

Impetus of Paradigm Shift for English Teaching in China's Higher Education

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Abstract

The English language is highly valued in China's universities because the social integration pushes the Chinese students to play an important role in their employment for international communication. However, in the most universities what the students learn about English is input of information and facts without much practice in communication skills. This spoon-feed teaching way is far from free control of English in communication. The graduating university students become "deaf" and "dumb" in English speaking situations.

The intercultural society and information-oriented world are challenging English teaching in China's university with much focus shift on improving students' communication skills, rather than only on teaching them how to comprehend the printed materials. This paper discusses the catalyst of paradigm shift for English teaching in China's higher education as well as feasible strategies for this shift. This possible change involves such dimensions as evaluation system, curriculum designing, test model, textbook compilation, teaching style and teachers' development. It is not only the change of classroom practice but also of the conventional education conception. Therefore, this paper covers the necessity of step-by-step change at each facet and its implementation in English education. In addition, it examines the teachers' new role and potential influences of this would-be mandated change on all

the stakeholders. The purpose of this paper is to create the ripple to demonstrate existing pitfalls to trigger reforms for the thorny issue.

Introduction

With the increasing social integration of multicultures, English undoubtedly keeps its dominance as an international language in communication. As Bamgbose (2001: 357) observed, English is recognized as the dominating language in the world as globalization comes to be universally accepted in political and academic discourse. Nowadays, ESL teaching is prevalent all over China, ranging from primary school and middle school to university and college. However, after 8 years' classroom instructions, can the students use English in the real-life situation as they wish? What obstacles stand in the way of their communication in fluent English? What can be done to improve English teaching in higher education for facilitating students to achieve high proficiency? This paper will examine these questions and generate an improvement program for focus shift on teaching from conventional spoon-feeding approach to a communication-based style. It also provides a clearer and more comprehensive understanding about the internal and external factors to encourage learners to participate in the program.

Vogel (2001) emphasizes the necessity of foreign language training in higher education. More availability for English-speaking environment should be created in China's higher education because China started to carry out its open-up foreign policy only 25 years ago and it was hard to establish English immersion in non-educational

situations. Fortunately, it is getting obvious that in big cities more importance has been attached to the ability to establish meaningful communication rather than to master the rules of the English language. Moved by this new tendency, some universities have introduced local and foreign academic professionals with the aim of bringing about a comprehensive change in the way EFL is taught and learnt. In this paper I design a program of English teaching for my university where I will resume to work.

There exist two catalysts for teaching reforms in English of higher education. One is the social concern about English communication proficiency of university students in their employment. The employers do not think the marks alone can demonstrate one's ability in English. According to many reports from employers, the graduating students appear to be "dumb and deaf" in English use, even though they have a good academic record in English performance in universities. The other is status quo in higher education that most students are not enthusiastic about continuum English learning after 6 years' study prior to university. Public English is a compulsory course for all non-English majors in university and college. The curriculum aims to highlight development of the students' use in English, but unfortunately, the nationwide test or examination harbors the misconception that English study is a matter of memorizing language details, particularly grammar and words. The tests tend to be essence knowledge – based rather than skill – based, so English seems to become a heavy load of the university students even after their piles of exams for sharp competition in high school.

General theoretical moorings of research can be found about optimal learning of foreign languages. Hinkel (2005) suggests in the book introduction that the development of essential skills of a foreign language (e.g. speaking, listening, literacy, grammar, reading, vocabulary), and writing is bound up with mental and physiological processes of learning and maturation. It means that language learning requires learners to make sense of the printed materials in the target language, involving the mental process of learning. But more importantly, it needs the learner's practice through mouth, ears and hands, namely, speaking, listening, and writing. The underlying philosophy of Asher's (1977) proposal is that language comprehension should develop before any oral participation. It is based on the belief that skills can be acquired more rapidly if the kinesthetic-sensory system is involved.

Recently there has been increased research on ESL/EFL learning and it mainly covers the strategy of language learning for novices, either kids or adults, but little research can be found about how to facilitate students' continuum learning of English in university, especially in less open China. This paper sheds light on present phenomenon, with the ripple allowing educators in China to be alert to the existing pitfalls in order to implement some changes for the thorny issue. Specifically, this paper addresses the following three questions:

- (1) How do university students learn English in China now?
- (2) Can they achieve the high proficiency matching the university level according to linguists and psychologists?
- (3) What program will potentially promote them to accuracy, fluency and

complexity of language use?

- (4) What benefits will the stakeholders reap --- decision makers, professors, students, and prospective employers in the job market?

The paper is divided into four sections: (a) the status quo of English teaching in most universities of China (b) the assumptions underpinning the teaching curriculum and evaluation system (c) the implementation of the initiative program (d) the benefits for all the stakeholders.

Status Quo

English has found its way into China's accelerating economy; for example, ESL initiative program starts in primary school and in kindergartens of big cities. Kids are expected to study English for about 3 or 4 years in primary school, 3 years in middle school and another 3 years in high school. Those who survive College Entrance Examination are required to study English further for 2 years in their college career. Normally, each Chinese student studies at least 6 years before entering universities. In lighthouse high schools, the students are trained to speak more English as well as prepare for the national examination designated for university admission. When they study in university classrooms, they find it tedious to follow the test-oriented English study, which is based on delivery of textbooks to accumulate vocabulary for College English Test Band 4 or 6.

The functions of education depend upon each individual. Some may be pushed academically while others may prepare for low-level employment. Because of disparate study goals, the phenomena can be observed among the students. Some are

tired of the dull test training and are absent from class frequently because what they need for improving communication skills is restricted by the current evaluation system.

The others hope to adjust their foci to the practical use of English. However, the existing testing system still misleads them to test-oriented learning since College English Test Band 4 and 6 are considered standards to evaluate their English proficiency. The certificates of the tests are commonly recognized and mean much in the employment market. This fact, which should not go unnoticed, forces the students to stray away from the original goal of English study for communication. What is worse, they are discouraged to practice spoken English as initiatively as they plan to.

Cultural Hegemony and Learning Motivations

Language is closely related to the culture of one nation or one region. China has a big population, hard for immersion of English off campus. Furthermore, people think weakening native language means loss of culture of the nation.

In China adverseness of English learning can be often discovered from the compositions of the university students. They know how important English is in the competitive society, but they wonder if it will be of use in their practical work. They reach the consensus that English plays a key role in international diplomacy, business, conference and academic exchange. However, if they work in an ordinary public institution, or in a small hospital, or even in a factory, will English be used in their job? They argue that they may not meet a single foreigner in their future job, or live in an unpopulated town, whom can they speak English to? They feel quite frustrated about

the policy that everyone must learn English all through the school education. Some of them are calling for their peers to protect Chinese culture and language from a great loss. In College English Test Band 4 or 6, it is written on the writing pages that “Is it not possible for only those who are interested to learn English?” The appealing provides food for thought that interest really matters in one’s learning motivation. If one is forced by pressure, he can not make English reveal its own value.

There stem some other resources from the social controversy to show the strong request of English requirement only in specifically limited areas, rather than at almost each level of employment promotion in China. Zhao Gen (2007) reports that one member of CPPCC (Chinese People's Political Consultative Committee) from Beijing region, Zhang Jianjun proposes to cancel English as prerequisite in career promotion or title assessment. Primary schools are strongly advised to open the curriculum of Chinese culture and literature rather than the English language to reinforce the national values.

One citizen named Little Mushroom (2005) is extremely against the policy of forcing all the students to learn English in school. He says the educational policy is against wills of the majority. The case shows us that English should be classified into the optional course, while Chinese must be restored to place in higher education.

In an increasingly intercultural world, hegemony is challenging cultural assimilation. The observations on campus generate the assumption that the English curriculum in higher education appears to fall flat. Also they are thought-provoking, triggering awareness and due attention of the educators to the existing pitfalls.

Theoretical Assumptions

As far as the solution to the problem is concerned, I recommend the program optional for university students to their interest and motivation. The literature review provides the critical theories about second language learning and teaching. Current second language instruction is built on the notion that learners need to be actively involved in gaining input through interaction. If the learners know the relationship among input, interaction, and second language acquisition, they can be clear about how learning moves from exposure to second language input to production stage of output.

Gass (1997) elaborates the process in five-stage conversion of input to output: apperceived input, comprehended input, intake, integration, and output. In her opinion, the fluent English speaker is supposed to automatically retrieve information from his knowledge base, which is developed through practice and repeated exposure to exemplars. She argues that awareness and attention are not the only factors to learn, instead, there are internal and external factors such as motivation, attitudes, associations and prior knowledge. Whether or not university students in China are able to master English in communication depends on their continuum motivation and positive attitudes toward English course in addition to their language foundations built before entering university.

Also Doughty (1991) takes availability of input and frequency of output to be factors determining effective second language learning. Input of information does not mean active intake of it, while the information should be processed and analyzed to

achieve apperceived intake. In the language training program listening itself is not the final purpose, instead, taking notes, repeating or retelling the stories, and writing reflections are to be done during and after the listening process. Specifically, the students are expected to repeat or generalize the main meaning of the materials instead of putting a check on the optional answer to a question, which is often taken as a model in listening test of English in China's education.

Interaction in different situations can affect the process and the speed of acquisition. Students who can consciously put the advanced language structures into spoken English are said to make progress faster than those who cannot. Moreover, students who are willing to be immersed in English learning environment are found to accomplish more than those who are not willing to. Unfortunately, students do not view output or interaction as a way of practicing already-existing knowledge, which is not a way of creating knowledge like writing a computer program. Therefore, English learning involves an incremental accumulation of apperceived input, then the active output and interaction in practice.

The classroom is a means to enhance the input. The students often spend more time on metalinguistic activities such as studying grammatical rules and memorizing vocabulary words. Gass (1997, p.158) argues that "increased metalinguistic awareness" can take place between the forms learners are using and the ones used by the native-English speakers, which means the more the learner is made to be aware of unacceptable speech, the greater opportunity there is for the learner to make appropriate modifications. She presumes that "negotiation ultimately leads to

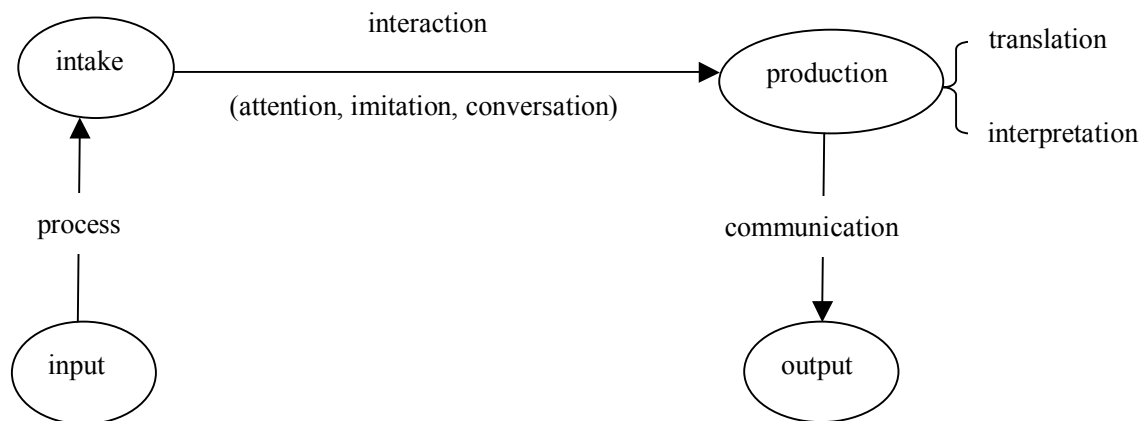
increased knowledge of the second language because it leads to heightened awareness” (Gass, 1997, p. 158).

Interaction is a phase to check whether the speaker’s language formation can convey the conceptual content of his intended message. Rote repetition cannot provide sufficient appropriate practice. Bygate (2002) suggests that work with first language users might aim to raise awareness among students of the strategies of word choice in particular contexts. Main teaching and learning objective is for learners to be able to communicate, so education is supposed to create substantial practice for the students to respond to “oral stimuli” (p. 35) and form a habit of spoken interaction, which is an effective way of promoting memorization and accurate speaking (Fries 1945, cited in Bygate).

Imitation and habit formation are quite essential for input and output. Gass (2002) explains that a learner receives a large quantity of input in conversation, which in turn bears on what he/she is able to take from the conversation. Input of language involves comprehension, while output forces learners to concentrate on “syntax of an utterance” (p. 180) and how the target language works. Wesche and Skehan (2002) illustrate that learners modify their language input from native-speaker norms to input features and interactional moves at different levels of language use. Lantolf (2002) also values the importance of social mediation in language output. Self- and other repetition can serve peer mediation to help learners mutually construct new linguistic forms.

Inspired by the research about ESL/EFL, I conceptualize the following chart to

depict the effective learning flow.



Chinese university students are not English beginners, so what they need is communicative competence instead of simple words in speaking, which includes knowledge of appropriate, effective, and correct language behavior for given communicative goals (Hymes, 1971a). Accuracy in language use is an important educational goal. Swain (1995) stresses that curriculum should involve an emphasis on accuracy, complexity as well as fluency in language production. Freed (1995) recommends that a further, well-proven approach to content-based instruction with contact experiences lies in out-of-class language activities, exchanges, and study abroad. When Chinese students have no financial aid in studying abroad, universities ought to provide comprehensive environment for second language development to cope with academic content at a higher level, thus minimizing the accuracy problem.

Oxford (1996a) emphasizes that culture plays a vital role in formation of the individual's personality and learning processes. Oxford (2002) points out that educators need to know more about diverse students: their cultures, motivations, styles, strategies, anxiety, and other factors. Therefore, one's learning style is determined by his/her specific goals and personal conceptions about knowledge

acquisition.

The purpose of learning foreign language determines one's motivation and strategies for achievement; they are as diverse as the students who study them. Some kids in China are curious and feel fresh in learning new language. They go to English class regularly just for fun or to cultivate interest. Others are forced by their parents to be equipped with an extra competitive advantage in future schooling. Some study another language in hopes of finding a rewarding career in the international marketplace or government service. Others are interested in the intellectual challenge and cognitive benefits that accrue to those who master multiple languages. Still others seek greater understanding of other people and other cultures. Some others are obliged to study a foreign language, as they do other courses, simply to fulfill a graduation requirement. In a word, many individuals are learning English today not because they have a love of the language or because English is promoted by a growing industry, but rather because they want access to such things as scientific and technological information, international relations, global economic trade, and higher education.

McKay (2005) argues that knowing English is like possessing a lamp, which permits somebody to open the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power. In village-like world, the basic goal of foreign language learning should be to achieve communication with people in the target language to promote sociocultural integration.

Initiative Program Implementation

The above theoretical conceptions underpinning my program are used to determine implementation of the program for contribution to the paradigm shift of English teaching. The recent research extends from psychological cognitive learning of language to philosophical constructive approach of language acquisition. The students' exposure to English in China is limited mainly to the classroom, while the classroom instruction is supposed to build on the knowledge, experiences, cognitive skills, informal language acquisition opportunities, and academic background that the university students bring with them.

The new program is more output-oriented, but we should keep it in mind that reading and listening are equally indispensable components of accomplishment in language command. We can integrate reading practice into writing or speaking.

As we know, active readers construe meaning from written documents and interaction between them and the text, rather than a direct transmission of information from the author of the given text to a learner. Reading is taken as an active skill involving guessing, predicting, checking and asking questions of the reader. Therefore, ESL/EFL teaching shifts the focus from reading as a product to reading as a process, taking delivery of the information in different formats as production like retelling the story, summarizing the article, rewriting the statement based on the given materials, critically reviewing some readings, or even paraphrasing the single sentence or paragraphs. Similarly, listening practice can be integrated into speaking program.

Particularly, the program involves four levels—intermediate speaking,

intermediate translation, advanced speaking and advanced writing, as shown in the following table. The courses are optional for each individual at specific levels, and the test models will be modified corresponding to the revised curriculum, for which each will be awarded the corresponding credits. The assessment can be flexible in the way like 6 or 8 credits minimum for total requirement of English course in four-year career. The credits can be obtained in one or two terms, depending on the interest, the ability, and the study plan of each individual. This evaluation is more to-the-point and the learners can discover their own strengths and weaknesses in entire language mastery.

However, the first phase of the program is desirable for all to complete. The intermediate speaking is classified into the compulsory course because it integrates learning into amusement, interest and much fun, popular among the students. The core goal of this program is to advocate communication in English, so this course is logically the most basic for each student. But it does not follow that there is no change in the new and the existing program. There are two differences here. One is that the new system specifies the credits in assessment, easy for the students to follow the clear path around this foci; the other is that the popular entertaining mode is used in classroom study, although it is as compulsory as the present curriculum.

The scientific assumptions in linguistics and foreign language acquisition support the notion that audio and video teaching is effective and well-accepted for the nature of language learning and the learners' enthusiasm arousing.

Specific curriculums and test models

Curriculums	Test models	Credits
Intermediate speaking	Conversation making (0.5 credit) Brief show playing (2 credits) English songs singing (0.5 credit)	Total: 3
Intermediate translation	Sentence paraphrasing (0.5 credit) Code switching among peers (1 credit) Paragraph translation from L1 to English (1.5 credits)	Total: 3
Advanced speaking	Group debate (1.5 credits) Short improvised speech (1.5 credits) Seminar presentation (2 credits)	Total: 5
Advanced writing	Argumentative essay (1 credit) Critical review (2 credits) Editorial comment (2 credits)	Total: 5

In intermediate speaking course, the students are supposed to practice in group discussion or pair work. Their class activities are centered on making conversation, playing drama or brief show and singing English songs. The instructors are expected to be humorous and enthusiastic in teaching style because this section is aimed to

encouraging the students to overcome their shyness to speak English anytime.

Normally the vigorous teachers can create a relaxing and dramatic atmosphere to sustain practice of the immersion program. Once the students dare to improve spoken English by learning lessons from their mistakes in word choice and its pronunciation, they will be sure to form the habit of speaking English in any situation.

The group work in class is designed to develop the students' cooperation and team morale. However, it is held by some teachers that learning occurs only between teachers and students, and that student-student interaction represents off-task behavior, discourages individual achievement. They ignore the assumption of Johnson (1995) that constructive student-student interaction influences students' educational aims and success, develops social competencies, encourages taking on the perspectives of others, boosts students' self-esteem, and contributes to improving not only the relationship among students but also to generating a positive attitude toward school (Johnson, 1995). This course training is the foundation of the next three higher levels in the prescribed program, so it can be manipulated to be compulsory for all students.

The learners can attain level of comprehension ability, and fluency of oral production to some extent, but they continue to experience difficulties of accuracy. Therefore, in intermediate translation section, the theory of "translation asymmetry" should be put into practice. Kroll and Sunderman (2003) examine that translation from L2 to L1 should be faster than translation from L1 to L2. Based on this assumption, the students ought to be taught how to balance the two directions of code switching. Now that translation from English to Chinese is faster than translation from

Chinese to English, the students should grasp the skills of imitating the native speaker's English in reading, talking, watching movie or listening to the radio. When they are regularly exposed to English in the real situation, they will get to know how to process the input of information, and how to react in interaction after imitation of the speakers or writers.

The effective way to speak English is to immerse the students into an environment filled with the English language so as to foster the skills to think in English, rather than think in their mother language and then reach English after translation. The latter process takes a longer time in a brain's working. The normal working brain takes a second to organize one's thought, but the ESL/EFL learner must perform that task after analyzing the information from the speaker and transmitting the reflections to his/her brain. Thinking in one's native language does affect the length of time to acquire the needed English proficiency. So it is not advisable to think in his/her mother tongue and then translate what he/she wants to say into English.

According to "translation asymmetry", the students ought to know what represents proficiency of good English and how to achieve high level of English in all spheres. Generally, the students take it for granted that the faster a learner speaks English, the better it shows him/her high English proficiency. What really matters in expression is language code switching from one to another quite accurately and naturally.

As far as I know, the present university students feel at loss how to organize their thinking in proper English before expressing it. What stands in the way of their

effective communication is lacking skills of switching code from their native language to English. They tend to think in Chinese before expressing themselves in English, so searching for the accurate English words matching the Chinese in their mind will block them in fluency and flow of spoken English. The poor communicators are characteristics of broken oral English, which hinders the eager learners from making sustainable progress in speaking English. Training on translation means a lot in the improvement of accuracy between language switching. Therefore, practice to think in English making sense to the audience or listener is definitely necessary to strengthen the students' self-confidence.

In advanced speaking phase, the curriculum is designed for group debate, improvised speech, and seminar presentation. The goal of this phase is to foster fluent and accurate English speakers. Swain (1985) claims that, besides the comprehensible input, learners must have opportunities to produce the language, if they want to become fluent speakers. For learners to really use the language, they must attend to both the meaning of what they say and the form of how they say it. The instructors are expected to be native English speakers with wide range of interest in popular events such as sports, music, movies, and current international affairs. Those who can be competent in this practice might probably be the stars in English speech contest or DJ in media programs.

The students are required to watch movies in English version or listen to the English radio before class. The instructor will offer them chance to share respective experiences with the classmates. More importantly, they should be able to answer the

questions from the instructor or the classmates. The students in this class are on duty twice a week for English corner, club or talk show. The student association is responsible for assisting the initiative programs with the TV or radio station. All the activities in this course are supposed to upgrade the students' communication skills so that they can lead their peers on campus to enjoying English.

Normally, the ambitious students register this course for their study plan overseas. They are spontaneous in speaking English in any possible situations, so they will feel much fun in studying this course and will be improved faster than their expectation because they immerse themselves in English as often as they can. High motivation and interest in English can direct one to a continuously repeated behavior, which makes him/her accumulate experiences in unawareness. People are thought to construct knowledge in thinking while learning. That is to say, knowledge is never static, it changes and transforms with new discovery. Furthermore, the knowledge acquisition can be built in one's active cognition. Undoubtedly, English skills can be enhanced in considerable experiences of practicing learner's cognition.

In the advanced writing course, the students are assigned many pieces of writing such as argumentative essays, editorial comments, and critical review. The textbooks are expected to include writings in different styles covering a wide range of knowledge to reflect the updating or even forward-looking developments, to help change teachers' backward educational ideology for teaching efficiency improvement (South Project Group, 1998: 3). Improved quality is also demanded in other teaching materials, such as reference books and teaching software. The materials offered to the

students can range from psychology to philosophy. Remember to offer chance to the students to choose the specific reading materials relevant to their interest or their majoring program. The length of the article varies from topic to topic, but there is a required length of the writing assignment from the instructor.

This course aims to expand the students' interesting fields and foster their skills of critical thinking. The instructors are not supposed to provide the recasts of the students' writing as a negative feedback. They can repeat the student's erroneous utterance, stressing the deviant parts, then reformulated the utterance, stressing the corrected items. If learners treat recasts explicitly as corrections, they are more likely to reflect on them and develop some conscious representation of the underlying pattern or rule (Ammar & Spada, 2006). The purpose of learning determines the attitudes of the learner. If one treats language as an object to study, he/she might detect the corrective force of recasts and thus derive negative evidence from them. If one treats language as a tool of communication, he/she is less likely to see recasts as corrective and so will derive only positive evidence from them.

In critically analyzing the article about its strengths and weaknesses, the students are trained to judge things objectively and learn to compromise in conflicts. In addition, they will promote their learning autonomy and strengthen their awareness of language sense. They are gradually benefited in training of critical thinking because it is essential for the educational institutions to teach them how to negotiate between the divergences and how to achieve trade-off in dissonance.

The prospective English writers or students wishing to go to study overseas can

take the advantage of this course because the instructors are chosen from those who have graduated from foreign university with a master's degree or higher level. As a matter of fact, this course is specially designated for those writing fans or potential researchers. It is the highest level for English proficiency with accuracy, fluency, and complexity of the perception about All Language.

The test models and the credits of each course can vary from the level of difficulties in the first two years of university career. Nowadays, there are 4 credits for English course per term and 4 terms totally within two years, so this program in combination of internal and external efforts can be measured in different divided sections. The intermediate speaking course can be valued as 3 credits, the intermediate translation course can be done as 3 credits, the advanced speaking course as 5 credits, and the advanced writing course as 5 credits. How many credits the students can get from English course depends on which course they would like to choose, but the total credits for English course is 16 credits. Put in another word, the structure of English course is not changed, what will be changed is the division of different portions and different credits for each level. So to speak, the program will change the curriculum into more specific areas and provide the different evaluation systems for each area.

Benefits for Stakeholders

The social, economic, and political marginalization influence participation and progress in a foreign language learning. For English optimal learning style, the subject variables such as learners' preferred learning style, motivation or intelligence may

impact on effectiveness of one way over another. No single approach is suitable for all ESL learners. The purpose of this prescribed program is to facilitate transition from passive learners to empowered ones, to integrate the personal, academic and learning skills development with language skills development. Therefore, whether this highly-demanding program is beneficial to the students or not depends on internal and external factors.

Fosnot (1989) says that learners need to be empowered to think and learn for themselves, so learning is conceived from something a learner does, not something that is done to a learner. It goes without saying that we learn for the purpose of being knowledgeable to solve the present or potential problems. Real-world problems of today cannot be solved by single disciplines of knowledge alone, which requires the students to master comprehensive skills by learning from whom they can. English is taken as a communication tool by which all kinds of knowledge-based materials can expand the students' interest and worldview, so undoubtedly this program is aimed to motivating the students to focus on communication-directed English study for fluency, accuracy and complexity of English mastery.

Interestingly, English literacy becomes an indispensable prerequisite for an official to get promotion in public institutions in China. It suggests that the students cannot say goodbye to English tests if they work in the government institution and hope to get promoted even after their graduation. Therefore, English will be a part of their life learning. In this case, any skills that the students obtain in the systemic education are expected to benefit them in the long run.

Furthermore, it will benefit the teachers in role elevation. The teachers are supposed to facilitate the students in learning by providing vast opportunities to use the language for both meaning-focused communication and form-focused instruction, and by creating a variety of authentic contexts to allow for full performance of the language. Peers can share the teaching resources and experiences with one another. They will enjoy teaching more from the rewarding effort in promoting English teaching to a higher level.

The policy makers will also make contributions to basic paradigm shift of English teaching in higher education. Their feat will be symbolized by any level of progress in entire educational domain. English is over spread in all universities and colleges of China, especially the first phase of this program is permeable to each corner of campus, so a little bit accomplishment of teaching and learning will mean a lot in educational system reform.

In addition, the employers will be greatly helped by those graduates achieving high proficiency. It may scare some of the students with poor English background, but the optional courses in the curriculum allow for all enrollers to be enthusiastic and vigorous about marching forward the new specific level fitting their goals in language study. This is what education really means and what the learners really want from education.

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