisation

Dialect Transfer in English Monophthongs' Learning Based on the College Students from Ji-Lu Mandarin Area

SHAO Yanmei & TIAN Meng

(School of Chinese Language and Literature, Shandong Normal University, Jinan, Shandong 250014, China)

Abstract: This paper attempts to observe the dialect transfer mode, taking the acquisition of English monophthongs by college students in the Ji-Lu Mandarin dialect area in Shandong as an example. By comparing the acoustic vowel diagrams of English interlanguage and standard English with the acoustic vowel diagrams of dialect monophthongs based on the comparison of the relevant data, we find that college students' acquisition of the English monophthongs shows some relatively distinct dialect transfer patterns. The overall pattern of acoustic vowels in English interlanguage is almost the same as that of dialects, and the main distribution areas overlap a lot, indicating that college students in the Ji-Lu Mandarin dialect area are most influenced by dialects in the process of English acquisition, and dialect accents are the most prominent among the many factors affecting second language acquisition. Specifically, the positive transfer of dialect accents does not account for the significant feature of the English learning of college students in Shandong Ji-Lu Mandarin area, on the contrary, the negative transfer of dialect accents is a significant disadvantage in the process of English acquisition. Only by paying attention to the specific manifestations of negative phonological transfer of Chinese dialects can we find the "crux" and key to improving the English pronunciation of the college students in the dialect area, and increasing the efficiency of their second language acquisition. The negative transfer of college students' English-monophthongs acquisition in the Ji-Lu Mandarin area is mainly manifested in two aspects: tongue position and duration, that is, the

negative transfer between the high and low position of the tongue and the negative transfer between the front and the back, and the negative transfer of vowel length opposite. We found that the convergence of English interlanguage monophthongs with the dialect of Ji-Lu Mandarin in terms of tongue position and front-back is the result of negative transfer, and students in the dialect area should try to avoid the interference of dialect on the tongue position and high-low of the monophthongs in the process of English acquisition, and pay attention to the consistency with the standard tongue position of standard English. Ji-Lu Mandarin has no characteristics of opposing long-short vowels in the native dialect, and native dialect speakers are prone to "single-category assimilation" in the acquisition of English monophthongs, that is, when two English contrasting sounds are similar to the same phonetic category in the dialect, they will be assimilated into a phonetic category by the second language learner. At the same time, students in the dialect area should also pay attention to the characteristics of opposing long-short vowel pronunciation in the process of acquiring English monophthongs. These two aspects also affect the stability of English vowel pronunciation, and in terms of pronunciation stability, there are both positive and negative transfers. This study shows that dialect transfer, as an important factor in guiding English acquisition among college students, is not only theoretically based, but also highly controllable and quite relevant in teaching practice.

Key words: English Learning; Dialect Transfer; Monophthong; Ji-Lu Mandarin

Bottleneck and Breakthrough in the Development of Phonetic Competence of Chinese Students in College Spoken English Learning —An Experimental Study Based on the Improvement of Pitch Prominence

WANG Zhijun & TAN Zhigui

(Department of Foreign Languages, Shanghai Customs College, Shanghai 201204, China)

Abstract: Chinese EFL learners at tertiary level are worried about their oral English proficiency, and not satisfied with their performance in oral English fluency, pronunciation and intonation, etc. The instructions from their teachers are often found not effective enough, requiring the researchers to reconsider the problem and look for new approaches. This study discovered that lack of pitch prominence for Chinese students is one of the main factors which influence their performance in English stress and rhythm, leading to their poor performance with their oral English fluency and authenticity. Pitch prominence is an outstanding feature of English sentence stress in that there exists a degree of pitch change of the syllables in a sentence from low, medium to high pitch, in which some lexical stress gets higher pitch while some lexical stress gets lower pitch arising from their degree of importance in utterances. In another word, the speaker can change the pitch of lexical stress of any word depending on their degree of importance in utterances. This pitch prominence poses great challenge for Chinese tertiary EFL learners whose mother tongue has not possessed such a feature, leading to their poor performance with English rhythm and fluency. This study designed an experiment for Chinese tertiary EFL learners to observe the relation between their ability of changing the pitch of lexical stress in individual words and their ability of changing the pitch of lexical stress of words in a sentence, and the results showed a positive relationship between them. Those students who can read individual words

with different pitches of lexical stress could read a sentence with proper pitch prominence and stress, while those who cannot read individual words with different pitches of lexical stress could not read English sentences with proper pitch prominence and stress. This study provides a pedagogical guidance to college spoken English teaching and learning. Reading individual words with different pitches of lexical stress is an innovative way of helping EFL learners to develop their ability to practice pitch prominence and proper English sentence stress. To help them to fully master this skill, the study suggests the students start with poetry recitation. First, students are supposed to read the lexical stress of key words in a sentence in low, medium and high pitch respectively. Then, taking native speakers' reading as a model, they are required to mark the different pitches of lexical stress in a sentence and perform the pitch prominence and sentence stress when reading it. After students become proficient in poetry reading, students can follow the same steps to imitate and read movie or TV clips, then to imitate and read English news, and finally to imitate and read English speeches. Only after such a systematic training can students really master the stress and rhythm of English sentences and speak natural and authentic English. Further studies are needed to provide more theoretical and empirical support for future teaching practice.

Key words: Pitch Prominence; Phonetic Competence; College English; Spoken English

A Corpus-Based Study of Refusal Strategies in Chinese Diplomatic Discourse

ZHAO Hongxia^{1,2}, GUO Jirong¹ & YANG Yumeng²

(1. School of Foreign Studies, Xi'an Jiaotong University, Xi'an, Shaanxi 710049, China; 2. School of Foreign Studies, Xi'an University of Finance and Economics, Xi'an, Shaanxi 710100, China)

Abstract: Diplomatic discourse is an important part of national discourse, and is a typical expression of the national security concept in international discourse. An in-depth analysis of the discourse of Foreign Ministry spokespersons in response to journalists' questions can help us understand China's attitude and stance in major domestic and international affairs. This paper adopts a statistical and corpus analysis approach, based on a self-built corpus of regular press conference texts, and guided by the theory of refusal strategies, to analyse the refusal strategies used by Foreign Ministry spokespersons and extract their related high-frequency linguistic forms with the help of the statistical software SPSS and Python. The paper also compares the findings with those of another researcher five years ago to observe the changing trends in the use of refusal strategies.

Refusal strategies are divided into two categories: direct refusal and indirect refusal, and indirect refusal strategies consists of eight subcategories: offering alternative methods, giving reasons, obstructing the questioner, promising, statement of attitude, vague answers, partial answers and avoidance.

The results show that: (1) Refusal strategies are usually used for three types of questions, namely transactional, opinion-based and confirmatory questions; furthermore, the type of questioning has a significant impact on the use of refusal strategies, with speakers less likely to use "direct refusal" and "promising" strategies. Spokespersons used refusal strategies more frequently when answering opinion-based questions than for confirmatory questions; (2) Spokespersons used more refusal strategies when answering journalists questions in

2021 than in 2017, which is closely related to the international public opinion environment China has faced at different times. When using the "providing alternative method" strategy, the high-frequency language form was "I would (+ like) refer you to + N. P. (+ for ... questions/details)", and when answering questions that required further confirmation, speakers usually take direct refusal strategy and avoidance strategy. "I don't have any news/information to offer you ..." and "I am not aware of XXX" appear more frequently. Attitude statements are typical when faced with opinion-based questions, so sentences such as "China firmly opposes XXX" or "the position on XXX is consistent and clear" are very commonly used; (3) The choice of refusal strategy is influenced by national political, economic and cultural security factors. Spokespersons often use the refusal strategy to respond to questions about wanton interference in China's internal affairs in order to demonstrate their firm determination to safeguard national political security. Refusal strategies are always used to defend national economic interests and security by responding to questions that politicize economic and trade issues and smear China's development achievements. In addition, the use of refusal strategy reflects China's cultural values of 'comity' and 'integrity'. Confronted with a hegemonic culture and a complex international situation, spokespersons can adopt more direct refusal strategies to convey China's firm position, safeguard national security and win the initiative in diplomatic discourse.

Key words: Refusal Strategy; Diplomatic Discourse; National Security; Foreign Ministry Spokesperson

On Sixth-Generation College English Textbooks from the Perspective of Interdisciplinary Foreign Language Teaching

CAI Jigang

(Xianda College of Economics and Humanities, Shanghai International Studies University, Shanghai 202162, China)

Abstract: According to the Ministry of Education of the People's Republic of China, interdisciplinarity is the key to building new disciplines in engineering, medicine, agriculture and the humanities. Like other areas of the humanities, foreign language teaching is struggling to find its own way of cultivating interdisciplinary talents. In China, teaching materials play an important role, as the content of teaching is often determined by them. Since 1980, we have gone through five generations of college English textbooks. In the field of college English teaching, there is a growing recognition that a paradigm shift in the development of college English textbooks from English for general purposes (EGP) to English for specific purposes (ESP) to meet the needs of students' academic studies might be the direction of a new generation—the sixth generation—of college English textbooks. However, few studies have discussed interdisciplinarity and its relationship with ESP in detail. The aim of this paper is to analyse how the development of new college English textbooks focuses on interdisciplinarity and ESP. There are three points. First, a proper understanding of interdisciplinarity is crucial. Many interdisciplinary college teaching materials have been published in recent years. However, most of them use only articles or non-technical materials of medicine, engineering and agriculture as the texts of teaching materials. We believe that interdisciplinarity does not imply the use of English as a tool for learning subject-specific content. The English-as-medium instruction approach is commonly adopted by target disciplines rather than foreign language teaching. The correct approach is to teach ESP. Secondly, it is important to have a proper understanding of ESP. ESP is a branch of English linguistics, and according to the Functional Grammar, ESP develops its own theories of registers, genres and

metadiscourses. Register refers to different language styles used by different disciplines in different contexts, for different audiences and in different communicative ways. Genres are reoccurring academic events such as research articles, literature reviews, dissertations and lab reports that use their own distinctive discourse structures and syntactic patterns. Hence, to teach ESP is to teach how the content and theories of a particular discipline is constructed. Meta-discourse is the author's voice to the data and results they collect, and the way they speak to their readers. To teach ESP is therefore to teach how the content and theories of a particular discipline are constructed and communicated in English, that is to say, the particular language rather than the content itself. ESP teaching materials should show and provide such ESP knowledge and give instructions on how a research article of medicine or a lab report of engineering is written. Thirdly, a project-based approach can be used in teaching such ESP knowledge. Registers, genres and metadiscourses can be analysed in the context of a particular text, such as a research paper. But an effective way to teach theory is to ask students to undertake a discipline-specific project. To complete this project they must collect data in their disciplinary research and write an essay composed of an introduction, methodology, results and discussion to report the data and findings. In writing, they naturally acquire the ESP knowledge.

In conclusion, interdisciplinarity, ESP knowledge and a project-based approach may characterise ESP foreign language teaching materials—the new generation of foreign language teaching materials.

Key words: Interdisciplinarity; Foreign Language Teaching; College English Materials; ESP; Project-Based Approach

Reflections on Developing China's Translation Textbooks: Current Situation, Problems, and Solutions

LONG Jingjing¹ & GONG Qi²

(1. School of Literature and Media, Dongguan University of Technology, Dongguan, Guangdong 523808, China; 2. College of Foreign Studies, Jinan University, Guangzhou, Guangdong 510632, China)

Abstract: At present, there are few systematic studies on the construction of translation textbooks by domestic scholars, and there is a lack of comprehensive reviews and combing of existing translation textbooks.

In this paper, we systematically review and sort out the number of translation textbook outputs and the total number of citations in China since 1900 and summarize the current status of the existing translation textbooks in China, and identify the problems highlighted in the construction of translation textbooks based on a summary of previous studies from the perspective of holistic and professional use.

We find that this field is currently facing many real challenges. At present, the translation textbooks in China mainly have the following problems: (1) The content of textbooks is old and outdated, which is out of line with the market demand, and the format of the textbook organization is rigid which can lead to a decline in teaching efficiency and quality, and is not conducive to the cultivation of high-quality translation professionals; (2) The devaluation of indigenous translation theories and insufficient attention to the ideological and political value of textbooks can lead students to neglect the use and dissemination of translation theories produced in China, which is not conducive to the development of students' understanding of Chinese translation theories. This is not conducive to building students' pride and self-confidence

in local culture and to cultivating translation talents who can "tell the Chinese story well"; (3) Many low-quality textbooks, with a lot of plagiarised content, use distorted or fabricated terminology to reduce repetition, or to avoid censorship, making the terminology inconsistent or even conflicting with each other.

To address the above problems, this paper proposes the following solutions: (1) Pay attention to the actual market demand, innovate the content and form of teaching materials, promote the transformation of translated teaching materials to digital and electronic, and expand the presentation form of teaching materials so as to improve students' learning efficiency; (2) Establish a comprehensive censorship and supervision mechanism for teaching materials, give full play to the ideological and political values of teaching materials, and integrate the curriculum-based political and virtuous awareness into the teaching content and students' learning tasks; (3) Cooperate to develop a unified database of translation terms and promote online sharing of teaching materials resources, which is conducive to enhancing teaching materials compilation and producing high-quality teaching materials that meet a variety of needs. Through the above means, this paper aims to fundamentally promote the development of translation textbook construction in China.

Key words: Development of Translation Textbooks; Problems; Solutions; Language Service