

Adapted by L. Melvin Ward



Our Part in God's Story in China B-1.B.1

Dr. David Dickerson

Chairman of ERRC's Board

I am a "retired" Shakespeare professor.

Like many retired people, I wanted to do something meaningful instead of just 'retiring.' Providentially, God has allowed me to teach 7 times in China and 10 in Africa, including my most recent trip to teach in Jinan this spring at 80 years old.

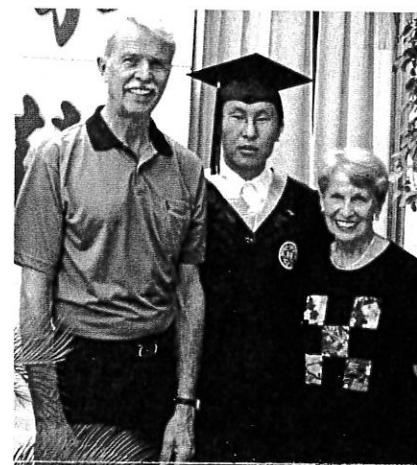
Shakespeare has become important to me in a whole new way—as an open door to Chinese universities. I can legitimately tell my graduate students that, based on my research, I am confident that Shakespeare was a Christian. I share that I am also a Christian, and that I will teach the plays from a Christian point of view, which is very acceptable to my Chinese literature department host. As we discuss the biblical references and motifs in Shakespeare's plays, many students become interested and ask for our help in studying the Bible.

I want my students, who are preparing to be professors themselves, to be passionate about their disciplines. I want to be an example for them of serving their students and empowering them for fulfilled and success-

ful lives. Above all, I want them to hear how their life can be transformed. I hope Shakespeare would be proud of the ways he has opened doors for me.

As members of the larger ERRC Community, we are all "people of the story"—the long epic of God's redemptive work in the world. My wife, Betty Ann, and I have been privileged to help write a few small, new chapters in that story—but they are chapters that change eternity in very significant ways.

Had we but world enough and time we would show you the faces of students who come to visit us in the evenings. We would tell you about Allen, who told my wife, "When I graduate, I've decided to teach and show love, the way you do." He took a job in far western China, a region usually despised and avoided by Han Chinese. His influence and success are illustrated by the fact that in 2008 he was chosen to carry the Olympic torch in his city. Our student Spring is carrying on a fulltime ministry to hospitalized persons and their families. Finally, there is Kate, who had trouble getting her master's thesis accepted until I helped her clarify its structure and focus and edited her English. Now she is teaching English in a university, but more importantly, she is teaching 27 mothers in her city how they can teach the Bible to their children.



David & Betty Ann with their student.

ERRC occupies a unique niche in providing educational ministries to China. In a typical year we have 35-40 faculty in the top universities in the country, providing an opportunity to influence future leaders. The faculty we send are themselves very rare—committed Christians, highly trained, willing to secure funding to supplement a very modest Chinese salary, and committed to arduous service in a largely-alien environment. As you have read in previous issues of *Current*, we are determined to double the size and scope of the ERRC's ministries in the next few years.

ERRC Contact Information

USA Berkeley Main Office
 1405 Arch Street Berkeley CA 94708
 T: 510-486-8170 | F: 510-486-8160



Email: errc@errchina.com
 Website: www.errchina.com

ERRC Educational Society (Canada)

6200 McKay Avenue Box 141-592
 Burnaby, BC V5H 4M9 Canada
 T: 778-322-5411

ERRC US Board

Dr. David Dickerson, *Chairman*; Martha Chan;
 Charles Hsiung; Stephen Easton; David Fields;
 Dr. Edward Lee; Dr. Ching-Cheng Lee; Dr. Donald Tinder

Canada Board

Dr. Ward Gasque, *President*; Ellen Li, *Secretary*;
 Verney Kho, *Treasurer*; Martha Chan, Kay McAllister,
 John Mao, Julia Poole



I have given just a few reasons why we are passionate about the work of ERRC—and passionate that this work will grow and will succeed in sowing a Christian influence in the lives of China's future leaders. Is God calling you to join us?

Longtime leader of Protestant church in China dies

■ **COMPILED BY
MATTHEW BROWN**
DESERET NEWS

Richard Mouw, president of the Fuller Theological Seminary, says



K.H. Ting

government-sanctioned Christian churches, died Nov. 22. He was 97. Memorial services were held Tuesday.

Mouw said his friendship with Ting, also known as Ding Guangxun, began with an invitation to speak at Mouw's 1993 installation as president of Fuller in Pasadena, Calif. Critics of Ting's close relationship with China's Communist Party and government pressured Mouw to withdraw the invitation. Ting's relationship with Fuller began 10 years earlier when a Fuller delegation led by Mouw's predecessor, David Hubbard, visited China.

"We stuck with the decision, and the bishop participated," Mouw said in a statement. "The visible protest during the ceremony was carried out quietly and with respect." Ting is considered one of the

most influential Christian leaders in China since the 1950s, serving as chairman of the Three-Self Patriotic Movement of Protestant Churches in China and president of the China Christian Council. He was vice chairman of the Chinese People's Political Consultative Conference from 1989-2008.

"He has a positive legacy in many people's eyes because he pushed forward Protestant Christianity and its interests in China, albeit under the scope of the government," Carsten T. Vala, an expert on Chinese Protestant Christianity who teaches at Loyola University in Maryland, told the Los Angeles Times. "But he was also a lightning rod, seen by those in the house churches as having compromised by leading the Communist Party-controlled church."

Ying Fuk-Tsang, a divinity professor at Chinese University of Hong Kong, told the China Post that Ting should be credited with rebuilding the church after the Cultural Revolution and pushing the government to adopt policies favorable to religious freedom. He said Ting also spearheaded reforms in the state-sanctioned church, making it less political and serving believers' spiritual needs.

"He has made contributions as well as mistakes — and no other Christian figures had as much influence as (he did)," Ying said.

Mouw said Ting worked closely with the government in formulating and maintaining "the Three-Self Principles" that provided the framework for religious life in China. The principles required that

approved religious bodies be self-governing, self-supporting and self-propagating.

Designed to protect the Christian church from outside undue influence, Mouw said they also reflected an insight fostered by Ting "that Chinese Christianity must not be a mere 'western import' but be relevant to current thinking in China."

Born in 1915 in Shanghai, Ting studied at Saint John's College in that city and earned bachelor's degrees in both literature and theology. In 1946, he and his wife moved to Canada where he became mission secretary of the Canadian Student Christian Movement.

Ting also studied at Columbia University and Union Theological Seminary in New York from 1947 to 1948. In 1951, the couple returned to China.

In 1955, he became a bishop in the Anglican Church and was a principal of Nanjing Union Theological Seminary until his death.

Ting often greeted delegations that Mouw led to China. In one of their last meetings, Ting asked Mouw if it was a good idea to have the head of Chinese churches carry the title of bishop.

"I smiled when he asked me that question, telling him that he was putting a Presbyterian on a theological spot," Mouw said. "But then I said in seriousness that I was firmly convinced that having a bishop, as a single revered leader, had been a genuine strength for the Chinese churches in their decades of negotiations with party officials about issues of religious freedom."

EMAIL: mbrown@desnews.com

B-1.C.1

China surges past Japan as No. 2 economy

U.S. economy may be passed in 10 years

Joe McDonald

THE ASSOCIATED PRESS

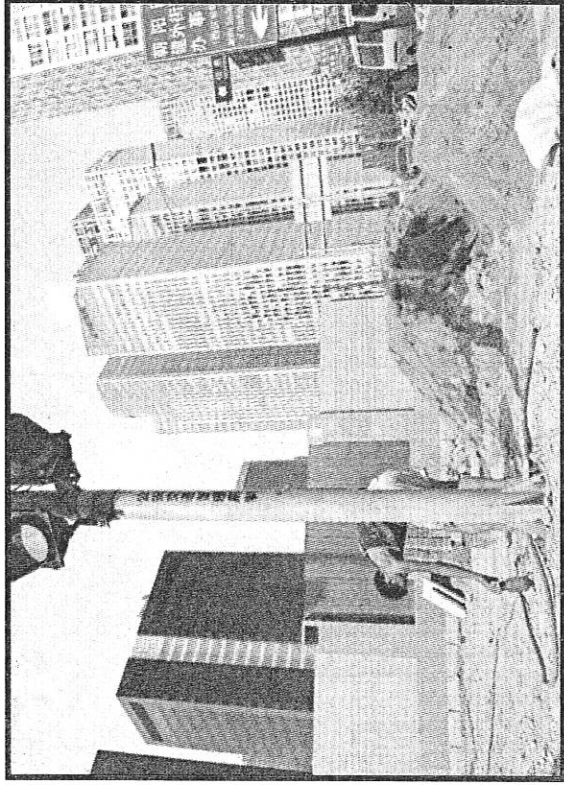
BEIJING — China has eclipsed Japan as the world's second-biggest economy after three decades of blistering growth that put overtaking the U.S. in reach within 10 years.

Japan is still far richer per person after confirming Monday that economic output fell behind its giant neighbor for the three months ending June 30. However, the news is more proof of China's arrival as a force that is altering the global balance of commercial, political and military power.

Analysts are already looking ahead to when China might match the United States in total output — which the World Bank and others say could be no more than a decade away.

"This means the world will pay more attention to China, especially when most Western countries are mired in the bog of debt problems," said economist Lu Zhengwei at Industrial Bank in Shanghai.

Unseating Japan — after earlier passing Germany, France and Britain — caps three decades of breakneck growth that has cemented a dramatic change in China's place in the



ALEXANDER F. YUAN/Associated Press

A migrant worker takes a break from his job near a construction site at Beijing's Central Business District on Monday.

income of \$37,800 last year, compared with China's \$3,600. So are Americans at \$42,240, their economy still by far the world's biggest.

According to Monday's report, Japan's nominal GDP was worth \$1.286 trillion in the April-to-June quarter compared with \$1.335 trillion for China.

The figures are converted into dollars based on an average exchange rate for the quarter.

World stock markets mostly fell on the news that Japan's economy grew just 0.1 percent in the second quarter, far short of expectations and well below the 1.2 percent growth in the first quarter. The report follows signs last week that both the U.S. and Chinese economies are not growing as fast as earlier in the year.

In the midst of the global crisis, stimulus-driven Chinese growth that hit 11.9 percent in the first quarter this year before easing in the latest quarter helped to propel the world out of recession. Chinese demand for raw materials and other imports buoyed economies from Australia to South Korea to Africa.

China uses more than half the world's iron ore and more than 40 percent of its steel, aluminum and coal. It passed the United States last year as the biggest auto market and Germany as the biggest exporter.

so avidly courted that companies from Detroit automakers to French handbag producers now design goods to suit them.

Still, China's rise has produced glaring contradictions. The wealth gap between an elite who profited most from three decades of reform and its poor majority is so extreme that China has dozens of billionaires, while average income for the rest of its 1.3 billion people is among the world's lowest.

By contrast, Japan's people still are among the world's richest, with a per capita

world over just the past five years.

State-owned Chinese companies have emerged as major resource investors, pouring billions of dollars into mines and oil fields from Latin America to Iraq. Chinese pressure helped to win a bigger voice for developing economies in the World Bank and other global institutions.

On a human level, China's rise has allowed hundreds of millions of people to work their way out of poverty and sent a flood of students and tourists to the West. Its consumers are

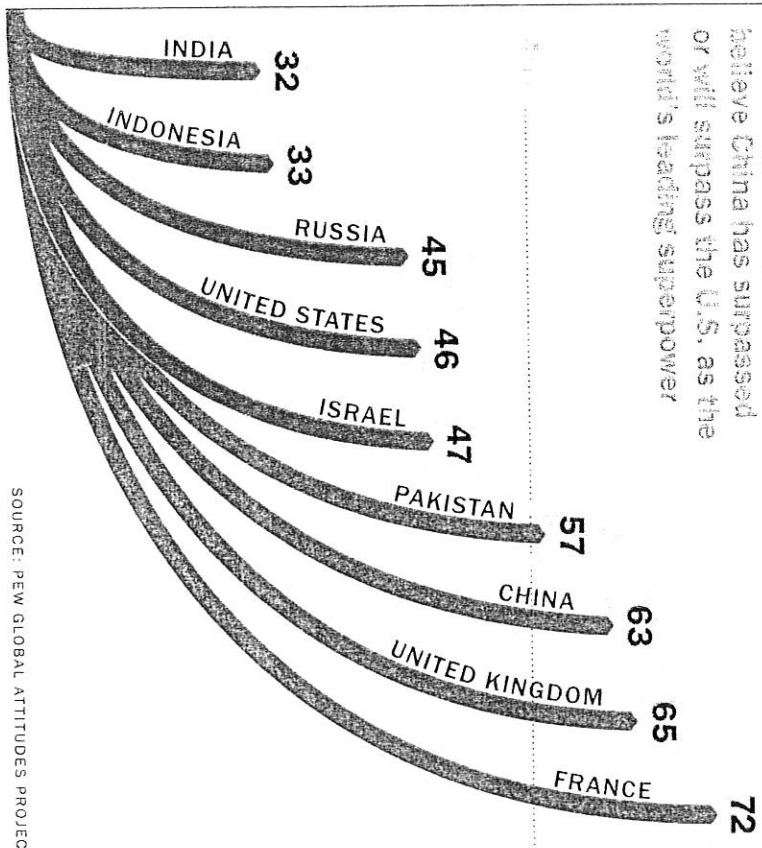
B-1.D.1

B-1.E.1

Weighing the World's Two Titans

U.S. Global perceptions of China and the U.S. are shifting, according to a new study from the Pew Global Attitudes Project. Although overall opinion of America is higher than it was during the Bush years, the majority of people surveyed in 15 of 22 nations said they believe China has replaced or will replace the U.S. as the world's leading superpower. The poll showed that China's favorability has risen markedly—a sign of its burgeoning soft power—particularly in Western Europe, though regional rivals like Japan and India exhibited some wariness.

Percentage surveyed who believe China has surpassed or will surpass the U.S. as the world's leading superpower



SOURCE: PEW GLOBAL ATTITUDES PROJECT

By Ishaan Tharoor and Everett Rosenfeld

atum:
s of
d
the
ne
ted
istra-
35.
wants
ich-
they
ols
early
est
earn.

Time Aug 8, 2001
p.13

by
it day for
Lucky
J.

Elizabeth Dias

China's gradual descent

The following editorial appeared in the Chicago Tribune on Sunday, July 21:

One of the most important economic stories of the era is unfolding in China, and every American should hope for a happy ending.

The world's second-largest economy is slowing down from its 30-year dash. A formula based on exports, cheap credit, heavy manufacturing and infrastructure investment has run its course — after, it should be noted, helping to lift hundreds of millions of people out of poverty.

China's economy grew 7.5 percent in the second quarter this year, far below the double-digit gains of the recent past. Clued-in economists such as Zhiwei Zhang at Nomura predict that growth will fall below 7 percent in 2014.

When China slows, the world feels it. To an extent, business activity in the U.S., Europe and Japan

will be constrained. That might sound like a problem, but it could turn out to be a big plus in the long run. Here's why:

China is embarking on an ambitious plan to overhaul its giant economy and provide for sustainable growth in the future. Its leaders recognize that the Asian giant needs to be rebalanced so that consumer spending and domestic demand set the pace. China's economy must consume more of what it produces. It needs an economy, in other words, more like ours.

To achieve that end, the country that gave us Mao Zedong's communist revolution has to embrace free markets. It has to allow its currency to float more freely based on economic conditions. It has to allow its interest rates for loans and deposits to rise and fall. Protected sectors of its economy have to be opened. Any workable new formula will involve greater competition, and less state control.

24 July 2013 Daily Herald

B-1.F.1

Chinese think tank urges an end to one child policy

Alexa Olesen

THE ASSOCIATED PRESS

BEIJING — A Chinese government think tank is urging the country's leaders to start phasing out its one-child policy immediately and allow two children for every family by 2015, a daring proposal to do away with the unpopular policy.

Some demographers see the timeline put forward by the China Development Research Foundation as a bold move by the body close to the central leadership. Others warn that the gradual approach, if implemented, would still be insufficient to help correct the problems that China's strict birth limits have created.

Xie Meng, a press affairs official with the foundation, said the final version of the report will be released "in a week or two." But Chinese state media have been given advance copies. The official Xinhua News Agency said the foundation recommends a two-child policy in some provinces from this year and a nationwide two-child policy by 2015. It proposes all birth limits be dropped by 2020, Xinhua reported.

"China has paid a huge political and social cost for the policy, as it has resulted in social conflict, high administrative costs and led in-

See CHINA, A2

hcd

China

Continued from A1

directly to a long-term gender imbalance at birth," Xinhua said, citing the report.

But it remains unclear whether Chinese leaders are ready to take up the recommendations. China's National Population and Family Planning Commission had no immediate comment on the report Wednesday.

Known to many as the one-child policy, China's actual rules are more complicated. The government limits most urban couples to one child, and allows two children for rural families if their first-born is a girl. There are numerous other exceptions as well, including looser rules for minority families and a two-child limit for parents who are themselves both singletons.

Cai Yong, an assistant professor of sociology at the University of North Carolina, Chapel Hill, said the report holds extra weight because the think tank is under the State Council, China's Cabinet. He said he found it remarkable that state-backed demographers were willing to publicly propose such a detailed schedule and plan on how to get rid of China's birth limits.

"That tells us at least that policy change is inevitable, it's coming," said Cai, who was not involved in the drafting of the report but knows many of the experts who were. Cai is currently a visiting scholar at Fudan University in Shanghai. "It's coming, but we cannot predict when exactly it will come."

Adding to the uncertainty is a once-in-a-decade leadership transition that kicks off Nov. 8 that will see a new slate of top leaders installed by next spring. Cai said the transition could keep population reform on the back burner or changes might be rushed through to help burnish the reputations of President Hu Jintao and Premier Wen Jiabao on their way out.

There has been growing speculation among Chinese media, experts and ordinary

people about whether the government will soon relax the one-child policy — introduced in 1980 as a temporary measure to curb surging population growth — and allow more people to have two children.

Though the government credits the policy with preventing hundreds of millions of births and helping lift countless families out of poverty, it is reviled by many ordinary people. The strict limits have led to forced abortions and sterilizations, even though such measures are illegal. Couples who flout the rules face hefty fines, seizure of their property and loss of their jobs.

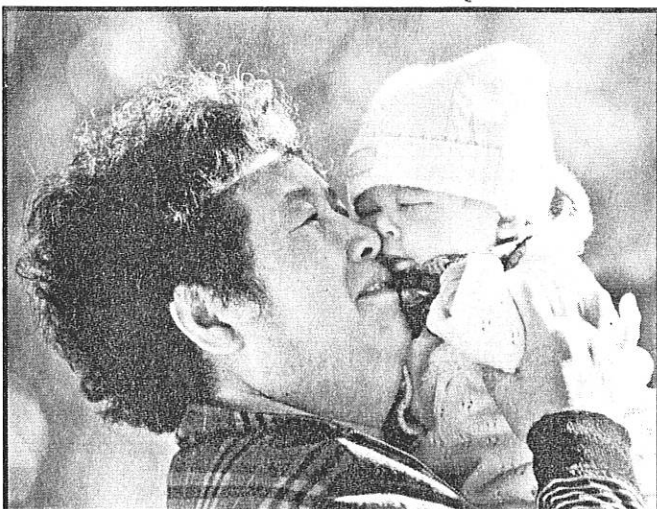
Many demographers argue that the policy has worsened the country's aging crisis by limiting the size of the young labor pool that must support the large baby boom generation as it retires. They say it has contributed to the imbalanced sex ratio by encouraging families to abort baby girls, preferring to try for a male heir.

The government recognizes those problems and has tried to address them by boosting social services for the elderly. It has also banned sex-selective abortion and rewarded rural families whose only child is a girl.

Many today also see the birth limits as outdated, a relic of the era when housing, jobs and food were provided by the state.

"It has been thirty years since our planned economy was liberalized," commented Wang Yi, the owner of a shop that sells textiles online, under a news report on the foundation's proposal. "So why do we still have to plan our population?"

Though open debate about the policy has flourished in state media and on the Internet, leaders have so far expressed a desire to maintain the status quo. President Hu said last year that China would keep its strict family planning policy to keep the birth rate low and other officials have said that no changes are expected until at least 2015.



ANDY WONG/Associated Press

A Chinese woman plays with her grandchild at the Ritan Park in Beijing on Wednesday.

Daily Herald / Nov 2012

English Language Teaching in China: An Update on the State of the Art

Lynn Henrichsen

Brigham Young University Provo, USA

English language teachers who have been to China in the past may be in for a surprise if/when they return. As I observed on a recent research trip to China (during which I visited a variety of English classes at numerous educational institutions in various cities), many things—both inside and outside of the schools—have changed. This report highlights the most impressive and important changes I noticed relative to university-level teaching of English in the world's most populous nation.

Past Reports: Difficult conditions, traditional methods, dominant teachers, passive learners, and a system resistant to change

Over the last thirty years, a variety of reports have been published about the state of English language teaching in China. Scovel (1979), an early post-Cultural Revolution teacher of English in China, wrote about the difficult classroom conditions that he endured while teaching in northern China in the late 1970s. These conditions included "the blaring loudspeakers across the street, the dry, dusty air penetrating our classroom, [and] the persistent cold" (p. 259). That same year, a team of TESOL specialists from the United States (Cowan, Light, Mathews, & Tucker, 1979) visited five cities and 21 educational institutions in China and reported both "an impressive commitment to the teaching of English" (p. 465) and various problematic conditions for doing so. They noted a "primary reliance on grammar-translation activities" (with some movement toward audiolingual oral repetition exercises and substitution drills) and "rigidly enforced teacher-as-dominant/student-as-submissive role relationships" (p. 474).

Fifteen years later, McKay (1994), one of the first Peace Corps volunteers to enter China, reported continuing, difficult conditions for English language teaching. He explained the challenging "conflict between a grammar-centered curriculum [and a 'grammar-centered exam' system] and an increasing desire and need for communicatively proficient students" (p. 3). At about the same time, a pair of experienced China teachers, Campbell and Yong (1993), decried the fact that "students spend a large portion of their time listening to explanations of the structure of language and engaging in dull and decontextualized pattern drills" (p. 4) leading to the sorry result that "even the most diligent students with the most responsible teachers often cannot

B-1.H.1

communicate effectively with the target language population after ten years of studying English" (p. 4). Weng (1996) agreed that despite the expansion of English language teaching in higher education in China, "the average Chinese college graduate has a limited command of English" (p. 9). Weng blamed the problem on the "traditional methodology—the so-called sentence-text approach" (p. 9) in which "the primary mode of teaching and learning is one in which the teacher talks and the students listen...the teacher dominates the class and the students are passive learners" (p. 9). Weng also lamented that "teachers have to teach according to an established college English syllabus for non-English majors [that 'focuses on reading, listening, grammar, and vocabulary' and that is] approved by the State Education Commission" (p. 9) and "students primarily study English to pass multiple-choice examinations aimed at testing their ability to deal with questions that reflect this fixed syllabus (p. 9)." Wang (1999) gave essentially the same assessment of the Chinese curriculum and the influence of the centralized and powerful College English Test and noted that Chinese EFL students "are said to have contracted the deaf-and-mute disease, an unavoidable result of the syllabus" (p. 48).

Commenting on language teacher education in China, Cowan, Light, Mathews, and Tucker (1979) explained that "systematic training in methodology of second language teaching was virtually non-existent" (p. 473) in the colleges and universities they visited. In a similar vein, a few years later, Maley (1983) lamented the fact that "teacher training" in China meant "language improvement" and "no notion of methodological improvement" was even considered. In addition, he noted problems with the memory-based learning approach taken by most Chinese students, the "very few courses with clearly defined objectives," the employment of foreign teachers with little knowledge of how to teach English, and the Chinese bureaucracy (pp. 103-107).

Because of its large size and long history, China has proven difficult to change—particularly from the outside (Spence, 1980). Discussing factors that hindered innovation and improvement in English language teaching in China, Liu (1988) cited "the traditional nature of China's educational system." This system included "China's traditional teaching method" (which emphasized mechanical memorization and detailed analysis of texts), "the Russian influence" (based on a teaching methodology that emphasized explanation of texts and fit nicely with the Chinese traditional approach), and "China's traditional culture" which was based in Confucianism and resisted "any radical changes" (pp. 72-76). In the same discouraging vein, Campbell and Yong (1993) concluded that "the prognosis for successful, large-scale implementation of communicative language strategies in English language classes in China [was] bleak but not terminal" (p. 5).

My experiences

Having taught and conducted research in China on four different occasions in the last 22 years (in 1985, 1993, 1998, and 2006), I have witnessed many of these conditions and difficulties. In contrast to the rather bleak prognoses offered by many earlier analysts of ELT in China, however, I have also noticed considerable change as I have visited the country, taking mental "snapshots" at 5-8 year intervals. On my most recent research trip (in May of 2006), I traveled to six cities (Beijing, Tianjin, Qingdao, Shanghai, Nanjing, and Guangzhou) and observed a total of twenty-one English classes on eleven different university campuses. The universities ranked among China's best, and so did the students and facilities. Most of the classes focused on oral English, and all were taught by expatriate Americans.

Recent observations on China's progress

On my recent trip, I noted that the Chinese have made dramatic progress in many respects since my first visit to China over 20 years ago. Other China analysts have also commented on the improvements, which are evident in many areas, including the national economy, the modernization of the infrastructure generally and educational facilities in particular, the variety and quality of English language teaching materials available, the influential English language examinations, the teaching/learning activities employed in English classrooms, and the use of English outside of school.

Economy, infrastructure, transportation, and communications

China has changed radically in the last two decades in terms of its economy and infrastructure, as well as its transportation and communication systems. In 1985, most people in China still belonged to communal work units, and there was virtually no free enterprise. Over the years, China's austere economic situation has improved dramatically—progressing from once-a-week "free markets" to sidewalk shops and then to fancy department stores and full-throttle capitalism. As I traveled through China in 2006, I could not help but notice how China's economy is booming. In fact, it is now "the world's fastest-growing large economy" (Zakaria, 2005, p. 29). Its gross domestic product is growing at a blazing rate—more than 8% annually for the last few years. A decade ago, China experts called its economy "an emerging powerhouse" (Spence & Chin, 1996, frontispiece), and today international reporters proclaim the arrival of that "economic powerhouse" (Elliot, 2005, p. 32). Over the past 15 years, China's exports to the United States have grown by 1,600 percent (Zakaria, 2005, p. 28), and in the last decade, foreign investment, retail sales, and car ownership in China have also mushroomed. New commercial enterprises can be observed everywhere. In sum, China

is now enjoying greater economic prosperity than at any time in the past 150 years (Elliott, 2005).

As a result of this prosperity, the country is modernizing rapidly. New buildings can be seen wherever one looks, and construction cranes dominate the skylines of every city—especially designated Olympic venues such as Beijing and Qingdao. In 1985, Beijing's wide streets were occupied mostly by bicycles, aging trucks, farm tractors, lumbering buses, and a few requisitioned work unit cars. Today, the streets in many Chinese cities are rivers of honking taxis sprinkled with impressive numbers of shiny, expensive BMWs, Toyotas, Volkswagens, and Buicks—private car ownership in China has nearly tripled in the last ten years (Elliott, 2005). Twenty years ago, the Chinese government's Xinhua news agency controlled the information that was available to the Chinese public. Today, everyone in every Chinese city seems to have a cell phone—the number of cell phone owners in China is calculated to be over 300 million (Elliott, 2005)—and many millions have access to the Internet and the World Wide Web.

Modernization in educational facilities

In connection with China's economic growth and modernization, much money has been put into education—especially English instruction. Campuses and classrooms used to be old, dusty, and grimy (with spittoons in early days and "no spitting" signs, which were often ignored, later on). The hard wooden seats and desks were fixed in rows and fastened down to the creaky wooden or hard concrete floors. Early expatriate English teachers lamented that these physical facilities (not to mention cultural and other factors) made it impossible for them to do group work in class, and they could only dream of using modern instructional media. Teweles (1998), who went to China in 1993-94, noted that "aside from a blackboard and chalk and the usual slogan emblazoned on the wall exhorting the students to do their best, there were no instructional aids or enhancements in the classroom. The one electrical outlet within reach of the teaching podium had not worked in several years. The classroom was by no means climate controlled, and the door often had to be kept closed to keep out hallway noise (and in early fall and late spring, the smell from the latrine next door)" (pp. 325-326). Cowan, Light, Mathews, and Tucker (1979) noted similar conditions regarding instructional technology. They saw only a couple of rather primitive language laboratories being used and visited some classes that used "radios and tape recorders" (p. 469) to bring native-speaker English into the classroom, but "the blackboard and magazine pictures [were]...the most sophisticated media" (p. 469) that average teachers used.

In contrast, in 2006, on many of the university campuses that I visited, I saw gleaming, modern buildings with polished floors, video projectors mounted on ceilings,

and computer consoles standing at the front of many classrooms. In 11 of the 21 classes I observed, instructors used PowerPoint® presentations and digital photographs to get their teaching points across. While these classroom facilities may not have been typical of those at all universities in China, they are by no means unique. Zhang (2005) notes that one college recently "issued all its English teacher [sic] with a computer, a printer, and granted free Internet access. In the past, English teachers were armed only with a textbook, a piece of chalk and a blackboard. Now all English teachers at the college are expected to prepare lessons on their computers creating PowerPoint presentations to use in class" (p. 5).

Quality and variety of English teaching materials

English-teaching textbooks in China used to be few in number and poor in quality. Cowan, Light, Mathews, and Tucker (1979) reported "occasionally" discovering copies of "in-country-produced EFL textbooks" (p. 468). They added that "books in English available to the general public appeared to be limited. [Their] visits to bookstores in four cities turned up no original works in English and only a few English translations of books written by Chinese authors, primarily the poetry and thoughts of Mao Tse Tung" (p. 468). An expatriate teacher in Hunan Province several years later, in 1985, lamented that "Western goods... were very scarce. There was one foreign language bookstore that actually stocked no foreign language books except for a few musty simplified versions of *Jane Eyre*" (Jones, 1998, p. 404). Besides the decade-old *English for Today* (National Council of Teachers of English, 1975), which he was assigned to use in his classes, "the English department stocked no other texts and showed no willingness to order more resources" (p. 404). Cowan, Light, Mathews, and Tucker (1979) pointed out that the Chinese textbooks they examined seemed designed to serve political, not practical, purposes. They also noted that these books were pedagogically flawed because of their "rigid control of grammatical structures," (p. 470) resulting in "passages which often sound[ed] unnatural and artificial" (p. 471) and the fact that they "rarely if ever, present[ed] opportunities for students to engage in meaningful communication" (p. 471). In subsequent years, more English textbooks were published in China, but they were often characterized by outdated English, antiquated teaching procedures, and primitive, error-riddled typesetting. Zhang (2005) recalled that these textbooks "were loaded with political jargon" (p. 5) and granted learners "a very limited glimpse into the lives of native speakers" (p. 5).

Today, both the quality and the selection of materials for English language teaching are greatly improved. In classrooms and in bookstores throughout China, a multitude of modern textbooks (as well as audio, video, and computer software) can be found. My own observations agree with a recent report ("Language Takes on Chinese Flavour," 2004) that "if you walk into a large bookstore in any major mainland city, you'll be

amazed by the number and variety of titles that teach English to Chinese speakers" (p. 14). These include popular textbooks from abroad that are used worldwide, such as, *New American Streamline* (Viney, Hartley, Falla, & Frankel, 1994), *Passages* (Richards & Sandy, 1998), and *New Interchange* (Richards, Hull, & Proctor, 2001). They come from major, international ELT publishers (Oxford, Cambridge, Longman, Heinle, etc.), either in their original, expensive versions or in special, more affordable Chinese editions. In addition, locally produced English-teaching textbooks authored by teams of Chinese experts and published in China (by Shanghai Foreign Language Education Press, Peking University Press, The Foreign Language Teaching and Research Press, Higher Education Press, World Publishing Corporation, etc.) seem to be rising in quality in every respect—paper, printing, editing, and pedagogy—and are widely used. The more popular Chinese press publications include *College English* (Li, Wang, Xia, & Yu, 2001) (used at about 300 universities throughout China), *College Core English* (Yang, Zhang, & Zheng, 1992) (used at more than 300 universities), *Present-Day American English* (Chi & Poppo, 1990), and *21st Century College English* (Yu, 2001). Myriad other books (as well as instructional CDs) by less known authors and published by minor Chinese presses—some of them good; others not so good—are also available.

Updated English-language examinations

One thing that has not changed in China over the years is Chinese students' strong test-orientation, although most of the tests have new, updated versions. Like most English teachers in China, White (1998) experienced "high student concern with passing course exams and band exams in English" (p. 13). Today, major, nationwide, standardized English tests continue to be very important in China. Students and teachers alike focus heavily on preparation for these big exams. The venerable and powerful College English Test (CET) is still widely used. In fact, over eleven million examinees a year take the CET, making it "the world's largest test in terms of the number of examinees" (Zhang, 2005, p. 5). "The CET primarily targets college students whose majors are not English" (p. 5). (English majors now take a special Test for English Majors, the TEM.) The CET "has two levels, Band 4 and Band 6. ...[and] because of its wide recognition, almost all colleges in China require bachelor's degree students to pass the CET Band 4," (p. 5) usually at the end of their fourth semester (second year) at the university. Also, many employers, including foreign companies, prefer job applicants who have a certificate saying they have passed the CET ("CET Band 4 Test to be Revamped," 2005).

Traditionally, the CET had five parts: listening comprehension (20 minutes), reading comprehension (35 minutes), vocabulary and structure (20 minutes), short answer questions (which used to be a multiple-choice cloze passage) (15 minutes), and writing (30 minutes). Recently, however, the CET has been revamped (Zhang, 2005).

The changes include the reorganization and reordering of the test's sections, the provision of more listening and oral sections (the speaking portion used to be administered only to students who scored high on the written exam), and the addition of new skimming, scanning, and translation sections. All these changes should produce salubrious "washback" effects on how English is taught in China, increasing the emphasis on developing students' practical language skills and oral English abilities. In addition, the new CET will have a new grading system. Before the reform, the maximum number of points an examinee could earn was 100. Now, scores will be curved so the highest is 710 and the lowest is 290 (a broader scale that not only is similar to that used on the paper-based TOEFL but also allows for greater differentiation among examinees). Finally, the revisions include the elimination of the test's "public service function." It used to be that anyone in China who needed certification of English skills could sign up, pay the fee, and take the test. Now, only university students will be able to take the CET (*College English Test, 2006*). This reduction in the number and range of examinees should allow for better quality control in the administration of the CET in the future.

As noted above, English majors take the Test for English Majors (TEM). This test tends to be more demanding, requiring English skills at a higher level (Zhang, 2006). Also, since fewer students take the TEM than take the CET, scoring the TEM is not such a time and labor intensive operation so there can be more flexibility in item formats. The TEM consists of six sections: dictation (15 minutes), listening comprehension (conversations, passages, and news broadcasts) (15 minutes), cloze (15 minutes), grammar and vocabulary (15 minutes), reading comprehension (five long passages with four comprehension questions each; all in 25 minutes), and writing (composition [35 minutes] and note writing [10 minutes] 45 minutes) (Chen, 2004).

International English examinations like the TOEFL (Test of English as a Foreign Language), TOEIC (Test of English for International Communication), and IELTS (International English Language Testing System) also have a presence in China, as do specialized courses to prepare students for them. Nevertheless, the relatively high cost of these foreign tests precludes many English learners from taking them unless they absolutely need them for admission to universities in English-speaking countries. The CET still reigns supreme in China in terms of the number of examinees who take it and the influence it wields on the teaching of English.

Improvement in Chinese students' English speaking skills

As I interacted with many Chinese students, my most promising observation (corroborated by the comments made by many of the teachers I visited and by reports that the national pass rate on the CET has increased from 10% in the past to over 70%

in this decade) had to do with how, on average, students' English abilities—especially in speaking and listening—seem to have improved greatly. More than ever before, many Chinese university students speak English confidently, correctly, and even naturally. Of course, there are still many who are shy and reluctant to speak up in a foreign tongue, and there is still a disparity between English majors and non-majors (students majoring in other subjects and taking a relatively few required English courses). Nevertheless, my recent experience was that it was not uncommon to find entering university freshman whose English speaking skills were better than those of older, Ph.D. students, who started taking English classes years ago.

Another noteworthy development was an increased emphasis on pronunciation teaching. Of the 21 classes I observed, 10 included some sort of direct pronunciation instruction or practice activities focusing primarily on pronunciation improvement. These activities ranged from simple repetition drills, minimal pair exercises, and tongue twisters to the presentation of useful phonological rules (e.g., how the pronunciation of the *-ed* ending in English varies depending on whether the preceding syllable ends in a voiced, voiceless, or [v/d] sound). Pronunciation teaching points included not only English vowels and consonants but also suprasegmentals, such as the verb-noun stress pattern in *finance-finance*. Students participated in all these pronunciation-improvement activities eagerly. Obviously, the new generation of Chinese university students has a strong interest not just in reading and writing English but also in speaking it correctly.

Interactive communication in English classrooms

Most surprising of all, on my recent research trip I frequently observed a large amount of student-to-student, small-group interaction during English class activities. In fact, in 14 of the 21 classes that I visited, I saw Chinese students doing small-group or pair work in which they interacted with each other in English. The activities included student-delivered news reports followed by partner discussions and debates, interviews with classmates about their resumes, partner-discussion games, and other games requiring natural and communicative use of English. In addition, I saw students enthusiastically participating in small groups as they engaged in informal debates on assigned topics or extended simulations—all entirely in English. I also witnessed many students carrying out rehearsed and improvised mini-dramas and role plays. All these activities constituted a dramatic contrast to the traditional English-class pattern that so many earlier China observers have criticized. For example, after visiting scores of English classes at 21 institutions of higher education in China, Cowan, Light, Mathews, and Tucker (1979) reported, "One element which was consistently missing was any opportunity for students to practice communicative use of English. Students were rarely given the opportunity to use language to state their own opinions, express their own feelings, or communicate new information to their classmates" (p. 474). Instead, "there

was a heavy reliance on rote memorization and the reproduction of carefully prepared lessons" (p. 474). Only ten years ago, Weng (1996) commented on this same pattern, in which there was "little chance in the classroom to ask questions or share ideas in conversation" (p. 9).

From these observations, it appears that many Chinese students and universities may actually be ready to meet the challenge issued in 2001 by the Chinese Ministry of Education "to use more English textbooks to keep up with the latest development of some subjects" and "to offer bilingual lectures in 5 to 10 per cent of their courses" in order to "better adapt the students to an increasingly globalized environment" ("English Textbooks Should be Used," 2001; "Chinese Universities to use Textbooks Written in English," 2001). Moving in this direction, several of the classes I observed utilized some form of sustained content-based instruction in English.

Use of English outside of school

Outside the classroom, things have also changed, resulting in many more opportunities for Chinese students to experience authentic English. Twenty years ago, a Western foreigner was a rarity on the streets of most Chinese cities, even Beijing. Contact with the Western world was limited (and carefully controlled). Less than a decade ago, a returning expatriate teacher (White, 1998) reported that "English learners in China have few opportunities to speak and hear the language....The main source of spoken English is usually commercial language tapes" (p. 13). Today, however, expatriates and tourists are a common sight in most major cities. So are Western products and goods. DVDs of the latest Western movies are sold on many downtown street corners. It is not unusual for advertisements and the name signs for stores to employ English words. The mass media also bring English before the Chinese population with increasing frequency. Not many years ago, virtually all television broadcasts were in Chinese (except for a few minutes of English news at the end of the evening's Chinese news broadcast and a few programs designed for overt, explicit English teaching). Today, it is not difficult to find English-language CNN or BBC news and cultural programs, HBO movies, and American cartoon programs on the television in most major Chinese cities. Even government-sponsored CCTV (China Central Television) has its own English-language channel that broadcasts news and feature programs 24 hours a day (*CCTV International*, n.d.). Furthermore, despite some government controls on the World Wide Web, it is not difficult for the Chinese to experience natural English via the Internet. The days when English learners would flock to "English Corners" in expatriate teachers' apartments or in public parks just so they could be exposed to English spoken by natives seem to be on their way out. When China hosts the Olympics in 2008, and foreigners inundate the country, English will also flood the media and the streets—especially in the Olympic venue cities. The Chinese have

been preparing for this linguistic eventuality for many years now ("Practising English for Olympic Bid," 2001), and the Olympics' effect on English-language teaching and use in China has already been significant.

Conclusion

As I observed in 2006 in China and as other China ELT analysts have noted, "great changes have taken place in the English classroom" (Zhang 2005, p. 5). These observations provide cause for hope that English language instruction in China is improving despite the difficulties experienced and foreseen by English-teaching experts in past decades.

It should be emphasized, of course, that what I observed is probably not typical or representative of all English classes throughout China. Many of the universities I went to were among the best in the nation. In fact, 8 of the 11 campuses I visited (Tsinghua University, Peking University, Nanjing University, Nankai University, Shanghai Jiaotong University, Tongji University, South China University of Technology, and Nanjing University of Science and Technology) ranked in the top forty Chinese universities in the "general and science schools" category ("Asia's Best Universities," 2000). Furthermore, all the classes I observed were taught by expatriate American "foreign experts" and foreign teachers. For these reasons, what I observed may not accurately represent what happens in English classes taught by native Chinese instructors or at less prestigious universities. Also, the observations I have reported on were all personal and subject to individual bias. What this means is that, compared to the actual state of affairs in outlying areas, my conclusions may be overly optimistic. Nevertheless, my data sources and data-gathering methods were comparable to those employed by reputable scholars who have investigated English language teaching in China in the past.¹ Equally important, as the additional sources I have cited above demonstrate, my observations seem to be corroborated by other experts. Finally, even if my findings reflect only what is currently happening at top-level universities in China, it is likely that in the future other Chinese universities will follow the lead of these highly ranked ones.

¹Cowan, Light, Mathews, & Tucker, for instance, visited "21 educational institutions in 5 cities" (p. 465), Beijing, Nanjing, Suzhou, Shanghai, and Guangzhou over a period of 19 days in May (1979). In May, 2006, I visited 21 English classes at eleven different universities in six Chinese cities—Beijing, Tianjin, Qingdao, Shanghai, Nanjing, and Guangzhou.

In sum, despite the possible drawbacks to my data gathering methods, these observations are very encouraging. The traditional English-teaching methods used in China seem to be changing and modernizing along with the rest of the country, and the forces that were supposed to hinder innovation appear to have been overcome. As China moves forward in the 21st century, it will be exciting to see what further changes the coming decades will bring to English language teaching in this great nation.

References

- Asia's best universities: China ranking, general and science schools. (2000). *AsiaWeek.com special report*. Retrieved June 7, 2006, from <http://www.pathfinder.com/asiaweek/features/universities2000/china/china.overall.html>
- Campbell, K. P., & Yong, Z. (1993). The dilemma of English language instruction in the People's Republic of China. *TESOL Journal*, 2 (4), 4-6.
- CCTV International (n.d.). Retrieved December 9, 2006, from <http://www.cctv.com/english/about/index.shtml>
- CET Band 4 Test to be revamped to curb cheating. (2005, February 28). *China Daily*. Retrieved December 9, 2006, from http://www.chinadaily.com.cn/english/doc/2005-02/28/content_420317.htm (also available from <http://english.sina.com/china/1/2005/0228/22611.html>)
- Chen, K. S. (2004). *A new guide to tests for English majors (grade four)*. Shanghai: World Publishing Corporation.
- Chi, Y. F. & Poppo, G. (1990). *Present-day American English: Surviving in the West*. Shanghai, Shanghai Foreign Language Education Press.
- Chinese universities to use textbooks written in English. (2001, October 22). *China Daily*, p. 8. Retrieved 6 December 2006, from http://www.chinadaily.com.cn/english/doc/2001-10/22/content_89687.htm
- College English Test*. (2006, November 29). Retrieved December 9, 2006, from http://en.wikipedia.org/wiki/College_English_Test
- Cowan, J. R., Light, R. L., Mathews, B. E., & Tucker, G. R. (1979). English teaching in China: A recent survey. *TESOL Quarterly*, 13, 465-482.
- Elliott, M. (2005, June 27). Small world, big stakes. *Time*, 165 (26), 30-34.
- English textbooks should be used more. (2001, October 25). *China Daily*, p. 8. Retrieved December 6, 2006, from http://www.chinadaily.com.cn/english/doc/2001-10/25/content_90605.htm
- Jones, R. (1998). Using authentic materials in China. In J. C. Richards (Ed.), *Teaching in action: Case studies from second language classrooms* (pp. 404-407). Alexandria, VA: TESOL.

- Language takes on Chinese flavour. (2004, Sept 29). *China Daily* (Hong Kong edition), p. 14. Retrieved December 6, 2006, from http://www.chinadaily.com.cn/english/doc/2004-09/29/content_378613.htm
- Li, Y. H., Wang, D. M., Xia, G. Z., & Yu, Y. G. (2001). *College English*. Shanghai: Shanghai Foreign Language Education Press.
- Liu, X. (1988). An analysis of the factors that hinder TESOL innovations in China. *TESL Reporter*, 21, 70-77.
- Maley, A. (1983). XANADU-"A miracle of rare device": The teaching of English in China. *Language Learning and Communication*, 2, 102-111.
- McKay, D. (1994). Meeting the challenges of teaching English in the People's Republic of China. *TESOL EFL Newsletter*, 14 (2), 1-3, 5.
- National Council of Teachers of English. (1975). *English for today* (2nd ed.). New York: McGraw-Hill.
- Practising English for Olympic bid. (2001, July 2). *China Daily*, p. 1. Retrieved December 6, 2006, from http://www.chinadaily.com.cn/en/doc/2001-07/02/content_67553.htm
- Richards, J. & Sandy, C. (1998). *Passages: An upper-level multi-skills course*. Cambridge: Cambridge University Press.
- Richards, J., Hull, J., & Proctor, S. (2001). *New Interchange: English for international communication*. Beijing: Foreign Language Teaching and Research Press and Cambridge: Cambridge University Press.
- Scovel, T. (1979). Review of Suggestology and outlines of suggestopedy. *TESOL Quarterly*, 13, 255-266.
- Spence, J. (1980). *To change China: Western advisors in China, 1620-1960*. New York: Penguin Books.
- Spence, J., & Chin, A. (1996). *The Chinese century: A photographic history of the last hundred years*. New York: Random House.
- Tewes, B. (1998). Teaching conversational English in China. In J. C. Richards (Ed.), *Teaching in action: Case studies from second language classrooms* (pp. 325-329). Alexandria, VA: TESOL.
- Viney, P., Hartley, B., Falla, T., & Frankel, I. (1994). *New American streamline*. New York & Oxford: Oxford University Press.
- Wang, Y. (1999). 'College English' in China. *English Today* 57, 15 (1), 45-51.
- Weng, X. (1996, February/March). English language teaching in China. *TESOL Matters*, 6 (1), 9.

- White, J. (1998, August/September). A native speaker's perspective of EFL in China. *TESOL Matters*, 8 (4), 13.
- Yang, H. Z., Zhang, Y. B., & Zheng, S. T. (1992). *College core English* (3rd ed.). Tianjin: Higher Education Press.
- Yu, H. (Ed.) (2001). *Twenty-first century college English*. Beijing: Higher Education Press.
- Zakaria, F. (2005, May 9). Does the future belong to China? *Newsweek*, 145 (19), 26-45.
- Zhang, J. (2006, October). Certification programs in China. *Translation Journal*, 10 (4). Retrieved December 9, 2006, from <http://www accurapid.com/journal/38certific.htm>
- Zhang, Y. (2005, November 8). Meeting highlights English teaching reform. *China Daily*, p. 5. Retrieved December 6, 2006, from http://www.chinadaily.com.cn/english/doc/2005-11-08-content_492169.htm

About the Author

Lynn Henrichsen chairs the Linguistics and English Language Department at Brigham Young University, where he teaches courses in TESOL methodology, materials development, and research methods. He earned his doctorate from the University of Hawaii at Manoa in International and Comparative Education. In his 35-year career as a language teacher and teacher educator, he has lived, taught, and conducted research in China, Japan, Mexico, American Samoa, Spain, and Brazil.

Reflecting on Native-English-Speaking Teachers in China

By Zhenhui Rao

A native speaker of Chinese, I have been working as a co-teacher with native-English-speaking (NES) teachers in a Chinese university for the past 5 years. I find most of the NES teachers' instructional methods innovative and stimulating, but they also face resistance in some areas. My collection of student feedback regarding NES teachers' EFL teaching has revealed three problems: insensitivity to students' linguistic problems, mismatch between teaching and learning styles, and unfamiliarity with the local cultural and educational system.

Insensitivity to Students' Linguistic Problems

In China, the most serious obstacle to Chinese students' success in NES teachers' classes is the teachers' insensitivity to the students' linguistic needs. Some students stated that NES teachers lack insight into typical problems that Chinese students face in the process of learning English. The students also said that NES teachers are unable to anticipate Chinese students' language difficulties because these teachers have not gone through the complex process of learning Chinese as a foreign language. Further, students complained that NES teachers do not know specifically what Chinese students need in English class, so sometimes the native English speakers cannot find the most effective ways to teach. Students also feel that NES teachers

are ignorant of the students' heritage language and unaware of how the students' mother tongue and the target language differ.

Mismatch Between Teaching and Learning Styles

A mismatch in the teaching and learning styles is apparent in several ways. First, some students feel uncomfortable with the NES teachers' global or top-down method of teaching English reading and listening. In most reading or listening classes, NES teachers only emphasize the overall meaning of a passage. They often ask students to use holistic strategies such as guessing or making inferences to search for the main idea, but seldom pay attention to the analysis of linguistic details. It is impossible to infer meaning without possessing background knowledge of the topic.

Chinese students also identified the "open style" of learning as an incongruent instructional technique. Since the beginning of their education, Chinese students have been accustomed to receiving an accurate answer to each question. For a number of reasons, this style cannot always be expected from an NES teacher. Chinese students often receive multiple correct answers whenever they ask an NES teacher a question, which leaves them frustrated and unable to learn the concept.

Closely related to open style is the intuitive-random style that NES teachers often adopt in their classroom

teaching. Many Chinese students feel that this style is helpful in creating a friendly and relaxed atmosphere, but it conflicts with their traditional way of learning.

The final teaching style that the students feel uneasy with is the hands-on approach. Some students mentioned that NES teachers are prone to organize various types of games, role-plays, and debates. Although they feel pleasant and relaxed when involved in these communicative interactions, students also feel that NES teachers go to an extreme in organizing these teaching activities.

Unfamiliarity With the Local Culture and Educational System

Many Chinese students find it unacceptable for NES teachers to behave in a casual manner in class. In Chinese culture, a teacher is a respected person who should behave solemnly and seriously toward students, especially in class. Some students also reported that NES teachers are not familiar with the Chinese educational system and fail to match their instruction with the school's expectation or the students' needs. Such failure to follow the curriculum exactly makes the students particularly worried about their upcoming exams. Although the exams are locally offered, the content and form is similar to that of the textbooks. Therefore, teachers should match their classroom instruction with the textbook material.

Suggestions for Improving NES Teachers' EFL Teaching

As you can see, several problems are present in NES teachers' EFL teaching performance. To help them overcome these obstacles, I offer suggestions to improve EFL teaching in China. I have divided these suggestions into three different yet interconnected groups of individuals: teaching colleagues, teacher educators, and NES teachers planning to work overseas.

Suggestions for Teaching Colleagues

First of all, helping NES teachers improve EFL teaching should include assistance from teaching colleagues from the host country. Once NES teachers have started working, local teachers should involve NES teachers in an orientation program that includes (a) a description of the curriculum and a determination of how NES teachers' courses correspond to it, (b) the types and times of English examinations that students take, (c) the role of the textbooks in the curriculum (e.g., Is it necessary to cover them completely? Are exams based on textbook content?), and (d) the types of methodology that are most effective and to which students are accustomed.

Obviously, a direct way for NES teachers to see how classes are taught is for colleagues to invite them to observe classes. Many opportunities exist for NES teachers and host teachers to see how they can complement each other. Whereas NES teachers possess native language authenticity, familiarity, and new methodological insight (Govardhan, Nayar, & Sheorey, 1999), host teachers have advantages, according to Medgyes (1994), in "providing a good model" (p. 55), "teaching language learning strategies" (p. 55), "supplying information about English language" (p. 57), "anticipating and preventing language difficulties"

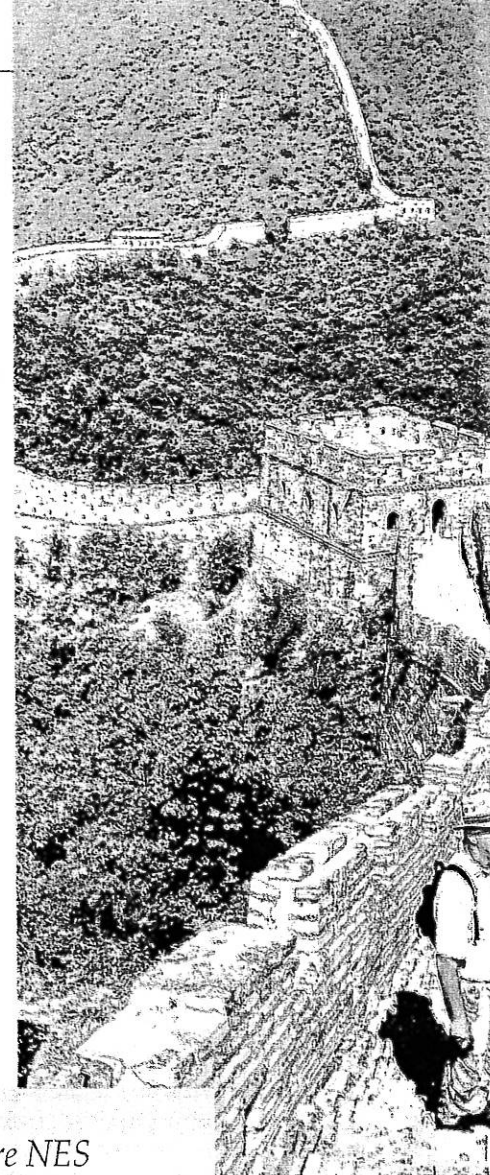
(p. 61), "showing empathy" (p. 63), and "benefiting from the mother tongue" (p. 65). Medgyes further points out that, given a favorable mix, various forms of collaboration are possible both in and outside the classroom; for example, NES and host teachers can use each other as language consultants or teach in tandem.

An additional boon to mutual understanding would be for host teachers to offer NES teachers language lessons and help them gain some basic understanding about the differences and interferences between the Chinese language and the English language. The more NES teachers learn about the host language, the more effectively they will be able to teach (e.g., to predict students' difficulties as in contrastive analysis), move about independently in the country, and fit into the culture.

Suggestions for Teacher Educators

In Western-based TESOL programs, the main focus is usually on teaching ESL in Western public schools and colleges (Carrier, 2003), and strong ethnocentrism in TESOL teacher education occurs (Liu, 1998). Because some NES teachers are trained to teach EFL, the TESOL programs for this group of trainees should focus on EFL teaching in non-Western settings. Liu suggests that teacher educators involve trainees in ways to ensure that the program reflects their teaching concerns and context.

Several approaches could be taken to ensure practical EFL teaching. First, teacher trainees should have an opportunity to explore



The more NES teachers learn about the host language, the more effectively they will be able to teach.

why students in a particular country want to learn English; what the policy of the government of the country regarding English is; what constraints on the teacher's innovativeness might exist; and what social, cultural, and academic adjustments the prospective teachers will have to fit into the existing setup. (Govardhan et al., 1999, p. 124)

Helping NES teachers improve EFL teaching should include assistance from teaching colleagues from the host country.

Second, teacher educators must provide courses that help enhance teacher trainees' geographical and anthropological literacy about other countries. EFL teaching is ubiquitous throughout the world, and each country has its own particular social and working conditions. To help local stu-

dents learn English effectively, the teacher trainees should learn to recognize and respect the values of the host communities as well as their culture, educational systems, living conditions, and work ethics.

Third, an introductory cross-cultural orientation should be offered to provide teacher trainees with "the ability to assess the propriety, feasibility, applicability, and practicality of any one or all of the methods against a certain set of political, sociocultural, and pedagogic situations that they are going to be working in" (Govardhan et al., 1999, p. 123).

Finally, prospective EFL teachers should also be trained in areas ancillary but essential to classroom teaching, such as the differences between teaching EFL and ESL, curriculum and material development, testing and evaluation, EFL adminis-

tration, management of resource and learning support, and use of information technology.

Suggestions for NES Teachers

As linguistic and cultural ambassadors, NES teachers play a unique and important role in helping EFL students master the English language. However, the problems listed previously demonstrate that NES teachers' classroom teaching often faces resistance or even rejection. There are several ways to try to avoid such resistance.

First, NES teachers should be sensitive to the local customs and habits of host countries. They should never be made to feel that they are there to change and uplift the lives of host countries. Cultural patterns of behavior are so fixed by the time a person reaches the age of 16 or 17 that a foreign language teacher shouldn't hope to strongly influence students in 2 or 3 hours a week when the rest of the time spent living out of class reinforces the traditional cultural beliefs and way of life. On the other hand, NES teacher should realize that their personal talents will find outlets in guiding changes that may progressively emerge.

Second, NES teachers should be open to and accepting of the general and academic culture of their host institution. They cannot assume that their methodology is better than that of their host colleagues, that their training is more advanced, or that they are more privileged because they are native speakers.

The final implication is related to narrowing the gap between teaching and learning styles. As evidenced by the aforementioned student comments and confirmed by Rao (2002), an identifiable teaching-learning conflict exists between NES teachers and

Chinese students. Bridging the gap between teaching and learning styles has, therefore, become a crucial step for NES teachers to improve their EFL classroom teaching. Here are some recommendations for NES teachers that can complement EFL students' learning styles and strategies in the English classroom:

- Diagnose learning styles, and develop self-aware EFL learners.
- Adapt teaching styles to create congruence of both the teacher's and the learner's styles through a variety of activities.
- Foster guided style-stretching, and encourage changes in student behavior.
- Provide activities with different groupings of students.
- Include different learning styles in lesson plans (for more details, see Rao, 2002).

References

- Carrier, K. A. (2003). NNS teacher trainees in Western-based TESOL programs. *ELT Journal*, 57, 242-250.
- Govardhan, A., Nayar, B., & Sheorey, R. (1999). Do U.S. MATESOL programs prepare students to teach abroad? *TESOL Quarterly*, 33, 114-125.
- Liu, D. (1998). Ethnocentrism in TESOL: Teacher education and the neglected needs of international TESOL students. *ELT Journal*, 52, 3-10.
- Medgyes, P. (1994). *The non-native teacher*. London: Macmillan.
- Rao, Z. (2002). Bridging the gap between teaching and learning styles in East Asian contexts. *TESOL Journal*, 11(2), 5-11.

Zhenhui Rao is a professor at Jiangxi Normal University, in China

Investigation of NESTs Teaching in Chinese Universities

Zhang Yi

Foreign Languages Department
Northwestern Polytechnical University
710072, Xi'an

Abstract

Based on a questionnaire and the workshop targeting foreign teachers' teaching in China, this study aims to investigate NESTs' (native English speaking teachers) general situation as well as difficulties and cultural barriers they encounter during their teaching in Chinese universities. Results show that unsatisfactory qualification is the key problem among foreign teachers. The conflicts between Chinese students examination oriented language learning and the foreign teacher's perspective of communication competence based on knowledge create difficulties for foreign teachers. The optimized combination of NESTs and NNESTs (non native English speaking teachers) in the EFL (English as a Foreign Language) class in China is one of the practical solutions.

Key words: NEST, classroom teaching

Native English speaking teachers have become an integral part of EFL teaching in the universities, colleges, private and public language schools around China. Brindley (1984) indicates that when teachers and learners meet in the classroom, they bring with them different expectations concerning not only the learning process in general, but also concerning what will be learned in a particular course and how it will be learned. His observation draws attention to the fact that a teacher's perception influences his way of teaching. Therefore this research aims to investigate the general situation of NESTs in Chinese universities and tries to answer: what specific meaning do NESTs contribute to language teaching and learning by analyzing the NESTs' perceptions of Chinese students' language learning, cultural barriers NEST face and the NESTs' perspectives of their role in English teaching in China.

1. Research participants of questionnaire and workshop

37 NESTs participated in a questionnaire on foreign teachers' teaching in China. Among the 37 NESTs, 28 were from the workshop held in 2005. They were from six English speaking countries, namely the U.S.A, Britain, Canada, Australia, New Zealand and South Africa, teaching at 13 major universities and colleges in a city located in the western part of China. Each attendee submitted an essay which centered round on the workshop theme "Foreign Languages Teaching and Research in China". During the workshop, the foreign teachers exchanged their opinions and reflections on teaching in China. The other nine participants of the questionnaire were teachers from four universities in other cities in China.

2. General situation of NESTs in Chinese university

Table 1: General information

	Total	<u>Gender</u>		<u>Age</u>				<u>Qualification</u>		
		Male	Female	20-30	30-40	40-50	Over 50	BA	MA	Ph.D
NESTs	37	18	19	11	6	5	15	22	12	3
%		48.6	51.4	29.7	16.2	13.5	40.5	59.5	32.4	8.1

In Table 1, 48.6% of NESTs interviewed are male teachers. The majority are teachers over 50 (40.5%). In the 40-50 age group, there are only 13.5%. Concerning qualifications, the largest percentage hold a B.A., about 59.5%, and three teachers (8.1%) hold a Ph.D degree.

Further study shows that gender balance is found in the NESTs group, which is a sharp contrast to Chinese English teachers about —77.6% are female teachers (Zhang, 2005). The obvious problem which exists with NESTs is the level of qualification. Over half of the NESTs participating in the research have only bachelor's degrees and their education was not concerned with pedagogy or linguistics. Of the three with a Ph.D, one is a computer expert, the other two studied biology and geography. This finding agrees with the conclusion stated by Liu (Liu, 1999): the NEST's unsatisfactory professional qualifications. Furthermore, the age of NESTs investigated in this research is centered round 20-30 and over 50 (70.2%). More profound study indicates that that NESTs from 20-30 are mostly young people who have just obtained their B.A or M.A and their major purpose of teaching in China is to accumulate experience for their future job. The object of NESTs' over 50 is slightly different. They come to China teaching English mainly because they love the culture and desire to understand it.

3. Common difficulties NESTs meet in classroom teaching

3.1 Different perception of language learning between NESTs and Chinese English teachers

One common feature that most NESTs observed was that Chinese students learn English by memorization. NESTs complained that their Chinese students rarely asked questions and expressed themselves in exactly the same way as done in their textbook dialogues, using exactly the same sentences word for word. When asked to express an opinion or a feeling, students very often resort to quoting sayings or slogans they have heard. In addition, students attach a great amount of importance to understanding every word that is uttered instead of gaining insight into how native English should be spoken.

In fact in China, students are instructed completely under the Chinese way of language education from primary school to high school for over 10 years. The majority of Chinese teachers read from books and discuss lessons without asking for student participation. They emphasize input by frequently requiring their students to recite excerpts and speeches. Foreign teachers stress the importance of language output and the quality of output. This different perception of language learning results in the confusion of many foreign teachers during their teaching in China.

3.2 Different understanding between NESTs and Chinese students of examinations

Foreign teachers reported in the workshop that their students work hard only to pass the exam. Afterwards, they don't remember, or know how to use the very same words to communicate in English. Based on one foreign teacher's own research about "What Chinese Students Want from Foreign English Teachers" (Krigline, 2005), students need teachers to push them to keep up with vocabulary through frequent quizzes and to challenge them to complete difficult tasks. Bringing

the world into the classroom is the goal that most foreign teachers want to achieve in their class teaching in China. However, most Chinese students are under great pressure in the job markets, where different certificates are a must for them to obtain a fairly promising future. Therefore most of them are remarkably ignorant of global issues. Their only interest is language learning and the exam. Furthermore, students spend most of their time studying for exams. Thus conflicts arise from Chinese students' eagerness to obtain success in examinations and foreign teachers' attention to communication competence based on knowledge. This different understanding of language learning and exam partly explains why foreign teachers are welcome at the beginning of a course and gradually students' interest and enthusiasm fade away.

3.3 Different expectations of teaching and learning

The common question that most NESTs come across in their language teaching is that students complain they cannot express what they want to say in English. One foreign teacher argues that the problem lies in the fact that they want to run before they can walk or even crawl. Her opinion is that if one's language is basic, think basic and speak basic! Some foreign teachers retorted that their students know a lot of English, but they have difficulty applying what they know when they speak. When foreign teachers point out their problem with pronunciation ("usually" is often uttered as "urally"), pronouns (the confusing of "she" and "he") and articles, students complain that they are not learning anything. In the foreign teachers' view, it is useless to talk freely when one confuses his listeners by referring to his mother as a "he". Language learning is a never-ending process. Dimond (2005) claims that these little things bridge the gap between being an average speaker and being a completely accurate one.

3.4 Confusion about students' creativity

"Chinese students are less likely to develop critical thinking", many foreign teachers reported in their reflections in the workshop. Students seem to be far more accepting of what they are told. They seldom question these authorities but rely on their wisdom and experience. In the view of many NESTs, the Chinese students' way of learning could have stemmed from the enormous respect given to elders and teachers.

In a culture where in many cases people are taught that there is ONE right answer, ONE correct way to do things, and people are raised to become a part of society equal with all other parts, individuality is not really considered a virtue and the idea of variety and critical thinking are often hard for students to implement. Students' lack of innovation can hardly be attributed to themselves; cultural factors play a crucial role.

3.5 Different understanding of the instructors' role in language teaching

A role can be defined as the part taken by a participant in any act of communication (Ellis & McClintock, 1990). Wright (1987) points out that the role of teacher is primarily an occupational role, predetermined by the nature of schools and of teaching. Teachers interpret their role in different ways depending on the kinds of schools in which they work, the teaching method they employ, their individual personalities, and their cultural backgrounds. Teachers' different perception of their roles in teaching reflects their personal view of teaching.

3.5.1 As assistants for students' language learning

Some NESTs believe that they are best used to help students' productive skills (i.e. speaking and writing). NESTs are good at helping students express themselves in natural ways. They also believe that their role is to help students develop confidence, competence and language fluency. They may also have the role of helping students understand the connotative meanings of words

and phrase that aren't found in the dictionary.

However, Chinese students expect the foreign teachers firstly to be good instructors, who can help them better pass the mandated examination (Gao, 2005). Thus there is a gap between teacher and students perceptions of their role.

3.5.2 As a window of culture

Many NESTs see themselves as windows through which students could see a world outside their own. They view their role as giving students "an idiomatic dose of culture, accent and rhetoric" (Krigline, 2005). NESTs can help Chinese learners understand how non-Chinese think and perceive the world. NESTs can provide additional expertise in language use and cultural settings that can extend the students language ability. Moreover, NESTs provide a relationship-based environment that gives students a deeper understanding of cultural diversities.

By contrast, some Chinese teachers as well as students believe that NESTs sole advantage is their language proficiency. It is the Chinese English teachers who have insight into the linguistic and cultural needs of the learners. These Chinese English teachers have a detailed awareness of how the mother tongue and the target language differ, therefore they can be of greater help for the students' language learning. Some even believe that using NESTs in the EFL class is like gourmet dishes in a meal---not too much but you have to have some.

4. Cultural barriers which face foreign teachers

4.1 Western stereotypes vs. real experience

Newly arrived foreign teachers may expect to encounter "typical" Chinese students who are defined by different text books as "not very individualistic", "highly influenced by the opinions of their friends in deciding right vs. wrong", "much more comfortable with authoritarian vs. democratic classroom settings" (Geert, 2001). In the foreign teachers' class teaching, their experiences present them with different reality. Based on the empirical questionnaire conducted by Freund, Chinese students are more individualistic than students of many other nations (Freund, 2005). In general, the students classified their parents as being much close to published data for China than themselves. Still more differences were observed which were completely different from NESTs perceived expectations of Chinese students. These western stereotypes vs real experience create difficulties for NESTs' teaching in China.

4.2 Attitude toward compliments

During the workshop, in the discussion of classroom instruction, foreign teachers stated that they may spend time praising their students for their attempt at reading and speaking. They also encourage and motivate students to participate in class activities. Their desire is to encourage and reinforce the efforts of the weaker students when they praise the best students. However, they soon discover open compliments are not communicated frequently face to face in China. Chinese students desire to improve and therefore are open to and expect critique and criticism. Chinese do not receive praise to encourage students in the way the foreign teacher intends. Foreign teachers wonder how to balance between western culture which desires to openly encourage and motivate and Chinese culture which appreciates limited praise privately and encourages public criticism.

5. Implications

The optimized combination of NESTs and NNESTs in their EFL class is the first practical implication. A compromise is to combine the merits from both sides which have proved to be suitable and effective for Chinese students' second language acquisition (Zhang, 2005). Fortunately, both foreign teachers and their Chinese colleagues agree that what students need at

the university level is to be able to think, analyze and discuss matters in their acquired language. Therefore it is possible that foreign teachers with comparatively little experience can be teamed with experienced Chinese teachers in the classroom. The NEST is used as a source of authentic native language and cultural information. Meanwhile, Chinese culture can be explained by the counterparts in the team. The Chinese teacher takes responsibility for the overall direction and control of the class through their experience and local knowledge.

Secondly, a teacher-education program targeting NESTs could be established. This program could help NESTs by providing them with data on the exploration of classroom interaction strategies, to help them select methods compatible with Chinese context. This program could also help NESTs learn to work with Chinese students, get to know the requirements of different curriculum and national examination, such as CET 4, CET 6, TEM 4 and TEM 8.

Thirdly, the recruitment of qualified foreign teachers is needed. This study shows that a large percentage of NESTs have limited TESOL experience, although most of them have a university degree, which gives little indication of teaching ability. One possible way to have qualified applicants is through western recruiting organization with high standard. Western recruiting organizations understand both cultures (western and Chinese) and could select applicants on the basis of willingness to adapt to new circumstances as well as professional background. They can thus screen teachers who are disciplined in their work and respectful of local authorities and customs. Furthermore, a phone interview or possible face to face interview is an effective way for recruiting qualified NESTs. Meanwhile, research base on the classroom observation (Zhang, 2005) indicates NESTs with or without TESOL experiences demonstrate great differences in classroom teaching. Therefore, a TESOL certificate is a bottom line.

Fourthly, cooperation between NESTs and NNESTs should be set up. Studies (Zhang, 2005) reveal that only some NESTs have kind of contact with their Chinese colleagues and most do not even know any Chinese English teachers, let alone understand how English is taught in China. Therefore, NESTs should be invited to attend an inhouse orientation course and participate in different kinds of inservice teaching activities. Meanwhile, NESTs and NNESTs should observe each others' class, complete observation forms and provide reflections and observation notes. Seminars to discuss their classroom observations should be organized.

The effective use of foreign teachers in Chinese universities can definitely benefit both Chinese students and Chinese English teachers.

References

- Brindley, G.P. (1984). *Needs analysis and objective setting in the adult migrant education program*. Australia: AMES.
- Dimond, P. (2005). Turn on your ears. *Proceedings of international workshop on foreign languages teaching and research*, Xi'an, China, 11-12
- Ellis, R. & McClintock, A. (1990). *If you take my meaning: theory into practice in human communication*. London: Edward Arnold
- Gao, F. (2005). What is missing in foreign language classes taught by native speakers. *Proceedings of international workshop on foreign languages teaching and research*, Xi'an, China, 23
- Geert, H. (2001). *Culture's consequence*. Thousand Oaks, CA, Sage Publications.
- Krigline, M. (2005). What Chinese students want from foreign teachers. *Proceedings of*

- international workshop on foreign languages teaching and research*, Xi'an, China, 37
- Lie, J. (1999). Non-native English-speaking professionals in TESOL. *TESOL Quarterly*, 33, 85-102
- Freund, W.R. (2005). Are western stereotypes of Chinese students right or wrong? *Proceedings of international workshop on foreign languages teaching and research*, Xi'an, China, 19-20
- Wright, T. (1987). *Roles of teachers and learners*. Oxford University Press.
- Zhang, Y. (2006). A study on the comparison of NEST and NNEST classroom interaction in Chinese context. Unpublished BA thesis

Post-recession, higher ed paths diverge



19 HOURS AGO • ASSOCIATED PRESS

CHONGQING, China -- On the outskirts of this sprawling metropolis of 29 million in southwest China stand a pair of college campuses -- one representing education's past in the world's most populous country, and the other, perhaps, its future.

In its mission and dreary name, the College of Mobile Telecommunications is typical of China's hundreds of Soviet-era universities: rote learning, hyper-specialization and a lock-step course of

study for all.

On a hill above it, surrounding a secluded courtyard, stands Yuanjing Academy, a new experiment with a very different feel. Here, college students take a broad array of subjects their first year, in small classes, learning to do things like argue about literature and play the guitar.

"We are adults," says Zhang Panyu, an 18-year-old student whose reading of "Jane Eyre" helped him navigate his own first romance. "We need to know something about everything."

The Great Recession began in late 2007 with the near-collapse of the global financial system, depressing economies and employment worldwide. It also drove millions more than ever before to seek higher education. Global enrollment is closing in on 200 million, after passing 100 million barely a decade ago. In the United States it surged by 3 million -- 18 percent -- during the last few years of economic turmoil.

Yuanjing shows how different countries are drawing different lessons from recent economic history about what to study and what kind of knowledge will drive future economic growth.

In the United States -- where top schools have long championed a liberal style of learning and broad education before specialization -- higher education's focus is shifting to getting students that first job in a still-shaky economy.

Broad-based learning and the liberal arts and sciences are losing favor with students and politicians. Tuition is so high and the lingering economic distress so great that an education not directly tied to an occupation is increasingly seen as a luxury.

Elsewhere in the world, there is a growing emphasis on broader learning as an economic necessity.

In Europe, where for centuries students have jumped straight into specialized fields and studied little else, recent changes have pushed back specialization, making more room for general education. In Africa and the Middle East, experiments are moving away from a relentlessly narrow education tradition. And on a much bigger scale, China is breaking down the rigid disciplinary walls that have long characterized its higher education system.

The trend is far from universal; many countries remain urgently focused on narrow skills and job-training.

But advocates in a broad range of places around the world hear employers demanding the "soft skills" -- communication, critical thinking, and working with diverse groups -- that broad-based learning more effectively instills. These advocates argue their countries need job-creators, not just job-fillers. They think the biggest innovations come from well-rounded graduates -- from empathetic engineers, say, or tech-savvy anthropologists.

There's "a weird symmetry" at work in the educational world, says Columbia University professor Andrew Delbanco, author of "College: What it Was, Is, and Should Be."

As people in the United States "talk less and less about the value of liberal education," he says, "our so-called economic competitors talk about it more and more."

Though the United States invented broad-based learning, getting a job has always driven Americans to college and affected what they study, says researcher Arthur Levine.

Now head of the New Jersey-based Woodrow Wilson Foundation, which supports leadership development in education, Levine has tracked students' attitudes toward college since the 1960s. He takes an even longer view than that: Even the medieval theologians reading Latin at the first universities wanted secure work in the church, he notes.

Still, something has definitely changed.

As recently as the 1970s, fewer than half of U.S. college students felt increasing earnings was the chief benefit of college, his research has found. Now, about two-thirds do.

A national survey of U.S. college freshmen shows a jump in such attitudes starting in 2007, when the economy turned. About three-quarters of freshmen want colleges to provide more specialized career training.

"There's just been a lot more emphasis in the kitchen-table conversations about choosing a college and choosing a major that is a clear path to a good-paying job," says Richard Ekman, president of America's Council of Independent Colleges. "That has shown up in the pattern of majors and in the choice of institutions."

And it has shown up at a place called the University of Farmers.

It's not actually a single place -- there are two campuses, one in California, the other in a suburban office park beside the Grand Rapids airport in Michigan. And it's not officially a

B-1.K.1

university, but rather Farmers Insurance's much-praised corporate training operation.

Michael Hoffman, 29, started working at Farmers two years ago but hit a ceiling without a degree. He's one of thousands of employees Farmers is helping pursue their diplomas. In Michigan, many shuttle between the Farmers training program and nearby Davenport University, which awards the degrees.

Farmers will support degrees in a range of fields, and emphasizes that specialized business degrees aren't required to work there. But virtually all choose business.

Some, including Hoffman, are in a new management program that focuses them even more narrowly: They are essentially majoring in insurance.

"I want what's going to be specifically oriented to my career and my career goals," says Hoffman, explaining a curriculum focused on things like underwriting regulation, ethics and licensing. And with an infant at home, "Really, that's all I have time for."

With tuition up 27 percent above inflation over the last five years, and students' combined debt now exceeding \$1 trillion, students are demanding specialized, job-focused offerings. Colleges have obliged:

--Over the last decade, the number of academic subjects tracked by the U.S. government has expanded about one-fifth, with 354 new and increasingly specialized subjects identified since 2000.

--The fastest-growing majors in the United States are mostly tied narrowly to professions, areas like homeland security, law enforcement and firefighting (up 76 percent over the last decade); health professions (up 60 percent) and parks, recreation, leisure and fitness studies (up 90 percent). The largest undergraduate major by far is business, accounting for nearly one-quarter of U.S. degrees.

--The share of four-year degrees in the general arts and sciences has held fairly constant; some fields, like psychology, have even grown. But overall, humanities like literature and philosophy have suffered. Harvard reported this month that one-third fewer students enter planning to major in the humanities than did in 2006.

American politicians are encouraging the trend of practicality in higher education.

The governors of Florida and North Carolina have pushed to shift state funding away from liberal arts subjects to programs that lead more directly to jobs. A half-dozen states now publish employment and earnings outcomes, broken down by school and degree program, for new graduates.

On average, people with career-focused degrees do have higher earnings and lower unemployment -- at least out of the gate, according to research by the Georgetown Center on Education and the Workforce. But how majors affect careers over the long-term is harder to pin down.

Employers lament a technical skills gap that left millions of jobs unfilled even at the peak of

unemployment in the Great Recession. But in surveys, they also complain students aren't well-served enough -- lacking an ability to communicate and continue to learn. A recent employer survey by the Association of American Colleges and Universities found 93 percent reported that capacities to think critically, communicate clearly and solve complex problems were more important than undergraduate majors.

AAC&U president Carol Geary Schneider says even seemingly staid fields like insurance are evolving rapidly, and will require sharp and creative thinking. Students can get broad-learning in focused degrees, but too often don't.

"Employers are saying to us 'we don't want to hire people who have been locked into mental cubicles,'" Schneider said. "The best way to be locked into a mental cubicle is to study only one subject and look at it only from a particular point of view."

Another price, Levine says, is too many students studying subjects they aren't passionate about, and failing to grasp that -- while majors matter -- a strong liberal arts major complemented with a more practical minor or a foreign language remains desirable in the job market.

"Part of it is overreaction," Levine said of the trend. "Part of it is lack of knowledge about what it takes to get a job. And part of it is these are really scary times."

Frank Novakowski, an associate Davenport dean, says the school's curriculum injects broad-based learning throughout its curriculum. But he also calls Davenport pragmatic, noting Farmers is halfway through hiring 1,600 new workers here.

"People are getting really serious about 'what am I getting an education for, and what am I going to do after?'" he said. "And if the kids aren't asking, their parents are."

"University of Farmers" actually has a Chinese ring to it. In its once tightly planned economy, China's universities churned out graduates for specific lines of work. Universities often were overseen by a national ministry or trade agency. Their names say it all: Chongqing Nanfang Translators College, Nanjing Audit University, North China Electric Power University.

Yuanjing founder Peng Hongbin excelled in that system, studying at a prestigious university and, after a government job, later getting rich in the flooring business. But he doesn't credit his education for his success: Under the rote learning style he never learned to speak up.

"China does not teach you how to communicate," says Peng, who in 2007 bought the telecommunications college when it went private and, five years later, founded Yuanjing on the hill above it.

Now, he's a leader in an effort to bring broader-based, liberal-arts style learning to China's education system.

His academy picks 150 students from the freshman class of 5,000 at the telecommunications college, which also is undergoing changes, adding clubs, sports, community service and art

B-1.K.2

appreciation.

"For a country to innovate, to be creative, it needs imagination, not a knowledge and know-how from a specific field of study," he says.

His advisers include a Dutch academic named Hans Adriaansens, who on a recent sunny afternoon sat in the checkered shadow of a traditional Buddhist "Bodhi" tree of wisdom on the Yuanjing's campus, talking to students about their ambitions, work and daily worries.

Adriaansens' journey is a kind of microcosm of the global movement. Decades ago he studied at American campuses including Harvard and Smith College, falling in love with liberal arts learning. He struggled for decades to bring the model to Europe, where students historically have been channeled into specialties as early as age 12.

"When I started, everybody was against it, even at my own university," he says.

But in recent years, he's helped leading Dutch universities install liberal arts colleges within their campuses. Now, Europe-wide changes he's encouraged have opened space during the first years of higher education for broader learning, delaying specialization. Singapore and Hong Kong have made similar moves.

Elite St. Petersburg State University in Russia recently opened its first liberal arts faculty, and there are similar projects in Poland, Slovakia and even Germany, which invented the rigid disciplinary model. Jonathan Becker, the vice president for international affairs at Bard College in New York who has worked in Europe for decades, says it's no accident that the St. Petersburg effort's been led by a former Russian finance minister.

"They realize," Becker says, that "narrow boundaries of disciplines are not the answer to modern world problems."

Not every country is embracing the trend. In much of the world, facing crippling high youth unemployment, broad-based or liberal-style learning is still viewed as an unaffordable luxury. India's development efforts are focused on vocational training for 500 million people by 2022. Turkey is rapidly expanding vocational training, while Rwanda is focused on information technology, agriculture and tourism.

Still, from Morocco to Saudi Arabia to Malaysia, experiments in broader-based learning are expanding. And China is the movement's promised land. Leaders may not have fully considered the potential political implications of liberal education, but they've endorsed the economic case. They want China to invent the next iPad, not build the last one.

Change is apparent not just at experiments like Yuanjing but across China's big public universities. Hangzhou's Zhejiang University in eastern China, for example, has reduced the number of majors from more than 200 to seven general directions.

"It's new to them but, to my surprise, it's going much faster than it went in my country," says Adriaansens.

There is no suggestion that the Chinese system yet resembles the traditional American one, or

will soon.

"The 12 years of education has not given our students the habit of thinking," says Bai Fengshan, who is leading a new liberal arts curriculum at prestigious Tsinghua University, traditionally known for technology and engineering. "They simply take whatever is given. They can tell when what's given is bad, but they don't know why."

Students "lack the ability to be critical," he says, "which is different from the ability to criticize."

He is committed to the transition.

"When a person leaves the university," he says, "he or she should be a whole person."

Pope reported from Michigan. News researcher Judith Ausuebel contributed from New York. Follow Pope at <http://www.twitter.com/JustinPopeAP> and Didi Tang at <http://www.twitter.com/tangdidi>

B-1.K.3

外国文教专家教学质量评估表

Evaluation Form for Quality of Teaching of Foreign Teachers

专家姓名 _____ 教学课程 oral English class for undergraduate students 教学对象

(系、年级、班) _____

Name of Teacher

Subject taught

Students (Major, Year, Class)

指 标 Areas of Evaluation	评 价 等 级 Grades of Evaluation with 内 涵 Contents	优 excellent 10	良 good 8	中 average 5	差 Below average 2	Average grade
教学 态度 Teacher's attitude	教师能够严于律己, 教风严谨, 严格遵守教学作息时间表, 上课不迟到, 下课不早退, 态度友好。 Self-disciplined, disciplines students well, keeps to the schedules, no absenteeism problems, friendly to students.					9.92
教学 内容 Class contents	课堂传授知识量大, 技能训练程度高, 逻辑性强, 重点突出。Large quantity of classroom knowledge, high degree of technical training, strong logical reasoning, and outstanding point of salience.					9.52
教学 准备 Class preparation	认真选择教材, 备课内容丰富, 难度、深度适宜。Good choice of teaching material, variety of preparation with appropriate breadth and depth.					9.68
教学 环节 Lesson plans	根据课程需要, 认真安排辅导讨论与多种教学环节, 教学进度安排适当。Arrangement of guided discussions and lesson plans according to needs and appropriate progression of					9.80

	lessons.					
教学能力 Teaching ability	语言表达精炼生动，富于启发性，课堂组织严密，板书清晰，层次分明。Use of clear and precise expressions and motivating teaching with good organization and clear progression.					9.84
教学方法 Teaching methodology	教学方法生动灵活，对不同程度的学生能采取相应的措施，注重培养学生的能力。Lively and animated teaching with appropriate consideration for students of various abilities and learning capacities, with emphasis on cultivating the ability of students.					9.36
辅导答疑 Counseling and answering questions	能坚持每周安排 1—2 次的课外答疑，善于个别指导，启发学生积极思维。Consistently arrange 1-2 times of outside classroom answering sessions with special counseling needed to develop positive thinking on the part of the students.					8.76
作业情况 Homework assignments	按时布置与收集学生的作业，内容的难度及份量适中，批改认真。Regularly arrange and collect homework that are appropriate and grade them conscientiously.					9.96
课堂纪律 Classroom discipline	严格按照教学计划进行授课，不随意停课调课，严格管理课堂纪律，学生听课律高。Teach according to the curriculum and do not depart from it easily. Tightly control classroom discipline with high attendance and attention span.					9.76

B-1.L.3

教学 效果 Teaching effect	认真完成教学计划, 学生知识水平 提高幅度大, 实际能力提高幅度 高。Complete the curriculum with high level of retention of knowledge as well as increase of practical ability in the subject.					9.48
合 计 Totals						9.608

注: 在所对应的空格处打“√”。

Note: put a check mark in the blank.

外国专家工作情况调查表

Evaluation Form for Work of Foreign Experts

教师姓名_____

name of teacher

专业

年 级

班级

Major

Discipline

Year

Class No.

评估项目 Evaluation Areas	优 excellent 10	良 good 8	中 average 5	差 Below average 2	Average grade
1. 备课认真，讲课内容充实。 Quality preparation, substantial class content.					9.91
2. 课后布置作业，并及时认真批改。 Homework assignments graded on time and well.					10
3. 了解学生学习上的长处与不足。 Understands students' good and bad points.					8.46
4. 课外给予必要的辅导质疑。 Outside-classroom counseling provided when needed.					8.55
5. 听取学生建议，注意改进教学方法和内容。 Willing to listen to suggestions from students to change teaching content and methodology when needed.					9.50
6. 关心学生身心健康的培养。 Cares enough for the whole well-being of students.					9.41
7. 对本课程及有关方面的知识了解深入广泛。 Has breadth and depth of knowledge and understanding of the subject matter.					9.73
8. 能正确清楚地解答学生的问题。 Able to answer students' questions clearly and precisely.					9.71
9. 讲课重点突出，条理清楚。 Logical and well-developed lectures.					9.56

10. 注意调动学生积极性, 课堂气氛生动活泼。Lively and animated classes with active participation.					9.65
11. 引导学生独立思考, 培养学生分析问题的能力。Able to guide students to independent thinking and cultivate their analytical abilities.					9.23
12. 重视实践, 注意培养学生的语言能力。Emphasis on practical application of students' speaking ability.					9.63
13. 考试或考查反映了课程重点。Quizzes and examinations correctly reflect salient points of the class.					9.47
14. 学生收获大, 学习兴趣进一步提高。Students are motivated and effectively taught.					9.60
15. 按时上课, 不迟到不早退。Starts classes on time and end on time.					9.86
16. 课堂用语深入浅出、语言风趣、使学生加深理解。Humorous and clear presentations deepens students' understanding and knowledge.					9.91

注: 1. 此表由学生填写。

Note: 1. This form to be filled out by the students.

2. 在所对应的空格处打“√”。

2. put a check mark in the blank.

请给出你对外教教学方面的意见或你所希望的教学方式等, 以帮助外教改进教学。

Please give your suggestions on foreign teachers teaching or the teaching way you expected and so on, to help him/her improve his/her teaching.

1. Play more interesting games in class
2. Give more writing skills suggestions
3. Enlarge the students' vision of the world