

ECNU CIRCLE

華東師範大學 | 英文校園刊物

NO.24 December, 2020

PROFILE

*"Go West"—Sun Xiaoli's
Pursuit of Self-Realization*

RESEARCH

*ECNU Team Develops
Ecological Interface
Restoration System*

EXCHANGE ABROAD

*Plunging into the Beauty
of Seattle*

读华彩篇章
品东西文化
感师大生活
悟大学真谛

Circle in Hand English in Mind
ECNU CIRCLE
华东师范大学英文校园刊物

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英其风采
语者歌章

简介

ECNU CIRCLE 刊物自 2013 年春季起，每学年三期。作为华东师范大学英文校园刊物在中北、闵行校区内发行。每期发行 1000 册。

宗旨

在华东师大党委宣传部、校团委、外语学院大学英语教学部的指导下，面向全校本科生、研究生以及留学生，组织对英语刊物感兴趣、英语水平较高学生，创办知识性、实用性、趣味性并重的英语刊物。旨在坚守师大传媒人的责任，在缤纷的英语刊物中融入师大人自己的特色，力图打造属于新一代大学生自己的“英语氧吧”，展现一个真实的，活力四射的华师大校园英语世界。

内容

每期有 11 个固定栏目，范围涵盖校园、社会、文化、艺术、文学、潮流等各个方面：

Profile（人物）：师大师生风采

Snapshots（人物快讯）：校园热点人物速览

Spotlight（校园热点）：师大热点新闻

ECNU Life（校园生活）：精彩校园生活

Research（科研）：杰出科研团队与成果

EFL World（外语教学）：外语教学研究与实践

Literature（文学园地）：各类文学作品赏析

Exchange Abroad（他山之石）：师大人的海外学习经历

Experiencing China（留学中国）：留学生的中国体验

Workshop（语言加油站）：汉语诗歌欣赏与翻译

Alumni（校友故事）：师大校友经历

特色

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目标

打造华东师范大学校园文化的新标杆。

投稿

来稿要求：1. 内容体现大学校园生活特色 2. 行文有深度有创新有感悟有情感皆可 3. 英语语法无错误，英文地道者优先 4. 文体形式不限，字数为 400 字以上（诗歌字数不限）。

欢迎同学踊跃投稿。优秀佳作刊登于 ECNU CIRCLE 刊物上，并有相应稿费酬劳。本刊一般不退稿，未见回复者即可视为未获采用。投稿请注明投稿字样，写上年级、院系、姓名、联系方式。

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The Queen's Broadcast to the UK and Commonwealth on Coronavirus

5 April 2020



编选 / 夏佳怡 美编 / 高焱

I am speaking to you at what I know is an increasingly challenging time. A time of disruption in the life of our country: a disruption that has brought grief to some, financial difficulties to many, and enormous changes to the daily lives of us all.

I want to thank everyone on the NHS front line, as well as care workers and those carrying out essential roles, who selflessly continue their day-to-day duties outside the home in support of us all. I am sure the nation will join me in assuring you that what you do is appreciated and every hour of your hard work brings us closer to a return to more normal times.

I also want to thank those of you who are staying at home, thereby helping to protect the vulnerable and sparing many families the pain already felt by those who have lost loved ones. Together we are tackling this disease, and I want to reassure you that if we remain united and resolute, then we will overcome it.

I hope in the years to come everyone will be able to take pride in how they responded to this challenge. And those who come after us will say the Britons of this generation were as strong as any. The attributes of self-discipline, of quiet good-humoured resolve and of fellow-feeling still characterise this country. The pride in who we are is not a part of our past, it defines our present and our future.

The moments when the United Kingdom has come together to applaud its care and essential workers will be remembered as an expression of our national spirit; and its symbol will be the rainbows drawn by children.

Across the Commonwealth and around the world, we have seen heart-warming stories of people coming together to help others, be it through delivering food parcels and medicines, checking on neighbours, or converting businesses to help the relief effort.

And though self-isolating may at times be hard, many people of all faiths, and of none, are discovering that it presents an opportunity to slow down, pause and reflect, in prayer or meditation.

It reminds me of the very first broadcast I made, in 1940, helped by my sister. We, as children, spoke from here at Windsor to children who had been evacuated from their homes and sent away for their own safety. Today, once again, many will feel a painful sense of separation from their loved ones. But now, as then, we know, deep down, that it is the right thing to do.

While we have faced challenges before, this one is different. This time we join with all nations across the globe in a common endeavour, using the great advances of science and our instinctive compassion to heal. We will succeed and that success will belong to every one of us.

We should take comfort that while we may have more still to endure, better days will return: we will be with our friends again; we will be with our families again; we will meet again. But for now, I send my thanks and warmest good wishes to you all.

（审稿 / 汪燕）

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“Go West”—Sun Xiaoli’s Pursuit of Self-Realization

文 / 岳冰洁 陈宛滢 美编 / 叶思齐

In 2020, universities in Shanghai launched a series of civil participation employment projects such as “College Graduate Village Officials,” “Three Supports and One Assistance¹,” and “Go West Program².” These programs encourage graduates to develop and establish their own careers. “Young people shouldn’t be afraid of pains and hardships. The further one goes, the more he will learn and the better he will be.” These words have become the most special gifts from tutors for volunteers.

Sun Xiaoli, a postgraduate student from ECNU’s Geography Department, volunteered to sign up for this year’s “Go West Program” and applied for a slot³ in basic education in Xinjiang Uygur Autonomous Region⁴. “To serve in a place where I am most needed is my responsibility as a university graduate,” said Sun.

ECNU Circle is honored to have the opportunity for an interview with Xiaoli. Let’s hear more about her unique experiences!



ECNU Circle: What drove you to participate in the “Go West Program”?

Sun: I’ve always had special feelings for the Xinjiang region. I also would like to have closer and further contact with this distant region, learning more about its local traditions and customs. I even took Xinjiang University into consideration when I was starting my university application. However, out of multiple factors, I finally chose to finish my higher education degrees in Jiangsu province and Shanghai.

But my passion for Xinjiang is deeply rooted in my heart. One afternoon, I came across a notice about the “Go West Program” which brought back all my past passions and expectations to my mind. Since my major is environmental sciences, focusing on environmental protection, excitement started to build up inside me. I realized participating in “Go West Program” would be a wonderful and precious experience as I could help promote people’s awareness of protecting beautiful sceneries in Xinjiang region with my knowledge.

I’m not a stranger to volunteer work either. I have been actively involved in many different volunteer activities, like educating and researching in Mountain Dabie in summer vacation, looking after elderly people and playing with children in special schools. Every time I saw the satisfactory facial expressions of the old people and smiling faces of children, I believed all the efforts I made were worthwhile. I am young, full of energy and without much domestic burden. Although the road ahead is full of uncertainties, I am determined to pursue my dreams. All those above have been the driving forces for me to apply for this program.

E: Did your parents approve of your decision to participate in the “Go West Program” from the very beginning? If not, how did you manage to bring them around?

S: After my parents learned from the brochure what the “Go West Program” was about and what I was expected to do, my father was quite supportive



while my mother was more concerned about my security. She said it was not safe for a young girl like me to go anywhere so far away from home alone, which meant she would miss me a lot.

I understood that their concerns mainly came from their lack of information. That’s why I told them that it was a national project and as a participant my job there would contribute to the development of local education. I also explained to them that my security would be guaranteed and that I would benefit a lot from the program. Most importantly, I stated that I wanted to challenge myself and have a more meaningful life while I am still young and courageous. I want to give my life iridescent⁵ contents.

That’s when my parents finally softened up. I’m so lucky to have such caring and open-minded parents, and even more grateful that they are supportive in my pursuit of such dreams.

E: In the process of serving in the far west, is there anything different from your expectations?

S: I think one thing that’s different from my expectation is our living conditions. I thought that living conditions would be poor but the reality is quite the opposite. Our accommodation is quite comfortable. I have three roommates. We get separate bedrooms and share a kitchen and a bathroom. The climate here is also pleasant. I am

positioned in BoHu, a town close to Lake Bositeng, so the climate isn't that dry. The other thing is that people here are all very hospitable and enthusiastic. They helped me a lot in getting accustomed to living and working here.

What I least expected is that I would be assigned to a position in the local Youth League Committee office. As a normal university graduate, I originally assumed that I would take a job as a teacher. Every day I'm confronted with different challenges but I really enjoy my occupation because I know I can learn more and develop better.

E: Are there any difficulties and challenges in your volunteer work in Xinjiang Region? If yes, how do you deal with those problems?

S: The major problem I face is the transition⁶ from being a student to a volunteer. A lot of differences exist between the two roles. At work, personal relationship tends to be more complicated, and there are tasks that I am not familiar with, which challenge me to get adjusted to my new role as soon as possible. Luckily, my colleagues are very helpful and they instruct me with great patience. Another problem is the adaptation to a new environment. The climate conditions and eating

habits in Xinjiang vary a lot from those in Shanghai. I am trying to adjust myself to a new lifestyle.

E: Are there any experiences or events that impress you most or give you a sense of accomplishment and satisfaction?

S: I am currently working in the Youth League Committee office. My main job is archive⁷ management and documents sorting. That involves a lot of trivial matters. From the beginning of "Go West Program," over two hundred volunteers have worked here. So sorting out all the previous files could be hard work. But I enjoy working with other volunteers and we get along well with each other.

At the same time, I am one of the editors of the biweekly magazine *Volunteer*. The job includes deciding on themes at the beginning, then editing, revising and final printing and cover image shooting. Working with the magazine is really demanding and sometimes I have to search for sources of materials in the countryside even on weekends. But every time I see the printed magazines, I feel a great sense of achievement. This feeling gives me constant motivation when I am tired, meanwhile, it also makes me believe that what I am working on is worthwhile and meaningful.



Sun Xiaoli's experience has inspired and motivated many students in ECNU. Her advice to all students is that, "While you are still young, do what you want to do bravely. Life is a long journey, do not live with regrets." For many students, it would be a great opportunity to participate in such a meaningful project where people realize they are contributing to local community development. In response to students' enthusiasm, our school is taking measures to provide students with access to projects like "Go West Program."

According to the staff working in ECNU's Service Center for Student Development, ECNU is currently making further efforts to enhance employment in the west. They're doing so by appealing to all graduates that "one should go to the grassroots, go to the far west, to where our motherland and people need us most." Meanwhile, ECNU has also got connected with the employing units in West China, docking employment programs, such as recruitment information session of west region. Our country and our school will be willing to see more young people like Sun Xiaoli devoting themselves to the contributions of development in the West.



1. Three Supports and One Assistance: 三支一扶
2. Go West Program: 西部计划
3. slot: n. (机构的) 职位
4. Xinjiang Uygur Autonomous Region: 新疆维吾尔自治区
5. iridescent: adj. 彩虹色的, 七彩的
6. transition: n. 过渡, 转变
7. archive: n. 档案

(审稿 / 薛妹妹)

Teaching Support Program

文 / 陈萧伊 陈雨婷
美编 / 顾浩敏

The Gen-Z ECNU graduate Kang Zhuo is passionate about volunteer teaching. Kang Zhuo started to work as a volunteer with "I Fly - Rural Education" Public Welfare Project when he was a freshman. Upon graduation in 2019 he gave up his career at New Oriental and chose to work as a full time volunteer with the project. This summer he decided to continue his service with this project for one more year. He said, "It's hard to leave these lovely children behind." Up to now, "I Fly" project has been in operation for 11 years. In the past decade, a total of 1,512 rural teachers from 21 provinces, 287 counties and 853 schools have been invited to Shanghai to participate in the training, directly benefiting more than 350,000 students.



From July 14 to 15, Yang Changli, vice chairman of the University Council of ECNU, with the delegation from the university were in Xundian County, Yunnan Province to participate in the unveiling ceremony of "Social Practice Base" and "Aesthetic Education Practice Base" of ECNU. In the future, these two practice bases will serve as "refueling stations" for ECNU youths to carry out the summer social practice activities. And it is also expected to promote the development of Xundian's local talents and education environment through various teaching projects.



On July 25th, Shen Yao with her team members of the "Future Teachers" program from Meng Xiancheng Academy completed the two-week teaching mission in Diansha Nine-year Education School in Yunnan Province. With the joint efforts of 15 ECNUers, the volunteer team offered different extended science courses to nearly 1200 students in 23 classes of four grades in this Diansha middle school. This teaching exercise was just one of the many activities carried out in Xundian's Aesthetic Education Practice Base. It marked a successful start for ECNUers, promoting their interest in learning and aspiration for better quality education.



Qu Yiwen, Sun Maolin and other leaders of the volunteer teaching team from the Graduate School held an online session where they shared their experiences. Students who are interested in being a volunteer teacher in rural education program were invited to attend. After introducing the working conditions, job descriptions and personal gains from the experience, volunteer leaders encouraged students to maintain their passion for education and set up specific plans for their academic development and career goals. At the end of the online session, students expressed their determination to serve at the grass-roots level and to contribute to the poverty alleviation work.

"During the online courses, we were impressed by the students' dedication to study and careful note-taking," said He Yan, a junior from the School of Foreign Languages of ECNU. "They have been looking forward to such an opportunity to have access to expansion of knowledge." During this summer vacation, He Yan and other volunteer team members from the School presented a series of online teaching activities to students in Jinsuo Middle School in Xundian, a county of Yunnan. Volunteer teachers were able to involve students in vivid English classes focusing on grammar learning as well as oral pronunciation through modern Internet technology such as animated film clips for teaching materials.



(审稿 / 薛妹妹)

Back to ECNU Campus in 2020

文 / 朱新亿 王欣怡

美编 / 叶思齐

Despite a tough battle, China has achieved a breakthrough success in combating the outbreak of COVID-19. We were finally able to return to our lovely campus which had been greatly missed for such a long time by ECNUers alike. However, the virus continues to spread all over the world as the pandemic hasn't subsided. Confronted with the rush brought by the resumption of work and study, what preventive measures has ECNU taken to guarantee the safety of teachers and students? And what are the attitudes of the faculty, staff and students towards the resumption? We would like to record these important moments through observation and interviews which were conducted in September to share with beloved ECNU Circle readers about the campus reopening protocols¹.

1. Safety Precautions

In order to avoid a cluster of infections, the university has taken a series of preventive measures to ensure the safety of all the teachers and students from an outbreak.

1) Management of School Gates

To gain access to the campus, teachers and students must apply on WeChat Enterprise to gain the approval first. When applying for it, they need to submit a Shanghai QR Code, and state their current health condition as well as confirm a 14-day self-regulation in health. Since the access has time limits (e.g. one month), teachers need to re-apply when the time is due. Students are allowed to have free access to the campus within one day, otherwise they need to ask for leave and re-apply for the access another day.



At the school's entry gates, non-contact infrared temperature scanners are used as people pass by. Security guards have been arranged in front of each device. Only the ones with normal temperatures can swipe their campus card or ID card to enter. On the contrary, if someone's temperature is higher than 37.3°C, he/she will be immediately directed to the temporary isolation area for further observation and another temperature test by a doctor in the campus clinic. Their health condition will be tracked. If necessary, they will be sent to the fever clinic of the designated hospital for further checks. In addition, doctors will wear protective equipment and conduct regular and thorough disinfection in the waiting area.

2) Management of Classrooms

Alcohol-based hand sanitizers are provided at the entrance of each teaching building. Moreover, teachers and students are not allowed to enter until they pass the infrared temperature detector with a normal temperature. He or she will be treated in accordance to the school emergency treatment procedures if they do not pass. One-way flow at entry and exit points is also designated to reduce congestion and avoid any potential cross-infections. The staff are to clean and disinfect the classrooms regularly and thoroughly.



3) Management of Canteens

The same preventative measures are taken in the school canteens as the ones in the classrooms. In addition, three types of boxed lunches are offered daily for teachers and students to choose from, which saves time in queues and keeps the gatherings with fewer people. The canteens put up signs and instructions outlining dining procedures.

4) Management of Dormitories

Students must wait in the designated area and queue up within a safe distance before returning to the dormitory for the first time. The staff take their temperature, help them to register, issue relevant notices and distribute the pandemic prevention kits including one bottle of alcohol cotton, one thermometer, one soap and a package of face masks. They also remind students to pay attention to



personal hygiene and keep the dormitory ventilated. After moving into the dormitory, students are required to swipe their campus card to sign in every time before entering. Hand sanitizers are also provided at the front desk of the dormitory for students to clean and disinfect themselves.

5) Management of Bathrooms

Shower curtains have been newly added to the bathrooms to form an independent space for students, thus avoiding close contact and greatly reducing the possibility of cluster infection.

6) Management of the Library

In consideration of the popularity of the library and the pandemic, a seat management system has been implemented in our school: Every seat in the library has been input into the reservation system; teachers and students can make reservations on WeChat enterprise, WeChat subscription account or the seat selection machine in the library. After the successful reservation, people must enter and leave the library in a timely and orderly manner according to regulations, which helps a lot in controlling the number of occupants and reducing the possibility of spreading the virus.

2. Attitudes of the Faculty, Staff and Students Towards Returning to Campus

1) Teachers

Now, to get a better picture of teachers' attitudes towards the reopening of the university, we conducted interviews with two teachers from College English Teaching Department, Ms. Zhao and Ms. Li.

E: How do you feel about returning to campus and meeting with students face to face again?

Zhao: It's very gratifying to see students again. Their facial expressions and body language can be captured more easily in offline teaching, which is conducive to better interactions. At the same time, offline learning contributes to students' cultivation of a sense of classroom community.

E: Do you have any concerns about the safety issues when we gather for classes?

Li: There is no concern at all owing to my trust in our school's safety precautions and in the self-discipline of all the teachers and students.

2) Dormitory & Canteen Staff

School reopening brings a great challenge to dormitory and canteen staff. With pleasure, we interviewed some employees about the reopening protocols.

E: Could you please tell us about the

difference of your work between now and the past?

Dormitory staff: There is definitely a large difference in our work before and after the COVID-19 outbreak. First of all, compared with the past, we have to wear a mask every day and conduct disinfection in the dormitory building, including the public areas, handles and so on many times a day. Moreover, we pay more attention to the management of garbage classification and reminding students of the room ventilation.

Canteen staff: The difference isn't particularly obvious. In addition to wearing a mask, we need to carry out a thorough disinfection of the canteen regularly. We come here very early before breakfast and conduct a comprehensive cleaning. After each meal, we will spray disinfectant to the ground, tables and seats to ensure that there are no bacteria, thus making teachers and students enjoy their meals safely.

3) Students



A) Senior Students' Attitudes Towards Returning to School

As for the senior students who have been taking online lessons at home for a long period of time, different expectations for the campus life back on track can be perceived.

Some have been longing to return to school

because of the tardiness and inefficiency of online communication, affection for exciting school activities, or simply the boredom of being stuck at home while others can be kind of reluctant because of the preference to the re-watchable lessons, the freedom and comfort provided by online learning, or the sense of belonging to their hometown.

Despite of a variety of feelings, there's been an atmosphere of anticipation for campus life.

B) Freshmen Entering a New Life Stage

The protagonist of this term is sure to be the freshmen who have been through a special National College Entrance Examination. Their experiences varied considerably.

Some felt online learning enabled them to find their own pace of learning and the later sealed management required more independence as well, which, surprisingly, seemed to do good to the final test. Others found self-discipline really important when taking online lessons and there could be some decline in grades. Although the delayed exam was excruciating², it did provide abundant time for them to prepare.

Facing a new start of college life, freshmen are looking forward to discovering a brand-new self and getting more opportunities to promote themselves in ECNU.

C) Students' Attitudes Towards Safety Precautions of ECNU

When it came to the pandemic preventive measures, both freshmen and senior students expressed their great confidence and trust.

Annabelle: I think our school does well in implementing epidemic prevention and control measures, including both temperature measurement and reasonable control policy for access to the campus.

Jenny: In every recess, a cleaning staff will disinfect the classroom in order to make sure the facilities teachers and students touch are all safe.

However, there are worries about mask wearing. Some hope that more students can wear a mask when attending a large class, although the

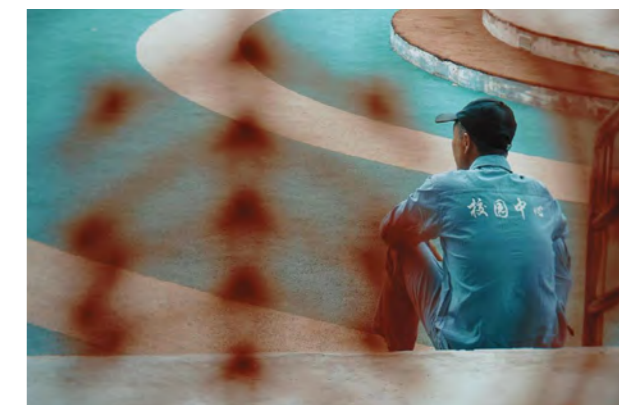
regulations indicate that teachers and students in class can decide whether to wear the mask or not.

Li Chengyang: Generally speaking, I feel very excited about returning to school. But, before my return, I was worried about being locked up just like in a prison.

Her worries were shared by others, especially the local students who could go back home every weekend.

Welcoming students from all over the country is a major challenge to the school's pandemic prevention competence. Many schools are inclined to choose sealed management which seems to be much more convenient. However, the daily life needs of teachers and students are also supposed to be considered. ECNU has done a good job. For one thing, there is strict temperature monitoring, campus access application managing systems and other preventive measures. For another, the policy enables people to enter and leave the campus in a rather convenient way.

Living in the ECNU campus, we can hardly experience any difference from the life before the pandemic. To maintain these seemingly simple and ordinary teaching activities for the daily lives of teachers and students, what really works is a great investment of our school and the hard work and dedication of relevant support staff.



Notes: The pictures were chosen from the campus website.

1. protocol: n. 规程

2. excruciating: adj. 极痛苦的

(审稿 / 赵国霞)



英编 / 孙辰阳 潘窈窈
美编 / 高焱

Nineteen years ago, the “He Feng Kun Opera Club” was established by a group of ECNUers who had a burning passion for a form of traditional Chinese opera. Kun Opera is renowned as the origin of the Chinese opera. In March 2017, Prof. Li Shunhua from the Department of Chinese Language and Literature was appointed as the instructor of the club to revive the aesthetic atmosphere of Kun Opera on ECNU campus.

Months later, Prof. Qian Baogang and Shasha from Shanghai Kun Opera Troupe¹ were invited to provide more professional guidance for the club members. Meanwhile, a general elective course named “Sing and Study Kun Opera” was available to both undergraduates and postgraduates, attracting quite a few on-and-off campus students at that time. It has already become a well-received course at ECNU, featuring the combination of theoretical knowledge with practical performances, and giving a clear picture of Kun Opera to beginners.

Under the guidance of Prof. Li Shunhua and Shasha, the club members gained access to Huqiu Music Festival, a yearly-held traditional Chinese opera festival in Suzhou. The ECNU Kun Opera Study Club has been engaged in this festival for three consecutive years, winning recognition from peers and audiences alike. Last year the ECNU Kun Opera Study Club was crowned as a five-star association for its great success and growing influence through a series of activities such as intercollegiate exchanges, performances and lectures. All of this has led to more of a spicing up of ECNUers’ extra-curricular life on campus, in addition to giving a voice to the promotion of Chinese traditional opera.

ECNU Circle will take you on a journey of the wonderful Kun Opera Study Club and how it developed on ECNU campus.



Prof. Li Shunhua (Club Instructor)

ECNU Circle: How was the club’s participation in Huqiu Music Festival this year?

Prof. Li: Huqiu Music Festival is a traditional Kun Opera Performance originating from Ming Dynasty. Thanks to the World Intangible Cultural Heritage, the festival has been revived in recent years

after decades of prosperity and decline. ECNU Kun Opera Study Club has made it a rule that every club member or course follower should take an active part in Huqiu Music Festival.

Firstly, Huqiu Music Festival will enhance the publicity and influence of ECNU Kun Opera Study Club on a much bigger scale. The interaction between students and other Kun Opera fans are greatly strengthened by exchanging ideas with each other. More significantly, gaining access to amazing performance by renowned Kun Opera masters will further stimulate students’ interest in studying Kun Opera.

ECNU Circle: The course *Sing and Study Kun Opera* has been available to undergraduates and postgraduates since 2017. Is it well-received by students?

Prof. Li: Actually, this course goes along with the club activities. Students who show strong interest in Kun Opera on Monday class will be encouraged to participate in the club activities held on Friday evenings. By doing so the club can recruit new members and continue to grow. New members generally come from

various majors, ranging from fine arts to engineering and science, which indicates a keen interest in Kun Opera on campus.



ECNU Circle: Kun Opera is a form of traditional Chinese art originating from literature of Ming and Qing Dynasties. How can singing Kun Opera benefit the learners in terms of their literary attainments?

Prof. Li: A majority of plays in Kun Opera are derived from Chuanqi, a form of full-length drama prevalent during the Ming Dynasty. Learners might gain a deeper insight into the aesthetic implication of a play after they get familiar with the characters and the plot by taking part in the singing performance. Meanwhile, a series of lectures are held as a complement to the singing performance.

A traditional art like Kun Opera contributes to the cultivation of one’s individual temperament². As one of the most significant forms of music education in ancient China, Kun Opera has earned the reputation of “soul nourishment” since Ming Dynasty. What matters most for an excellent Kun Opera learner is not the skill he or she has acquired but the elegant temperament expressed through their words and deeds.

ECNU Circle: What kind of role do you think ECNU Kun Opera Study Club and the related course play in preserving Kun Opera’s cultural characteristics?

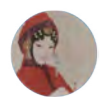
Prof. Li: ECNU Kun Opera Study Club serves as a professional platform for on-and-off campus Kun Opera fans. With its increasing popularity among students, the club will hold a series of cultural activities about the inheritance of Kun Opera among young people today. The course *Sing and Study Kun Opera* will enhance the expertise of Kun Opera lovers, thus giving a better preservation of the cultural legacy.

ECNU Circle: Do you have any expectations for ECNU Kun Opera Study Club?

Prof. Li: With Shanghai being renowned as the center of Kun Opera, ECNU, as a prestigious university in Shanghai, undoubtedly shoulders the responsibilities of preserving the legacy of Kun Opera. It is our hope

that we may have more intensive intercollegiate exchanges and communications on Kun Opera in the near future.

I hope that the current interactions between colleges can develop in full swing. More significantly, our WeChat official account will play an essential role in promoting the publicity of ECNU Kun Opera Study Club. The regularly-posted articles can inform the public of the lectures, performances and other related events so as to attract more attention. Perhaps we can recruit more members this way.



Ren Jing (Club President)

ECNU Circle: What is the most impressive performance you've ever had since you joined the club?

Ren Jing: We performed *Twelve Flower Gods*, a part of the famous Kun Opera, *An Amazing Dream in the Peony Pavilion*, in the Welcome Party of the Department of Chinese Language and Literature in January 2019. This was the first time that I have performed singing on stage with a professional makeup and delicate costumes, totally different from the off-stage a cappella³ performance. Apart from singing, I got in touch with a lot of new things, such as doing makeup and head ornaments. In addition, I learned much about the posture in singing performance because the regular training session focused more on a cappella and failed to practice how we stand, walk and gesture on stage.

ECNU Circle: Have you met any professional performers of Kun Opera?

Ren Jing: Luckily, I met Prof. Hu Baodi when she was invited to give a lecture on our campus in November 2018. I was impressed by her burning passion for Kun Opera as well as her elegant temperament in performance. In her lecture, she demonstrated the female roles in Kun Opera by citing *An Amazing Dream in the Peony*

Pavilion as an example. The lecture gave us a better understanding of the performing art in Kun Opera, which served as a guidance for our practice and greatly improved our stage performance.

ECNU Circle: What do you think of the impact of Kun Opera culture on university students?

Ren Jing: I think the Kun Opera culture exerts an increasing influence on college students today. On one hand, it helps to promote aesthetic education. As an art form rich in aesthetic value, Kun Opera is highly compatible with the national policy of "Education in Five Fields" and also serves as good learning material for aesthetic education. On the other hand, it contributes to college students' cultural self-confidence. Being a part of traditional Chinese culture, Kun Opera is studied and appreciated by college students. A better understanding of Kun Opera helps enhance their cultural confidence. It is a pity that Kun Opera hasn't been well received as a popular art among younger people. Many teenagers regard it as a seemingly "old-fashioned" art and its popularity among them has not met the expectations either. Besides, the spread of Kun Opera culture is still limited to a few regions such as Jiangsu, Zhejiang, Shanghai, Beijing, Taiwan and etc. University Kun Opera clubs in Beijing and Taiwan are well developed, with Peking University being nominated as the Inheritance Base of Kun Opera --- the Outstanding Chinese Traditional Culture. Young Kun Opera fans from Jiangsu, Zhejiang and Shanghai might come from families which honor the tradition of Kun Opera and have cultivated their interest in Kun Opera since childhood.



Chen Yue and Zhao Fujia (Course Follower)

ECNU Circle: What was your original intention for choosing the course Sing and Study Kun Opera?

Chen Yue: Since Chinese traditional opera

culture is my top interest, I would like to take this opportunity to have a systematic study about it. Moreover, most of my major-related courses are theory-based courses, therefore I hope I can pick up a practice-focused elective course. After a careful reading of the syllabus of this course, I found that apart from the theoretical knowledge of Kun Opera, the course involved teaching how to sing Kun Opera, how to appreciate famous Kun Opera productions, and how to make mutual reference to both performance and literature. I thought it would be a suitable choice for me.

ECNU Circle: What particular knowledge or skills have you learned in this course?

Chen Yue: Theoretically speaking, I have become familiar with the history and development of Kun Opera, especially the way of reading Kun Opera scripts. I've also appreciated many classic Kun Opera arias. At class, we were not supposed to learn by watching video performance. Instead, the teacher gave us a live performance and on-the-spot instruction. I am deeply impressed by the atmosphere and feel the unique charm of Chinese traditional culture.

ECNU Circle: What is the biggest benefit you get from this course?

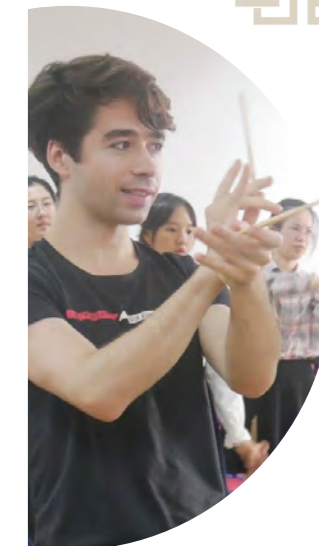
Zhao Fujia: The biggest gain for me is a thorough understanding of the Chinese opera culture. As I minored in Chinese, I often find Kun Opera in the study of Chinese classical literature. By taking this course, I got familiar with various elements of Kun Opera from singing, script reading, to stage performances which greatly contributed to my Chinese learning. On the other hand, I like dancing, especially classical dance. Thanks to this course, I gradually learned to sing a complete piece of Kun Opera and understand the story behind the repertoire⁴. Meanwhile, I performed classical dance in combination with the unique gesture of Kun Opera, highlighting the soul and charm of the dance in the opera.

ECNU Circle: How do you think traditional culture should be passed down to the younger generation in the case of Kun Opera?

Zhao Fujia: The study of Kun Opera involves both theory and practice, which gives us some inspiration that we might teach traditional culture in two ways. In theory, by a careful examination of the development and changes of traditional culture, we might grasp the essence of the traditional culture and recognize the importance of its inheritance. In practice, we can learn various kinds of traditional culture from opera, Guqin to classical dance. Both theory and practice will help us better appreciate the charm of the traditional culture. In terms of the cultural inheritance, we should adopt the approach of "taking the essence and removing the dross" in order to sustain the best part of traditional culture.

1. Shanghai Kun Opera Troupe: 上海昆曲研习社 2. temperament: n. 性情
3. a cappella: adj. 没有伴奏的 4. repertoire: n. 全部剧目

(审稿 / 王志宏)



Wang Fengyi, a student at the State Key Laboratory of Estuarine and Coastal Studies of East China Normal University (ECNU), formed a team with his three classmates and lab partners in 2017. The purpose of their work is based on a mutual love for ecological restoration. After starting their own business, the team has expanded to more than 20 people to date. The “Ecological Interface Restoration System” project has been successfully applied to the restoration of saline-alkali land in Yili of Xinjiang Province, grasslands in Hebei Province, coastal zone in Pinghu, and urban river courses and wetland parks in Shanghai and Jiangsu Province. We were fortunately able to set up an interview with Wang Fengyi, founder of Yingfei Ecological Technology Company.

ECNU Team Develops Ecological Interface Restoration System

文 / 申琛 陈宛滢 陈佳琳
美编 / 彭佳

ECNU CIRCLE (“E”): Can you explain the principle behind the “Ecological Interface Restoration System” in more detail? How did you go about putting it into practice?

Wang Fengyi (“W”): In fact, many of the problems of the ecological environment are caused by the destruction of its biological layer. Focused on the ecological restoration of plants, we synthesized a special substrate based on the soil structure suitable for the growth and development of plant roots—from the plant seeds and microorganisms needed for plant growth. When placed in the environment, the seeds can begin to germinate in the right temperature and moisture. Over time, as the diversity of the substrate increases, it can provide conditions for the ecosystem to repair itself in the long run.

The process and elements of this restoration are integrated into one product, in order to achieve rapid and convenient ecological restoration.

E: When did you decide to start a business based on the “Ecological Interface Restoration System” project?

W: In the middle and later stages of my PhD program, I was working on small ecological restoration projects. Through this process I noticed some defects in the current technology of the industry, and so I wanted to do something about that. I then constantly contacted with more enterprises in this industry and other design institutes.

It was officially around May 2017, when we ran the project as a company for the first time. Initially we shared our thoughts and ideas, at which point we agreed it might be better to make this a commercial endeavor.



E: We have learned that your team is composed of talents from different majors. How were you able to bring together so many people from different professional backgrounds?

W: Ecology and biology are the two most important majors for this project. Though some of the talents are from the same field, while others are peers in this academic circle. Material sciences are also very important to us. Any product should be mass produced after the completion of the prototype development, and then it can reach the business model and level of product interaction. We then have the chance to meet manufacturers and materials professionals, some of whom are interested in ecological restoration through technology and cross-boundary integration.

E: How did the experience of field observation and investigation inspire your team?

W: Many of our projects during the postgraduate period were the scientific research tasks assigned by our tutor. Except for the first year, importance was attached to field projects after the second year.

Ecology is a field-based empirical approach. That’s why we spent most of our time on the project site. When doing the monitoring, observation and engineering restoration, we found that the existing restoration technology was immature and even relatively primitive.

I was very inspired by the people we met during our field work. For example, in our ecological restoration project in Weihai, Shandong Province, most of the younger people in rural areas were migrant workers and so the elderly carried out the final operation with traditional planting methods. I think senior citizens work hard but inefficiently. In addition, we have a prediction that today’s technology is moving toward automation and unmanned intelligence. With labor costs rising, farming is an unsustainable means of ecological restoration. Therefore, we have to solve this problem in a technological way.



E: What are some of the greatest difficulties you have faced when working on this project?

W: Firstly I must tell you that the ecological environment is completely exposed to the open environment, which is very different from a lab setting. In nature, I have to be patient and keep waiting and waiting as the long experiment cycle works its way through. All I can do is conduct to more variable designs in a test, consider more about unpredictable factors and increase more possibilities. In addition, I couldn't anticipate certain factors in the experiment, such as extreme weather, which will have a big impact on our schedule. In the process of commercialization, some people think that our products have little technical content. Many people who are not so clear on the science might think of ecological restoration as nothing more than "planting grass." But it is often the case that the ecological conditions of the ecosystems that we restore are degraded and no longer able to support plant growth. In fact, we not only have to do a large amount of technical work, but also occasionally encounter several unknown possibilities. In a word, communication and persuasion is needed where misunderstanding of ecological restoration work exists.

E: How do you usually coordinate with your team of more than 20 members? Do you and your team's ideas conflict with one another?

W: It's not unusual for our team members to hold different opinions. And as an interdisciplinary fusion team due to the diversity in our expertise, we share entirely different ways of thinking. For instance, the members who excel at eco-environment protection often have abstract thoughts and ideas, while guys from R&D or material sciences can offer more realistic and practical solutions.

So indeed we need to take some time to convince our members to accept and understand each other. I would also advocate and organize communications between team members to ensure clarity about the existing difference between our current work and former careers. It's important to help them learn how to accept and adapt to new situations.

E: We know about the 6th 'Internet +' Innovation and Entrepreneurship Competition for college students. During the competition, have you ever been confronted with any obstacles? What preparation are you currently making in order to qualify again.

W: Well, worrying about prizes hasn't been a key issue for us. After all, our project wasn't designed merely for entering contests. We considered the competition as a platform to display our project, so the competition wouldn't bring us too much mental pressure and stress. And surely we wish to win the glory for our school.

E: Is there any new progress on the "Earth Skin" project?

W: Yes. In the past two years, most of our time and energy has been devoted to ecological restoration and some projects have matured. Our work on ecological restoration is a way for us to grind out and hone in on our skills. We actually have a bigger idea, which is that we can try to develop a complete technical system for the whole process of modern agriculture in the future.

For this reason, many of our projects are interconnected. Let me tell you about our project on the degraded grassland in north China. In fact, that grassland is originally a pasture, and after the grassland has been restored by our restoration technology, it will be used for grazing again in the future.

Now our technology is also in iteration, and we will continue to use our technology to follow up the renovation and maintenance of the pasture. In the future, we can better build a pasture production base to better provide the bearing capacity of animal husbandry.

Ecological restoration is just the beginning. In the future, as our technology matures and stabilizes, we will develop more of the natural asset value of these lands.

E: What does the experience of starting a business mean to you?

W: It's tiring, really tiring. Before starting a business, what you should do is to give yourself an evaluation. Though not everyone is suitable for starting a business, I do encourage everyone to give it a try, because starting a business is indeed really challenging. You will not only be confronted with professional problems and technical problems; it is a great challenge, both physically and mentally. If you have ideas about starting a business, it's better to give it a try as soon as possible, when you still have plenty of opportunities to switch departments.

Besides, it's better not to be too limited to your major in the process of starting a business. No matter how big your company is, the complexity of the things it faces is different, but the difficulties are the same. So you'd better stay curious and talk to more people.

E: In the future, do you and your team have any other projects planned?

W: What our team wants to do most is to focus on ecological restoration and introduce some ecological industries in the later stage of restoration. This goes along with us truly connecting "green mountains" and "gold mountains." Currently, we have developed products like the 'Ecological Interface' by ourselves. In the future, as this product matures, it may spawn off a series of more related projects.

For industries dominated by non-single technologies like ecology or agriculture, the products in the industry are mostly integrated, so we need to combine with the technologies of other teams or companies. There will be more related projects for this product in the future. We will continue to move forward, enriching our categories of technology, and accomplishing something more systematic.

(审稿 / 卫华)



Developing and Promoting the Sporting Culture and Spirit: Sporting Events English

文 / 赵熠明 岳冰洁
美编 / 顾浩敏

Sports and languages are both important parts of culture. Whereas sports are a cultural form of expression, languages serve as a form of expression to bridge between cultures. This article presents Sporting Events English, a new course which successfully combines sports with English language, while presenting sporting cultures from around the world. Students not

only have access to the history and rules of major international sporting events, but also study traditional Chinese sports, exploring the profound cultural connotation behind various sports and games. The teacher of this course, Su Junling, makes full use of international online resources to inspire students to know more about sporting events while improving on

their comprehensive English language skills. Here we are very honored to have Professor Su comprehensively introduce the educational objectives, teaching methods and the cultural spirit this course carries forward to ECNUers.

ECNU CIRCLE: Why did you choose to offer the new Sporting Events English course?

Professor Su:

I started teaching English to postgraduates majoring in PE from College of Physical Education and Health of ECNU in 2010, and I was compiling corresponding teaching materials around the same time. My one-year experience, as a visiting scholar from 2015 to 2016 in University of North Carolina at Chapel Hill in America, further stimulated my interest in sports teaching. The university is the alma mater of the basketball superstar Michael Jordan, and belongs to the Division I Conference in NCAA (National Collegiate Athletic Association). I audited a course called Sports Finance in the Department of Exercise and Sport Science, and watched various kinds of live sports events of NCAA, such as basketball, volleyball, tennis, baseball and American football. I compiled and published a textbook called *English for Sports Majors* after returning to China.

In addition, after the reform in the College English teaching in our university, there is a module in the new curriculum system called English for Specific Purposes (ESP). By far there are not many courses available in this module, so I hope my course on sporting events would be a significant part of it. My son used to be a student-athlete in Shanghai Jiao Tong University, who took part in the matches of CUBA twice

in 2016 and 2019 respectively. I accompanied him growing up, and gradually got more knowledge about sports. My experience with sports helps me develop a deep affection for watching and appreciating all kinds of sports events, even though I myself am not very good at sports.

E: What are the main objectives of your teaching?

S: Upon successful completion of this course, students are supposed to develop the following abilities.

1) A basic understanding of major international sporting events, especially about the origin, the development and the fundamental rules;

2) Building up a complete picture of Olympic Games and learning how to appreciate sports and games more professionally;

3) Learning how to express their ideas of sports knowledge with the help of the Internet and other modern multimedia;

4) Developing effective

communication skills through cooperative learning methods;

5) Enjoying more opportunities of being a volunteer of international sporting events;

6) Improving the team spirit, idealistic spirit, tough-mindedness, awareness of fair competition, cultural confidence and patriotic spirit.

E: Rules can be rather complicated. How do you help students who are unfamiliar with sporting events to quickly grasp the key regulations and terminology?

S: Yes, it is a real pain in the neck. So I considered these details when compiling the textbook. At first, I was overwhelmed by a large number of reference materials and didn't know where to start. With the help of plenty of investigations and teaching materials, I finally figured out what to do. I put emphasis on





the most fundamental rules in the textbook, which are illustrated in simple and understandable words. Furthermore, pictures are used in class to facilitate the interpretation of basic techniques and fouls in sports such as basketball, football and volleyball. These effective teaching methods can help students better understand sports terminology.

E: What do you think is the special meaning of watching English sports matches and mastering relevant English skills for students?

S: Honestly, to let students understand English commentary is not a major purpose of this course. It is pretty hard to gain a full understanding of English commentary, so we just hope students could learn about the language style. This course mainly focuses on the introduction of sporting events. On the basis of improving student's English abilities, we try

to open a window for students to experience sports culture, which is more important for the expression. The acquaintance of the origins of sports games, sporting events, characteristics of sports teams and the development of Olympic games enables students to have a general knowledge of western sports history and geography, and traditional Chinese sports culture as well.

For example, when it comes to Premiere League teams, we will read the British map and talk about its urban layout. When it comes to martial arts, we will mention Chinese Taiji culture and its essence. At the same time, we will analyze in what aspects Chinese sports have advantages and in what aspects there is still room for improvement, compared to the western ones, then seeking practical ways to enhance Chinese sports. Now the College English Department is implementing the ideological and political education program.

As a key part of the curriculum system, Sporting Events English actively involves ideological and political elements in the process of teaching, which can help students build a good sense of values about lives, develop their awareness of fair competence, nourish their perseverance and the spirit of patriotism and idealism.



E: We have noticed that you are one of the authors of the textbook, English for Sports Majors. So how did you come up with the idea of compiling a textbook, and did you face any difficulties during the process?

S: The span of compiling the textbook was quite long. At the very beginning when I taught PE postgraduates during the summer vacation, I referred to some books. But it turned out that the contents of those reference books were mixed up and the target users of each book varied a lot, which made me realize it was urgent to create my own teaching resources. So I set out to collect teaching materials and build my own lesson plans.

Not long after, I obtained more information about sports and consulted some professionals while studying in America. After coming back, I finally got the book published successfully after

a few rounds of revisions. I have to say persistence is the key to success. The most challenging part of compiling this book is the change of its target users. Originally it was designed only for PE postgraduates. But now we also have other types of users, like PE undergraduates, students who only choose Sporting Events English as a selective course and so on. The structure of the book has changed a lot of times and the selection of learning materials was demanding. The good thing is that we have a strong team, which not only includes English teachers, but also PE teachers and the editor of the publishing house has a strong sense of responsibility.

E: We know that you also teach a course called Sports English. What are the differences between the two courses, as far as teaching contents and methods are concerned? Will sports and non-sports majors act differently in class?

S: As I mentioned above, the users of the textbook include both sports and non-sports majors. So, we need to modify instruction to accommodate the needs of different students.

Sports English is a compulsory course for sports majors. Since it lasts for two semesters, we don't have a tight schedule, which means

it takes four classes to focus on one unit. On the whole, we will cover fourteen units in one year. Besides sports events and Olympic knowledge, students are also required to master spoken English of athletes' daily life and physical education, applied writing, knowledge of physical training etc. Reading aloud, making up dialogues and giving presentations are major activities in class.



When it comes to Sporting Events English, we will cover eleven units in one semester and it only takes two classes to focus on one unit. Students are supposed to learn about sports events as well as sports games and Olympic Games. They are more engaged in discussing relevant topics and expressing opinions, but the presentations and writing assignments are more demanding and challenging.

Sports majors may face more difficulties in study since their English level is relatively weak, but they take active part in class activities. As for Sporting Events English, as long as you are a sports fan, you can also enjoy it and contribute to the positive class atmosphere. But it would be rather painful for the students who have no interest in sports because they will feel difficult and tedious in remembering complex knowledge about rules and numerous terms, so they should think twice before choosing this course.

Since the very beginning, Sporting Events English has been receiving widespread positive comments. The MOOC of Sporting Events English will be available in 2020 under the efforts of Professor Su and her team. The innovative combination of online and offline teaching methods will further enrich students' course experience. Welcome to choose Sporting Events English!

(审稿 / 赵国霞)

- 1.terminology: n. 术语
- 2.foul:n. 犯规
- 3.Premier League: 英格兰足球超级联赛



What Do Disasters Teach Us? Reflections on the Movie *Chernobyl*

文 / 刘思含 张子琰

美编 / 叶思齐

Chernobyl (2019) is a historical drama produced by HBO and Sky UK. Created and written by Craig Mazin, and directed by Johan Renck, the five episode¹ miniseries² dramatizes the Chernobyl nuclear plant disaster—known as the worst nuclear disaster in history.

It occurred due to a breakdown at the No. 4 reactor in the Chernobyl Nuclear Power Plant. Rivers, soils, plants and animals were severely contaminated; people who might suffer radiation exposure were evacuated. The health officials predict that over the next 70 years there will be a 28% increase in cancer rates among the people exposed to the 5-12 EBq of radioactive contamination released from the reactor. Worse still, radiation levels are very high in the Chernobyl Exclusion Zone today and it is not habitable.

Altogether there are five episodes, namely *1:23:45*, *Please remain calm*, *Open Wide*, *O Earth*, *The Happiness of Mankind*, *Vichnaya Pamyat* (meaning “immortal memory” in Russian), making record of the Chernobyl nuclear disaster including the causes of the disaster and people’s different

reactions. There are three main storylines—how the government deals with this crisis, how normal lives are affected and how scientists try to uncover and defend the truth.

The most thought-provoking lines appear as questions to the audience at the beginning of the movie: “What is the cost of lies? It’s not that we’ll mistake them for the truth. The real danger is that if we hear enough lies, then we no longer recognize the truth at all. What can we do then? What other alternatives are left but to abandon even the hope of truth? In these stories, it doesn’t matter who the heroes are. All we want to know is: Who is to blame?”

These words set up the keynote³ of the series, stimulating the audience into a deeper reflection while watching the movie. The government is described in the movie as very “bureaucratic” since they totally deny the failure to recognize the hidden design defects in the nuclear power plant, and try to conceal the truth from the public. Apart from the exposure of the dark side, the movie also presents the viewers with numerous touching moments.

The firefighters gathered at the disaster scene as soon as possible with little knowledge of the terrible consequence of radiation. The story of firefighter Vasily and his wife Lyudmila Ignatenko is based on oral history recorded by Nobel Prize Winner Svetlana Alexievich. Their love story is heartbreaking. Despite that Vasily’s body was damaged beyond repair, Lyudmila still cared for him until the last moment of his life. Their baby who was born later did not survive because of the radiation. Another moving moment is the story of the “three warriors”, in which three workers volunteered to risk their lives to clean the water accumulation underground where concentration of radiation was too high even for robots to function normally. By doing so, they successfully prevented the nuclear plant from another explosion.

The last hero is a fictional figure created to represent all the scientists who take part in the investigation of the incident. Ulana Khomyuk is courageous and honest. She devoted herself to finding a better way to lessen the damage to people’s lives and to prevent the tragedies from happening again, despite the countless obstacles standing on her way.

After its premiere⁴ on May 6th, 2019, the miniseries received much attention and critical acclaim. It won Outstanding Limited Series, Outstanding Directing and Outstanding Writing at the 71st Primetime Emmy Awards and the Best Supporting Actor in a Series, Miniseries or Television Film at the 77th Golden Globe Awards. On Rotten Tomatoes, it has a 96% approval rating with an average score of 8.94 out of 10, based on 95 reviews. In June 2019, it became the highest-rated TV series of all-time on IMDB, with a score of 9.7/10 from over 140,000 users.

The movie was discussed from several angles. From a historical perspective, what was the Chernobyl Nuclear disaster like in reality? From an artistic perspective, how was the storyline organized and how were the main characters’

images built? From a political perspective, does the screen writer have a political tendency? The miniseries is based on a true story, but there are still some discrepancies between the movie and the reality. Some audience appreciate its vivid shooting and great special effects, but they also point out that it does not give a full picture of the reality. In the miniseries, Soviet officials and plant management are believed to be misinterpreted for their images seem too evil. Also, the helicopter crash is said to happen actually later than the timing in the movie. Reviewers expressed their opinions on newspapers and magazines like *The Atlantic* and *The Washington Post*, exposing the potential danger in current society analogous to the Chernobyl disaster partly caused by the leaders’ dishonesty.

Human beings have encountered numerous disasters since the dawn of the civilization. History repeats itself and teaches us a lot. When COVID-19 pandemic breaks the peace of our regular life, we might have a deeper understanding of what is shown in this miniseries.

The public confusion centers around the following questions—Was the truth hidden from the public in the beginning? Who were to blame for all the suffering? Those questions later turned into weapons in the international political arena to attack the governance capacity and social order. Luckily, whenever disasters happen, there are always courageous heroes who will stand out to defend the truth. In *Chernobyl*’s case, there were firefighters and scientists; during the Covid-19 pandemic, nurses, doctors, scientists and community workers are still on the frontlines. If we can learn from each disaster, we might live up to the old Chinese idiom, “Much distress regenerates a nation.”

1. episode: n. 一集

2. miniseries: n. 电视短剧

3. keynote: n. 基调

4. premiere: n. 首映

(审稿 / 王志宏)

Plunging into the Beauty of Seattle

文 / 陈 启 美编 / 李超然

Located on an isthmus¹ between Puget Sound and Lake Washington on the West Coast of the US, Seattle is quite a famous city for many Chinese. Two movies, *Sleepless in Seattle* (1993) and *Finding Mr. Right* (2013), introduced us to the most famous sites of attraction in Seattle, including Pike Market Place, the Space Needle, the first Starbucks shop and many others. Besides, the city has developed into a technology center since the 1980s, with top technology companies, including Amazon, Facebook, Microsoft, and many others clustering here. Sponsored by China Scholarship Council, I lived in this city for one year as a visiting scholar at the University of Washington. During the time what impressed me most are two aspects of the city: the natural beauty and the sportsman spirit.

Though the latitude of the city is at the same level of Chinese northern city Harbin, winter in Seattle is far milder, with the lowest temperature above -5 Celsius. In summer, if the temperature is above 35 Celsius for more than two days, it will be in the headlines of local newspapers. Thanks to the wet wind blowing from the Pacific Ocean, Seattle has a very small range of temperature change. Meanwhile, the same wet wind brings about eight to nine months of rain to the city. Humid but cool weather helps the city nicknamed “The Emerald² City”, as the lush evergreen

forests cover most areas. Every car license plate in Washington is even printed with “The Evergreen State”. The most beautiful season is spring, starting with blooming magnolia and cherry trees in March; until the early June, flower shows in every corner of the city won't stop. Seattle may not be as famous as Japan for cherry blossoms, but the view is second to none with over 3000 cherry trees that were gifted by the mayor of Tokyo in the 1920s. After the cherry and magnolia blossom, tulips slightly sway in the warm sunshine, presenting bright colors and extraordinary elegance. When the state flower of Washington, the rhododendron³ begins to dominate the garden of every house, spring is ready for the best shows. Peonies, roses, chrysanthemums, hydrangeas⁴, and many flowers whose name I don't know compete for the leading role of the shows every week. The other three seasons each has its own attraction. In Autumn, golden leaves with changing hues fall in the glittering sunshine. Winter is never harsh, and with wet weather it is an ideal place for skiers. Summer, which is dry and cool, is the best season for Seattleites to enjoy outdoor activities.

Three national parks, Mt. Rainier, North Cascade and Olympic, are the favorite destinations for Seattleites in summer. Among the three, Olympic National Park

has the most diverse landscapes. On the west side is a long coastline; to the north are emeralds-like lakes; in the middle is a rainforest where mosses build halls and castles. Besides, trails after trails will lead to ridges where everyone will be struck by magnificent views of mountain peaks with snow crests. Everyone can step on a trail to explore, challenge, or even find a new one that has never been treaded. Blessed with abundant natural resources, Seattleites have the sportsman spirit in heart.

Different from the sportsmanship in tracks and fields or stadiums, the true sportsman spirit in Seattle can be defined as embracing the nature, while staying humble and respectful to it. The long coastlines endow Seattleites with various fishes, crabs, clams, and oysters. Crabbing probably is the most popular recreational activity in summer. The best bait for crabs is stinky chicken thighs. A little patience and luck will bring a harvest of red rock crabs or the famous Seattle Dungeness crabs⁵. However, before crabbing, don't forget to buy the license and the measure ruler, because only the legal-size male crabs can be taken and served on dinner table. Clam and oyster digging are also great fun. Check the low tide day and hour, and then a crowded beach will be presented. Various kinds of clams, such as cockles⁶, butter clams, horse clams, spill water here and there; mussels⁷ cling tightly to each other or rocks; and oysters cluster quietly and wait for the tide to come back. Each shellfish license will allow several dozen clams to be taken home. With an oyster knife, a fresh raw oyster feast is ready on the beach. But don't forget to throw the shells back, as baby oysters will continue to grow on them. Hunting is more exciting and adventurous if proper training and required tests are taken. Fishing is no doubt for people of all ages.

All these activities are strictly

organized by the Washington Department of Fishing and Hunting, with detailed regulations of when, where and how to enjoy the natural resources. It is the strict regulations and self-disciplines of everyone that harvest is possible every year.

If fishing and hunting are not quite attractive, there are many other options. Sailing on Lake Washington or even on the sea is not exclusively young people's sports. Hobie Waves and Optis⁸ are fun and easy to control, while Quests and Lasers⁸ are faster and more challenging. Paddle boards and kayaks⁹ are family-friendly. Surrounded by ocean, lakes and rivers, waterfront or pier is just a few steps away from many Seattleites' houses. Biking and jogging also attract a large population in Seattle. The Burke-Gilman Trail, 27 miles or 42 km in total, circles the city and offers a tree-shaded trail without disturbance of any automobiles. Originally a railroad that was an important part of the city transportation, the trail is now the best choice for bicyclers, joggers and even commuters.

Life in big cities is dazzling and exciting, as there are countless career, education, and environment possibilities. However, sometimes citizens may want an escape into nature. Seattleites are no doubt very lucky because they have both. On a clear day, standing at any open place, even in downtown, you can see Mt. Rainier rising quietly in the distance, waiting for another soul to seek the tranquility in nature.

- | | |
|----------------------------|--|
| 1. isthmus: n. 地峡 | 6. cockle: n. 鸟蛤 |
| 2. Emerald: n. 翡翠 | 7. mussel: n. 贻贝 |
| 3. rhododendron: n. 杜鹃花 | 8. Hobie Waves, Opti, Quest, Laser: 帆船型号 |
| 4. hydrangea: n. 无尽夏, 绣球花 | 9. kayak: n. 独木舟 |
| 5. Dungeness crabs: n. 珍宝蟹 | (审稿 / 汪燕) |



I'm Josh, an international student of East China Normal University and copy editor of ECNU Circle. Like many people from all over the world, I come to China for a new experience. Ryan and I, both from the United States, have lived in China for a combined total of 8 years. I'm currently pursuing a Master's Degree in Law with a focus on International Relations and China Studies while Ryan is embarking on a PhD in Chinese Philosophy.

We both agree that China is an awesome country. But right now the biggest challenge to our experience abroad is the ongoing coronavirus pandemic¹. Unlike many of the international students who return to their home countries for summer or winter vacation, me and Ryan devoted ourselves to staying in China through every summer and winter vacation. Due to the coronavirus outbreak, though, our plans have changed immensely. Ryan has been spending large amounts of time in his dorm room at ECNU. I am still in the United States where I will stay temporarily as a result of the global pandemic.

I'm writing this column to tell everyone how China is an awesome country. I wish I could be there right now. As I wait, wait, and wait, I can only work from home with hope in my heart. The Covid-19 pandemic has made everyone more cautious, but many international students are encouraged by their experiences abroad in China.

MY IMPRESSIONS OF AWESOME CITIES IN CHINA

文 / Joshua Mayfield 王怡雯
美编 / 彭佳

1. SHANGHAI

I feel so excited when I'm in Shanghai. The environment there is incredible—Chang Jiang, Pu Xi, Pu Dong, the Bund, West Nanjing Road—and that's just to name a few of this city's awesome features. In addition, the beautiful campus of ECNU holds a special place in my heart. For all its glory, I must say that the teachers, students and staff of ECNU are what makes the campus so memorable.

Ryan and I share the same view about our first arrival to Shanghai, in 2013 and 2017 respectively. We hadn't studied much Chinese language, even though we felt like we had a fair understanding of Chinese culture, history and philosophy. Yet our Chinese language skills were very poor. We went to Shanghai with a thirst for knowledge about Chinese language and lifestyles—we've prevailed so far with our own determination!

Ryan shared his feelings about leaving the United States through how the protagonist² Ishmael felt about his life on the land in the American Novel *Moby Dick*. As Ishmael felt confident in his choice to sail to distant shores, so me and Ryan were thrilled at the prospect of a new experience abroad at ECNU. I had no idea what to expect from this experience. But I know that Shanghai will always be my favorite place in China.

2. BEIJING

Beijing is Ryan's favorite city. I agree that Beijing is a much easier place to meet people than in Shanghai. According to Ryan, "this city brings a certain mystique that the pen typewriter or computer is incapable of describing." Ryan actually doesn't like to stay in Shanghai when he's on vacation from school, and that's why he always looks for opportunities to spend more time in Beijing with his friends.

I think traveling in Beijing can be very challenging. I found that there were simply too many people at the tourist spots. The congestion in the city from the people and road traffic is awful. The food is so different from Shanghai that I couldn't get accustomed to it. Ryan can easily make friends with both expats³ and Chinese people in Beijing, though I felt that going to tourist spots and walking around the city was laborious.

After visiting Beijing several times, Ryan is very comfortable with the people and environment in China's capital city. It's clear to me that I'm more comfortable in a city like Shanghai. Nonetheless, we both agree that traveling to both Shanghai and Beijing is a great opportunity for anyone to learn more about China.



3. CHENGDU

One thing comes to most people's mind about Chengdu: food. The local food is just incredible. I even like the weird stuff like rabbit meat. Ryan and I traveled to Sichuan together, and we really had a good time there. I think I speak for both of us when I say that having hot pot in Chengdu is mandatory for anyone traveling to China.

Everyone can normally find something about Chinese culture that is fascinating to them. The food definitely stands out to most people traveling abroad in China—for good or bad reasons. People in China also encourage expats to try the various types of Chinese cuisine, which is particularly spicy in the province of Sichuan. I'm proud to say I've got to experience local Chengdu cuisine twice so far!



4. XINING AND HARBIN

On one of the winter vacations, Ryan and I pushed ourselves to travel far away from Shanghai. I went to Xining, Qinghai, and Ryan went to Harbin, Heilongjiang. Anyone who's familiar with Northwest and Northeast China already understands what we went through during our stays there in winter.

The brutal altitude and freezing temperature doesn't make for an ideal vacation spot in Qinghai, but I wouldn't let that stop anyone from traveling there. Qinghai has its own local culture and customs, and I was amazed by the blue sky, clean atmosphere and the majestic Kun Lun mountains. Ryan, on the other hand, was very pleased with the harsh winter of Harbin because it reminded him of the frozen tundra⁴ of Eau Claire, Wisconsin, where he got his undergraduate degree in the United States.

China is an awesome country for travel. Knowledge of the local languages, cultures and customs is helpful but not essential. Ryan has had some problems with the language barrier when traveling to smaller cities and towns throughout China, since very few people in those areas speak English. These experiences invigorated⁵ Ryan to spend more time learning Chinese language at ECNU.

I've dedicated the past 8 years of my life to learning Chinese language. From my experiences, I'd say that anywhere you go in China's big cities that you can find someone who speaks English (even if it's just service-oriented). However, that won't stop me from continuing to improve my language skills. I've said this to many, many people: the task of mastering Chinese language, is also the task of mastering Chinese culture and lifestyles. I believe Ryan and I will seek out more opportunities to experience China while living abroad.

1. coronavirus pandemic 冠状病毒大流行

2. protagonist: n. 主角, 主人公

3. expat: n. 侨民, 移居国外者, 同 expatriate

4. tundra: n. 冻土带, 冻原

5. invigorate: vt. 激励, 刺激

(审稿 / 汪燕)

Wu Weicheng

15 Years of Creating Happiness

文 / 陈箫伊 夏佳怡 美编 / 高焱

Wu Weicheng, as a 2005-year student of Information Management at East China Normal University, started his own IP derivatives business and now runs AIMON—an industry leader in the field.

An Unusual Kid

"Everyone thought I was weird. I was admitted to high school and university from my own efforts and had to join computer competitions for necessary qualifications. I didn't do well in middle school but I was the vice president of the student council. I didn't do well in high school but I was an assistant to the principal. I didn't do well in college because I had my own business. I just took the beaten track all the way, doing what I love, gathering people that I felt right, and then went for the goals that felt right. I just wanted to be happy."

In 2005, Wu Weicheng entered East China Normal University as a major in Information Management. In his first year of college, Wu Weicheng teamed up with four sophomores to participate in the university entrepreneurship competition, Daxia Cup. As a result, Wu stood out and won the first prize out of 99 groups. Thus, he and a group of partners each took a little of their own money, and finally raised 50,000 yuan as a startup.

Wu Weicheng got an office in Zizhu Science Park and started doing sales of animation derivatives. They helped many clubs and student unions in universities including ECNU, to find sponsors. Some of the sponsoring companies gave them some products, which they would sell by themselves. The most fruitful time was when they ran events in Nanhui University Town, Songjiang University Town and in nearly 20 other colleges and universities throughout Shanghai. They once set up 20 tents, which was the biggest event for them, with their exposure to various gaming companies and product promotions.

After graduating from the university, Wu's team drifted apart from one another. Only a few of their colleagues remained. However, Wu still managed to cooperate with Taiwan's largest anime agency, MUSE; and then later on to set up AIMON, thus continuing to work in the anime industry.

The departure of his business partners made him sad. But Wu Weicheng's biggest regret in the process of entrepreneurship was actually the breakup with his girlfriend in college, who was the biggest help in starting the business. "The company had just started, so I had no money to buy a house and a car, which may affect the relationship—Five years of quarrels and quarrels apart."

A business creating happiness

Wu Weicheng enjoys his career. It's a business that creates happiness. He likes to do what young people enjoy; he wants to keep himself feeling younger. Next, we outlined three specific points about his entrepreneurial career: working with IP owners, risks and vision.

● Working with IP owners

Wu Weicheng values the time he spent working with different forms of intellectual property (IP). He had the opportunity to work with *The King's Avatar* (全职高手), *The Grandmother of Demonic Cultivation* (魔道祖师), *Game of Arknights* (明日方舟), *Mr Love: Queen's Choice* (恋与制作人) and *Honkai Impact 3rd* (崩坏3) among others.

In fact, this cooperation did not bring in revenues for IP owners right away. Wu knows that the copyright fees they paid are just a drop in the bucket in comparison with their revenues from gaming purchases. The core value of the business lies in the happiness the owner creates for their users. This is what IP owners value and where Wu wants to make a breakthrough—to make the users happy while making profits at the same time.

● Risks

In recent years, there's major capital pouring into the animation market, and commercial competition is becoming increasingly fierce. The risks are missing some new IPs, new technology or some opportunities for cooperation, leading to the problem of re-correcting the company's marketing image. Compared with market share, Wu Weicheng is more concerned about attracting and training talents. In this regard, Wu Weicheng said his employees (over 200) are more important than himself. As CEO, Wu Weicheng is more responsible for things like how to optimize the resource allocation and balance the various aspects, and then enable his colleagues to grasp the new things and finally get things done.

Wu Weicheng confesses that what he fears the most is becoming "old." Not in the sense of age, but in the fear that he does not know what the new generations are thinking. He believes that if the CEOs themselves are not sensitive enough to young people's opinions and ideas, the company will lose its competitiveness in the latest market—Wu Weicheng's concern for the company's future direction has driven him to keep up with young people's thinking by reading microblogs, WeChat moments and even QZone.

● Vision

Wu Weicheng hopes to maintain AIMON's leading position in the industry and continue to grow. Now, his biggest wish is to improve the economic level and life quality of his colleagues in the process of getting bigger, and to become a company respected by users.

In terms of the industry, Wu hopes to continue the process of legalization and regularization, and reduce the vicious competition and piracy as much as possible. Generally speaking, he hopes that the emerging industry will be more orderly and conducive to healthy competition, rather than developing an environment of vicious competition like that of traditional FMCG (Fast-Moving Consumer Goods).

As the industry's head company, Wu Weicheng hopes to continue to adhere to their beliefs, not "messing around and cheating consumers". Wu said, if they can persist with their own values, the industry will have a confidence that "good people can be alive and well".



(审稿 / 卫华)

Appreciation and Translation of Chinese Poetry

文 / 唐粉荷 岳冰洁

美编 / 李超然

China has long been famous for its classic poetry. Chinese poems vary a lot by themes. For example, describing the beauty of a rich landscape, narrating historical events, expressing personal sentiment and ambitions, etc. One special type of poem focuses on the sentiment of missing one's hometown or motherland. Those poems represent the virtues of human nature. For example, almost all Chinese people know the following poem on homesickness written by Su Shi, a well-known poet from Song Dynasty:



明月几时有？把酒问青天。
不知天上宫阙，今夕是何年？
我欲乘风归去，又恐琼楼玉宇，
高处不胜寒。
起舞弄清影，何似在人间？
转朱阁，低绮户，照无眠。
不应有恨，何事长向别时圆？
人有悲欢离合，月有阴晴圆缺，
此事古难全。
但愿人长久，千里共婵娟。

《水调歌头》
宋 苏轼

释义

明月从什么时候开始有的呢？我拿着酒杯遥问苍天。不知道天上的宫殿，今晚是哪一年？我想凭借着风力回到天上去看一看，又担心美玉砌成的楼宇太高让我经受不住寒冷。起身舞蹈玩赏着月光下自己清朗的影子，月宫哪里比得上在人间！

月儿转过朱红色的楼阁，低低地挂在窗户上，照着屋里没有睡意的人。明月不应该对人们有什么怨恨吧，可又为什么总是在人们离别之时才圆呢？人有悲欢离合的变迁，月有阴晴圆缺的转换，这事儿自古以来就很难周全。希望人们可以长长久久地在一起，即使相隔千里也能一起欣赏这美好的月亮。

翻译

The Mid-Autumn Festival (Tune: "Prelude to Water Melody")

Translated by Xu Yuanchong

How long will the full moon appear?
Wine cup in hand, I ask the sky.
I do not know what time of the year
It would be tonight in the palace on high.
Riding the wind, there I would fly,
Yet I'm afraid the crystalline palace would
be
Too high and cold for me.
I rise and dance, with my shadow I play.
On high as on earth, would it be as gay?

The moon goes round the mansions red
Through gauze-draped window soft to shed

Her light upon the sleepless bed.
Why then when people part, is the oft full
and bright?
Men have sorrow and joy; they part or
meet again;
The moon is bright or dim and she may
wax or wane.
There has been nothing perfect since the
olden days.
So let us wish that man
Will live long as he can!
Though miles apart, we'll share the beauty
she displays.

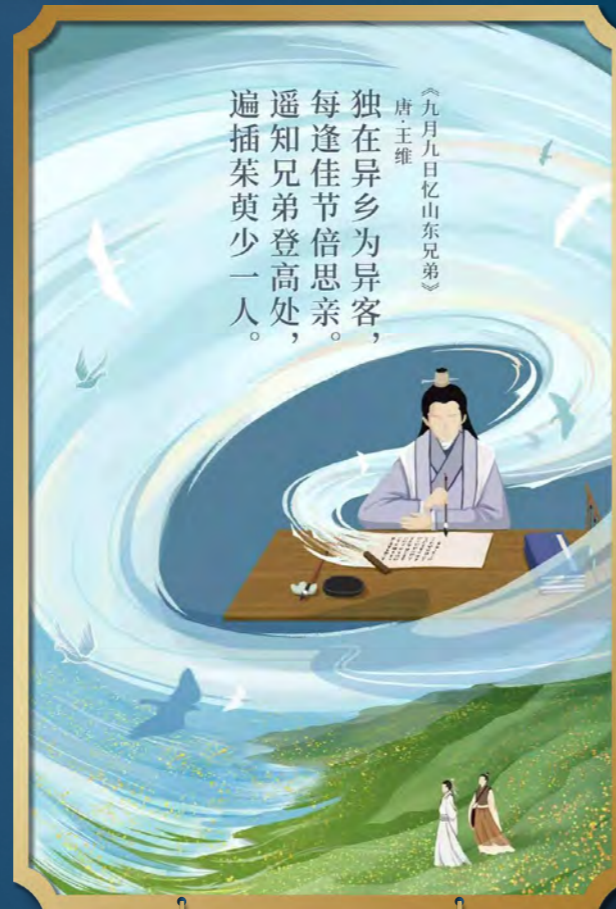
Do you enjoy reading and translating Chinese poems? If so, the column Chinese Poetry Translation will give you an opportunity to display your talents. We provide two classic Chinese poems on virtue—can you translate them? You can try one or even both of them and write your own translation. Don't hesitate to send your translation to us. If your work is selected, it will be published in the next issue of ECNU Circle and there will be a prize for your contributions.



咬定青山不放松，
立根原在破岩中。
千磨万击还坚劲，
任尔东西南北风。

竹石
清·郑燮

This poem praises Chinese traditional merit—perseverance. The strong vitality of bamboo, confronted with harsh environment, stands for Chinese people's perseverance and persistence.



《九月九日忆山东兄弟》
唐·王维
独在异乡为异客，
每逢佳节倍思亲。
遥知兄弟登高处，
遍插茱萸少一人。

Double-Ninth Festival is an important Chinese traditional festival, in honor of the old. There is a custom of ascending a height with family members on this day. The poet was absent when his brothers climbing high together. The poem expresses the sentiment of missing and affection between siblings.

Our email address is ecnuontheroad@126.com. Please mark your name, grade, department and contact number. We look forward to your translations!

上期征集翻译精选

Selected Translations of the Last Issue

原文

悯农

锄禾日当午，汗滴禾下土。
谁知盘中餐，粒粒皆辛苦？

翻译

Pity For Farmers

With Sun rising highly above the field it will roast,
With soil dugged deeply along with sweat soaks into.
Hard to imagine that every meal we eat,
Is the fruit of farmers' struggle.

点评

该首翻译贴合原诗语义，用词准确，行文流畅，值得学习。第一句中的“roast”意为“暴露在某种热力下”、“使受热发烫”，形象地表达了“日当午”的暴晒与灼热。第二句中的“soaked into”意为“渗入，吸收”，使人脑海中浮现出汗珠滴入土壤后迅速被吸收的场景。第三句中的“Hard to imagine”意为“难以想象”。“谁知”，即“有谁想到”，也可译为“Who knows”，或意译为“Please remember”、“Keep it in mind”。第四句中的“fruit”意为“成果，产物”，原诗“粒粒皆辛苦”表达的意思是“每一粒都是农夫辛苦的成果”，语义符合。

原文

游子吟

慈母手中线，游子身上衣。
临行密密缝，意恐迟迟归。
谁言寸草心，报得三春晖？

翻译

Song Of A Traveller

Strings in her hands,
Will become coats on his back.
Right before he leaves,
She sews without sleep.
All she has been dreading,
Is her boy coming back late.
How much love for his mother with a heart of a thousand suns,
Can he give with a soul of inch-long grass?

点评

该首翻译句式灵活，表达精准。“临行”译为“Right before”，即“就在…之前”。“sews without sleep”刻画出母亲彻夜缝衣的场景，与诗歌中心思想相称。“dread”意为“担心，恐惧，忧虑”，“she has been dreading”比“she dreads”更具有感情色彩，表达母亲无时无刻不在牵挂游子。最后一句语序灵活，结构对称，均以with引导的介词短语结尾，是英文诗歌中的典型用法。

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CIRCLE IN HAND , ENGLISH IN MIND



ECNU CIRCLE

Photo by Wang Yan