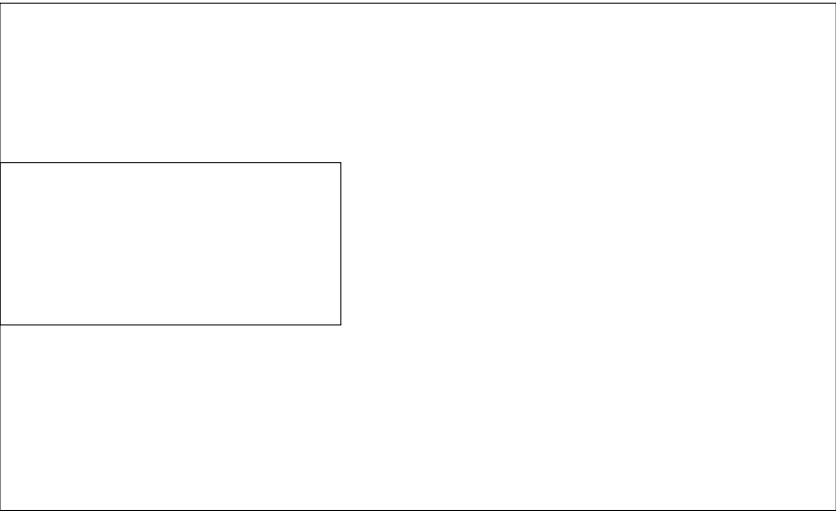


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LITERATURE [文学园地]

東師範大學

A social work major of 2018, Zhu Lingjun won the ‘2019 Star of Self-Improvement of Chinese College Students’ Scholarship and ‘2019 Person of the Year—Touching the Hearts of ECNUers.’ Before entering ECNU, she studied at Shanghai School for the Blind in Braille¹ from primary school to high school. However, her visual impairment never hindered her main passion in life; it never prevented her from embracing the world with a warm heart. Now that she has gradually adapted to the study and life at ECNU, let’s explore together with ECNU Circle about the remarkable experiences and achievements made in her life.

ECNU Circle: On behalf of Shanghai School for the Blind, you have participated in various contests, such as recitation, English speeches, Erhu performance, encyclopedia² knowledge and swimming, and have even won many awards. How did you develop these wide-ranging interests and excel in each of them?

Zhu Lingjun: I didn’t develop these interests intentionally at first. It was a natural process for me to participate in these competitions, broaden my skills and boost my confidence. One of the contests I took part in was the National

English Speech Contest for the Blind Middle School Students when I was in high school. The final was divided into two rounds: storytelling and speech. I won first place in both rounds of the competition, which made me very proud. The 26 contestants who participated in the final were all outstanding ones from the whole country. At that time, my speech’s topic was ‘My Chinese Dream’, which was an opportunity for all visually impaired students in China to study in ordinary schools rather than special ones and grow up together with their classmates. Later on, I entered ECNU to pursue my higher education, which is a perfect response to my speech. On the one hand, I hope that I can inspire and motivate more visually impaired students to break through the physical limit and embrace the challenge through my efforts and advocacy. On the other hand, I call for society, all kinds of schools, and relevant departments to take measures to create favorable conditions actively and provide support for visually impaired students so that more of them could realize their dream to enter university life.

E: You once performed at the closing ceremony of the Shanghai World Expo. Could you talk about your experience and feelings?

Z: It was an unforgettable experience in my life. We met many celebrities during the rehearsal, such as Jackie Chan, Liu Xiang, and Tan Jing, and received a lot of care and encouragement. It wasn’t until the day of the official performance that I

knew Liu Xiang was standing with me. When the volunteers took us to the stage, I heard Liu Xiang greeting me in Shanghai dialect, which made me feel a sense of kinship. We sang the song ‘The World’ together. —‘*The world is before you, and we are beside you. You and I, with a smile, begin to love the world. Smiles are boundless; hugs transcend everything. Your love is our whole world...*’—When the song activated my heart, I knew what I needed to strive for in my life.

E: What are some of your greatest difficulties or challenges in living and studying at East China Normal University?

Z: The ECNU campus is so big that I have to go through tunnels, cross bridges, and take many unusual roads from the dormitory to the classroom. Since the roads are curvy with many turns, it is quite complicated for me to get around. There are no blind roads inside the buildings or signs in Braille on the classroom doors. Moreover, I need to switch classrooms constantly. Without a Braille map to guide me, I have to ask for directions or ask someone to lead me to the classroom, which is challenging during busy school hours. There are also many learning obstacles since there are no Braille textbooks or other instructional materials in Braille, such as slides, pictures, videos, and words on the blackboard. If I want to read the book’s paper version, I can only scan or take photos for text recognition. However, there are still many

text recognition errors, so manual proofreading³ is needed, which is time-consuming and laborious. The most challenging part for me is that I am not able to get the information in sync⁴, catch the key points of teachers' lectures and take notes in time. And that's why I have to attempt to spend more time on preview and review.

E: Among the 37 courses you have taken so far, you got a 4.0 GPA in 17 of them and even won the National Encouragement Scholarship. How do you study efficiently despite your visual impairment?

Z: When it comes to studying, I must obtain information through the Screen Reader software, which can only read from top to bottom and from left to right. So I have to constantly switch buttons to get the necessary information, which is very time-consuming. Although my learning efficiency is low compared with other students, I desperately want to learn more knowledge and keep pushing harder and harder. I'd like to emphasize that I am quite lucky to be admitted to such an excellent university, where my study has been fully supported, and my efforts and accomplishments have been recognized.

E: Why did you take two additional courses during your exchange study at The Hong Kong Polytechnic University?

Z: Because I think the opportunity to go to the Department of Applied Social Sciences at The Hong Kong Polytechnic University is really precious. I was the only blind student, the only exchange student from ECNU, and the only one from the Chinese mainland. Therefore, I had a strong sense of responsibility that I represented not only our university but also the blind students in the Chinese mainland in the new era. So I was honored

to seize the opportunity to learn more, which was also beneficial to my growth and development.



E: Who has impressed you the most during your study and life at ECNU?

Z: I have been impressed by many people since I came to ECNU. Ms. Zhao Jing, my English teacher, manually typed various learning materials into electronic versions, which enabled me to learn by using the Screen Reader software. Besides, my counselor organized the Class Committee and students to set up a volunteer team to help me attend classes and be familiar with the campus. I still remember vividly when I slipped and fell in the bathroom once. My counselor accompanied me to the hospital in person. The secretary and the vice secretary of the Party Committee in Da Xia College and the teachers called on me, and even brought me the cookies made by themselves. All of these touched me a lot. Armed with love and compassion from the people around me at ECNU, I can have the willpower to overcome all kinds of difficulties.

E: You have volunteered many times, especially during the pandemic in 2020. What drives you to take part in various voluntary activities? Is there anything or anyone that impresses you?

Z: I have been receiving love and care from

all walks of life since I was a child. So I hope to be able to return the favor. At the same time, I am a major in social work, which endows me with a sense of mission and responsibility. I wish I could help the people in need through more professional and scientific methods. During the pandemic, I interviewed community workers to write a report on fighting against COVID-19 in the community. During the voluntary work, I put my professional knowledge into practice; for example, I empathized with a mentally-disabled girl. The voluntary activities helped me fulfill my ambitions.

E: What drives you to maintain a positive attitude?



Z: I have been blessed with a lot of help and guidance from university teachers and classmates and continuous support and care from my family. I'm most grateful for my mother, who is the best friend in my life to cheer me up when I feel down. Thanks to the encouragement from my university

and family, I could be courageous to challenge myself and participate in the course practice actively. During my internship as a medical social worker in the Children's Hospital of Fudan University, I developed music therapy group activities, bringing my advantages into full play. It granted me a sense of achievement and enhanced my confidence.

E: What are your short-term and long-term goals?

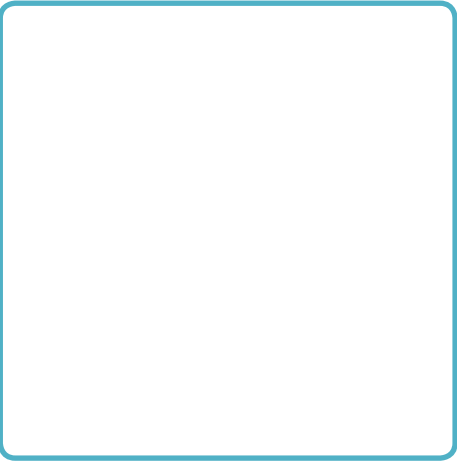
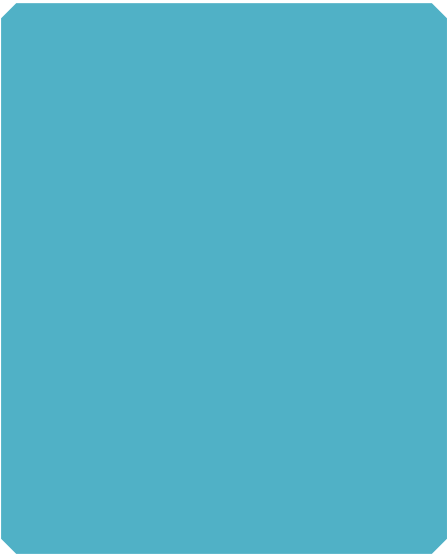
Z: My short-term goal is to learn more computer skills so that I can improve my learning efficiency. I also hope to participate in more social activities and become more mature and confident. The most important thing I wish for is to be able to make more friends at the university. Due to the busy study life and visual impairment, I unfortunately have difficulties making friends. I always feel lonely no matter when I am eating or walking alone on campus. Please feel free to contact me at 2637995180@qq.com, if someone is willing to be my friend. My long-term goal is to advocate for integrating the disabled with the healthy, make a voice in promoting integration education and employment for the disabled, and advance information accessibility.

We are touched deeply by Zhu Lingjun's grit, passion and warm-heartedness. We do hope that she can make more progress in her studies and achieve all of her goals.

1. Braille: n.
2. encyclopedia: n.
3. proofread: v.
4. sync = synchronization: n.

Institute of Global Chinese Language Teacher Education at ECNU was established in 2008. It is the first official training base in Chinese universities set up by Center for Language Education and Cooperation (CLEC). The institute is responsible for the training programs of Teachers of Chinese to Speakers of Other Languages (TCSOL) based on ECNU's comprehensive academic advantages as well as ample resources overseas. There are now plenty of excellent teachers in the institute and 30 of them are professional. The

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The College of Economics and Management¹ (CEM) of ECNU was founded in September 2015. Since then, CEM has emphasized the promotion of students' employment and entrepreneurial skills. Today, the Office of Employment and Entrepreneurship of CEM fully engages in students' career guidance and vocational counselling. Freshmen and sophomores take courses on career development and participate in lectures about job prospects analysis and experience-sharing workshops by postgraduates. Apart from that, juniors and seniors have easy access to counselling services including business internships and civil service examinations. Thanks to the joint efforts of both teachers and students, CEM was recently awarded "Best Vocational Service Provider²"—which it has won several times in consecutive years.

We are honored to have an interview with the Director of the Office, Mr. Zhao Linhua, to share with ECNUERS about the work of the Office, especially its initiative during the Covid-19 pandemic.

ECNU Circle: *It's worth pointing out that ECNU graduates were faced with a much tougher job market last year because of the sudden outbreak of COVID-19. What did CEM do to help them find suitable jobs?*

Director Zhao: Under the influence of the COVID-19 epidemic, the 2020 job market was

filled with even fiercer competition than before, thus putting tremendous pressure on those recently-graduated seniors. In response to the public health crisis, CEM took immediate measures to facilitate students' job hunting, ranging from online Spring Job Fair to specific online vocational counselling in support of students in Hubei province.

For example, we made timely adjustments in the arrangement of the Spring Job Fair in early February last year. Within a week, we contacted more than fifty enterprises through WeChat and e-mail, and managed to launch the Spring Job Fair online as well. In total, 148 enterprises had registered on this online recruitment platform by March, offering over 5000 positions in the field of Finance, Real Estate, Internet, Law, Education, Consulting and so on.

In comparison with a traditional job fair, the online job market turned out to be more convenient for seniors as they could communicate with the enterprises they were interested in, while going through the interview process more efficiently. It was reported that during the online job fair a total of 528 seniors in our college signed up with 2,452 resumes being forwarded to online employers.



Apart from the online recruitment platform, professional career guidance and support for seniors were indispensable factors. We've had to keep track of the status quo³ of 582 graduating seniors since the outbreak of the epidemic, providing online counselling service for every senior by analyzing their job prospects and sharing recruitment information.

Additionally, we sorted out the data of senior students from Hubei province and set up the counselor-student communication system. Serving as the link between our school and students, counselors kept themselves informed of physical and mental health of those Hubei seniors through regular online communication. Guidance

and support were given special attention to those students who had difficulties during the job hunting process.

E: *How were the overall employment prospects for graduating seniors of CEM in 2020?*

Z: It was quite a blessing that in 2020 the employment rate of CEM remained stable at 95.24%. The proportion of students admitted to domestic schools was 26.74%, with 86.3% of graduates entering "Double First-Class" Universities. The percentage of students who went for overseas study was 23.26%, among which 80.32% went to the top 100 universities worldwide (QS World University Rankings⁴ 2020). So as you see we were scarcely affected by the Covid-19 pandemic.

E: *It is said that school-enterprise cooperation is one of the main features of CEM. How does CEM maintain this kind of collaboration?*

Z: CEM has and will be actively engaged in the innovation of talent cultivation. Many attempts have been made in terms of cooperation between school and enterprise. The strategy of promoting school-enterprise cooperation can be categorized as "Bringing in" and "Going out" in accordance with the university policy.

"Bringing in" simply refers to the resource integration process. Considering the common problems in job hunting process, such as inaccurate self-evaluation and awareness, we appointed six senior managers from five prestigious enterprises as career mentors for them. These mentors were invited to give lectures on campus, providing students with professional advices for their career choices. We also have been planning to set up a series of joint training courses in cooperation with the five enterprises mentioned above. The courses will cover a wide range of themes such as cultivating financial quotient, building innovative entrepreneurship, making career plans and so on. In addition to helping students make a better career

choice, these courses will work as a catalyst for the application of the class-based learning in reality.

“Going out” is about the features of off-campus learning resources. In the past few years, we have established several off-campus learning bases to give students an opportunity to gain the first-hand experience with relevant internships or field experience. Our students have visited over twenty world-renowned enterprises including Microsoft, Tencent, ZTE, and Ernst & Young⁵.
b] @

of CEM. Could you further illustrate some of the impressive activities?

Z: What impressed me most was the visit to Mercer Consulting⁶ in April 2019. Two senior business consultants were invited to give a lecture on the key skills for top consultants. Those skills included how to arouse customers' demands, how to write a proposal and etc. Students all had a greater sense of participation after getting involved in various activities such as group discussion, role play and brainstorming. The learning effects turned out to be better when students enhanced their understanding of theoretical knowledge through more practices.

The most recent activity was the visit to Ernst & Young by the 2018 accounting majors last December. Students were divided into several groups experiencing Ernst & Young's corporate

culture of teamwork by playing Lego games. They were also able to learn about the four key businesses

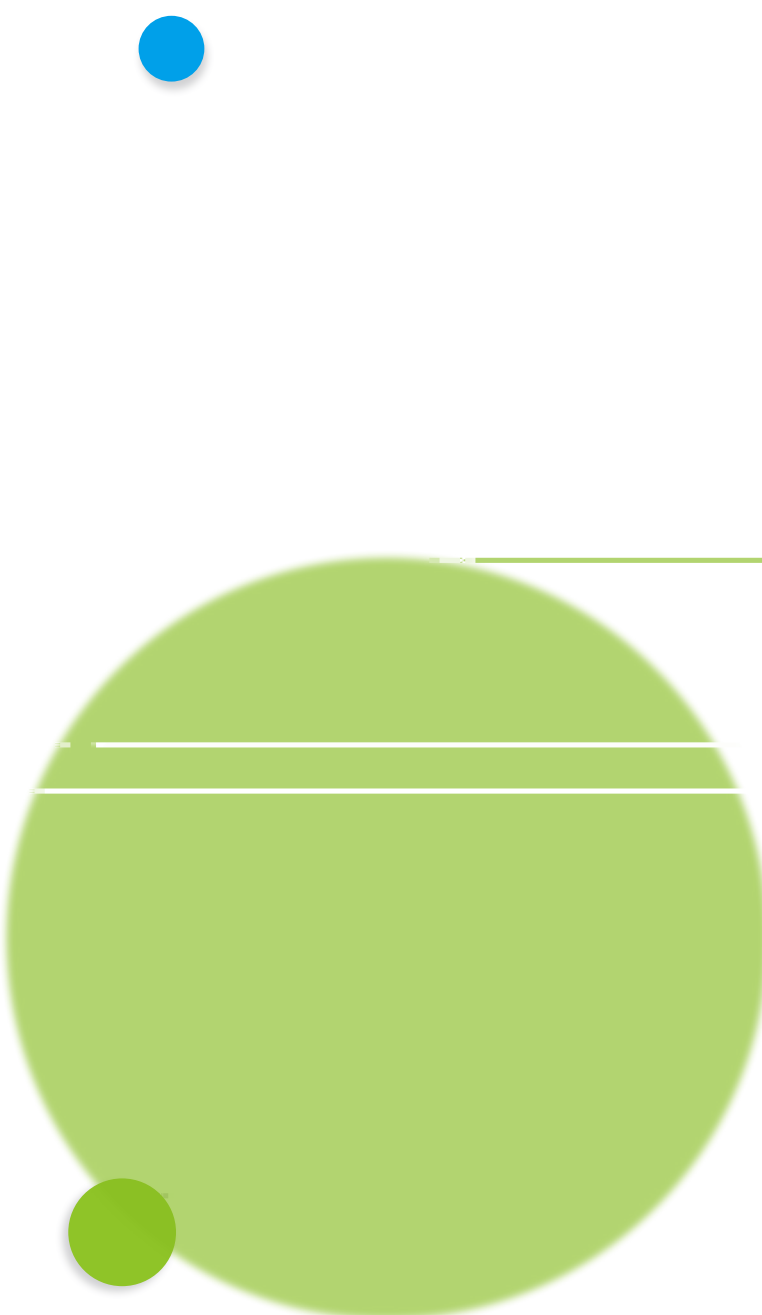
of Ernst & Young by experiential learning and teamwork strategies. With immersive learning in the office environment, and a growing familiarity with the company's core business, those students gained a deeper understanding of the qualifications required for various job positions and were able to cultivate the corresponding capabilities in school accordingly.

E: Could you share with us the achievements and inadequacies at your work?

Z: I am mainly responsible for vocational counselling and vocational guidance. The former aims to help younger students figure out what might be their ideal future career based on their interests and skills, giving advice in terms of pursuing postgraduate study, studying abroad and job hunting. The latter mainly targets senior students by offering specific guidance in job hunting and civil service examination. Although we managed to maintain a high employment rate last year and were awarded the “Best Vocational Service Provider”, there is still much room left for improvement. On one hand, most of career guidance programs and activities fail to offer personalized services. On the other hand, students' lack of enthusiasm in certain activities might not be conducive to their future career development.

E: What do you think will be the focus of your future work in response to the Covid-19 pandemic?

Z: The job prospect looked rather grim last year as a result of the pandemic. Therefore, we will make greater efforts to provide graduates with more job opportunities by exploring more recruitment channels. Meanwhile, our priority will be given to civil service examination. We will offer practical guidance to graduates by interpreting the government policy and offering professional tips on exam preparation.

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1. College of Economics and Management (CEM): 经管书院
 2. Best Vocational Service Provider: 就业
 3. status quo: 现状
 4. QS World University Rankings:
 5. Ernst & Young: 安永会计师事务所
 6. Mercer Consulting:

On November 19, 2020, the finals of the 6th China College Students' "Internet+" Innovation and Entrepreneurship Competition of the "CCB Cup"¹ rounded off in Guangzhou at the South China University of Technology. As an important platform to deepen the reform of innovation and entrepreneurship education, this competition has become one of the largest and most influential events in the field. Among a wide variety of exciting projects, the project that stood the most was *To Be Like ASML—the Leader in the Field of High-end Laser Manufacturing*². With a breakthrough in precision laser processing of cooling holes in turbine blades³, this project won the gold medal of the competition.

The project was led by Dr. Jiang Qilin, with Dr. Cao Kaiqiang, Dr. Chen Long and the master students Feng Chaopeng, Chen Tianqi, Long Mingquan as the team members, who are all from State Key Laboratory of Precision Spectroscopy of ECNU. Dr. Jiang's tutor Prof. Jia Tianqing and two of Jiang's seniors, Dr. Chen Long and Dr. Cao Kaiqiang helped with the project in the first year for preliminary preparations. *ECNU Circle* journalists got an inside look of what the project was, and how the team won such an exciting victory.

Originating from a corporate-school cooperation between State Key Laboratory of Precision Spectroscopy⁴ of ECNU and Aero Engine Corporation of China, this project focuses on precision laser processing of cooling holes in turbine blades to improve the efficiency of aircraft engines, thus making aircrafts fly faster and higher.

As related technology was under blockade⁵ from abroad against China, the team started the research with the hope to contribute to the national aviation industry. After over five years of hard work in the laboratory, they finally achieved major technical breakthroughs and developed the first domestic ultra-fast laser processing film holes machine, which is not only a great scientific achievement, but also means an outlet amid the blockade.

The team's innovation features four breakthroughs in total. The first is the precision laser processing of cooling holes technology, which has attained the highest depth/diameter ratio in China. The second is the automatic control technology, which makes it possible to process irregularly-shaped holes at high efficiency. The third is the positioning technology. Dr. Jiang's team pioneered in the adoption of three-dimensional⁶ scanner to improve the precision and cooling of the wholes, which was two years earlier than most domestic companies. The fourth is the online detection technology, which improves the proportion of qualified products, and saves cost and resources. These are all pioneering technologies in China, filling a gap left in the domestic field.

With the aim of making pioneer technology, Dr. Jiang and his team members have been working tenaciously⁷ for several years. They once worked around the clock for a week to adjust the equipment, drawing up a shift plan that divided four people into three shifts to work on end. When the equipment was successfully de-bugged, they were so excited that they embraced each other tightly. They also laughed and danced around because of excitement, joy and satisfaction, despite the exhaustion brought on from the work.

They couldn't recall how many times they faced challenges and dilemmas, and had to solve tough problems by themselves. Dr. Jiang and Mr. Feng both told us about their confusion when their tutor Jia Tianqing, who assigned them tasks and asked them to "give a result within a few days."

At any rate, they knew it was no use holding back and fidgeting⁸, and they could only rely on their own efforts to solve the problems. They would shut themselves in the office all day long, browsing through papers, files, and documents to seek a solution or inspiration. When they had some ideas, they would discuss with each other their feasibilities. It could take many rounds of discussions and further researches, frustrations and hopes, before they could finally solve the problems.

Conflicts and disagreements were constant occurrences

But giving in easily was never an option. They began to read various industry-related reports to obtain theoretical knowledge about the market; then they conducted field research with many companies in this industry to acquaint with the real market demand. They began to realize that high-end technology was only part of the picture. Only when a technology was put into the market and went from the laboratory to thousands of households, could it be regarded as a truly useful technology. They finally came to this decision: in order to survive, they would

during the progress of the project. As they all had proficient knowledge in their fields, none of them would voluntarily change their own opinions. In such cases, they would usually sit together and brainstorm—making a list of their ideas, then analyzing and reviewing those ideas one by one. They would still argue and get upset with each other until one of the ideas won a unanimous⁹ poll. For example, there were often many different ways to conduct an experiment, so they had to reach the consensus at the very beginning. As they went on with the experiment, every step and result of the experiment might be subject to controversy and further discussion. Such disagreements were their constant companions, which made the team more creative and competitive, and go further on the research road.

But when such a group of young people participated in the “Internet+” Competition with confidence, they met new challenges. While Jiang’s team was committed to the study of high-end technology, investors cared most about future earnings. They required that the team should be familiar with the market demands, developing corresponding technologies according to the demand, and yielding a most profitable result. At the first encounter with society, a real context outside the laboratory, these young men had to balance technological innovations with market demand, which was no easier than the scientific research itself.

offer some more basic technology to meet the demand of the market. But at the same time, they would invest the profits into the next stage of research and development. With the advancement of the cycle, their cutting-edge technology would eventually enter the market and be widely used.

The efforts of Jiang’s team have led to fantastic results. Their excellent performance in the competition attracted the attention of many investors, including Kunshan National High-tech Industrial Development Zone, Beijing Institute of Collaborative Innovation. They also cooperate with several other companies on the implementation

of the project. As a result, they basically went through all stages from technological research and development to commercial promotion and implementation. They not only won the national gold medal in the competition, but also applied for nearly 10 patents. Jiang himself established Shanghai Auskay Precision Instrument Co., Ltd., serving as CEO and major shareholder to continue the research and development of relevant technologies.

Dr. Jiang said that for him, the five-year R&D process is a transformation from a pure scientific researcher to a scientific research entrepreneur, who is not only devoted to scientific innovations but can also apply the innovations to meet market demand. All team members have become more proficient in their field of research, and have become more competent for future work. They have also harvested the friendship which they will treasure for life.

Dr. Jiang shared some thoughts with the younger students. He said that a scientific researcher should be prepared to endure loneliness and hardship, as scientific research is similar

to trekking through a thorny route. Students who want to engage in scientific research should seriously consider whether they are suitable for it; while those who are already engaged in it should have the courage to overcome difficulties that constantly lie ahead. During the process, diligence and perseverance may play an even more important role than intelligence. The moment to attain a breakthrough is almost always the time to harvest the utmost joy, with a renewed spirit to push ahead.

Scientific research has always been the cornerstone for social development. In today’s fast changing and highly competitive world, it assumes an ever-increasing significance in China. Dr. Jiang hopes that more and more ECNUers can join them scientific research and implementation, and contribute to the strategy of invigorating¹⁰ China through science and education.

1. the 6th China College Students' "Internet+" Innovation and Entrepreneurship Competition of the "CCB Cup"
2. To Be Like ASML—the Leader in the Field of High-end Laser Manufacturing ASML—
3. turbine blade
4. State Key Laboratory of Precision Spectroscopy
5. under blockade
6. three-dimensional
7. tenaciously; adv.
8. fidget; vi.
9. unanimous; adj.
10. invigorate; vt.

The KDL Project team, an international scientific group from ECNU, has made a breakthrough in the development of domestic physical education curriculum. To solve the current problems in domestic Physical Education (P.E.), the team developed the first integrated Chinese P.E. curriculum for students from kindergarten to high school. So far, the curriculum has helped over 200,000 children from more than 400 schools. Under the “KDL Awakening Project - the first one-

stop solution provider for motor development of children aged 0 to 10 years in China”, this project won silver prize of “The 6th China International College Students’ ‘Internet+’ Innovation and Entrepreneurship Competition” in 2020.

ECNU Circle is honored to have the opportunity for an interview with Professor Xiaozan Wang, the founder and leader of KDL Project, to learn more about the work of KDL and what the future holds for the KDL team going forward.

ECNU CIRCLE: Thanks for being with us today, Professor Wang. Could you start by giving us a basic introduction of the KDL Project?

Professor Wang: KDL stands for “Know it, Do it, Love it.” It is well-known that course curriculum and instructions cover three aspects: knowledge and skills; process and methods; and affections and values. The three letters of KDL correspond exactly to these three aspects respectively. To be specific, “know it” refers to the grasp of knowledge and skills; “do it” refers to the process of practice and methods; “love it” refers to the cultivation of affections and values. The aim of our education is to nurture people who know sports culture, can play



sports and are enthusiastic about sports. P.E. lessons used to focus more on training specific skills than cultivating sports culture. However, educators now realize that students should not only learn how to play sports but also be informed of the culture and learn to appreciate it. Therefore, “know it” highlights the teaching and inheritance of sports culture.

E: What has inspired you to initiate this project?

Wang: After having worked in the National Curriculum Standards Team for about 20 years, I know what teachers are confused about. Our current curriculum standards require every teacher to be research-oriented who can create their own curricula. Nevertheless, most teachers are burdened with real teaching tasks. Therefore, they do not have much interest and motivation to do scientific research. This is one of the reasons for me to start a new kind of curriculum project. Meanwhile, this project is also inspired by international curricula. But since the introduction of foreign curricula would be costly, it came to my mind that we could design a fabulous physical education curriculum by ourselves—as long as we could set up the proper structure for teaching within our content system.

Domestic curriculum research patterns will benefit not only the practice of P.E. teaching but also the implementation of curriculum standards in our country. In the past, it was difficult for Chinese teachers to understand curriculum standards without experts’ explanation. Our study discovered that international curriculum standards varied from ours. To be specific, the curriculum model is set according to the curriculum standards, and the front-line teachers can directly follow the curriculum model. Therefore, international teachers are only responsible for teaching tasks without other arrangements.

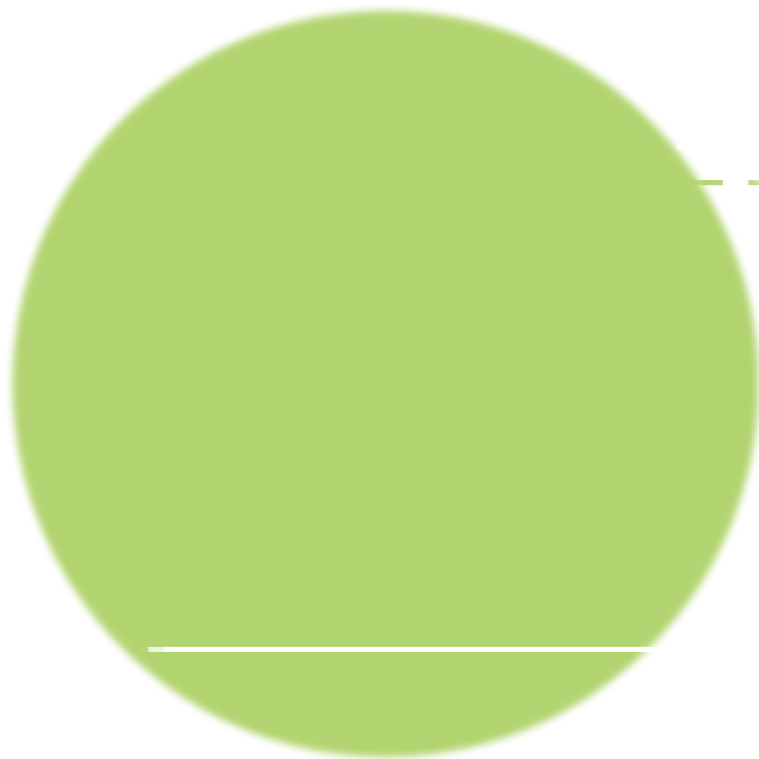
E: What are the philosophies and educational objectives of the KDL Project?

Wang: The ultimate objectives of our project are actually the same as the curriculum standards, which are morality education and physical development. The curriculum standards emphasize the core values of P.E. classes — athletic¹ ability, healthy behavior and sports morality. After taking P.E. classes, students are expected to obtain these three objectives. To help teachers achieve those educational goals, the KDL Project provides the exactly needed resources. The following are the features of the KDL Project.

The first characteristic of our project is continuity. The frame of physical education required in each period of schooling is different. Nevertheless, it is common to see P.E. lessons in different periods of schooling start from the very beginning with the same basic sports skills, such as dribbling of a basketball in elementary schools and even in colleges. KDL Project, in contrast, is an integrated curriculum developed according to the national physical education curriculum standards with more specific contents at different stages and corresponding teaching methods. Additionally, kindergarten period physical education is added to the curriculum design in our project. The design of P.E. lessons in kindergarten has been a missing part in our country's physical education curriculum. KDL lessons for children aged 3-6 for the first time work their way into children's P.E. curriculum designed in our country.

The second characteristic of the KDL Project is that it attaches more importance to the training of younger children's basic exercise skills. That is why KDL is different from the traditional P.E. curriculum. It is emphasized by KDL that students who are below Grade 3 should focus on basic exercise skills instead of specific sports such as basketball. Basic exercise skills include motor skills, non-motor skills and manipulation

skills, which is another category of skill division. These basic exercise skills were ignored in the past decades. However, if children can lay a solid foundation for basic exercise skills at the age of 6 or 7, it would be much easier for them to grasp basketball or other specific skills later. Grade 3 to 4 can serve as a transition zone² from basic exercise skills to specific sports. Based on the physical and mental development patterns of Chinese children, the KDL Project contributes to the reform of the layout of P.E. curricula in China and promotes children's acquisition of exercise skills from early childhood.



The last characteristic is that the KDL Project gives great priority to physical and brain health. For example, when children dribble³ with their dominant hands⁴ or feet, their non-dominant hands would be tasked for other activities. By this method, children's coordination would be enhanced significantly. That's why it is extremely important to develop children's brain and physical health during their natural growth. Because of this reason, the

KDL Project provides them with great opportunities to exercise both hands and feet.

E: Have you and your team encountered any unexpected problems during the development of the project? How about the feedback from others since the project was implemented⁵ at ECNU?

Wang: There will always be difficulties in implementing a new project. Since the contents, framework and teaching methods of this project are totally different from the previous curricula, our project team members had no idea where to start at the very beginning. I spent at least two or three years trying to "brainwash" our group members and wipe out all the traditional educational concepts and systems. It's really a tough process and there were no results produced for at least the first three years. Altogether, it took us five years to finally come up with the P.E. curricula for kindergarten and primary school.

The results of our project have been published by East China Normal University Press in the form of a binder⁶ instead of a book. And the feedback from educators has been positive and encouraging.

What's more, teachers only need to take pages from the binder to class. Teachers' reflections and notes can also be added into the binder. The binder has been published and is on the shelf of all major bookstores. It is now available to anyone who is interested.

E: The KDL Project is currently one of the world's leading children's sports and health programs. Do you think there is anything to be improved on for KDL's future development?

Wang: There is definitely room for improvement. Our current project is called "KDL 1.0." Since this winter vacation, our research team members have been working on "KDL 2.0", which is likely to take about three or four years.

The objectives of P.E. lessons in primary school in "KDL 1.0" project mainly cover basic motor skills. "KDL 2.0" will focus on completely

different models and framework compared to "KDL 1.0".

At present, "KDL Basketball" has started and it's not designed for particular stages like elementary school, middle school or high school, but with the idea of all the useful skills and techniques of this athletic program for students ranging from primary schools to colleges. And how to improve the design of specific motor skills is our main research goal at present. Problems emerging in the practice of "KDL 1.0" will be noted and addressed at the same time.

E: What's your idea about the future of physical and health education for children in China?

Wang: I am somewhat confident about early childhood physical education in China. Given the fact that now 90% kindergartens in China do not have P.E. classes, in the future, kindergartens should provide more physical education courses. Now, there's actually time for outdoor activities, but teachers just "get" kids out there and kids are just "roaming" outside for two hours. I think it is kind of stereotypical and misconceived that there is no need for P.E. classes in kindergartens. One of the goals of this project is to make people aware of the importance of P.E. classes which is greatly undervalued.



- 1. athletic: adj. 运动的
- 2. a transition zone:
- 3. dribble: v. 运球
- 4. dominant hands:
- 5. implement: v. 实施, 执行
- 6. binder: n.

Success with BEC Vantage

A Way to Basic English

The Ministry of Education once pointed out in the pamphlet of College English Curriculum Requirements that college English courses should meet the demands of national strategies; serve the country's Reform and Opening Up; and pursue economic and social development. On the other hand, they should satisfy students' needs of professional learning, international communication, continuing education, and job-seeking, etc.

ECNU "Success with BEC (Business English Certificate) Vantage" creates a business communication environment for students to get prepared for their future work. As a general elective English course, besides covering grammar and business skills, it provides an overview of business topics, including ways of working, company benefits, starting a business, recruitment, sales, and training etc.

It's our great honor to have Wei Wei, the lecturer of this course, to share her thoughts and experiences of teaching this course.

ECNU Circle: What was your original intention for offering "Success with BEC Vantage" course? What are your expectations of students completing this course?

Ms. Wei: According to the College English Curriculum Requirements, College English courses are both instrumental¹ and humanistic in nature. The "Success with BEC Vantage" course falls under the category of ESP (English for Specific Purposes), which is the embodiment² of the instrumental nature of college English. I believe it is necessary to offer such courses in our university.

Students should not regard "Success with BEC Vantage" only as a pre-exam guidance for BEC exam. I expect students to be equipped with a general understanding of business English, master business English terminology and business knowledge, as well as improve their listening, speaking, reading and writing skills after taking this course. Students have been learning English for more than ten years before entering the college, but that doesn't mean they are able to use this language skillfully when entering workplace in the future. In class, I try to create for students an atmosphere of using English in business environment. In terms of oral practice, students have the opportunity to give business presentation, experience business atmosphere,

and have mock test of Cambridge BEC Oral Test. I will try to help students improve their comprehensive ability in the process of teaching. Besides better language skills and application, students are expected to have the awareness of professional spirit and standards, enhance their sense of responsibility, and develop the ability of critical thinking and effective communication.

ECNU Circle: For the students who intend to take this course, do they need to do some preparations before the course starts? If so, what are they?

Ms. Wei: Students don't need to prepare anything specifically for this course, but there are a few issues I would like to point out. Firstly, students who choose to take this course should have enough interest in English, otherwise this semester would be long and arduous³ for them. Secondly, I expect that students who take this course have a solid English foundation, since this is an intermediate course rather than a preliminary course. Every student is welcome to take the course but those who score 500+ in CET-4 test may enjoy the class better. At the beginning of the course, there will be a little quiz to help students decide whether they are interested in this course and want to continue the learning.

To sum up, students don't need to make any specific preparations before the course starts. The only thing is to get mentally prepared that this course might be challenging.

ECNU Circle: As we know, business English is mainly applied in business work and communication. How do you manage to create a business communication situation for students in class?

Ms. Wei: Most students do not have any work experience, so I basically use reading and listening materials for them to learn business English. Students will learn business terms and relevant knowledge by listening to business talks and reading business articles or news, and they will also be exposed to various types of business writing, such as memos, emails, reports, proposals and so on. In class, students also have the opportunity to practice entrepreneurship in the form of group work, setting up their own companies or designing their own products, and finally they will present to the whole class. This presentation is more than simply introducing a company or a product, but a release conference to potential customers with clear business goals.

ECNU Circle: *I noticed that you have set quite a few assignments based on the form of group learning. What do you think is the benefit of group learning in “Success with BEC Vantage”?*

Ms. Wei: English is a tool to communicate. Only through communication can learners enhance their ability of utilizing English and getting along with others. That is why I arrange pair work and group work in class.

The spirit of teamwork plays an important role in students’ future career development, as lots of tasks will be done by teams and groups. The form of group learning can cultivate teamwork spirit. Nowadays many students are the only child in the family and they tend to be very self-centered. When doing the group work assignment, each student, no matter the leader or the team member, must learn to listen and work together. Team leaders will learn to manage and assign work to subordinates⁴ while team members will learn to cooperate with others. This is the ultimate goal of group work.

Group members sit with others and do brainstorming, contributing their original ideas. Apart from finishing and refining their own parts, students are also supposed to help other members and work together to come up ways of improving the overall quality of their presentations.

ECNU Circle: *What do you do to encourage students to review and use the business English knowledge after class?*

Ms. Wei: On the one hand, I suggest students should read extensively after class, especially business newspapers and magazines, and dig deeper when they come across topics they are interested in.

On the other hand, I believe it’s necessary to do homework. I use a workbook, which is tightly related to contents on the textbook, to help students review and utilize the knowledge learned in class. Students’ performance on finishing

the homework shows their commitment to this course. If students really pay attention and put efforts into this course, they will get brilliant output. No pains, no gains. As a reward for the time and energy they have invested in this course, those students who treat their homework seriously will get higher scores in the “routine part”.

ECNU Circle: *What are students’ feedbacks of this class? And what do you think can represent their improvements?*

Ms. Wei: Most students think this course is pretty “challenging”. Many of them leave comments like “too much homework” in course appraisal. My opinion is that “Success with BEC Vantage” is a course that focuses on linguistic skills. As the saying goes, “Practice makes perfect”. Only with frequent practice can students have a better understanding of grammar points, expand vocabulary, learn business knowledge and express in a way that native speakers do. For advanced learners, it seems to be quite easy and won’t take too much time. But for those who feel it pretty difficult and time-demanding, probably they need to work harder.

When it comes to improvements, I’m glad to find that students are becoming more and more confident while speaking English. There are a lot of opportunities for students to practice spoken language in class. Some discussion questions are given to students in advance as homework, while some are improvised⁵ in class. I encourage students to express themselves actively, and I don’t think shyness can be an excuse for being silent in class. Whether their answer is long or short, right or wrong, the key point is that students should get out of their comfort zones, overcome shyness, express their ideas freely and speak out loudly.

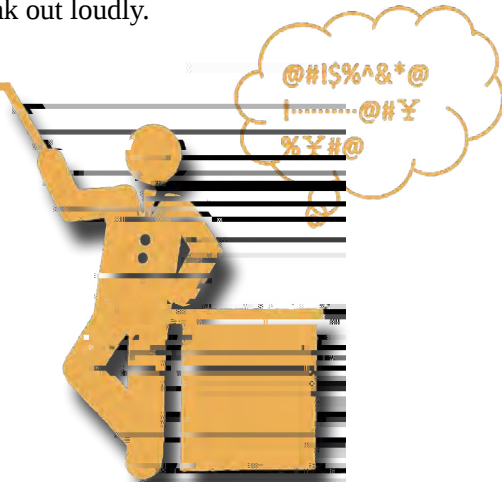
ECNU Circle: *We have learned that you are quite experienced in being an examiner in BEC oral test. What kind of advice would you like to give to those who are going to take BEC tests?*

Ms. Wei: If students wish to get the Cambridge BEC Certificate, they can buy some Cambridge books and do the exercises. Authentic examination papers from Cambridge ESOL will help students understand more about the test and build up confidence. To be frank, the final written exam for this course is similar in form to the Cambridge BEC Test. For Cambridge BEC Oral Test, I strongly suggest that students find a partner and practice various topics regularly. Working with a partner, they can push each other forward together.

Wei Wei’s well-designed teaching activities in “Success with BEC Vantage” course provide students with good opportunities to experience business English in the university. Although the course is quite challenging, it will certainly enable students to exercise and enhance their abilities of English listening, speaking, reading and writing, as well as promote their comprehensive ability of utilizing English. In addition, though BEC Vantage is not entirely a pre-test guidance for the exam, it is certainly a great choice for those who are planning to take the exam in the future.

- 1.instrumental: adj.
- 2.embodiment: n.
- 3.arduous: adj.
- 4.subordinate: n.
- 5.improvise: v.

(指导老师 / 薛妹妹)



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Soul was released on November 20 as a brand-new movie by Disney Pixar Animation Studios, and came out on December 25, 2020 in China. The animation feature is the twentieth full-length film of Pixar. It is co-directed by the playwright Kemp Power and the chief creative officer Peter Docter, while Peter Docter has already directed *Monsters, Inc.*, *Up* and *Inside Out*. Significantly, this is also Pixar's first movie starred by African-American actors in 34 years.

In about 100 jaunty and poignant minutes, *Soul* tackles some of the questions that many of us have been losing sleep over since childhood—Why do we exist? What is the point of being alive? What comes after death?—all of these questions are given special attention in the film's plot.

In the movie, Joe Gardner is originally a middle school music teacher who dreams of becoming a professional musician. When he finally gets his chance to show off his piano skills in the best jazz club of New York, on his way home he happens to fall into a manhole in the street and immediately his life is in danger.

At this moment, his accidental fall brings him into a magical world called "The Great Before". This place is where souls are trained to gain their own characteristics and interests before reaching the earth. Once souls ignite their spark, they will get the pass to return to the earth. Joe then meets a new character—a soul by the name of "22"—who couldn't find her passion for life even with the help of the strongest soul-mentor group in "The Great Before": Nikolaj Kopernik, Mahatma Gandhi, Mother Teresa of Calcutta, and American Boxer Muhammad Ali. Holding onto the belief that they can get back to earth, Joe instantly becomes 22's soul mentor and they start on the journey of finding inspiration for life—i.e., "the spark of life".

Joe and 22 find a chance to go to the earth, but their identities get muddled up on the way. 22 unexpectedly turns into Joe, while Joe transforms into a cat. After reaching the earth, Joe (now the cat) steals a piece of pizza which 22 (now Joe) relishes as a taste of new food. They go to the hairdresser's together and 22, now in Joe's body, shares her view of life freely with the boss and the guests. 22 (now Joe) even helps a girl in despair pick up her music dream again—22, who once had all kinds of resistance to becoming a human being, has ignited her own spark and passion after getting back to "The Great Before" from the earth.

22 offers her own pass to Joe so that Joe can return to the earth safely and realize his dream of playing the piano on the big stage. He gets tremendous applause after his performance. With great passion he asks his idol, "What shall we do next?" His idol replies, "Tomorrow, the same time, this show again." Joe has been waiting for this day for his entire life, and he thinks it should make a

difference. Then his idol tells him, "I once heard the story about a fish. He swims up to this older fish and says, 'I'm trying to find this thing they call the ocean.' 'The ocean?' says the older fish, 'That's where you are right now.'"

After returning home, that story makes Joe think more about his life. He asks himself the ultimate question: "What is the spark of life?" When he is pondering this question, it suddenly occurs to him that the true meaning of life is never pursuing a certain purpose; it is enjoying every single moment of life. The spark is not that big picture he has imagined, but some tiny little experiences like a taste of pizza, the melody of a street singer, the falling of a piece of leaf.....Just like what Joe finally figures out, "Your spark isn't your purpose, that last box fills in when you are ready to come alive."

The manager of "The Great Before" spots that Joe uses 22's pass to go back to the earth and calls him back to "The Great Before". Then Joe returns the pass to 22 and accompanies 22 on the way to coming alive. But with no pass, he gets rejected halfway. After being moved by Joe's perseverance and kindness, the manager gives Joe another chance to come alive. When the manager asks him, "How are you gonna spend your life?" "I'm not sure. But I do know... I'm going to live every minute of it." says Joe.

Joe was thinking in a way that ordinary people often think about their own lives. He used to think that the climax of life is the moment to attain a sought-after goal. However, he soon realizes after the enormous happiness subsides, that em



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Yuzhu Zheng, an international student majoring in TCSOL at ECNU, was invited to share her life experiences in Shanghai with the ECNU Circle team. With a background in translation, this ECNUer has rich experience in language skills. Let's see how Yuzhu Zheng has adapted to the city while learning Mandarin-Chinese at ECNU.

ECNU Circle: Why do you choose to study in China?

Yuzhu Zheng: I was born in a small city in central Burma and later studied Chinese at Yunhua Normal College in Mandalay. I also worked as a Burmese-Chinese translator in Burma. I came to China to improve my Chinese proficiency in hope of taking on translation as my future career.

E: How is your life as an ethnic Chinese in Burma?

Zheng: I think there might be a certain degree of prejudice against ethnic Chinese in Burma, especially among the middle class Burmese. Those biases most likely result from their misconceptions about China especially concerning the military conflict in northern Burma. Moreover, many of poorest Burmese sneak into China illegally, so human trafficking² is common on the China-Burma border. All in all, the public attitude towards ethnic Chinese is quite complex in Burma.

E: What do you think of your college life now in China as an international student?

Zheng: Compared with other overseas students, I cherish the opportunity to learn Chinese more and therefore make greater effort to improve my Chinese language skills. Since I recognize that the language proficiency is an essential part of translation, my motivation for overseas study might be stronger than that of other international students.

E: Why do you prefer to take Teaching Chinese to Speakers of Other Languages (TCSOL) as your major?

Zheng: I majored in TCSOL at Yunhua Normal College before, so I chose to continue my study here at ECNU. To be honest, I did not have a strong interest in Chinese teaching until I realized I had made a right decision. With the promotion of The Belt and Road Initiative (BRI)³, more frequent communication is expected between China and Burma, thus leading to a greater demand for learning Chinese language in Burma.



E: What do you think of your TCSOL learning experience?

Zheng: In terms of TCSOL, I want to introduce more advanced educational theories and practices to Burma to make Chinese learning a fun experience, because I didn't like the cramming way in which I was taught Chinese in Burma. In addition, modern educational technologies can also be applied to promote language learning. For example, artificial intelligence can be used to develop Chinese learning software to help students achieve better learning results.

E: Do you have a clear plan for the future?

Zheng: I am willing to work as a Chinese teacher in Burma, but my lifelong interest is in translation. If possible, I would prefer to work as a translator to promote the political communication between China and Burma.

E: What do you usually do in your spare time?

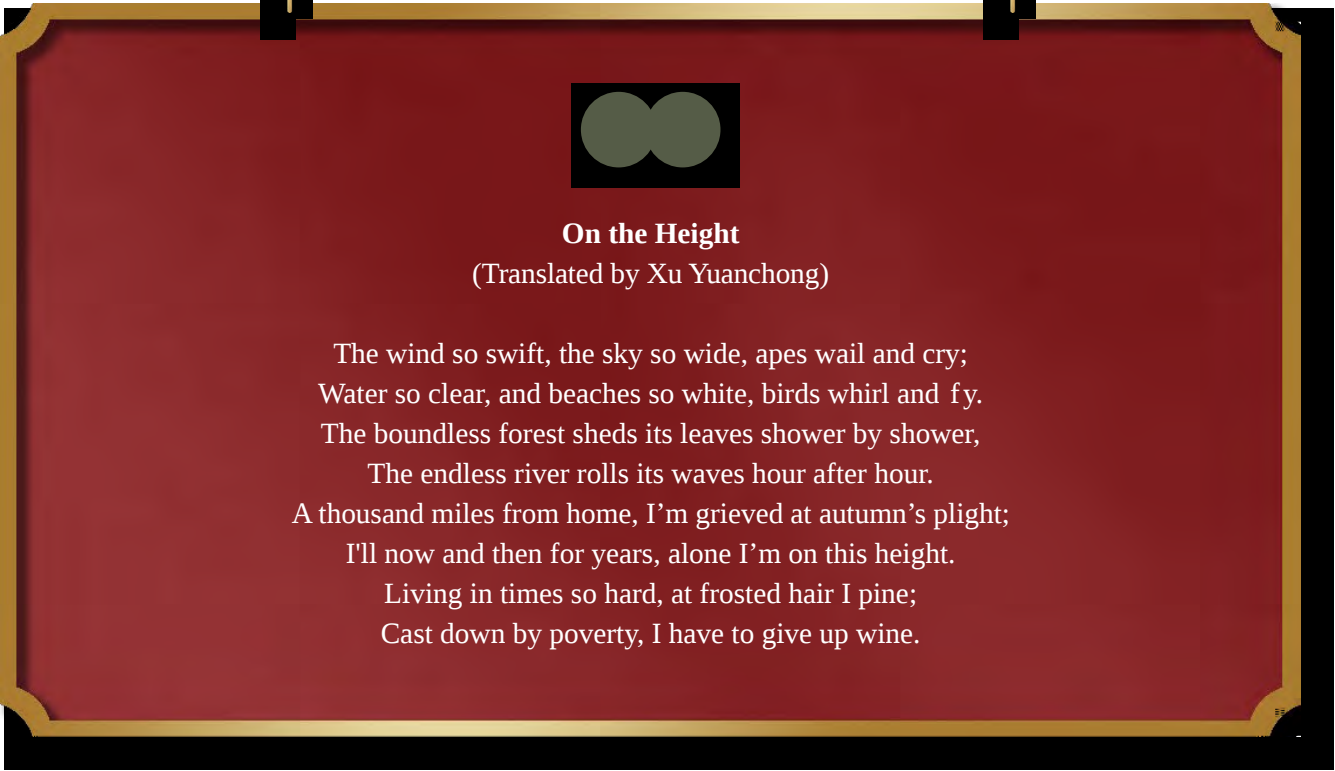
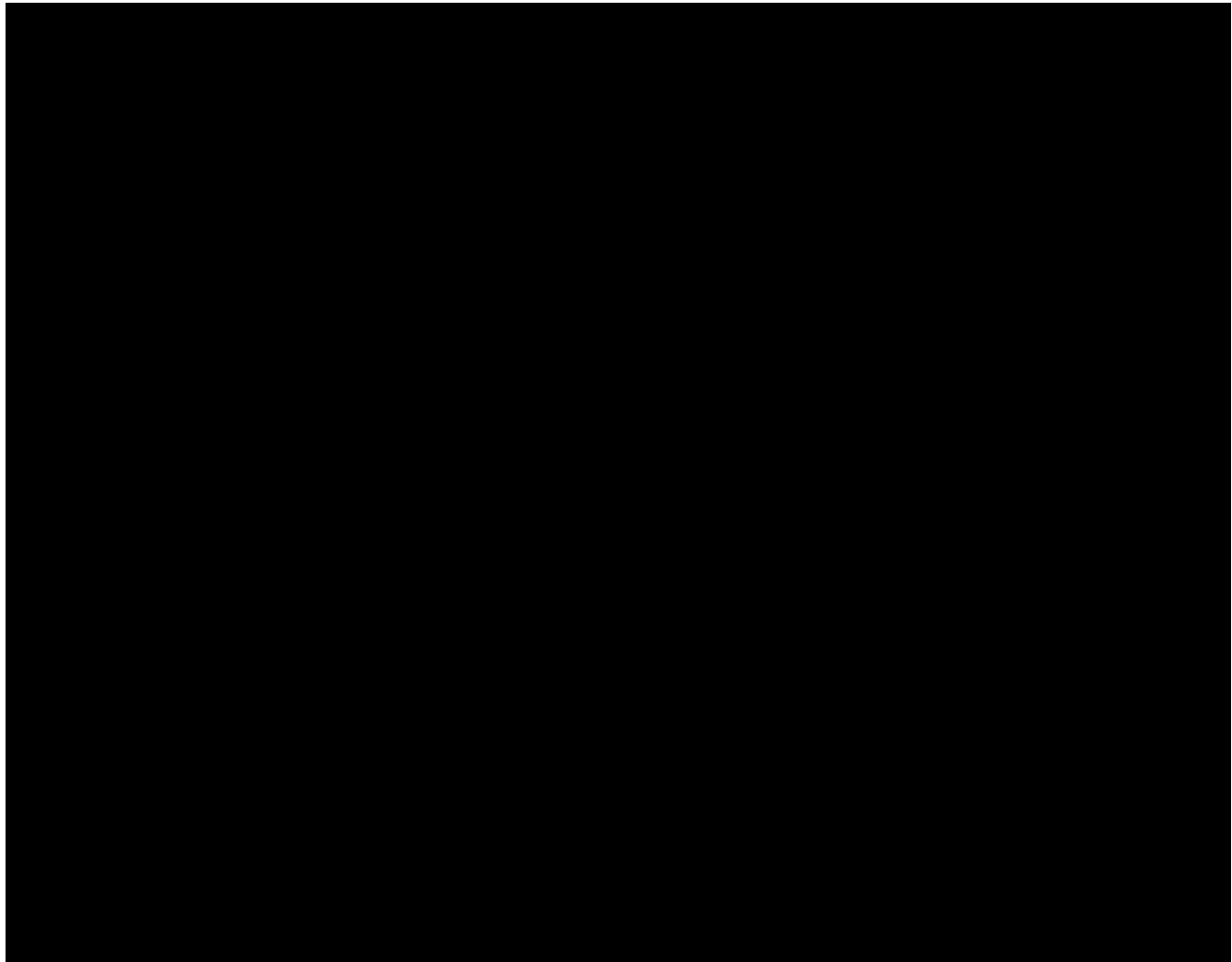
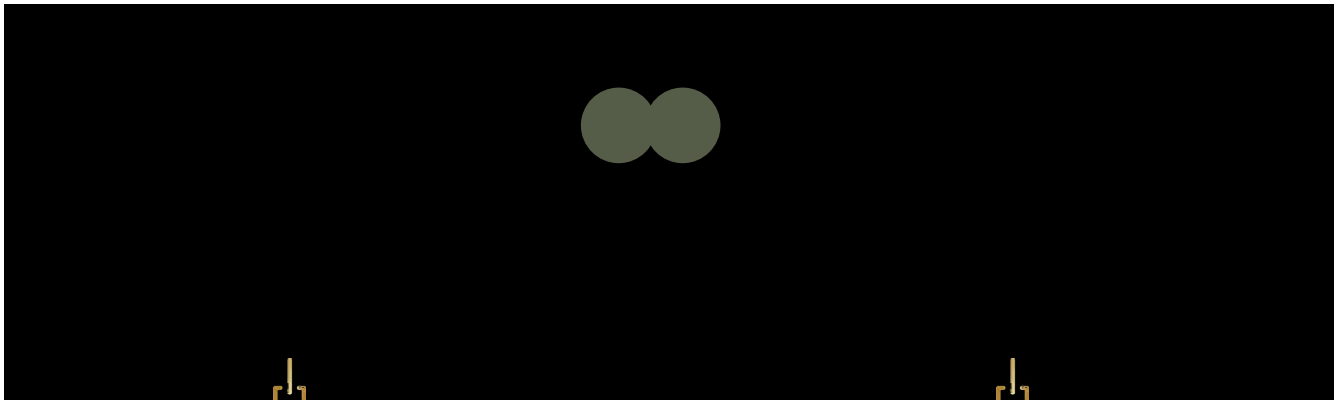
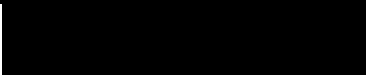
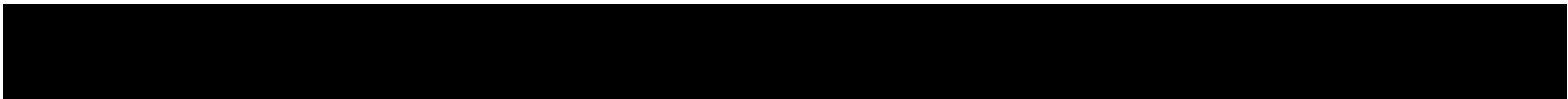
Zheng: In my spare time, I like singing and playing badminton. In addition, I like Han Chinese clothing and Chinese calligraphy as well. I often practise writing Chinese characters with a classic Chinese brush.

E: What impresses you most about traditional Chinese culture?

Zheng: My initial interest in Chinese culture was kindled when I learned Chinese in Yunhua Normal College. But I did not have a deep understanding of Chinese culture until I paid a visit to one of the popular art centers in Shanghai—Tian Zifang. When I traveled there, I witnessed the traditional paper-cutting art show for the first time. I learned that the Shanghai-style paper cutting is regarded as an innovation on the traditional paper cutting practices as it involves a variety of cutting techniques and tools, which is contrary to my previous understanding. The increasing popularity of Shanghai-style paper cutting shows us how the Chinese traditional art gets integrated into the modern life in China.

E: How do you like Shanghai as a newcomer?

Zheng: Shanghai is renowned for its unique charisma, especially the mix of modernity and tradition. Life in Shanghai exposed me to various learning opportunities and resources. I love Shanghai for its vitality and dynamics. The only thing I need to get more adapted to is the rapid pace of the regular life here.



On the Height
(Translated by Xu Yuanchong)

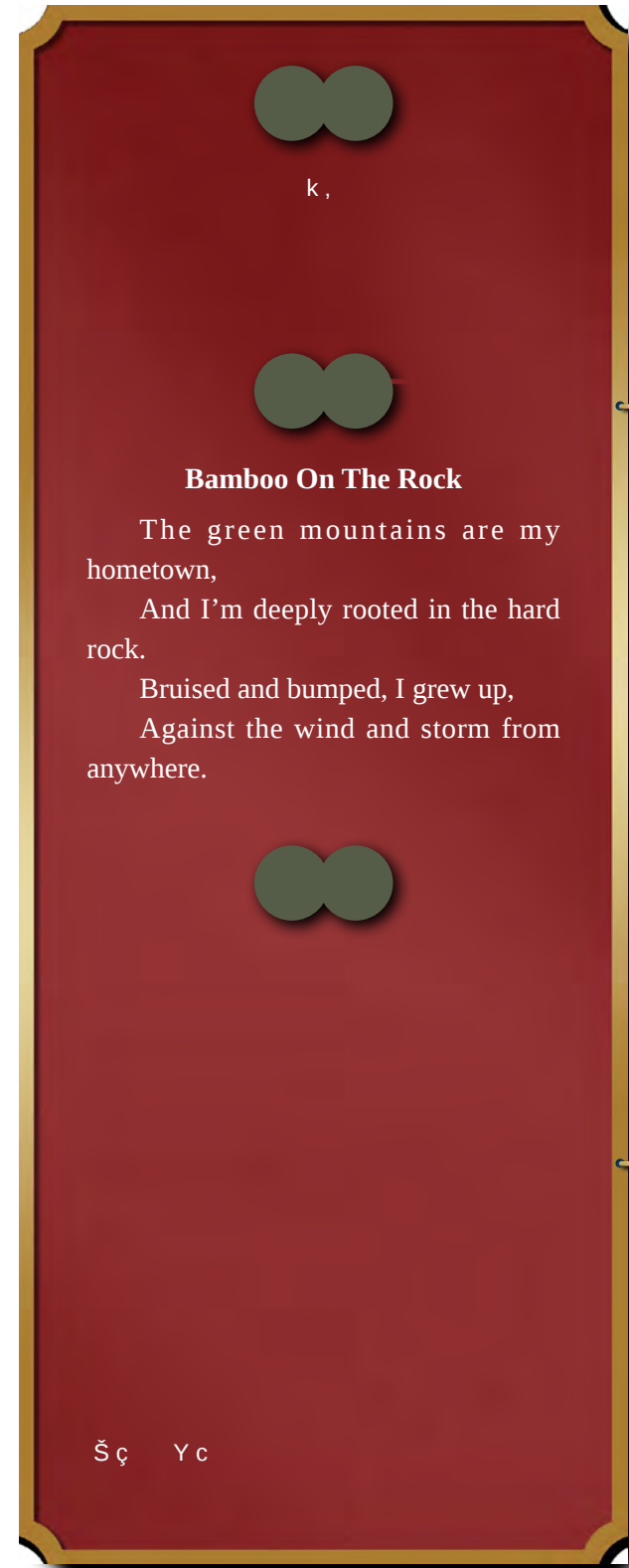
The wind so swift, the sky so wide, apes wail and cry;
Water so clear, and beaches so white, birds whirl and fy.
The boundless forest sheds its leaves shower by shower,
The endless river rolls its waves hour after hour.
A thousand miles from home, I'm grieved at autumn's plight;
I'll now and then for years, alone I'm on this height.
Living in times so hard, at frosted hair I pine;
Cast down by poverty, I have to give up wine.



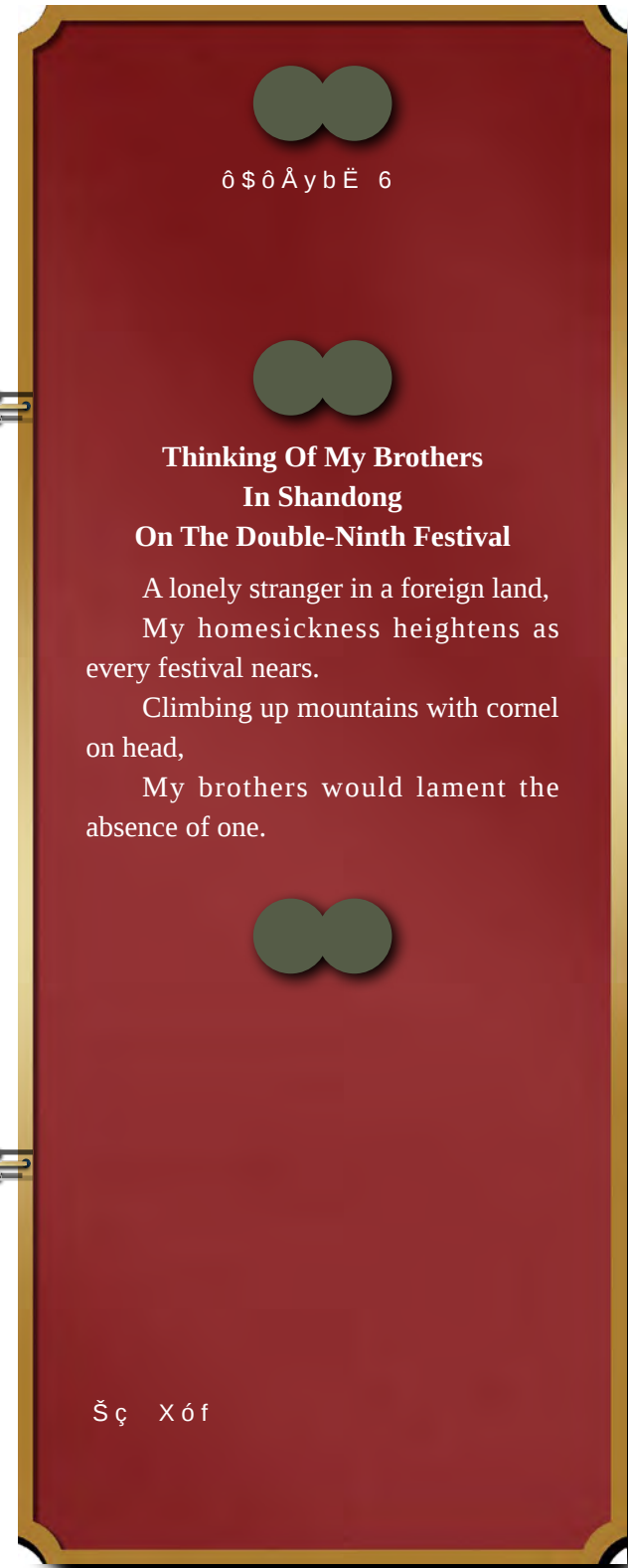
Being indifferent to fame and fortune is one of the traditional merits of Chinese society. This poem praises this noble virtue by describing the characteristics of plum blossoms, which reflects the light of humanity.



The poem sent to a friend called Du Yuanying was written when the poet gathered with his friends on Mid-Autumn Festival. It expresses the thoughts of missing friends and families on this special day.



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本刊物受到华东师大校园文化建设专项基金资助
CIRCLE IN HAND , ENGLISH IN MIND



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