

ECNU CIRCLE

華東師範大學 | 英文校園刊物

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PROFILE

*Passion for Life and Literature:
Reflections of ECNU Professor on
Women's Studies*

EXCHANGE ABROAD

*A Land Beyond the
Stars and Aurora*

RESEARCH

*Cell Therapy Mediated
by Green Tea*

WORKSHOP

*Beauty of Ancient Chinese
Poems*

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）：校园热点人物导读

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（海外访学）：师大人的海外学习经历

Experiencing China（留学中国）：留学生的中国体验

On the Road（人生驿站）：学生投稿

Workshop（语言加油站）：英汉学习小贴士

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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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Be a Fighter

By Ba Jin

A young friend of mine asked me in a letter, "What kind of man should I be? My answer was, "Be a fighter." Another friend of mine inquired, "How should I live my life?" Again my answer was, "Be a fighter."

The author of *In Praise of the Fighter* says: "Riding on the ceaseless rushing torrent of life, I should pursue and overtake it so as to create an even greater and deeper torrent of my own. If I were a lamp, it would be my duty to light up thick darkness. If I were the sea tide, I would marshal rolling waves to cleanse the beach of all accumulated filth."

This quotation reflects aptly the state of mind of a fighter.

Fighters are badly needed in our time. But such fighters do not necessarily go to the battlefield with a gun in hand. Their weapons are not necessarily bullets. Their weapons may be knowledge, faith and strong will. They can bring the enemy sure death without drawing his blood.

A fighter is always in pursuit of light. Instead of basking in the sunshine under a clear sky, he holds a burning torch in the darkness of night to illuminate people's way so that they can continue their journey till they see the dawn of a new day. It is the task of a fighter to dispel darkness. Instead of shirking darkness, he braves it and fights the hidden demons and monsters therein. He is determined to wipe them out and win light. He knows no compromise. He will keep on fighting until he wins light.

A fighter is perennially young. He is never irresolute or inactive. He plunges deep into teeming crowds in search of such vermin as flies and venomous mosquitoes. He will fight them relentlessly and refuse to coexist with them under the same sky. To him, life means nothing but continuous fighting. He either survives by winning light, or perishes with his body covered all over with cuts and bruises. Fighting just serves to increase his stamina and strengthen his faith. In the course of the struggle, it is the "future" that serves as the beacon light to him; the "future" gives people hope and inspiration. He will never lose his youthful vigor.

A fighter will never lose heart or despair. He will pile up broken pieces of brick and stone to rebuild a nine-story pagoda on the ruins of failure. No blows will ever break his will. He will never close his eyes until he has breathed his last.

A fighter is always fearless. His steps are firm. Once he has settled on an objective, he will press right ahead. He is never afraid of being tripped by a stumbling block. No obstacles will ever make him change his mind. His eyes will never be hoodwinked by false appearances. His actions are guided by faith. He can endure any hardships or sufferings while striving to attain his chosen objective. He will never abandon work as long as he is alive.

This is the kind of fighter we now need. He is not necessarily possessed of superhuman capability. He is just an ordinary person. Anyone can be a fighter so long as he has the determination. Hence a few words of mine about "being a fighter" to encourage those young people who wander about in a depressed state, not knowing which way to go.

美编 / 张艳秋

审稿 / 王志宏

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Passion for Life and Literature: Reflections of ECNU Professor on Women's Studies

Dr. Zhu Xiaoying has devoted herself to the study of women's literature. She is the Deputy Dean of the Foreign Languages School and a professor and scholar of Women's Literature at ECNU. As a teacher, she hopes that reading can provide direction and inspiration to university students. She personally believes that the meaning of life is to experience and embrace challenges along the way. ECNU Circle was able to explore further into Zhu Xiaoying's passion for life and literature. Let's see what she says about her life and work at ECNU.

E: We can't deny that this winter vacation was a special one for all of us. How did you spend your time during the outbreak of COVID-19?

Z: The outbreak made this winter vacation longer than usual, and it's very much unusual. We got the news about the epidemic when the term was about to end. I was busy with a project application then. After the Spring Festival, as the epidemic was getting worse,

Passion for Life and Literature: Reflections of ECNU Professor on Women's Studies

文 / 陈佳琳 王欣怡
美编 / 高焱

we were told to prepare online course materials for the upcoming spring semester. I was not so familiar with this way of teaching, to be honest, and it took me much time to learn and to use the electronic platform skillfully. In addition, I had to spend some time reading the dissertations written by my doctoral candidates, who are going to graduate this June. And then the spring semester was right around the corner.

E: Could you share some memorable experiences you've had since working at ECNU?

Z: I came to work at ECNU when I nearly turned fifty. That's a big challenge for me. I think that the study of women's literature has inspired me to be myself and encouraged me to start a new life.. I remember what the Australian writer Helen Garner said, 'On fifty, the age when you think you would be on the scrap heap, you can find you are just entering your prime'. I believe the power of her words and I feel the power as well. The meaning of life is to experience and embrace challenges. Time will wash away the brightness of your skin, but your passion for life will remain.

E: You mentioned that aging would not hold you back from pursuing a meaningful life. Could you please go on and tell us more about your feelings on this part of your life?

Z: There's a limit to the length of a person's life, yet with the development of technology, people

certainly possess a longer life span. I particularly admire the famous translator Xu Yuanhong, who is now in his late nineties and committed to the academic work of translation. I used to be terrified of getting old when I was in my mid-30s, but now I take it as a normal and inescapable period of life that everyone has to face, and we have different missions at different stages.

I'm pleased that I can do what I love to do—in my reading and research, I am given the priority to encounter with great writers, who lead me into life and dig out more about the meaning of life. If you don't give up yourself, then nothing can stop you from pursuing and living a meaningful life.

E: We notice that you've been dedicating yourself to Foreign Women's Literature, especially Australian Women's Literature. You also achieved several teaching and research achievements in your field. Could you tell us about your background in the field and what you're working on now?

Z: My research on Women's Literature can be traced back to the year of 1995 when I attended the NGO (Non-Governmental Organization) Forum for the 1995 Fourth World Conference on Women held in Beijing.

Actually, 1995 was the first year of my master's study and three years later I completed my master's thesis on women's higher education in American. In 2005, I enrolled in ECNU as a doctorate candidate,



specializing in the study of Australian Women's Literature and supervised by Professor Huang Yuanshen. Sometimes when I retrospect to the very beginning of my research experience, I would trace my career trajectory back to the NGO forum, which gave me the original inspiration and determination to work on Women's Studies and Women's Literature. Actually, I am trying to expand my research scope to English Women's Literature, I hope my research will be beneficial to me and to my students as well.

E: You mentioned that your research on Helen Garner has become part of your life. So what does it exactly mean in regards to the inspiration you gained from Garner's work?

Z: My research on Helen Garner has played an important role in my life. I have absorbed lots of nutrients from the research, and from Helen Garner herself. During the research process, I further discerned the idea

of feminism and the potential value of women. I also realized that there can be diverse possibilities in an individual and everyone has the power to unveil these potentials in their own lives.

Helen Garner is a feminist, whom we used to lable as stern or sinister. However, she was not repulsive, but amiable and elegant. My first impression of her made me realize that lots of the impossible are actually possible. She would rather call her works unorthodoxy and refuse to define her writing as occupational. Because, in her words, "occupation" implies a sort of fast velocity and great certainty—labels of which she doesn't prefer to give her work. She reckons that it is in an occupation, a person must work harder to find a kind of balance. So, she usually writes on and off, taking several years to complete a book, in lieu of a certain kind of success. This inspired me very much.

In all, I'd like to say that the research on Helen Garner presents the diverse possibilities of life. She further inspires me to follow my heart and confirm my resolve to do what I want to do in life.

E: We know that you visited many foreign countries while conducting academic research. Did you learn anything that played an important role in your life?

Z: My visits to foreign countries compose an integral part of my whole life. Although the time I studied abroad was not that long—only around 2 years in total—those indispensable experiences have helped to shape my life today. I can really say that they "played an important role".

When I was in different countries and universities, I also paid attention to their women's studies and the situations of local women. When I was in the University of Bucharest of Romania in 2002, I had acquired some knowledge about the teaching of women's literature and the setting of the discipline of women's studies. For the subsequent visits to Australia, America and Belgium, I have always been focusing on the hot topics of Women's Studies and I know that the literature have fully evolved overseas.

However, in China, we still have a lot to do in the relevant field. In fact, from my perspective, being marginal is nothing to signify because there have to be a fraction of people doing their research in obscurity, to seek, to explore

and to quest the answers of certain problems. That requires us to be silent and unknown to the public, which will not hinder our reading, contemplation and research.

E: Not only should you study literature, but also offer relevant courses in ECNU. How do you balance your life, teaching and research?

Z: When it comes to my life, teaching and research, my life and career goal is to combine these three aspects. From my point of view, work shouldn't be separated from life. On the contrary, I hope my work can intersect and merge with other aspects of my life. Fortunately, what I'm devoted to requires me to step into life, making the realization of my life goal possible. So, I study literature for the purpose to teach my students, allowing them to grow up in the company of literature. Meanwhile, my research enables me to live a better life. Helen Garner, who lives through her writing, has had such a great influence on me in this regard. My dream is to live through my writing like her.

E: You offer corresponding courses on Women's Literature in ECNU. What do you hope your students will gain from your courses? Do you have certain expectations?

Z: I do have my reasons. First and foremost, I offer the course Selected Readings of English Women's Literature to improve students' aesthetic ability. The texts are excerpts of literary canons, and students are encouraged to read closely. Secondly, I want them to know the value of women, which, I believe, has been largely neglected in history, so this course is conducted from the feminist perspective.

In my teaching, I often have interaction with my students, and I find that some students are really keen on literature and they are also very willing to read women's works and reflect on some social issues regarding gender as well. There are even several boys in my classes. Usually, I would ask them why they take this course. They make me realize much more clearly the significance of my course.

Of course, the ultimate purpose of literature may be the union of the pursuit of aesthetics and education, and we cannot deny the fact that reading does purify the soul. It's definitely not feasible for us to live other people's lives, but we can experience everyone's life through reading literature.

(审稿 / 卫华)

ECNU DEBATE TEAM IN 2020: THINK DEEPER, SPEAK BETTER

文 / 杨鸿玺

美编 / 李超然

The history of the ECNU Debate Team can be traced back to the 1990's. At the Third Chinese College Student Debate Invitational Competition¹ in 1997, the ECNU team won the championship along with Best Debater. ECNU's debate team held the first formal team meeting on April 23, 2007. Since its inception there has been a stable team of excellent debaters. Today, the team continues to produce impressive results both domestically and internationally.

In 2013, the ECNU debate team won second place and Best Debater at the World Elite Invitational Competition of The Malaysian Association of Moral Education Junior College Chinese Debating Contest². Due to this success the members are committed to promoting the Chinese debate at ECNU. In addition to holding the "Mingbian Cup"³ on campus, the ECNU debate team also participates in the "Changfeng Cup,"⁴ "Master Cup"⁵ and other debate competitions in Shanghai.

The ECNU debate team won the championship of the 2018 Shanghai College Students Legal Debate⁶ and 2018 Chinese Debate World Cup⁷. Among others, the ECNU team also won the second place of the 2018 "Master Cup" Shanghai Debate Invitational Tournament, the second "Xingyue Cup" Caring for Autistic Children Debate Invitational Competition⁸ and the eighth "Yingtai Cup" Shanghai Eight Schools Legal Debate Invitational Competition⁹.

At present, the debate team is co-chaired by Luo Hongkun from the School of Public Administration and led by Liao Wang from the School of Life Sciences. Liao told us that joining the debate team was the most important decision she ever made as a student at ECNU. "As many celebrities say when they go to an audition for a film academy, I went with my best friend. But my friend didn't pass the interview—and I did," Liao said. "My friend is still my friend. But my feelings about debate changed from trying for fun, to a more determined sense of responsibility and love."

She hopes more people will follow debate and learn more about this field. It's not just about watching variety shows like *Qi Pa Shuo*¹⁰, but more people can follow and even participate in traditional debates. For example, Liao emphasized that the debate competition is not about quarreling, but about rational communication skills. This means that debaters should engage in deeper thinking, a higher level of confrontation and a more sincere expression of emotion.

National debate competitions are growing rapidly at the university level in China. ECNU and other universities in Shanghai have formed debate teams to compete with Beijing Normal University, Nanjing University and Inner Mongolia University of Science and Technology. During thirteen years since the establishment of ECNU debate team, generations of debaters have devoted themselves to debating with enthusiasm and won numerous honors. Now, ECNU debate team has a strong competitiveness in national competitions. In the future, the ECNU debate team will be competing fiercely across the country for their love and pride for debating.

Notes:

1. Chinese College Student Debate Invitational Competition: 中国名校大学生辩论邀请赛
2. World Elite Invitational Competition of The Malaysian Association of Moral Education Junior College Chinese Debating Contest: 马来西亚德教联合总会大专华语辩论会之世界精英邀请赛
3. "Mingbian Cup": 明辨杯
4. "Changfeng Cup": 长风杯
5. "Master Cup": 大师杯
6. Shanghai College Students Legal Debate: 上海市大学生法治辩论赛
7. Chinese Debate World Cup: 世界华语辩论锦标赛
8. "Xingyue Cup" Caring for Autistic Children Debate Invitational Competition: "星越杯"关爱自闭症儿童辩论邀请赛
9. "Yingtai Cup" Shanghai Eight Schools Legal Debate Invitational Competition: "赢泰杯"上海八校法律辩论邀请赛
10. Qi Pa Shuo: 《奇葩说》

(审稿 / 卫华)



A Special Start of the Semester: Online Teaching and Learning

文 / 岳冰洁 陈宛滢 美编 / 叶思齐

The start of the spring semester has been postponed due to the outbreak of coronavirus. To make sure that students could continue with their studies, ECNU began to exercise its online teaching programs starting from March 9th. So how is it going with online courses after several weeks' practice? ECNU Circle interviewed two teachers from College English Teaching Department, Ms. Wang Yan and Ms. Brenda Coulson, and also some students from various departments to learn about their experience with online teaching and learning.



ECNU Circle: What are the differences between preparing online courses and traditional ones?

Wang: Because of the inconvenience of online communication, I need to prepare PPTs of higher quality and with more detailed instructions in order to reduce students' confusion in understanding the teaching materials.

Brenda: The university administrators have offered us lots of help when preparing for online courses. For instance, the videos and PPTs uploaded are the result of joint work by all the teachers in the faculty. The administrators published them online for students to watch and study. I only need to go over everything and make sure my students are able to have access to all the learning materials. In a way, preparing online courses is more convenient for teachers, and to some degree it even lowers the pressure on us by working in teams.

E: Which platform and software applications do you offer for online teaching? Why did you choose them?

Wang: I choose Daxia blackboard to upload teaching materials and pigai.org to collect students' essays. The choice of the two platforms is out of the concern of convenience and uniformity requirement from my department. At the same time, I use QQ class for live broadcast, discussion and Q & A. QQ class has a friendly interface. Students can answer questions in the audio or video form, and they are free to air their views any time in text messages that everyone can see.

E: Since we are teaching and learning online now, do you leave any assignments for students to finish before class?

Brenda: I expect my students to watch the videos that we uploaded online on Blackboard, do the assignments and look at given materials before class so they can learn better when having the official classes. Online classes demand students to be highly independent and self-disciplined.

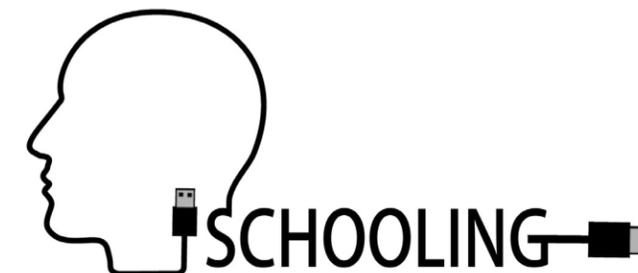
E: How do you arrange student presentations and roll calls?

Wang: I usually upload the learning materials two weeks ahead of time, so students have ample time for preparation before the live broadcast. I do not include presentations in this course because of the feature of the writing course and inconveniences from online teaching. Students will sign in automatically as soon as they enter the online classroom, and they also register in QQ class groups.

E: In which way do you communicate with students and grade their homework and quizzes after class?

Wang: There is no quiz for the writing course. Students turn in their weekly writing to pigai, so I can read and grade their homework on the platform, and share with students some good writings with my comments and gradings.

If students have questions after class, they can text me or ask in the QQ group. Sometimes other students see the questions earlier than me and they



give answers or have discussions by themselves.

E: How do you feel about the experience of online teaching? Do your students think this online course is effective?

Wang: It goes on quite well overall. I worried about the awkwardness of talking to the screen before the start of online teaching, but in fact there is no such problem. Students come to class on time. During the course, they send text messages whenever they have questions and give instant feedback to the questions I ask. They submit their homework before the deadline, mostly in pretty good quality. However, I am still not sure how students as a whole feel about online teaching because I cannot see their faces in the virtual classroom.

Brenda: So far, I like it very well. There are just a few kinks that need to be ironed out. I believe online teaching is very effective. The students can go over the videos at their own leisure, stop at any time to take notes and raise questions in the WeChat group when they don't understand something. So, I can tell most of them like learning on the online platform, while some of them might prefer face-to-face communication.

E: Did you encounter any difficulties during your online teaching? If so, how did it affect the class?

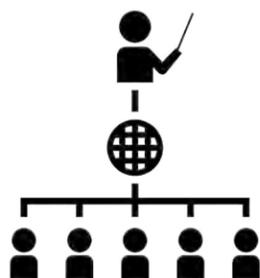
Wang: There are technical problems from time to time. In almost every class, there are several students who drop off line and log on again after a while. My computer once broke down near the end of a class and could not restart, so I had to send a QQ message to students via the cellphone and call it a day.

The greatest pity is the inconvenience of peer review with online teaching, so I pick out one or two writings and discuss with students about the merits and possible improvements on these writings. This method works, but it is not as effective as in-class peer review when students can discuss face to face with each other and receive due feedback about their own writings.

E: What's your opinion of online teaching so far?

Wang: Online teaching is gaining popularity among learners in recent years, but it is the special occasion of the new coronavirus outbreak that requires all teaching to be carried out online. This poses a challenge as well as an opportunity for us to experience and explore this modern teaching method, and it enables students to keep up with their study during the unusual time.

Online teaching can be convenient and effective. However, the physical distance makes



teachers and students feel aloof and detached from each other, which may easily reduce the efficiency of learning. I think online courses will become a more important learning resource in the future, but it can never replace classroom teaching in the long term.

Brenda: I think online teaching is playing an important role during this tough time of getting through the coronavirus outbreak. It enables Chinese students to have classes so that they won't miss their learning. It is also very helpful for adult learners when they have schedules other than studies, like full time jobs, or if they have families with kids. If you are the one who does self-study at home to get degrees, online course might be the best



option. Like me, I got my degrees online since I had two small children at home at that time. Some might prefer having classes in a face-to-face environment which will provide individuals some kind of motivation to learn. While if you don't have the motivation and self-discipline when studying at home you are going to have a very difficult experience.

We also interviewed several students who shared their experience and thoughts about online courses with us. Joyce and Odessia study in the Psychology Department, Henry majors in Japanese and Rebecca is from the Economics and Management Department.

Some students find the online platform somehow unstable when participating in network pressure test on March 2nd.

Joyce told us about some of her initial reactions to the class. "My class started at around 10:00 am and the teacher asked us to do roll call on Blackboard within fifteen minutes after the class began. I couldn't log into the Blackboard website after numerous attempts. And when I finally logged in, I found all my courses had disappeared, which made me nervous and anxious at that time," said Joyce. "I reloaded the page again and fortunately, my courses showed up. Then I opened the roll call hurriedly, put in the password, answered the questions and managed to finish my roll call before the deadline." Later Joyce found out that a lot of her classmates had the same problem. "I think during this pressure test, not only the network pressure reached an extreme, but also my mental pressure," she added humorously. Luckily, after the online courses officially started, there has never been such kind of problems. "Thanks to timely adjustments on our learning platform by our school."

And now that the online courses have officially started, many students are having a hard time

getting used to it. Odessia agrees that online communication can pose a serious problem for teachers and students. "Without face-to-face contact, I felt this is just like any online courses I used to take in my spare time. So, it's hard for me to get a sense of serious studying at school," said Odessia.

Rebecca also pointed out several drawbacks of online learning to us. "With the comfortable and cozy atmosphere at home, caring parents around and teachers far away, sometimes I wouldn't have the idea that I'm actually having official classes." Some other students also expressed the same concerns that they might not have enough self-discipline to study at home.

There are students who really enjoy this special experience of having classes online. "I find online learning programs quite interesting and fashionable. I won't feel so stressed when having classes in this way," Rebecca told us delightfully. She found online learning beneficial to her learning, "In fact I tend to believe online studying is more effective than traditional classes, because I can pause anytime and go back to the part I want to have a check. It also offers me much more freedom to use my time at my own will."

Other students paid close attention to the online PE classes. "It's quite a unique and amazing experience to have PE class at home," said Henry. Henry took tennis class this semester. They need to log in to the Public Education club for roll call and wear sports clothes and shoes for better exercising at home. The teachers would send teaching videos online to instruct students to do warm-up and relevant trainings at home. To make sure all students have done the required exercises appropriately, some teacher would ask their students to take a video of them doing sports and then upload it to the WeChat group. "Some students even joked this as public persecution," Henry said. "It's my first time to have PE class at home. Although I am not accustomed to it yet, I consider it to be very interesting. I will enjoy my exercise time at home and try my best not to disturb my neighbors."

We are all glad to see that our students are gradually getting



accustomed to the novel form of learning. "Indeed, online courses would be the best option of teaching during this critical time of epidemic. At the same time, it is a win-win measure that enables students to keep up with their studies and prevents the virus from spreading further by holding the students at home," Rebecca told us. "And I think the diversity of online teaching methods has also indicated the rapidly developing Internet technology in our times."

In all, we hope everything goes smoothly with online courses. We appeal to all our faculties and students to take care of themselves through this difficult time. Now we just wait patiently together for our destined triumph over the novel coronavirus!



(审稿 / 薛妹妹)



The Love and Compassion for Campus Cats

文 / 朱睿臻 赵熠明

美编 / 李超然

供图 / ECNU 阳光动物保护协会

At the start of the novel coronavirus (COVID-19) epidemic, rumors circulated that all of the animals accelerated¹ the spread of COVID-19. Thus the owners should abandon their pets immediately. Out of fear and panic, the tragedy began with owners abandoning their pets and some cases of animal abuse. This news was heartbreaking for all of those animal-lovers at ECNU.

To our relief, the World Health Organization (WHO) made an announcement on January 29th about the rumors. “At present, there is no evidence that companion animals such as dogs or cats can be infected with COVID-19.” Still, the Official Account of Dingxiang Doctor does recommend that people should thoroughly clean their hands with soap and water after direct contact with stray animals.

ECNU has been known for its campus cat-culture. For a long time students and teachers

have showed their love and compassion by playing with them and, through a variety of ways, providing food and shelter on campus. Even during the COVID-19 outbreak ECNUers have expressed their deepest concerns for these fragile furry animals. With our greatest pleasure and honour, ECNU Circle interviewed one teacher and three students to explore their personal stories and strong compassion for ECNU’s lovely cats in February.

Vin (a Master’s student of the School of Psychology and Cognitive Sciences)

ECNU Circle: Have you ever noticed the many stray cats around our school? How do they impact your life?

Vin: I do find many cats hanging around on campus—it’s a pleasure to see they are in relatively good health, compared to the stray ones on the outside. So far my 2-year study experience at ECNU has been fulfilled with warm companionship with these cute cats. No matter whether I went to class, did self-study or exercised, I could always spot them here and there.

An extraordinary encounter with a black kitten is still fresh on my memory. I noticed him on the corner of the playground while running around the campus one night. Although the kittens in our school are relatively close to people on account of the good care, they still remain instinctively vigilant². But on that night this all-black kitten didn’t run away when I came close; it was such a marvelous and magical moment as if a real communication flew between us. Then I cautiously took a picture of him, and to my pleasant surprise, he even cooperated with me by being still and even making eye contact with me. This unique experience was so impressive that I suppose I would remember it forever.

Professor Li Shijia (Associate Dean of the School of Psychology and Cognitive Sciences)

E: What made the biggest impression on you during your time with ECNU’s campus cats?

Professor Li: In the past two years, a cat has been wandering around our school. On account of this special intimacy, many teachers and classmates have called her the mascot of our school. Later, she got pregnant and gave birth to three kittens. Since she could only afford to take care of one kitten, leaving the other two to themselves, I decided to buy some food for the poor kittens that were left behind.



Unfortunately one kitten went missing. I found her around one week later. She was dying, struggling to crawl out of the tire and trying to eat the food. The cat’s mother did something that made me angry—she pushed it away and forbade her from eating the food. I couldn’t stand by and watch this poor kitten anymore, so I took her to the doctor for a check-up and then took her home to look after along with the other cats at my home. I’m proud to say she is the youngest member in my home now.

E: What concerns do you have when contacting with the campus cats?

P: Basically I am not worried about my contact with them. Firstly most cats on campus are on intimate terms with us. Since the cats willingly appear in public, they care to be close to us, and they won’t show any aggressive behaviors as long as we don’t harm them. Second, cats are a territorial species, so that means they are living in a certain area of the school. Generally speaking, only the kittens are able to continue to live in these places. The cats from outside the campus will usually be expelled if they invade the territory, which indicates that the likelihood of transmitting diseases will be reduced significantly. Although many diseases are not shared between cats and humans, it’s still important to pay attention to personal hygiene, such as washing hands timely and thoroughly after direct contact with them.

E: What are your concerns during the recent outbreak of novel coronavirus?



P: Based on my prior knowledge and experience, I do not believe any of the rumors persuading people to abandon their pets. It is well-known that cats and dogs have been domesticated by humans for thousands of years without ever becoming a virus host through various epidemics. Scientifically speaking, it cannot all of a sudden become the host of this new coronavirus.

Nowadays I do worry about campus cats since the food supplies are becoming fewer and the living conditions could become even worse. When I went to school to get some reference books yesterday, I came across a few of the campus cats carefully searching for food. One of them was digging through the trash behind the Brain Function Institute. In spite of the worries, I do believe the viability³ of cats in the wild is actually very strong, compared with the domestic ones. They can catch any edible food from their environment, such as mice and beetles, to sustain themselves through this epidemic.

Organizer of building cat houses:

Li Yanzhen (2018 class, Visual Communication Major)

ECNU Circle: How did the idea of setting up houses for the campus cats come into being?

Li Yanzhen: SKD, an off-campus art institute and sponsor of ECNU's School of

Design, initiated a campaign to build cat houses, which many universities took part in. Teachers from SKD sent the Student Union several planks which could be used to build six cat houses. Then I contacted with the Sunshine Animal Protection Association, which had been taking care of campus cats. We worked on it together.

E: Are these cat houses qualified? Do cats love them?

L: Our cat houses are solidly constructed and are of high quality. The enclosed area is perfect for keeping the wind and rain out and, with a cozy and thick blanket in it, is still spacious enough to fit more than one cat at a time. We place our cat houses right where cats gather, so they immediately accommodate themselves to the new home. We feel that every house is in good use now.

E: What improvements can be done for the cat houses on campus?

L: These cat houses are well-qualified, even though some of the age-old houses are not weatherproof because of materials used which are foam boxes with strips of tape on them. Replacements must be made when necessary or possible—some of the houses even are too small for the big-sized cats.

President of Sunshine Animal

Protection Association: Wei Shuang (2018 class, Special Education Major)

ECNU Circle: Can you tell us more about the day-to-day activities of Sunshine Animal Protection Association?

Wei Shuang: Our club is now divided into two departments, namely the care department and the publicity department. The former is responsible for the food and medical care of campus cats; we arrange for students to feed cats in different areas. In terms of medical care, we deal with minor illnesses by means of injection and drugs; we send them to hospitals for treatment if they suffer from major illnesses. Different from the care department, the publicity department provides administrative support on WeChat Official Accounts, Weibo, QQ and Bilibili. On these platforms, we update newsletters about our activities, fundraising, adoptions, and scientific knowledge on animal protection. In regard to our activities, we held one called Sunshine Cat Classroom last semester where we went to a cat café and learned from the owner about how to take care of cats while petting them. We also cooperated with students from Chuangka Club in making little bags and selling them. The income was used to help animals. We also took part in building cat houses on campus.

E: What achievements has the club made?

W: Here's what we have achieved during the last two years. We worked together with off-campus hospitals having about 120 cats and 14 dogs spayed⁴ or neutered⁵—this greatly reduced the number of stray animals on campus. We have rescued about 50 cats and re-homed around 30 cats. In June 2018, we managed to gather and take care of all the stray dogs on campus so as to remove the potential threat to students and teachers.

E: Many teachers and students feed campus cats spontaneously. What advice could you provide on feeding them?

W: Indeed we are very grateful to those who feed the animals voluntarily. Here are a few tips for them. First, please don't feed cats with food containing sharp bones or

leftovers with high salinity, because they may harm the animals' digestive system and even threaten their lives. Second, our members feed the animals almost every day, so others needn't do it quite often. It's important to avoid overfeeding them. Third, in most areas where cats love hanging around—stands, water fountains and automatic feeders—there should be animal protection labels. So if anyone needs them, please contact us. Finally, don't forget to wash your hands thoroughly after direct contact with the cats.

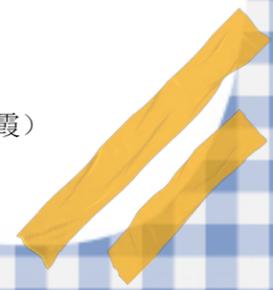
E: What are your main concerns during the challenging time of the COVID-19 outbreak?

W: The major concern is the lack of food and water. We had to launch another donation campaign in response to unexpected needs. In addition, due to the restriction on the number of people who can enter the campus, off-campus volunteers that we arranged before cannot take care of animals at this time. Luckily we were able to recruit some on-campus volunteers, but the number of people is far from enough right now. All we can do is continue to work hard on it.

ECNU Circle: Thanks to the caring teachers and students at ECNU, the cats can stroll around the campus freely and without any harm being done to them. What a beautiful view it is! It is soothing to our soul, refreshing our spirit and effective for animal protection on campus!

1. accelerate: v. 加速
2. vigilant: a. 警惕的
3. viability: n. 生存能力
4. spay: v. 阉 (雌兽)
5. neuter: v. 阉割 (动物)

(审稿 / 赵国霞)



Cell Therapy Mediated by Green Tea

Making the Lock with Green Tea

Cell-based therapies are recognized as the next frontier in medicine. However, the advancement of this technology into the clinic is still limited by the lack of safe and specific control triggers to regulate cell behavior. In the previous studies, antibiotics or food or cosmetic preservatives were developed as triggers to control cell activities. “But, these are not attractive triggers, because of the side effects or poor patient compliance. Ideal trigger molecules for clinical biomedical applications would be natural, non-toxic, highly soluble, inexpensive, and perhaps even beneficial to health.” Professor Ye said.

Green tea is a globally popular beverage that contains abundant polyphenols that are known to reduce the risk of developing cardiovascular diseases and diabetes. After drinking green tea, the tea catechins and phenolic acids are rapidly metabolized into the antioxidant protocatechuic acid (PCA). Six years ago, Professor Ye and his team tried to create a PCA-controlled genetic switch, which could be used for multiple applications. They initially used the PCA-controlled switches for controlling gene editing and epigenetic remodeling. Furthermore, these switches were used as implantable biocomputers in live mice to perform complex logic computations. Most importantly, the PCA-switch controlled designer cells were engineered for drug delivery to treat diabetes.

“The alginate-poly (L-lysine)-alginate-based encapsulation technology was used as implant technology for diabetes therapy in our study. The microencapsulated PCA-controlled designer cells were implanted into diabetic mice. When mice were treated with oral PCA or tea drinking, the implanted cells were activated to release therapeutic hormones to lower blood glucose in mice.” Professor Ye said.

Recognizing that the translation of research findings from mouse models to humans in the clinic can be problematic, Ye and his team further

implanted the PCA-engineered microcapsules into diabetic monkeys. Excitingly to them, the result showed extremely impressive control of blood glucose homeostasis both in type 1 and type 2 diabetic monkey models. “This first-in-monkey study showed the feasibility of safely and successfully scaling up the treatment strategy by controlling encapsulated designer cells to release therapeutic outputs in non-human primates.” Professor Ye said.

“Green tea is like a key, and what we are doing is to make the lock.” Professor Ye said. In this study, Ye and his team have developed a highly sensitive genetic switch triggered by tea drinking to control therapeutic outputs. They hope PCA-triggered switches can be used for the precise control of cell activities, for delivery of some therapeutic drugs or enzymes for treating other diseases.

When asked about the directions of the next research, Ye told us that he will focus on integrating the PCAON-switch into human cells without insertional mutagenesis, testing the therapeutic efficiency of the PCAON-switch in autologous parental cells from patients’ own mesenchymal stem cells, and extending the lifespan of the designer cells inside the alginate microcapsules.

文 / 尹智化 殷嘉敏
美编 / 彭佳

On October 24, 2019, the internationally renowned academic journal *Science Translational Medicine* (Impact Factor: 17.2) published online an article entitled: “A green tea-triggered genetic control system for treating diabetes in mice and monkeys”, with the illustration of the article as the cover story for the edition. The scientists have developed the first green tea-triggered genetic control system for future gene- and cell-based precision medicine applications, and then used it to treat diabetes in mice and monkeys. This research work was led by Prof. Dr. Haifeng Ye at the Biomedical Synthetic Biology Research Center, Shanghai Key Laboratory of Regulatory Biology, Institute of Biomedical Sciences and School of Life Sciences, East China Normal University. The first author is Yin Jianli, who is a 2015 Ph.D. student of East China Normal University. Dr. Ye is the only corresponding author of the research paper and also the mentor of Yin Jianli. This research was supported by the National Natural Science Foundation of China and the Science and Technology Commission of Shanghai Municipality.

Science
Translational
Medicine

23 OCTOBER 2019



AAAS



(Ye Haifeng with students)

Professor Ye and His Research Team

Professor Ye received his Master degree in the School of Life Sciences at ECNU, then continued his doctoral and post-doctoral studies research at Swiss Federal Institute of Technology Zurich (ETH Zurich). In 2014, he returned to ECNU as a biology professor. During the last five years after his return, he hosted several national research projects in the field of synthetic biology, and led his students make some notable achievements. He referred to his team as “a group of youngsters immersed in the fantasies of biomedical research”, and he is proud of his graduate students, like his first graduate student Xue Shuai, who helped him establish the laboratory from scratch, and is now pursuing post-doctoral studies in Switzerland, and of course Yin Jianli, a key figure in the green tea research.

For the ECNUers and other young college students who have doubts and fears about doing scientific research because of the lack of knowledge, Dr. Ye provides some advice for the green hands.

“I want to point out that knowledge can be acquired through scientific research. Instead of doing scientific research after mastering everything, I suggest starting with things within our power. Doing scientific research is a process of learning while exploring. The whole process of repeated failures and repeated attempts to solve problems is the best way of accumulating knowledge and research skills. So, don't be afraid and be bold to try. Read more references, think more, have a clear mind of what you want to do. After full thoughts and designs, go ahead and do it!”



(Ye Haifeng's team)



(Ye Haifeng's team)



(Yin Jianli and Ye Haifeng)

- 国际糖尿病联盟 IDF
- 上海市调控生物学重点实验室 Shanghai Key Laboratory of Regulatory Biology
- 茶多酚 tea polyphenol
- 茶色素 tea pigment
- 茶多糖 tea polysaccharide
- 心血管疾病 cardiovascular diseases
- 血脂 blood lipids
- 原儿茶酸 protocatechuic acid (PCA)
- 放线菌 actinomycetes
- 芳香族化合物 aromatic compounds
- 抑制剂 inhibitor
- 次级代谢物 secondary metabolite
- 表观遗传重塑 epigenetic remodeling
- 胰岛素注射 insulin injection
- 降血糖肽 hypoglycemic peptides
- 抗体 antibody
- 酶 enzyme
- 养生 Health Preservation



(审稿 / 汪燕)

Learning English on the “Tree of Wisdom”

文 / 孙琬颜 夏佳怡 美编 / 叶子芊



Professor Li Zheng

In September 2019, most freshmen at ECNU were ready to embark¹ on a new platform for college English. The approximately 3,000 non-English majors were going to take a different approach to the course on English Listening and Speaking for Academic Purpose (ESLAP), which combined classroom teaching and online learning from Zhihuishu (literally means the “Tree of Wisdom”).

This course was designed by Professor Li Zheng and his colleagues from the College English Teaching Department. Although minor problems popped up from time to time, the general effect was quite satisfactory, as was seen from the feedback of students and teachers from the department. The blend of teaching styles and formats has reached a new milestone for the college English reform that began in 2013. It may also bode² well for the future of English teaching at ECNU—and we hope for other academic courses as well.

Getting Prepared

The idea of a blended teaching curriculum for College English Listening and Speaking started in 2017. At that time, Professor Li and his team designed an online program on Chaoxin, and then carried it out on a small-scale experiment in two classes. In general, the results did not quite meet their expectations, but it provided an opportunity for them to observe the students’ acceptance of the new style and format, as well as its strengths and weaknesses.

Other factors also contributed to the necessity of blended-teaching for the course. For one thing, with the rapid progress of online technology accompanied with various online teaching platforms, the development of online courses has proved to be effective for teachers and welcoming for students in the modern era. Another reason was the cut down of credit hours for college English. Online learning could make up for the deficiency³ of time and ensure the quality of teaching and learning. Most importantly, the increasing gap in students’ English proficiency called for substantial changes to the style and format of teaching. Online

learning thus made it possible for students to study at their own pace, which is thought to be more conducive to classroom teaching methods.

Through a high level of exploration and research, Professor Li’s team finally came up with a feasible plan at the beginning of 2019—of which the first decision was to select a platform for online learning. Zhihuishu, a global online learning platform was selected for its stability of service, the friendly interface for college teaching, and its cooperation with dozens of high-ranking universities including Peking University, Zhejiang University, Xi’an Jiaotong University, etc. This platform could give students access to many teaching resources from other universities, and made it possible for the team to share this course with other universities at an opportune time.

The online learning materials basically consist of short videos with exercises. To suit the features of online learning, the length of each video was limited to within 15 minutes—or 3-5 minutes in some cases. Various types of questions were designed to ensure the students’ active thinking and participation during online study, and they would get instant feedback about their performance. This



Course Team



Student Presentation

was a special feature, as online courses generally focus on theoretical knowledge rather than practices.

The last step was the audio and video recording of the online materials. Though the teachers all had many years of teaching experience, they could still feel rather uneasy or nervous in front of the camera, and sometimes had to repeat the video recordings several times before completing one piece of recording.

Overall, the whole preparation process proved to be a big challenge for Professor Li's team—the choice of videos, the writing of scripts, and the recordings—as each step required meticulous⁴ deliberations, many times of revisions and starting all over again. Thanks to the joint efforts of the core members of the team, including professor Zhang Qing, Hu Youwen, Wu Jing, Hu Jing, Li Jie, Xu Lulu, and Wang Xiaoning, the course was finished in the summer of 2019 and was subsequently ready for the following fall semester.

Application of the New Style and Format

The key to the success of a blended style and format was not only in the quality of online

materials, but also in how to maximize the strengths of both sections and integrate⁵ them into a more efficient system. This was the priority of concern throughout the development of the online system and the design of classroom teaching.

Compared to the more traditional mode, the blended-teaching method for the Listening and Speaking Course demonstrated obvious strengths. It used to be that the listening materials were learned together in class, which were usually played on the computer time and again, therefore taking up a lot of time. In addition to that, this way of teaching could not tailor⁶ to the learning speed of different students. For online learning, the students could complete online listening assignments at their own pace, finish the exercises on time, and receive instant feedback of their performances. They also could decide how much time to spend on the learning based on their own conditions.

As online learning ensured the students' mastery of the listening materials, it meant more time for oral practice and critical thinking in class. One change observed by many teachers was that students became more active and more confident to express their ideas. It was especially true for students who used to struggle with the

comprehension of listening in class.

Another strength of online learning was the close monitoring of time, frequency, and quality of the students' study by the system. The practice of self-learning could help the first-year students form a good study habit, which could be important throughout their college years.

In October, 2019, Professor Li's team shared the free online course on China University MOOC (<https://www.icourse163.org/>). It obtained many favorable reviews. As the COVID-19 outbreak since January led to the nationwide online teaching for the spring semester of 2020, around twenty universities have adopted the course for their own teaching schedule, including Harbin Institute of technology, East China University of Political Science and Law, Shanxi University, etc. So far, nearly 20,000 students outside of ECNU have been using and benefiting from this online course.

Plans for the Future

Professor Li has shared two plans on the future of blended-teaching. One is to monitor the various aspects of teaching and learning with scientific

researches, so as to obtain sufficient data to prove the effectiveness of the reform, also to see what to improve and how to do it. The other thing is to optimize⁷ compatibility between the online materials and the Zhihuishu platform, and ensure a more user-friendly experience. When the students are not disturbed by technical problems, naturally they will be more willing to take online learning seriously.

Online learning has become increasingly important in the modern world. For instance, more and more education programs, meetings, and self-studies are carried out through online platform. The COVID-19 pandemic⁸ has turned online teaching into a world-wide substitute for traditional teaching, so that students can carry on with their studies at home. This doesn't mean online teaching will replace traditional schools in the future, however, we all get the chance to experience the power of internet and the role it can play in our education system. Professor Li and his team will continue to improve the online courses, listen to feedback and apply the results on Zhihuishu, MOOC, and possibly other online platforms in the future.

(审稿 / 汪燕)



1. embark: v. 开始
2. bode: v. 预示
3. deficiency: n. 缺少; 缺失
4. meticulous: adj. 小心翼翼的, 细心谨慎的
5. integrate: v. (使)合并, 成为一体
6. tailor: v. 量身定做
7. optimize: v. 使最优化
8. pandemic: n. (全国或全球性)大流行病

追光者

岑宁儿演唱

Light Follower

Sung by Yoyo Sham

如果说 你是海上的烟火
我是浪花的泡沫
某一刻你的光照亮了我

If you are the fireworks above the sea
I am the spray of the ocean
In the moment you illuminate me

如果说 你是遥远的星河
耀眼得让人想哭
我是追逐着你的眼眸
总在孤单时候眺望夜空

If you are the galaxy in the distance
I cannot help but weep, bathed in your brilliance
I am the eyes that follow you around
Gazing up at the starry sky all the time in my loneliness

我可以跟在你身后
像影子追着光梦游
我可以等在这路口
不管你会不会经过

I will follow you
Like a shadow chasing the light
I will wait for you
No matter if you pass by or not

每当我为你抬起头
连眼泪都觉得自由
有的爱像阳光倾落
边拥有边失去着

Whenever I look up for you
I feel free; even my tears run the same
Some love is like the pervading sunlight
Shining bright then fading away

如果说 你是夏夜的萤火
孩子们为你唱歌
那么我是想要画你的手

If you are the firefly on a summer evening
The children will sing for you
While I try to draw you in my painting

你看我 多么渺小一个我
因为你有梦可做
也许你不会为我停留
那就让我站在你的背后

Look at me; how little I am
But because of you I'm reaching for the sky
Maybe you won't stay for me
So just let me stand behind you

我可以跟在你身后
像影子追着光梦游
我可以等在这路口
不管你会不会经过

I will follow you
Like a shadow chasing the light
I will wait for you
No matter if you pass by or not

每当我为你抬起头
连眼泪都觉得自由
有的爱像大雨滂沱
却依然相信彩虹

Whenever I look up for you
I feel free; even my tears run the same
Some love feels like a heavy downpour
But I still believe in the hope of a rainbow rising



“Light Follower” is a song for the Chinese TV series *Rush to the Dead Summer*, sung by Yoyo Sham, a musician from Hong Kong. Yoyo Sham was a student of Jonathan Lee at York University. Her representative works include *A Song for Iris*, *Baby Song*, *Here* and *Nothing is Under Control*.

(译者 / 唐粉荷 美编 / 彭佳 审稿 / 赵国霞)

A Land Beyond the Stars and Aurora: My Exchange Experience in Norway

文 / 路琳 张子琰 美编 / 叶思齐

With sparkling fjords¹ lacing² the coastline and soaring mountains dotting the interior³, Norway has repeatedly been ranked as “the best country to live in” by the United Nations Human Development Report. It never occurred to me that one day I would settle down in the Arctic Circle. But here I am now in Bodo, Norway, as a participant of the International and Area Studies Joint Program. I am Lu Lin, a master student of School of Advanced International and Area Studies (SAIAS) of East China Normal University (ECNU). I’m excited to share with the readers of *ECNU Circle* the experience I had in Nord University. It’s been a totally new lifestyle and has brought me countless touching moments.

I would like to give you a general idea of the exchange program I attended at Nord University. In 2015 SAIAS of ECNU, Business School of Nord University⁴ (Norway) and International Institute of Energy and Diplomacy of Moscow State Institute of International Relations⁵ (Russia) set about to work out a joint program which aims to cultivate students’ understanding of governance and business from international perspectives, especially focusing on energy resource management and Arctic protection issues. After several rounds of thorough discussion about the courses in terms of class model and on-site⁶ visits, the program was officially launched in the autumn of 2019. Our courses are prepared and taught by professors from the three universities, which means we shall spend our second semester in Norway and third semester in Russia.

On January 10th, I arrived in Bodo, a city located in the Arctic Circle. I was told by the staff from my university that during the night, the sun would stay



below the horizon for almost 4 months. Though it was ten in the morning, the sky was covered with thick and dark clouds. It was hard for me to get used to such a difference at first. However, what really impressed me most and gave me a push is the cheerful attitude of the local people. I’ll never forget what they shared with me, “The world never stops spinning”, “The nature is frozen, even the light, but certainly not us. We do not adjust our schedule much and we do whatever we want, well, except for sunbathing of course!”

The learning process in Norway is very different from that in China. Here, professors attach much importance to self-exploration, which means students carry out research projects on their own. Frankly speaking, my research at home depends a lot on my professors’ instructions. By contrast, now I decide to make full use of the opportunity of “autonomy⁷” and explore the unknown academic field alone. Gradually I can keep up with the requirement of my professors. In the meantime, teamwork with foreign students is

also a big challenge. For instance, once we had to solve the problem of constructing or demolishing⁸ the waste system in Bodo. My team members and I are not locals and therefore unfamiliar with the task. At first, our communication was stagnant and our opinions were just diverged. After days of discussion, we finally reached a consensus on that research topic and won the compliments from our professor.

Apart from studying methods, my academic knowledge was also greatly enriched. I studied energy management in Norway. With large oil and gas reserve, Norway is one of the most important energy exporters in the world. Its policy contributes a lot to the energy security of producing and consuming countries. Meanwhile, Norway highly values its environmental sustainability, therefore it puts a lot of efforts in developing new solutions for a low-carbon future. As an old saying goes, “seeing is believing”, talking to local people and examining the local case are the best learning materials. In my opinion, students in the field of International Relations (IR) need to keep an open mind and learn from each other in their life experiences.

I also got to know the country and its culture better. When I heard about Norway, the first thing that came into my mind was the long and snowy winter. Reality did not fail me. Even I, a girl growing up in North China, constantly found myself at a loss for words when snow fell from the sky like white feathers, covering everything like a thick, soft blanket.

Norwegians love snow and have all the sports related to snow. A young Norwegian mother told me that she let her son ski since he was 2 years old, which seems fairly common in Norway. I think it will be an impossible mission for children in China, as we barely start to walk at the age of two! I really envy the skiing skills they are “born with”. I tried ski once and decided not to do it again until I found myself a coach.

Knowing how to take care of myself is also crucial. I worried so much about my cooking skills, so I fed myself with simple dishes like noodles for several days. Things got better later as I taught myself how to be a super-good cook.

I am really glad to have new classmates and friends around me. We can really see each other’s growth in this new environment. Sometimes we just need something to push us out of our comfort zone.

The past two months have led me to believe there is more waiting for me to explore on this mysterious land. In the future, I really hope to improve my academic abilities and travel more in this country.

Unfortunately, traveling is not a wise option for the time being as Norway is severely hit by the coronavirus⁹ outbreak. In response, the Norwegian government has shut down all the main public places include schools and shops. Fully aware of the necessity of such policy, I still hope life can be back on track soon.

1. fjord: n. 峡湾; 海湾
2. lace: v. 饰以花边; 结带子
3. interior: n. 内陆; 内部, 里面; 内景; 内务
4. Nord University: 诺德大学
5. Moscow State Institute of International Relations: 莫斯科国际关系学院
6. on-site: adj. 现场的
7. autonomy: n. 自治, 自治权
8. demolish: vt. 拆除, 破坏; 毁坏; 推翻; 驳倒
9. coronavirus: n. 冠状病毒



(审稿 / 王志宏)



My First Encounter with China

文 / 岳冰洁 美编 / 高焱

During the 2019 ECNU International Cultural Festival, I met Hassan, an international student from Tanzania¹, majoring in Educational Management. He was playing Tanzanian drums and dancing with passers-by with high spirits. Impressed with his performance, I decided to do an interview with him and share his unique story with readers of *ECNU Circle*.

ECNU Circle: Could you briefly introduce your home country to us?

Hassan: I am from Tanzania, a united republic which is located in eastern Africa. My home country consists of one mainland with Zanzibar Islands² along the coast. There are two official languages in my country—Kiswahili³ being the mother tongue for all citizens in Tanzania and English being used for official purposes in both public and private sectors. Similar to the Spring Festival in China, we have the Festival of the Dhow countries, and Zanzibar International Culture such as Mwaka Kogwa Festival every July or August. We also have Islamic celebrations known as Edd-El-Hajj and Edd-El- Fitri. With regard to cuisine, we have food of Swahili heritage such as chickens, crabs octopus⁴, rice mixed with ingredients from Arab, Portuguese, India, Britain and Germany. Tanzanians wear popular dresses like shirts, trousers and skirts. On Zanzibar Islands, residents wear Muslim dresses such as black and white garments.

E: Why did you choose to study in ECNU?

Hassan: Before coming to China, I finished my Bachelor degree in my home country, doing academic research in art and science education, linguistics and literature. After graduation, I first worked for the National Parliament as an editor, composing and revising documents for conferences. Then I was transferred to the administration sector working as an office supervisor. Thanks to the nationwide initiative to upgrade teachers' professional expertise and learning environment for children, I was selected

to study abroad for strengthening my competence in educational management.

There are so many factors that contributed to my choice of ECNU. ECNU boasts many good academic programs, with many internationally well-known professors. Professor Peng is my current mentor, who is a very trustworthy and responsible teacher. He lectures us with good materials and documentaries from different perspectives both at and off class. On the other hand, ECNU is equipped with good facilities, such as big and comfortable libraries, well-equipped gyms and spacious dormitories.

E: How long have you been in China? What impresses you most so far?

Hassan: It is my first time to come to China and so far I have been living here for half a year. There are so many excellent activities,

among which some of the field trips impressed me most. I visited many kindergartens, primary schools and secondary schools such as Shanghai Yan' An Middle School, Hongqiao Senior High School, Chongming Middle School and Chongming Institute of Education. Being present at various classes, I could see how teachers impart⁵ knowledge to students in person. After class, I took every opportunity to talk with those teachers and gained a lot through the interaction. I noticed that the number of students in Chinese class is less than that in my home country. I also found there exists some differences between China and Tanzania in teaching methodology. Chinese teachers tend to employ teaching aids for illustration more frequently such as projectors and PPT. I have been participating in ICT Programs (information and communications technology) recently in order to learn how ICT systems help teachers conduct the lessons in an easier way in terms of video meeting and distance learning.

E: How is it going with your Chinese learning? Have you ever come across any language barriers in learning Chinese?

Hassan: I really love learning Chinese. I found that the Chinese phonetic alphabet is adopted from Latin alphabet. Phonetic alphabets of Chinese and phonetic transcripts of English share many similarities in segmental phonemes⁶. Although my mother tongue, Kiswahili, with two types of spelling—Arabic version and Latin version—has something in common with Chinese language, I still feel it's more difficult to learn Chinese considering its complexity of sentence structure and the vast number of characters.

Since I came to China last September, I have been practicing Chinese both at and off class. My progress was rather slow, and I came across several language barriers such as the pronunciation of Chinese pinyin which makes it hard to recognize Chinese characters based on their pronunciation. Moreover, I failed to have many interactions with Chinese students. In fact, some Chinese students are a bit shy when talking with foreigners, so I can't obtain good opportunities to practice my Chinese with them. I plan to learn Chinese language through various channels and resources such as TV programs, newspapers, songs and movies. Hopefully in the future I can make steady progress in Chinese, and then better understand Chinese culture and communicate with Chinese people more fluently.



1. Tanzania: n. 坦桑尼亚
2. Zanzibar Islands: 桑给巴尔群岛
3. Kiswahili: n. 斯瓦希里语
4. octopus: n. 章鱼
5. impart: v. 传授
6. phoneme: n. 音素

(审稿 / 王志宏)

Beauty of Ancient Chinese Poems

文 / 陈萧伊 陈雨婷
美编 / 顾浩敏

The outbreak of the novel coronavirus early this year disrupted many people's plans for the 2020 Spring Festival in China. Cities were blocked off, people held in quarantine, trips cancelled, start of schools delayed—people in China also became closely united in their fight against the virus. International communities were deeply concerned about the ongoing epidemic whereby countries from all over the world expressed solidarity with China. By voicing their encouragement, they also raised money and donated medical supplies to epidemic-stricken areas.

Lines as “山川异域，风月同天”“岂曰无衣，与子同裳” etc. went widespread

online after donations from overseas Chinese living in Japan arrived with these words. People in China were deeply moved by the love and care shared by people all around the world. They were also very impressed by the charm of ancient Chinese language and culture.

Do you know the origin of “山川异域，风月同天”？ How does it translate into English?

In this issue of ECNU Circle Workshop, we will share with you all the stories behind the poems and together learn how to appreciate the beauty of ancient Chinese language and culture.

山川异域，风月同天

绣袈裟衣缘
[唐]长屋
山川异域，风月同天。
寄诸佛子，共结来缘。

Embroidering a Cassock
By Prince Nagaya
Tr. Zhao Yanchun (赵彦春译)
Rivers low, mountains high,
The same moon in the sky.
All those who chant Sutra,
Wend in and out Dharma.

It is an ancient poem, but strictly speaking these lines are called 偈子 (jizi). Monks in ancient times often used this four-sentence verse to interpret Buddhism. Jizi is jituó (偈佉) called for short, and the latter is the transliteration of Gāthā in Sanskrit (梵语), which means Buddhists' chant or hymn. The story behind this jizi above is about the friendship and cultural exchange with Japan dating back to the 8th century.

This jizi is recorded in Volume 732 of *Poems of the Tang Dynasty*, where it is noted with its story. During the reign of Emperor Xuanzong of Tang Dynasty, aspects of Chinese culture flourished. In order to invite Chinese monks to go to Japan to spread Buddhism, Prince Nagaya (长屋亲王) in Japan sent a thousand embroidered cassocks with this jizi on the edge of the cassocks to China. Master Jianzhen (鉴真) was moved by the jizi on the cassocks and decided to take the trouble to travel east to Japan.

In the poem, the character “异” means “different”, and the character “同” means “the same”. By comparison, the author implies that the differences in geographical locations would never change the fact that people in both countries share the same sky and are bound together by their destiny. And in the next sentence, Prince Nagaya directly expressed his will of establishing further contact with Chinese Buddhists.

The sentence "Rivers low, mountains high, the same moon in the sky" (山川异域，风月同天) was quoted by the Japanese affairs bureau of HSK and arrived along with the donated medical supplies to Hubei province during the period of fighting against the coronavirus. HSK is a Chinese-proficiency test hosted by the Confucius Institute Headquarters. This incident has proved the close relation between Chinese and Japanese cultures, and once again strengthens the friendship between China and Japan.

《诗经》·《秦风》·《无衣》

岂曰无衣？
与子同袍。
王于兴师，
修我戈矛。
与子同仇！
岂曰无衣？
与子同泽。
王于兴师，
修我矛戟。
与子偕作！

岂曰无衣？
与子同裳。
王于兴师，
修我甲兵。
与子偕行！

Comradeship

Tr. Yang Xianyi and Dai Naidie (杨宪益、戴乃迭译)

Are you not dressed for battle?
Let's share the breast-plate!
We shall go up on the line.
Let's make your lances shine!
Your foe is mine.

Are you not dressed for battle?
Let's share the coat and vest!
We shall go up on the line.
Let's make our halberds shine!
Your job is mine.

Are you not dressed for battle?
Let's share kilt and the rest!
We shall go up on the line.
Let's make our armor shine!
And march your hand in mine!

Poem *Comradeship* is chosen from one of the oldest collections of poems in China, *Book of Songs* 《诗经》. All the poems in it were written during the Spring and Autumn Period and the Warring States Period from more than 3,000 years ago. Known as China's first war song, this poem is a magnificent and heroic military song.

As can be seen clearly, the first line repeats at the beginning of each verse. This is a pattern frequently used in the poems of *Book of Songs*. Throughout the whole poem, general wording remains almost the same

with only a few variations as “袍” “泽” “裳” and “戈矛” “矛戟” “甲兵”. In ancient Chinese, “袍” “泽” “裳” are different kinds of clothes while “戈矛” “矛戟” “甲兵” refer to different weapons used in ancient wars. “同” “偕”, both in Chinese mean “together”. The poem expresses the strong determination of the Qin people to march forward and confront the enemy together, wearing the same clothes and bearing the same weapons in the face of war. It depicts courage and bravery of the people of Qin by depicting their confrontation with invaders outside the border.

“岂曰无衣，与子同裳”，this line appeared along with donations from a Japanese non-profit organization Renxin Society. At the critical moment of combating Coronavirus, different communities in Japan reach out to China, expressing their earnest wish to join the fight by all means. And facing the sudden epidemic, Chinese people unite all forces in their fight against the virus. “Let's make our armor shine! And march your hand in mine!” With help from the people all over the world, difficulties are sure to be overcome during this tough time of the outbreak.

送柴侍御

[唐]王昌龄

流水通波接武冈，
送君不觉有离伤。
青山一道同云雨，
明月何曾是两乡。

Wang Changling (698-757) is a famous frontier fortress poet in Tang dynasty. Different from many other poets during his time, he was not only an extraordinary and talented poet, but also an official of the imperial court with abundant political experience.

This poem is about farewell to a friend. In the second sentence, “送” means sending off friends while “离伤” referring to the sad feeling of parting from friends. On sending off friends, Wang's heart is surprisingly not so

weighed down. That's because “青山一道同云雨，明月何曾是两乡”—— although we may be separated by a mountain, we still share the same clouds, rain and the same bright moon belongs not to a single town. With a positive and optimistic attitude, the author means to say that sharing the same fate helps relieve the sadness of parting. This poem also expresses love across distance and conveys the good hope of future unity.

The donated supplies from *Maizuru* (舞鹤市，日本北部第一大城市)，sister city

Seeing Off Imperial Censor Chai

By Wang Changling

Tr Anonymous

The Yuan River joins Longbiao to Wugang;
On parting with you my heart is not weighed down.
Though separated by a mountain, we'll share the same clouds and rain;
And a bright moon belongs not to a single town!

to Dalian, China came with this line. And it moved a lot of Chinese Internet users not only for mutual assistance between sister cities, but also because of the idea it conveyed. Being just across the sea, China and Japan are close neighbors to each other. We enjoy the same green hills and water. We have the same round moon. And we overcome the huge challenges together. During this critical period not only were the shortage of materials handled but kindness was deeply conveyed across the distance.

The friendship between Chinese and Japanese people finds its way into poetry, and the ancient Chinese poems have been repeatedly passed down through history. Poems have the magic to arouse human empathy and ability to understand the needs of each other across time and space. People from different areas will help each other because they share the same sky. Karma was knitted in the cassocks in Tang dynasty when Prince Nagaya tried to express people's eagerness to learn Buddhism from china. This is a great example of the sincerity when Japanese people offered to help Chinese people fight against coronavirus. We should be grateful for every helping-hand, and praise the greatness of human empathy to the whole world!

(审稿：薛姝姝)

青山一道同云雨，
明月何曾是两乡。

与子同裳，
岂曰无衣。

ECNU Circle Wants To See Your Translation!

文 / 唐粉荷 岳冰洁

美编 / 李超然

Poetry, a pearl of Chinese literature, has a special role in Chinese culture. China has long been known as “a nation of poetry.” Since ancient China, especially during the Tang and Song dynasties, poetry exemplified the melodious rhythm and rich imagery of the Chinese language, featuring poems mainly composed of five- or seven-character lines.

Chinese poems often describe the beauty of mountains and rivers that embody the rich landscape. Or at times they narrate social events and personal stories including the poets’ ambitions or ideals. One special type of poem focuses on the respect for parents, love between brothers and the missing of one’s hometown or motherland. Those poems represent the virtues of human nature. For example, almost all Chinese people can recite the following poem on homesickness written by Li Po, a well-known poet from Tang Dynasty:



床前明月光，
疑是地上霜。
举头望明月，
低头思故乡。
《静夜思》唐李白

释义

明亮的月光洒在床前的窗户纸上，好像地上泛起了一层白霜。我禁不住抬起头来，看那天窗外空中的一轮明月，不由得低头沉思，想起远方的家乡。

翻译

Thoughts on a Quiet Night
(Translated by Xu Yuanchong)

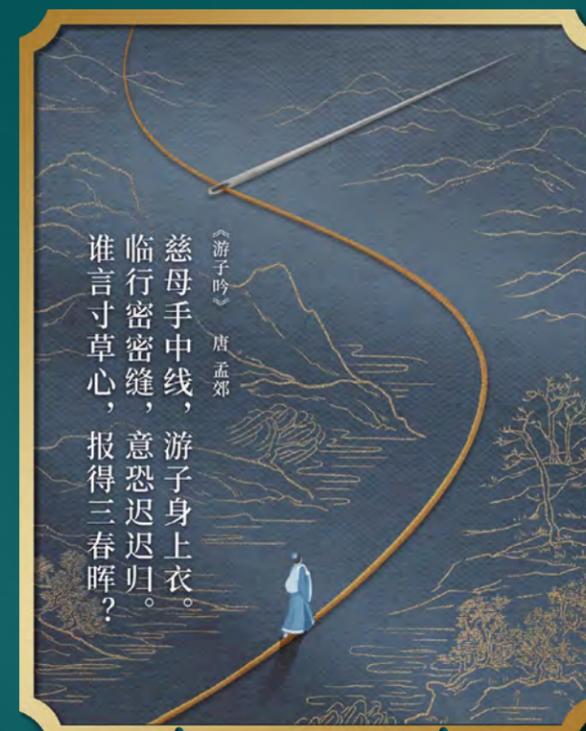
Before my bed a pool of light;
Oh can it be frost on the ground?
Looking up, I find the moon bright;
Bowing, in homesickness I'm drowned.

Do you enjoy reading and translating Chinese poems? ECNU Circle has launched a new column called Chinese Poetry Translation in order to give poetry lovers at home and abroad the opportunity to display their talents.

We provide two classic Chinese poems on virtue. See if you can translate them. You can even try one or 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.



《悯农》唐李绅
锄禾日当午，
汗滴禾下土。
谁知盘中餐，
粒粒皆辛苦。



《游子吟》唐孟郊
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？

This poem praises a traditional Chinese virtue: frugality.
Every grain is a result of the farmers' hard work.

By recalling when his mother sewed clothes for him, the poet expresses filial piety and gratitude to his mother.

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

审稿 / 卫华

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CIRCLE IN HAND , ENGLISH IN MIND



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