



外语·文化·教学论丛

Advanced Teacher Education:  
Theory and Practice

# 高校外语教师教学技能提升方法论

---

叶建平 著

By Ye Jianping



ZHEJIANG UNIVERSITY PRESS

浙江大學出版社



教育部  
MOE

《中国大学外语教学》  
China University Foreign Language Teaching

Theory and Practice

# 高校外语教师教学效能提升方法论

何建琴 著

He Jianqin

上海外语教育出版社  
SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS



Advanced Teacher Education:  
Theory and Practice

高校外语教师教学技能提升方法论

叶建平 著

By Ye Jianping

## 图书在版编目(CIP)数据

高校外语教师教学技能提升方法论 / 叶建平著. —杭州: 浙江大学出版社, 2006. 9

ISBN 7-308-04883-7

I. 高... II. 叶... III. 外语教学—教学研究—高等学校 IV. H09

中国版本图书馆 CIP 数据核字 (2006) 第 097643 号

**叶建平** 1986 年上海复旦大学外语系毕业, 英美语言文学学士。1988 年浙江大学外语系研究生毕业。1996 年英国莱斯特大学 (University of Leicester) 毕业, 获应用语言学硕士学位。现就读上海外国语大学英语语言文学专业博士研究生课程进修班。浙江工商大学外国语学院副教授。主要从事应用语言学及中英文化对比研究。

本书集作者十几年研究之积累, 是一部比较系统地研究高校教师教学技能提升的方法论专著。

## 高校外语教师教学技能提升方法论

叶建平 著

---

责任编辑 诸葛勤

出版发行 浙江大学出版社

(杭州天目山路 148 号 邮政编码 310028)

(E-mail: zupress@mail. hz. zj. cn)

(网址: <http://www.zjupress.com>)

排 版 浙江大学出版社电脑排版中心

印 刷 浙江大学印刷厂

开 本 787mm×960mm 1/16

印 张 11.75

字 数 308 千

版 印 次 2006 年 9 月第 1 版 2006 年 9 月第 1 次印刷

书 号 ISBN 7-308-04883-7/H·395

定 价 20.00 元

---

版权所有 翻印必究 印装差错 负责调换

浙江大学出版社发行部邮购电话 (0571)88072522

## 序 言

《高校外语教师教学技能提升方法论》(以下简称《方法论》)付梓之际,书的作者叶建平先生邀我为该书写一序言。我当时就犹豫起来,是承之还是却之?写吧,我人微言轻,恐怕语不中的;不写吧,又却之不恭。况且我与叶先生是同事、朋友,还是“一带一”的“对子”(外国语学院实行一个教授带一个青年教师,在学术科研上予以指导和帮助,让他们多出成果,快上职称),所以我又没有理由推却。作为一名老教师,看到青年教师著书立说,学术长进,心里高兴不已,何不以序贺之呢?!

中国自改革开放,特别是进入 WTO 以来,外语“学习热”一浪高过一浪,形成史无前例的“痴狂”态势。从小学到大学,外语教学一贯到底。甚至有些发达地区从幼儿园就开始双语教学活动。社会上的外语学习培训班更是五花八门,层出不穷。如果说中国正在迈进“学习型”社会,毫无疑问,“外语学习”便是擎旗引领者。可以说当今中国已成为学外语(英语)人数最多的大国。中国外语教师达 30 多万,有 2.5 亿中小学生在学英语;高校外语教师达 5 万,有 2000 多万大学生在学外语,实属世界之最。在这种背景下,研究如何在外语学习上克服“费时低效”,收到事半功倍的效果,就非常必要。《方法论》无疑是应运而生的“知时节”之作,具有很强的时效性和现实指导意义。

近些年来,关于外语教学的论著种类不少,探讨教学的方法也众说纷纭。语法翻译法、直接教学法、听说法、阅读法、视听法、情景法、情感法、功能法、意念法、交际法、认知法、活动教学法、全身反应法、沉默法、暗示法、还有疯狂英语的“吼叫法”等等,真令人眼花缭乱,难作取舍。说实话,各家各派之法,既有所长,也有其短,往往以己之长比他人之短,从极端中走出。但《方法论》并没有盲目地跟风追影,而是冷静地思考,从众多方法中取其合理的部分,抽象出“折中法”(eclectic method)。作者并不是随意拼凑,而是以交际语言教学法为主,吸纳语言结构教学法与情景教学法的长处,与之融为一体。折中法教学从语言的基本结构入手,通过情景性的语言操练,让学生学会并掌握在实际交际活动中使用语言的本领。折中法是兼收并

蓄外国各派教学理论与方法之长,结合中国教学实际而探索出的教学法,体现了中国传统哲学格物致知的思想与方法。

《方法论》以杭州商学院(浙江工商大学的前身)与英国文化委员会合办的高校教师培训班教学实例为依据,对各种教学法进行比较分析、归纳分类。全书材料翔实、论据充分、观点鲜明,是一部有理有据之作,很具真实性和可靠性。

《方法论》的作者叶建平先生是浙江工商大学十大教学名师之一,有先进的教学理念和丰富的教学经验。他的教学颇受学生欢迎,深得学生好评。书中所提出的观点和方法也是他个人教学经验之总结,所以,很有信度和效度。

当然,作为一部研究如何提升高校英语教师教学技能的论著,《方法论》似乎在提升教学技能方法上还可以进一步深化和系统化,使之更为完善,更具指导性和操作性。

王述文

2006年9月

于浙江工商大学外国语学院

# Contents

## Teacher Education: A Case Study

INTRODUCTION .....	(1)
Chapter 1 English Language Teaching (ELT) in China .....	(3)
Chapter 2 ELT in the Tertiary Sector .....	(12)
Chapter 3 Teacher Education .....	(24)
Chapter 4 Supervision .....	(39)
Chapter 5 Teaching Practice .....	(49)
CONCLUSION .....	(64)

## Miscellanea

Comparison of Free Voluntary Reading and Skill-based Reading with Implications for ELT in China .....	(73)
The Communicative Teaching Methodology and Its Use in Teaching Non-English Majors in China .....	(86)
The Linguistic Changes in Chinese after the Opening and Reform .....	(92)
Some Questions Concerning <i>Simple Present</i> and <i>Present Continuous</i> Usage in English with a Textbook Analysis for ELT in China .....	(105)
Discourse and Language Teaching with a Practical Analysis for ELT in China .....	(118)
Evaluation of Lydia White's "Against Comprehensible Input: the Input Hypothesis and the Development of Second-language Competence" .....	(132)

A Contrastive Functional Analysis of the Differences in Tense and Aspect

Usage between Chinese and English .....	(145)
How to Motivate "Poor" Students .....	(158)
How to Mediate between English Teachers and Chinese Students .....	(163)
The Cooperative Principle in Classroom Teaching .....	(169)
How to Get Students to Talk in an Intensive Reading Class .....	(175)
Translation as a Communication Process .....	(179)



# Teacher Education: A Case Study

---

## INTRODUCTION

Teacher education (training) can be very difficult, especially when it involves international co-operation between two countries such as the Sino-British Advanced Teacher Training Course (ATTC) projects in China. The differences between the two cultures with regard to teaching and learning, teacher training, supervision and teaching practice may impede or facilitate developments in ELT methodologies and intercultural communication in China.

The field of ELT is constantly changing and various approaches originated in Western countries have now been introduced into ELT in China since the late 1970s. The ATTC projects have had the overall aim of assisting China in introducing and establishing more effective communicative teaching methodologies. The situation is that one useful method or approach may not work effectively in another educational and cultural context (Cortazzi 1996:74).

This paper will explore the differences between China and UK in the areas mentioned above and suggest the eclectic approach to teacher education (training) for the ATTC project in Hangzhou Institute of Commerce (H. I. C. , now Zhejiang Gongshang University): a technique which applies and adapts varying teaching methods and different models in teacher education (training) and supervision to specific situations i. e. the unique ELT situations in China (Yang 1994; Cortazzi 1996).

In the first chapter, the paper will have a brief literature review of English language teaching (ELT) in China. It will explore the status of English as an international language and the ELT history in China since the founding of the People's Republic of China in 1949. In 1977, universities began to enrol students by national examinations again. ELT was seen as an important element in reforming and opening up China. Therefore, 1977 became the demarcation point of ELT

history and the two periods before and after 1977 will be discussed separately.

Chapter 2 discusses the three elements for ELT in the tertiary sector: syllabus, curriculum and testing. The influential National College English Teaching Syllabus, the curriculum of ELT for “general English” and College English Achievement Test (CEAT) Band 4 and Band 6 will be explored respectively. The contradictions among the syllabus, textbook, curriculum, and CEAT test will be discussed in details. It also raises some key issues for ELT in the tertiary sector.

Chapter 3 deals with issues and models in teacher education. It points out that different views of language learning exist in Western and Chinese educational contexts. Chinese teacher trainees and the British tutor at H. I. C. ATTC held different expectations towards teacher education. Raising the awareness of such differences may bridge the gaps and misunderstandings (Cortazzi 1996:74). Both teacher trainers and trainees will benefit from this explicitness when expectations and models are clear to them.

Chapter 4 discusses the issues of supervision. It first introduces the Western views of clinical supervision. The paper proceeds to discuss Chinese views of supervision. The differences between the British supervisor and Chinese teacher trainees at H. I. C. ATTC towards supervision will be contrasted and studied. It will take the supervision in micro-teaching as a case to show the different responses to it from the two sides.

Chapter 5 discusses the teaching practice (TP) at H. I. C. ATTC. As a teacher trainer, teacher trainee and co-ordinator in TP, I will in this chapter use my own experiences to show the different roles and functions of every party concerned. The feedback from the supervisor, teacher trainees, class teachers and students will be analysed and contrasted. The feedback from the teacher trainees after they returned to their own institutions will also be surveyed.

There is now a widespread awareness of more communicative approaches for ELT in China due to the efforts made by foreign experts in projects such as ATTC.

Due to the situational constraints and great differences between the two cultures, the paper suggests an eclectic approach for H. I. C. ATTC project. The eclectic approach is the technique which applies varying teaching methods and different models in teacher education and supervision to the unique and specific ELT situations in China (Yang 1994; Cortazzi 1996).

## Chapter 1

### English Language Teaching (ELT) in China

#### Introduction

English, as an international language, enjoys a higher status than any other foreign language. As the language of science and technology, it is vitally important to China's economic, industrial and technological development.

Since the implementation of the opening and reform in late 1970s, English has replaced Russian as the dominant foreign language in China. English is now one of the three essential subjects, i. e. Chinese, English, and maths, in national university entrance examination for all participants. English language teaching (ELT) is of great importance in primary, secondary, and tertiary education in China. ELT itself has already become one of the largest and most accessible markets in Chinese educational system.

In this chapter, the status of English as an international language and ELT history in China since 1949 will be discussed and explored respectively.

#### 1.1 English as an International Language

"English is, for the foreseeable future at least, the single most important international language. It is the medium through which scientific and technical information is developed and exchanged, the language of a majority of the world's publications, the medium in which most international business is conducted, the favoured language of entertainment, tourism and mass international tourism and travel; in short the language of opportunity for the coming generation." (Maley 1995:15)

There are various reasons for English to be the single most important international language in the world.

First, English is numerically among the most widely used world languages: Chinese, Hindi-Urdu, Russian, and Spanish. In total, we get 700 million users of English around the world, which include 300 million native speakers and 300 to 400 million of English as a foreign-language and second-language users (Kachru 1986:20). English is only second to Chinese in its number of native speakers. Of

the five major world languages, however, English is the most widely used.

Hindmarsh (1978), discussing the status of the five world languages, argues that only English is incontestably the international language of the world. He presents the following arguments against the likelihood of the other four languages as the international languages:

Chinese appears to be the language with the largest number of native speakers, but it comprises many spoken languages: Cantonese, Hokkien, Teoo-Chew, Mandarin, etc. The written form, i. e. Chinese pictograph or ideograph, is shared, but to advocate Chinese as a language of international communication is patently unrealistic.

Hindi will not work either; for even in India there are some fifteen other languages with the official status.

Russian is the language of secondary education right across the former Soviet Union, among peoples with a variety of mother tongues from Latvian to Armenian, from Ukrainian to Yakut; and the language of administration and technology through this vast area. But beyond the borders of the former USSR, Russian is barely used internationally; and moreover is written in Cyrillic script. With the disintegration of the former USSR, the role of Russian as an official language in the former Soviet republics is now decreasing.

Spanish is spoken in the majority of Latin American countries, but is little known or used in the world beyond, apart from Spain and parts of the USA (adapted from Hindmarsh 1978:40–41).

Second, English itself is viewed to possess the qualities of a language of international communication by some linguists.

Stevens (1978) raises three crucial reasons for that:

(i) English is a borrowing language. It has ways of taking the names of ideas and things from other cultures and expressing them in English without native speakers of English feeling that the so-called “purity” of their language is threatened thereby.

(ii) At the same time it possesses a great range of rules for the formation of new words—Appendix 1 of the *Grammar of Contemporary English* (Quirk, Greenbaum, Leech & Svartvik) contains 56 pages on word-formation. English, it would seem, is well-adapted for development and change.

(iii) English is the language in which has been principally conducted the

genesis of the Second Industrial Revolution (Strevens 1978:26).

On the other hand, the written form also plays a role in it. Hindmarsh (1978:41) argues that an international language must use the Roman alphabet.

Third, English is seen as a language of power.

The term “power” is used here to refer to the control of knowledge and to the prestige a language acquires as a result of its use in certain important domains. The more important a domain is, the more “powerful” a language becomes (Kachru 1986:2).

Kachru (1986) states that the power of English lies in two aspects:

(i) The real power of English is in its “vehicular load”, which English carries as the primary medium for twentieth-century science and technology. On the other hand, the equally important markers of that power of English are its demographic distribution, its native and non-native users across cultures, its use in important world forums, and its richness of literary tradition.

(ii) The power of English lies in the attitude toward the language, and in the deep belief in its power to change an individual and a speech community. English has been considered to be a tool of “civilisation” and “light”, and it has been perceived as the language of power and opportunity, free of the limitations that the ambitious attribute to the native languages (Kachru 1986:1–15).

English, as an international language, has established its status as first foreign language in national syllabuses in many countries throughout the world. The People’s Republic of China, as the most populous country in the world, has taken quite a zigzag way in foreign language education since its birth in 1949. The next section will discuss the status of English as a foreign language in China from 1949 till now.

## 1.2 Role of English in China from 1949 to 1977<sup>①</sup>

In China, there are two major political events after World War Two: the

---

① In 1977, the National University Entrance Examination was restored, and many students were enrolled by Foreign Language Departments in various universities as English majors. From 1966 to 1976 and several years before that, the “open-door schooling” was the policy of education in China. Only those reliable youth, especially youngsters of farmers and workers, were enrolled in colleges without examinations. Therefore, 1977 was the beginning of a new era for education including ELT in China.

founding of the People's Republic of China in 1949 and the opening and reform policy initiated in late 1970s, which have radically changed the society and the language.

Sociolinguists regard language as a social fact. Language is so integral a part of the culture that no teaching of anthropology worthy of the name could pass by (Hymes 1964). Foreign language education is also a social fact, which will be influenced by radical changes in society. The radical changes within a country, such as the overthrowing of a government, the changes of policies, will also result in great changes in language (Labov 1972). Chinese itself has undergone great changes in the two events. By coincidence, in China, Russian replaced English as the dominant foreign language (FL) as a result of "the overthrowing of a government" in 1949, and English again regained its first FL status in late 1970s because of "the changes of policies".

Although Russian was "the preferred foreign language" from 1949 to late 1970s (Maley 1982:235), English language teaching (ELT) still existed even from 1966 to 1976.

From 1949 to late 1950s, China had a very close relationship with the former Soviet Union. Russian was the optimum choice as the first FL throughout the country. A large number of English teachers were sent to learn "the preferred foreign language" (ibid. 235) and became Russian teachers.

Since China broke off relationship with the former Soviet Union after Stalin's death, Russian was still the first FL because of the long-established educational system since 1949, which was mainly based on the Russian style. On the other hand, English was regarded as the second choice because of its long teaching history in China before 1949 (Maley 1982; Cortazzi 1996:64).

Because of the isolation from the outside world, both English and Russian were learned for "non-communicative functions" (Brumfit 1978:16-18).

Brumfit (1978:18) states that a large number of examples of "Chinese English" appeared in ELT in China because of the isolation. He illustrates many examples of the English used in official announcements in China, where the problem of translating meaning effectively was not just linguistic, but historical, political and social as well.

The following are examples of "Chinese English" from the official announcements in China:

1. I passed the translation to the *polisher*<sup>①</sup> for revision.
2. Those *bad eggs*<sup>②</sup> will be punished for their wicked acts.
3. That is the Japanese leader and with him is his *running dog*<sup>③</sup>.
4. Since we introduced our policy of *open-door schooling*<sup>④</sup>...
5. The *propaganda team*<sup>⑤</sup> will perform at the end of your visit.
6. The people's commune is *fine*<sup>⑥</sup>. (Brumfit 1978:15-16)

According to Brumfit, the italicised parts in the sentences were derived from Chinese originals, but they posed problems even to "English-bred English speakers" like Brumfit himself (*ibid.* 19).

Brumfit (1978:23) further states that English is being adopted by the Chinese for particular purposes, and that these purposes are closely bound up with the teaching strategies used. ELT in China in this period was almost oriented for political purposes, which was of the following characteristics:

(i) Very few native foreign teachers of English came to teach English in China. Most foreigners were objects of unabashed curiosity. (Maley 1982:238).

(ii) The broadcasting of BBC and VOA was regarded as dangerous to students.

(iii) "Many so-called teachers of English are what are often referred to as "Russian retreads"—former teachers of Russian obliged to convert to English." (Maley 1982:237).

(iv) There were almost no foreign books. The textbook consisted of slogans, which usually did appear out of context (Brumfit 1978:21).

In 1977, the National University Entrance Examination was restored, and the first group of English majors were enrolled after more than ten years of "open-door schooling". The next section will focus on the role of English in China from 1977 to the present.

- 
- ① A "polisher" is a person who polishes up translation.
  - ② "Bad eggs" is a systematic translation for "villains" in films or operas.
  - ③ "Running dog" is a direct translation and means "lackey" or "follower".
  - ④ "Open-door schooling" means that education, including tertiary education, is for everyone, especially youth of farmers and workers. Students should mainly learn from farmers, workers, and soldiers instead of from books.
  - ⑤ "The propaganda team" refers to the "dramatic society" in a school.
  - ⑥ "Fine" here means "a good thing", instead of "being healthy".

### 1.3 Role of English in China from 1977 to the Present

The National University Entrance Examination was restored in 1977, the new economic reforms began in 1978, and the “socialist market economy” was set in late 1980s. All the three events have contributed to establishing the dominant role of English as the first FL in China.

English has enjoyed great popularity since 1977. English is taught in some primary schools and in all middle schools (i. e. secondary schools) and institutions of higher learning. It is overwhelmingly the most studied language in middle schools and universities/colleges. Besides institutional learning, however, we have to include those who learn English by “self-help”, either through the radio or TV (many of the 320,000 students enrolled for China’s TV University are following the English course) (Maley 1982:235).

The popularity of English can also be seen from the following facts:

(i) The huge viewing figures for English language programs such as **Follow Me** (i. e. a BBC TV program on ELT in 1980s) and **The Family Album** (i. e. an American TV program on ELT in 1990s) (Maley 1995:16).

(ii) The great readership of the English language newspaper *China Daily*.

(iii) The large groups who go to “English Corners” each week—meetings set up in parks and open areas of towns and cities, where anyone interested in practising oral English may go.

(iv) The generous provisions made for learning English both inside and outside the state educational system. <sup>①</sup>

(v) The huge sale figures for books on ELT, and the huge number of “language schools” (Maley 1995:22).

(vi) The large number of audience of BBC and VOA, and audience of original British and American films or TV series.

The most significant change in ELT in China is the rise in the number of teachers and learners. In 1957 there were only 843 full-time middle school teachers of English in the whole country (Ross 1992:251–2), compared to 1995 figures of about 400,000 middle school teachers of English and approximately 28,000 at tertiary level (Maley 1995). By the 1990s it was estimated that there

<sup>①</sup> These four points are adapted from Sweeney’s MA dissertation (1989:3).



were well over 57 million school and university students studying English (Zhu 1991) and 150 million part-time students learning the language (Dzau 1990a) or more conservative estimates of around 200 million users of English (Zhao 1995).<sup>①</sup>

The importance and popularity of English have been analysed in some details, and the following section will go on to discuss briefly ELT in the three levels of the formal education sector.

First, primary schools run from age seven to twelve. There is some teaching of English in primary schools, particularly in those formerly designated as “key” schools (around one million students) and in the rapidly growing private sector schools (Maley 1995:21). In some cities, such as Shanghai, Beijing, Tianjin, English is taught from Grades 3 to 5 (i. e. age from ten to twelve). Many “private” primary schools, which are “elitist, fee-paying”, teach English to children from Grade 1 (i. e. age seven). In China nowadays, English, “is now seen as the key to entering tertiary education, to better career prospects and, in some cases, to study abroad.” (Sweeney 1989:3).

Second, middle schools (i. e. secondary schools) run from age twelve to eighteen, which are further divided into junior and senior middle schools. Senior middle schools are further divided into general and vocational. The teaching of a foreign language is not compulsory in the vocational middle schools, except in those preparing students for the catering, hotel, tourist trade, etc. (Maley 1995: 21–22).

English is compulsory at this level with four to five hours’ instruction per week. Over eighty per cent of the junior middle schools are said to use **Junior English for China**, a course developed on the basis of L. G. Alexander’s earlier works. Many English teachers still find it hard to follow, because they are “ill-prepared even for the mild dose of communicative activities it prescribes” (Maley 1995:24).

Most senior middle schools still prefer to use **English**, a nine-book series published in 1982. **Senior English for China** is not popular, because it is highly demanding to teachers and it does not directly prepare students for the National University Entrance Examination.

---

① This point is adapted from Cortazzi 1996:63.