Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 21, No. 1, 2026

A Teaching Practice of "Face to Face with Hurricane Camille" Guided by Embodied-Cognitive Linguistics

Dongshan Wang

School of Languages and Literature, University of South China, Hengyang, Hunan, 421001, China

Abstract: Guided by the core principle of "reality—cognition—language", the embodied cognitive view of language emphasizes the embodied nature of language. This view advocates that teachers should adopt embodied language teaching, explain the cognitive motivation of grammar, and guide students to explore the motivations underlying language generation. Such teaching approach can help students' learning to advance from low-level rote memorization to higher-level thinking. Guided by the embodied cognitive view of language, this study conducts teaching practice of "*Face to Face with Hurricane Camille"* from three perspectives: iconicity, metaphor, and salience. It is proven that embodied language teaching helps students master linguistic knowledge, enhance their appreciation of literary texts, cultivate their critical thinking and improve the effectiveness of English teaching as well.

Keywords: Embodied-cognitive View of Language; Iconicity; Metaphor; Salience; Teaching Practice.

1. Introduction

Cultivating students' humanistic spirit, innovative thinking, and critical thinking is recognized to be important in higher education. It has been set as one of the explicit objectives of college foreign language teaching in the *National Quality Criteria for Undergraduate Teaching (Foreign Language and Literature Majors) (2018)* and *College Foreign Language Teaching Guidelines (2020 Edition). In the new era,* this is also the core requirement of China's current philosophy of "integrating literature, history, and philosophy in developing the new liberal arts." But how can critical thinking be developed in English teaching? How can language proficiency and critical thinking be enhanced simultaneously? These questions are frequently raised in the current teaching reform of English Major courses and even in the reform of college English teaching (Sun Youzhong, 2019). The embodied-cognitive view of language emphasizes the embodied and cognitive nature of language, and advocates that teachers carry out embodied-cognitive language teaching to guide students to explore the motivations underlying language generation, and facilitate their progression from lower-level comprehension and memorization to higher-level thinking. Recently, the embodied-cognitive approach to language teaching has gradually become a new trend in foreign language teaching (Qin Xiugui & Huang Xingyun, 2025). Starting from the embodied-cognitive view of language, this paper introduces a teaching reform of "Face to Face with Hurricane Camille" from the perspective of embodied-cognitive iconicity, embodied-cognitive metaphor, and embodied-cognitive salience. Embodied-Cognitive language teaching not only helps students acquire linguistic knowledge but also cultivates their critical thinking.

2. The Embodied-Cognitive View of Language and Embodied-Cognitive Language Teaching

A view of language refers to people's overall perspective and fundamental opinions of language, which reflects their understanding of the nature of language (Lin Zhengjun & Zhang Yu, 2020). With the rise and development of cognitive science, linguists such as Lakoff, building upon their critique of Chomsky's innatist view of language, established Cognitive Linguistics, which emphasizes the embodied nature and cognitive properties of language and "examines language holistically within the broader scope of society, function, cognition, and pragmatics" (Wang Yin, 2021: 7). Cognitive Linguistics has provided relatively reasonable explanations for the nature of language as well as for linguistic forms and meanings. However, Cognitive Linguistics (CL), having undergone nearly half a century of development, has attracted attention to its shortcomings. Dąbrowska (2016), in her article "Cognitive Linguistics' Seven Deadly Sins" published in Cognitive Linguistics, identified seven major "deadly sins" of CL. Wang Yin et al. (2024) summarized the limitations of Experientialism and Cognitive Linguistics, and noted that although they cover the most philosophical theories among various linguistic theories, their theoretical vision is still not broad enough.They pointed out that in discussing the unconscious nature of thought and the metaphorical nature of concepts, Experientialism and CL fail to address the "irrationality" raised in postmodern philosophy. In view of these limitations and following the philosophy of "integrating literature, history, and philosophy in developing the new liberal arts," Wang Yin and his team nativized Experientialism and CL into "Embodied-Cognitive Philosophy" and "Embodied-Cognitive Linguistics" (ECL), respectively. This nativization is intended to highlight the Marxist principles of "materialism" and "humanism," and the latest insights from postmodern philosophy as well. This has proven to be reasonable in critiquing the linguistic theories of Saussure and Chomsky, which are grounded in idealist philosophy, along with their preference to "study language in isolation", a non-humanistic orientation. Embodied-Cognitive Linguistics represents both an inheritance and a development of Western Cognitive Linguistics, and serves as a localized adaptation of Western Cognitive Linguistics within Chinese context. According to Wang Yin, ECL is not a subversion of Western Cognitive Linguistics, but rather an expansion of it. The relationship between ECL and Western Cognitive Linguistics may be seen as development and

transcendence.

The principle of "reality—cognition—language" is held in the embodied-cognitive view of language, which emphasizes the embodied-cognitive nature of language. From this point of view, language is generated on the basis of people's interactive experience (embodiment) with and cognitive processing (cognition) of the real world (Wang Yin, 2022). The objective world provides the objects of experience, while human sensory and motor systems, by receiving various stimuli from the external environment, serve as unique channels for humans to acquire perceptual experience. These concrete perceptual experiences offer the necessary materials for the brain to form conceptual structures (semantic structures). By way of their unique bodily-spatial structural experience, humans develop various concepts regarding basic spatial relations: for instance, the experience of upright walking gives rise to the concepts of "verticality and balance," and the experience of eyes looking forward, the concepts of "front and back." Such experiences provide the source of the most fundamental meanings in language and form the experiential basis for the emergence of language (Lin Zhengjun, 2022). Embodied cognition is the foundation for the formation and development of language; language emergence and development resulted from embodied-cognitive processes. Linguistic units are pairings of meaning and form which arise from human interaction with the world.

The embodied-cognitive view of language boasts significant theoretical implications and offers powerful explanatory force for the generation of language. It is important and helpful in guiding language teaching too. Language teaching should not be confined to the instruction of linguistic forms, it should delve into the cognitive mechanisms and cultural backgrounds underlying language instead. Embodied-cognitive language teaching "discovers modes of embodied cognition from our physical characteristics and life experiences, and then, on this basis, explains the embodied-cognitive mechanisms that underlies language formation, enabling students to know not only what but also why" (Wang Yin, 2021: 8). By this means, students' critical thinking and disciplinary literacy can be cultivated more effectively.

3. English Teaching Practice from the Perspective of the Embodied-Cognitive View of Language

It is accepted that different views of language reflect different understandings of the nature of language and influence foreign language teaching practice. In line with the principle of embodied cognition, humans interact with and experience the real world, and then cognitively process the results of such experience through categorization and conceptualization to form knowledge schemas. These schemas are finally lexicalized or verbalized in linguistic forms. Embodied-cognitive language teaching stresses the interpretation of the deep-seated embodied-cognitive motivations that contributes linguistic phenomena, which is precisely the explanatory goal pursued by this approach to language studies.

Apart from the instruction of linguistic elements such as pronunciation, grammar, and vocabulary, English teaching facilitates students' "simultaneous cultivation and integrated development of cultural awareness, thinking quality, and learning ability" (Mei Deming, 2024: 89). In the new era, the core objective of foreign language education is not merely to enhance linguistic competence, but also to nurture "whole persons" who have good command of foreign languages and are equipped with intercultural competence, critical thinking, innovative capacity, and social responsibility (Wen Xu & Dong Ziyang, 2025). It is held in the embodied-cognitive view of language that teachers should guide students in exploring the dynamic generative processes of language and the embodied-cognitive motivations behind grammatical rules, which helps shift from lower-level comprehension and memorization to higher-level thinking, cultivating students' critical thinking abilities and core competencies.

The case for embodied-cognitive teaching practice presented in this paper is "Face to Face with Hurricane Camille", a text written by Joseph P. Blank and collected in Advanced English which was edited by Zhang Hanxi. As far as its writing style is concerned, it is a piece of narration organized in chronological order. The story is about the Koshaks and their friend's confront with Hurricane Camille. In August 1969, Gulfport, Mississippi, USA, was struck by Hurricane Camille. Because Hurricane Camille's destructive force was so strong that houses were demolished and floods raged. In this desperate situation, the group supported one another, tenaciously struggled for survival, and ultimately all survived, though at the loss of nearly all their possessions. In the end, they received relief assistance, rebuilt their homes, and came to cherish more deeply the preciousness of life and family bonds. The text concludes with a quotation from Grandma Koshak, a character in the story, which foregrounds the theme that "life is above all else." The language of this text is highly distinctive, making it an exemplary piece of narration. This paper attempts to analyze "Face to Face with Hurricane Camille" from embodied-cognitive iconicity, embodied-cognitive metaphor, and embodied-cognitive salience. This helps students acquire linguistic knowledge and know the rationale behind lexical and syntactic choices, cultivates their critical thinking abilities and makes English teaching more effective.

3.1. Embodied-Cognitive Iconicity and Word Choices in Sentences

Embodied-Cognitive Linguistics (ECL) accepts the view of linguistic iconicity advanced by Cognitive Linguistics. In accordance with the core principles of ECL, "iconicity" can be explained as follows: linguistic signs are iconic of human cognitive patterns, and under the influence of such patterns, they are to a certain extent iconic of the real world (Wang Yin, 2025). Primarily the principles of iconicity discussed in Cognitive Linguists include Iconicity of Distance, Iconicity of Quantity, and Iconicity of Order. Later, Iconicity of Markedness, Iconicity of Topic, and Iconicity of Culture are further proposed. These principles can be conveniently applied to language teaching, and can improve language teaching faster, better, more economical, and more effectively" (Wang Yin, 2025).

There is an embodied-cognitive correlation between the length of a word's pronunciation and meaning. For example, when people are in a hurry, they tend to speak very fast and use words with short vowels or monophthongs; conversely, when they are at ease, they speak more slowly and say words with diphthongs or long vowels. Typical examples are hurry, quick, leisure and free. Words *hurry* and *quick* contain short vowels and monophthongs, sounding brief and forceful. This pronunciation mirrors the characteristics of the actions they

describe. By contrast, words like *leisure* and *free* contain diphthongs and long vowels, sounding longer and less hurried. Such pronunciation corresponds to the meaning of the actions they denote. The correspondence between the length of pronunciation and the duration of actions both reflect the precision of English expression and vividly reveal the close connection between language and bodily movement (Qin Xiugui & Huang Xingyun, 2025). This phonetic symbolism of sound-meaning is a typical manifestation of embodied-cognitive iconicity.

"Face to Face with Hurricane Camille" is a piece of narration centered primarily on actions and delving into the characters' inner worlds. The text depicts the destructive force of the hurricane from six major aspects, presenting a scene of widespread devastation as a result of the disaster. One of the striking features of the writing style is the use of monosyllabic verbs. The author uses a large number of monosyllabic words or words with short vowels like lash, skim, scud, yell, dump, shot, and whip. These monosyllabic words pronounce brief and forceful, vividly describing the actions of the hurricane and the characters. This embodied-cognitive iconic relationship between sound and meaning enhances the vividness of English expression, and helps us understand its underlying principles more deeply.

In this section, the paper will elaborate on the iconicity from three dimensions. Fist, in the visual dimension, the author uses monosyllabic verbs to intensify the visual impact of the disaster: in "Gray clouds scudded in from the Gulf on the rising wind" (here, emphasis marked by the author of the paper), the word "scudded" mimics the swift movement of dark clouds; in the sentence "Wind and rain whipped the house," the plosive effect of the short vowel in "whipped" concretizes the ferocity of the storm. Through the dual encoding of sound and meaning, these monosyllabic verbs build dynamic imagery at the visual level, which enables readers to have much sensory experience. In the auditory dimension, the author builds multi-layered acoustic impact through plosive monosyllabic verbs: the roar of the hurricane in the sentence "The roar of the hurricane now was overwhelming," imitates a deafening sound; in "Telephone poles and 20-inch-thick pines cracked like guns as the winds snapped them," "cracked" simulates the fracture of wood and "snapped" intensifies the instantaneous destructive force of the wind. These verbs create a gradually increasing sound through their plosive phonetic qualities, which moves from distant to near and from weak to strong, providing reader eardrum-vibrating sensory experiences. In the dimension of environmental destruction, the author describes the destructive force of the disaster with a cluster of verbs: in the sentence "The house shook, and the ceiling in the living room was falling piece by piece," the word "shook," with its brief plosive sound, simulates the violent trembling of the building; the monosyllabic words "hit" "fling" and "shove" in "But a blast of water hit the house, flinging open the door and shoving them down the hall," strengthens the hurricane's overwhelming momentum; and in "A moment later, the hurricane, in one mighty swipe, lifted the entire roof off the house and skimmed it 40 feet through the air," the vertical movement of "lifted" and the horizontal displacement of "skimmed" cause a three-dimensional destruction. These verbs vividly portray the process of the hurricane's destruction of the physical environment, bringing about one climax after another. Seen from the perspective of Embodied-Cognitive Linguistics, The use of verbs in the above examples all shows Embodied-Cognitive Iconicity between sound and meaning.

Besides, Embodied-Cognitive Iconicity is also manifested at the level of syntactic choice. A substantial number of elliptical sentences are employed to simulate human cognitive and expressive patterns in emergency situations. The following are good examples: "Everybody out the back door to the cars!"(with the verb "go" omitted); "Back to the house!" (with "Let's go " omitted); "Count them! Nine!" (simplified to the numeral "Nine," with the subject and copula omitted for "There are altogether nine children here"), and there are much more examples. With subjects and predicates omitted, these elliptical sentences vividly reflect the cognitive working of human beings in great danger, specifically, when people are in a state of heightened tension, the brain first tend to extract the key information and compress language structures to make a fast decision and immediate response. This syntactic choice evidently accelerates the rhythm of the actions, precisely creating a tense and dangerous atmosphere, and enables readers, intuitively, to experience the urgency and uncertainty of survival under the onslaught of a hurricane.

By applying embodied-cognitive iconicity to text analysis, teachers can guide students to work out the characteristics in lexical and syntactic choices to deepen their understanding and mastery of the text.

3.2. Embodied-Cognitive Metaphor and Its Application

Metaphor is not merely a rhetorical device, but a pervasive mode of thought and a fundamental cognitive instrument; it is ubiquitous in our thinking, language, and everyday life (Lakoff & Johnson,1980:5). In the frame of Embodied-Cognitive Linguistics, metaphor originates from bodily experience. The correlations in our daily experience inevitably lead us to acquire primary metaphors. These metaphors are products of the body, experience, brain, and mind, and can only acquire meaning through experiential grounding. Metaphor is a cross-domain mapping between two cognitive domains, namely, a relatively concrete source domain and a relatively abstract target domain. There are a set of systematic mappings between the two domains. Metaphors are generally assumed to work on similarities between two conceptual domains.

From the perspective of embodied-cognitive metaphor, meaning does not arise from nothing, but is deeply rooted in the interactive experience between human beings and the world (Lin Zhengjun & Zhang Cun, 2021). Language meaning is metaphorical in nature. Given the limits of personal experience and the constraints imposed on human cognition by time, space, and the structure of our sensory apparatus, we must rely on the metaphorical mechanism to map known conceptual domains onto unknown ones. Those mappings extend the boundaries of experience and knowledge through feature transfer (Xie Shijian & Chen Shajun, 2025). The skillful use of metaphor is another striking feature of the essay “Face to Face with Hurricane Camille”. The sentence "Wind and rain whipped the house" is a good example. First, in this metaphor wind and rain are compared to a man. This metaphor can be further illustrated from the core principle of "reality—cognition —language" in Embodied-Cognitive Linguistics. At the level of reality, the author's direct bodily interaction with the hurricane gives birth to an embodied cognition of the storm's ferocity, which serves as the very source of cognitive construction. At the

cognitive level, the author knows the hurricane's characteristics like its great intensity and the similarities between entities, then uses metaphor to draw an analogy between the hurricane lashing the house and a whip striking an object. This metaphor concretize the abstract force of the wind into a perceptible physical impact. At the linguistic level, the author converts the noun *whip* into the verb *whipped* metaphorically, which transforms the destructive action of the hurricane into a linguistic representation by a choice of dynamic verbs. This metaphor achieves a creative conversion of word class, and, through introducing the "whipping" image, presents the frequency and intensity of the hurricane's assault in a concrete form, which ultimately forges a powerful dynamic image in the reader's mind. The lashing of a "whip" recreates the ferocity of the hurricane, while the expression "raked its way" in the sentence "Camille, meanwhile, had raked its way northward across Mississippi, ..." draws the brutal track of the hurricane's advance. This metaphor similarly can be explained at the three levels of reality,- cognition- language. At the level of reality, Hurricane Camille swept Mississippi, brought extreme rainfall, and affected West Virginia and southern Virginia. These geographical and meteorological facts are the starting point of the author's perception: the storm is not static, but a dynamic destructive force. At the cognitive level, people have experience in real life, and keep in mind the image of a rake being dragged across the ground. It moves forward against resistance, and its tooth-like structure leaves behind clear, continuous and destructive traces. In this metaphor, the author makes a comparison between the hurricane's path of movement and the action of "raking". It helps readers to understand, on the basis of bodily experience, the hurricane's sustained destructive and sweeping impact. At the linguistic level, the verb *raked* is a verbalized form of the noun *rake*, a conversion of word class. More significantly, the expression "raked its way" endows the hurricane with a sense of volitional push as if it were actively sweeping the earth, intensifying its aggressiveness and irresistible momentum. This is a skillful use of metaphor and depicts the storm's path vividly and transforms an abstract meteorological process into a bodily experience through the action of "raking". It lets the reader "hear" the sound of the earth being torn apart and "see" the traces of vegetation and buildings being uprooted.

In “Face to Face with Hurricane Camille”, there are many metaphorical sentences. These sentences convert nouns to verbs, making the language concise and the image vivid, and fully reflect the author’s ingenuity in diction. In embodied-cognitive language teaching, teachers guide students to uncover the properties of metaphors and the embodied-cognitive motivation behind word-class conversion, which helps enhance students' language proficiency and cultivate their analogical thinking and associative competence (Qin Xiugui& Huang Xingyun, 2025).

3.3. Embodied-Cognitive Salience and Thematic Enhancement

The concept of Salience has its roots in the famous "face-vase illusion" in psychology, a classic image of how figure-ground segregation works in human cognition. Talmy and Langacker were among the first to introduce this cognitive principle into linguistic research and proposed the Principle of Salience. This principle dominates the selective highlighting of information in linguistic expression. On this basis, Wang Tianyi further developed this idea into the Embodied-Cognitive Principle of Salience (Qin Xiugui & Huang Xingyun, 2025), which deepened the explanatory power of Embodied-Cognitive Linguistics for linguistic phenomena. As Lin Zhengjun and Zhang Yu (2020:268–269) observe, “when representing conceptual content through language, individuals inevitably incorporate their subjective construal and highlight different focal information.” Within Embodied-Cognitive Salience framework, such “subjective construal” and “salience” are quite important and reflect the subject’s interactive experience with and conceptual processing of the real world in language use. Language use is above all grounded in human cognition. Before anything gets expressed in words, a person first conceptualizes what he wants to say, building a conceptual structure, and then selects corresponding entities or events to serve as figure or ground (Lin Zhengjun & Zhang Yu, 2020). In the figure-ground combination, the figure is the cognitively highlighted part, it has clear boundaries and gestalt integrity, so it naturally draws more attention; the ground, by contrast, is relatively loosely structured, and stays at the periphery of cognition. This distinction arises from humans’ interaction with the objective world, in other words, conceptual structures are formed through perception and interactive experience, which in turn determine how we choose the and organize linguistic expressions.

In Embodied-Cognitive Linguistics, “the various methods by which people organize sentences into texts are all motivated by ‘embodied cognition’” (Wang Yin, 2019:24). Generally, in text organization, the title of a text is the figure, the highlighted part of the entire text, while the full text functions as the ground, providing the supporting backdrop. As the text unfolds, topic sentence in each paragraph becomes the figure for that section, the part that stands out, while the rest of the sentences in the paragraph form the ground and play a supportive role (Qin Xiugui & Huang Xingyun, 2025). A text's main theme might exist at the start, in the middle, or near the end, but wherever it lands, it's the focal point, the "figure", and the surrounding paragraphs play the role of the "ground”. This text structure reflects the writer’s embodied-cognitive mechanism in wring, which draws readers’ attention to the core content, and simultaneously uses background information to provide contextual coherence.

The thematic development of the text “Face to Face with Hurricane Camille” exemplifies the Embodied-Cognitive Salience very well. In a chronological order, the writer narrates the story with four major scenes, from the Koshaks and their friends’ preparation for and fight against Hurricane Camille to the post-disaster reconstruction of the community. The text is well-connected with each episode tightly interwoven, one climax after another, leaving deep impression on the reader. At the end of he text, the writer quotes Grandma Koshak's remark: "We lost practically all our possessions, but the family came through it. When I think of that, I realize we lost nothing important." This ending elevates the theme of “life above everything else”. It highlights the main idea of the text by placing family reunion at the figure against the ground of material loss, displaying the key role of the Embodied-Cognitive Salience in the thematic development and emotional expression of the text.

Applying the principle of Embodied-Cognitive Salience to language teaching helps students understand thematic development as well as the author's thoughts and emotions, and enhances their appreciation of the text and their literary literacy. And by analyzing the figure-ground relationships in

a text, students are able to grasp its structure and intended meaning better, so that they learn the writer's subjectivity and cognitive choice in linguistic expression, and consequently train their text analysis skills and critical thinking.

4. Conclusion

The Embodied-Cognitive view of language stresses the embodied and cognitive nature of language and the humanistic nature of linguistic expression. Embodied-Cognitive Language Pedagogy, guided by the Embodied-Cognitive view of language, advocates that teachers should guide students to explore the experiential motivations and cognitive mechanisms behind language, and cultivate their spirit of inquiry as well as their ability to identify and analyze problems, instead of merely transmitting knowledge and training language skills. Starting from the Embodied-Cognitive View of Language, this paper introduces a teaching case study of "Face to Face with Hurricane Camille" from three perspectives—embodied-cognitive iconicity, embodied-cognitive metaphor, and embodied-cognitive salience. A conclusion is reached that Embodied-Cognitive language teaching can facilitate students' acquisition of linguistic knowledge, enhance their ability to appreciate texts, foster their critical thinking, and eventually improve the effectiveness of English language teaching. It is hoped that this study may provide inspiration for college English teaching in the new era.

Acknowledgments

1. Hunan Provincial Higher Education Teaching Reform Project: A Study on College English Teaching Model Based on Embodied-Cognitive Linguistics (HNJG20230622); 2. Hunan Provincial Social Science Project: A Study on Political Discourse Constructions from the Perspective of Embodied-Cognitive Linguistics (22YBA126);3. Graduate Teaching Reform Project of University of South China: A Study on MTI Translation Teaching from the Perspective of Embodied-Cognitive Translatology (2023JG044).

References

[1] Lakoff, G., & Johnson, M. (1980). Metaphors We Live By. The University of Chicago Press.

[2] Lin, Z. J. (2022). English teaching in primary and secondary schools based on the embodiment perspective on language. Curriculum, Teaching Material and Method, 42(2), 95–101.

[3] Lin, Z. J., & Zhang, C. (2021). Explicating the embodiment perspective on language. Foreign Language Education, 42(5), 1–6.

[4] Lin, Z. J., & Zhang, Y. (2020). An exploration of foreign language teaching from the embodiment perspective on language. Foreign Language Teaching and Research, 52(2), 261–272.

[5] Mei, D. M. (2024). English Learning and Its Activity Approach for the Development of Core Competency. Curriculum, Teaching Material and Method, 44(8), 86–90+98.

[6] Qin, X. G., & Huang, X. Y. (2025). A New Trend in Foreign Language Teaching: An Exploration of the Theory and Practice of Embodied-Cognitive Language Teaching. Foreign Languages in China, 22(4), 17–22.

[7] Sun, Y. Z. (2019). Principles of language and critical thinking integrated teaching. Foreign Language Teaching and Research, 51(6), 825–837.

[8] Wang, Y. (2019). Essential Thoughts on Embodied-Cognitive Linguistics. Foreign Languages in China, (6), 18–25.

[9] Wang, Y. (2025). Iconicity of Toponym in the Perspective of Embodied-Cognitive Linguistics. Language Education, 13(2), 8–15.

[10] Wang, Y. (2022). The New Horizon of English Language Teaching: The Theory and Practice of Embodied-Cognitive Linguistics. Shandong Foreign Language Teaching, (3), 10–21.

[11] Wen, X., & Dong, Z. C. (2025). Foreign language talent cultivation based on the new concept of "holistic education" in the AI era. Foreign Language World, (6), 37–42.

[12] Xie, S. J., & Chen, S. J. (2025). A Study of the English Translation of Conceptual Metaphor of "Death" in The Peony Pavilion from Embodied Cognitive Translatology Perspective. Foreign Language and Literature, (6), 120–132.

[13] Zhang, H. X., & Wang, L. L. (2022). Advanced English 1. Foreign Language Teaching and Research Press.