中国英语教学的改革与创新

——中国英语教学研究会2006年会暨第三届中国交际英语教学国际研讨会论文选集

Innovating English Teaching in China
—Selected Papers from 2006 CELEA Annual Conference
and the 3rd International Conference on CLT in China

主 编：陈建平　　副主编：刘 岩　沈三山

CELEA

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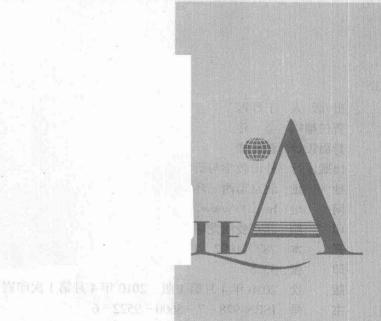FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

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主 编：陈建平　　副主编：刘 岩　沈三山

Foreword[1]

On behalf of the China English Language Education Association(CELEA), I would like to extend a warm welcome to all participants to this conference, and a special welcome to those who are from overseas. I'd like to thank the Guangdong University of Foreign Studies for hosting this conference. Special thanks should go to Vice President Chen Jianping and his colleagues: Professor Liu Yan and Professor Shen Sanshan who spent a great deal of time organizing this conference.

Twenty years ago, it was at this university that the first international symposium on ELT in China was held. It was entitled ISTEC. Some of the senior professors here will still remember the conference. ISTEC stands for International Symposium on the Teaching of English in the Chinese Context. It was the first conference sponsored by the China English Language Education Association. Professor Gui Shichun, President of the Guangzhou Foreign Languages Institute, was its chief organizer. With his prestige and the prestige of Guangwai, he was able to invite such noted scholars as M. A. K. Halliday, Henry Widdowson, Jack Richards, Alan Davies, Merrill Swain, John Platt, and many others to the conference. Famous Chinese professors of English such as Wang Zuoliang, Xu Guozhang, Zhang Zhenbang, Li Guanyi, and Li Xiaoju were also able to attend. Up till then, China had never held an ELT conference of such caliber and scale. No wonder it produced such a lasting impact on the ELT profession in China and opened up a new era.

ELT in China has changed enormously since the mid-1980s. Not only has the number of English learners gone up dramatically—it now boasts the largest number of formal English learners in the world, but deep going reforms have unfolded in English language education across different levels. ELT in China has gone a long way from where it was twenty years ago.

In 2001, CELEA elected a new standing council and held its third conference, and in 2004, the fourth international conference on ELT in China was held in Beijing with well over 1,000 participants attending. It was during this conference that the Standing Council of CELEA decided to sponsor regional annual conferences in between national conferences so that more college teachers

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1. The foreword is adapted from the opening address for the conference made by Professor Hu Wenzhong, the then President of the China English Language Education Association.

could be involved and more specific issues addressed. Last year, the first regional annual conference was organized by the Xi'an Foreign Languages Institute and this conference is the second of its kind, and the following annual conferences will be held in Shanghai, Dalian and Jinan respectively in 2008, 2009 and 2010.

One of the themes of this conference is communicative language teaching. This is most appropriate as it was Guangwai that introduced the communicative approach into China in the early 1980s. Professor Li Xiaoju and her colleagues wrote the first set of textbooks using the communicative approach. Now it is widely known as CECL—Communicative English for Chinese Learners—which has won several national awards. It is without exaggeration to say that CECL, and its many teacher training sessions turned out a whole generation of Chinese teachers who not only are able to use CECL to its best advantage, but understand the principles on which it is based. Communicative language teaching to Professor Li Xiaoju is not a teaching method, nor is it just another approach to language teaching. It is an educational philosophy aimed at producing a "whole person", a person who is not only proficient in English, but is well developed, morally and intellectually. Communicative language teaching has now a history of over two decades in China. And it is high time to take stock of what has been achieved and find out in what way we can further improve.

At the World Congress of Applied Linguistics held in Madison in 2005, China won the bid to hold the 16th Conference in Beijing in the year 2011. In preparation for this world applied linguistics congress, we decided to hold our next national ELT conference in conjunction with the First Applied Linguistics Conference in Beijing in 2007. Preparations for this conference are now well under way. Members of the Executive Board of the International Association of Applied Linguistics (AILA) will attend our conference, and inspect the venue, its facilities, reception capability and everything related to the conference. Now one of the members of the Executive Board of AILA is here with us, and this is Professor Barbara Seidlhofer. I thank you, Barbara, for voting for China to host the conference in 2011. I hope participants to this conference will come to Beijing and attend the 16th World Congress of Applied Linguistics.

I wish the conference a success.

<div align="right">Hu Wenzhong (胡文仲)</div>

Innovating English Teaching in China—An Introduction

Chen Jianping(陈建平)

Guangdong University of Foreign Studies

English language teaching research has attracted more and more attention from the academic circle in China due to the wide spread of English as a foreign language at different levels of education as well as a working language at many business areas in the country. It is therefore not a surprise for this conference to have witnessed the participation of over 300 ELT practitioners from all over China including Hong Kong SAR and scholars from other countries including Austria, Singapore and the United Kingdom. With the theme of *Innovating English Teaching in China*, the conference attracted 288 papers which were presented at 38 Concurrent Sessions. The keynote speeches were so profound that the participants were greatly enlightened by their theories and interpretation of ELT. It is our honour that Professor Henry Widdowson, Professor Barbara Seidlhofer, Professors Li Xiaoju & Xiao Huiyun and Dr Lawrence Jun Zhang have all agreed to allow us to include their speeches in this anthology, which we believe will have great impact on the further innovation of ELT in China.

We must also acknowledge our appreciation for the 92 paper submissions after the conference, which have provided us with good quality research papers for the selection conducted by a panel of referees. Our readers may find that all the papers included here are research papers based on primary data, thanks to contribution of the referees in achieving the standard of excellence during the selection process. Due to the limit of space, only 36 papers were selected and we believe that many other papers may appear in other publications. We have therefore provided our readers with an appendix listing all the titles of the presentations at the conference for their reference. The selected papers are grouped under the headings of *Keynote Speeches*, *New Concepts on EFL Teaching & Learning*, *Approaches and Methods*, *Teaching the Skills of English*, *Cultural Aspects of ELT*, which are trying to reflect a wide variety of research in this field of study. The following introductory sketch is an attempt to give the readers a glimpse of the selected papers and we are sure that they will be able to gain greater insight and more benefits once they go further inside.

Keynote Speeches

Professor **Henry Widdowson**'s talk "On the Subject of English" is making a distinction between E1, the English language as it naturally occurs in the native speaking context, and E2, the English taught in schools. The argument that "there is an essential difference between them which has been disregarded in recent proposals for reform in English language teaching" is both theoretical as well as practical to the ELT practice in China. The clear expounding of the concept of E2 in the talk has serious implication to the ELT context in China. In conclusion, he points out that "the language of the subject E2 has to be related to a context to make it meaningful, and to a purpose to make it effective. But the contexts do not just occur, they have to be contrived so that learners can engage with the language, relate it to their reality and so appropriate it and make it their own. And at the same time, the contexts have to serve a pedagogic purpose: They have to induce learning. The subject E2 does not naturally occur: It has to be specifically designed, and since it is foreign or other in so many different ways depending on the learners' own language, the specific design of the subject must always be a matter for local decision".

Professor **Barbara Seidlhofer**'s speech addresses the issue of English as an International Lingua Franca (ELF), which has recently become an attractive field not only in sociolinguistic study but also in ELT research. The fact that "English is not only a national first language for Inner Circle users, nor is it only a language for domestic and institutional purposes for Outer Circle users and it has spread to become an international means of communication as a lingua franca among people who belong to the so-called Expanding Circle as well", is the simple reason for the establishment of the study of ELF as new branch of study. In her speech, Professor Seidlhofer argues that the unprecedented spread of ELF as a result of globalization calls for a re-conceptualization of the very nature of "English". The speech touches upon the issues such as the global appropriation of English, the communicative functions of ELF, the right attitudes to ELF, and the need for a linguistic description of its actual occurrence. There is an urgent need to seek pedagogical implications and to raise the awareness of ELF as Professor Seidlhofer concludes, "What I am saying is that an awareness of ELF, and how it is used as an effective means of communication can lead teachers of English to raise questions about taken-for-granted assumptions, and to think

critically about the subject they teach".

Professors **Li Xiaoju** & **Xiao Huiyun**'s talk on the new conceptualization of Communicative English for Chinese Learners (CECL) begins with a historical review of the evolution and development of the CECL coursebooks and the teaching practice over the last three decades. Based on the continuous exploration, CECL is not just an ELT course but has become a humanistic approach in ELT practice in Guangwai (GDUFS) and many other English programs in universities in China. The humanistic goal as Professors Li & Xiao put it, emphasizes the development of the learner into a person who can think, who can feel, and who can communicate cross-culturally. Such a goal requires "that a teacher teaching CECL should see before his eyes not just the spelling, the grammar and the pronunciation the learner displays, nor even the fast and smooth or slow and impeded speaking, listening, writing and reading the learner performs; what the teacher should see is the learner himself—see him as a person, a person that ought to be thinking, feeling and therefore truly communicating—a complete person, a whole person. This is what we teachers should keep before our eyes and work all the time to bring our students up to be".

The authors then continue to give you an account of how they work to put this conceptualization into practice, with detailed illustration of methodology and skills in the ELT classrooms. The talk does not only provoke rethinking of ELT practice in China, it also points out the direction of the further development of CECL in its classroom practice, as the authors conclude: "The whole-person goal is a long-range goal that we cannot expect to attain in a day or two, or even in a year or two. However even for us who are only teaching a two-year basic English course, that this whole-person goal is set up before our eyes does make a great difference. We feel assured that this is the right direction, and feel proud that we are able to pitch in the best we can towards the realization of such a goal, for the sake of our students, for the sake of giving China a more human generation and a more human future, and for the sake of humanity. "

Professor **Lawrence Jun Zhang**'s paper introduces the Singaporean experience in the promotion of communicative language teaching to enhance the quality of English education, with a focus on the ecology of communicative language teaching in the country. On the ecology of CLT, the author's full length article reflects the impact of the government's bilingual policy on English education, the role of the national English

Language syllabuses, the bilingual social context and the local linguistic needs for the social-economic sustainability, racial harmony and national unity as well as a response to globalization. It also features a discussion of the Singaporean experience and its implications for ELT practice in China.

New Concepts on EFL Teaching & Learning

The papers grouped under this heading are more theoretically oriented. However, their implications for EFL teaching and learning practice in China are obvious. **Wen Zhisheng**'s paper provides us with a cognitive psychological perspective on ELT through a review of the working memory and second language learning & skills development. It summarizes the major theoretical claims and empirical evidence supporting the role of working memory in the five essential areas of L2 skills development (i. e. listening, speaking, reading, writing and simultaneous interpreting), with a view to further developing the recent proposal of "working memory as foreign language aptitude". **Yu Shengming** touches upon some basic theories on interlanguage pragmatic teaching and proposes to teach mitigation, a pragmatic feature modifying speech acts, in EFL environment, suggesting that it is not only necessary but also possible to teach mitigation, a pragmatic feature modifying speech acts through awareness-raising and an interactional model as two possible methods for mitigation instructions. **Wang Gaiyan** studies lexicalized expressions and the cognitive mechanism of output process. The paper intends to prove that an analytic system is often bypassed as a result of the pressures of real-time communication and that much of the time EFL learners rely, during rapid communication, on memorized language items. The research tends to support recent claim suggesting that language is much more lexical than is usually accepted, particularly when real-time processing is concerned, suggesting that the teacher should try by every means to expand the learners' formulaic vocabulary in the foreign language teaching process, so as to improve the learners' automaticity of response, otherwise termed as fluency, which is a necessary component in real communicative activities. **Liu Xing** is trying to find out the reasons behind classroom reticence, a characteristic phenomenon among Chinese EFL learners, through an investigation into an English intensive reading course for third-year English majors in China. To gain insight into the problem in discussion, questionnaires are designed to investigate the attitudes of students towards speaking up in class and explore the affective, cognitive and

metacognition reasons. The findings allow the researcher to suggest pedagogical measures, such as course materials, the teacher role, the use of L1 and the way of evaluation to encourage students' participation in class, so as to increase their opportunities to test their hypotheses over the target language in the learning process. **Cai Zhenguang** studies the reciprocal object alternation in English. Drawing on the syntactic and semantic contrasts of two types of reciprocal constructions, i.e. some reciprocal constructions in English allow for object (*each other*) alternation while others do not, the article concludes that only reciprocal constructions with verbs that are symmetric in semantics show object alternation. Although this article focuses on the syntactic and semantic study of a specific English construction, the readers should be able to figure out the implications for EFL learning from the findings.

Approaches and Methods

The articles in this section are more focused on the issues of innovating ELT approaches and methods. **Chang Xinping** reports her attempts to integrate humanism in EFL classrooms in recent years. Based on the actual classroom explorations, the author's experience in helping the learners to develop their cognitive and affective functions needs our attention. **Tan Zhi**'s experience in promoting negotiation in the English classroom reveals that classroom negotiation facilitates learning and aids learner development and that the teacher should play a role of scaffolding as an organizer, participant and helper in the teaching/learning process. **Liang Qing**'s paper explores the relationship between learner autonomy and learning beliefs while **Liu Fengming** focuses on the development of learner autonomy. **Su Jianfang** discusses the needs to improve current curriculum design and teaching methodology in the English language program in universities in order to face the social needs and the challenging future. **Song Meimei** presents a report of a study on teachers' perceptions about communicative language teaching and their classroom practice. **Li Zirong** conducts an investigation into the use of native language by Chinese teachers in the CECL classroom and the students' attitudes through a questionnaire survey. **Meng Yaru & Cheng Bing** investigate college students' favorite communicative tasks, their perceptions on the performance of their own as well as their peers' and on teacher's role in the classroom. **Li Na** discusses the application of sustained-content language teaching approach (SCLT) to develop undergraduates' literacy and

critical thinking skills. **Wang Wenfeng & Cao Guoling**'s paper reports on two case studies of teacher beliefs and practices in the process of implementing the new English language curriculum for senior secondary school in China. **Xu Luomai**'s paper presents statistical analysis of some interpreting teaching problems in Chinese universities and gives suggestions for the innovation of interpreting teaching with information technology. **Yuan Kele**'s paper aims at improving English teaching with the application of ELT CD-Rom dictionaries.

Teaching the Skills of English

In this section, most papers are reports of empirical studies on teaching the specific skills of English. For instance, **Feng Guifang** reports her experimental teaching practice in a speaking class through the application of Dornyei's (2003) motivational teaching model, which proposes concrete motivational strategies and techniques in stimulating, fostering and maintaining learners' motivation in terms of teacher behavior, classroom atmosphere, group work, goal-orientedness and task design. **Wang Yi & Feng Jingchao** discuss the necessity of teaching phonetic knowledge of English and English pronunciation and intonation skills to college students. **Huang Xiujun & Zhou Weijiang** present a report of an empirical study on the development of an original approach to the teaching of Listening Comprehension. **Xue Mei**'s paper re-introduces dictation as a valuable language teaching technique and suggests an effective and interactive manner in its application in the Chinese EFL classroom. **Zhao Minyi** discusses the use of English newspapers in the ELT classroom. **Deng Tao & Wei Wen** present their experience in offering an English writing to non-English majors. **Zhang Ronggan** reports a study on the teaching of writing with a Real-life Purpose. **Hu Zhengmao** introduces two alternative approaches to translation. **Ma Wulin** attempts to explore a new technical approach to college English vocabulary teaching assisted by concept map and WordNet. **Xu Xiaoyan**'s empirical study is intended to explore the avoidance phenomenon manifested in the use of the five kinds of English non-finite clauses by the Chinese college students.

Cultural Aspects of ELT

The papers here touch upon various issues of literature and culture in the EFL education context in China. **Shen Zhaohua**'s paper analyzes the

problems of interpretation in intercultural communication and suggests ways of developing Chinese College students' competence in intercultural communication. **Wang Ge & Liu Hanyu**'s paper discusses culture teaching in an EFL context based on a survey of in-service English teachers of four tertiary institutions in Yunnan. **Wang Yuping & Kevin Watson**'s paper explores the reform of teaching English through incorporating information and communication technology, and using the "Inter-Cultural Understanding in Education" (I-CUE) framework. **Zhong Hong & Huang Min**'s paper discusses the development of learners' critical cultural awareness in the communicative language teaching context in China. **Du Yinyin & Huang Jiaxiu**'s paper discusses the application of the communicative language teaching approach in the American literature classroom to enhance students' language and cultural competence, and to enrich their knowledge of Western literature and culture.

A project like this is impossible without the joint efforts and supports from many people. First of all, our thanks must be extended to Professor Widdowson, Professor Seidlhofer and Dr. Lawrence Jun Zhang for travelling from afar to give us the enlightening speeches. Our thanks must also go to Professors Li Xiaoju & Xiao Huiyun and their team for giving us their profound ideas on ELT reform in China. We are also very grateful to Professor Hu Wenzhong, the then President of the China English Language Education Association for making the opening address to the conference, which has been adapted as the foreword to this anthology.

We are deeply indebted to the panel of referees, consisting of Professors and scholars from the Faculty of English Language and Culture of the Guangdong University of Foreign Studies, such as Professor Dong Yanping (董燕萍, responsible for papers on psycholinguistics), Dr. Feng Guangwu (冯光武, responsible for papers on semantics and philosophy of language), Professor Huo Yongshou (霍永寿, responsible for papers on language and culture and philosophy of language), Professor Ran Yongping (冉永平, responsible for papers on pragmatics), Professor Tan Zhi (谭智, responsible for language teaching research), Dr. Wang Wenxin (王文心, responsible for papers on syntax and general linguistics), Dr. Wang Yunfeng (王蕴峰, responsible for papers on ELT research), Professor Yu Weihua (余卫华, responsible for papers on intercultural communication), Professor Zhang Pinggong (张平功, responsible for papers on literature and cultural studies), and Professor Zou Qiming (邹启明, responsible for language teaching research).

Our thanks should also be extended to Miss Wang Haiying (王海瑛) for her special editorial assistance during this process and the members of the organizing committee for their special efforts and supports during the conference.

And finally, but not the least, we must acknowledge our gratitude to the China English Language Education Association and the Foreign Language Teaching and Research Press for giving us this chance to be engaged in this enjoyable editorial work for bringing the good works from our colleagues into publication. We should extend our special thanks to Mr. Liu Xiangdong and Miss Jin Ling of the Foreign Language Teaching and Research Press for their patience and their special editorial assistance. However, the limitations and further improvements for this collection remain our responsibility.

Biographic Sketch of Professor Chen Jianping

Chen Jianping is currently professor at Guangdong University of Foreign Studies. He Majored in *English Language and Literature* at the Guangzhou Institute of Foreign Languages (now Guangdong University of Foreign Studies) and graduated from the English Department in 1975. He later studied at the Graduate School of the Chinese University of Hong Kong and received the degree of Master of Philosophy in *Applied Linguistics*. He also obtained an MA degree in *Modern Social History* from the Department of History at the University of Lancaster, UK. He did his PhD studies at the Beijing Foreign Studies University and was awarded the PhD Degree in *English Language and Literature*.

Professor/Dr. Chen has held various teaching, research and administrative positions in this university ever since he graduated from the Guangzhou Institute of Foreign Languages. He has been serving as Vice-president of Guangdong University of Foreign Studies since 1995. He is also a Member of the National Foreign Languages Teaching Advisory Board under the Ministry of Education; Vice President of China English Language Education Association; Vice Director of the National Research Association of International Business English and Vice President of Guangdong Foreign Language Association.

His academic interests include research in applied linguistics, sociolinguistics and ESL/EFL teaching & learning, intercultural communication. In 1991, he was awarded the title of *Returned Scholar with Outstanding Achievements* by

the State Educational Commission and the Ministry of Personnel. He also won the first prize of *the Guangdong Teaching Achievements Award* in 1996 and the second prize of *the National Teaching Achievements Award* in 1997. He is at present conducting a research project in *EFL Learning in the Chinese Socio-cultural Context* funded by the *National Research Fund for Social Sciences.*

Table of Contents

1. Keynote Speeches

2. New Concepts on EFL Teaching & Learning

3. Approaches and Methods

4. Teaching the Skills of English

5. Cultural Aspects of ELT