Eco-Translatology Going out to the World

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Abstract: Since the beginning of this century, Chinese scholars have been devoted to constructing the discourse system of Chinese translation studies, and new theories have emerged. In particular, Hu Gengshen's eco-translatology is typical of the domestic translation theories, and widely accepted as appliable in translation practice in China. Eco-translatology is the most highly cited and internationally influential indigenous translation theory in China to date. Eco-translatology is based on the ideology of ecological holism and draws on Oriental ecological wisdom, representing an intersection of translation studies and ecology. This article mainly discusses the pathways, methods, and international responses of the international dissemination of eco-translatological studies in recent years, focusing on the enhancement of international academic awareness, international publications and the establishment of the International Association for Eco-Translatology Research.

Key words: Translation Studies; Eco-Translatology; International Communications

Research on E-Portfolios in Gamified Formative Assessment

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Abstract: This study revealed the content design and implementation process of e-portfolios in a semester-long Comprehensive English program and clarified their effective role in gamified formative assessment. The findings suggest that e-portfolios used in gamified formative assessment should include precise objectives, scientific criteria, diverse modules, and targeted guidance. In the process of implementing e-portfolios, it is necessary to incorporate game elements, innovate teaching activities, and leverage feedback and feedforward mechanisms of formative assessment. This study provides valuable experience for constructing e-portfolios, enhances the understanding of gamified formative assessment, and contributes to the improvement of college English teaching, learning, and assessment in China.

Key words: E-Portfolios; Formative Assessment; Gamification; College English Teaching

A Comparative Study of Computer-Mediated and Face-to-Face Peer Review of Academic English Summary Writing for Chinese Science and Engineering Majors

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Abstract: The study investigated the impact of Peerceptiv online peer review and face-to-face peer review on the academic English summary writing of 76 students from two natural classes at a certain university of science and technology in Shanghai. The research findings indicate that after a semester of peer review teaching experiments, both peer assessment modes have a positive effect on students' writing abilities. A comparative analysis of pre-test and post-test scores indicates an improvement in the writing proficiency of both groups of students, with greater progress observed in the online peer review group. Additionally, results from questionnaire surveys and interviews reveal a high level of acceptance among teachers and students for both peer assessment modes, highlighting their respective strengths and characteristics. Suggestions regarding peer assessment modes were provided in the paper, and the research has certain reference value for the future teaching of academic English writing for Chinese Science and Engineering Majors.

Key words: Computer-Mediated Peer Review; Face-to-Face Peer Review; Academic English; Summary Writing; Chinese Science and Engineering Majors

An Empirical Study of Novice Teacher Learning in the Context of Professional Learning Community

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Abstract: Based on Wen Qiufang's theoretical framework for developing a professional learning community (PLC), the paper takes 7 novice minority language teachers of a university in Shandong province as an example, to explore novice teacher learning in the context of PLC. This study aims to explore the challenges faced by novice teachers of minority languages in teaching and the learning approaches and effects within the community, employing qualitative research methods, including classroom observations, interviews, reflective journals, and WeChat chat records of the seven novice teachers over nearly a year. The research findings indicate that a professional learning community characterized by mutual assistance, reciprocity, and equality contributes to novice teachers' proactive learning, self-reflection, and is one of the pathways for novice teachers to rapidly develop into mature educators.

Key words: Novice Teachers; Minority Language; Professional Learning Community; Teacher Learning

Research on Mobile Reading of College EFL Learners Based on Multi-Case Analysis

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Abstract: This study conducted a multi-case analysis of the mobile reading strategies and reading patterns of seven college EFL learners. Qualitative analysis software Atlas.ti was used for data analysis and coding through constant comparative analysis. Results showed that reading strategies used more frequently by learners included using applications and digital literacy skills, dialoguing, choosing text types, making connections, previewing text information and setting reading goals. Learners' strategic mobile reading processes exhibit different group characteristics and reading patterns. In addition, mobile reading strategies and mobile reading affordances were important factors affecting learners' mobile reading practice. The study, with its limitations, offers suggestions for subsequent related studies.

Key words: Mobile Reading Strategies; Mobile Reading Patterns; Multi-Case Analysis; EFL Learners

The Scheme of Translation Studies in China: Definition, Phases, and Trajectory

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Abstract: The burgeoning promotion of Chinese literature on the global stage, coupled with the imperative to foster a robust socialist culture, has underscored the significance of translation in disseminating Chinese cultural narratives and facilitating international discourse. Translation studies now bear heightened socio-cultural responsibilities amidst growing academic scrutiny. While past scholarship predominantly delved into aspects such as translation theories, criticism, and pedagogy, scant attention has been paid to strategic planning for disciplinary organization and advancement. We firstly defined and explained the term "the scheme of translation studies". Secondly, we reviewed the historical phases and the developmental trajectory of the discipline. A schematic planning of translation studies entails the current translation studies to satisfy the disciplinary development, meet the prospect challenges, and conform to the national needs.

Key words: The Scheme of Translation Studies in China; Translation Studies; Traditional Chinese Translation Theory; Historical Phase; Discoursal System

An Empirical Study of Effectiveness and Availability of Peer Feedback in MTI Translation Teaching

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Abstract: Peer feedback, as a cooperative learning mechanism, has been scarcely researched in MTI translation teaching. To accurately assess the effectiveness of peer feedback in MTI translation teaching, this study, based on activity theory, establishes a logical closed-loop learning process of "translation—peer feedback—feedback review—translation revision" in the design of MTI translation teaching and conducts empirical teaching research. To avoid the compounding effect of teacher feedback, teacher feedback is excluded from the teaching process in this study. The study finds that the quality of peer feedback is acceptable, but there are significant differences in semantic, grammatical, pragmatic, and discursive aspects. The auxiliary teaching efficiency of peer feedback is not high, and it is also influenced by student agency, teaching process design, and socio-cultural factors. This paper suggests that peer feedback evaluation should not be solely used as a procedural feedback evaluation mechanism in MTI translation teaching. It recommends primarily using teacher feedback supplemented by peer feedback and organically integrating teacher feedback and peer feedback.

Key words: Peer Feedback; MTI Translation Teaching; Activity Theory; Feedback Contribution Rate

A Study on the Translation History of the Communist Party of China

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Abstract: The present research on the translation history of the Communist Party of China (CPC) focuses on the dissemination of Marxist-Leninist works, the history of its translators and institutions, the foreign translation of documents and the translation into the languages of Chinese minority ethnic groups, the periodic history and the general history. The CPC translation history, as an independent research field, has its specific subjects and perspectives. This paper expounds on the theoretical framework of this field by discussing its theory, subjects, methodology and typology. China's traditional philosophy of "ti and yong" (body and function), "zhi and xing" (knowledge and practice) and "jing and quan" (scripture and expediency) affords a fundamental hermeneutical perspective for understanding the essential attributes, overall outlook and native characteristics of the CPC translation history. It helps elucidate the general principles pertaining to the CPC's practice of combining Marxism and traditional Chinese culture. It also contributes to understanding the native philosophy of history guiding translation practice of CPC as well as the characteristics of CPC translation as the practice of a political party.

Key words: Translation History of CPC; Basic Framework; Theoretical Perspective; Translatology; Discourse System of Translation

Construction and Validation of a Learning Needs Model for Curriculum-Based Political and Virtuous Awareness Education in College English Courses

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Abstract: Grounded in learning needs analysis theories, this study developed and validated a self-developed questionnaire to explore the factorial structure of college students' learning needs for curriculum-based political and virtuous awareness education in College English courses. Data were collected from 1,520 college students in five universities in China. Exploratory factor analysis and confirmatory factor analysis confirmed a three-dimensional structure of the learning needs model including learners' psychological needs, cognitive needs and social needs. Eight factors in response to the three dimensions were moderately correlated, revealing the convergent and discriminant validity. The independent sample t-test revealed that gender and major had significant effects on the learning needs for curriculum-based political and virtuous awareness education. The male students exhibit significantly higher evaluations of learning needs than their female counterparts, but their learning motivation was significantly lower. The learning needs of science and engineering students were significantly lower than those of liberal arts students. Findings of this study reveal the multidimensional structure of students' learning needs for curriculum-based political and virtuous awareness education in College English courses.

Key words: College English; Curriculum-Based Political and Virtuous Awareness Education; Needs Analysis; Factor Analysis

Integrating Chinese Traditional Culture into the Curriculum-Based Political and Virtuous Awareness Education in English and American Literature Teaching

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Abstract: This article discusses the paths of integrating the excellent genes of Chinese traditional culture into the course of English and American literature, and to carry out the fundamental task of value guidance and moral character cultivation. Integrating excellent Chinese cultural elements into English and American Literature Teaching is an effective way to deal with the phenomenon of "Chinese culture aphasia", and is the internal demand of fostering cultural self-confidence, and a good choice to improve the teaching effectiveness of political and virtuous awareness education. There are three paths of implementation: first, to improve teachers' comprehensive literacy; second, to cultivate the cultural self-confidence of college students based on literature comparison, and third, to optimize the means and methods of integration for better teaching effect.

Key words: Chinese Excellent Traditional Culture; English-American Literature; Curriculum-Based Political and Virtuous Awareness Education; Integrating Paths

A Study on the Acquisition of English "Instrument Denominal Verb + Object" Construction Based on the Data-Driven Learning Model

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Abstract: This study investigated the impact of a corpus-based data-driven learning model on the acquisition of English " instrument denominal verb + object " construction through teaching experiments and questionnaire surveys. The research findings indicate that students exposed to the data-driven teaching approach made significant progress in both overall comprehension and application of "instrument denominal verb + object" construction, attributed to the ample authentic language materials provided by this teaching mode, which effectively enhances students' understanding and analytical abilities of constructions. Additionally, through the application of a multi-layer linear regression model, this study reveals significant influences of individual student characteristics and classroom environments on language acquisition outcomes. The results support teachers in customizing teaching strategies based on students' professional backgrounds and fostering a positive learning atmosphere through encouraging interactive communication among peers, further enhancing students' acquisition of English constructions.

Key words: "Instrument Denominal Verb + Object" Construction; Data-Driven Teaching; Multi-Layer Linear Regression Model; Influencing Factors; Acquisition

A Corpus-Based Analysis of the Dynamic Logico-Semantic Relations of *And*-Clause Complexes

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Abstract: Clause complexes linked by the conjunction *and* are widely employed in language communication, sparking debates over the interpretation of this construction within the academic community. However, there have been limited studies that have explored the dynamic logico-semantic relations of this phenomenon and the motivations through corpus investigation. In this research, data from the English Web Corpus 2018 (enTenTen18) are selected and retrieved based on the structural form "VP + *and* + Declarative Clause" (abbreviated C_{vp} *and* C_{decl}). The objective is to comprehensively explore the logico-semantic dynamics and motivations underlying the *and*-clause complex in natural language. The findings of this study are as follows: (1) Through the description and analysis of authentic corpus data, it is observed that *and*-clause complexes exhibit dynamic nature of meanings, allowing for the three interpretations of logico-semantic relations: elaboration, extension and enhancement, with C_{vp} *and* C_{decl} clause complexes predominantly construing the enhancement-type of logico-semantic relations; (2) *And*-clause complexes realize dynamic semantic flows, which is attributed to the following aspects: Logico-semantic relations are based on consensus within the language community and then they serve as concrete representations of the complementarity of multiple meanings, i.e., interpersonal, experiential and textual meanings, while also being contextually dependent and probabilistic.

Key words: *And*-Clause Complexes; Logico-Semantic Relations; Dynamics; Multifunctionality; Corpus

A Multimodal Approach to the Cultivation of Reflective Thinking Abilities of English Majors at the Fundamental Stage

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Abstract: Given the imperative trend of multimodal teaching, this article explores the diversified multimodal approach to the cultivation of English majors' reflective thinking ability at the fundamental stage. It investigates the comprehensive application of multimodal teaching activities such as speeches, Q & A sessions, and debates in the flipped comprehensive English classes. Through pre- and post-implementation surveys and comparative data analysis, it is found that the reflective thinking ability of all students has significantly improved. Among them, critical thinking ability has improved the most, while the abilities to raise questions, analyze problems, evaluate, apply, and debate have also improved significantly, all of which have overall achieved the set goals of reflective thinking ability cultivation, proving the feasibility and effectiveness of this path. The multimodal and diversified cultivation path proposed in this study enhances the reflective thinking ability of English majors at the fundamental stage. It may shed light on the reform of talent cultivating patterns for English majors.

Key words: English Majors at the Fundamental Stage; Reflective Thinking Abilities; Multimodal Approach

Problems and Innovations in the Cultivation Program for English Majors in China from the Perspective of International Communication —Based on Content Analysis Method

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Abstract: This paper conducts a content analysis of the talent cultivation programs of 58 sampled universities to explore the current situation of talent cultivation of English majors. It focuses on the international communication elements in English major cultivation programs and their support for "strengthening the construction of international communication capacity". Statistical data reflect five problems in English major talent cultivation programs, namely, outdated talent concepts and similar training objectives; a strong international perspective but weak Chinese sentiments; too many required courses with limited elective space; emphasis on educational functions but neglect of communication functions; and a lack of international projects and insufficient exchange practices. These issues indicate a certain degree of disconnection between Chinese university English major cultivation programs and the current strategic demands for "international communication" in China. It is necessary to carry out targeted reforms and innovations from five aspects: clarifying training objectives and directions; nurturing Chinese sentiments and telling Chinese stories well; distinguishing professional directions and setting up communication modules; expanding international projects and strengthening practical education; and focusing on interdisciplinary studies and innovating training modes.

Key words: English Major; Cultivation Program; International Communication