Seamless EFL Learning in a Chinese Context

王金鹤 著

西南交通大学出版社
Http://press.swjtu.edu.cn

Seamless EFL Learning in a Chinese Context

王金鹤 著

西南交通大学出版社
·成 都·

图书在版编目（CIP）数据

中国英语教学的无缝学习模式构建 = Seamless EFL Learning in a Chinese Context：英文 / 王金鹤著. —成都：西南交通大学出版社，2014.6

ISBN 978-7-5643-3091-0

Ⅰ. ①中… Ⅱ. ①王… Ⅲ. ①英语－教学研究－中国－英文 Ⅳ. ①H319.3

中国版本图书馆 CIP 数据核字（2014）第 121460 号

中国英语教学的无缝学习模式构建

Seamless EFL Learning in a Chinese Context

王金鹤 著

责任编辑	罗 旭
封面设计	何东琳设计工作室
出版发行	西南交通大学出版社 （四川省成都市金牛区交大路 146 号）
发行部电话	028-87600564 028-87600533
邮政编码	610031
网 址	http: //press.swjtu.edu.cn
印 刷	成都蜀通印务有限责任公司
成品尺寸	148 mm × 210 mm
印 张	4.75
字 数	121 千字
版 次	2014 年 6 月第 1 版
印 次	2014 年 6 月第 1 次
书 号	ISBN 978-7-5643-3091-0
定 价	24.00 元

图书如有印装质量问题 本社负责退换

版权所有 盗版必究 举报电话：028-87600562

I would like to thank my friends Guhua and Weiwei for their inspiring ideas and contribution to this book. Also I am very grateful for the support of my family.

Table of Contents

Introduction 1

Chapter 1 Review of EFL Teaching in China 9

1.1 A Profile of English Learners at Various Levels of Education 11

1.2 Influential Teaching Methodologies 16

1.3 China's Educational Problems 23

Chapter 2 EFL Learners' Needs Analysis 29

2.1 Definition of Needs Analysis 29

2.2 Importance of Needs Analysis 35

2.3 Chinese EFL Learners' Needs 39

2.4 Washback of College English Tests 41

Chapter 3 Literature Review on Socialcognitive Second Language Acquisition 49

3.1 Representative Second Language Acquisition Theories 50

3.1.1 Behaviorism 51

3.1.2 Krashen's Five Hypothesis 52

3.1.3 Cognitive Theory 55

3.1.4 Vygotsky's Social Development Theory 58

此为试读,需要完整PDF请访问: www.ertongbook.com

3.2 Towards a Social Cognitive Perspective 62
3.2.1 Historical Origin of Social Cognitive Theory 64
3.2.2 Three Basic Assumptions of Social Cognitive Theory ... 67
3.2.3 Core Concepts of Social Cognitive Theory 70
3.3 Sociocognitive Perspective and Second Language Acquisition 77
3.3.1 Language as a Social and Cognitive Skill 78
3.3.2 Theoretical Principles of Sociocognitive Perspective 81
3.3.3 A New Turn in Second Language Acquisition 86
Chapter 4 Seamless Learning and English as a Foreign Language Learning 92
4.1 Towards Mobile Assisted Language Learning 93
4.1.1 Pedagogical Issues in Mobile Assisted Language Learning 95
4.1.2 Benefits and Challenges 98
4.2 Defining Seamless Learning 106
4.3 Prospects of English as a Foreign Language Learning in a Seamless Mode 112
4.4 Preparation for a Seamless Learning World 119
Appendices 126
Interview Sample 1 126
Interview Sample 2 130
Bibliography 133

Introduction

The fast development of information and communication technologies is now promoting economic and social transformation, turning the world into an information, knowledge, globalized and lifelong learning society. In this transforming society, everyday businessmen seek new business opportunities, scientists seek new breakthrough, and educators should seek new approaches to make learning meaningful in this changing world. An open, lifelong, flexible and inclusive learning environment has been created by the integration of education and technology, which has increasingly become a trend of educational

reform and innovation in many countries and will surely play an essential role in future education development. In the field of language education, computer assisted language learning (CALL) has been fully explored with the computer as tutor for language drills or skill practice, as a tool for writing, presenting, researching and a medium of global communication. Today the fascinating advancement of wireless technology and smart portable devices lead computer assisted language learning into a new mobile learning era. Mobile learning, assisted with wireless communication, sensing and mobile technologies, has provided unprecedented opportunities to implement new learning strategies by integrating real-world learning environments and the resources of the digital world. With such a learning mode, students are able to learn in real situations with support or instructions from the computer system by using a mobile device to access the digital content via wireless communications. In such a learning environment, the learning system is able to detect the

learning behaviors of the students in the real world with the help of the sensing technology. Such a new technology-enhanced learning model enables learning systems to provide learning suggestions to students when they encounter problems in the real world.

The 10th World Conference on Mobile and Contextual Learning (mLearn) was held in Beijing in 2011, which promotes massive attention from the Chinese academia since it is the first time this conference comes to East Asia. The past mLearn conferences were held in the UK, Italy, Australia, South Africa, Canada, the USA, and Malta. As the first conference on mobile and contextual Learning, mLearn was widely recognized as the premiere international conference on learning with mobile technologies and learning across contexts. Each year, it attracts a great number of participants from more than 60 countries representing all continents, and acts as a forum for knowledge sharing and transfer across cultures. The 10th conference achieved its aims as to stimulate critical

debate on and research into theories, approaches, and applications of mobile and contextual learning; to bring together researchers and practitioners from all over the world to share their knowledge, experience and research in the field of mobile learning; and to create dialogue and networking for knowledge sharing and transfer across the globe. It was in this conference that the concept of "seamless learning" was proposed and regared as the new trend of mobile learning with its supporting technology, resources and learning innovations fully discussed.

One question often asked by administrators is whether or not technologies truly "work" , that is, if they promote language learning and do so in a cost-effective way. Driven by such questions, massive researches have been conducted comparing the use of computers to non-use of computers in second language classrooms. Mark Warschauer and Carla Meskill discussed in the book *Technology and Second Language Teaching* (2000) the advantages and disadvantages of using new technologies in the language

classroom.

This type of research ignored two important factors. First of all, the computer is a machine, not a method. The world of online communication is a vast new medium, comparable in some ways to books, print, or libraries. To our knowledge, no one has ever attempted to conduct research on whether the book or the library is beneficial for language learning. Seeking similar sweeping conclusions on the effects of the computer or the Internet is equally futile. Secondly, and even more importantly, new communication technologies are part of the broader ecology of life at the turn of the century. Much of our reading, writing, and communicating is migrating from other environments (print, telephone, etc.) to the screen. In such a context, we can no longer think only about how we use technologies to teach language. We also should think about what types of language students need to learn in order to communicate effectively via computer.

此为试读,需要完整PDF请访问: www.ertongbook.com

> *Whereas a generation ago, we taught foreign language students to write essays and read magazine articles, we now must (also) teach them to write e-mail messages and conduct research on the Web. This realization has sparked an approach which emphasizes the importance of new information technologies as a legitimate medium of communication in their own right rather than simply as teaching tools. (Mark Warschauer and Carla Meskill, 2000)*

The above discussion clarifies the key issue in the research of technology enhanced language classrooms. Instead of questioning the existence of technologies and their efficiency in language classrooms, what is the most important is the principal goal of language education: what shall be taught regarding the changing conditions of our society—not only the rules of grammar, but rather to help learners gain "apprenticeship into new discourse communities" (Mark Warschauer and Carla Meskill, 2000),

which means that educators should create opportunities for meaningful and real authentic communication inside the classrooms as well as outside of the classrooms. Meanwhile, learners should be equipped with tools for their further individual social, cultural and linguistic development. In such a scenario, technologies are powerful tools to create authentic learning environment and provide various learning experiences. The roles of technologies in the language classroom can only be justified in light of the changing goals of language education. By using new technologies in the language classroom and outside of classrooms, we can better prepare students for the kinds of international cross-cultural interactions which are increasingly required for success in academic, vocational, or personal life.

In this book, the construction of a "seamless learning" model underpinned by social cognitive theory for EFL learners in China will be discussed. The drive for such a model is the urgent need of EFL learners in this more and more globalized world. We argue that advanced mobile

technology and rich online resources should be used to cater for the learners' needs. Instead of investigating the potential functions of mobile technologies, the discussion should focus on the learners' needs. We should not ask what technologies can do for the language classrooms but what we can use technology to do to make a difference for each learner's individual learning experience.

Chapter 1 Review of EFL Teaching in China

At the beginning of the 21st century, the People's Republic of China (PRC) has seen rapid economic development and an explosion in commercial, technological and cultural exchanges with other parts of the world, and China's growing economic, military and political stability also receive international recognition. This has given rise to a pressing demand for English proficiency (Y. A. Wu, 2001). On the one hand, the Chinese government regards English as necessary to help the nation further open up to the outside world, to realize the modernization program, and

to get an edge in the fierce international competition. On the other hand, proficiency in English promises abundant opportunities for job hunters: to graduate from university, to go abroad for further education, to secure desirable jobs in public and private companies, foreign-invested companies or joint ventures, and to be eligible for promotion to higher professional ranks. In fact, employees with proficient English are paid more. A national salary survey in 2002 suggested that employees who could speak English (or another foreign language) fluently had an average annual income of 53,378 yuan, whereas those with medium or low English proficiency averaged only 31.211 to 38,898 yuan. It follows that English proficiency has secured superior national, social, and economic prestige. As a result, this ever-increasing demand for English calls for impressive commitment to the teaching and learning of it from all possible sides involved.

1.1 A Profile of English Learners at Various Levels of Education

Though ELT at the pre-school level is not officially required, kindergartens in large cities do offer English lessons (British Council, 1995). The children who take English in kindergartens generally learn simple English songs, a small number of vocabulary items, brief dialogues, pronunciation, and basic intonation patterns (Cortazzi& Jin, 1996b). Their proficiency in English can rightly be described as minimum.

On the level of primary schools, English instruction is not part of the nationally prescribed curriculum. According to the guidelines issued by the MOE (2000b), primary schools run at city and county levels have started to offer English classes since the academic year of 2001/2002, and those in townships since the autumn of 2002. The recommended starting grade is Primary Three. By 2001

此为试读,需要完整PDF请访问: www.ertongbook.com