

Reflections on English Teaching & Learning in China

——A Case Study on Chinese Students in America

中国英语教学状况之反思

——对中国留美学生英语应用能力的个案研究

何奇光 芮燕萍 著



兵器工业出版社

Reflections on English Teaching & Learning in China

——A Case Study on Chinese Students in America

中国英语教学状况之反思

——对中国留美学生英语应用能力的个案研究

何奇元 内燕萍 著

兵器工业出版社

图书在版编目 (CIP) 数据

中国英语教学状况之反思: 对中国留美学生英语应用能力的个案研究=Reflections on English Teaching & Learning in China: A Case Study on Chinese Students in America / 何奇光, 芮燕萍著. —北京: 兵器工业出版社, 2003.11

ISBN 7-80172-061-X

I. 中... II. ①何... ②芮... III. 英语—语言教学—教学研究—中国—英文 IV. H319

中国版本图书馆 CIP 数据核字 (2003) 第 106131 号

出版发行: 兵器工业出版社

责任编辑: 郭 佳

责任技编: 魏丽华

邮编社址: 100089 北京市海淀区车道沟 10 号

经 销: 各地新华书店

印 刷: 兵器工业出版社印刷厂

版 次: 2003 年 11 月第 1 版第 1 次印刷

印 数: 1-2100

封面设计: 底晓娟

责任校对: 王 绛 全 静

责任印制: 莫丽珠

开 本: 850×1168 1/32

印 张: 7

字 数: 186 千字

定 价: 28.80 元

(版权所有 翻印必究 印装有误 负责调换)

内 容 简 介

本书采用定性分析的自然询问法,调查了我国留学生适应美国大学学习机制的过程。全书共分为5章,详细介绍了调查的目的、方法、过程,并从中得到结论:把英语作为专业知识传授和学习是当前我国英语教学急需解决的弊病,教师必须更新教学理念,把英语课由传授知识转为技能训练,教学效果才能有质的提升。

本书将为英语教学研究人员、英语教师、广大英语学习者提供有益的参考与借鉴。

SYNOPSIS

The book investigated Chinese students' transition process in reading at an American university. The research method was naturalistic inquiry. It was divided into five chapters. The investigation showed that in China the quality of the teachers and teaching style affected the learning of English. The findings indicate that TESOL pedagogy and programs in China are in need of reformation. The findings may also be useful to native English speaker faculties who advise Chinese or other international students. This study is also a valuable reference for Chinese English educators and learners in their English research, instruction and learning.

DEDICATION

We dedicate this study to our dearest motherland and all those who nurtured, educated and helped us in different ways.

Preface

Like the Clerk in Chaucer's Canterbury Tales, I "would gladly learn and gladly teach"; in fact, I would encourage every Chinese student and teacher of English to adopt this motto.

Chinese Students' Transition Process in Reading and Study Strategies at an American University is directed to Chinese faculty members who are responsible for teaching English as a foreign language. Because this field continues to grow so rapidly with regard to both the knowledge it contains and the methodologies, the author is forced to carefully define the goals as a first step in deciding what to include in their book. The author wanted to produce a text that would answer the following questions:

1. What were the Chinese students' English study and reading experiences in China?
2. What are Chinese students' study and reading experiences when they begin study at the University of South Carolina?
3. What are the academic experiences of Chinese students as they make the transition from a Chinese to an American university educational system?

Due to the growing frequency of interaction with the English speaking world, it is essential that China has more and better prepared English teachers to prepare for increasing the number of English speakers. According to the author, the present English curriculum is

not able to satisfy the increasingly critical need for expertise in the English language.

The significant results of this research are in the possibility for impacting English-teaching in China's secondary schools and communities. The investigation could also be of assistance to Chinese students who wish to study abroad. In addition, faculty members at American colleges and universities who work with international students and TESOL may also find the study potentially beneficial.

The participants in the study were fourteen graduate students (eight males and six female) at the University of South Carolina in Columbia, South Carolina, U.S.A., during the fall 1996 school semester, who had recently arrived from the People's Republic of China. The information for these students was attained through two interviews, the administration of the English Study Background Survey, and the Study Skills and Adaptation Inventory.

The study concluded that in China starting in middle school the academic strength of the teachers, their teaching methods, as well as the English-language textbooks, facilities, and resources were all strong correlates to the successful learning of English. At the college and university level, English comprehension was primarily influenced by the program structure and the methods of teaching. In addition, it was also found that students' study efforts and habits also affected the results of their English comprehension.

As social science majors started their graduate study at USC, their lack of cultural background hindered their reading and listening comprehension. Specifically, their poor reading ability was certainly a considerable obstacle to both oral and written communication in their academic work. The author concluded that what the students lacked were the consequences of the language oriented program and cur-

riculum focus and knowledge-transmission method of teaching that they had received in China.

On the other hand, the author felt that the science majors were able to read their subject materials quite well in English due to strong subject base. However, their listening and speaking skills were not very well developed because of the lack of practice. The author concluded that their deficiency in certain areas certainly hurt their English reading and comprehension.

The summary and implications of this investigation suggest, according to the author, a number of recommendations which should be of interest and concern to those interested in the success of Chinese students who are studying abroad.

1. The immersion method of teaching should certainly be included in China's TESOL classrooms.

2. The English curriculum's goals and program design in China are not consistent and should be redesigned for the express purpose of practice.

3. China's English programs for English majors should make available courses dealing with cultural studies, the social sciences, and technology, in addition to learning the language.

4. Orientation workshops for incoming international students should be limited in size, and students should be grouped according to common cultural, educational, and social differences. The content of such workshops should be focused on the American educational system, western teaching methods, campus living, and how to adapt to these things, as well as information about daily life in the United States.

The author solemnly feels that if Chinese students coming to the United States to pursue graduate study have clear perspectives of their

academic study and campus life before their studies commence, they will have an easier transition and will have a better chance of succeeding in their academic studies.

Finally, no one institution possesses in equal balance all the common ingredients in an educational program: international students, student and faculty exchanges, study abroad programs, faculty development opportunities, English-language teaching facilities, campus-based international activities, outreach projects, development assistance projects, and TESOL.

According to the results of this study, the TESOL curricula, programs, pedagogy, and learning in the People's Republic of China are in great need of change and improvement. The results and recommendations in this study will be of assistance to faculty and Chinese students of English, as well as faculty in other English-speaking countries who teach and advise students from China.

Timothy J. Bergen.

Ph.D. Professor

Vice-Dean

College of Education

University of South Carolina

序 言

从事任何工作，方法和勤奋同样地重要。

常常耳闻目睹绝大多数以骄人的 TEFOL 和 GRE 考试成绩进入美国大学就读的中国留学生，其简朴、勤奋、为人、做事，受到美国教授的褒扬和推崇，也多为同窗共读的他国留学生们所敬佩和赞赏。这是不争的事实。然而，人们同时也注意到另外一种现实：当这些负笈海外研修的中国莘莘学子们踌躇满志、意欲一展身手的时候，他们长期以来相沿成习的治学方法、思维方式以及研究问题的思路却往往难以适应新的环境，以致不得不因势而变，做出调整。

在诸多接轨时期的不适应中，最令中国学生感到意外和惊讶的是自己的英语水平和应用能力远不能轻松自如地应对国外大学学习、生活以及学术研究的挑战，表现为听课有困难，表达欠顺畅，阅读速度慢，动笔难成文，甚至面对洋教授们的授课方法，也感到不同程度地难以适应。中西教育理念、教育体制和教育文化的冲击迫使他们夜以继日地加倍付出以弥补自己的“先天不足”，尽快适应新环境。面对英语使用的“高分低能”，中国学子们自然而然地（甚至略带痛苦地）对国内各级各类学校各阶段英语教学中存在的不足做了回顾与反思，并从中深切感悟到实践与能力的培养和提高应成为我国英语教学的最终目标。

这部专著的作者用纵向研究法调查了赴美留学的中国学生在美国一所大学的学习状况，记述了他们适应美国校园学习环境、美国教授讲课以及在新环境下学习方法的转变过程。该调查采用

自然询问与 Likert Scale 问卷回答相结合的办法，以中国学生初中、高中、大学三个阶段的英语学习为切入点进行了为期一年的数据收集和整理，并对所得的数据做了以定性为主、定量为辅的科学分析。作者研读了 Dr. Goodman 的最新的教学理论，在先进理论的指导下，结合调查结果，中肯地总结了国内大部分地区各阶段英语教学和学习方法的主要特点及存在的误区；深刻地反思了 20 世纪后期以来我国英语教学的指导思想、教学大纲、教学方法、学习目的、学习方法及其所产生的后果和影响；诚恳地提出了改革我国英语教学方法、提高英语学习质量的系列性建议。其情可感，其议可纳！

毋庸置疑，进入新世纪以来，我国的外语教学改革确实取得了令人高兴的成绩，英语学习者的语言交际和应用能力也在不断地提高。尽管如此，我仍然愿意向国内外语界推荐这本专著，因为本书作者的研究成果既有其借鉴价值，也有其指导意义。英语教师和英语学习者会从中得到不少有益的启示。

本书用英语写成，文字流畅，浅显易懂。对于众多想提高自己英语阅读和表达能力的英语学习者而言，对于众多关心并致力于中国外语教学改革的有识之士而言，这是一部难得的“教材”。

应作者盛情相约，也由于本人长期以来对国内英语界的关注和研究兴趣，读完该书后引发如上议论，权当作本书的序言。

刘海量谨识

2003 年 10 月于

山西大学外语学院

前 言

毛泽东主席曾教导我们，“要过河就得解决桥的问题。”不解决桥的问题，过河只是一句空话。要提高英语教学，仅凭经验的积累远远不够，只有用科学的理论作指导，英语教学效果才能有质的提高。但是，我国 20 世纪七八十年代的英语科研探讨，大多属于经验的总结和观点的论述，很少有用科学的手段进行客观的数据分析和证实，进而提升到新的理论高度的研究。

随着我国英语教师素质的提高，从 20 世纪 90 年代开始，尤其是近几年来，我国英语科研质量有了显著提高。我国英语教育工作者开始在英语教学科研中运用了定量和定性的统计方法进行科学的分析，得出较为客观的结论，或将其上升到理论高度，或将其运用于新的教学实践。这一变迁标志着我国英语科研有了一个质的飞跃。今天我们还只有部分教师掌握了统计分析手段，但不久的将来我国英语教育工作者都会掌握科学的科研手段，在自己的教学领地耕耘、收获。

本专著采用纵向研究法，数据分析以定性为主、定量为辅。由于定量和定性分析各具所长，但也各有其局限性，为了扬长避短将二者结合用之，以提高研究的效度和信度。本书以自然询问法为主要研究工具，通过调查 14 名中国学生在美国大学学习初期对英语阅读和学习机制的适应过程，分析了我国初中、高中和大学英语专业、非英语专业学生在国内英语学习的状况以及对美国校园专业学习的适应、转化过程。此一调查较为具体地展示了我国 20 世纪后期各阶段英语教学的状况。本研究的目的在于找出弊

端根源，改变我国目前英语教学的窘况，提高教学效果，注重对学生的英语应用能力的培养。

本书第一章介绍了研究目的。由于我国英语教学满堂灌和题海战术现象非常普遍，因而导致了学生应考能力强，应用能力差，高分低能的问题。因此，作者从调查中国学生在国内的英语学习经历着手，进而了解他们初入美国校园时英语应用能力对专业学习的影响，以及他们采取何种措施提高自己的英语水平去适应紧张的专业学习。其意义在于找出我国英语教学费时多效果差的原因，对我国英语教学进行从理论指导到教学实践的彻底改革，加强对英语应用能力的培养。

第二章回顾了国内外有关英语教学的研究与论述，主要介绍了文化背景知识与阅读理解的关系；母语文化背景知识对于外语学习的重要性；外语学习的特点；列举了体现不同理论的不同外语教学方法，以及我国部分英语教育工作者对英语教学的探讨。

第三章阐述了本研究所依据的理论框架、研究背景、研究方法和特点、资料收集和分析的手段，以及研究各阶段的具体步骤。

第四章是数据的罗列、展示。由于本研究以定性分析为主，分析的主体为文字性数据，辅之以数字性数据。为了保证研究的效度和信度，受访者的文字数据在经过三角验证、同行问询、受访者检验等一系列技术手续后，输入 Ethnograph v4.0 程序进行了编码、分类、筛选等多级分析步骤。书中陈列的数据展示了丰富的、多视角、多层次的受访者的描述，令人如身临其境地感受到国内不同地区、不同年代的英语教学的实况，恰如一个全镜头的我国 20 世纪后期英语教学的概貌。同时读者可以生动地了解留学生初到美国学习的窘境，以及他们怎样采取措施尽快适应，迎头直追的过程。随后，是对他们所陈述的每种现象的相关分析与总结。

第五章对整个研究进行了总结讨论，对各种现象中暗含的问题进行了揭示、评论。针对所发现的问题，依据最新的语言教学

与学习理论，对我国各阶段英语教学提出了建设性的改进和改革的意见与建议。

随着英语教学形势对教师素质要求的不断提高，教学科研已成为外语教育工作者的必备能力，外语教学与研究逐步要求科学化。不久，科研统计方法将会成为我国所有外语和师范院校本科生和研究生的必修课程，届时的学生将会要求阅读大量的科研论文，并进行分析和评判。目前，我国用定性分析的方法研究英语教学的专门论著还寥寥无几，愿本书能供未来的教育工作者、研究人员和学习者作为学习、批评的参考书目，起到抛砖引玉的作用。

作者

2003年9月

CONTENTS

ABSTRACT	1
CHAPTER ONE NATURE AND SIGNIFICANCE OF THE STUDY	3
Introduction	3
Purpose of the Study	4
Problem Statement	5
Research Questions	6
Significance of the Study	7
Delimitations	8
Definition of Terms	9
CHAPTER TWO REVIEW OF THE LITERATURE	11
Introduction	11
Cultural Schema and Reading Comprehension	11
Relationship between L1 Schema and L2 Learning	13
Relationship between L1 Schema and L2 Writing	15
Approaches to L2 Teaching	16
Chinese Educators' Experience and Exploration of TESOL	18
Summary and Conclusions	20
CHAPTER THREE METHODOLOGY	23
Introduction	23
Conceptual Framework	24

Research Design	26
Participants	28
The Background of Participants	29
Setting	30
Data Collection Instruments	30
Semi-Structured Interview Guides	31
Human Instrument	31
Trustworthiness	33
English Study Background Survey	33
Study Skills and Adaptation Inventory	35
Procedures	36
Data Collection	37
Data Analysis	38
Ethics	43

CHAPTER FOUR PRESENTATION AND ANALYSIS OF DATA 44

Introduction	44
Chinese Students' Native Country English Learning Experiences	47
Teaching English as Knowledge-Transmission	49
Linguistic-Centered Middle School English Teaching	51
Entrance Exam-Oriented High School English Teaching	58
The University English Programs in Flux	64
Summary of Teaching	72
Learning English as Knowledge	73
Learning English through Memorization	75
Learning English through Reading	77
Learning English through Listening	81
Neglected English Writing	85
Learning English through Other Sources	88

Estimation of English-Learning-Time-Spending and Resources	91
Summary of Learning	95
Chinese Students' USC Experiences and the Transition Process	97
The Gap Between English Learning and Application	98
Reading Insufficiency and Habitual Reading Strategies	100
Accent and Schema Related Problems in Listening	106
Different Speaking Abilities	111
Problematic Writing for Chinese Students	114
Unfamiliarity With the American Educational System	118
Summary of Chinese Students' USC Experiences	123
Pressure-Pushed Transition	125
Naturally Improved Reading	125
Improving Writing through Reading and Imitation	129
Individualized Strategies for Listening and Speaking	133
Self-Made Adaptation of Western Style Pedagogy	137
The Pre-and Post-Study Skills and Adaptation Inventory Contrast	141
Summary of the Transition	149
Summary of Chapter Four	150

CHAPTER FIVE SUMMARY, DISCUSSION, IMPLICATIONS AND

RECOMMENDATIONS	154
Summary and Discussion of Research Question One	156
Implications from Research Question One	160
Recommendations for Research Question One	162
Summary and Discussion of Research Question Two	166
Implications from Research Question Two	172
Recommendations for Research Question Two	173