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Exploration on Reform Model for College Ideological and Political Education under the Field of Vision of Xi Jinping's Political Educational Concept

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ABSTRACT

Today, the college ideological and political education has a wide influence nationwide, especially in General Secretary Xi Jinping's political educational concept, the effect of ideology as a guide to action becomes more and more obvious. In order to promote further development of college ideological and political education, colleges and universities should move forward along the road combining the theory and the practice with social development as the opportunity to master the big direction. The college ideological and political educators are required to possess advanced teaching concepts and serve as the guider of undergraduates during their growth.

Keywords: Political Educational Concept; College Ideological and Political Education; Reform

1. Background

1.1 Objective of the study

On Sep. 18, 2017, China held the 19th National Congress of Communist Party, and on the Congress, General Secretary XI Jinping made important lectures to the people with the core contents as following: "Never forget why you started ". The holding of the 19th National Congress brings the great reform to the ideological world of Chinese people. During the development of Chinese society, General Secretary XI Jinping's important ideology brings us a guide to action for our life, especially General Secretary XI Jinping's political educational concept brings a glimmer of hope to the development of college ideological and political education in China. The objective of the Study is to bring forward the exploration on the reform model for college political education through in-depth study on General Secretary XI Jinping's political educational concept and by combining the issues existing among the ideological and political education in China at present.

1.2 Significance of the study

Through the study, General Secretary XI Jinping's political educational concept and today's college ideological and political education may be combined to offer a new angle of view for the development of college ideological and political education, and brings the exploration on some theory and practice, and through the combination of General Secretary XI Jinping's essence of thought and college ideological and political education, promote the overall development of college ideological and political education.

2. Xi Jinping's ideological and political educational concept

The lecture by General Secretary XI Jinping definitely pointed out that, in order to realize the great renaissance of Chinese nation, the cadres of the CPC central committee are required to keep advancement and bring forward the great thought of strengthening Party self-discipline in all directions. The thought of General Secretary XI definitely presents the importance of ideological and political education, for a person's thought will directly influence the behaviors, and therefore, only the awareness in thought is higher, may the person's behaviors in details comply with the people's will, the requirements of the Communist Party and the nation, and may accordingly contribute to the realization of the Chinese Dream. (Zhang and Ma, 2017)

2.1 Fundamental orientation

First, greeting the challenge without avoiding the conflicts in ideological and political education. Since the founding of Chinese Communist Party, China has experienced the victory of new-democratic revolution, the great victory against imperialism aggression, and at the great blood-shed age, it's the Chinese Communist Party who lead the Chinese people to get rid of the situation of being lagged behind and vulnerable to attacks, and the poor starving and finally be ushered in today's happy life. (Gao and Huang, 2013) We may say, "No Communist Party, No New China", saying nothing of today's fortune in China. Chinese communist party has been 60 years old, and during the hard time, many members of communist party sacrificed their lives for the people's interests, and however, there're also some members fail to deeply recognize the noble quality a party member should possess in the sugar-coated shell, being corrupted continuously in the life, and therefore, they not only loss their political career, but also bring serious negative impact on Chinese people. Facing this situation, General Secretary brings forward the concept, i.e. face up to the issues existing among the members of communist party, needn't avoid any conflict, correctly regard the issues, and starting from the angle of ideological and political education, timely correct the ideological concept of Chinese youth, prevent the youth from walking on crooked road and the influence of crooked road on their own overall development. (Zhang, 2016)

Secondly, ideological and political education may not deviate from the navigation mark. Today, after the continuous efforts of the people of all nationalities of the country, our material standard of living and spiritual standard of living are improved in all round, and however, the increasingly-increased demands of the people on material culture may not be met, especially in today with abundant material life, people's demands on spiritual life has also been continuously improved, however, the country fail to meet their improved demands by now. (Guo and Lu, 2014) In order to realize the dream of great renaissance of Chinese nation, General Secretary XI Jinping brings forward the great conception of "Chinese Dream", the purpose of which is to continuously improve the Chinese people's standard of living, realize the establishment of overall well-off of the country, and within the country, completely promote the modernization construction. However, the premise of realizing these great conception is the thoughts of Chinese people, only if all people of the country work together, the great conception of Chinese Dream may be smoothly realized, and the people's life may become happier, and accordingly, the country may maintain prolonged stability. (Li and He, 2014)

2.2 Major content

The content of XI Jinping's ideological and political education is wide, involving various fields in China, creating a good environment for the establishment of ideological and political education system in China, and plays a great function on the completion of ideological and political education system.

The first is the ideological concept education of "Three Confidences". (Mao H, 2014) General Secretary Xi Jinping once said, "ideal and faith" are the "calcium" of Chinese people, and if there's no "ideal and faith", Chinese people will suffer from "chondropathy ", and will lose confidence during the development of China in future. It may be seen that "idea and faith" are important to the development of China in future. During the future development road of China, some puzzles shall inevitably appear due to some objective reasons, and however, in order to make Chinese people

strengthen their own cultural power and accordingly apply their ideal and faith into their daily life when facing the huge pressure and challenges, and accordingly possess more support in faith and finally realize Chinese 's dream of great renaissance. (Ma and Guo, 2013)

The second is the education in law and discipline. With the continuous development of Chinese society, the people's ideological idea changes a lot, especially since the reform and opening-up, under the powerful promotion of economic globalization, Chinese economy has acquired overall development and prosperous, and Chinese people's standard of living is also improved. (Cui and Liu, 2015) However, some disadvantageous influence on social development also come into the people's life. Many Chinese officers utilize their powers of office to continuously participate in bribery and bribe-taking under the driving of interest, although their personal economic capability is improved continuously, however, their behaviors bring adverse impact on other social members. This kind of corruption behaviors are not only unfavorable to their own personal development, but also cause very disadvantageous impact on the social environment of China, and the influence of these greedy officials greatly challenges the social equity.

The last is education in patriotism with traditional culture as the carrier. China is a big country with a civilization history of five thousand years, and in today when Chinese civilization is long standing, why Chinese culture isn't interrupted after years of baptism in the historical river, it's determined by the advancement of Chinese culture from some angle of view. In today when Chinese society's development is convenient, the network and digital media is widely applied, some junk novels run into people's life, especially the youth's eyes. These junk culture will generate adverse influence on these youth, and therefore, such junk culture should be eradicated by strengthening the upgrading of people's ideological concept and changing the people's original life style. With excellent traditional Chinese culture as the carrier, carry out the corresponding patriotism education on Chinese youth, help the them set up correct ideological concept, improve their ideological quality, and accordingly improve their moral cultivation in all round, so as to contribute greatly to the social progress. (Lin and Rong, 2016)

2.3 Characteristics

Firstly, simple words, easily comprehended by the people. Many ideology and politics of General Secretary XI Jinping apply straightaway language to transfer the positive energy to the people, and language, as a cultural symbol, plays important role in the daily life of Chinese people. Language is not only a tool for communication, but also a tool for people to understand the culture; in addition, thanks to the charm of language, language may exert the huge promotion function during the formation of people's ideological field, and influence the people's detailed behaviors in life. In General Secretary XI Jinping's important lecture, straightaway languages are mostly applied to present the thoughts in the form of words General Secretary XI Jinping wanted to express. Wherein, many famous judgment features amiable language in a favorable form. (Niu, 2015)

Secondly, literary quotation applied to boost layer upon layer. During the social development, a lot of practices appear. The continuous progress of the society urges us to follow up the social step, and carries out the reform and integration of personal ideological concept continuously, making our own behaviors suitable to the social mainstream culture. Many reports of General Secretary XI Jinping's have cited some classic stories in Chinese traditional culture, through which reflect some social facts and explain simple truth, making the people master the essence of some Chinese traditional cultural knowledge and combine the reasonable connotation of traditional culture with our own actual life, so as to continuously complete our own culture through continuous self-examination. This is the important function for General Secretary to apply the literary quotation, meanwhile, each story taught by General Secretary is targeted; General Secretary continuously concludes the experience and lessons, changes the ideology continuously, and finally forms the great conception of Chinese Dream according to the overall trend of today's social development and some social issues frequently appeared in today's society. General Secretary's each words are determined according to the

national conditions of China, featuring great meaning, and may generate great influence on the people's life, worthy of profound thinking by each Chinese.

3. Shortage of traditional college ideological and political education

3.1 Absence of principal status of the students

College ideological and political education is always is a highly anticipated major, for ideological and political education concerns the modeling and growth of personality and plays a great role in the development in future society. However, from the development trend of ideological and political education specialty at present, students have a poor expression at classroom, forming the lack of consciousness of subject in class, which is unfavorable to the further study in ideological and political education in future. In traditional classroom teaching, teachers are the subject of classroom, and students could only listen to the teachers without any chance to make a statement or conduct in-depth discussion with teachers with regard to relevant knowledge, therefore, under such study circumstance, many students' learning incentive is poor, and their learning enthusiasm may not be completely exerted. Especially the classroom teaching mode features less interaction between students and teachers, which hinders the development of college ideological and political education specialty, and is unfavorable to the absorption and understanding of relevant knowledge.

3.2 Single teaching mode

In traditional exam-oriented education mechanism, score is everything, and score is the only standard for measuring the students' study level, due to which reason, in order to acquire a high score, many students carefully listen to the teachers at class and carefully record the content teachers taught at class, and close to the final exam, they would crazily recite the topics and contents, aiming at acquiring a satisfying score during the exam, and this kind of teaching mode is the so-called "spoon-feeding" teaching mode. (Shi and Xiao, 2016) In such "bookworm" style teaching mode, many students are seriously lack of learning incentive, the phenomenon of unwilling to learn and not to learn is common. The students fostered through such kind of teaching mode are only kind of repeater-style talents, who don't skillfully master the theoretical fundamental knowledge during some ideological and political education, and therefore, they may not combine the theoretical application with practice to ignite their personal academic inspiration, and accordingly fail to provide theoretical guidance for their development in future. (Tang, 2017)

3.3 Weak educational effectiveness

For a long time, when undergraduates accept the ideal and belief education, patriotism education, national spirit education and citizen moral education, the ideological concept of these ideological and political education in colleges and universities only rests on the theoretical level, and in the students' eyes, these are only some empty talk without practical efficacy, therefore, relatively speaking, the practical effects of these theories are not obvious, lack of the effective means and methods for combining the theory and the practice. For the undergraduates majored in ideological and political education in colleges and universities, empty talk has not much effect, and may not bring important influence on the life. In order to overcome the malpractices in the education, it requires to combine the ideology of the education with humanistic spirits advocated by the society today, so as to promote the practicability of college ideological and political education. (Guo and Ma, 2014)

4. Promoting the exploration on reform model for college ideological and political education

4.1 Creating good ideological and political education environment

Under the influence of General Secretary XI Jinping, we should pay more attention to the development of college ideological and political education, and in order to improve the ideological and political education level for undergraduates, we firstly should create the good ideological and political education environment. (Shi, 2016) With

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regard to teaching methods, we should lay emphasis on the principle of teaching students according to their aptitude, provide special educational guidance for the students according to their own learning characteristics and study status, and organically combine the excellent traditional cultural essence of Chinese civilization and relevant political principles in ideological and political education, so as to encourage the students to learn the great essence of Chinese culture during the understanding of ideological and political education theory, and combine the theory with their own study and growth life to guide their practical awareness. Besides, it also requires to create good ideological and political education atmosphere, i.e. not only strengthen the construction of material standard of living, but also improve the influence of spiritual culture construction on the undergraduates; finally, it requires to combine the construction of campus culture and undergraduates' ideological and political education, so as to create a simple, hardworking and modest learning atmosphere, enriching the teaching connotation of ideological and political education.

4.2 Improving the accomplishment of college educators

Why college ideological and political education has so many problems, the reasons involve the students and the colleges and universities as well, i.e. the students' learning attitudes are not good, the leaders of colleges and universities pay less attention to college ideological and political education, and however, the more important reason is related to the teachers dedicating to college ideological and political education, as the most important circle in practical teaching work, as long as the teachers' theory and cultural level reach a new height, may the students be benefit from the education. (Tang and Rong, 2015) Therefore, during the further work of ideological and political education, it requires to strengthen the construction of professional teaching staff dedicating to ideological and political education, improving their teaching quality and teaching level and help the teachers dedicating to ideological and political education specialty build correct working concept, i.e. with the students' study as the highest working target and with the output of more professional knowledge talents to the society as the target, so as to contribute to the social progress and exert their ideological guiding function as human soul engineers.

5. Conclusion

In conclusion, we should, in accordance with General Secretary XI's political educational concept, carry out necessary improvement against the teaching mode of college ideological and political education in China and improve the capability and level of college ideological and political education, so as to guide the students' ideology, offer the students correct cognition and help them settle the practical puzzles and conflicts, and accordingly promote the healthy development of undergraduates.

Acknowledgments

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The Brief Enlightenment of the One Belt and One Road to the Reform of Private Universities at Chongqing

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ABSTRACT

The "One belt and One road" , that means "the Silk Road Economic Belt and the 21st-Century Maritime Silk Road". From The "One Belt and One Road" was raised on September and October 2013 in China, it created more opportunities of integration about economy and culture from China to Central Asia and Europe.Chongqing is the center of the west regions in China. From June 18, 1997 Chongqing has became the municipality directly under the central government, it has driven the southwest regions to develop very well. In 2018, Chongqing realized GDP of 2036.319 billion Yuan, kept 6% GDP growth rates. At Chongqing, the proportion of private-public universities is 2:3, there are 26 privates colleges and universities. More and more young people will graduate from the privates universities, under the background of "One Belt and One Road",it's necessary to raise some suggestion about the reform of privates universities at Chongqing.

Keywords: One Belt and One Road; Reform of Private University; Yu'Xin'Ou Railway

1. The situation and development of "One Belt and One Road" in Chongqing

1.1 Introduction

As the pioneer of "One Belt And One Road", by the end of 2017, the cumulative number of trains of Yu'Xin'Ou Railway (渝新欧) exceeded 1500.Yu'Xin'Ou Railway (渝新欧) is a international railway line which has gone into operation in 2011 from Chongqing to the Europe with the great support of National Ministries and Commissions such as the General Administration of Customs and the Ministry of Railways. It begins at the only municipality of the Midwest of China, passes Gansu province, Xinjiang province and arrives china's frontier Alashankou port, enters Kazakhstan, Russia, Belarus and Poland, finally arrives Duisburg of Germany covering about 11,000 kilometers. In 2012, this railway line prolonged from Duisburg of Germany to Anvers of Belgium. Thence Chongqing and EU's headquarter Belgium have been connected by this railway. It's a further optimization of the original Eurasian Land Bridge. Name Yu'Xin'Ou one 渝新欧 is an acronym, consisting of "Yu" 渝 (Chongqing), "Xin" 新 (Xinjiang),"Ou" 欧 Europe. Chongqing,Moscow,Duisburg and Astana are 4 important stations of Yu'Xin'Ou Railway (渝新欧).

The data showed that By the end of August 2018, Yu'Xin'Ou Railway has a total 1442 classes trains (outward 714 classes and return 728 classes),it's the first time that the number of return classes was more than the number of outward classes,the actual load rate was more than 90%. According to Chongqing customs statistics, in the first half of 2019, the total value of imports and exports of Chongqing was 266.36 billion yuan, up 16.48% year-on-year; the imports and exports to the EU amounted to 50.52 billion yuan, up 21.9% YOY.

1.2 The situation and development of Yu'Xin'OuRailway

From these years' performance of Yu'Xin'Ou Railway, not only it should gain a firm foothold in Europe,but also it will face the intratype-competition with other China-Europe train. It should be based on Chongqing's resource, develop its strength and overcome its weakness.

1.2.1 Strength of Yu'Xin'Ou Railway

1.2.1.1 Advantages of industrial clusters

Chongqing is the economic center of the upper reaches of the Yangtze River, it's also our country's major modern manufacturing base and high-tech industrial base, there are a large number of manufacturing enterprises. This industrial clusters promote a frequent exchanges of domestic and international cargo, therefore Yu'Xin'Ou Railway has sufficient supplies.

Yu'Xin'Ou Railway originated from the Europe's needs for Chongqing's electronic products. In 2014, one in every 3 computers in the world was produced in Chongqing, 100% orders of Acer, 90% orders of Toshiba, 80% orders of Asus and 60% orders of HP were in Chongqing. Chongqing becoming the world's largest notebook computer production base, there are around 60% of cargo which are the electronic products, it is the most important and stable source of the cargo.Chongqing has not only the Asia's largest laptop production base, but also it has its local brand in automobile and auto parts. Thanks to low price and high quality, these auto products are popular in Europe market.

1.2.1.2 Advantages of geography

Chongqing is seated between the well-developed east region and the rich-resources west region, Economic Belt and the Yangtze River Economic Belt. As the end of Yangtze River Economic Belt, it echoes back with Shanghai (the head of Yangtze River Economic Belt). Thanks to its geographical advantage, Chongqing becomes an important integrated traffic hub city.

Figure 1. Yuxinou International Railway Logistics Channel

1.2.1.3 Advantages of price and period

The transport period of the whole line which is about 13-15 days is shorter nearly 30 to 40 days than sea transport. The price is about one fifth/sixth of air transport and it has declined year by year. Even was compared with other China-Europe Railway, it has competitive advantage. This period and price are very competitive in the international market which changes quickly.

1.2.1.4 Advantages of customs and transport mode

After customs inspection in Chongqing, along the way there is no repeat national customs clearance inspection, it implements in the general the "one declaration, one application, one clearance". Yu'Xin'Ou Railway achieve a "1+N" mode of distribution operation. "1" is the Chongqing to Duisburg main line. "N" is the countries which is along the line as assembly points or distribution point according to customer needs. Now it also offered multiform service:public trains service;international railway transport service;customized multimodal transport logistics services; consolidation cargo service and China; Europe trailer service.

1.2.2 Weaknesses of Yu'Xin'Ou Railway

1.2.2.1 Coordination difficult with 6 countries

Yu'Xin'Ou Railway passes a number of countries, because the different countries have different economy developments, their railway construction and maintenance, operation and management and new technology update are different. Such as the standard gauge of China's railway is different from which of other country's railway, Yu'Xin'Ou Railway needs to change pathway in transit, that delays the transport period.

1.2.2.2 Lack of stable supply return

Currently, the organization of return supply is more difficulty than toward supply. China is an export-country, these years China is always at trade surplus' situation. It means that China's capacity depends on the international market. So in order to enhance the autonomy of Chinese economy, the exploitation of return supply, the augment of import and the stimulation of domestic demand are important.

2. Brief suggestion of reform of Chongqing's private universities under the background of Yu'Xin'Ou Railway

"One belt, one road" is an outcome of Chinese economy situation and the Eurasian economy situation, Yu'Xin'Ou Railway as an international logistics channel, plays a good leading role. So as Chonqing's private universities, the education system should also advance with the times, meet the demand of Yu'Xin'Ou Railway (渝新欧), provide talents and balance the problem of employment. There are two brief suggestions about the reform of Chongqing's private universities aim at the strength and weakness of Yu'Xin'Ou Railway (渝新欧).

2.1 Expand cooperation between schools and enterprises in the area of Yu'Xin'Ou Railway

Based on the advantages of industrial clusters and geography of Yu'Xin'Ou Railway, the private universities can use their own advantage of enterprise model, expand the cooperation with the foreign company,helping with the development of " One Belt and One Road".

One hand, the local students could use the geography resource to provide more effective service. One other hand,it can provide more internship even work opportunities for the students. It can not only export cargo but also export talent form Chongqing to Foreign countries. For the excellent students, the cooperation will optimize their career development. Nowadays, most private universities are application-oriented university, its purpose is to cultivate the technical talent.So the cooperation between schools and enterprises in the area of Yu'Xin'Ou Railway is consistent with this purpose.

2.2 Expand cooperation with foreign school in the area of Yu'Xin'Ou Railway

Based on the the coordination difficult with foreign countries, the private universities could expand the cooperation with the foreign school,helping with the development of " One Belt and One Road". As different area,there are many differences of regulation and culture which will obstruct the development of "One Belt and One Road".

According the cooperation with foreign school, The private universities can provide the opportunities of talent exchange. First step,on the line of the Yu'Xin'Ou Railway,Chongqing students can study at foreign universities and foreign students can study at Chongqing's universities,improve communication and learn form each other. Second step, Chongqing's professors can work at foreign universities and foreign professors can work at Chongqing's universities,

improve foreign language level to boost the development of Yu'Xin'Ou Railway. From the reform of education of private universities, base on the "One Belt and One Road", that will create a academic exchange "Railway", narrow cultural difference.In the future,the Yu'Xin'Ou Railway could transport both goods and passengers.

3. Conclusion

At present, "One belt, one road" always meet with many challenges, university is a place which cultivates talents for the future,it plays an important role during the development of "One Belt and One Road". The amount of private universities of Chongqing attained the 40% of the totality, especially most private universities aim at cultivate technical talents. Meanwhile technical talent is what Yu'Xin'Ou Railway needs,so the reform of private universities at Chongqing should follow the changes and cultivate the technical talent who adapt to the requirements of the times, that will attain the win-win situation.

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A Comparative Study of CAT Systems and its Educational Implications

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ABSTRACT

This paper puts forward the concept of CAT in its relatively broad sense and conducts a comparative study of the two major types of CAT systems presently available through their roles as assistants. Besides, it attaches great importance to its educational implication, esp. integrating CAT method into our traditional translation practice mode and holds that learners in the information age shall be skilled at CAT so as to meet new challenges.

Keywords: CAT (Computer Aided Translation); Machine Translation (MT); Translation Memory (TM); Human Translation (HT)

1. Introduction

Nowadays, in the growing trend towards globalization of economy and information, communication and cooperation among different countries have been multiplying, and with the rapid advancement of information technology as well as the wide exploitation of computer and Internet, localization of drastically increasing information has become ineluctable and pressing. This results in a much heavier demand of language translation. CAT has revolutionized the traditional translation method in which human translators employ only pens, sheets of paper and paper dictionaries, or sometimes computers but just for inputting the translated texts. CAT, also known as "E-translation" or "computerized translation" or "man-computer symbiosis"(Henderson, 2009), with all its types or subsystems, has attained a very vast expanse of use worldwide, thanks to its fast speed, outstanding consistency, great efficiency, easy operation, phenomenal cost-effectiveness, etc. Now, CAT has been one of the most important research domains for translatology and computational linguistics. This paper will make a comparative study of the major CAT systems and then probe into its educational implications.

2. Definition and Types of CAT

Computer Aided Translation (CAT) in its broadest sense means all the software and hardware that facilitate the act of translating source text of one language into target text of another, inclusive of disc drivers, scanners, word processors, OCR software, etc.; and in its narrowest sense it consists only of Translation Memory (TM) systems on which we will expound later in this paper. Here in this paper, CAT is considered in its comparatively broad sense, which refers to computer systems that are involved in the direct act of source-language-to-target-language translation or language rendering. Generally, there are two major types of CAT accessible to assist or automate the direct language translation process: (1) rule-based MT systems; (2) corpus-based MT systems. (Guerra, 2000) Besides, there are a few other types, such as Terminology

Management systems, Internet Support systems which feature Internet search engines and online encyclopedias and dictionaries, Electronic Dictionary systems (for single computer use) and so on.

3. Rule-based Machine Translation (MT) Systems

3.1 What is rule-based MT system?

Rule-based MT systems (or simply MT systems), sometimes called automatic translation system, refer to a system whereby a computer program through application of linguistic rules renders the text of a source language into that of target language automatically, and then displays it to receivers. It is intended to replace the work of human translators in some particular fields or palliate to some degree the workload of human translators. In MT systems, texts of the source language are algorithmically processed or analyzed into abstract representations of 'meaning', involving successive programs for identifying word structure (morphology) and sentence structure (syntax) and for resolving problems of ambiguity (semantics). (Baker M., Saldanha G., 2008) In this way, MT systems can parse sentences of source texts by identifying words and relationships, then select counterpart terms in target language, and finally put them in target language word order after inflection for the eventual product.

3.2 Weaknesses of MT Systems

In spite of the fact that many efforts have been invested in the of MT research and numerous rules covering a big portion of linguistic phenomena have been set down, it is still far from enough. In translations of short simple input texts, comparatively higher readability if not accuracy will usually be accomplished; however, in translations of long complex ones, readability often becomes a big problem. At lexical level, MT Systems often fail to deal successfully with polysemy, pronouns, proper names, abbreviations, etc.; at syntactic level, MT Systems usually fail to handle satisfactorily garden path sentences, elliptic sentences, equivocal sentences, partial negatives, and special negatives; besides, translations of metaphors, idioms, slang expressions and jokes often make no sense in the target language. Moreover, natural language is dynamic process of accumulation by its speech community through a very long period of time. As a result, new words and linguistic phenomena as well as fresh rules have been constantly arising and almost every existent rule has its exceptions, which make it harder for MT systems to fully describe their underlying rules. Thus, it is the lack of contextual or real-world knowledge, asymmetry between languages and inadequacy in grammatical rules that have induced MT systems' failure to produce high-quality translations of source texts even when well written.

3.3 Two Major Applications of MT systems

There are generally two circumstances where MT systems are usually applied.

The first application circumstance is where an indicative translation is enough for intended use or where a high-quality translation is not necessary. An indicative translation is usually for the benefit of individuals to assimilate information rather than for publication. Though MT systems cannot produce high-quality translations, some users have found that they can extract what they need to know from the indicative output. (Newton, 1992) With the explosion of information and popularization of information technology, occasions demanding an indicative translation are increasing fast and considerably, especially among people from disparate language backgrounds who need translated version of bountiful texts to procure the substantial part of the targeted foreign materials, and in most cases, as soon as possible. Such demands have mostly resulted from the drastically increasing on-line cross-language communication, where quality may be less important than accessibility and usability. Hence, MT systems are notably desirable when their low quality is adequate for indicative ends. In such situations, fastness and convenience are usually preferred to grammaticality and readability as far as the limited usability exists or the output shed some light on the target text. Typical indicative MT tools include: LOGOS(US), METAL(US), ARIANE(France), SUSY(Germany), MTSU (Singapore), Oriental Express(China), King Express Trans(China), Tans Star System (China), Oriental Net Trans(China)

and so on.

Second, MT systems have been applied to particular-domain-specific texts in controlled language. Present MT systems can only yield satisfactory products when the source text is confined to a specific field of knowledge and comport with a certain controlled language which is not only limited in vocabulary and domain but in syntax and metaphor to reduce possible problems for MT systems. Only certain syntactic structures are allowed and metaphors must be of the frozen or fixed type rather than dynamic or changeable one. With a consequentially disambiguated input text, MT systems can guarantee a fast production of both grammatically and stylistically correct output (Carl M., Way A., 2003). In such cases, MT systems are designed to handle voluminous source texts in restricted field and style to obtain a quality translation.

Some renowned particular-domain-specific MT tools are as follows: Systran (which was first by US Air Force to render Russian military technical materials into English and now has been employed by US National Air Intelligence Center to provide nearly unedited translation service for many US government organizations), Météo (which is devised by Canadian meteorological department to translate weather forecasts between English and French), TITUS (a system used to translate abstracts of documents of textile industry between English, French, German, and Spanish) and ARGO (a system developed by CSK in Tokyo to translate Japanese stock market reports into English).

As we can see, MT systems have been successfully used by individuals, organizations, and even governmental and military departments. It is believed that more applications will show up as global communication increases and MT systems' practical usability comes to be known by more people.

4. Corpus-based TM Systems

4.1 What are Corpus-based TM Systems

Corpus-based TM Systems refer to computer programs through which previously stored data (translated texts in pair with source ones) can be automatically retrieved to avoid repeated translation of identical sentences or to render similar sentences with just a few modifications. TM systems depend basically on the availability of suitable large corpora of authoritative translations or indexed bi-texts. (Somers, 2003) When translating, TM systems will search for matches between source texts and data in its source-target-language-paired database and processes the result based on similarity percentage set by users. When an identical match occurs, TM systems can directly place retrieved translation of the sentence in the output; when similarity percentage is between 0% and 100%, TM systems will return the sentence to translators and translators can refer to the translation in stock then renew it with some modifications to match the source and simultaneously the data bank will be enlarged; when no match exists, the source texts will be manually translated and automatically added to the database. The larger the database, the faster the translation. Corpus-based TM systems can speed up the overall translation process by reducing retranslation, enhance the consistency and ensure the accuracy of the translated texts, making up for some inadequacies of rule-based MT systems.

4.2 Weak Points of TM systems

First, TM systems are predicated on the concept that source-target-language-paired sentence in previous translation can be reused. It is possible for translators to handle the text sentence by sentence mechanically, ignoring the fact that rendering of one sentence depends on that of surrounding ones. Translators are supposed to focus on translating and communicating the whole message of the text instead of just translating its individual sentences separately ignorant of those around it. Second, TM systems are not fit for texts with no or little repetition or unchanged parts. Although technical texts generally befit TM systems best, literary, legal and other texts will be less becoming since there is often little repetition in language use. Third, the costs in training of users, inputting the previous translations into TM systems' data bank and so on, can mean a sizable investment. Forth, maintenance of TM system databases is mostly a manual job, and failure to maintain them can result in considerably diminished usability and quality of TM systems. Fifth, quality of

TM systems' data bank cannot always be guaranteed; if translations inside is inaccurate, the inaccurate one will be reused and the unacceptable inaccuracy be repeated when the same or a similar source text appears next time.

4.3 Application of TM Systems

TM systems work best on source texts with abundant repetitions, like technical documents, user manuals, software localization and so on, in which the vast majority often keeps the same and the work can simply be automatic substitution by TM systems through the fast retrieval of preceding translation from the continuously expanding large-scale database, and only the small altered parts need human efforts. In such cases, TM systems assist translators to spot and re-exploit previously rendered parts. In situations where no precise equivalent is available, the presented results may be re-utilized with some modifications. Therefore, TM systems can augment tremendously the efficiency and productivity of translation, and ensure a good quality suitable for publication or circulation that is usually anticipated from human translators. In addition, TM systems are of greater cost-effectiveness and usefulness when it comes to the translation of materials restricted in a certain domain, like medical, legal, sports, agricultural, even literary and art. A recent survey by the author shows that multitudinous domestic and international companies and organizations (especially those engaged in some foreign businesses) are using TM systems. Besides, for language professionals and advanced language learners 39 out of 50 have confirmed the use of TM systems. The current typical TM system tools include ones such as IBM TM/2, Star Transit, SDLX, Déjà Vu, Wordfast, Eurolang Optimizer, Star Transit, Trados, DéjaVu, WordFisher, SDLX, Alpnet's proprietary TSS/Joust, Dr. Eye and Yaxin CAT. What's more, Most TM systems are used in conjunction with a terminology management system, a multilingual e-dictionary, and a MTsystem.

5. Educational Implications of the Study

The above part has made a comparative analysis of the two major types of CAT, MT and TM systems from their different definitions, weaknesses and applications, which in turn has given rise to the following educational implications for second language learners and users.

First, for language majors and professionals, the skills and knowledge about CAT systems, especially TM, are quite essential in that they can deal with the translation work more easily when encountering some big translation tasks (like highly-repetitive technical and professional texts such as localization manuals) that are usually inevitable, instead of toiling at consulting paper dictionaries, since no one can be so well-informed of all subjects, no dictionary be all-inclusive, and no one complete a huge task of translating voluminous texts in a short time on his own in a society with explosively growing information. It is very necessary to integrate such CAT method into our traditional translation practice pattern.

Second, for users not majoring in language or with low language proficiency, when they want to get some information from a certain language, CAT systems, especially MT, can be drawn on to have a useful glimpse and instrumental understanding of the targeted material in the fastest manner by automating the translation process. For instance, to get a sketchy view of some e-texts like Web pages, e-mails, etc., that may be browsed by people who just hope to catch the general information and who will not impeded by the poor style and grammaticality, ignoring whether all is comprehensible. MT systems are the only feasible solution here, with no rivalry in terms of speed and cost-effectiveness. Language learners and users in the information age shall be skilled at such CAT so as to meet new challenges.

Last, it sheds some light on the important role human play in TM and MT systems and the relation between them. In the cases where TM and MT systems are quite useful and necessary, they are still human-centered and the final work must be done by human, even in some very restricted domains where TM results are used directly without any editing, human work in programming the systems and inputting controlled language is essential and indispensable. There is no prospect that MT or TM systems can take the place of human intelligence.

6. Conclusion

This cyber age of specialization and globalization has witnessed the increasing use of CAT. Sciences are increasingly branching out into new fields of study, bringing about more terminology. Markets have been internationalized and businesses are expanding all over the world. In such a global context, CAT has benefited from and also conduced to the global development. It can be seen that the linguistic capabilities of MT systems have not been very much improved within the last two decades, and TM systems have been widely used by language professionals and advanced language learners to handle specialized texts that are often repetitive. Many people are now finding benefits in using CAT tools when communicating across languages, particularly when a translator is not available and the user has limited multilingual skills. Language professionals and advanced language learners are finding CAT tools highly effective and indispensable in improving their translation productivity and quality for work that lends itself to the use of the different CAT tools. It can be predicted that CAT productivity tools especially TM and MT systems will in the future be fundamental to the success of language users.

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An Overview of the Studies on the Generation of Typical Middle Construction

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ABSTRACT

This paper mainly takes an overview of previous studies on the generation of middle constructions. First is the introduction of the research background of the generation of middle constructions. Then the author describes the main syntactic features of typical middle constructions, followed by an overview of previous studies on this construction It can be seen that each study has its advantages and disadvantages. Through this review, the author advise to study the middle construction from different aspects because of its complexity. Through this review, the author hopes to find some space for future study.

Keywords: Middle Construction; Generation; Syntactic Feature

1. Introduction

The following sentences belong to middle constructions frequently cited by researchers:

(1) Bureaucrats bribe easily.

(2) The wall paints easily.

The above examples all have "Patient" as their subject, so they are called "Patient middle construction." In addition, researchers also find "adjunct middle construction". Adjunct middle construction can be fulfilled by the components expressing locations and tools, for example:

(3) The blackboard writes smoothly.

(4) The pen writes well.

(3), (4) have similar syntactic and semantic representations to (1) and (2), the non-agent component occupying the subject position. The sentences expresses certain properties or characteristics of the grammatical subject and they must contain a adverb or an adjective at the end of the sentence as the modifier. We agree with the above researchers that the structures like (3) and (4) should be included in the scope of middle construction. This paper only deals with the above two types of typical Chinese and English intermediate constructions, namely patient middle construction like (1) and (2) and the non-patient middle construction like (3) and (4), where (3) has the subject of location and (4) of tool.

Recently, middle constructions have become one of the hot topics in the study of generative grammar. Many scholars have engaged in heated discussions around the characteristics of middle constructions and their generation mechanism. The focus of the discussion is the essential characteristics of middle constructions. That is, whether the process of generating middle construction is lexical or syntactic. From previous research, in the nature of the middle construction generation process, two opposing views can be summarized. Some researchers insist that the construction of middle constructions rely entirely on lexical means, which does not involve syntactic operations such as movement, and is purely a pre-syntactic operation. Because the logical subject of the middle not enter the stage of syntactic operation,

there is no way to talk about its syntactic status. Another view insists on the idea of generation through the syntactic approach, which means that the structure of the middle construction requires the demotion of the external argument and the syntactic promotion of the internal arguments The logical subject of the middle exists at the syntactic level and has syntactic functions. This paper first introduces the main features of the typical middle construction, gives a preliminary overview of the research on the generation of the middle sentences and briefly states some thoughts of the author. Finally, it tries to see the prospects for future research.

2. The main syntactic features of typical middle constructions

The grammatical subject of the middle construction is the patient or the adjunct argument of the verb Most researchers consider that the verb has an implicit agent.

The middle construction has a typical general. Keyser and Roeper pointe out that the function of the middle construction is to refer generally and make a statement. Therefore, it should not be used to describe a specific event at a particular time. The middle, like the ordinary verbs, is not absolutely not used for the progressive aspect, but it does not express the event at this time. If used with progressive tense, it means that the state is changing with time.

Middles generally require modification of trait adverbs such as "easily", otherwise sentences are usually grammatically unacceptable. Fagan argues that middle constructions are not used to report events, but rather to state that an object has a particular property. Therefore, middles require trait modifiers such as "easily" to describe the properties of the grammatical subject of the sentence.

Researchers also believe that the middle sentences often have modal meanings, but such middle sentence (usually containing modal verbs) are not typical middle sentences, and are not included in the scope of this paper.

3. Research on the generation mechanism of typical middle construction

3.1 Lexical approach

Lexical Approach considers that the middles become intransitive verbs in the lexicon, and the external argument is suppressed before entering the syntactic operation, and the internal argument is projected as the subject. Lexical Approach needs to preset complicated lexicon operation rules, which increases the burden of the lexicon and is not conducive to acquisition. Fagan believes that the middle construction does not allow preposition stranding, so the generation of the structure does not involve NP movement. The middle construction is not generated by lexical means but by syntactic means. Fagan emphasizes that the generalization of meaning is the key to the construction of the middle construction. The middle verb usually uses present tense. Keyser & Roeper attribute this to their general meaning. However, the difference between the middle construction and other generalized propositions is that it does not require its own surface grammar subject to express general meaning. In fact, it is the implicit agent of the middle verb that is usually understood to have general meaning. Levin points out that the middle verb has an implicit argument modified by a generalized quantifier, which can be understood as "people in general".

3.2 Syntactic approach

3.2.1 Passivization analysis

Keyser and Roeper argue that the generation of middle constructions undergo syntactic operations similar to passivization. In the passive structure, the passive verb is derived from the active two-place predicate by adding the past participle affix to it. The middle verb is also derived from the corresponding transitive verb, but not by adding the affix, but through a word-formation rule. This rule, like passive affixes, absorbs the theta role of the logical subject, while suppressing the case assignment to the logical object. Driven by the requirement of case, the logical object raises to the subject position to obtain nominative.

Stroik propose that the generation of the middle construction involves NP movement, and two correlation

operations are required: the demotion of the external argument and the promotion of the internal argument. Obviously, this derivation process is similar to the derivation of passive sentences. Dai Manchun, based on the research of Stroik, proposes an analysis model of the middle construction with patient subjects in English and Chinese. He believes that the middle verb is similar to the passive verb, whose external argument is suppressed, and the ability assign accusative is also suppressed, and the internal argument obtains the features of nominative. In his opinion, the middle verb has a complete argument structure syntactically, and there exists a middle morpheme similar to the passive suffix, mainly used to cancel accusative assignment.

Zhou Xiaoyan and Gao Teng also propose an analysis model of the middle constructions with patient subjects in English and Chinese. They believe that the D- structure of the middle sentence " 这 车 开 起 来 挺 容 易 " has the D-structure " 人们开这车挺容易". " 起来" in the sentence is a verb of ability. It is precisely because of the insertion of " 起来" that leads to the lack of theta role in the position of the subject, which prevents the verb from assigning case to the patient, Under the requirement of case, the object moves to the subject position in the sentence. They believe that this inserted component exists as an implicit form in English.

3.2.2 Voice projection and transitivity projection

Collins sets VoiceP obove vP, providing Smuggling Analysis for the internal argument of the verb. Bowers insists setting up TrP under vP to check the accusative but this does not give license to arguments. Separating the ability to introduce external argument with that of checking accusative, Bowers explains the situation where the internal argument moves to the position of grammatical subject. He also uses the parameterization of transitive features to explain the inter-language differences of the middle construction. However, adding functional categories for the syntactic derivation of passive and middle sentences lacks of conceptual necessity.

3.2.3 Analysis based on applicative hypothesis and phase theory

Based on of previous studies, He Xiaowei (2012) proposes the generation model of two kinds of typical middle constructions in Chinese and English in the framework of phase theory. He considers that (1) the modifier at the end of the sentence of the typical middle construction acts as the non-core complement, which is an essential component of the construction. The component is closely related to the middle verb, and the verb V is first merged with this component, and the generated V' is responsible for the permission of the theta roles of related noun phrases in the structure. (2) There exists a middle morpheme in the middle construction, which is represented as " 起 来 " in Chinese, as an empty category in English. The morpheme is attached to the light verb v. The vP formed by the light verb v does not form a phase because it does not have an external argument, and is not restricted by PIC in syntactic derivation. (3) The location and tool arguments in the non-patient middle construction are non-core arguments, and are introduced by the high applicative head H-APPL. On the basis of the above assumptions, the derivation of the two types of typical Chinese and English structures as well as related theoretical issues have been uniformly explained.

In this analysis, the vP containing the middle morpheme does not form a phase because it does not have an external argument, and thus it is not restricted by PIC. The component T pit of vP can operate on the components in the vP, making the noun phrases expressing patient, location and tool het the features of nominative and move to the subject position of the sentence. The modifier at the end of the sentence serves as the non-core complement of the sentence, and merges with the verb and other components to jointly permit the theta roles of the relevant noun components. It can be seen that the modifiers at the end of the sentence and the middle morpheme play a significant role in the syntactic derivation of the structure.

3.2.4 The analysis of stativization process

Han Jingquan (2003, 2004) refers to the transformation of verbs from expressing behavior to expressing state as "stativization" of verbs. He considers that it is this kind of stativization of verbs constitutes the basis of the generation of middle constructions. Stativization first changes the argument structure of transitive verbs. The same verb, taking

"paint" as an example, when used as a transitive verb and as an middle verb, has the argument structures (a) and (b) respectively:

(a) paint (x (y))

      Agent Theme

(b) paint (x-O / (y))

      Agent Theme

The stativization of the middle verbs is actually the transformation from action verbs to state verbs, or more precisely, from the agency action description to the statement of the nature of an event. After the transformation, the original logical agent subject of the verb is suppressed, and the verb loses the ability to assign case to the logical object. In order to meet the needs of the extended projection principle and the case feature checking, through syntactic movement of the logical object, it gets out of the domain and reaches the position of grammatical subject, generating middle constructions. In essence, stativization of the middle verbs is the formation of a new word based on the rules of word formation. The composition of new word items sometimes changes the original argument structure.

4. The advantages and disadvantages of each analysis

As for lexical approach, both in the analysis of Fagan and in that of Achema & Schoorlemmer, the referential semantic values of the logical subject of the middle verbs are pre-set to be general meaning and this general meaning is used as the basis of middle constructions. However, in some contexts, especially when the verbs are used with progressive aspect or past tense, the semantic values of the implicit logical subject can be specific, which contradicts their presupposition.

The voice projection and transitivity projection analysis also explain the reason why the inernal argument moves to the subject position, but adding a new function category for the syntactic derivation of middle constructions lacks of conceptual necessity (Wang Heyu & Wen Bingli, 2014). The addition of a new concept just for the interpretation of a certain linguistic phenomenon must also not conform to the orientation of universal grammar theories.

Phase theory and applicative hypothesis analysis can provide a unified explanation for middle verbs with an agent subject and those with a non-agent subject, and at the same time make the necessity of the existence of the modifiers at the end of the sentence very clear, but Zhang Zhiyi and Ni Chuanbin (2014) pointe out that He Xiaowei's (2012) analysis might not be very convincing because in fact, English is essentially a low-applicative language, so it cannot be said that English has high-applicative structures because of the raising and movement of the arguments. There is no applicative in this type of middle constructions. From this point of view, the analysis is not invulnerable.

The advantage of the "stativization" process analysis is that it can incorporate the various features of middle constructions as a whole into a unified explanation. The analysis holds that the stativization of the verb is the essential feature of the middle construction, and other features are derived from this one.

In addition, as Shi Dingxu (2019) said, if the methods and experiments of neural ience can be effectively applied and the processing of middle constructions in the brain can be monitored to find the specific EEG component of the structure processing, such evidence should also promote our understanding of the generation of middle constructions. Or it can be said that the study of generative grammar and the evidence of neural science and technology complete one another.

5. Reflection, conclusion and prospect

Dai Manchun's (2001) analysis agrees with the passivization analysis. He believes that the external argument of the middle construction is not completely suppressed, and thus can be introduced by the complementizer "for". Middle verbs have a complete argument structure. However, Han Jingquan (2003) and Zhang Zhiyi and Ni Chuanbin (2014) believe that the external argument in this kind of structures is completely suppressed, and thus such arguments

have no syntactic status. However, the agent introduced by the preposition "by" in the passive sentence is an external argument that has undergone demotion and has its syntactic status. The author of this paper partially agrees with the latter point of view that the middle construction does not carry an external argument, in that this can be structurally justified by Burzio's Generalization, the middle verbs have undergone "case adsorption" and cannot assign case to the internal argument, and so they have no external argument (Haegeman, 1994). But at the same time, the author of this paper also considers that it is still unclear whether the difference between the agent introduced by the preposition "by" in the passive sentence and the agent introduced by the complementizer "for" in middle constructions is so great. After all, both of them can introduce the semantic role of agent. They are both at the end of the sentence in the linear structure of the sentences and act as adjuncts. Whether it is based on the principle of "uniformity" (Wen Binli, 2002) or based on psychological reality, the two noun phrases seem to be less likely to have such a great difference in syntactically.

In summary, it can be seen that there are advantages and disadvantages for different analysis of middle constructions. Although researchers have reached some consensus, there are still many and even essential divergences. Due to the complexity of its construction, middle construction involves many aspects such as syntax, semantics and pragmatics, so further research is needed.

In this structure, the interaction syntactic-semantic interaction is quite obvious, so research on the permissions of the structure from the semantic and cognitive level may also provide us with new thoughts.

In addition, as Shi Dingxu (2019) said, if the methods and experiments of neural science can be effectively applied and the processing of middle constructions in the brain can be monitored to find the specific EEG component of the structure processing, such evidence should also promote our understanding of the formation of middle constructions. Or it can be said that the study of generative grammar and the evidence of neural science and technology complete one another.

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Design and Implementation of Micro-Project Learning in Furnishing Curriculum of College

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ABSTRACT

In view of the specific problems in the current furnishings curriculum, combined with the understanding of various "Micro" concepts such as project learning, micro-resources and micro-classrooms, overcoming the original shortcomings of project learning, and proposing "Micro Project" concept."Micro-project learning" is essentially the flexible use of project learning, which makes project learning simplified and miniaturized, making classroom learning more efficient, flexible and practical.This thesis expounds the specific methods and advantages of micro-project learning, and has made a series of teaching design, which realizes the application of micro-project learning in the teaching of college furnishings, and improves the teaching effect.

Keywords: Micro-Project Learning; Furnishings Curriculum; Design; Implementation

1. Analysis of the current situation of teaching in furnishings curriculum

Furnishing design is an emerging project in the Chinese art design industry. The demand for talents in the market is very huge. Many colleges and universities have also opened the design of furnishings curriculum or the introduction of furnishings curriculum.At present, the content requirements of college furnishings curriculum have high applicability and operability, but the development history of furnishings is short and there is no corresponding foundation accumulation, which makes the difficulty of such curriculum in teaching.The purpose of the teaching of the furnishings curriculum is to train the students' ability to design the furnishings in the actual operation through the teaching of the content of the textbooks, to exercise their skills in setting up the real room, and to improve the space for multiple artistic design thinking.Take the "Environmental Furnishing Design" curriculum of our institute as an example,this course was opened in 2006, but most teachers used the "project introduction classroom" to be teaching method.The "project introduction classroom" method has accumulated its own unique advantages and practical experience in the long-term social design practice, and has been highly praised by teachers and has been promoted and used. However, with the advent of the Internet era, teachers have become more and more aware that the students who born after 2000 have little interest in this traditional teaching method, and they appreciate personality. The design perspective, the more flat approach to practice, and the increasing interest in classroom fun and visuality. The teaching method based on "project introduction into the classroom" originally had shortcomings such as low student participation and large social and classroom spans. It is can not meet the requirements of students.In order to improve the quality of teaching, we should change the classroom teaching form, encourage students to choose their own points of interest, and then improve their motivation and exploration ability, so as to realize the students' future design ability.

2. Specific methods and advantages of micro-project learning

Micro-project learning: Micro Project is the miniaturization and simplification of the project; micro-project learning is essentially the flexible use of project learning, combining the concepts of project learning and micro-courses. This teaching method overcomes the "project into the classroom, the shortcomings retain its advantages. The overall learning process is to divide the entire knowledge into a number of micro-refined knowledge surfaces, to achieve students' precise management of knowledge and content, and to improve teaching flexibility.

Micro-project learning starts with small projects designed by furnishings. Each project has a complete design process. In the learning process, it usually takes only 2-8 hours. The project content is usually related to the design or complete operation of a small space. Micro-projects simplify the complex and large-scale space during design, allowing students to master the design ability while eliminating unnecessary operations that can be disturbed, so as to more accurately grasp the design points. While constantly mastering the knowledge points, it also strengthens the cooperation and discussion between students and students, between teachers and students, and realizes the sharing of knowledge.

3. The Design and Implementation of Micro-Project Learning

The micro-project teaching design is divided into six stages: micro-project selection, planning, group exploration, achievement completion, display reporting, evaluation and acceptance.

Micro-project selection: In micro-project learning, micro-project theme and volume selection are crucial, considering both m knowledge points and project completion, as well as students' knowledge base. The selected micro-projects should not only cover the key points and objectives of the course knowledge, but also should be selected according to the students' professional ability and school professional characteristics, and choose 1-3 students to complete.

Planning: The group is divided into groups by heterogeneous grouping. Each group makes systematic planning to ensure that the group members' interests, abilities and strengths can be fully demonstrated. Combined with the design tasks of the micro-projects, the team members and the design stage are carried out. A reasonable division of labor ensures that micro-project tasks can be completed qualitatively and quantitatively.

Group inquiry: This stage is the most important stage in micro-project learning. The grouping standard is "project theme". In order to achieve the micro-project learning objectives, the team members should strengthen the sense of cooperation and discussion depth, and promote the completion of learning development and micro-project tasks. In this process, the teacher should do a good job of guiding and correcting the work, and control the learning process and progress of the group. When the group encounters difficulties, the teacher should promptly answer questions and make demonstrations to provide guarantee for the smooth development of the micro-project. To a certain extent, the teacher is not a mere knowledge spreader, but is an explorer and learner like a student. Therefore, a mutual interaction and mutual promotion community has been formed between the teacher and the student. Collaborative learning between teachers and students.

Completion of results: In the micro-project learning, the team's efforts to implement the knowledge points, independent and appropriate innovation of the design works into the real or actual space, which is an important feature of micro-project learning is different from the traditional classroom teaching methods. At this stage, the teacher must control the depth and flexibility of guiding participation. In order to complete the progress and quality of the project results, the teacher should organize the team to report the progress of the work publicly after a small stage, guide the team to complete the tasks in the course of the task, and provide opinions and suggestions.

Display report: This stage is mainly the public presentation of the project results of each group. It can be displayed between teachers and students, and can also be displayed to the whole school or even more to share the experience and experience in the process of completing the micro project results. In this stage, it mainly displays the design and creative points, the landing process and regrets of the design works of this group, and provides other groups with opportunities for learning and reference, and also prepares for the implementation of the second micro-project of the group.

Evaluation and acceptance: In the whole micro-project learning process, teachers should do a formative evaluation and a summary evaluation.In each group learning process, according to the student's task division completion and completion quality, qualitative evaluation, quantitative evaluation, and overall evaluation of the group and independent individual evaluation of students should be done.At the same time, students should also learn from teachers and feedback to learn from them and increase their experience.

4. Furnishings design in Porch of House" Micro-Project Teaching Case Implementation

This micro-project belongs to the teaching module of the environmental design curriculum. The preliminary preparation is the basic design of the 16-hours design.In the first semester of the 2018-2019 "Environmental Furnishing Design" course, which set 1 person for the main instructor ,and 2 person for deputy guidance teachers.This micro project takes 6 class hours.

4.1 Six stages of micro-project teaching

4.1.1 Selection of this micro project:

A. Design site: the entrance space of a commercial house near the school, 3 meters open, 2 meters deep, 2.8 meters high. B. The theme question bank selected by the teacher is: the aesthetics of traditional architectural decoration in southern China. The sub-themes selected by the student group mainly include: The aesthetics of Buddhist architectural decoration in Guiping, Guangxi; The architectural aesthetics of residential buildings in Jiangnan; Guangxi Huashan Decorative aesthetics; Lingnan squatter decoration aesthetics; Yunnan Hani mushroom house architectural decoration aesthetics. C. Requirements: The decorative materials are as simple as possible. The selection of furnishings is: 1 table, 3-5 table decorations, 1-2 kinds of wallpapers, 1-2 kinds of wall decorations, some green flowers, etc. The total market price budget does not exceed 5000 yuan.

4.1.2 Planning

One group of 1-3 students, each group has 1 team leader and at least 1 software draftsman. The team leader is responsible for the reasonable allocation and recording of the work of the team members, and timely feedback to the teachers on the progress of the work and the problems encountered during the process.

4.1.3 Group inquiry:

Divided into five stages: main design, sub-version design, rendering design, sample or model making, and physical production (optional).As shown in Table 1.

4.1.4 The results :

The main version and the secondary version of the paper version, one half open specifications. The renderings can be selected electronically or in hand-painted paper. Samples, models, and objects are produced by the teams in their own right proportions.

4.1.5 Display and Report:

A report exhibition will be held on campus, with 3 instructors responsible for the exhibition and development. In the exhibition: A. Each group introduces the work (10 minutes); B. each group makes suggestions and questions to other groups (20 minutes); C. the instructor responds (5 minutes each).

4.1.6 Evaluation and Acceptance:

The instructor team will conduct a targeted and timely evaluation of each group, including formative evaluation, summative evaluation, qualitative evaluation, quantitative evaluation, and overall evaluation of the group and independent students. Evaluation.In addition, in the performance evaluation, four levels are set for the acceptance of

the design work, so that the students know that the winner is.As shown in **Table 1**.

	Teacher	Student/group
Micro project selection	A design theme question bank is selected by the teacher.	Co-deliberation, Select subtopics in the question bank
Group inquiry	Provide excellent design cases, provide protection,andcollaborativelearning.	1. Group by yourself, 1 person is responsible for the main version, 2 people are responsible for the vice version. Take 2 class hours; 2, 1 person is responsible for the renderings, 2 people are responsible for the sample or model or physical production. Accounted for 4 Class hours.
Display report	Invite teachers from both inside and outside the school to form a team of instructors.	Arrange exhibition

Table 1. Environmental Furnishing Design" micro project learning teaching process table

4.2 "Environmental Furnishing Design" micro-project performance evaluation standard

4.2.1 Subject fitness (occupied 20%):

A. Excellent 90 points or more:The sub-themes are clearly expressed; the decoration materials and furnishings are used to make the color; the actual situation of the site is met; the theme ideas and design drawings can be expressed accurately and completely, and the expressions are accurate and harmonious; there are a certain number of samples, models or objects.

B. Good 80-90 points: The sub-themes are clearly expressed; the use of decorative materials and furnishings is appropriate; the expression of thematic ideas and design drawings can be expressed accurately and harmoniously. There are a certain number of samples , models or objects.

C. Medium70-80 points:The sub-themes are more explicit; the use of decorative materials and furnishings is more appropriate; the basic ideas can be basically expressed; the design drawings are more complete. There are small samples , models or objects.

D. Bad 70 points or less: The subtopic is not clearly defined; the design drawings are indeed or have serious errors. There are no samples , models or objects.

4.2.2 Originality (occupied 20%):

A. Excellent 90 points or more:Decorative shape, furnishings material extraction and production belong to the original;expressions of imagination and personality; drawings are novel in form and unique inconception.

B. Good 80-90 points: The most Material extraction extraction and production belong to the original; the most drawings are novel in form and unique in conception.

C. Medium70-80 points: Have some unique idea and expression.

D. Bad 70 points or less: No original.

4.2.3 Artistry (occupied 20%):

A. Excellent 90 points or more: The primary and second versions are vivid or colorful;group members have certain aesthetic ability.

B. Good 80-90 points: The most primary and second versions are vivid or colorful;group members have some aesthetic ability.

C. Medium70-80 points:The some versions are vivid or colorful;group members have a little bitaesthetic ability.

D. Bad 70 points or less:No aesthetic ability.

4.2.4 Technicality (occupied 40%):

A. Excellent 90 points or more: Accurate and appropriate using art design software and pre-processing on the basis of design;the elements of the primary and second versions are complete.

B. Good 80-90 points: Appropriate using art design software and pre-processing on the basis of design;the elements of the primary and second versions are basically complete.

C. Medium70-80 points: Using art design software and pre-processing on the basis of design;the elements of the primary and second versions are basically complete.

D. Bad 70 points or less:Improper using art design software and pre-processing on the basis ofdesign.

4.3 The Purpose of Micro Project

Through the basic knowledge of the previous design, the student jointly design the home entrance space in the form of group cooperation, and the theme can be refined and determined independently, which greatly stimulates students' interest in learning and innovation, and deeply understands the strength and importance of theteam.

5. Conclusion

Applying micro-project learning to the teaching of furnishings curriculums is in line with the "emergency needs, practice-oriented, and oriented application" ,that is , this type of course characteristics. Combining the professional skills requirements of the furnishings major, set up easy-to-understand and easy-to-complete micro-project tasks in the actual teaching, so that students not only learn the design skills by themselves, but also they can use technology to solve the practical problems, comprehensively cultivate students' ability of independent learning, teamwork, innovation and problem solving.

Projects: 2017, Guangxi Art Institute, Research and Practice Innovation Team of the High-Level Innovation Team Project "Guangxi Native Architectural Features in Contemporary Furnishing Environment Design" (none); 2017, Guangxi Art Institute, Teaching Research and Teaching Reform Incentive Project "Reform and Practice of the Furnishings Curriculum Based on Inheritance of Traditional Architectural Decoration Aesthetics" (2017JGY68)

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On C-E Translation of Movie Names Based on Skopostheorie

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ABSTRACT

Movie name, as an indispensable component of the movie as a whole, is used to transmit the ideas of the movies, please audiences with aesthetic value, and enhance the interests of watchers to watch it. Skopos theory highlights the importance of both the translator and the culture and it makes the translator find a suitable mode to translate the names of movies. Movie name translation has become a important part of translation studies. Skopos theory can lead the translator to do a rendering of movie names while he/she knows the objectives of translation.

Keywords: *Movie Name; Skopostheorie; Translation Method*

1. Introduction

Movie, due to its unique characteristics has become one of the most popular existence of mass media. It reflects not only disparate social sides and different cultures but also shows how to fulfill the psychological needs of the target audience by having them experience the living things of others. To some degree, movies indeed impact the society from all kinds of aspects. The rendering of movie name is not a very simple and easy job, yet in effect a very complex as well as demanding work. By adopting Skopos theory into movie name translation, the translator can get a deep insight into the purposeful basis of movie names by looking into the whole history, cultures and values to do movie name translation in addition to commercial motivations. Furthermore, the previous studies guided by Skopos Theory is not enough. The rendering of movie names is indeed a intentional thing. Due to this, studies on the Chinese-English translation based on Skopos Theory of movie names is a inevitable thing.

2. Literature Review

The Skopos theory, or Skopostheorie, was put forth by Vermeer. The suppositions and inference of the theory manifest his thoughts and concept. Skopostheorie is the foundation and basis of the functional grammar translatio theory. In addition to Vermeer, Christiane Nord is another principal and major celebrity, who summarizes the prior studies on Skopostheorie and writes a monograph *Rendering as a Purposeful Activity: Functionalist Approaches Explained, which* has given a in-depth and methodical examination of the functional grammar theory including Skopostheorie. At the present time, the roles of the theory impact more and more specific points. There have appeared more and more works on Skopostheorie in recent years. The translation cricle has attached more attention to this theory. For one thing, the domestic study on Skopostheorie itself is not so advanced and edged like abroad; for another, the application

of this theory in domestic circle is not adequate and extensive enough, though quite a few researchers having carried out their studies from different perpectives

3. Skopostheorie

3.1 Definition of Skopostheorie

Skopostheorie was first introduced by Hans J. Vermeer in 1970s, and the major work on Skopostheorie is his book Groundwork for a General Theory of Translation. Skopos is an extremely crucial concept in Skopos Theory. Generally, "Skopos" refers to the communicative skopos of the translations. Vermeer believes that translation is not only an activity of human, but also an act with purposes. The core concept of Skopos Theory is translation methods and translation methods must be determined by the expected purposes or functions of the translations.

3.2 Three rules of Skopostheorie

After detailing the definitions of the basic concepts of the theory, further puts forward the skopos' rule which is viewed as the top-ranking rule in translation. They are Skopos Rule, Coherence Rule and Fidelity Rule. Among the three guiding rules of Skopos Theory, the skopos rule should be regarded as the top-ranking rule for any translation attached much importance. Besides, the loyalty principle put forward by Christiane Nord is also indispensable and can be regarded as a complement to the three rules raised by Vermeer.

3.2.1 Skopos Rule

The prime principle in Functionalist Skopos Theory is the "skopos rule". Vermeer considers that human interaction (including translation) is determined by the purpose and translation follows a "purpose". According to Nord, there are three possible kinds of purposes in the field of translation: 1) the translator's general purpose in the translation process; 2) the communicative purpose aimed at by the target text in the target situation; 3) the purpose aimed at by a particular translation method or procedure. Skopos rule mainly refers to that the target language should be able to play a role in the culture and context of the target language in the way which the addressees expect. Therefore, this rule is always opposite to the traditional translation rule on the basis of equivalence. According to the Skopos Rule, the translator is able to adopt the methods of translation freely since the translation is all depending on the intended Skopos for which the translation is needed.

3.2.2 Coherence Rule

Another principal rule of Skopos Theory is the coherence rule, which means that "a translation should be acceptable in a sense that it is coherent with the receivers' situation". Coherence Rule refers to the translation needs to be consistent with the criterion of intratextual coherence. It means that the translations must be capable of being understood by receivers and readable, and also be meaningful in the communication situations of the target language's culture and its translations. Therefore, the translator should take full account of cultural backgrounds and social environment of target addressees to create the translation making sense for the addressees, that is, the target text should achieve semantic coherence to the largest extent with readability and acceptability to make addressees understand its meaning. Only in this way can information be communicated successfully.

3.2.3 Fidelity Rule

Since translation is a new conveyance from the source information to the target information, it shall keep in touch with the source text to some extent. This is "Fidelity Rule". Fidelity Rule means the translator should not only respect the source-text author but also be responsible for the target reader while rendering. It emphasizes on translation conversion and expects to establish a specific relationship between the source language and language---"intertextual coherence" or "fidelity" as well as requires a certain relationship maintained between the source language and target

language. It also needs to achieve a consistent relationship among the source-text author, translation initiator and the target reader. In Skopostheorie, fidelity rule is considered subordinate to coherence rule, and both are subordinate to the Skopos rule.

3.3 Relationship among the Three Rules

The three basic rules of Skopos Theory are designed to manipulate the whole translation process. However, they are not of equal importance concerning their manipulating power. Skopos Rule is the first and the most principal rule of the three rules. Fidelity Rule is subject to coherence rule, but both are subordinated to Skopos rule. Then Coherence Rule is no longer valid. If the skopos of translation asks the target text to represent the content and style of the source text, then Fidelity Rule.

3.4 Merits of Skopostheorie

By taking precedence over purpose and function in translation, Skopos Theory brings a new perspective on translation studies. As the great breakthrough of Western translation studies, Skopos Theory has several merits as follows: First, Skopos Theory regards translation as a kind of human act with particular purposes, which is a complex activity that switches all of verbal symbols and non-verbal symbols of one language to another language rather than the simple conversion of the linguistic level. Second, Skopos Theory breaks through traditional translation theories, and gives a way to the long-time perplexed questions, such as literal translation &free translation, domesticating & foreignizing and questions about faithfulness and so on. Third, it proposes a Skopos Rule-driven and multi-criteria theoretic system. In real life, translation problems that encountered by the translator are various. A single criterion of translation is unable to solve these problems.

4. Analysis of the English Movie names from the perspective of Skopostheorie

The movie name translation is a process of creative efforts with a clear skopos, that is, to call upon the intended audience in the target culture to the movie. Skopos Theory mainly analyzes translation process, translation methods and translation evaluation from the skopos of the target text. It provides a new translation perspective for the translator and puts forward new and flexible translation methods. In the process of translation, the initiator of the target text determines the skopos of the translations. Obviously, Skopos Theory provides a strong theoretical explanation for many phenomena of movie names. The key point of Skopos Theory is not only to achieve the cultural, artistic value of the movie, but also attract the audience to the greatest extent and realize the commercial value of the movie. Skopos Theory analyzes the source text and settles on the translation methods from the skopos of the target text, which is no longer in one-sided pursuit of the mechanical equivalence between the target text and the source text. It also provides a theoretical basis for adopting a variety of alternative means in the course of English movie names' translation. Skopos Theory holds the skopos of translation acts determines the translation methods and methods. The main methods of English movie names' translation guided by Skopos Theory are Transliteration, Literal Translation, Liberal Translation, Complementary Translation and Creative Translation.

4.1 Transliteration

Transliteration is to seek phonetic correspondence in terms of the translation of proper names in movie names, especially the names of persons and the places and historical events which are very familiar to the audience or foul of historical and cultural connotations. In other words, transliteration refers to rendering movie names by taking into account the sounds of words instead of their verbal meanings. Nowadays, as people show more and more interest in getting familiar with other country's culture, this method is becoming increasingly paramount. A few examples are given below:Troy《特洛伊》；Titanic《泰坦尼克》；Mulan《花木兰》.

Transliteration enables the target audience to know more about the original history and historical figures. What's

more, many names are already of great cognitive value and having attracted the audience. If they are translated in other ways, the moviegoers may think that it is just an ordinary movie. Thus they may have no interest in seeing it. Therefore, many movies adapted from famous literary works just follow the transliterated names of the original, such as:Pride and Prejudice《傲慢与偏见》；Jane Eyre《简爱》；Romeo and Juliet《罗密欧与朱丽叶》. This translation not only is in accordance with the content of the movie, but also conveys connotation of the original movie pertinently without constraint of English name.

Transliteration also applies on the movies rewritten on the basis of well-known historic events, or about celebrities, historic figures and well-known places. Because these names of persons, places and events have some cultural and historical significance for people, and this kind of movie name is the best signboard itself. Just as Gandi《甘地》，Casablamca《卡萨布兰卡》，Peter Pan《彼得潘》and so on.

4.2 Literal Translation

Literal translation, which is word-for-word translation aims to produce a translation which retains the content and form of the original movie name. Literal translation can reproduce both form and content of the original in most cases. Such names can be directly translated into Chinese. We can even say these movie names "need no translation". This kind of names is usually nouns or noun phrases. For example:Brave Heart《勇敢的心》;Star Wars《星球大战》；Rain Man《雨人》. More and more foreign movie names are translated literally nowadays. Literal translation can not only offer the cultural information, but also enrich the culture of target language. With the increasing cultural communication among the people from different countries people of different culture could understand each other better than before. Under this circumstance, literal translation serves the appellative function of the movie name well. In translation, we should know that there is a vital difference in thinking ways between Westerners and Chinese. Westerners are apt to think in terms of abstraction, that is abstract thinking. The Literal translation is adopted in many cases as a useful technique in rendering movie names.

4.3 Liberal Translation

Liberal translation makes quite a lot changes in linguistic properties of the original text. It is difficult to realize the functional equivalence in the movie name translation using liberal translation. Liberal translation is a method that seeks to convey the meaning and the spirit of the original name without sticking to the form mechanically. It can be seen that in movie name translation it is impossible to achieve "faithfulness" at the language level in many cases. Liberal translation is most frequently applied when it is really impossible for the translator to use the methods previously discussed. Sometimes, when the literal translation fails to reach the goal of successful translation, liberal translation is employed. These are typical examples of liberal translation in movie name translation：Alive《劫后余生》；Ghost《人鬼情未了》. The strongpoint of this technique is that such combination can transmit the message to the most extent and add to the artistic appeal of the name since literal translation can deliver the literal meaning of the name at surface level, and at the same time liberal translation expresses the implied meaning of the name in depth.

4.4 Combination of Transliteration and Liberal Translation

The combination of liberal translation and transliteration as a translation technique can be adopted to achieve the information, expressive and vocative functions of movie. This method means that the name of the movie can be translated by combining phonetic features and meanings. Let's take 《Titanic》 as an example. Titanic is a luxury liner which had been proclaimed unsinkable. The sinking of the Titanic, as a famous historical event, is familiar to the people of English-speaking countries. However, most of the Chinese audience lack the necessary background information of this event. Therefore, in rendering this movie name, the transliteration 《 Titanic 》 cannot give the audience any helpful information. The translation not only shows that audience its referential function but also presents its appellative function by attracting the audience to watch the movie to see what happened to this ship.

More similar examples are listed as following: The Muse《缪斯女神》；Patton《巴顿将军》.

4.5 Creative Translation

Creative translation is a specific method of translation variations. Changes of creative translation should give the audience the enjoyment of wonder on basis of cultural identity or experience. The following are some good examples. If the name Top Gun is translated into"顶部的枪"，there is no doubt it makes no sense to Chinese audience. What does it mean? Top Gun means the United States Navy Fighter Weapons School. Meanwhile, in English top gun means "the best in best". So, literal translation is unacceptable. Moreover, the literal translation" 鬼 "is certainly unacceptable. People would regard it as a thriller at the first sight. Then the translator combines metaphrase with paraphrase. Its Chinese translation is《人鬼情未了》，which tells us the characters and the theme of the movie. There are some other such masterpieces: "Top Gun"《壮志凌云》, "Leon"《这个杀手不太冷》, "Sleepless in Seattle"《缘分的天空》, "Legend of the Fall"《燃情岁月》 and so on. In accordance with the content of the movie, the translator makes a creative translation which enables to it attract the audience's attention to its maximum.

5. Conclusion

The movie is one of the most enchanting and impactful public mass media products. As an important integral component of the movie, movie name, not just appeals the audiences, but also improves the movies' historical name and status. Rendering movie names is an engrossing, consequentia as well as taxing job. The rendering of movie names becomes an increasing important task movies. Although related topics have sometimes been tackled in some papers, yet they haven't give out a systematic translation theory to guide the C-E translation of movie name. The Skopos in C-E translation is not necessary to realize equivalence which should be one of translator's purposes. Besides, under the guidance of Skopos Theory C-E translation of movie names will be capable of better assisting studies on movie names' translation, showing the attractiveness and glamour of movies, fulfill the artistic and emotional value of movies, and demonstrates stylish commercial worth and use of the movie.

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A Study on Cultivating Autonomous Learning Ability in English Classroom Teaching in Junior Middle School

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ABSTRACT

With the development of society and science, English is playing an extremely important role. However, having been affected by the exam-oriented education, the English classroom teaching in junior middle school remains some problems. Such as the Grammar Translation Method leads students to learn English passively and their learning efficiency to become lower. This thesis mainly explores the significance and functions of cultivating students ' autonomous learning ability on the basis of analyzing the current situation of the English classroom teaching in junior middle school. Then it exposes the features and weaknesses of the traditional teaching method. And finally, it puts forward some effective strategies for teachers to cultivate junior middle school students' autonomous learning ability.

Keywords: English learning; junior middle school English classroom teaching; autonomous learning ability;

1. Introduction

Nowadays, English has become one of the most important languages in the world. However, many problems have existed in the junior middle school English classroom teaching. Some traditional teaching methods have several disadvantages in English classroom teaching. Taking the Grammar Translation Method as an example, it is a traditional teaching method that translating the foreign language into Chinese. Teachers get used to relying on it to teach and refuse to make changes, leading the teaching style to be limited in a single form and the bad teaching effect in the class. For students, they have lessons in a regular arrangement everyday and then, their interests and curiosity of learning fade away. At the same time, their learning efficiency is becoming lower and lower and they study in a positive position. To solve these problems, the New English Curriculum Standard lays many emphases on displaying a student-centered class and developing the autonomous learning ability to encourage students to learn actively and to improve the learning efficiency and the classroom teaching effect.

2. Developing autonomous learning ability in junior middle school English classroom teaching

One of the basic ideas of the New English Curriculum is to cultivate and develop students' ability to acquire new knowledge autonomously and independently, which is also the center of the new reform about the basic education curriculum in our country. So it is necessary to apply learning autonomy in the junior middle school English classroom teaching.

2.1 The significance of autonomous learning

The target of the new round of basic education curriculum reform is to let students learn to learn, learn to live, learn to be a person, and to emphasize "the ultimate goal of cultivating students is to let them learn to learn".

Independent learning is a learning style advocated by the reform and it is the requirement of the new curriculum standard, and it is also the need to reduce students' academic burden and to widely practice the quality-oriented education. It can change students' former learning methods, which are centered on memory and understanding. The methods were formed in the original English education and teaching conditions on the basis of relying on teachers to teach knowledge. Independent learning suggests to form an active way to explore knowledge and to attach importance to solve problems. All in all, it is an effective approach to cultivate the students' innovative spirit and practical competence.

Cultivating students' ability to study independently is the need of times, the need of the English teaching reform, the need for improving the quality of the English teaching, and the need for the cultivation of the quality of modern people. In order to promote the students' independent development, it is necessary to create the situation and atmosphere that let students participate in the self- study, let students learn to learn autonomously, and develop the quality of self-study. Only in this way can students improve their qualities and teachers lay a solid foundation for students to enter higher schools and to continue to study after entering the society.

2.2 The functions of the autonomous learning

According to the above discussions, we can see that developing autonomous learning ability is good for the English teaching in middle school in the following aspects.

For one thing, cultivating students' autonomous learning competence is helpful to enhance their sense of responsibility. Learners should take the responsibility of making choices or decisions when they are thinking about the knowledge learning such as choosing training institutions, so that they can feel more secure in learning.

For another, improving students learning autonomy is beneficial for teachers to display a student-centered classroom. The student-centered model focuses on using various ways to carry out communications rather than just in a single form to evoke students' learning interests and improve their communicative ability. It aims to provide a harmonious environment for students to reinforce their confidence and cultivate good learning habits, and develop their self-study ability and grasp effective learning strategies. In a student-centered class, teachers are encouraged to organize more creative communications or interactions. Students are seemed to be forced to think language form in general rather than be limited in a single form of doing pattern drills. They can get more chances to relate the learned knowledge to their real lives, join in more activities with different people, foster the interests of learning foreign language and so on.

3.The situation of junior middle school English classroom teaching

For teachers, they get used to being in the leading position and controlling the classroom too much. Most teachers tend to rely much on the teaching by using mother tongue. Maybe they know it but they choose to ignore these disadvantages, because they prefer "a single, simple, clear, workable lesson model" (Skehan, 1996:79). Having been used for a long time, the traditional teaching method has caused the following problems:

(1) Paying too much attention to theoretical explanation and neglecting the cultivation of language abilities

Teachers use only one single teaching means and can not fully utilize the existing resources to assist teaching. The classroom teaching is lack of reasonable teaching context and various teaching activities, leading the classroom atmosphere to be dull and that the teaching effect can not reach its proper teaching effect.

(2) Lack of a good language environment

The English knowledge of the middle school students is mostly scarce and simple. In order to achieve good teaching effect, many teachers use the Grammar Translation Method to help students understand better. But in the

mixed language environment of mother tongue and English teaching, mother tongue will cause great interference in English learning. This is because there is a great difference between the two languages of Chinese and English, which is not only reflected in the sequence of sentences, the different grammatical intonation, but also in the way of thinking in different languages. In the absence of a good language environment, it is difficult for students to really integrate into the English context, and their English speaking ability is hard to get effective exercise.

For students, by using the Grammar Translation Method, the development of students' thinking ability has been limited and there is little space for them to cultivate and foster their own thoughts. The goal of their learning is to try their best to remember the knowledge so as to get a high mark. During the process, students' real needs and interests are difficult to meet and gradually, their learning efficiency is becoming lower with weaker autonomous learning ability.

4.Strategies for developing autonomous learning ability

4.1 Building up a positive classroom environment

After doing some researches, it has been found that building up a warm, supportive environment in English teaching is quite important for teaching effectiveness, especially when the teacher encourages students to make efforts constructively into the lesson. In the past, only an authoritative, knowledgeable and respected teacher could be regarded as a good teacher. Students always felt nervous when they communicated with their teachers. But improving the learning motivations of students does really require a good relationship between teachers and students. It is essential for teachers to build up a safe environment for students to express their ideas freely.

It is an effective way to be a caring teacher to establish a positive classroom environment. In this way, students tend to feel the teacher understanding and supportive. "They will in return build a desire to learn and participate" (Lile 2002). A positive classroom environment will be good for teaching and improving students' learning efficiency. In an excellent lesson, teacher and students are willing to trust, care for and respect each other. Students will be motivated constructively and effective co-operations between teachers and students will be conducted.

Therefore, an effective teaching should be based on the positive classroom environment.

4.2 Encouraging classroom discussion

Classroom discussion is widely used in the students-centered English teaching. A successful group discussion needs careful preparation and can be presented briefly on a topic by the teacher. In order to be an efficient discussion, it is key to remember to keep it centered and to the point. With direct instructions, the teacher requires to set out the clear aim of the discussion from the beginning.

During the process of discussion, what the teacher needs to do is to remind students of centering on the tasks when they are at a loss. Teachers also can choose to write down the main points needed to learn in this lesson on the board to grasp students attention and to prove that doing a group discussion is an activity for learning not for filling time.

Another thing that the teacher needs to do is to make a response to students' ideas in the way such as encouraging them to clarify their thinking process. For example, the teacher can use the question "Could you show that point more clearly for me?" to seek their clarification. The last thing the teacher needs to do is to summarize the outcome of the discussion. The teacher can conclude by himself or invite several students to make comments.

4.3 Organizing effective cooperative activities

Carrying out cooperative activities is believed to have plenty of advantages over individual practice. For one thing, it seems that dividing students into some groups is an opportunity for students to be more active in learning and more convenient for teachers to monitor the whole class. For another, applying this method provides assistance for students to develop their social skills. For example, the requirement to accommodate others views will urge them to try their best to

find a solution to a problem in a group activity. The whole knowledge that acquired in a group is larger than that acquired in individual work. With cooperation, students can solve problems more powerfully and the teacher can have the chance to give students more difficult tasks.

Planning a group cooperative activity requires abundant preparation and plenty of preconditions, which are needed to be estimated, to be effective. The most important point is to ensure that students will be willing and able to collaborate with other students and to offer help to each other constructively.

4.4 Strengthening students' self-esteem

Self-esteem can be defined as a personal judgment of worthiness that is expressed in the attitudes that the individual holds towards himself (Coopersmith 1967). It affects students' learning achievement, so improving their self-esteem can improve their school achievements. The major element proposed to strengthen students' self-esteem in school is to create a peaceful and supportive environment with distinct boundaries. Teachers should remember to have high expectations of the whole class to improve students' self-esteem. The teacher should realize the hidden message which are sent out by him. And if teachers give students responsibilities, it will be helpful to enhance students sense of personal power. Teachers are also suggested to give more chances to students to make decisions and to encourage students to devote active efforts to lessons. As for students efforts, teachers should support and value them. It is a wrong action for teachers to praise students when they do something wrong. Because if the praise is unrealistic, it will be ignored in the following teaching and lose its effect, as Purkey suggests, "Praising a student for something he has done wrong will not be taken seriously by the student and will lead to future praise being devalued" (Purkey 1970).

5.Conclusion

Obviously, developing the autonomous learning ability is a key point to perfect the educational reform. We all know that the English teaching in middle school is fundamental for students' English enlightenment. Therefore, it is important to take actions to cultivate students' autonomous learning ability in every aspect of the teaching.

Classroom is a main place for teachers to express and explain knowledge, and for students to construct knowledge with the help of teachers. If the teacher can try best to make teaching beneficial to each student, students will get the chance to develop skills, think actively, demonstrate personal characteristics, develop intelligence and broaden their eyesights. The English teaching is a teaching that particularly concerns about students' affective needs. Improving the English teaching can make great contributions for the stimulation of students' interests in learning and the experience of being successful.

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