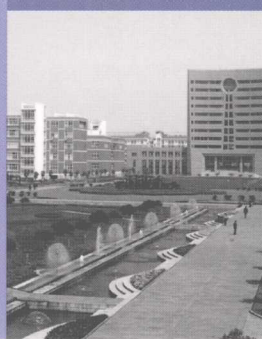




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外语教学环境论： 主题内容沉浸法研究

余卫华/著

Contextual Analysis of Teaching English in
China's Higher Education:
A Content-based Immersion Approach

光明日报出版社



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前 言

该书运用国际上最新的主题内容教学法 (content-based instruction) 和双语沉浸法 (bilingual immersion) 相结合的双语教育理论和有关研究成果, 结合对中国高校学习英语的非英语专业的学生进行的实证访谈调查, 指出了当前中国高等教育中非英语专业的英语教育 (包括英语语言课程的教学及目前一些高校正试行中的用英语讲授部分专业课程的教学) 过程中可能存在的一些潜在的、应该注意的问题。针对这些问题该书结合相关理论进行了深入的探讨并提出了一些切实可行的解决问题的措施和方案。

目前有关高校正在试行“全英教学”, 即部分专业部分课程用英语授课。但是“全英班”在授课过程中, (1) 哪些课程用英语讲授; 哪些课程又适宜用汉语讲授; (2) 在哪些阶段适宜开始用英语讲授有关专业课程; (3) 在用英语讲授专业课的过程中是否需要英语教师与专业任课教师之间的配合而且两者应如何配合; (4) 用英语讲授专业课程的教师的现有专业素质、英语语言素质及教学方法如何, 而在实施本书所提出的“主题内容沉浸法”的双语教学过程中又如何保证上述几个方面的因素的实施与提高。对于上述的这些难点和热点问题, 该书经过实证调查后, 运用国外最新的双语教育理论, 结合中国高校外语教学实际和需求, 进行了充分和详实的讨论。

当前中国的高等教育在 21 世纪的第 1 个 10 年行将结束之际已大步走向国际化和全球化, 正在逐步实施素质教育。该书对高校在素质教育和国际化、全球化教育中外语教育的改革及外语教育与用外语讲授专业课程的专业教育两者之间如何协调配合等问题也进行了探讨。这种探讨对于深化我国的高等教育阶段的外语教育改革, 对于专业教育如何应对国际化和全球化的趋势等应该是很具有现实意义的探索。而且该项目所提出的措施和实施方案是在实证调查的基础上提出的结论。这种带有实证调查的研究在非英语专业的教改文献中是非常少见的。



该书是作者在英国杜伦大学教育学院 (School of Education, University of Durham) 撰写的博士论文的基础上的进一步整理,2002 年初在获得广东外语外贸大学校级出版资助费用后曾经在小范围内印刷出版过 200 多册。后来一些朋友指出了书中的一些印刷和格式等方面的错误和不妥之处,同时也建议本书能够在更大范围内出版,至少能够被一些图书馆收藏。此次笔者也怀着这种愿望,修改了部分不妥的格式及印刷错误,同时也相应对书中的一些地方进行了修订和更新。但是确实由于时间关系,原计划对书中的大部分内容进行修改,甚至出版一本相近的中文本的想法只好留待以后了。书中不妥和错误之处还望得到专家和学者们的进一步批评指正。最后,本次出版得到“高校社科文库”部分资助、杭州师范大学出版专项经费资助项目部分资助,还有杭州师范大学外国语学院部分资助。对于上述资助,作者表示诚挚谢意!

余卫华

2010 年 9 月于杭州师范大学



Contextual Analysis of Teaching English in China's higher education : A content-based immersion approach

Yu, Weihua

With the growing trend of globalisation, a lingua franca like English becomes a necessity for international communication. China's economic development requires large numbers of citizens competent in English to gain access to the advanced science and technology from the West to promote its economic progress. But there is a great gap between China's demand for a great number of competent English speakers and its reality in the great shortage of such speakers. The reasons might be that there exist some problems in its EFL education in the higher education system. The aim of the thesis is thus to propose a feasible EFL teaching approach to help improve China's present EFL education so that more EFL learners could become competent English speakers in international communication both for China's social, political, economic and educational needs and the students' individual academic needs for English.

The theoretical conceptions for proposing an integrated EFL teaching approach are based on the analysis of a wide range of anglophone literature on EFL methodology involving foreign language teaching approaches, bilingual education, immersion education, content-based instruction and needs analysis. Based on the guiding principles of the literature a content-based EFL immersion approach is proposed to improve China's EFL education in the context of its higher education. It is suggested that the approach should be trialled and implemented for the non-English majors in their senior undergraduate and the whole postgraduate study at the key universities of China's major and



coastal cities where English is much needed. The approach proposes using English as medium of instruction to teach study skills and academic subjects with the immersion range from 30% to 70% of the curriculum depending on various needs and contexts.

The contextual setting for China's EFL education where the proposed approach is to be adapted and implemented is introduced. First, a historical overview of its EFL education before 1949, the founding of P. R. China and the development of its EFL education since then is given. The overview shows that the development of international trade, the advanced science and technology and the introduction of foreign culture are the three motivations for China to implement its foreign language education. The overview demonstrates that China's EFL education after the founding of the Communist Party is politically oriented and that political, social and educational environments are able to determine more or less the destiny of China's future EFL education. After the historical overview, its present EFL education has been discussed. On the one hand, China's open policy and economic development have pushed forward its EFL education. On the other, there still exist some problems in its EFL education today. The thesis argues that these existing problems are closely associated with China's various social, political and educational contexts. The content-based immersion approach is proposed not only based on the analysis of the anglophone literature on EFL methodology, but also on some theories of comparative education and the context of China's EFL education.

To identify the EFL learners' needs and their views on the feasibility of the proposed approach and because of the nature of the topic and the practical constraints, I choose qualitative approach as my empirical study. I draw on the respondents' EFL learning experiences both when they study in China and abroad and their perceptions of China's EFL education. The data collection instruments are mainly semi-structured interviews with some email replies. The criteria of assessing qualitative research in the process of collecting data involving reliability, validity, triangulation and relevance are discussed and ethical issues that should be observed in qualitative research considered. Some strengths and weaknesses of the data collection procedures have also been pointed out.



The method of my data analysis draws upon grounded theory and other approaches to qualitative data analysis (Glaser and Strauss, 1967; Spradley, 1979). I draw on the work of various anglophone scholars (Swain 1998; Ellis 2000a; Biggs 2007; Entwistle 2010) on general academic learning and EFL learning integrated with an orientation to content-based EFL immersion for theories which would complement and illuminate my empirical investigation. The analysis identifies the concepts through the respondents' talk about their experiences and perceptions of the EFL education in China's higher education. My interpretation of their concepts and the relationships between these concepts is illustrated by the words of the respondents themselves. Studying abroad has brought about some changes in them not only at their English proficiency levels, but also at their academic learning styles. The analysis of the empirical data suggests that there is support for the proposed content-based late partial EFL immersion approach and the respondents' views are in conformity with the theoretical and conceptual discussions.

Five implications are drawn from the data and five conditions to be considered for trialling and implementing the proposed approach put forward. The implications are: (1) ensure sufficient exposure to and create environments for using English; (2) develop students' intrinsic motivation in EFL learning; (3) adapt the advantages of the anglophone learning styles into China's higher education; (4) preserve the advantages of the traditional Chinese learning styles; (5) trial and implement the content-based late partial EFL immersion approach. The considerations include: (1) students' English proficiency levels; (2) curriculum planning; (3) evaluations and assessments; (4) pedagogy and cooperation between language and content teachers; (5) support from educational administration. The implications and considerations are integrated to explore the ways that are feasible to implement the approach in China's higher education and thus to provide a framework of what can be involved to help improve China's current EFL education based on its contexts and realities.

Finally, some limitations of the research resulting from the practical constraints of time, funding and contextual realities are pointed out and some guidelines and directions for possible future research provided.



Preface

It has been evident for the last three decades and more that education systems change to meet the needs of societies, as policies for education have placed increasing weight on the need to develop human capital through ever higher standards of education. Language teaching is no exception. As countries and governments realise that their prosperity depends on their ability to participate in the international market place, the significance of language learning - and of the acquisition of intercultural competence and sensitivity - has become self-evident. It has also become self-evident that the dominant language in this perspective is English, a fact regretted by those who fear that learning English involves accepting European and North American values and beliefs. However they need have no fear as it is clear that people adapt languages to their own ways of thinking and acting, and this is no less likely to be the case in China.

China appears to be no exception to the trend of internationalisation and globalisation, with the consequent need to ensure effective teaching of English. On the one hand, I have often admired the competence in English of people - not least the author of this book - who seem to have learnt efficiently by methods which have been perhaps too quickly rejected in Europe. On the other hand it may well be that I have met only a minority, those who succeeded, and that other methods are needed for the majority. This is certainly the experience of the author and it was an experience which stimulated him to investigate in more depth what learners in universities in China have learnt and what they feel they have missed. The careful empirical enquiry which was carried out, revealed indeed that there are needs not being met and that new methods should be considered.



It is the value of studying other countries and education systems that this process gives one a new perspective and a critical attitude. On the other hand, there is a danger of trying to transplant ways of thinking and doing from one society, with all its history and culture, to another society with quite different history and culture. However, the ideas for developing methods of teaching English in Higher Education in China proposed in this book make a judicious use of ideas from Europe and North America, combined with an analysis of the needs and potential of Chinese students in contemporary China. For we must remember that the needs of students reflect the needs of the society as a whole, and the author makes the point very strongly that Higher Education in China is responding to the changes in society and the changes in China's international relations.

Yu Weihua carried out the research on which this book is based whilst studying at the University of Durham. I was very pleased to be his supervisor and to see the evolution of a work which is doubtless of significance for the language teaching profession in China, as well as being of interest in Comparative Education in general. I was therefore all the more pleased to be invited to write this preface for what I am sure will be the first of many publications.

Michael Byram
University of Durham, England



A List of Abbreviations

- BICS = Basic Interpersonal Communicative Skills (Cummins)
CALP = Cognitive Academic Language Proficiency (Cummins)
CET - 4 = College English Test, Band Four
CET - 6 = College English Test, Band Six
CHC = Chinese Heritage Culture
Ed. D. = Doctor of Education
EFL = English as a Foreign Language
ELTS = English Language Testing Service
ESL = English as a Second Language
ESP = English for Special/Specific Purposes
GDUFS = Guangdong University of Foreign Studies
GRE = Graduate Record Examination
GMAT = Graduate Management Admissions Test
IT = Information Technology
L1 = The First Language
L2 = The Second Language
LSP = Language for Special/Specific Purposes
PSA = Present Situation Analysis (Needs Analysis)
SLA = Second Language Acquisition
TEFL = Teaching English as a Foreign Language
TESOL = Teaching English to Speakers of Other Languages
TOEFL = Test of English as a Foreign Language
TSA = Target Situation Analysis (Needs Analysis)
ZPD = Zone of Proximal Development (Vygotsky)
WTO = the World Trade Organisation



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Chapter One

Introduction

1.1 The background of the study

As we humankind have entered the new millennium, the age of internationalisation/globalisation, with the development of high-tech IT and media, modern society seems to have become smaller and smaller. Modern transportation, advanced means of communication and various international organisations have brought people of different countries closer and closer in real or virtual space in ways which a generation ago would have seemed impossible. The worldwide interrelationship of economy, trade, industry, science and technology, the globalisation tendencies as well as the global market lead to the fact that employees and citizens are increasingly interacting with each other and exchanging information all over the globe. The phrase “global village” is used to refer to this smaller world both in time and in space, just as if people from different countries or even continents or hemispheres were the next door neighbours.

As a result of this growing trend of internationalisation/globalisation and various kinds of cross-cultural contacts, a lingua franca thus becomes a necessity for communication because a shared language is an important bridge for us people from one nation to communicate with people from other nations. English has now assured its status as such a global language, for it is now universally recognised as an unrivalled common language of international communication, being used in practically all spheres, i. e. politics, trade, industry, science and technology, entertainment and the worldwide web (Phillipson, 2010). English is today the world’s most widespread lingua franca (Crystal, 2003). In our age of globalisation, Fishman’s (1992:18) remark that