TEACHER COGNITION AMONG TERTIARY-LEVEL CHINESE ENGLISH TEACHERS

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SYNOPSIS

Teacher cognition studies are rare in the mainland Chinese context; they are also rare in other contexts similarly defined by common features such as non-native speaking language teachers, large classes, publicly-funded institutions, and mandated curricula or materials. This broadly qualitative investigation of three tertiary-level Chinese English teachers sought to elicit views and beliefs about language learning and teaching, their sources, and their links with classroom behaviour. A cyclical series of data collection (including autobiographical writing, interviews, lesson observations and stimulated-recall interviews, documentary data, and a group discussion) was employed to produce four linked studies: three individual case studies and a cross-case study. Interpretive data analysis, achieved through a process of constant comparison, was employed to reveal each teacher's views and beliefs. In order to ensure an emic perspective, each teacher's 'voice' is given prominence through the presentation of data. The interpretation of data suggests the importance of various levels of context to teachers' thinking, including the background Confucian approach to education, previous experiences as learners and teachers, and the situation the teachers encounter at both classroom and institutional levels.

STATEMENT OF CANDIDATE

This thesis has not been submitted for a higher degree at any other institution.

The research described herein was undertaken by myself alone, under the guidance of supervisors at Macquarie University, Sydney.

Approval for the research was obtained from the Macquarie University Ethics Committee. The protocol number is: HE25MAY2007-D05214

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CHAPTER 1: INTRODUCTION

1.1 Introduction

The research which forms the basis of this thesis is set in a tertiary teacher training college in southern China (referred to throughout under a pseudonym), where I worked as a foreign teacher of English for eight years. This publicly-funded college was undergoing a process of change, and can be regarded as characteristic of similar institutions, as explained below. The research seeks to elicit the beliefs and views of three college-level Chinese teachers of English who were teaching in this institution regarding language learning and teaching, the sources of those views and beliefs, and their links with various aspects of the context in which the teachers go about their work. In order to investigate the teachers' own perceptions, the research is undertaken within a qualitative and interpretive design. This chapter introduces the thesis and its aims, by firstly explaining briefly the focus of the research, how it fits into the broader area of research in which it is located, and why it is seen as important. The structure of the research, involving an arrangement of four separate, but connected studies, is explained, and the chapter ends with an outline of the whole thesis, chapter by chapter.

1.2 Research focus

The broad area of study within which the thesis is situated is that of teacher cognition research, an area of research which has developed rapidly over the last decade in the field of applied linguistics and has provided insights into the thinking and beliefs that motivate language teaching. Teacher cognition refers to the study of what teachers think, believe, and know, and how these connect with their practice in classrooms (Borg, 2006a, p. 1).

While the settings for teacher cognition research have tended to be those of universities and private language schools, and the subjects have generally been native-speaker teachers, there has been a gradual increase in the range of geographical and educational contexts investigated, as well as increasing diversity in teacher profiles. However, few studies in the area of language teacher cognition have to date been undertaken within the context of the People's Republic of

China. Indeed, previous research in most areas of applied linguistics involving Chinese teachers has tended to examine those either living and/or studying overseas, or 'overseas Chinese', the phrase used to describe Hong Kong and Singaporean Chinese and other ethnic Chinese communities living outside the mainland. For example, in a volume which focuses on the teaching of Chinese students (Watkins & Biggs, 2001), only two out of a total of 14 chapters deal directly with mainland Chinese teachers and learners and involve research undertaken within China itself (Gao & Watkins, 2001; Cortazzi & Jin, 2001). Every other research study in the volume is set in Hong Kong, or in Hong Kong and elsewhere (e.g. Hong Kong and Australia). Such studies are not necessarily representative either of students or teachers on the mainland. An earlier volume (Watkins & Biggs, 1996), investigating Chinese students themselves, reflected a similar focus outside the mainland. Two exceptions offer but little balance. Pratt's (1992) examination of Chinese teacher attitudes was completed by dint of interviews with Chinese in Canada and with others in China itself, while Connelly, Clandinin, & He (1997) investigated the knowledge of a Chinese music teacher after her return to China from studying in Canada. Since these, small numbers of other studies (e.g. Zheng & Adamson, 2003; Zhu, 2004) based in China have appeared, but clearly there have hitherto been issues of accessibility which have governed and restricted the possibilities available to researchers from outside China.

Given China's unique mixture of cultural heritage and increasing economic power and political influence, and more specifically the growing importance assigned to the teaching of English in China, research in the area of the cognitions of mainland Chinese teachers represents an important gap to be filled. The sheer size of the teaching population is a reminder that here is the site of a massive ELT endeavour about which the ELT world at large knows very little. At an individual level, Chinese teachers face great demands on their time and their expertise, yet receive relatively little help or encouragement in terms of developing teaching practices, improving their language proficiency, and - as is increasingly required - acquiring qualifications, research skills and academic writing expertise. There is, therefore, a pressing need for insights into Chinese teachers' daily professional lives to be gained by research. This study deals not only with a mainland Chinese site, but it is also set in a type of educational context underrepresented in the literature. This is a context characterised by non-native English-speaking teachers working within the state system, among the lower tiers of Chinese higher education, involving large monolingual classes, mandated materials, and an examination-oriented and text-reliant educational scene, again an important research gap to try to fill. Specifically, the institution in

question in the studies presented here was a teachers' college in a southern Chinese province, previously located in a prefectural, rather than a provincial, capital and undergoing a geographical move of campus to an even more remote area. As the main provider of pre-service teacher training for a large prefecture, the college had the responsibility to produce teachers ready for secondary-level teaching. At the same time, reforms at national and provincial level were placing both additional and changing demands on the college, even as the unpopularity of the teaching profession was among the factors rendering more difficult the task of attracting trainees to the profession.

The relevance of the work to my professional life stemmed directly from involvement with Chinese teachers on both a departmental and an individual level. The research itself was both prompted and aided by the form of contact with teachers facilitated by my position as teaching supervisor within the Foreign Language Department and the insights that had been developing from this work with local teachers. In addition, the institution in which the research was based, and the specific department involved, were both keen to encourage research interests within the teaching body as a way of enhancing both individual teachers' academic profiles and the efforts being made to upgrade the college. The approach adopted, as agreed with the college authorities, was to focus on supervision of teaching, rather than of teachers per se, with the intention to encourage a shift towards a positive view of classroom observation, discussion, and teacher development. From my own perspective, the motivation to undertake supervision was rooted in the experience gained from working with teachers in their professional lives and development, rather than a desire to promote the college's interests. Even so, these interests were complementary rather than in opposition.

1.3 Structure of the research

The research design was formulated on the basis of a series of interlinked and interpretive investigations involving three tertiary-level Chinese English teachers. The fact that all three teachers, and I as the researcher, were colleagues in the same college department has extended to the studies a certain level of consistency and insight which might otherwise not be possible. As colleagues, we shared an understanding of local conditions (although theirs was naturally superior to mine) and enjoyed between us some degree of professional familiarity.

The research was designed so as to develop as a series of four linked studies:

1) three separate case studies, examining the teachers' self-reported views and beliefs, and the ways the teachers interpret and explain them;
2) a cross-case analysis of the three teachers to divine common threads and differences among them.

The design of the research in this fashion suited my particular situation at the time, involved as I was in supervisory work with the Foreign Language Department faculty. There was, in fact, a concurrence of both personal and professional interest, and access to Chinese teachers in their particular teaching environment. The approach to the research also matched the Macquarie model of a professional doctorate, investigating issues arising directly from candidates' individual working contexts.

1.4 Organisation of the thesis

The development of the thesis requires that the site of the research be understood by the reader, so the present chapter is followed immediately in Chapter 2 by a description of the educational context in which the research took place. The context is introduced at two levels. Firstly, the macro-context is described to illuminate: the language situation currently found in China, including the dominance of Mandarin Chinese and the place of English; the education system; traditional views of education; the situation of teachers and teacher education; and academic research in China. Secondly, the micro-context of the particular college, as the site of the research, is outlined. The political, socio-cultural, and educational context descriptions in this chapter are important in that they constitute more than a backdrop to the studies. In other words, in order to interpret the findings it is necessary to shed light on the context, given the possibility that it can help to explain findings. In addition, as there is often a close relationship between the contexts in which qualitatively-oriented research is conducted and the details of data collection and analysis, careful description of that context is important in order to enhance the meanings derived from the data and improve the interpretive possibilities.

Chapter 3 is a literature review of research and theoretical concepts related to the study of teacher cognition. It begins with a historical overview of the origins of teacher cognition studies within mainstream education, and moves on to consider the literature regarding second language teachers and how research in this area has developed in the language teaching field over the last two decades. The relevance of this literature for the present study is drawn out in this chapter.

Chapter 4 explains in detail and justifies the research orientation adopted, the specific questions motivating the research, the selection of participants, and the methodologies used in data collection and analysis.

The three chapters that follow detail the studies that were carried out and the findings. Studies 1, 2, and 3 are individual case studies of the three teachers involved, and are presented in Chapters 5, 6, and 7. These are closely linked interpretive studies of the cognitions of three mainland Chinese teachers of English at a Chinese teachers' college, and based on a data set that includes written data, interviews, and lesson observations. These chapters emphasise discussion and interpretation of the data at the level of each individual teacher.

Chapter 8 moves to a level which aims to detect broader themes and interpretations across all three participants. It brings the previous analyses and case studies of the three individual teachers together in a cross-case study. It draws primarily on a group discussion among the three teachers as a base data set, but also links the analysis of these data with findings from the individual case studies.

Chapter 9, Conclusions, brings the thesis to a close by offering further interpretation of the studies. It proposes the importance of teacher cognition studies of this approach and design, and the recognition of various levels of context (classroom, institutional, and national educational) in research that aims to understand how teachers make sense of their teaching environments. The chapter aims to highlight the implications for the Chinese context in which it is set, but also to suggest broader connections between these implications and the body of teacher cognition research currently available. The contributions, implications, and limitations of the thesis are discussed, and a number of areas for potential further study that derive from this research are suggested.

CHAPTER 2: THE RESEARCH CONTEXT

2.1 Introduction

In order to provide a background to the studies which follow, this chapter presents an overview of the context within which the research took place. This descriptive chapter is regarded as particularly important in that it constitutes more than a simple depiction of locale or situation as background to the studies. In qualitatively-oriented research such as that carried out here, the context may be intricately bound up with the way research is conducted and the way analysis proceeds. This connection is, in fact, intended here. Contextual clues and descriptions were used as part of the research methodology in order to enrich the data and increase the interpretive power of the analysis, as will be seen in the later chapters.

This chapter first addresses the 'macro-context' in terms of the language situation in China, the education system, traditional views of education, teachers and their education, and educational and applied linguistics research. A discussion on the 'micro-context' then follows which describes the institution in which Studies 1 and 2 took place. A related section on terminology relevant to Chinese education and ELT in particular can be found in Appendix A.

It has often been noted that reservation in generalising about China is wise (e.g. Cortazzi & Jin, 1996b, p. 61). Anything one writes 'must be open to modification or refutation, because China is enormous, and it is far from being the monolith it appears from outside' (Maley, 1983, p. 102). Chinese education, including language education, displays stunning uniformities, but also idiosyncrasies, regional differences, urban-rural divergence, and slowly increasing decentralisation (Cheng, 1990; 1994; Paine, 1992; Yang, 2002). Naturally, one would like to be able to write with confidence about the whole country and the systems therein. The appropriate literature offers assistance, but even much of this writing has limited scope and so a measure of caution should be applied to any generalisations which follow. It is important to focus on literature from within China, though there are effectively limits to that written in English. The following represents an attempt to write of systems as wholes; where reference is to certain sectors this is stated.

2.2 The macro-context of the research

This section will outline in broad terms the macro-context of the study, specifically, the language situation in China (including English and ELT), the Chinese system of education, traditional Chinese views of education, teachers and teacher education in China, the situation regarding academic research,

2.2.1 The language situation in China

This section introduces the general linguistic situation in China, before moving on to examining the place of English. English and English Language Teaching (ELT) in China are reviewed in terms of the historical background and the current situation.

2.2.1.1 Chinese

China, an undoubted polyglot nation, has a total of 235 (Gordon, 2005) languages, with Mandarin Chinese as the official one. Gordon's figure includes dialects, which significantly complicate the linguistic map of China. The number and geographical coverage of dialects, along with political and economic imperatives, led to a massive language policy initiative after Liberation and the establishment of the People's Republic in 1949: that is, the spread of and insistence on Mandarin. It was politically expedient to unify the use of language, with improvements in production and trade expected to follow. Since 1956, then, official government policy has encouraged the use of this standard form of Chinese throughout the country (Kirkpatrick & Xu, 2001, p. 14). Though known to the English-speaking world as Mandarin, the term normally used in China is *putonghua* (literally, 'common language'). The Chinese rendering highlights the intended impression of commonality and ordinariness. Throughout this thesis, the terms 'Chinese', 'Mandarin', and '*putonghua*' are used interchangeably.

Allied to the promotion of *putonghua* were efforts to improve literacy rates and ease the burden on children of becoming literate, through two specific policies: the simplification of Chinese orthography, and the development of the Chinese Phonetic Alphabet (Lin, 2000, p. 80) As Chinese characters are non-alphabetic ideograms, written in combinations of fixed numbers of strokes, they convey meaning through associations developed over thousands of years. Though many characters have a phonetic element, the language is not phonetically decodable in the sense that alphabetic languages tend to be. Achieving literacy within such a system requires long-term,

painstaking learning of individual characters. Simplification of characters began in 1935, but was not completed, with the publication of a definitive list, until 1964 (Gao, 2000, p. 87).

Two aims could be achieved with a system which both Romanised and phoneticised the language: children could learn more quickly (by using letters, and later moving to characters), and a standard pronunciation could be more effectively spread. In the 1950s, Chinese scholars developed what has become known as *hanyu pinyin* (literally 'Chinese put-together sounds'), commonly called simply *pinyin*, adopted by the government in 1958 in 'one of the largest innovations in the history of language education' (Liu, Y., 2005, pp. 400-401). The system is now taught and used in all mainland nursery and primary schools, and is also used by foreigners learning Chinese, putting China in the relatively unusual situation of - as far as is foreseeable - permanent 'digraphia', i.e. having two *de facto* writing systems (Liu, Y., 2005, p. 401), a notion officially denied, however (Kirkpatrick & Xu, 2001, p. 15). Even with these advances, learning to read and write still requires a major effort by children; the 2,000 characters needed for basic literacy take the six years of primary schooling to acquire (Parry, 1998, p. 65).

A mastery of *putonghua* is expected in many occupations in China, from news reading to teaching, and a training and testing system exists to motivate and classify both professionals and students. The test assesses listening and speaking abilities, and the results carry great weight. High standards of spoken Chinese are expected of professionals such as teachers at all levels (Kirkpatrick & Xu, 2001, p. 15), and failure to attain the required score can bar one from the profession. Training and testing are also compulsory for tertiary students in all disciplines, and all are expected to attain a certain level of proficiency.

2.2.1.2 English and ELT in China

The status of English in China has for many years shifted according to the 'pendulum swings' in the country's history (Boyle, 2000a, para. 7) and its relationships with other countries (Adamson, 2004, p. 21). For a long time, 'China had a long history of deliberately avoiding contact with the West for fear of cultural contamination' (Ji, 2002, para. 4). An abundance of literature outlines and details the history of the teaching of English and other languages in China (e.g. Wang-kun, 1981; Wang, 1986; Ross, 1993; Sun, 1996; Song, 2000; Adamson, 2003; 2004). With its 'desirable but sensitive connotations' (Adamson, 2003, para. 2) the position of English as a school subject in China has fluctuated wildly, especially since 1949. Political and moral ideology

are ubiquitous in China, and historically there has been resistance to foreign influences, including language learning. Indeed, English has had an ‘oxymoronic status’ (Adamson & Morris, 1997, p. 24). The following is a brief summary in the interests of backgrounding the current situation.

There are references to ELT in China in the Qing Dynasty, and in the school syllabus as far back as 1902 (Boyle, 2000a). 1922 marked a shift from traditional Japanese models of learning to Western ones (Boyle, 2000a). Liberation in 1949 saw a move towards education for the masses. The Ministry of Education made it clear that language learning was intended to benefit the state. Russian became the dominant, eventually the only, foreign language taught for the next seven years because Western educational ideas were capitalist and unpatriotic (Boyle, 2000a), and the USSR offered political, scientific, and economic advantages. English teachers retrained as Russian teachers as English was ‘deleted’ (Wang, 1986, p. 154) from the school curriculum. However, English usurped Russian after China’s break with the USSR in the 1950s, became a ‘recognised subject’ (Sun, 1996, p. 36), and was even part of the higher education entrance examination by 1962 (Boyle, 2000a). Teachers who had been ‘Russian re-treads’ were now required for English (Maley, 1984, p. 5). The Great Proletarian Cultural Revolution (1966-76), an unmitigated disaster for Chinese society in general, was particularly so for education. Essentially, the whole education system collapsed, and amidst the frequently violent attacks on schools and teachers English language teachers were especially vulnerable due to their assumed affinity with the West (Adamson 2003). The Ministry of Education was re-established after the death of Mao, and a set of writers ‘rushed out’ a new English Language curriculum and textbooks in 1978 (Adamson, 2003). The status of English changed rapidly with the campaign for the Four Modernizations intended to promote economic development and investment (Adamson, 2003). Deng Xiaoping, the ‘paramount leader’ noted that ‘Whether a cat is black or white does not matter, as long as it catches mice’, a comment widely interpreted to mean that it was now acceptable to allow foreign influences, as long as they benefit China. English entered its ‘Second “Renaissance”’ (Song, 2000, p. 33).

‘The spring of English has arrived in China’ declared Ji (2002, para. 4). Reasons for the popularity of English are variously given as technological progress, sociological and financial advancement (Adamson, 2002, p. 241), and even WTO entry and the 2008 Olympic Games (Lam, 2002, p. 255; Zhang & Watkins, 2007, p. 781). Recent moves by China into diplomatic and economic circles seem to suggest that greater integration into world bodies and political affairs is

another source of motivation. Most Chinese learners apparently view English as a means to social and economic mobility, rather than as a communicative tool (Zhao & Campbell, 1995, p. 385).

Clearly, the state of middle school and university teaching of English across such a huge country cannot easily be summarised (Cortazzi & Jin, 1996b, p. 61). Statements of the numbers of English learners in China can be no more than approximations; Boyle guesses 'in the region of three hundred million actively engaged' (2000a). Most children are required to study English in school (exceptions being minority nationalities with little or no proficiency in *putonghua*), usually beginning at about the age of 12, that is, after six years of primary education. Since 2001, where conditions have allowed, primary schools have also been expected to provide English (Deng, 2001; Hu, 2007) from Year 3, when children are around nine years of age.

Passing English in the *gaokao* (literally 'higher examination', see Section 2.2.2: The Chinese education system) is required for entry into tertiary education. All tertiary students take at least two years of English; for both English majors and non-majors graduation is partially dependent on passing national standardised examinations (TEM and CET: see Appendix A) (Boyle, 2000b, p. 153; Cheng, Ren, & Wang, 2003, p. 7), although this may not strictly be necessary (Lin, 2002, p. 9). Recent changes to the test have, in fact, removed the pass/fail distinction. These English (or other foreign language) exam requirements are mirrored in many fields of employment (e.g. government officialdom, medicine, the police), where advancement depends in part on success in these exams, though communicative abilities are not tested.

Several works offer introductions to the range of literature regarding the ELT situation in China (e.g. Adamson, Bolton, Lam, & Tong, 2002; Hu & Gu, 2002). A major summary is presented by Cortazzi and Jin (1996b), who review the major issues and the development of ELT in China, and is complemented by Hu (2002c) in his account of reforms since the mid-80s, particularly in secondary ELT. Coverage of a recent major policy shift, towards ELT in primary schools, can be found in Hu (2007).

A debate over Communicative Language Teaching (CLT), and its suitability or otherwise for China, has smouldered since the 1980s. Much of the early impetus arose through the efforts of people like Li Xiaoju, who with others produced the Communicative English Language Course for tertiary level students (Li, 1984). As in many EFL countries which have tried the difficult task

of introducing CLT in order to improve teaching, CLT and a new syllabus perhaps seemed natural responses to China's foreign language needs (Ng & Tang, 1997, p. 70), and fitted a perceived need for changes in education and society in general (Ouyang, 2000). Some believe that CLT has already been adopted (e.g. Liao, 2000), whereas others remain sceptical (e.g. Hu, 2002b, p. 94). Constraints have included and still include: economic imbalances; bureaucratic and centrally-controlled administration; enormous schools and classes; traditional methods of learning and teaching; an inflexible assessment system; and a lack of training for teachers. At all levels of teaching, most particularly the tertiary level, it is common to divide the skills (Speaking, etc.) quite rigidly (McKnight, 1994, p. 46), rather than integrating them, as was the aim of the introduction of Comprehensive English (see Section 7.6.3).

Hu (2005c, pp. 17-20) highlights several among a 'host of issues' within Chinese ELT that should be addressed, of which three are: a geographically-defined gap in ELT quality; 'teacher education'; and English becoming compulsory in primary schools. One effect of the latter has been a teacher shortage in primary schools (Hu, 2007). In the case of better-off schools in urban areas the result has been more positions available for English teachers, but in other cases the result has been either other subject teachers being expected to undertake the teaching of English, or English teachers being employed on a peripatetic basis.

As far back as 1982, Chinese scholars were aware of a Chinese version of English (Cheng, 1992). According to one writer, 'China English is on its way to becoming another world variety' (Hu, 2005, p. 27), and she predicts a 'second national language' (p. 37) within China. Hu asserts 'a recognition [on the part of teachers] that a, or the, variety of English to be learned should be characterised by Chinese language and culture', but of course this implies further problems, such as which variety should actually be taught and to whom. She calls for a full description and codification of this new variety (pp. 36-37). As far as students are concerned, Jin notes positive feeling towards China English, and a preference for Chinese teachers over native speakers (2005, p. 39).

2.2.2 The Chinese education system

Chinese education is divided, as in many systems, into three levels: primary, secondary and tertiary; the Chinese terms used are: 'primary', 'middle' and 'higher', as shown in Table 2.1. Pre-school education also exists, though it is often privately arranged. The Chinese academic calendar

consists of two long terms per year, punctuated by the Chinese New Year and summer holidays. Dates vary according to the institution and the lunar calendar, but the norm is a year beginning in late August/early September running till June or July, with a winter break in January and/or February.

Table 2.1: The Chinese system of schooling (with Western equivalents)

Typical age ranges	Usual rendering from Chinese into English	Western equivalent
3-6	Kindergarten	kindergarten
6 to 12	primary school	primary/elementary
13 to 16	junior middle school	junior high school
15/16 to 18/19	senior middle school	senior high school
18/19 to 21/22	college/university	college/university

Education in China is, of course, a massive undertaking with staggering statistics. In 2004, secondary education of all kinds involved a total of 97,144 institutions and 5,438,391 teachers; in the primary (elementary) sector, the respective figures were 463,635 and 5,672,189 (Coutsoukis, 2006). Deng Xiaoping, the architect of China's opening and reform policies, famously said in 1980 that an additional two or three million teachers would not be too many (Paine, 1992, p. 185). Not only is Chinese education gigantic, it is also growing. In 2007, Yuan Guiren, the Chinese Vice-Minister of Education, released a report predicting gross enrolment rates of 80% at senior high schools by 2010. The report also described the expanded tertiary enrolment of around 10 million students from 2000 to 2005. College student numbers almost trebled in those five years, rising from 5.56 million to 15.62 million, and another 4.38 million students were expected to 'benefit from such expansion' by 2010, when the gross college enrolment rate will be 25% (Chinanews, 2007).

There is a system of 'key' schools (Luo & Wendel, 1999), even down to kindergarten level (Feng, 1999, p. 48), which enjoy high status, up to double the funding of other schools (Lewin & Xu, 1989, p. 11), with places usually gained only by excellent scores in entrance examinations, though some failing, or 'high-priced students', can pay to attend (DeLany & Paine, 1991, pp. 34-35). Some key schools are attached to normal universities in provincial capitals; in other cases,

key status is signified by the numbers found in school names (e.g. Jinan No. 1 Primary School or Wuwei No. 2 Middle School). China's drive towards industrialisation in the mid-20th century resulted in the creation of huge state-owned enterprises, and towns and cities grew around them. In these 'company towns', the industrial centre provided everything from housing to medical care, and this provision included schooling. It is not unusual, then, to find schools with names like Sanming Chemical Company No. 3 Middle School.

Examinations feature significantly at every level of schooling (and even beyond: promotion in some occupations depends on success in examinations, as does acceptance into the Communist Party). At the end of primary, junior middle, and senior middle school, students are tested into the next level. Except for senior middle school, there should by law be places for all, so this testing-in implies a selection process ensuring that those with the best grades will attend the 'best' schools. Passing through each stage is known as 'graduation'. Although the testing system is very rigid, there are ways to circumvent it. For example, in some rare cases, certain students judged to be of great merit can be 'recommended' and proceed without passing examinations (Davey, Lian, & Higgins, 2007, p. 389). There is also an option to pay if the required grades are not reached, though this is a somewhat mysterious process. Special mention should be made of the *gaokao* (college/university entrance examination), to which Davey et al. provide an excellent introduction specifically written for Westerners. Standardised tests like this carry great weight, and even affect the TV schedule and traffic arrangements. The (middle school) teacher's primary duty, as Anderson notes (1993, p. 473), is to help students pass this examination, and it 'shapes pedagogical practice' (Davey et al., 2007, p. 386). Such testing results in 'incredible pressure' for children (Cheng, 1998, p. 17; Davey et al., 2007, p. 392), but given China's size, they are massive enterprises - the *gaokao* catered for seven million candidates in 2005 (p. 385) - and therefore slow to change.

2.2.2.1 Primary and secondary education

Primary education takes six years. Secondary education is known as 'middle school' and is divided into junior and senior, each lasting three years. By virtue of the Compulsory Education Law, education is compulsory for nine years (primary and then junior middle school) and ostensibly free (China Education and Research Network, 1998-2000). The compulsory requirement began officially in 1985 (Cheng, 1990, pp. 163-164). Provision, however, varies across the country; though education is nominally free, many students have to pay for materials

and dormitories. Cheng (1990, pp. 164-165) describes a uniform curriculum and materials, and very demanding tests.

2.2.2.2 Tertiary education

At tertiary level, though the number of students is reduced, the situation becomes more complex. Essentially, there is a plethora of provision, and a student's eventual placement depends on a combination of factors like examination performance, career intentions, and finances. Niu, Wolff, Teng, & Gregory (2004) are justified in stating that a description of the classification system of China's higher education sector would constitute an entire journal article in itself. They describe a 3-tier structure, organised according to 'recognised criterion' which include 'the level of government administration, the level of government financing, the level of students admitted, the level of faculty employed, as well as the history and reputation of the school' (p. 20). Key universities at state and provincial level form the upper stratum, and below these come other universities (including teachers' universities), and colleges (including teachers' colleges), and institutions such as the TV University, modelled on the UK Open University. Davey et al. more briefly illustrate the system as two-tier, and note that two different levels of qualifications can be granted: undergraduate diplomas and bachelor degrees after 4 years of study, and undergraduate diplomas after 2-3 years (2007, p. 387).

A recent significant feature of Chinese college life is known as *zhuanshengben*, or 'upgrading status (to offer degrees)'. This involves changes in curriculum, teaching quality, and administration, and the process is monitored by ever-higher level inspections, culminating in a ministry-level one. In many cases, upgrading has necessitated amalgamations of institutions to reach requirements in terms of student and teacher numbers, faculty qualifications, and facilities. New buildings, even new campuses, have been built, and student numbers have swelled. Success usually results in a renaming of the college to *xueyuan* (a term seemingly untranslatable into English, which denotes a level higher than 'teacher's college' but lower than 'university').

Students' qualifications can be upgraded in various ways. A return to university for postgraduate study is dependent on passing the relevant examinations, and on funding. In-service teachers and other professionals can take part in *zixue*, or 'self-study' courses, necessitating a series of examinations over several years and a final paper. Self-study of this type is also available to tertiary students, is sometimes encouraged while they are in full-time study, and can be offered as

an extra part of the curriculum. These aside, the most popular form of upgrading is known confusingly by the same name as the process described above: *zhuanshengben.* Colleges unable to grant degrees often encourage and facilitate participation in entrance examinations after which successful candidates may enter a university to enrol on a degree course, in effect 'adding-on' two years of study.

2.2.3 Traditional Chinese views of education

The aim of this section is, with the aid of a useful framework (Leung, 1998), to outline the basic tenets of traditional Chinese thought surrounding education, and illustrate the effects of that tradition today.

2.2.3.1 Elements of Confucianism and their effects on Chinese education

China's cultural context is that of a Confucian Heritage Culture, hereafter CHC (Biggs, 1996, p. 46); the educational and social background is largely Confucian, whereby social hierarchy is fixed. Confucianism has been characterised as a 'theory of social management' (Liu, 1990, p. 204, quoted in Cheng, 1998, p. 24). The main features of Confucianism as outlined by Leung (1998), and how these affect education in CHC countries, are discussed below. Leung describes the following: a 'super stable structure' (p. 26), a 'social orientation' (pp. 26-28), an 'emphasis on education and high expectations of student achievement' (p. 28), a 'belief in effort' (p. 29), a certain 'attitude to study and assessment' (p. 30), abilities in 'memorisation and practice' (pp. 31-32), and the 'moral character of education' (p. 32).

2.2.3.2 Super-stable structure

Leung borrows Sun's term 'super-stable structure' (Sun, 1983, p. 10, quoted in Leung, 1998, p. 26) to characterise the overall social configuration which results from the Confucian heritage. Within this structure, stable cultural values exist and persist, perhaps because of family relationships; values are perpetuated via the family. As Leung (p. 26) points out, Chinatowns worldwide, collections of Chinese with family and hometown connections, are testament to the structure that ensures such stability. This cultural stability appears to apply despite political change, and across different political systems. The Confucian influence seems to transcend such features of national life.

2.2.3.3 Social orientation

Leung (1998, p. 26) states that whereas westerners tend to favour individualism and emphasise independence, Confucianism stresses integration and harmony. The characteristically social orientation is underlined by the basic social units in Chinese schools, colleges, and universities: the class and the dormitory. As 'the class is a formal organisation with a structure of self-government' (Cheng, 1998, p. 20), certain roles within the class deepen the reliance on the unit. There are monitors, rather like class representatives, for various strands of the life of the class. In dormitories students live six, eight, or even ten to a room. This social orientation is also highlighted by class size. Though 'large' has no universal meaning, Chinese teachers do not necessarily consider a class of 40 or 50+ students 'large'. There is necessity to develop socially through interaction with many individuals. In mainland China, where interactions with siblings are becoming a thing of the past due to the 'one-child policy', at least in larger cities, this imperative to socialise may now be becoming more essential. The Chinese system of building and maintaining relationships which can smooth one's way, both in personal and in career terms (*guanxi*), has been described as 'a countertactic to the vertical relations imposed by the state and its bureaucracy' (DeLany & Paine, 1991, p. 39), and begins for Chinese children amid the social environment of school.

The twin tendencies of compliance and conformity, and an emphasis on obedience, respect for superiors, and filial piety (Leung, 1998, p. 26) are key elements of a Confucianist social orientation. Leung describes a 'tendency … to comply with rules' (p. 27), and Cheng notes 'the traditional cultural press toward uniformity and conformity' (1998, p. 18). Chinese colleges, and even neighbourhoods, usually have prominently displayed lists of 'Do's and Don'ts', and individual classes often have a set of rules pasted on the wall. The message is clear: all are expected to comply. Compliance can lead to uniformity and conformity (Bond & Hwang, 1986), evident in the identical morning exercise routines and eye exercises in schools across the country. School building architecture also displays a remarkable extent of uniformity.

In collectivist cultures, school education instills in children the norms and expectations of society (Cheng, 1998, p. 15). This no doubt also happens in more individualist cultures too, but in China these norms and expectations certainly include compliance and conformity. When students are quiet in class, they may simply be conforming; doing what Chinese students have always done,

and avoiding standing out (Cortazzi & Jin, 1996a, p. 195). Individualism is traditionally not valued:

枪打出头鸟 *The bird that stands out will be shot first.*

Obedience is ‘a behavioural rule’ learnt in childhood (Leung, 1998, p. 27). Relationships between students and teachers, and sometimes between younger Chinese and older foreign teachers also show evidence of obedience, respect for superiors, and filial piety. Confucius himself established a relationship with students that involved absolute obedience and caring for the teacher’s needs. This relationship was to be lifelong:

> They [students] were required to take on the responsibility of obeying the teacher and caring for all his needs. This responsibility went on for the rest of their lives, and they could not be released from it without the agreement of the teacher. Otherwise it would be regarded as a betrayal (Zhu, 1992, p. 8).

One element of this relationship appears to be that Chinese students, in turn, expect their teachers to be strict but fair (Cortazzi & Jin, 1996a, p. 188).

2.2.3.4 Emphasis on education and high expectations of student achievement

CHC countries traditionally stress education. Confucianism presumes that everyone is educable (Lee, 1996, 28), even perfectible. In this case, parents and teachers expect achievement. It is not surprising that there is a single curriculum, extremely demanding textbooks, state exams, and acceptance of a common standard of achievement (conformity). School leaders also stress teacher achievement such that success, measured by examination results, can affect both payment and promotion prospects. The boom in tertiary student numbers over the last several years confirms an attention to education on the part of the population. A university degree is widely considered the route to social mobility, better financial prospects, and a move away from the countryside.

2.2.3.5 Belief in effort

If everyone is educable, failure is due to a lack of effort. Chinese mothers have been shown in research to be more likely than American mothers to use (the threat of) punishment with their

children (Hess, Chang, & McDevitt, 1987, p. 185, cited in Leung, 1998, p. 29). Teachers, too, do not shy away from punishment. Cheng (1998, p. 18) notes that ‘Chinese teachers do not need to be convinced that all children can learn. This is a socio-cultural expectation, a normative belief that pervades the culture and its schools’. The belief in effort both supports and results in a de-emphasis on content. Crucially, then, the subject one studies is less important than the diligence with which it is studied. It is quite logical by this reasoning for one’s major subject to be chosen by someone else.

In CHC countries, the role of innate ability is downplayed (Cheng, 1998, p. 18), ability on which much depends in the West, but in China:

勤能补拙 *Effort can compensate for a lack of ability;* or: *Diligence compensates for stupidity*.

It is likely that the belief in effort leads to great pressure on students, though this may also be a source of motivation (Leung, 1998, p. 29). Such a belief is so unconscious that ‘it is a matter of student, parent, and teacher beliefs that affect their daily practice without their thinking about it’ (Cheng, 1998, p. 13). Many Chinese students attend evening study sessions (admittedly often compulsory); others (or the same ones, perhaps) engage in morning reading, often roaming around the campus reading aloud; and graduating classes (and their teachers) in middle schools often forego weekends and holidays in order to put in the time it is assumed is necessary to prepare for examinations.

The CHC view of study is that it largely involves hardship, diligence, and perseverance, not enjoyment (Leung, 1998, p. 30). This accords well with the experience of Chinese middle (and even primary) school students, who spend almost every waking hour preparing for a gruelling examination regime. Confucius himself is said to have chosen a particularly difficult route to realise his largely political ambition: that of promoting the ‘Zhou rites’, a mysterious and long-lost set of rituals. Hence the comment on him: ‘Choose the impossible and try to do it’ (Zhu, 1992, p. 6).

China was the first country with a national examination system (Leung, 1998, p. 30). The Imperial Examinations were a very demanding way - involving literally memorising the 4 Books and 5 Classics - of finding intellectuals who could form a body of officials to serve the state. This was the only route upwards (Cheng, 1998, p. 16-17), and for those who succeeded the rewards could be great. There has for a long time in China, then, been a trust of examinations as a fair way to differentiate and motivate (Leung, 1998, p. 30). According to Cheng, an educational system which stresses examinations and competition is a natural result of the need to find one's place; '[t]he cultural priority of clearly delineating one's status within the collective' (1998, p. 16). The Imperial Examinations are said to have had an equalising effect (the exam was the same for everyone and anyone was eligible to try), but they also established a view of exams as summative rather than diagnostic or formative. A particular view of education was also formed early; it was for success in examinations (Cheng, 1994, cited in Leung, 1998, p. 30), not for practical skills or applications. It was necessary to create an obedient civil service, not a creative one. For Cheng (1998, p. 17), the spirit of the Imperial Examination 'remains firmly embedded in China's modern education system'.

2.2.3.6 Memorisation and practice

In CHC countries, there is 'seemingly a great stress on memorization and practice' (Leung, 1998, p. 31). The use of the word 'seemingly' appears to be somewhat strange here, as Chinese students are well-known for their powers of memory. Chinese students do not have to be convinced of the value of reading, though very often they read only their textbooks. Textbooks are traditionally revered and unquestioned authorities. The 'text' holds a special place in Chinese students' hearts and they learn by heart not just dialogues but all kinds of texts. As in school, college students are expected to 'preview the text' before class, where time is then mostly used for teacher-led textual analysis. Large sections of text are then worthy of memorisation. In ancient China, intensive reading as a basis for language study was a central canon in Confucian teaching and learning (Rao, 1996, pp. 461-462), 'with the number of readings being equated with the depth of learning' (Duan, Zhang, Wu, Shen, & Xu, 1995, p. 12). Constant re-reading will bring understanding. These techniques have served the Chinese well for many years and are treated with the utmost respect. The text becomes almost sacrosanct, and this reverence also explains the high status of literature in English programmes in China, and the insistence in earlier times that 'foreign experts' be experts in literature, rather than language or education (Scovel, T., 1983, p. 86; Burnaby & Sun, 1989, p. 223). The logic was, arguably, that if literature represents the highest

form of language, and students are taught literature, their language skills must naturally improve. It is this kind of learning that often leads westerners (and some Chinese) to criticise Chinese education as rote-learning. Traditionally, though, practice should follow memorisation; it is necessary to develop skills repetitively first so that there is then something with which to be creative (Biggs, 1996, p. 55).

2.2.3.7 The moral character of education

Kelly informs us that 'in China, moral education is invariably considered to be an integral part of education' (2000, p. 1). The moral nature of education is Leung's 'last, but certainly not least' characteristic of Confucian educational thought, and he labels the five essential areas 'moral, intellectual, physical, social, and aesthetic' (1998, p. 32) while Cheng (1998, p. 21) distinguishes between 'moral, cognitive, physical, community, and aesthetic development' (Taiwan) and 'moral, cognitive, and physical development' (mainland China). In whichever case, these characteristics are stated in descending order of importance. Western education perhaps tends to emphasise the development of knowledge and skills, not at the expense of moral education but possibly with less explicit attention to it. In CHC countries morality has traditionally superseded all other aims. According to Cheng, 'the ultimate aim of [CHC] education is to cultivate a person so that he or she can contribute to the society' (1998, p. 25). Education should achieve the development of the character; its aim is the perfection of the person. The ideal is to study to develop virtue, in order to serve the community, and one's country:

> *"A man should discipline himself first, after that he could regulate his family, then govern the state, and finally lead the world into peace."* (*Analects*, trans. Legg, 1930, quoted in Leung, 1998, p. 32)

2.2.4 Teachers and teacher education in China

To provide a summary of teachers and their preparation in China, it is also relevant to consider the shortcomings of teacher education, the traditional and changing position of teachers, and the difficulties surrounding supply, qualifications, recruitment, and retention.

2.2.4.1 Teacher education

Chinese teacher education occurs at three levels: teachers' schools (strictly speaking, not tertiary education), teachers' colleges, and teachers' universities, these respectively providing teachers at kindergarten and primary levels, junior middle school level, and senior middle school level and

above. Each province generally has at least one teachers' university, several teachers' colleges, and perhaps a dozen or more teachers' schools (Hu, 2005d, p. 666). Of these institutions, only the universities have the authority to grant degrees, the others, diplomas (Zhou, 2002, p. 212). Within the tertiary sector, teacher education has been the fastest growing area, student numbers rising from 165,105 in 1977 to 1,541,560 in 2002 (Hu, 2005d, pp. 666-667). The situation is changing rapidly, as the upgrading process referred to above (*zhuanshengben*) is effecting the gradual disappearance of teachers' colleges (Guo, 2005, p. 72), as is also planned for teachers' schools (Su, Hawkins, Huang, & Zhao, 2001, p. 629; Hu, 2005d, p. 667). Though the new *xueyuan* and merged colleges (Hu, 2005d, p. 667) are likely to produce the future teaching workforce, their new major subjects are not specifically focussed on pedagogy. For example, BA students are likely to study English, rather than English Education as in the past. Teacher education institutions of whatever kind tend to feature 'poorer facilities and weaker funding, faculty, and students' when compared with similar level institutions (Guo, 2005, p. 79).

Over a decade ago it was noted that teachers' colleges were dismissing the idea of education as a field providing worthwhile graduate employment (Paine, 1995, p. 94). Offering more practical courses which reflected the job market, and in an attempt to improve enrolment, resulted in 'denormalization', termed a 'survival mechanism' by Mak (1999, p. 358). According to Mak, the added advantage was extra income for the institution, as such subjects could be charged for, and teachers paid, separately from the normal budget.

2.2.4.2 Deficiencies in teacher education

For Guo, 'the teacher education system in China is woefully inadequate' (2005, p. 83), a fact for Wang (1999, pp. 48-49) at both pre- and in-service levels. Hu asserts that preservice teacher education programs generally suffer from, among others, outdated curricula and content, little school-based work, an ill-defined knowledge base, and a 'teacher-dominated, textbook-based and transmission-oriented pedagogy that severs language proficiency work from pedagogical preparation' (2005c, p. 19). Zhou finds no research data indicating that teacher education graduates make better teachers than any other graduates (2002, p. 214). In Chinese teacher training, content knowledge (in ELT, language improvement) has long been considered more important than teaching methodology; teacher education usually emphasises academic courses rather than pedagogy (Buley-Meissner, 1991, p. 44; Anderson, 1993, p. 478; Paine, 1995, p. 96; Li, 1999, p. 189; Hu, 2005c, p. 19), so practical training is rare and 'weak' (Guo, 2005, p. 78).

The main teacher training input opportunity in the usual curriculum is in the form of some generic psychology and pedagogy lectures by education department lecturers before Teaching Practice (Sharpe & Ning, 1998, p. 66). Such courses are often viewed as too 'theoretical and abstract' (Guo, 2005, p. 77). Teaching Practice itself is usually short (Paine, 1995, p. 96; Cheng et al., 2003, p. 7; Guo, 2005, p. 78), calculated on the basis of two weeks per college year (i.e. a six-week practice during a three-year course) taken in one period in the final year of study (Sharpe & Ning, 1998, p. 66). This is strictly 'an exercise in apprenticeship' (Li, 1999, p. 189). Even so, often there are few practice opportunities (Adamson, 1995, p. 207) and trainees find themselves unwelcome in schools (Adamson, 1995, p. 207; Sharpe & Ning, 1998, p. 73; Mak, 1999, p. 353).

2.2.4.3 The teacher's position: Tradition and reality

Though traditionally revered (Gao, 2008, p. 154), teachers nowadays may be respected for their intellects, but are often 'poor and shabby', with little real power or social status (Guo, 2005, p. 79). Chinese teachers have suffered in various political campaigns, and teaching is not a high priority profession. The roles and images associated with teaching have varied over time. Surveying titles assigned to teachers since 1949, Buley-Meissner finds a whole spectrum from 'glorious people's teacher' to 'stinking scholar' (1991, p. 49). In recent years, virulent criticisms against teachers have been growing on the Chinese mainland (Gao, 2008) and name-calling is back on the agenda due the accessibility of the Internet. According to Li (2004, in Gao, 2008, p. 155), labels for teachers now include 'incompetent pedagogues' and 'beasts'.

Chinese teachers appear to have little say in many areas of their professional lives. Curricula and examinations are mandated (Wang & Paine, 2003), as are syllabuses, textbooks, timetables, meetings, and even teachers' 'donations' to charity and deductions for construction projects (Inside China Mainland, 1998). Classroom teaching is often the main and only duty. Of 47 middle school English teachers surveyed by Cheng et al. (2003, p. 7), for example, none was involved in curriculum development, only two in material development, two in research, and three in testing. Little information, even term dates, is given to teachers until it is necessary (Redding & Wong, 1986, p. 279), and discussion among colleagues is often limited to discrete, perhaps 'safe' items like demonstration lesson feedback and test marking.

2.2.4.4 Insufficient supply and teachers' qualifications

China has historically lacked qualified teachers (Wang, 1999, p. 48; Yu, 2001, p. 197); the proportion of qualified teachers during the 1980s was 'pathetically low' (Hu, 2005c, p. 16). According to Liu (1995), up to two-thirds of teachers are under-qualified. This aspect of the situation appears much improved now, with qualified-teacher rates in senior middle schools at 65.85% and in junior middle schools at 85.63% in (Zhou, 2002, p. 212); for ELT the respective figures are 60% and 91% (Hu, 2005c, p. 16), perhaps masking a 'perennial shortage of EFL teachers, especially qualified ones, at the lower levels of system' (Hu, 2005d, p. 655-656).

Teachers are under pressure to improve qualifications. The Ministry of Education intends to make the teaching profession all-graduate (Hayhoe, 2002, in Hu, 2005d, p. 667). Schools, with not insignificant pressure from parents, have begun to demand that their teachers be better qualified than in the past; middle schools quite commonly demand that teachers hold MA degrees. Apart from teachers trying to improve their own qualifications, these demands have resulted in new graduates searching for lower level jobs than previously. That is, graduates of teachers' colleges, previously hoping for junior middle school posts, are now considering primary schools. However, as Hu notes, teachers may be qualified but not necessarily any better prepared to teach, because 'professional qualifications' are defined 'principally in terms of educational attainment' (2005c, p. 19), a point also raised by Chang and Paine (1992, p. 75), who state that 'many teachers are unqualified in that they are not capable of teaching the state-mandated curriculum'. Li suggests that graduation from a normal institution should not be the only qualification for a teacher (1999, p. 188). In fact, such graduation is frequently insufficient to guarantee employment; localised requirements for a brief training course and examination are not unusual. In addition, and in common with all graduates, prospective teachers are expected to have attained other nationally-recognised qualifications in Chinese, computers, and English.

2.2.4.5 Recruitment and retention

According to Zhou (2002, p. 213), the 'new vision of teacher education in China' involves attracting the most talented students to teacher education programmes and to enter the profession, but clearly, putting this into effect is problematic (Paine, 1992, p. 186). As Paine (1990a, p. 132) points out, however, 'teacher training colleges have more often acted as a last-chance entry to college for students whose entrance examination performance would otherwise have denied them the opportunity to enter higher education'. Trainees who have 'failed' to enter better institutions

are unlikely to constitute strong candidates for the teaching profession. Given that English is a component of many public examinations, including the *gaokao*, the failure of ELT teacher-trainees to enter more prestigious colleges and universities is probably an indicator of weakness in the very subject they will teach. Recruits tend to be from less privileged backgrounds, enter such programmes reluctantly and often because of low scores or financial hardship (Su et al., 2001, p. 620). Some financial aid has been, at least until recently (Guo, 2005, p. 72), provided for those committed to serve as teachers and with relatively little reward. Zhou admits that 'in rich or metropolitan cities, teacher education has no charms for… talented students' (2002, p. 213).

Like all tertiary graduates, teacher trainees must pass at least the CET Band 4 or Band 6 (Boyle, 2000b, p. 153; Cheng et al., 2003, p. 7). Interestingly, even English majors in teachers' colleges commonly take the non-major version (CET) of the test, rather than the major (TEM) one, underlining the weakness of English in such colleges, and of prospective English teachers nationwide.

Recruiting and retaining teachers may be a worldwide problem (Guo, 2005, p. 83), but where teachers' status is low, so is motivation to join and remain in the profession (Kennedy, 1999, p. 30). Su et al. found only 12% of Chinese trainees intending to be lifelong teachers, stating that low pay is a major factor (2001, pp. 624-625). Even now, it is unusual for teachers to change schools or jobs, partly due to difficulties in changing residence papers, but also to a lingering expectation that a teaching job is essentially for life (Chang & Paine, 1992, p. 75). For Guo, the most pressing problem is 'teachers' low political and social status and poor living conditions' (2005, p. 83). Many find extra jobs necessary (Wang, 1999, pp. 48-49), due to low incomes (Yu, 2001, p. 196). In 1985, in order to elevate the status of teachers, the Chinese government found it necessary to institute an annual national Teacher's Day (Hare & Thomas, 2002, p. 201) and to begin an award scheme to recognise excellence among teachers (Hu, 2005a, p. 464).

Naturally, conditions vary, and better situations are generally found in the bigger cities. Formerly, job allocation was the norm (Paine, 1990b, p. 79; Sharpe & Ning, 1998, p. 71), with teachers trained and placed in positions according to needs identified by education authorities. With the opening and reform policies since the early 1980s, and economic pressures faced by various levels of government (for example, for paying teachers), job allocation has waned and is now practically extinct. Now teachers must find their own jobs, and in many cases students have to

find their own Teaching Practice placement.

2.2.5 Academic research in China

Since education has only relatively recently, after the Cultural Revolution, been re-established, redeveloped, and popularised in China, it follows that educational research is also relatively immature. In general, academic research, in common with many other high-level enterprises in Chinese life, is highly centralised - perhaps only to be expected in such a large country; it embodies a top-down perspective, the general orientation being to seek out excellence, thereby 'developing exemplary models for dissemination to the rest of the country; and features a concentration on urban areas at the expense of rural ones, given that academic researchers and policymakers are closely linked and generally live in the major urban centres (Paine & DeLany, 2000, p. 99). Even so, these writers indicate a shifting focus in general educational research in China, and attribute this to a new view of China, as researchers examine how education policies are implemented: 'Moving from more macroviews of schooling, educational researchers are increasingly studying what occurs in schools, classrooms, and family-school relations; and shifting from macroviews of policy processes, researchers are now also concerned with how those policies are generated, implemented, and deflected in actual school practices' (pp. 117-118).

The change in general educational research is to some extent mirrored in applied linguistics (AL) research. Hu notes 'a rising awareness of the inadequacy of research on ELT and applied linguistics' since the 1980s (2002c, p. 43). Early Chinese AL research has been defined as 'work-report-ism', a style which values experience, but views it as 'an undifferentiated, unanalyzed whole', to be 'lived' first and then summarised, rather than observed, analysed and studied objectively or reflectively (Gao, Li, & Lü, 2001). For their meta-analysis of research trends in major journals, Gao et al. (2001) examined 2486 applied linguistics articles in four major Chinese journals (1978 to 1997) and four English/Western journals (1985 to 1997), classifying the articles as quantitative, qualitative, and non-empirical studies, and then subcategorising them. They characterised Chinese AL research as heading from non-empiricism towards an empirical direction, with quantitative studies particularly on the rise. In Western AL research, they noted, with a well-established empirical tradition, the quantitative paradigm is challenged by the qualitative. Some advise caution in mimicking Western research. Just like imported pedagogies, research approaches and instruments need to be examined for their appropriateness or otherwise for the Chinese EFL context (Gao et al., 2007, p. 136).

Hu and Gu (2002) also employed a three-level classification system to select publications for their bibliography, intended for researchers to use as both a resource and as a 'map' in planning future research, rather than to identify trends. Their system involved classifying publications under the following characteristics: describing empirical research; published after the 1970s; accessible; of reasonable length and formality; written in English; dealing with ELT, learning, or use; and about Chinese learners and/or contexts.

The world of academic publishing in mainland China appears to be culture-specific. An interesting study by Ling, Wang, and Xu (2005) illuminates this world by first identifying the ten 'top journals' published in the mainland field of foreign language education, and then collecting data from journal editors, six of whom were willing to participate, through questionnaires and interviews. From these responses, Ling et al. identified three issues: 'fairness of the review process, dealing with unconventional practices, and internationalization' (p. 769). The basic assertion is that 'publishers of NNS scholarship in countries like China have their own cultures', and the authors characterised the Chinese publishing culture as one in which the review process is complicated by 'concepts of fairness and ownership of texts as well as values of friendship, collegiality, sympathy, and politics' (p. 774). Fairness and friendship coincide, for example, when submissions are made by a friend of the editor. Collegiality is added to the mix when an author adds a colleague's name as co-author as a way of multiplying publications. Sympathy is sometimes shown by editors who choose to ignore plagiarism in order to 'save an author's reputation' (p. 773). Acceptance of unacknowledged translations (p. 773) is explained by 'different understandings of textual ownership', and potentially 'politically sensitive content' is avoided due to the constant threat of a government ban. Much is justified with reference to 'the local norms and values underpinning this publishing culture'. For example, because reviewers are paid, a full blind review system is unaffordable. This condition is not restricted to China; Braine similarly notes that most Asian journals are unrefereed (1999, p. 25). Some points relevant to the local publishing culture not mentioned by Ling et al. (2005) include: payment by authors; academics publishing their own journals privately, thus ensuring a flow of income and the publication of their own papers; the mismatch between the number of writers wishing to be published and the available journal space; the effect of publishing difficulties on promotion prospects of more junior teachers.

Having described the macro-context, the next section moves to the micro-context, which is a description of the institution in which the research took place, laid out in order to add contextual depth and precision to the thesis.

2.3 The micro-context of the research

The micro-context, described below, consists of the institution in which the research took place, and, more specifically within that, the Foreign Language Department.

2.3.1 The institution: Beizhan Teachers' College

The institution, my former workplace from 1997 until 2006, in which the data collection was completed for the studies, is now described. Referred to by a pseudonym, Beizhan Teachers' College (BTC), it was a relatively small teachers' college in Southern China, and the department in which I worked was the Foreign Language Department (FLD). The college had provided for the prefecture's changing needs for over 45 years. Chinese provinces generally being administratively sub-divided into prefectures, Beizhan Prefecture was one of six in the province.

Originally state-funded, the college served junior middle schools, particularly rural ones, by replacing high school-educated teachers with trained teachers. Two-year teacher training courses restarted after the Cultural Revolution (1966-76) in order to produce enough teachers at speed, changing to 3-year courses in 1997. At the time of this research, only undergraduate diplomas (Davey et al., 2007, p. 387) were granted, though the aim was 4-year (i.e. degree) status.

It is helpful here to clarify the status of the college at the time of the study. Under the criteria offered by Davey et al. (2007, p. 387), referred to above (Section 2.2.2.2), BTC would be classified as a second tier institution, and a third tier institution according to the classification system described by Niu et al. (2004, p. 20-21) (see also Section 2.2.2.2). It should be noted that, while the two systems of description here are not identical, Davey et al's consisting of only two levels, in each case the college can legitimately be placed in the lowest category. Compared with larger, better-known institutions, BTC - a small college in Chinese terms - differed in almost every respect, from size to facilities, and from recruitment of both students and teachers to the support and development opportunities available to both faculty and college systems. Section

2.3.4, below, outlines characteristics of the student body, a further indication of the status of the college at the time of the research.

Social, political, and economic pressures had changed the nature of BTC greatly, particularly since the late 1990s. While Chinese higher education had become a channel for easing unemployment, government funding had shrunk. Newer subject areas like technology and management had become popular, and more vocational courses like Tourism and Accountancy were being offered. Each year student numbers expanded beyond capacity, but - while still the only teacher training college in the prefecture - fewer than half of all the students were engaged in teacher education courses. At the time of the research, students in the college numbered just over 6000. The college was operating on split sites; an old one and a brand-new one, 100 miles apart. Continued building at the new site, and the transfer of students, teachers, other staff and equipment were phased in over several years. These plans, however, changed constantly.

The college mission to produce teachers had changed in response to market demands and decreasing financial support. College survival, through expansion and diversification, became the priority, and as this research project began it was hoped that degree courses would start within the year. The main college aims, as stated in the college president's beginning of academic year speech (unpublished) in the year preceding the data collection were: to increase enrolment; to maximise enrolments on degree courses at universities around the province through the system of *zhuanshengben*; and to raise the CET Band 4 pass rate. The increase in enrolment was in line with national trends, as mentioned earlier. Such an increase would also be of use in the college's attempts to upgrade to university status. Encouraging students to take part in external examinations to qualify for places on *zhuanshengben* at universities around the province had been an ongoing effort for several years. Previously, however, only a select few were put forward for a very small number of available places. The expanded enrolment nationwide led to an expansion of the places available, therefore large numbers of students were being encouraged to register for such examinations in their final college year. The CET Band 4 pass rate in the college, also a measure used in the college *zhuanshengben* efforts, was deemed by the president to be unsatisfactory.

The college administration system can be described in terms of organisational and management theory. The system embodied some aspects of Handy's concept of 'role culture', which he

describes as stereotypically bureaucratic (1993, pp. 185-186). Specifically, this involves: a ‘narrow band of senior management’ organising most activity and demanding no more than satisfactory role performance; some specialist roles in departments and administration offices; and a stable environment (pp. 185-186), this last threatened by the upheaval of moving campuses. Using Robbins and Barnwell’s terms of ‘configurations’ in organisations (1998, p. 244), such elements of a ‘professional bureaucracy’ as ‘highly trained specialists’ in academic and support departments, a complex rule-governed structure, and an internal ‘machine bureaucracy’ of support staff (pp. 252 ff) were evident. A ‘divisional structure’ (p. 255) also existed, strikingly illustrated by the influence of middle management (e.g. the Teaching Affairs Office, or TAO, which affected all college life).

Though the college structure was complex, the Communist Party was the single unifying and unavoidable entity. No college office or department was in a position to escape Party control - a commonplace in China. Some were directly under Party control, while others had Party leaders at least as powerful in their own right as academic leaders. For example, the FLD had a Party Secretary, whose responsibility for moral and political leadership complemented the Dean’s academic role.

Recruitment of teachers for the college was undergoing development. Faculty had, in previous years, been built up from local resources (i.e. at the level of prefecture, and then province). It has not been unusual in China for students to carry on into work at their place of study. Hence, many older teachers and administrators were local, and even graduates of the college itself. However, the college was now at the stage of attempting to attract talent from around the country, employing two main strategies. Younger teachers in particular were being attracted from further afield through the deployment of delegations to universities in various parts of the country. In the case of more experienced teachers, letters of invitation promising good working conditions and promotion prospects in an expanding and upgrading college were proving successful. The three teachers represented in the case studies which follow provide an illustration of the changes in recruitment practice. One was locally recruited (and the college able to overrule the middle school she was otherwise likely to work in), while the other two were brought to the college as a result of the delegation process described above.

2.3.2 The institution: Physical environment

In common with many colleges and universities around China, BTC had begun building a second campus. Unlike others, though, this second campus was not an out-of-town overflow but in a completely new location over 100 miles away from the original campus. Most tertiary institutions, in their efforts to expand their capacity and upgrade their facilities are building second campuses outside or on the edges of major urban conurbations. BTC in contrast, due its mountainous surroundings, was not able to do this and chose to move to a second location where more land was available at an attractive site.

Therefore, the second campus is where the initial research took place, though the researcher and two of the teachers involved in Studies 1 and 2 had previously been colleagues at the original site. During the period of research for Studies 1 and 2, the campus was still in the process of being built, a process, in fact, which is still ongoing, but Phase 1 (where the FLD was based) was more or less complete during the data collection stages. The new campus was being built across large stretches of former farmland; open areas abounded, and many projects were still unfinished. The classroom buildings were of a standard Chinese design, functional but not elaborate, and the FLD was housed in its own building, with access to certain other facilities, such as language laboratories and computer rooms, in other buildings.

Chinese classrooms tend to be simple. These fitted that pattern, with no special equipment and no furniture other than the students' desks and chairs and the teacher's podium. Blackboards at front and back of the room were for teaching and decoration respectively. The latter constituted a graded task, assigned marks by the Student Union. Groups of students by turn took responsibility for the rear blackboard and would usually provide a mix of pictures, well-known sayings, English vocabulary, etc., sometimes related to a festival or some other political or national event. As each class had its own room, some classes were beginning to try to decorate their rooms, typically with posters of famous educators or philosophers as are seen in middle school classrooms nationwide, and sometimes some written work or photographs. All of these efforts were quite basic, with little or no framing or backgrounding. Other typical additions to Chinese classrooms were also becoming apparent, such as national flags and a *banxun*, or slogan, usually patriotic or uplifting in educational terms, above the front blackboard.

Though the climate was sub-tropical, classrooms had no air-conditioning and few had ceiling fans. The climate ensured a ready supply of mosquitoes and heavy rain. The winter, however, was bitterly cold, with no heating in any classrooms. Students sat in rows and columns, pairs to a desk, though the desks and chairs, unlike in many Chinese classrooms, were moveable. Windows were large, allowing plenty of light, but they were also quite low, even on the side of the classroom along which ran a corridor. The PE Department storeroom was on the ground floor of the same building, and during very hot or wet weather the open areas of the building itself acted as temporary indoor sports practice areas, resulting in great volumes of noise. Students were housed in dormitory buildings (8 to a room) about 10-15 minutes' walk away from the teaching blocks, whereas teachers' accommodation was about twice as far away, depending on which gates were open at any given time. The campus was a 10-minute bus ride from the town centre.

2.3.3 The Foreign Language Department: Faculty

The Foreign Language Department (FLD), where the research took place, was one of ten similar departments in the college. It constituted about a tenth of the college in student numbers (around 1000), though its 50 teachers also provided non-major English lessons for around 3-4000 other students. In terms of administration and management, the FLD itself combined elements of both 'role' and 'task' cultures; that is, some of the right people were gathered to get the job done, and there was a 'predictable rate of climb', with eventual promotion almost automatic (Handy, 1993, pp. 185-189).

In relation to the teaching faculty of the FLD, all but three teachers were Chinese, and many were female. The academic profile of the department can be seen below in Table 2.2. As far as leadership and administration were concerned, two of the female Associate Professors were Dean and Vice-Dean respectively; there was a (male) Party Secretary and a female secretary whose work was supported part-time by two new (male) teachers. Annual recruitment of teaching staff was usually around five or six new teachers, though in 2003-4 it was nine, including four at Professor/Associate Professor level.

Table 2.2: The FLD faculty profile

	female	*male*	*total number*
Professors	0	2	2
Associate Professors	4	5	9
Lecturers	5	2	7
Assistant Teachers	17	12	29
Foreign Teachers	2 (1 Japanese, 1 UK)	1 (UK)	3

Typically, any given teacher in the FLD taught a narrow range of courses. It was not uncommon for teachers to teach the courses, and even the very textbooks, that they had been taught at university. All but two of the Chinese teachers had never been abroad. Most had had the opportunity to undertake further study (mostly in-house - very few had had leave of absence), and few had working experience elsewhere. However, as recruitment (designed to attract professors to bolster the application for university status) was changing, this profile was becoming less typical. Many teachers had duties other than teaching. Most common, especially among young teachers, was the post of *banzhuren*, or class teacher, this bringing with it administrative and pastoral burdens. Teachers who were Communist Party members also had extra responsibilities. Even rising teacher recruitment was failing to match student enrolment, so teaching loads had increased. Recent policy had divided teaching tasks, such that, unlike previously, most teachers taught either majors or non-majors, but not both.

The teachers were divided into four *jiaoyanshi* (teaching and research groups), according to their main teaching focus. Thus, there were *jiaoyanshi* named: English Education, Practical English, Japanese (corresponding to the majors offered by the FLD: see Section 2.3.4, below), and College English. These groups met sporadically rather than regularly for discussions and particular tasks, like writing relevant test papers and sometimes collaborative marking. Each teacher at assistant teacher or lecturer level was assigned, on paper at least, an associate- or full professor within the department to act as mentor.

The FLD was establishing a small library for students and staff, next-door to the Teachers' Room. The latter doubled as an office for the secretary and her two assistants. The Dean, Vice-Dean, and

Party Secretary all had individual offices nearby. Teachers tended to use the textbooks for their courses, and little else. There was no photocopier in the department, and the cost of any extra copying done for lessons was usually passed onto the students.

2.3.4 The Foreign Language Department: Students

FLD students could enrol on one of three majors: English Education (that is, pre-service teacher training), Practical English, and Practical Japanese. As in all Chinese colleges and universities, all non-major students had to study 'College English' in Grade 1 and 2 unless or until they passed CET Band 4.

General academic levels throughout the college were low, a condition which applied equally to the FLD as to other departments. Most students enrolled directly from middle school after passing - but performing poorly in - the *gaokao*. As noted above, teachers' colleges like this one have been seen as 'a last-chance entry to college' for students whose *gaokao* scores are low (Paine, 1990a, p. 132). The low status of teachers' colleges, in addition to the massive expansion in enrolment, had resulted in a student body largely consisting of students who variously failed to enter universities, had studied in technical middle schools (where the level of education is somewhat lower), or were accepted regardless of academic merit because they could afford the tuition fees. The resulting motivation was low.

Formerly, all students attending the college were from Beizhan prefecture itself, but the catchment area had been widened to cover the whole province, and even beyond. As a result of China's one-child policy, most students were only children, and - given the perception of education as practically the only route out of poverty - great investment was necessary to educate this one child.

Despite these changes, somewhat constant factors had persisted for a long time. Class sizes were between 30 and 50 students, smaller numbers usually in English Education classes, and larger numbers among the Practical English majors. There was an emphasis on the group, classes and dormitories forming the basic social groups. Activities, of a social, sporting, cultural, or political nature were organised to engender solidarity. There was a gender imbalance, whereby female students outnumbered male students by between one to five and one to ten.

As mentioned in Chapter 1, it is important that the site of the research is clear, as it is against and within this background that the research findings lay claim to a deeper level of expression. Careful attention to the political, socio-cultural, and educational features of context, at both macro and micro levels, lends to qualitatively-oriented research the opportunity to enhance meanings and interpretation. After this account of the context, the thesis turns to a review of the literature related to the study of language teacher cognition.

CHAPTER 3: LITERATURE REVIEW

3.1 Introduction

This chapter summarises the research literature related to teacher cognition among teachers of English and occasionally other languages. Teacher cognition, as an umbrella term for a multiplicity of research studies examining the way teachers think, is a field of study with a relatively short life in mainstream education research, and an even briefer span in the field of second language teaching. The field, however, has grown exponentially over the last decade, as more and more teachers and researchers come to understand the vital role teacher thinking plays in the classroom and beyond.

Defining the field in precise terms is made complicated by the wide variety of terms used, concepts presented, and research approaches adopted in the literature. Definition and description are further complicated by the rate of conceptual change that has occurred within the area.

In order to survey this area, and address methodological considerations, it is first necessary to look beyond the bounds of ELT to work done in more general educational arenas, as these works provide something of a historical background as well as theoretical and methodological underpinning. Thus mainstream education teacher cognition research is discussed first, followed by the work done in ELT. Specifically within the ELT realm, there is also an account of commonly adopted research orientations and methodologies. The chapter closes with a summary of outstanding issues and trends not covered in the preceding pages.

Literature selected for this review includes research investigating both pre-service and in-service teachers, and studies which have involved both qualitative and quantitative methodology. There has not been an effort to seek out papers related to teacher education, though many pieces do so because of the, perhaps, natural relationship that has built up between teacher cognition research and the preparation of teachers. Studies referring to research contexts outside the Western and developed world, have been included though these are to date relatively few in number.

3.2 Origins: Mainstream education teacher cognition literature

The following is necessarily historical in nature. The main aim is to show how earlier mainstream educational studies in teacher thinking laid the foundation for what has since emerged in the second language teaching arena. The review is not intended to include a full account of teacher cognition literature within mainstream education and is therefore selective. In common with the ELT literature, mainstream educational research regarding teacher cognition continues to thrive and develop (Borg, 2006a, p. 32). In his account, Borg (2006a, pp. 5ff) begins almost 40 years ago and describes the literature decade by decade. The following summary draws substantially on Borg (2006a), but also includes reference to the work of other authors.

3.2.1 The 1970s

The 1970s were, according to Borg (2006a, p. 5) the decade of 'changing perspectives in the study of teaching' At the beginning of this decade education was viewed as strongly behaviourist and transmissive (Freeman, 2002, p. 2), and teaching was investigated through the 'process-product' approach, which assumed a direct link between what happened in terms of teacher and learner behaviour and the results in terms of student outcomes (Borg, 2006a, pp. 5-6). In time, such an approach was questioned as teachers themselves, not simply their behaviour, were seen to make a difference. Other research alternatives developed because of progress in cognitive psychology, an increased recognition that the teacher's role was central and active, and a concern that tallying discrete teacher behaviours to find generalisable models of effective teaching should be replaced by more holistic and qualitative studies (Borg, 2006a, p.6).

According to Borg (2006a, p. 7) a major 1975 report by the US National Institute of Education effected the release of funding that could be directed at teacher cognition research. Freeman links this report, and another in the UK (Social Sciences Research Council) two years later, because both 'argued for the notion of "decision" as a way to elaborate, and even in a sense to quantify, teachers' mental lives' (2002, p. 3). Research at this time was primarily psychological in nature (Borg, 2006a, p. 7), and the dominant metaphor for teaching was 'clinical information processing' (Borg, 2006a, p. 8), which attempted to explain how teachers coped with the overload they experienced in class.

3.2.2 The 1980s

There was a ‘rapid expansion’ in research into ‘the cognitive basis of teaching’ during the 1980s, the decade of ‘decision making and teacher knowledge’ (Borg, 2006a, p. 9), and several major pieces of work during the decade discussed by Borg (2006a, p. 9ff) are reviewed here (Elbaz, 1981; Shavelson & Stern, 1981; Clark & Peterson, 1986; Clandinin & Connelly, 1987). Freeman refers to ‘the decade of change’, noting that currently familiar concepts (that is, decision-making in teaching, the role of beliefs and assumptions, the concepts of ‘hidden’ pedagogy and curriculum, the ‘apprenticeship of observation’, and ‘pedagogical content knowledge’) originated and developed during this period (2002, p. 5).

Shavelson and Stern (1981), in a literature review of research into pedagogical thought and behaviour since 1976, justified the need for research to look beyond behaviour alone in two ways. Firstly, they claimed that a behavioural model was conceptually incomplete, since it could not account for variations. Secondly, linking teachers’ intentions and behaviour could inform teacher education and innovation. As Borg (2006a, p. 9) points out, the link between such research and teacher education emerged strongly later in the decade. The establishment of the International Study Association on Teacher Thinking in 1983 furthered the suggestion that describing actions and thinking can deepen an understanding of teaching, and provided a European perspective in contrast with the almost solely US one previously (Borg, 2006a, pp. 14-15).

Another key text of the period, though quite different in nature, was Elbaz (1981). The contribution of this paper may be said to have largely been because of its – at the time – unique nature; Elbaz’ approach was more holistic, compared with prevailing behaviourist conceptualisation of teachers of the day (Borg, 2006a, p. 13). In a case study of one high school English teacher, she collected data in the form of open-ended discussions and drew categories of analysis from the data themselves (Elbaz, 1981, p. 48). Motivated by the contemporary negative and passive view of the teacher as a ‘cog in the educational machine’, Elbaz suggested the notion of teachers’ ‘practical knowledge’ (p. 43), which is ‘dynamic, firmly grounded in the individual’s inner and outer experience, and open to change’ (p. 67). The term, according to Elbaz, opened up ‘a wide range of possibilities in looking at teachers’ (p. 67) and has since become an enduring idea which has spawned many further studies.

In a review of the literature on teachers' thought processes, hailed by Borg as a 'landmark publication' (2006a, p. 16), Clark and Peterson (1986, p. 255) summarised the 'fundamental assumptions' behind the research literature on teacher thinking:

- teachers' thinking, planning and decision-making represent 'a large part of the psychological context of teaching';
- within this context, curriculum is 'interpreted and acted upon' and where teaching and learning happen;
- teachers' behaviour is significantly influenced or determined by their thinking.

The writers went on to present a two-domain model of teacher thought and action, which they described as a 'heuristic device' to aid understanding of the literature (p. 256). The domains, both of which were said to be influenced by 'constraints and opportunities', were: 'teachers' thought processes' (planning, thoughts and decisions, and theories and beliefs, all of which are unseen) and 'teachers' actions and their observable effects' (that is, teachers' and students' classroom behaviour and student achievement, all observable) (p. 257).

Up until that point, research had assumed the relationship between actions and effects was unidirectional and linear, and most research had not explored the possibility of reciprocal effects (p. 257). Before 1975, 'the dominant research paradigm was the process-product approach to the study of teaching effectiveness'; but the research on thought processes, said Clark and Peterson, represented 'a paradigmatic approach to research on teaching which has only recently emerged' (p. 257). Reciprocal effects were to be seen, however, in the way that the rich store of knowledge represented by teachers' theories and beliefs affected planning and interactive thoughts and decisions' (p. 258).

After a brief summary of research methods, Clark and Peterson arranged their review in three parts, matching the first domain they specified: planning; thoughts and decisions; theories and beliefs. As Borg points out (2006a, p. 18), Clark and Peterson recognised early on the multiplicity of concepts and terminology in the field, a continuing cause for concern even today, as will be discussed below.

Clandinin and Connelly (1987) seemed to place 'personal', in the sense of 'individual', in the forefront of research on teacher knowledge. They described a 'small set of interesting studies'; interesting, they say, because they investigated 'the what, why and wherefore of individual

pedagogical action', to that point unexamined, unlike 'group action and generalized behaviour' (p. 487). The writers found that emotion was often ignored in the literature, as if it were a defect; only cognitive terms were used. They asserted that it seemed possible to think both cognitively and affectively at the same time, and that looking at both would 'help produce more living, viable understandings of what it means to educate and to be educated' (p. 499).

In their discussion of different terminology, Clandinin and Connelly were somewhat optimistic, expressing the hope that 'because this small subfield of research on teaching is relatively new, these various terms … are simply different words naming the same thing' (p. 488). Declaring diversity of thought to be 'a mixed blessing' (p. 498), they concluded that 'People using different terms often appear in fact to mean much the same thing.'

3.2.3 The 1990s

The teacher cognition research of the 1990s was about 'knowledge, beliefs, and learning to teach' (Borg, 2006a, p. 23). As the move from the process-product approach had become 'more-or-less complete', and the previous decade had been characterised by fundamental changes in understandings and definitions of teacher learning, the 1990s could be named 'the decade of consolidation' (Freeman, 2002, p. 8). At this point in his review, Freeman turns his gaze towards ELT, as will this review, later. In the world of mainstream education, however, Borg (2006a) specifies the major issues arising as: teacher knowledge and learning to teach (pp. 23ff); teachers' beliefs (pp. 25ff); subject-specific teacher cognition (pp. 27ff); conceptions of knowledge (pp. 28ff); and perspectives from teacher education and educational psychology (pp. 30ff).

A number of important reviews appeared during the decade, especially useful as the field had grown so large (Borg, 2006a, p. 23), and three of those described by Borg (p. 23ff), Pajares (1992), Calderhead (1996), and Richardson (1996), are among those reviewed below. Pajares (1992), in 'the most comprehensive review of literature on teachers' beliefs available' according to Borg (2006a, p. 25), underlined the problem of researching beliefs without a clear definition for the concept, in particular one which can differentiate between belief and knowledge (Pajares, 1992, p. 309). He separated beliefs into various strands, thus providing specific issues for researchers to follow up, and analysed beliefs in terms of 16 'assumptions' (pp. 324-326). Pajares also highlighted the need to uncover the links that teachers' beliefs have with their practices, their knowledge, and student outcomes, though Borg points out that the link between teacher cognition

and student outcomes still remains substantially unresolved (2006a, p. 27).

In a review of research into teacher beliefs and practices, Fang (1996) focused on the problem of ‘consistency vs. inconsistency’ (p. 52). Fang also highlighted the need for research at various levels of education and in specific subject areas, and emphasised the importance of enquiry into the *emic* perspectives of teachers themselves, correctly predicting that alternative research methods, such as life history, narrative, or autobiography would come into play in the future (p. 60).

A major review by Richardson (1996) examined the origin of beliefs, finding in the literature three categories of experience described as influencing the development of beliefs and knowledge about teaching. These three, beginning at different stages of a teacher’s career were: personal experience; experience with schooling and instruction; and experience with formal knowledge (i.e. school subjects, pedagogical knowledge) (p. 105).

A key academic debate identified by Richardson was about whether or not teachers can change their beliefs and practices (p. 110). Her conclusion was that in terms of changing attitudes and beliefs, teacher education courses constitute a ‘weak intervention’ (p. 113), in competition with life history and classroom experiences, and that change may be easier to accomplish at the in-service level (p 114).

Regarding the methodology used for examining attitudes and beliefs, Richardson was critical of multiple-choice measures of predetermined beliefs because they do not ‘validly represent teachers’ beliefs’ (p. 107). She noted that qualitative research methods borrowed from anthropology were being used to examine teachers’ beliefs inductively, particularly the combination of interviews and observations (p. 107) and less structured approaches whereby extensive interviews and ‘practical arguments’ with teachers and students allow for beliefs to be determined from transcriptions (p. 107). The goal of such studies is ‘to understand the nature of teachers’ thinking and world view’ (p. 107).

An interesting trend noted by Richardson was that of the use of the data to encourage teacher development (Bullough, 1993), a practical benefit of research more recently demonstrated by Cullen (2001) and Borg (1998a). Richardson’s paper also provided an important definition of

belief as ‘a proposition that is accepted as true by the individual holding the belief’ (1996, p. 104), which has since been used by Peacock (2001).

Another review of research on teachers’ beliefs and knowledge surveyed literature published between 1985 and 1995 (Calderhead, 1996). Calderhead noted a particular ‘emphasis on the content and nature of teachers’ knowledge and beliefs and on the processes involved in the growth of professional knowledge’ (p. 709), and saw implications for teacher education, curriculum development, and school improvement (p. 721).

3.2.4 The 2000s

In the current decade, Borg finds no sign of interest in teacher cognition abating in the mainstream education sector, but there are still problems in interpreting what is meant (2006a, p. 33) by the terminology used. A major outstanding issue in mainstream teacher cognition research is the controversy over definitions. Meijer, Verloop, and Beijaard (2001, p. 172), referring to Pajares (1992), go as far as to suggest that constructs such as knowledge and beliefs are, in reality, inseparable, though they acknowledge that the latter refers to ‘more factual propositions’ while the former encompasses ‘personal values, attitudes, and ideologies’; in the teacher’s mind, however, they are ‘inextricably intertwined’ (Verloop, van Driel, and Meijer, 2001, p. 446).

Borg finds little progress has been made in uncovering the relationship between teacher cognition and learning outcomes (2006a, p. 34). All in all, mainstream education teacher cognition research boasts a massive stock of literature now, and it remains very much a vital part of educational research; vitality evident in the interest of veteran researchers in the field to investigate new areas, for example, ideas about cognitions shared among teachers (Shulman & Shulman, 2004).

3.3 Teacher cognition in ELT

Research into language teacher cognition developed from the foundation that had been built by mainstream educational researchers. Below I survey some of the influential early studies of language, particularly English language, teachers. Major contributions to the literature, including three important reviews, are followed by attention to the key writers in the field and some of the more recent literature.

3.3.1 Teacher cognition in ELT: Early studies

This section will summarise the early teacher cognition work done in the field of second language teaching, as distinct from mainstream education. As has been noted, interest in the field developed after interest among general educationists. Early adopters among ELT specialists number but few: Johnson, Burns, Woods, and Richards. The links between all of these writers (Richards being the exception) and much of their work are evident in their interpretive, classroom-based approach to the research, their use of varied data collection methods (teacher journals, lesson observations, interviews, including stimulated recall all feature strongly) and interpretive data analysis, and their intentions in seeking the *emic* perspective. Though not always stated explicitly, another commonality appears to be that teacher participants were native speakers of English. Johnson was primarily concerned with pre-service teachers, and in particular their practicum experience, while the other writers here have focused on in-service teachers, sometimes experienced ones. Implications are often outlined with respect to teacher education.

Johnson (1992a) investigated pre-service teachers' perceptions of student performance and their own classroom decisions. She used stimulated recall methodology to elicit information about six ESL teachers' pedagogical actions and decisions, finding that 'actions were directed by unexpected student responses and the desire to maintain the flow', while decisions were 'overwhelmingly influenced' by the teacher's need to have students understand, to increase student motivation/involvement, and to maintain teacher control. Johnson called for teacher education to provide opportunities for teachers to understand how they think and act.

Johnson (1992b) describes a complex two-phase investigation of teacher beliefs and practices regarding the teaching of literacy. She first found, through the use of a three-part 'Multidimensional TESL Theoretical Orientation Profile', that the 'clearly defined theoretical beliefs' of 30 ESL teachers were consistent with particular approaches to teaching reading. Based on these findings, the second phase, involving classroom observations, indicated that three of the teachers' teaching practice was closely allied to their individual theoretical stance.

Once again examining preservice teachers' self-perceptions, during a 15-week practicum Johnson (1994) collected several forms of data, specifically journals written by four teachers, lesson observation and interviews (all transcribed), and lesson videos through which stimulated recall comments were elicited. Using the constant comparison method of analysis, she discerned

patterns among the data, the most striking of which was the power of images from prior experiences on the participants' self-image as teacher, on teaching, and on perceptions of their own practice (p. 449). Relating her findings to teacher education, Johnson (p. 450) concluded that alternative images would be required in order to 'shift and mature' the teachers' beliefs such that appropriate models of teaching action could be developed.

Johnson's descriptive account of one pre-service teacher (1996), uncovers the teacher's perceptions of her initial teaching experience, and how this shapes her understanding of self as teacher, of L2 teaching, and of the TESOL practicum. The study illustrates the tensions of an initial practicum, there being a gap between the teacher's vision of L2 teaching and the practicum experience, a recurrent theme in the literature. Once again, Johnson's conclusions indicate implications for teacher education programmes, particularly the practicum experience therein. She argues that more realism is required and that the perceptions of pre-service teachers need to be taken into account (pp. 47-48).

Burns (1992) noted that L2 classroom research thus far had focused on events occurring in classrooms, but had only recently begun to examine 'the further, and even more interesting question of *why*' (author's italics) these things occur (p. 56). In order to identify instructional practices regarding written language, and the beliefs underpinning those practices, Burns undertook lesson observation and stimulated recall interviews with six teachers. She employed content analysis (based on Holsti, 1969) to uncover five major areas around which 'an extremely complex and interrelated network of underlying beliefs' (p. 59) clustered and affected teaching practice. Those five 'focus areas' (p. 59) illustrated various natures and relationships. In beginning language learning: the nature of language as it relates to that learning, the relationship between written and spoken language, the nature of this learning and strategies relevant at this stage. Two other areas related to the students, the classroom and the teacher, specifically: learners, their ability to learn, and to learn English, and the nature of the language classroom and the teacher's role. Burns' implications for teacher preparation programmes include a raising of awareness of beliefs among teachers themselves, and challenging these beliefs (pp. 63-64). Regarding research, Burns calls for more classroom-based work and in varied contexts, preferably involving both researchers and teachers (p. 64).

A later piece by Burns (1996) examines the thinking and beliefs of experienced teachers and the effects of these beliefs on their classroom practice. This study is distinguished by collaboration between the researcher and the six teachers, as Burns and the teachers used an ethnographic and interpretive approach to reach an understanding of what was happening in class and why, thus following on from earlier work (Burns, 1992). Lesson observations were followed by a stimulated recall procedure to 'elicit reflections and descriptions' (1996, p. 157). She stresses the intercontextuality of thinking and beliefs, and teachers' implicit, personalised '*theories for practice*'(original author's italics), which form the 'motivating conceptual frameworks shaping what teachers do when they teach' (p. 175). For teacher education, an implication is that the relationship between theory and practice may need reconceptualising (p. 175).

Woods' book-length study of eight Canadian ESL teachers' decision-making (1996) stands out as a major contribution to the literature; it was the first instance within the ELT field of the use of the term 'teacher cognition', and can be regarded as seminal. Following the teachers through an entire course, from assignment onwards, the researcher employed three main methods of data collection: ethnographic interviews, observation over a period of time, and video-stimulated recall. Triangulation was provided by the mixture of data collection methods, enhanced by logs, lesson plans and notes, and the data were intended to reveal decision-making at the three levels of 'abstract', 'course', and 'lesson' (p. 25). This complex array of data was analysed by examining statements made by the teachers and looking for recurrent themes and relationships between them (p. 31). Woods proposes an interwoven network of beliefs, assumptions, and knowledge (BAK) that affect how a teacher interprets teaching events and therefore the decisions made (p. 196).

Richards' early work in the area took place in Hong Kong (Richards, 1996), often in collaboration with others (Richards, Tung, & Ng, 1992; 1996; 1998; Richards & Pennington, 1998) or editorially (Freeman & Richards, 1996; Richards, 1998a), and generally with secondary school teachers or trainee teachers. In Richards (1996), though no specific methodological or analytical framework is described, the data are described as conversations with in-service teachers, part of a corpus collected in Hong Kong containing narratives, teacher interviews, and lesson observations. However, the value of the piece lies in the proposal of teachers' 'maxims', held to be 'principles' which 'function like rules for best behaviour' (p. 286). Richards finds that these maxims are found in the conduct of lessons and in the way teachers talk about their teaching. They 'appear to reflect cultural factors, belief systems, experience and training' (p. 281).

The author also presents implications for teacher education; as Burns did earlier (1992), he recommends explicit identification and challenging these maxims (Richards, 1996, p. 294).

In the mid-1990s, there was an appeal for a 'coherent research agenda for discovering more about how teachers think and work' (Richards, 1994, p. 401). Specifically, Richards suggested, this agenda would include 'conceptions of teaching, dimensions of knowledge, and teachers' lives and careers' (p. 401), and crucially should entail examination of teachers not just on in-service courses as was normally the case, but *in situ*, for 'if we are to understand how teachers know we need to be with them in their places of work' (p. 402).

3.3.2 Teacher cognition in ELT: Major contributions to the literature

Apart from the contributions of the writers already reviewed, two edited collections of papers (Freeman & Richards, 1996; Richards, 1998a) were important in setting the scene for language teacher cognition studies. In addition to these, three major literature reviews (Freeman, 2002; Borg, 2003b; 2006a), have provided summaries of the field and predictions of future directions. Together, these books and articles form a thorough introduction to the area, with Borg (2006a) the most up to date and comprehensive. These five publications will be discussed first, followed by acknowledgment of the key individual contributors to the research, and comments on some more recent contributions.

3.3.2.1 Teacher cognition in ELT: Two edited collections

Freeman and Richards (1996) is a key text, as it 'marks the first step in establishing a formal research base for language teacher education' (Freeman, 1996b, p. 352), in particular, teacher learning. Freeman characterises teacher learning in language teaching as the 'unstudied problem' (p. 374). While addressing the general area of L2 teacher learning, many chapters do foreshadow later work in teacher cognition.

Almarza (1996) investigated the developing professional knowledge of four student teachers, finding capabilities to reflect on their experience, to variably accept the course method offered, and to tap complex, various sources of knowledge (p. 72). Also working with the pre-service teacher as subject, Johnson (1996) (reviewed above) illustrates the tensions of an initial teaching practice, a recurrent theme in the literature. The practicum required by the RSA Certificate is the context for Richards, Ho, & Giblin (1996). They investigated five trainees' responses to teaching

practice, the teaching problems they encountered, and their development of ideas and beliefs. The trainees were found to deconstruct the Certificate teaching model, and use the teaching experience they gained to reconstruct it (p. 258).

Unlike the contributors already mentioned, rather than working with trainee teachers Burns (1996) (reviewed above) examined the thinking and beliefs of six experienced teachers and the effects of these beliefs on their classroom practice. She stresses the intercontextuality of thinking and beliefs, and teachers' personalised theories for practice.

In an example of researching teacher cognition in a particular curricular area, Tsui (1996) investigated one teacher's attempts to introduce process writing in a context where product writing was the norm. The teacher tried, reversed her decision, and finally compromised on a modified version of process writing.

Overviewing the book, and the state of literature and research on learning to teach, Freeman (1996b, p. 367) notes that all the works in this collection are tied to the data – what they are and how they are linked to the study, how they are gathered, analysed and interpreted, and by whom. At the time, this was quite novel; in the period since publication of this volume, there have been many more studies that have been qualitative and ethnographically-oriented.

The second collection of papers referred to above (Richards, 1998a), covers the broad area of second language teacher education, including some investigation into more experienced teachers. The author addresses 'beliefs, theories, knowledge, and practices' of L2 teachers, and how these can be focused on in teacher education (Richards, 1998b, p. xiii). Heavily reliant on contributions by the editor himself, the volume does, however, also feature collaborative work. Richards and Pennington (1998), in a relatively rare longitudinal study, followed five novice teachers through their first teaching year to discover how they would cope. The main concerns reported are establishing and maintaining a relationship with students, and having to cover prescribed material. Richards, Li, and Tang (1998) take a rather different approach, in a composite report on two separate projects in which teachers were presented with teaching tasks to which they responded. Both studies compare the thinking of novices and experienced teachers to explore pedagogical reasoning skills, construing the differences found as four dimensions related to subject matter and broader curricular aims. Richards (1998d) also asked sixteen experienced teachers about their use

of lesson plans, thereby relying on *reported* use, and found that they can be positive and creative in their use of lesson plans. Tending to stress the process of planning over the product, they are both flexible and adaptable in the classroom. Richards (1998c), having earlier proposed 'maxims', or personal principles (1996, p. 281), summarises work on teacher beliefs and decision-making.

3.3.2.2 Teacher cognition in ELT: Major reviews

Three major literature reviews can be found regarding second or foreign language teacher cognition. The most recent and comprehensive review is that by Borg (2006a), which builds on and develops an earlier review (Borg, 2003b), and these were both preceded by Freeman (2002).

Freeman attempts to hold a 'conversation' between general education and ELT teacher education (2002, p. 2). His summary indicates a mass of literature dedicated to Teacher Education; pre-service training features strongly, particularly for evaluating teacher education programmes, as do the effects of pre-existing concepts among trainee and novice teachers. Freeman's historical account begins in the 1970s when process-product research was challenged because the teachers' centrality with regard to teaching and the search for an agenda to define their 'mental lives' inspired more qualitative and hermeneutic studies of teaching and learning (pp. 2-3).

The four themes Freeman uses to review the literature build on one another:

1. How do teachers learn content and teaching practices?
2. How are their mental processes conceived?
3. In learning to teach, what role does prior knowledge play?
4. What is the role of social and institutional context in learning to teach?

More recently and relevantly, Borg's review article (2003b) may be said to have constituted a coming-of-age for the study of teacher cognition in language teaching, and his attempt to unify terminology may prove to be seminal. He includes teacher education as only one of four elements (p. 88). Defining teacher cognition as 'what teachers know, believe, and think' (p. 81), he examines the literature, dividing the review into: teacher cognition and, a) previous language learning; b) teacher education; c) classroom practice; and the subject areas of literacy and grammar. He asks what teachers have cognitions about; how cognitions develop; and how cognitions interact with teacher learning and classroom practice (p. 81). The missing question would address how teacher cognition affects student learning outcomes.

If Borg (2003b) was a coming-of-age, Borg (2006a) is a much more seasoned version. Expanding greatly on the review article (2003b), this book-length overview (2006a) of language teacher cognition can be regarded as the key text for the field. After summarising the mainstream background, as outlined above, Borg moves on to chapters about teacher cognition in both pre-service and in-service teachers, and the subject areas of grammar and literacy. The second half of the book addresses methodological issues, divided into self-report instruments, verbal commentaries, observation, and reflective writing. In all these cases, a wide range of studies are quoted and discussed. Much detail is provided here of the many types of data collection methods that have been and can be employed. Relatively little is said, however, on analytical procedures. Borg's chapters end with useful summaries, often pointing out issues and avenues for future development.

3.3.2.3 Teacher cognition in ELT: Key writers and recent literature

Some key writers in the field have already been mentioned on the basis of early and significant involvement (Burns, 1992, 1996; Johnson, 1992a; 1992b; 1994; 1996; Woods, 1996). More recent work has developed from these, and in some cases the writers are currently active (e.g. Burns, 2003; Burns & Knox, 2005; Johnson & Golombek, 2003). Freeman and Richards also feature widely, though in the former case largely in terms of more theoretical deliberations and overviews (Freeman, 1996a; 1996b; 2002), and in the latter, sometimes collaboratively (Richards et al., 1992; Richards & Pennington, 1998; Richards et al., 1996; Richards et al., 1998) or editorially (Freeman & Richards, 1996; Richards, 1998a), as mentioned above.

Two other names which stand out, certainly in terms of volume and recentness of publication are Andrews and Borg, the latter having secured a major position with the two reviews mentioned above (Borg, 2003b; 2006a), in addition to the volume of work discussed below. Various of Andrews' and Borg's works are discussed below, as well as those by others in the field.

Certainly in terms of output, and by virtue of his major accounts of language teacher cognition (2003b; 2006a), Borg appears to dominate the field, particularly in teacher cognition studies of the teaching of grammar, specifically knowledge and awareness of, and beliefs and understandings about grammar, and the pedagogy that teachers employ. More specifically, Borg's topics of study have been:

- the use of research-collected data to aid teacher development. (1998a);

- teachers' use of 'meta-talk' (explanatory grammar talk) in the classroom (1998b);
- teachers' pedagogical systems and their teaching of grammar (1998c);
- the contribution that teacher cognition study could make to understanding formal classroom instruction (1999a);
- teachers' theories in grammar teaching (1999b);
- the personal nature of teaching and thinking, analysed by teachers themselves (1999c);
- factors influencing grammar teaching decisions, focusing on teachers' self-perceptions of 'knowledge about grammar' (Borg, S., 2001);
- teaching grammar: experience, knowledge about language, and classroom experience in teaching grammar (2005).

Much of Borg's earlier research (1998b; 1998c; 1999a; 1999b; 1999c; 2001) has been assembled from one larger project in the context of private language schools in Malta, and with a small number of native-speaking English teachers. He readily suggests elsewhere that such a focus of contexts should be broadened (2003b, p. 106). This body of work is largely 'descriptive and interpretive' (1998b, p. 159), and underlines the complexity of personalised pedagogical systems (1998c). In examining the use of teachers' meta talk (1998b) and grammatical terminology (1999c), Borg finds 'a wide range of methodological, psychological and experiential factors' (1998b, p. 159) and 'experiential, cognitive, and contextual factors' (1999c, p. 121) which influence the teachers' uses of these related areas of teacher talk. Crucially, this insight can allow teacher educators, for example, to surpass prescriptive declarations on what should be done in classrooms, and instead focus on what is done by teachers (1999c, p 121).

In later collaborative work, Borg and Burns (2008) identified strong beliefs among teachers from Australasia, Europe, and Asia that grammar should be integrated into communicative skills teaching, and further examined teachers' orientations to such integration. Two orientations were found: the temporal orientation (in which grammar follows skills work) contrasted with the contextual (where grammar is derived from texts) (p. 471).

Borg suggests that teachers may develop 'separate strands of pedagogical expertise' (2001, p. 27); that is, different expertise for teaching, say, vocabulary or reading. He proposes that an important goal for teacher education should be to encourage teachers to improve and sustain their knowledge about language (2001, p. 21). Knowledge about language (KAL) is returned to in a

composite study (2005) of two participants from previous studies, whereby Borg uses data from interviews and lesson observations to focus on key episodes. In this case, Borg stresses the importance of previous language learning, the need for KAL, and an 'extended... conceptualisation of KAL' (pp. 338-339).

Borg has also highlighted the question of the evaluation of teacher cognition. As elsewhere (1999b, pp. 162-163), rather than taking a right/wrong approach, he suggests criteria which relate closely to the teacher's own perspective, e.g. the clarity of reasons given; consistency (between teacher cognitions and practice; and among teacher cognitions themselves); the influences behind the views, and a willingness to consider alternatives.

Clearly, Borg has managed to achieve a large number of publications from a relatively limited range of data sets. His papers also often make many suggestions for further research. In one case (1999a) he argues, with some support again from his own previous research (1998a; 1998c; 1999c), in favour of research into L2 grammar teaching which would reflect the trends in mainstream educational research; that is, by focusing on the role of teacher cognition, as this approach would allow not only observation of what teachers do, but also an insight into the cognitive basis of their actions (1999a, pp. 28-29).

If Borg appears to dominate the field, the second major figure and prolific writer mentioned above is Andrews. While the former's research context has been European, the latter's context has been in Hong Kong secondary schools, and spurred by the educational authorities' call for the establishment of 'benchmark' qualifications for local teachers (Andrews, 1997, p. 147).

Andrews has investigated:

- grammatical knowledge and awareness of native-speaker EFL teachers (1994);
- the relationship between a teacher's metalinguistic awareness and the ability to explain a grammar point (1997);
- the nature and extent of explicit grammatical knowledge and terminology (1999a);
- the importance of teachers' metalinguistic awareness and how this impacts input for students (1999b);
- the impact of language awareness on teaching (2001);
- patterns of teachers' beliefs and understandings (2003a);

- the relationship between teacher language awareness (TLA) and the teachers' professional knowledge base (2003b);
- knowledge about language and the 'good language teacher' (Andrews & McNeil, 2005);
- the long-term development of subject-matter cognitions (TLA, relating to grammar) (2006).

While the literature so far reviewed has been largely related to research, the literature also includes certain papers which cover theoretical aspects of teacher cognition. While not directly dependent on empirical research, these can provide important frameworks for work of a more practical nature. Andrews, having produced a wealth of empirical research has also contributed such pieces (2001; 2003b). He has used his own data to illustrate what TLA is, and to theorise on its impact upon pedagogical practice (2001). A model of TLA is presented and Andrews suggests 'a very complex relationship between TLA and the various factors which influence its operation' (2001, p. 88). In a later paper (Andrews, 2003b), he discusses TLA and how this relates to teachers' professional knowledge base. It is here that Andrews augments and revises ideas from earlier papers, and presents his personal 'reconceptualisation' of TLA. He argues that the core of TLA is knowledge of subject matter and that TLA should be seen as important for language teachers. His personal view of the nature and scope of TLA focuses on the link between subject-matter knowledge and language proficiency (respectively, knowledge *about* and *of* language); the metacognitive nature of TLA; and TLA as encompassing an awareness of language from the perspective of the learner. He further delves into the link between TLA and professional knowledge, and the impact of TLA on teaching practice (p. 89).

Andrews (1994) reveals a potentially career-long development in native-speaker EFL teachers' knowledge and awareness of grammar. This conclusion was reached after seeking the opinions of TEFL Certificate teacher-trainers regarding the grammatical knowledge and awareness of native-speaker EFL teachers. Andrews was prompted by their responses to assume that rather than a smooth steady development, most likely it was a process of significant leaps effected by, for example, career change (p. 80).

Awareness, a construct examined and built up over a series of Andrews' publications, is described as a complex construct, overlapping and interacting with many aspects of belief, assumption, knowledge, and behaviour (Andrews, 1997, p. 160). TMA (teacher metalinguistic

awareness) was found to interact with pedagogy and personality (Andrews, 1999b, p. 176), and to play a ‘crucial role’ in the production of useful input for learners (p. 175). In a complex analysis of various groups of teachers and students with different language and study backgrounds (NNSs, NSs, serving L2 teachers, pre-service L2 teachers) Andrews (1999a) investigated the nature and extent of explicit knowledge of grammar and grammatical terminology. Such knowledge was found to be better among experienced teachers than novices, better in NNSs than in NSs, and better in modern language students than among English studies students. While these findings seem reasonable, it is noteworthy that Andrews did not address actual classroom performance, nor the possibility that NNS teachers might teach grammar in their L1. A later study used a combination of biographical data, tests of language proficiency and grammatical knowledge, and questionnaire responses regarding beliefs and found that while there may be little correlation between teachers’ beliefs and certain background factors (e.g. first degree subject; years of teaching experience), there is a complex relationship between those beliefs and the context of teaching (Andrews, 2003a).

A further study (Andrews & McNeil, 2005) was prompted by the belief that ‘the extent and adequacy of L2 teachers’ engagement with language content in their professional practice is a crucial variable in determining the quality and potential effectiveness of any L2 teacher’s practice’ (p. 159), and aimed to find out about the language awareness that ‘good language teachers’ possess by investigating three ostensibly ‘good’ teachers. Data were collected by means of a Language Awareness test (grammar and vocabulary), lesson observation, interviews, and stimulated recall based on a lesson videotape. The three teachers involved all had good, but not outstanding, declarative knowledge of language systems (p. 164), showing that, though they were rated highly in training, they were still not the ‘finished article’ (p. 174). They also demonstrated good levels of teacher language awareness in their pedagogical practice (p. 166), and were willing to engage with language as the content of learning (p. 170). The writers stress the need for continuing professional development for teachers, as acknowledged by their participants, but caution that the development of TLA should be combined with encouragement in the areas of teacher thinking and reflectivity (p. 175).

In a follow-up to previous work investigating TLA (Andrews, 2001; 2003b), Andrews (2006) investigated three Hong Kong Chinese teachers who had been part of his earlier postgraduate research in order to ‘tell the story’ of the evolution of their TLA and ‘grammar-related

cognitions' (p. 1). In two mixed-method phases of research, involving a language awareness test, videotaped lessons, interviews, an essay, and personal narrative, Andrews effectively completed a longitudinal study and found very little change in cognition, including the beliefs underlying these. Andrews believes that the major difference between the three teachers concerned their interaction with their working context (p. 16).

Both Borg's and Andrews' focus tends to be on the teaching of, and knowledge about, grammar. Aside from these writers' work, other contributions to the literature are increasingly being made; these contributions are building on previous work and diversifying the field somewhat. Knowledge about language (Borg, S., 2001; 2005; Andrews & McNeil, 2005) is a theme taken up by Burns and Knox (2005) who worked with two former students six months after they had completed their Masters course in Systemic Functional Linguistics. The study was intended to investigate how far such students would implement their new theoretical knowledge in their teaching practice. Focusing on the participants' own perspectives, they elicited narrative and descriptions through written statements and online discussions, lesson observations, and interviews (including stimulated recall), to gain understanding through an iterative analytic process. The research identified a large variety of institutional, pedagogical, personal, and physical factors which affected classroom practice (p. 254), acknowledging that none was dominant, and that they interact in strikingly complex ways (p. 253).

Breen, Hird, Milton, Oliver, and Thwaite's (2001) central focus was on teachers' principles and their classroom practice. This team of researchers set out to investigate the relationship between 18 language teachers' claims to underlying pedagogic rationale guiding their work, and their classroom actions (p. 485). Findings reveal a large number, over 300, of classroom practices, and the writers claim that it is unusual to find elicitations of language teacher's conceptualisations of their work *directly* addressed to instances of actual behaviour (p. 495).

Tsang (2004) found that, though in a different setting from others (e.g. Burns, 1992; Breen et al., 2001), teachers do apply 'personal practical knowledge' (PPK) in interactive decisions and that this knowledge is competitive or conditional in some contexts (Tsang, 2004, p. 194). This may be similar to the 'instructional tension' noted by Golombek, which denies the development of practice in harmony with the teacher's intentions (1998, p. 452). Interestingly, in their paper on a mainland Chinese English teacher, Zheng and Adamson (2003) found a desire for harmony even

where there was obvious tension, and a ‘dynamic’ pedagogy. Basturkmen, Loewen, and Ellis (2004) also note ‘tensions’, surmising that inconsistencies may be ‘potentially conflictual, a challenge to the teacher like Woods’ ‘hot-spots’ (1996, p. 203). Basturkmen et al. (2004) investigated teachers’ stated beliefs about one aspect of their teaching and the instances of this in the classroom of the same teachers. Specifically, this aspect was incidental focus on form as and when it occurred. By employing in-depth interviews, cued response scenarios, and stimulated recall, they concluded that stronger links are likelier with planned behaviour. Szesztay (2004) emphasises the simultaneous application of teacher cognition, as teachers draw on skills, knowledge, and intuition at the same time.

Mullock (2006) partially replicated an earlier study by Gatbonton (2000), mixing qualitative and quantitative approaches to the analysis of stimulated recall data collected during four TESOL teachers’ viewing and commenting on their own lessons. She found that seven categories of ‘reported pedagogical thoughts’ took up two-thirds of the total, and, like Gatbonton (p. 596), the most frequently used was ‘Language Management’ (Mullock, 2006, p. 62). In her conclusion, the writer compares her findings with the earlier study, and infers that differences in results are due to the different samples and contexts involved. Mullock agrees with Gatbonton (2000) that teachers of ESL do share pedagogical knowledge, but notes ‘considerable variation’ in the consultation of that knowledge (Mullock, 2006, p. 63).

In the field of pre-service teacher education, and in a rare longitudinal study, Mok noted a ‘widened and more pragmatic view of language learning and teaching’ after teaching practice. Her subjects’ beliefs and theories of and about teaching were guided by previous experience as learners and teachers (1994, p. 109). Beliefs and theories on language learning and teaching were guided over time by previous learning and teaching experiences, particularly after teaching practice (p. 109). Another relatively rare longitudinal study, Urmston (2003), set out to gauge, by responses to questionnaires conducted on entry and on graduation, how much 30 pre-service trainees’ opinions changed over a three-year course of study. He found, similarly to Johnson (1994), that the trainees’ beliefs were generally formed on the basis of their experience as students. While little opinion change was effected over the three years by the course itself, the teaching practice period did have a strong effect.

Three further papers are of interest because they expand the range of topics and uses to which teacher cognition research can be applied. Zacharias (2005) surveyed tertiary English teachers in Indonesia to examine their beliefs about internationally-published materials. His general finding was a preference for materials from English-speaking countries, mainly because the English they use is 'perfect' (p. 23), but also because they are more readily available than locally-produced books. On the basis of these findings, Zacharias (p. 34) calls for the 'empowerment' of Indonesian teachers to develop their own materials.

In response to the assumption that teachers of English to speakers of other languages need not have personal experience of language learning before becoming teachers, E.M. Ellis (2006) argues that 'teacher language learning is an important contributor to professional practice' (p. 1). By investigating how 29 teachers of varied experience in Australia 'constructed and described their professional knowledge and beliefs' (p. 8) during semi-structured interviews, Ellis shows how L2 learning experience can lead teachers to develop 'key insights' that can contribute to their approach to learners (p. 14). The paper is an interesting demonstration of the use of teacher research to challenge an agenda (that of NS teachers not needing L2 experience) and instigate change. Similarly, in the sense of a critical agenda, Zacharias' (2004) investigation of teachers' beliefs about the use of their mother tongue whilst teaching English implies a challenge to perceived wisdom of avoiding L1 use in L2 classrooms.

3.3.2.4 Teacher cognition research in China

As in the present research, mainland China is rarely the background for teacher cognition studies. Outside the language teaching field, Connelly et al. (1997, p. 673) investigated the PPK of a Chinese music teacher working in a Chinese teachers' college, and situated that knowledge on the 'professional knowledge landscape'. Fifty-seven Chinese adult educators interviewed by Pratt (1992), expressed conceptions of learning as: acquiring knowledge or skill from others; fulfilling a social responsibility; changing one's understanding of self and of something external to self. Teaching was: delivering content; developing character; a relationship. Such conceptions are compatible with and possibly derive from cultural, social, political, and economic factors in China (1992, p. 301).

The study by Zheng and Adamson (2003) is distinguished by being concerned with a teacher of English in mainland China. Their secondary level teacher of English 'did not want to chain

himself to his beliefs, nor did he want to make a major change in his teaching by completely rejecting his beliefs' (p. 334). Instead, he compromised by devoting half his time to teaching what he really believed was needed, and half to that which was being required by external authorities. Perhaps this study stands out because of the writers' assessment that the teacher was 'not totally bound by his existing beliefs' (p. 334), whereas the standpoint taken by others is often to try to understand why teachers' practice is not consonant with their beliefs, that is, as if this were wrong. Another rare Chinese study is one by Zhu (2004), who investigated the development of pedagogical content knowledge in four novice Chinese secondary school teachers of English in Guangdong. The study was longitudinal, taking place over three years, and involved semi-structured interviews, reflective diaries, and videotaped lessons. Zhu proposed a 3-stage model of pedagogical content knowledge: 'undeveloped PCK', 'initial developing PCK', and 'integrated PCK' (pp. 349-351), and identified the teachers' knowledge of their students as a catalyst for change and development in all three areas (p. 377). These publications are also distinguished, of course, by the authorship of Chinese writers.

3.4 Teacher cognition in ELT: Research orientation and methodology

The studies so far described have represented a range of research approaches. This section will discuss the orientations most commonly adopted in such studies, and the research methodologies that have become widely used.

3.4.1 Teacher cognition in ELT: Research orientation

The general research orientation of teacher cognition work was flagged by Freeman (1996b) whose view was that 'the process-product paradigm is largely unproductive in understanding the inner, mental life of the teacher as well as the complex socio-cognitive environment of classrooms, schools and communities in which learning takes place'. Because of this failure, there was a move towards a hermeneutic paradigm, focusing on participants' perspectives (p. 360). This may be why so many studies have adopted research approaches which are qualitative, particularly those attempting to take an *emic* perspective, i.e. to see things through the eyes of the subjects. Additionally, the difficulties posed by large scale quantitative research involving the investigation of classroom practice would be significant and so most studies tend to be small-scale (Ellis, E.M., 2006, p. 8). A notable exception in terms of size, however, is the study referred

to above (Section 3.3.2.3) by Borg and Burns (2008), which involved a questionnaire completed by 176 English language teachers from 18 different countries.

What Ellis has termed ‘interpretative research’ aims to search for ‘subjective knowledge’ (1997, p. 18). The research approach typically - though not exclusively - adopted for investigations into teacher cognition falls within what Borg describes as the ‘exploratory-interpretive paradigm’ (1999c, p. 100). Grotjahn characterises this research paradigm in terms of non-experimental design, qualitative data, and interpretive analysis (1987, p. 59). Borg’s interpretation is of research having the following features: generating, rather than verifying, theory; naturalistic, rather than experimental; research is viewed as ‘a task of interpreting human action by understanding the personally-defined purposes, intentions, and goals which shape it’ (1999c, p. 100). Reichardt and Cook’s attributes of qualitative research (1979, in Chaudron, 1986, p. 709) similarly involve naturalistic, uncontrolled, subjective and process-oriented observation.

Borg has found a diversity of research in the topics focused on, though he names only two curricular areas – grammar and literacy instruction (2003b, p. 83), which are the main focus of language teacher cognition research (2006a, p. 2). Other areas investigated have included the growth of knowledge during the process of teacher education, and features of classroom practice like planning and decision-making (2003b, p. 83), while still others take their starting points as a desire to understand, for example, how teachers understand CLT, what they believe about using the L1 in class, how they see themselves as professionals, and become experts. Borg also distinguishes between ‘substantive and methodological dimensions of language teacher cognition research’ (2006a, p. 280) by outlining what is studied and how. The former elements can be seen in Figure 3.1. The present research is situated in the top-right quadrant.

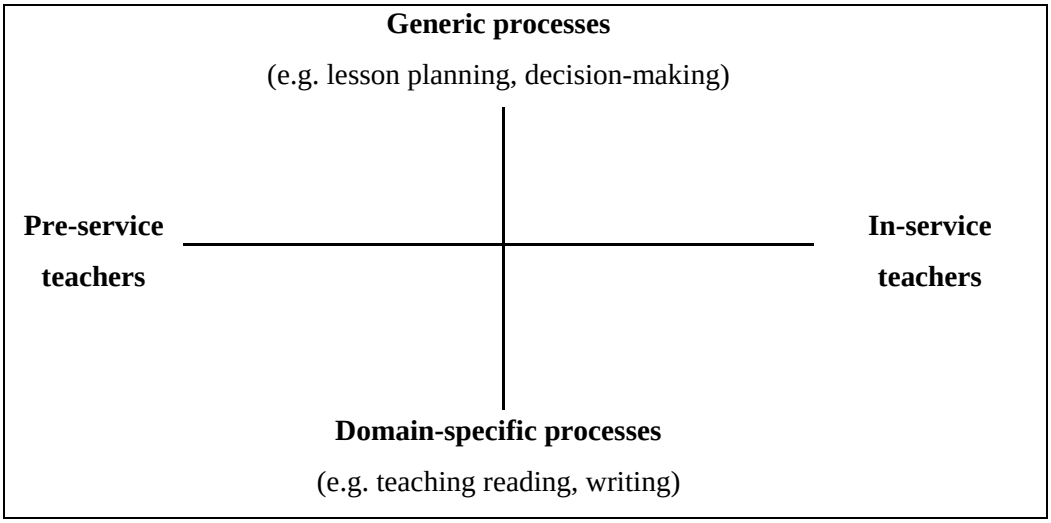

Figure 3.1: Substantive elements in language teacher cognition research (Borg, 2006a, p. 282)

3.4.2 Teacher cognition in ELT: Research methodology

A great range of research methodology is evident in the literature, and in line with Freeman's comments above, the majority of studies reviewed here have followed the qualitative tradition/interpretive research paradigm. Borg also mentions the wide range of mostly qualitative methodology, while noting that quantitative analysis can and does also contribute (2003b, p. 105). Particularly within the qualitative sphere, multiplicity of data collection methods and analysis seems normal. This does not imply that there is no place for quantitative research, however; some research has been carried out more traditionally. For example, Johnson's investigation of teacher beliefs and practices concerning the teaching of literacy (1992b) involved the use of a 'Multidimensional TESL Theoretical Orientation Profile', which consisted of 'an Ideal Instructional Profile, a Lesson Plan Analysis Task, and a Beliefs Inventory' (p. 83), followed by chi-square analysis of transcribed classroom data parsed into three types of instructional units. Andrews (1999a) employed a pen and paper test of four groups of pre- and in-service teachers' explicit knowledge of grammar and grammatical terminology, and subjected the results to statistical analysis in order to investigate and compare across the groups 'the declarative dimension of TMA' (p. 149).

Occasionally, a mixture of qualitative and quantitative methods is applied, as in Andrews (2003a) where a statistical analysis of survey data was followed up with lesson observations and semi-

structured interviews, combining both types of data for a final analysis. Both Gatbonton (1999) and Mullock (2006) employed a combination of quantitative and qualitative analyses of verbal protocol collected during stimulated recall sessions of teachers watching their own videotaped lessons. As Borg points out, since no single approach will be unproblematic, many studies use several methods (2006a, p. 279).

Fang's typology of mainstream education research methodologies presents 'policy capturing', 'repertory grid technique', and 'process tracing' (1996, pp. 56-57). The first is characterised by Fang as techniques which elicit a judgement from teachers by way of presenting a case or vignette; these judgements are then transformed into linear regression equations to reveal the weighting applied by the teacher to features of the scenario. Repertory grid technique, described by Donaghue as a methodology to 'uncover and voice' beliefs or attitudes which may be subconscious and difficult to elicit or articulate (2003, p. 348), does feature, however (e.g. Sendan & Roberts, 1998). The technique purports to discover personal constructs that influence personal behaviour, and has been effectively combined with other methods by Breen et al. (2001). Of Fang's three types, process tracing is the most common in L2 teacher cognition research, and includes verbal report methods, whereby teachers make judgments or decisions about teaching tasks, the most common of which are think-aloud, retrospective interview, stimulated recall, and journal keeping (1996, p. 57). Some of these, and others, are evident in the literature reviewed here.

An early classification of language teacher learning data sources and collection procedures (Freeman, 1996b, p. 369) listed three points along a continuum: 'self-generated' (where the participant and researcher are one), 'collaborative' (where the participant and researcher generate data together), and 'declarative' (where the researcher is the sole data collector). More recently, Borg (2006a, pp. 281-282) has divided typical teacher cognition research methods, according to their data collection procedures, into four basic types: self-report instruments (e.g. questionnaires, tests, rating scenarios); verbal commentaries (e.g. accounts of reactions to teaching events, comments on recorded lesson, 'think aloud'); lesson observation; and reflective writing (e.g. journals, retrospective accounts, statements of beliefs). Borg finds the most widely used methodologies to be self-report, semi-structured and stimulated recall interviews, and unstructured observation (2006a, p. 279).

Though data collection methods vary greatly, all data are offered as ‘evidence’ of essentially unobservable phenomena (Borg, 2003b, pp. 105-106), a point which echoes that made by Clark and Peterson about the unseen nature of ‘teachers’ thought processes’ (1986, p. 257). Indeed, what constitutes ‘evidence of language teacher cognition is a fundamental methodological question in this domain of research’ (Borg, 2006a, p. 278). Few papers, however, actually present information like questionnaires and interview schedules which would support the evidence, Borg (1998c) and Lam (2000) being exemplary exceptions. For Freeman, though ‘ex post facto’ data like that elicited through stimulated recall is unavoidably ‘late’, or after the event (1996b, p. 370), the problem lies in the research process, rather than the data themselves. Having previously asked how far post-lesson comments are relevant to in-lesson thinking (Borg, 2003b, p. 98), Borg later also highlights the problem of a time gap between lesson observation and subsequent interviews and follow-up caused by the transcription process (2006a, p. 218). Gatbonton, while concerned, defends verbal recall as one of few tools available (1999, p. 44). Less time-sensitive data (e.g. documents) can provide background and a context for the teacher’s cognitive activity as well as a form of triangulation (Freeman, 1996b, p. 370) and have been used in many cases (e.g. Connelly et al., 1997; Tsang, 2004).

Research designs can become rather elaborate, particularly if longitudinal. Basturkmen et al. (2004) used lesson observation, post-lesson self-report interview (with both open-ended and in-depth questions), cued response scenarios, and stimulated recall. Another research team engaged in a very intensive period of data collection where each stage built on the previous one and/or led to the following one (Breen et al., 2001).

As more researchers opt for qualitative methods, including those borrowed from ethnography, different methods of analysis have been used. Indeed, as with much ethnography, data collection and analysis have often become one cyclical process (e.g. Breen et al., 2001). Rather than relying on post hoc data analysis, the process of early analysis can be aided by ‘conceptual memos’ (Johnson, 1994, p. 442; Golombek, 1998, p. 450) or ‘analytic memos’ (Borg, 1998c, p. 13), which are a technique for researchers to record thoughts as they occur, thereby identifying themes and organising data. In many cases, data are arranged in units according to the individual ideas they represent then classified in categories (e.g. Mangubhai, Marland, Dashwood, & Son, 2004). Where multiple cases are studied, a common analytic procedure is to first look at individuals, and then across cases (Johnson, 1994; Tsui, 2003; Tsang, 2004).

In certain cases, the presentation of the research has been designed to reflect the inductive analysis process itself (e.g. Borg, 1998c), or as narrative (Johnson, 1994, p. 443), and it is suggested that actual research data themselves can be used in teacher development (Bullough, 1993; Borg, 1998a; Cullen, 2001). Tomlinson's (1999) recommendation of narrative, seen by Fang (1996, p. 60) as one way to address personal experience, has been demonstrated in L2 research by Johnson (1994), Ming (2002a; 2002b; 2002c), and Golombek and Johnson (2004).

3.5 Issues and trends

Having already discussed general trends in terms of research orientation and methodologies employed, this section will deal with the issues that seem to be outstanding, as well as identifying a (small) number of trends that have not been mentioned above. As is normal in research papers, many writers have commented on problem areas and suggested further topics for research, and these will be referred to where necessary.

Specific issues discussed here include the problem of defining the field, and the necessity of broadening the contexts in which studies take place. Further research is also advised in areas like the effect of experience, teachers' emotions, and the question of in/consistency among teachers' cognitions and practice. Other potential topics of interest are suggested before the growing trend of involving the teacher in the research brings the section to a close.

3.5.1 Defining the field

One disconcerting commonality between mainstream and language teacher cognition research is the confusing array of terminology deployed. In mainstream education, Pajares (1992, p. 309), naming 'but a few', noted over 20 terms describing teachers' beliefs, such as 'attitudes', 'conceptual systems', and 'action strategies', sharing only one term ('values') with Marland (1998), whose 14 sources add almost another 20 terms common to accounts of 'teachers' practical theories'. Within the general education community, Borg attributes this breadth to 'the inherently complex nature of the phenomena under study', and 'to the fact that identical terms have been defined in different ways and different terms have been used to describe similar concepts' (2006a, p. 35). The terms listed by Pajares (1992) and Marland (1998), in turn, differ

from the collection in Borg's L2 literature review, which clearly shows how terminology has long been inconsistent and confusing (2003b, p. 87).

Table 3.1 Teacher cognition research terminology (after Borg, 2003b; 2006a)

Terms used in mainstream education teacher cognition research (Borg, 2006a, pp. 36-39)	*beliefs* *case knowledge* *cognition* *conceptions of subject matter* *conceptions of teaching* *conditional/situational knowledge* *content knowledge* *craft knowledge* *curricular knowledge* *general pedagogic knowledge* *images* *implicit theories* *knowing-in-action* *knowledge of learners* *lay theories* *orientations to teaching* *pedagogical content knowledge*	*pedagogical knowledge of teaching* *personal practical knowledge* *personalized pedagogy* *perspective* *practical knowledge* *practical theories* *practical theory* *professional craft knowledge* *prototypical case knowledge* *schema* *situated knowledge* *subject matter knowledge* *substantive knowledge* *syntactic knowledge* *teaching criteria* *theoretical orientations*
Terms used in language teacher cognition research (Borg, 2003b, p. 87)	*BAK (beliefs, assumptions, and knowledge)* *conceptions of practice* *culture of teaching* *image/s* *maxims* *pedagogic principles* *pedagogical knowledge* *pedagogical reasoning*	*personal pedagogical systems* *personal practical knowledge* *personal theories* *practical knowledge* *routines* *specific pedagogical knowledge* *theoretical beliefs* *theories for practice*
Additional terms used in language teacher cognition research (Borg, 2006a, pp. 47-49)	*beliefs* *epistemological beliefs* *folklinguistic theories* *idealized cognitive models*	*knowledge about language* *perception* *teacher cognition*

Table 3.1 illustrates the problem by showing Borg's collections of terms from both mainstream education and from language teacher cognition research. Borg does not claim that these lists are comprehensive (Borg,, 2003b, p. 87; 2006a, p. 35, p. 47), and it is interesting, and perhaps salutary, to note within the narrower field of language teaching the multiplication of terms used between his two surveys (Borg, 2003b; 2006a).

In something of an understatement, M. Borg notes a lack of consensus on meaning in the field, and 'rather fuzzy usage' (2001, p. 186). Aside from the terms identified by Borg (2003b; 2006a), recent literature additionally addresses 'self-awareness' (Llurda & Huguet, 2003); 'teacher thinking' (Warford & Reeves, 2003); 'pedagogy', unusually defined as 'beliefs, designs and practices' (Zheng & Adamson, 2003, p. 324); 'understanding' (Mangubhai et al., 2004, p. 305); 'metalinguistic awareness' (Andrews, 1997); 'beliefs, feelings, and understandings' (Andrews, 2003a); 'teacher language awareness' (Andrews, 2003b); 'ways of knowing' (Szesztay, 2004, p. 129), and 'expertise' (Tsui, 2003). The situation is further complicated and the problem illustrated by the use of combinations of terms, such as some of those above (Andrews, 2003a; Zheng & Adamson, 2003), and Woods' 'beliefs, assumptions, and knowledge' (1996, p. 195). It is noteworthy that even established researchers (e.g. Verloop et al., 2001, p. 446) struggle with separating constructs.

Borg was, perhaps, charitable in attributing such a range of terms to the 'terminological innovation' required by academia (2003b, p. 83) Such a wealth of nomenclature does more than signal the richness of the language, making it difficult for researchers and practitioners to be sure they are reading, researching, and talking about the same things. Conceptual variety may be 'useful and intellectually healthy' (Freeman, 1996b, p. 365), but the lack of agreed labels and a coherent framework may be problematic in the long run. Perhaps Borg's greatest contribution, aided by a landmark study by Woods (1996) which coined the term, will be to have established the expression 'teacher cognition' as a valuable, if not uncontroversial, umbrella term for all the above (2003b, p. 81).

The continuing proliferation and confusion over terminology hampers the capacity of both researchers and practitioners to hold effective discussion. 'Rationalization in this respect [terminology] is one way in which the study of language teacher cognition overall can achieve a greater sense of unity and coherence (Borg, 2006a, p. 272). The time has come, according to

Borg, to settle on one or more of the following: ‘cognition, knowledge…, beliefs, attitudes, conceptions, theories, assumptions, principles, thinking and decision-making’ (p. 272). As he points out, there is a need, in the interests of ongoing development in this field of research, for ‘a shared set of concepts and definitions to be established and consistently used’ (p. 272). This is wise counsel indeed, though the evidence, from the more mature field of teacher cognition research in general education, of continuing confusion is not encouraging in this respect.

3.5.2 Context

Formerly viewed simply as backdrop (Freeman, 2002, p. 7), or descriptive information for research presentation, context has become a central concern for researchers. As Borg (1999c, p. 122; 2006a, pp. 273-274) advises, simply extrapolating findings of studies like his own to other contexts is unwise. What Borg refers to as ‘context’ (2003b, p. 83) is the situation in which research has been done. There is wide geographical variety, such that to Borg’s list of Australia, Canada, Colombia, Germany, Hong Kong, Malta, the Netherlands, Puerto Rico, Singapore, Turkey, the UK, and the USA, can now be added China proper (Zheng & Adamson, 2003; Zhu, 2004), Indonesia (Zacharias, 2005), Japan (Laskowski, 2006, cited in Burns, Paltridge & Wigglesworth, 2008), New Zealand (Basturkmen et al., 2004), Norway and the Netherlands (Drew, Oostdam, & van Toorenburg, 2007), Spain (Llurda & Huguet, 2003), Sri Lanka (Hayes, 2005), and even the world (Levine, 2003). Hong Kong and the USA still predominate in the number of studies executed.

Though contexts are geographically widespread, there is still little understanding of large compulsory language classes taught by NNSs in state schools (Borg, 2003b, p. 106). In other words, since Borg (2003b), the research literature is ‘still vastly unrepresentative of language teaching contexts worldwide, and still largely focused on research into the teaching of English in the USA, with some smaller attention on Hong Kong, the UK, and Australia (Borg, 2006a, pp. 273-274). Several more recent studies (Andrews 2003a; Tsui, 2003; Urmston 2003; Tsang 2004) have attempted to fill Borg’s (1999a, 1999b) context gap, tellingly all in Hong Kong (where factors such as certain policy initiatives or funding availability may encourage teacher cognition research), apart from two, which have been in mainland China (Zheng & Adamson, 2003; Zhu 2004). The welcome addition to the recent literature of studies in mainland China is notable for their location and connections to Hong Kong. Zheng and Adamson’s teacher-subject was teaching in Fuzhou, a rather large, economically developed metropolis relatively close to Hong

Kong itself (where the latter writer was based at the time), and Zhu's research took place in Guangzhou, which is even closer to Hong Kong and even more developed than Fuzhou. As a response to the plea for research in different contexts, then, these studies may not be as valid as they appear, though the settings are closer than many other studies to the target contexts discussed by Borg (2003b, p. 106). Evidently, in terms of the 'macro-culture' (Andrews 2003a, p. 372), there is still great scope to research more globally representative contexts.

Quite apart from the important matter of broadening the scope of contexts in which teacher cognition is studied, there is also the question of the influence of context on various aspects of teacher thinking. Several writers have taken up this theme, among whom Andrews writes of both 'macro-cultural' and 'micro-cultural influences' (2003a, p. 372), and Burns of the 'critical role of context in teacher education' (2003, p. 5).

Borg (1998c, p. 30) is relatively unusual in finding no effect of external factors on teacher cognition, though his study included only one teacher and the focus on grammar teaching may have influenced this conclusion. However, in other cases, teachers' beliefs, for example, have been found to be 'highly socially constructed and contextualised' (Burns, 2003, p. 6). For Tsui (2003, p. 245), the teachers' sense of their work depends on their specific teaching context and how they relate to it; individual conceptions and understanding of teaching develop in context. Similarly, Andrews (2003a, p. 372) found a relationship between beliefs and the context of teaching, and Crookes & Arakaki (1999) perceived a strong contextual influence, or constraint. Mention of constraints is reminiscent of Clark and Peterson (1986, p. 255); Borg, too, states that 'contextual factors can constrain what teachers do' (2006a, p. 275), and according to Hu the workings of a foreign language classroom are 'inevitably shaped and constrained by contextual influences' (2005b, p. 635). In another case, it was felt that research subjects might well have mentioned 'situational constraints' they faced if asked a direct question (Basturkmen et al., 2004, p. 269).

Like Burns and Knox (2005, p. 254), Borg has asserted that there are many influences on teachers' cognitions, both inside and outside the classroom and school, some temporary and some permanent (2006a, p. 275), and the dynamics of these effects are characterised as twofold: aspects of the context can affect cognition either by changing them or by changing practices without altering the cognitions which underlie them (p. 276).

3.5.3 Further research

The relatively narrow range of topics so far investigated, especially in curricular areas, may reflect the groups which have been involved. If the general setting of teacher cognition research so far has tended to be first world, language schools may be the most likely sites of research, and the teachers involved may in turn be teaching the often rather general EFL courses offered by such schools; this situation would suggest a limited group of teachers available to act as subjects for researchers. Even so, given the expanding numbers of students electing to study abroad, for example, from China (see Li, 2004), it is very likely that scope for investigating cognition among teachers of, say, English for Academic Purposes, is broad. Borg himself notes that more studies are needed in monolingual state schooling-type settings (Borg, 2003b, p. 106), and if this type of expansion occurs it may bring with it a widening of topic areas to be investigated (e.g. Zacharias, 2005; Laskowski, 2006, cited in Burns et al., 2008). As Borg says, the possible substantive areas multiplied by the many contexts of language teaching would result in infinite possibilities for research (2006a, p. 275), and his work has often suggested long lists of potential topics for further study (1998b; 2003b).

The place of experience is one important theme which emerges from the literature, and the effect of experience on teacher cognition and change has been suggested as a useful topic (Borg, 2003b, p. 98). While the views of pre-service and novice teachers feature regularly in the literature (e.g. Peacock, 2001), especially where findings might help with the evaluation and revision of preparatory programmes, those of more experienced teachers are underrepresented. Few studies to date have followed up students after they go on to teach (an exception is Burns & Knox, 2005), though this seems a logical way to test the effects of training or development courses.

A likely explanation for the preponderance of pre-service teacher studies is the opportunistic situation in which teacher educators find themselves. Teacher education institutions and courses perhaps represent a natural and convenient interface between those who may be most inclined to carry out such research (university and college faculty) and subjects (pre- and in-service teachers).

However, exceptions include Tsui (2003), who has investigated the nature and development of expertise by presenting case studies of four teachers with varied experience, and Andrews (2006), who returned to investigate changes in teachers he had previously studied. Borg (2006a, p. 103) shows how experience can, in various ways, be studied in comparison with inexperience by:

examining the skill levels of different teachers (Richards et al., 1998); comparing their justifications for decisions (Richards, 1998d); and investigating change over time (Mok, 1994).

Clearly, the study of experience and expertise, and the relative rarity of such research are linked to a lack of, and the particular difficulties posed by, longitudinal studies. There are examples to be found, however. Woods (1996) conducted a study of eight experienced teachers teaching courses of up to 13 weeks. Mok's (1994) study of 12 teachers' concerns and perceptions took between six and 30 months. Tsui (2003), followed teachers over 1½ years, and Zhu's study of the development of pedagogical content knowledge in novice teachers took three years (2004). Sendan and Roberts (1998) spent four years examining personal theories, focusing mainly on one pre-service teacher. Urmston's (2003) methodology effectively took two 'snapshots' of pre-service trainees' beliefs at either end of their college career.

These apart, relatively little research has been longitudinal, so the scale and reasons for changes of teacher cognition cannot be adequately described. Even Urmston (2003) is unable to reveal changes as they happen over the three years, and none of the studies quoted by Borg showing what more experienced teachers can do, are termed by him as longitudinal (2003b, p. 95). In other words, they are comparing teachers, but not comparing any given teachers' cognitions over time. Longitudinal studies on the development of teachers' views on grammatical terminology have been advised in order to understand the factors which influence these views (Borg, 1999c, p. 123), and logically this would apply to other areas, too.

Obviously, there are great practical, and financial, difficulties in following teachers over an extended period of time, but there are interesting possibilities for longitudinal research which have not as yet been pursued very far or frequently. Urmston's 'snapshots' (2003) offer one feasible solution, and a more recent example, mentioned above, is Andrews (2006), who revisited the subjects of an earlier piece of research in order to follow up on changes in their TLA. These may not be longitudinal in the classic sense (see Burns, 2000, p. 570), but they do offer a pragmatic approach for those researchers who have the possibility of at least intermittent access to subjects.

Teachers' emotions have not been the subject of very much research. Borg confirms this, and notes a probable increase in the future (2006a, p. 272). Outside the L2 sphere, emotional risk has

been recognised as a factor relevant to how teachers might change their perceptions (Oosterheert & Vermunt, 2003, p. 157). In pre-service teacher education, Bullough and Young (2002) find the inattention to the role of emotions in learning to teach peculiar since teaching is, at its heart, an emotional endeavour. The only papers which mention this, and found to date, generally refer to the mainstream, even though 'the whole process of change is emotionally charged' (Leat, 1999, p. 394). Oosterheert and Vermunt find the commitment of student-teachers' resources may be dependent on 'how emotionally risky it is for them to change their perception on reality' (2003, p. 157). As education is often seen as a force for change, or an object of change, it would seem logical that some attention be paid to this area.

Within the applied linguistics field there is some recognition that teachers' knowledge is not simply cognitive, but also affective, moral, and aesthetic (Golombek, 1994, p. 405). The power of the affective has been noted, to the extent that 'the affective domain…has the potential to impact significantly on teacher language awareness in pedagogical practice' (Andrews, 2001, p. 83), but remains to be investigated fully.

Consistency, and of course inconsistency, can exist between what teachers say and do, or between different things they say. Johnson (1992b, p. 101) found that ESL teachers with 'clearly defined theoretical beliefs' taught literacy according to their theoretical stance. Smith also detected 'an internal consistency between individual beliefs and practices', but asserts that it is 'teacher-based more than theoretical' (1996, p. 214). Across a group of teachers, Andrews (2003a, p. 373) found a consistent, underlying pattern, even though they undertook the teaching role differently.

Others, however, report differences between teachers' 'espoused theories' and their 'theories in action' (Donaghue, 2003, p. 345), changes in teachers' views not matched by practical change (Johnson & Golombek, 2003), contradictory and inconsistent conceptions about teaching (Richards, 1994, p. 402), and a 'tenuous relationship between … teachers' practices and stated beliefs' (Basturkmen et al., 2004, p. 243). The latters' findings, of 'potentially conflictual' inconsistencies (p. 268) may be similar to Borg's 'interesting and potentially conflicting beliefs' (1998c, p. 28).

One factor in considering in/consistency is the difference in teachers' reactions to the research methods used; Borg distinguishes between 'ideal-related' and 'reality-oriented' cognitions and notes that a judgment about discrepancy may not take into account the difference between classroom-based and non-classroom-based data (2006a, p. 280). Borg (1999a; 1999b) also suggests consistency as one criterion for evaluating teacher cognitions. How far such discrepancies are normal is debatable, certainly, and the question of in/consistency seems to add to the complexity of the constructs investigated, particularly given that deeper beliefs, often more inaccessible to research analysis, may be at work.

Almost anything that teachers think about might form a topic of study, but of those relevant to their daily practice and also to their status and overall approach to being teachers, it seems that the notions of relationships between colleagues, or collegiality (Little, 1990), has attracted little attention thus far. This is particularly interesting in a Chinese context, given the traditional stress on collectivity. Allied to this might be the idea of shared cognitions and how teachers form their theories and shape their practice in collaboration with others (Paine & Ma, 1993), a 'community of teachers' (Shulman & Shulman, 2004, p. 265). Professionalism might be an aspect of this relationship, and it would be fruitful to examine perceptions of professional practice across differing contexts.

3.5.4 Involving the teacher

A clear trend in the research discussed here is to involve the teacher in the process itself, either throughout or at certain stages. Some researchers have asked teachers to make certain procedural decisions. For example, Basturkmen et al. (2004) asked their three subjects to identify the lessons to be observed, ones which they would label 'communicative'. Cooperation has sometimes entailed offering a transcript to the subjects for review (Warford & Reeves, 2003, p. 56) or comments (Borg, 1998b, p. 160), and/or asking teachers to check the accuracy of the interview transcript (Borg, 1999c, p. 101; Burns & Knox, 2005).

Involving teachers in analysis itself is a further step. Tsang's subjects were asked to validate the interpretation of the data (2004, p. 169), and Burns and Knox (2005) followed a similar procedure, by sending out a first draft to the relevant teachers, and inviting their comments. Golombek has written 'interpretive letters' (1998, p. 450) for subjects to solicit confirmation, or otherwise, of findings. Breen et al. (2001) talk of a co-construction of data by teachers and

researchers, as their methodology followed several steps, all involving participation by subjects. Mangubhai et al. (2004) asked their subject to nominate data collection times, and presented results to her for discussion and modification. Cooperative analysis is sufficiently common for one team of researchers to almost apologise for having it prove impossible in their study (Basturkmen et al., 2004).

Mok (1994, p. 108) highlights the benefits of researching with colleagues: links are established and trust is enhanced, as is validity through more honest responses. As her subjects were being open and honest with her, Tsui (2003) reciprocated with stories of her own teaching challenges.

Deeper cooperation involves the teacher thoroughly, and where the subjects' perspective is paramount such an approach seems desirable. As Richards points out, to understand teachers' knowledge it is necessary to get alongside them where they teach (Richards, 1994, p. 403). Connelly et al. also advise working directly with teachers in and out of class and even in their personal lives; ideally, this is a collaborative effort, whereby teachers become research participants and help to define and interpret (1997, p. 666). More than simply technique, though, teacher involvement may help avoid prescriptive knowledge claims by researchers (Golombek, 1994, p. 406).

3.6 Summary

Clearly, research into teacher cognition among language teachers represents a great range of possibilities for development, though development appears slow. Possibilities abound, given the range of contexts and possible topics, but also the variety of methodological approaches that can be considered.

This review has necessarily involved an excursion outside the strict bounds of applied linguistics, in order to provide a background to the studies which have followed, particularly in the teaching of English. It has been noted that little teacher cognition research has been carried out in mainland China, and little worldwide in the contexts of, for example, state-run institutions where conditions involve non-native speaking teachers instructing large monolingual classes. Though the field is broadening, such contexts are still underrepresented, which may have something to do

with access, of course, as well as features of the research arena, like funding and possibilities for publication. The intention of this thesis is to investigate teachers in just one such context, as outlined in the previous chapter, and this review has helped by surveying the broader field prior to the details of the research itself. Having surveyed the relevant literature, the following chapter will present the research methodology used for the four studies contained within this thesis.

CHAPTER 4: RESEARCH METHODOLOGY

4.1 Introduction

Having spent several years teaching in China and building up working relationships with Chinese colleagues, and at the same time developing an interest in the ways teachers think and feel, I felt compelled to combine these two areas, and to capitalise on the opportunity presented by having colleagues with whom I might investigate issues of teacher cognition in the Chinese teaching situation. A major factor in this decision was also the realisation that little such work had been carried out in situations characterised by features such as large classes, non-native speaking teachers, publicly-funded institutions, and mandated curricula or materials, limitations in the research literature already alluded to in Chapter 3. In an attempt to discover more about how my Chinese colleagues thought about teaching and learning, I devised the research presented here, deciding that a qualitative approach would best suit the aims of the investigation.

This chapter explains in detail the research orientation adopted, and the methodologies used in data collection and analysis. The most commonly adopted approaches to teacher cognition research have already been discussed in the previous chapter; here, more specific discussion of aspects of research methodology relevant to this thesis introduces the chapter, and is followed by a detailed account of the procedures followed.

4.2 Research orientation and research questions

A phenomenological approach provides the philosophical background for qualitative or interpretive research. Phenomenology, 'the study of phenomena', assumes a basic unawareness of what things mean to other people (Wiersma, 1991, p. 220), and working from this premise, qualitative researchers attempt to discover the meanings of others' worlds through descriptive and sometimes narrative approaches.

Consonant with these basic precepts, an attempt to discover the meanings upon which Chinese colleagues might base their thinking about learning and teaching English called for a qualitative

approach. Several features of qualitative research are evident in the four studies which make up this thesis: they are descriptive, and attempt to understand what goes on, unlike ‘process-product’ research, which sets out to prove hypotheses or establish relationships between a process and a product (van Lier, 1989, p. 177). Case studies, though not necessarily bound to the qualitative research sphere, are often employed therein, and for this thesis they were chosen as the unit of analysis and presentation. These were decisions based on professional interest in my unique situation (Wallace, 1998, p. 161), and a human interest (p. 163) in my colleagues, and these interests in turn indicate another key feature of case studies: that they are normally ‘naturalistic’ (Johnson, 1992, p. 76). In the present research, to paraphrase Johnson, the teachers were studied in a natural state and environment.

McDonough and McDonough (1997) present four salient aspects of case studies which fit the research upon which this thesis is based. Firstly, case studies investigate a ‘bounded system’ (p. 205), that is, an identifiable unit; in my case, each teacher constitutes a case with boundaries. Secondly, a case study within a naturalistic setting is ‘emic (from within the case) and holistic (the whole system in its context)’ (p. 205); in my studies, the teachers’ own views were sought, and the cultural, contextual and systemic background was vital in interpreting what they said. The third point is linked to the second, being that a case study is ‘concerned with an understanding of people’s own meanings and perspectives’ (p. 204); these are precisely what I was seeking during my research. Lastly, sampling is not random (p. 206); I deliberately chose the three participants. How this was done, and the nature of my own engagement with the context and the particular teachers involved, are detailed below (Sections 4.3.1 and 4.3.2).

Since qualitative research does not necessarily imply any particular research method, it is necessary to adopt whichever techniques are seen to fit the circumstances and the purpose of the project. As Hitchcock and Hughes note, a ‘fundamental aspect’ of qualitative research concerns the links between the choice of method, data collection, and analysis (1995, p. 96). In my case, I decided on case studies, and on particular methods because they seemed to provide a ‘fit’ for my situation and objectives. With regard to methodology, the ‘three basic processes’ of qualitative research techniques advocated by Hitchcock and Hughes, observation, interrogation, and the collection (and interpretation) of both documentary and oral data (p. 96) were all used, and these are detailed below.

In case studies, as in qualitative research as a whole, the methodology employed depends very much on the nature of the study (Wallace, 1998, p. 169), and this is well illustrated in the present case. Knowing the teachers as I did, I felt sure they would be unlikely to write extended or frequent pieces (e.g. journals), as they would feel apprehensive about the accuracy of their writing and possibly intolerant of producing a great deal. On the other hand, having hitherto been involved in observing and discussing my Chinese colleagues' lessons, I felt confident that this would prove a more acceptable format. This is a reflection, too, of the aspect of practicality which can accompany research decisions by teachers (McDonough & McDonough, 1997, p. 204).

With three teachers as participants, the selection of whom is dealt with below, it was decided that, in line with some of the literature involving multiple cases (Johnson, 1994; Tsui, 2003; Tsang, 2004), a format of four linked studies would best suit the thesis, that is: three individual case studies (Chapters 5-7), followed by a cross-case study of all three teachers (Chapter 8). In this way, the following research questions could be addressed:

Research questions (Studies 1, 2, 3)

1. What are the teachers' self-reported views and beliefs about language learning and teaching?
2. How do the teachers interpret and explain their practices in the classroom?

Research questions (Study 4)

1. Is there a common pattern across the teachers' self-reported views and beliefs?
2. What individual differences are evident and why?

It should be noted that, although Question 2 for the individual case studies mentions classroom behaviour, the teachers' performance was not the primary focus of the studies; rather, the classroom observation was used as a method of contextualising the other data gathered in the form of interviews. In the case studies which follow, little actual data from the lessons is presented, but it will be seen that the discussion of the lessons helped to focus the participants (including myself) on aspects of the classroom which represented some importance to the teachers themselves.

The research questions focus on views and beliefs. It has already been demonstrated, in Chapter 3,

that the research field of teacher cognition is rife with terminological disarray. Attempting to delineate the field of study, some have declared, for example, the belief-knowledge distinction 'confusing' (Meijer, Verloop, & Beijaard, 2001, p. 172), implying significant problems. Allen notes the difficulty of finding 'where knowledge ends and belief begins' (2002, p. 519), and knowledge, for Andrews, 'is very hard to separate from other aspects of teacher thinking, especially beliefs' (2003b, p. 85). Though she sees them as hard to separate, M. Borg asserts that while knowledge must be externally true, beliefs perhaps do not have to satisfy this condition, and there may be beliefs other than one's own (Borg, M., 2001, p. 186). Even accepting this distinction, however, belief and knowledge do overlap when teacher knowledge is seen as personalised, idiosyncratic, and highly context-specific (Tsui, 2003, p. 61). Clearly, terminology remains, and will remain, a major issue for those involved in this field to grapple with. For the purposes of this thesis, the following definitions have been adopted:

- A *belief* is taken to be 'a proposition that is accepted as true by the individual holding the belief' (Richardson, 1996, p. 104);
- A *view* or an *attitude* (treated synonymously) is the construct evidenced by an expression of opinion or an evaluative comment made by the participant.

4.3 Researcher positioning and the selection of participants

In interpretive research, it is important to be explicit about the relationship between researcher and participants and to acknowledge any possible threats to the validity of the data. This section describes how the participants were selected and the precise nature of the relationship which existed between us.

4.3.1 Researcher positioning

Like Paine and DeLany, as a participant-observer, I was unavoidably an interloper in and an interpreter of other people's lives (2000, p. 118), and this fact was an aspect of the research for which I need to account. Hitchcock and Hughes note that the nature of the researcher's involvement in data collection is a 'fundamental consideration' in qualitative research (1995, p. 96). More specifically, the researcher should have a good overall view of the setting or situation; this contributes to an understanding of 'representativeness', that is, the typicality of the situation, individuals, or group studied (p. 108). At the same time as being an interloper, I was a long-term

member of staff familiar with the educational situation. Such a position had given me an opportunity to employ an approach to research 'which honestly grapples with "observer effects" so that we can move from intrusion towards a reciprocity of trust and helpfulness; becoming *within* the classroom culture over time and being seen as contributing as much to the group as we receive from it' (Breen, 2001, p. 136; author's italics).

In this respect, I had known the teachers for varying lengths of time, having preceded them all as a college faculty member. In addition to being a teaching colleague, I had worked for several years as a college-appointed 'teaching supervisor'. In collaboration with another foreign teacher colleague, the supervisory work undertaken within the FLD entailed: observing lessons, giving feedback, writing both individual lesson reports and more general reports on teaching. In this capacity in particular, I had in a sense been granted a position with a certain amount of authority, but the position also provided an opportunity to be present in Chinese teachers' classrooms on many occasions, and to frequently talk to teachers about their teaching and the educational context surrounding them, thus enriching my knowledge of the local context and forging closer links with Chinese colleagues. In China, foreign teachers are rarely permanent, or in a position of authority among faculty. I believe a unique opportunity was presented by my position, and the research was an attempt to take advantage of that fact. Indeed, the nature of my position made it possible to avoid some of the problems facing an investigator/employee, such as being put in an untenable position, as listed by Morse (1998, p. 61). Frequent attendance in Chinese colleagues' classrooms had granted me a distinctly different position from an external and unfamiliar researcher entering the site, allaying some of anxieties related to coping with an observer in class, and enhancing the honesty with which the participants could report their views.

Such a supervisory position clearly exposed me and the participants to the potential dangers of differential power relations. In this case, two pre-existing conditions and one precaution were relevant in diminishing the effect of power differentials on the research. The conditions, pre-existent to the research, can be described by the approach taken to supervisory work and the arrangements made with the college authorities. Specifically, it was agreed with college authorities that reports made on teachers' performance were to be used to the benefit of their promotion prospects. (Such reports are filed and necessary in later years when promotion is applied for.) The main aim, however, was agreed and acknowledged to be the improvement of teaching standards across the department. These conditions were explained to the FLD teachers

before any supervisory work began. The precaution mentioned above refers directly to the preparations for the research project. Specifically, the teachers were advised that their participation was not related in any way to teaching supervision. No reports would go to the college, nor discussions be held with college leaders based on any of the data collected for the study. The teachers were free to reject the invitation offered, and to withdraw at any time, without risking any untoward consequences. This condition was also underpinned by the ethical requirements of the university, which are described in more detail below (Section 4.4.3).

In their account of developing the rapport necessary for successful interpretive research, Feldman, Bell, and Berger (2003, p. 36) describe 'commitment acts'. These acts are typically 'a particularized investment of time or energy with an unpredictable payoff to the research'. They often involve sacrifice or discomfort, and demonstrate 'the researcher's commitment to learning the culture of the institution or the people one is studying'. Crucially, commitment acts are not deliberately undertaken to build rapport, but they show engagement which gains respect and trust, providing an opportunity to 'create a stronger web of trust, openness, and rapport between the researcher and informants' (p. 37). Yochim (2005, p. 2) provides an example of such acts, in that he had been attending teachers' lessons for two years before beginning his research, which involved observing teachers in their classrooms.

In my case, I had attended several weddings within the department (including one of the participant's, another came later), many parties, shows, and meals. I had attended the teachers' lessons in the capacity of supervisor, without the intention of contributing to the research. Two of the teachers had been visitors to my own classroom in previous months and years. I believe that these acts had built a relationship, much as Feldman et al. describe as fostering rapport (2003, p. 36), from which it was then possible to gain access not only to classrooms, but also to the teachers' very lives (Richards, 1994). Though Feldman et al. talk of humanising researchers (2003, p. 37), it may be possible to argue that in this case an already 'human' researcher was able to present a research process to the participants as a slightly less than alien phenomenon.

This section has outlined the relative positions of researcher and participants, in particular the relationship between myself and the participants themselves within the context of a lengthy sojourn at the college. In the process of the type of research described here, care is required to minimise power differentials between 'subjects' and researcher. Given the status of the college

described, and the teachers who formed the group being researched, it must be acknowledged that certain threats of this type existed.

The important point is not so much whether a distance existed, but rather whether it affected participation and interpretation. Efforts made to ensure that the teachers felt comfortable with the process, including their own choice of lesson observation and sensitive (and often rearranged) appointments for interviews, are explained in detail below (Section 4.4.4). While an admission is made of possible threat and potential criticism, I believe that, in line with the practices of 'bracketing' the researcher's assumptions and status that are recognised in qualitative methodology (Richards, 2003, p. 19), as many procedures as possible were undertaken to eradicate a power distance between myself and the teachers involved. Any effects of power differentials on the interpretation of findings as described in the chapters which follow, have been minimised by the measures described above, and particularly by the request made of the teachers to check transcripts and interpretations.

4.3.2 Selection of participants

In selecting participants, Wolcott's advice to ethnographers was pertinent, in that he stresses the use of key informants, defining them as participants who display knowledge of the situation, expressiveness, approachability, or availability (1988, p. 195). In the Applied Linguistics field, Tsui (2003) exemplifies the deliberate selection of participants, having selected informants who have good English, are seemingly open to discussion and less fearful than others of observation. Yochim, too, in a planned study of Chinese teachers, was intending to invite teachers 'based on their ability to express themselves in English, as well as their willingness to explore these issues with a group of colleagues' (2005, pp. 1-2). This advice was followed for the purposes of this project. Working in this way with colleagues was also intended to establish useful links and enhance validity through more honest responses (Mok, 1994, p. 108). As a member of the same institutional structure I had 'member's competence' (Linde, cited in Woods, 1996, p. 43). Also, being familiar with the teachers and the situation meant that, for example, I knew the people they referred to, and could negotiate meanings for Chinese words. Feldman et al. (2003, p. 7) write about 'learning from' subjects, in that choosing subjects involves finding people one can learn from and who are willing to 'teach'. Such an approach, they suggest, may reposition the researcher to a more equal relationship with participants. In this case, every attempt was made to make it clear to the teachers that they would be telling me things about themselves. While

discussion and exchange were not ruled out, I was undoubtedly the learner. It was hoped that the teachers would become participants in helping to define and interpret the research (Connelly et al., 1997, p. 666), though eventually this was unrealistic. The teachers were busy and did not show obvious interest. I believe that the unfamiliar nature of qualitative research in China (see Chapter 2, Section 2.2.5), and the perceived oddity of being invited to collaborate probably combined to dissuade them.

Table 4.1: Characteristics of the participants

Name	**Lily**	**Ailing**	**Xinyu**
Age	27	23	25
Tertiary education	Normal University	Comprehensive University	Normal University
Qualifications	BA English Education	BA English Education BA Economics	BA English Education
Teaching experience	4½ years	6 months	2½ years
Courses taught	College English (non-majors) Speaking and Listening (non-majors) Comprehensive English English Songs & Short Plays Writing	College English (non-majors) Cambridge Business English International Economics and Trade (in Chinese)	College English (non-majors) Listening Speaking Comprehensive English Survey of Britain and America

Sampling for the project was purposive (Burns, 2000, p. 465). The participants were three Chinese teacher training college teachers, all female, selected from the FLD faculty (described in

Chapter 2), and invited to take part. These teachers, referred to by the pseudonyms Lily, Ailing, and Xinyu represented a range, if limited, of experience, and a variety of courses taught in the college. Their educational backgrounds were similar, but not identical. Table 4.1, above, summarises the characteristics of each of the case study participants. The teachers were chosen as participants for several reasons. Each had an apparent willingness to participate (which was confirmed at the first meeting), and an ability and willingness to express themselves in English. (For example, in a departmental question and answer meeting with a visiting professor before this research project, Xinyu was the only teacher to speak in English. When asked why this was so, she replied that she had spoken English for the benefit of the two foreign teachers present.) Across the three teachers, there was a spread of time spent in college; they had joined the college staff over a space of four years, each one two years apart. Consequent to the time of recruitment, they had varied teaching experience and a variety in positions in the department. Each was also available; they all lived on campus, as I did.

4.4 Research methodology

This section describes the steps taken in terms of data collection and analysis, and begins with the important considerations of reliability and validity.

4.4.1 Reliability and validity

Discussion here draws on the commentary by LeCompte and Goetz (1982); while focusing on 'ethnographic' research, they point out that they use the term to cover, amongst others, qualitative research and case studies (p. 31). To these writers, both reliability and validity are important, but they suggest that reliability, more likely to be approached than attained, poses great problems. Simply put, the problem of reliability is that if the culture being studied is unique, replication cannot be possible. However, research design can serve to enhance both external and internal reliability if the advice of LeCompte and Goetz is followed. They discuss five areas of concern related to external reliability (i.e. researcher status position, informant choices, social situations and conditions, analytic constructs and premises, and methods of data collection and analysis), and counsel careful description of researcher status, informants, setting, constructs, methods, and analytic strategies (p. 37-40). In this study, I have attempted to describe all of these in detail, mostly in this chapter (see below), in addition to offering a detailed description of the context

within which the study took place (Chapter 2).

LeCompte and Goetz also list five strategies for maximising internal reliability (1982, pp. 41-43): low-inference descriptors; multiple and participant researchers; peer examination; mechanically recorded data. This study has succeeded in satisfying several of these conditions, though neither multiple researchers nor peer examination was possible. While the participants did not take up the offer of collaborative analysis, they were involved at the level of checking transcripts and verifying my findings. The descriptors for categories have been set out below, and these appear again in the relevant chapters with illustrative data samples with a view to minimising the requirement for 'reading between the lines' of what the participants said. The verbal data were all mechanically recorded (firstly by the use of a tape recorder and later with a digital recorder) and transcribed.

In a unique situation such as in this study replication is not possible, rendering reliability problematic. Hitchcock and Hughes have even noted that that 'the suggestion that this kind of research is easily replicable gets us nowhere'; more important may be the researcher's and participants' 'key personal variables' and the techniques used (1995, p. 108). In Woods' view replication rarely happens; rather, further research should determine whether given results can add to the continuing 'construction of understanding' (1996, p. 46).

LeCompte and Goetz maintain that, unlike reliability, 'validity may be [ethnography's] major strength' (1982, p. 43). Dangers here include an observer effect, through the possible alteration of behaviour through observation, and informant distortion, such as lying in interviews (Burns, 2000). Ethnographers, reports Burns usually claim that internal validity is good if there is a long study period, informant interviews, plenty of rich data, natural observation, and 'disciplined subjectivity' (i.e. 'self-monitoring' by the researcher) (p. 418-419). While stressing once more that this study is not claimed to be an ethnography per se, it can be said that some of these elements were borrowed from the ethnographic approach. In the present case, the involvement of the teachers themselves in selecting their observed lesson, and checking transcripts, was intended to improve internal validity.

For Nunan, internal validity depends on whether research outcomes reflect the research design, whereas external validity is a different matter, and depends on whether generalisation is possible

(1992, p. 15). In a sense, the context of this study is both unique and representative. In investigating individuals, as case studies, little generalisation is necessary. On the other hand, if the present investigation were repeated with other participants in another setting, different results would not necessarily invalidate either study. Uniqueness means that results cannot be applied to other groups (Burns, 2000). Ethnographers run the risk of noncomparability (LeCompte & Goetz, 1982, p. 34), but if ethnography is to be comparative, these writers themselves advise attention to the adverse effects of selection, setting, history, and construct. Once again, it is hoped that this chapter deals with all of these.

Triangulation, or using a multiplicity of methodological techniques serves to improve internal validity (Burns, 2000, p. 419). Rather than relying on one method or source, two or more are used in order to 'see' an event, from different perspectives. For example, data from a teacher in addition to an observer's notes and a recording, would give three angles to something happening in a classroom and provide a 'validity check' (Hitchcock & Hughes, 1995, p. 106).

In the case of the present research, triangulation occurred in two ways. Firstly, other data, such as lesson plans and the materials used in class, were collected and included in the data sets. Multiple sources of data can help confirm observations or identify conflicts, and provide different perspectives. Secondly, the participants were asked to check, at several stages, both transcriptions and interpretations. This is advised by Woods (1996, p. 44) and has elsewhere been termed 'respondent validation' (Hitchcock & Hughes, 1995, p. 106), 'participant confirmation' (Ellis, R., 1997, p. 18), and 'member check' (Yochim, 2005, p. 2). While the checking of transcriptions was important, especially where the use of two languages was concerned, a check on interpretation was vital given that the perspective sought was that of the participants themselves.

Qualitative research seems to evoke strong emotions. According to Nunan (1992), the major criticisms of ethnographic research involve reliability and validity, while van Lier (1990) implies that such tests of 'scientific rigour' do not apply, and that ethnographic research should observe different principles, like attending to emic and holistic viewpoints, to command respectability. Overall, Edge and Richards' advice on the warrantability of the research, that clarity and detail are necessary in describing the research process if a researcher wants to be believed and have their claims valued by others (1998, p. 350), was taken strongly into consideration and made as evident as possible in this chapter and throughout the thesis.

4.4.2 Data collection and analysis: Introduction

Details of the data collection and analysis procedures follow this introduction. The main method of data collection used in the study, and a common approach in teacher cognition research (e.g. Johnson, 1992a; 1994), was interviewing, and this was combined with lesson observation and writing. Interviews were open, with no specific predetermined questions for the participants to answer, and 'dialogic', in order to engender within the participants a more explicit consciousness about how they think (Knight & Saunders, 1999, p. 147) about learning and teaching English, and to encourage later collaborative analysis. The second interview also involved the stimulus of the recording of the teacher's lesson, another common technique sometimes referred to as stimulated-recall (e.g. Burns, 1992; Woods, 1996).

Lesson observation is common in the research literature, as many studies attempt to uncover the link between teacher cognitions and practice in the classroom. However, as lesson observation 'on its own… provides an inadequate basis for the study of what teachers think, know and believe' (Borg, 2006a, p. 247), observations are often preceded and/or followed by interviews, particularly open-ended or semi-structured ones. Normally, both are recorded, particularly lessons (e.g. Woods, 1996; Smith, 1996), either on audiotape or video or sometimes both (Tsui, 2003). The teachers were encouraged to select whichever lesson and class they felt comfortable about being observed.

As well as collecting verbal data, some researchers have asked teachers to write, and then treated the product as data. Writing can include questionnaires, but other techniques have included teachers writing tests or academic papers (Andrews, 2003a; Tsang, 2004); a journal or diary (Jarvis, 1992; Johnson, 1996), sometimes reciprocally between the 'teacher-learners' and teacher/co-researcher (Bailey et al., 1996); a learning and/or teaching autobiography (Bailey et al., 1996; Connelly et al., 1997; Tsang, 2004); and pieces describing their favourite teacher (Tsang, 2004), their teaching philosophy (Tsang, 2004); their memories of a critical teaching incident (Breen et al., 2001, p. 479); and their current classes and greatest challenges (Burns & Knox, 2005).

It was hoped that the teachers themselves would be involved, not only as 'subjects' in the research process itself, but also in terms of both data collection and analysis. However, it was clear that any collaboration would undoubtedly depend on their own interests and motivation, and

eventually none took up the offer. Even so, a certain level of control was extended to the participants. They were encouraged to select points for discussion, and given interview transcripts to check for accuracy (Borg, 1999c, p. 101; Burns & Knox, 2005, p. 242) and comment on (Borg, 1998b, p. 160). Seeking confirmation by participants in these ways has been recommended for this type of research (Woods, 1996, p. 44; Ellis, 1997, p. 18) and so the teachers were given early drafts of the relevant individual case studies for the purposes of verification and correction of misinterpretation (Tsui, 2003, p. 75), discussion and modification (Mangubhai et al., 2004). Any corrections made were minor, and the analyses were generally confirmed. Inviting the teachers to read and correct, or comment on transcripts also had the benefit of their being able to correct what they had *meant* to say, especially if they thought their language was at fault.

4.4.3 Ethical considerations

In common with practice employed in most modern research involving other people as 'subjects', certain procedures were followed in this case in order to ensure the comfort and respect due to the participants. Specifically, this involved gaining Macquarie University Ethical Committee approval for the research (Ethics Approval Number: HE25MAY2007-D05214), procuring permission from the BTC FLD to undertake the research, asking the three teachers for informed consent (with the proviso that they could withdraw if desired), the anonymisation of students' identity during the process of data collection and analysis, and the use of pseudonyms for the teachers and the college itself. Following Burns (2000, pp. 17ff), a promise of confidentiality, and an openness of purpose, were additional measures employed. (A copy of the consent form can be found in Appendix B.)

4.4.4 Data collection

The data collection stages and procedures were as follows:

1. **Initial meeting**

   At the first meeting, which lasted around an hour, between all three participants and the researcher, the project was outlined and, information and consent forms were distributed and signed (see Appendix B). Written background data concerning their educational background and teaching experience were also collected by means of a brief set of written questions (provided in Appendix C). (The answers the teachers provided were then used to generate

some initial questions, largely for the purposes of clarification during the subsequent interview.) The participants were also told that their comments would be appreciated at any stage of the research, and that if they developed an interest in the topic and/or methodology, they would be welcome to consider further input, involving collaborative analysis within this project or in setting up their own research project, either together or with the researcher's support.

2. **Written autobiography**

During the initial meeting, each participant was asked to write a short piece, in their own time after the meeting, on their language learning experience and beliefs about teaching and learning. This was literally a blank sheet, headed, 'My language learning experience and what I believe about language learning and teaching'. This writing task was intended to emulate previous studies which have elicited a learning and/or teaching autobiography (e.g. Bailey et al., 1996; Connelly et al., 1997; Tsang, 2004), and a statement of teaching philosophy (e.g. Tsang, 2004). The teachers decided to write these digitally and submit them to me electronically, and this process took between one and two weeks. To each of these documents I added margin notes in the form of questions about the teachers' accounts, and this composite document (the teachers' autobiographies and belief statements and my written questions) was returned to each teacher before the third procedure, described below. The teachers read these before the following stage of data collection, an individual one-to-one interview with each participant, when the composite document formed the basis of initial discussion. (These composite documents appear in Appendix D.)

3. **Individual interviews**

Individual interviews were conducted, audiorecorded and subsequently transcribed. During each teacher's interview, I used questions arising from the background data (Stage 1, above), to get the interview started (e.g. questions to clarify details about their educational background). Next, and more substantially, we used the annotated autobiography and statement of beliefs from Stage 2, above (see Appendix D). The teacher was both invited to choose areas for discussion and prompted by questioning. As this was an open interview, no specific questions were included, but the notes added to the autobiography constituted a loose 'menu' from which the teacher could choose. The 'menu' was participant-specific, and so each interview developed in its own way, allowing the teacher's preferences to be covered.

The relevant interview transcript was then emailed to each teacher, and the tape given to them in order that they could listen and check the accuracy of transcription. (Transcripts can be seen in Appendix F.)

4. Lesson observation

As described by Basturkmen et al. (2004), each teacher was invited to select a naturally-occurring lesson to be observed by me. Audiorecording was carried out during the lesson using a portable tape recorder. During the lesson, I took a position at the back of the classroom, and took 'blank sheet' notes of the proceedings. In other words, in the absence of videorecording equipment, the notes were essentially to record classroom events, such as blackboard writing and who the teacher spoke to, that would not register on the tape recorder, in order to create as complete a record as possible of the lesson, and provide 'contextual support' for the recordings (Swann, 2001, p. 328). A transcription of the lesson was emailed to each teacher around two weeks after the lesson, and the tape given to them in order that they could listen and check the accuracy of transcription; they were invited to correct any transcription mistakes. The lesson transcripts also gave the teacher the opportunity to reflect more widely, not only on the lesson, but their teaching in general. This lesson then formed a focal point, and more importantly a starting point, for the post-lesson interview; the purpose was not so much for analysing the particular lesson as for looking at the teachers' normal habits and the thoughts behind them.

Lesson observations were carried out with each teacher in order to illuminate the contexts of practice in which they worked, and in relation to which they were commenting and reflecting on their experiences and viewpoints. It should be noted that the purpose of the observations was not to attempt to draw out relationships between practice and beliefs as in other studies focusing on teacher cognition (e.g. Mangubhai et al., 2004) but to introduce the researcher to the regular conditions and patterns of practice in the teachers' classroom. In this way deeper insights could be gained into the contextual issues mediating their comments on their personal perspectives. Thus the observations were not the focal point but the starting point for the post-lesson interviews; they provided a contextual basis for exploring further the views of the teachers in relation to the research questions. (Lesson transcripts appear, embedded in Interview 2 transcripts, in Appendix H; see below.)

5. **Second individual interview**

After the lesson observation and the checking of the transcripts, each participant was interviewed individually. The interview was organised through a stimulated recall technique (see, e.g. Johnson, 1992a; Burns, 1996; Basturkmen et al., 2004), by which recordings of the observed lesson were listened to and commented upon. The transcript was also made available, as was the coursebook used by the teacher, to provide documentary back-up if necessary during the interview. I invited each teacher individually to talk about what she had done during the lesson and why, and the interview involved composite recording (Woods, 1996, p. 28), whereby the teacher listened to the tape of her lesson and paused it in order to comment where she thought something of interest had occurred. The teacher was invited to do so wherever she felt she would like to explain what she was doing, or what happened in the lesson, and why. Discussion did not ultimately focus solely on the lesson content itself; rather, the lesson was used as a starting point for wider-ranging conversation. This whole discursive process was in turn recorded on another tape recorder, resulting in a composite tape of the lesson and the interview. In other words, the lesson was re-recorded on the tape along with the teachers' comments at various points. Following each interview transcription, the lesson transcription in effect formed a frame around which the stimulated recall interview data would be arrayed. That is, the transcription of the second interview displays alternating stretches of lesson and interview data. The transcripts and composite recordings were then provided to each individual and the teachers were asked to verify accuracy and make comments on any points they felt were pertinent (e.g. where they switched languages during the lesson, they explained why; or where they had asked students questions they discussed the students' responses or their level of English. (Transcripts can be found in Appendix H.)

6. **Group discussion**

The final data collection event was a recorded discussion among all three teachers and myself. The discussion was intended to be open-ended to allow for a variety of subject areas and opinions to be raised. However, in order to cope with possible reticence, a list of questions was prepared in advance to trigger discussion (see Appendix I). These were not intended to be restrictive, and so the teachers were encouraged to speak as widely around the topics as they chose. Once again, this discussion was recorded, transcribed, and distributed to the teachers for them to check the accuracy of the transcript. (These transcripts appear in Appendix J.)

The resulting data set consisted, in the case of each teacher, of a completed questionnaire, a written piece on language learning experience and beliefs about teaching and learning (with analytical notes from the researcher), and transcripts of the first interview, of the lesson, and of the stimulated-recall session (Interview 2). A further set of data, collected through the group discussion, was used for Study 4, the cross-case analysis.

4.4.5 Data analysis

The main method of analysis employed was the 'constant comparative method', a form of content analysis as used by Johnson (1994, p. 442), and explained by Boeije (2002) and Creswell (2007, pp. 64-65). This method, borrowed from ethnography, was first explained by Glaser (1967), as a combination of two approaches: explicit coding and theory development; i.e. joint coding and analysis, used in order to generate theory systematically '*by using explicit coding and analytic procedures*' (Glaser's italics, p.102). According to Johnson, the methodology 'enables the researcher to understand the individual professional perspectives of [in her case] preservice teachers, while at the same time making generalizations among these perspectives' (Johnson, 1994, p. 441). Richards describes constant comparison as 'the process by which connections between data and conceptualisation are maintained' (2003, pp. 279-280), and Dye, Schatz, Rosenberg, and Coleman (2000) employ the metaphor of 'kaleidoscope' to illustrate the organisation and analysis of data through this method.

Johnson used this methodology successfully in a study of four teachers' self-perceptions during a 15-week TESOL practicum. With a data set made up of journals, and transcripts of lesson observations, interviews, and lesson video stimulated recall sessions, analysis proceeded in this way: 'The large amount of data collected from each teacher was continuously analyzed throughout the practicum. Themes that emerged … were identified, compared, and then coded into tentative conceptual categories' (Johnson, 1994, p. 442). After this, each category was traced through the data, with special attention paid to data that confirmed or disconfirmed a category. Johnson alighted on the metaphor of image to represent the teachers' perceptions, and so all incidents with similar images were compared to find relationships between different data and contexts (Johnson, 1994).

Boeije (2002, p. 394) notes that comparison depends in part on the 'interplay' between data and researcher during both collection and analysis. The analysis as carried out for the studies

presented here, involved a process of moving back and forth among the data (Pratt, 1992, p. 308), until patterns and themes emerged which could be coded and compared (Chia, 2003). Creswell describes coding and categorising as 'the heart of qualitative data analysis' (2007, p. 151). This was a process of 'searching and sorting', during which categories of data were coded; these categories were arrived at without the use of 'preformed conceptual schemes' (Bogdan & Biklen, 1992, p. 165) which might conflict with the desire to establish an *emic* perspective. According to Silverman (1993, p. 220), 'it does not always make sense for people doing observational work … to begin with prior hypotheses'. Some data require 'ethnographic details' (Cicourel, 1992, p. 301) to be more fully explicable, and this justifies the use of more than the available empirical evidence (Mathison, 1988, p. 16). Going beyond the data set itself, I was able to apply previous knowledge of the context and the insights gained from the classroom observations in order to gain a deeper understanding of the data.

Regarding the study as a whole, the background description in Chapter 2 helps to situate both the data and the findings. During the analysis of the data, the contexts of the studies provided a type of framework against which to analyse and interpret the participants' observations. For example, it was found that some data clustered around the context of the classroom. As will be seen, it was necessary to constantly refer back to the context (both the micro context of the classroom and macro context of the sociocultural context), in order to accurately describe, interpret and explain the findings, such that only by relating the teachers' insights to their given context was it possible to interpret with accuracy and sensitivity.

In general, the categories were arrived at through identification of certain recurrent words and phrases which revealed something of their views and beliefs (Burns, 1992, p. 59). Following Pratt (1992, p. 308), each transcript was analysed for 'units of meaning' (comments which revealed an aspect of the teacher's thinking), and these were separated out and subjected to an initial categorisation into six groups. Unlike Pratt, whose research was looking into generalisations across 57 teachers, the units of data were not pooled completely separately from the individuals or the data context in which they appeared; it was necessary to constantly refer back to any given unit's origin in order to code correctly. The six initial groups were: the teacher's own history (e.g. learning L1 and L2, family background, experience in school/university); students (e.g. what they are like, what they do, what they prefer, differences between them); teaching in class (e.g. what a teacher does, what teachers should do, why things are done in this way, being unsure, use of

Chinese/English); being a teacher (attitude to, emotions about, importance of, working with other colleagues, etc.); the college context (e.g. the effect of the leaders, other teachers, different courses, curriculum); the broader education context (e.g. the 'Chinese way' of studying and teaching, the education system, college and the outside world). These initial categories were developed as an early way to manage the data, until an iterative coding process, whereby individual units were more and more narrowly grouped and regrouped, led to the final themes and sub-themes, akin to Creswell's 'properties' (2007, p. 160), as presented below. It will be noted that these configurations differ from teacher to teacher, a reflection of the way that each decided to express herself and the relative meanings each gave to particular topics.

The process of categorisation was analogous to the description, by Corbin and Strauss (1990, p. 9), of analysing incidents: 'As an incident is noted, it should be compared against other incidents for similarities and differences.' This strategy is proffered as a guard against bias, and a route towards 'precision' (grouping like phenomena) and 'consistency' (always combining like with like) (p. 9). In my case, the data did not deal with incidents as such, but rather with thoughts and ideas; even so the principle of comparing stands. The overriding principle in analysis was that the primary meanings presented should be those of the individual participant, as was the case with Johnson (1994, p. 442).

Tables 4.2 to 4.4 below present the categories and sub-categories into which data for each teacher were sorted. These tables are re-presented in the case studies (Chapters 5-7), where more precise examples from the data are quoted and discussed. Analysis was carried out first on an individual basis and then across cases, as demonstrated by Johnson (1994), Tsui (2003), and Tsang (2004). The individual case study tables are followed by Table 4.5, which shows the categorical arrangement employed for the data related to Study 4, which is presented and discussed in Chapter 8. In each case below, the table is followed by more specific definitions to account for each of the categories the data were eventually sorted into.

Table 4.2: Categories of analysis for Lily's data (Study 1)

Category	*Sub-category*	*Further subdivisions*
Self as teacher	Being a teacher	Feelings
		Interest
		Achievement
		Motivation
	Professional development	A teacher's knowledge and development
		Professional relations with other teachers
The nature of students	What students do (and do not do)	
	Reasons for student behaviour	
	Differences between classes	
	Major problems with students	
The classroom context	Lesson planning and decision-making	
	Teaching strategies	
	Using the assigned material and the teacher's book	
The institutional context	The curriculum and timetabling	
	The relationship between the college and the outside world	

Self as teacher: The way the teacher saw herself fitting into the role of teacher, exemplified by comments on becoming, being, and developing as a teacher. The sub-category of 'Being a teacher' depended on references to feelings about teaching, expressions of interest in teaching, achievements gained, and the teacher's motivation to teach. The sub-category of 'Professional development' was derived from comments concerning the knowledge teachers need/have, and how this develops, and the professional relationships the teacher enjoyed with other teachers.

The nature of students: The way the teacher saw students, in terms of their habits, particularly in class, and the reasons she perceived for these. Also included were the differences she saw between classes, evident in her comments on some of the various classes she taught, and the problems and difficulties students had in their language learning.

The classroom context: The view the teacher took of what happened inside her classroom and immediately related to it. Included here were references to lesson planning and its effects on lessons and decision-making in class, the teaching routines and strategies she employed, and her use of the material that was assigned to her and the class.

The institutional context: The perspective the teacher had on the context, both within and without the college, exemplified by references to the curriculum for students and the way lessons were arranged, and also explications of the links (or lack thereof) between the institution and society in general.

Table 4.3: Categories of analysis for Ailing's data (Study 2)

Category	*Sub-category*	*Further subdivisions*
Self as teacher	Being a teacher	First-year difficulties
		Teacher as actor
		Linguistic attrition
	Professional development	A teacher's knowledge and skills
		Teaching support
The nature of language learning	Difficulties in language and language learning	Difficulty level
		Grammar
	Language learning strategies	'Learning' and 'studying'
		Imitation and memorisation
The classroom context	In the classroom	Materials
		Language of instruction
		Language environment
	Students	The 'Chinese way' of studying
		The relationship between students and teacher
The institutional context	The syllabus and teaching guidelines	
	The broader educational context	

Self as teacher: The way the teacher saw herself in the role of teacher, exemplified by comments on becoming, being, and developing as a teacher. The sub-category of 'Being a teacher' featured references to the difficulties of being a novice teacher, the ways that teachers can be compared with actors, and the loss of language knowledge and ability in both the L1 and L2. The second sub-category, of 'Professional development', resulted from a clustering of comments about the knowledge and skills that teachers have and /or need, and the levels of support available or otherwise to the teacher as a new arrival at the college.

The nature of language learning: The view the teacher had of the difficulties and processes involved in learning a foreign language. The first sub-category, 'Difficulties in language and language learning', was arrived at through the collection of comments the teacher made on the difficulty of learning English and how this changes over time, and expressions concerning grammar and its place in the learning of a language. Secondly, the sub-category 'Language learning strategies' arose through comparisons of the terms 'learning' and 'studying', and views expressed on the learning strategies of imitation and memorisation.

The classroom context: The perspective the teacher had of the environment and happenings inside her classroom. The sub-category of 'In the classroom' consisted of references to the textbook she was using, the choice of language (Chinese and/or English) used for teaching and interacting with students, and descriptions of a foreign language learning environment. Regarding the second sub-category, 'Students', a collection of comments on the students' apparent 'Chinese way' of studying, was combined with statements concerning the teacher's relationship with her students.

The institutional context: The way the teacher viewed the college. This view was exemplified by references to the syllabus and teaching guidelines for the course she was discussing, and comments on the Chinese educational context in a wider sense, particularly examinations.

Table 4.4: Categories of analysis for Xinyu's data (Study 3)

Category	*Sub-category*	*Further subdivisions*
Self as teacher	Being a teacher	Motivation to teach
		Attitude and behaviour
	A teacher's knowledge and development	Knowledge
		Career and professional development
The nature of students	Students' difficulties	Sources of difficulty
		Beyond grammar
	Individuals and classes	Particular students
		Differences between classes and students
The classroom context	Materials	Using the materials
		Text analysis
	In the classroom	Teaching strategies / routines
		Choice of classroom language

Self as teacher: The way in which the teacher envisioned herself as a teacher. The sub-category of 'Being a teacher' consisted of comments related to the teacher's motivation as a teacher, and descriptions and explanations about her attitude and behaviour as a teacher. The second sub-category of 'A teacher's knowledge and development' was formed on the basis of references to a teacher's knowledge, as well as comments about a teaching career and a teacher's development once in post.

The nature of students: The view the teacher had of what students are like. Specifically, one sub-category, that of 'Students' difficulties' featured mention of where difficulty arises for students and comments on grammar and the aspects of language learning which exist beyond grammar itself. A second sub-category, 'Individuals and classes', was formed by the teacher's observations on individual students, as well as classes and the differences between them.

The classroom context: The perspective the teacher had of aspects within the classroom. This category was identified by references to 'Materials', this making the first sub-category, with respect to the use of materials, and in particular, the analysis of text during lessons. Comments on occurrences within the classroom regarding teaching strategies and routines, and the choice of classroom language (Chinese and/or English), resulted in the second sub-category, 'In the classroom'.

Table 4.5: Categories of analysis for the cross-case study (Study 4)

Category	Sub-categories
Perceptions related to teachers	The 'good teacher'
	Good speaking ability and choice of classroom language
	Individuality
	Traditionalism
	Self-improvement
The nature of (BTC) students	Level of English proficiency
	Grammar
	Practical orientation
	Students' concerns
The institutional context and	Observation of colleagues

teacher development	Pedagogical discussion opportunities
	College responsibility

Perceptions related to teachers: The ways that the teachers conceptualised teachers, often by reference to former teachers. This category was formed by comments on the qualities of the 'good teacher', discussion on teachers' good English speaking ability and the choice of classroom language. A third sub-category focused on individuality, while a fourth comprised data describing and commenting on traditionalism. Lastly, suggestions about self-improvement as teachers formed the fifth sub-category.

The nature of (BTC) students: The views the participants had of the nature of students at the college. References to the students' levels of English proficiency clustered to make up one sub-category, as did comments on the students' approach to grammar. The third sub-category, 'Practical orientation' centred on the way modern students tend to view language study, and views of their concerns resulted in the final sub-category.

The institutional context and teacher development: The teachers' insights into teacher development within the college context. Within the larger category, the participants' ideas about lesson observation and discussion opportunities made up two sub-categories, and a third reflected their views on the responsibility of the college in this respect.

It should be noted that, while analysis is described here as a separate procedure, in fact the data collection and analysis combined into one cyclical process (Corbin & Strauss, 1990; Johnson, 1994). In this way, each stage of the project could inform the subsequent ones (Corbin & Strauss, 1990, p. 6), as demonstrated by Breen et al. (2001). More precisely, the information gleaned at Stages 1 (initial background data) and 2 (written paper) was used to formulate discussion for Stage 3 (interview). After the lesson observation at Stage 4, the individual interviews focused on two main areas: what the teachers chose to point out in their lessons, and points of conflict or confirmation from the previous stages. At Stage 6 (group discussion), the focus was on common views and beliefs thus far noted, but there was also an opportunity to discuss the process of the research itself, and how the teachers might foresee any further work.

4.5 Problems and limitations

No research project is perfect, and 'acknowledging the methodological problems inherent in the study of language teacher cognition is essential in ensuring that the claims we make are justified' (Borg, 2006a, p. 279). It could be said that the major problem I faced, that of being a foreigner, was also a strength. In relation to the problems, being a foreigner, even a Chinese-speaking one experienced in researching education in China, is a disadvantage (Postiglione, 2000, p. 66). Similarly Paine and DeLany point out that 'the problems of "distance" that are encountered by Chinese scholars are magnified (and distorted) by the very "otherness" of the foreign researcher' (2000, p. 100). It is very difficult to dispute these claims, and these challenges are in turn magnified by attempting to undertake a form of research unfamiliar to local teachers, which may then seem foreign in itself (Paine & DeLany, 2000, p. 99).

At the same time, being a foreigner can bring benefits. The Chinese word for foreigner is literally translated as 'outside country person'. However, as most foreign teachers in China can profess, both students and sometimes teachers can be surprisingly open with foreigners. To some extent, there is a sense that one is external to the system and the powers-that-be. Foreign teachers are almost by definition temporary and almost never in or likely to be in a position of authority. In this sense, as a foreign teacher who had been 'on the inside' for some time, I am in a position to claim that there was a level of trust and familiarity available to me which may not have applied to, say, a Chinese academic entering the scene and 'doing research' on previously unknown 'subjects'. To paraphrase Paine & DeLany, who we are and were has a powerful effect on what we are able to learn (2000, p. 114), and my hope was to capitalise on the seemingly unique position in which I found myself.

Turning to a further limitation, there is major reliance on the narrative data elicited from the individual teachers. Such data were collected before and after the observed lesson, and, as mentioned above, the lesson itself represented a technique for elicitation and contextualisation rather than being the main focus of the research. The lesson recording and transcription were intended to give the teachers a focus and a place from which to start discussing their teaching; rather than beginning with a set of my questions, they were able to reflect on their own actual practice. Then, together, we could broaden the discussion to include their beliefs and views on a range of issues. Crucially, these issues were largely raised by the teachers themselves.

Nevertheless, it is acknowledged that a major reason for carrying out such research is to look at ways to understand and improve classroom teaching, though that was not the actual purpose here.

4.6 Summary

The four studies which comprise this thesis have been described above as qualitative case studies. Though they contain elements of an ethnographic orientation to research, it is not claimed that they are ethnographic, nor that as a whole they constitute *an* ethnography. The studies are, however, presented as case studies within the qualitative tradition, and the research was designed and carried out to discover the views and beliefs held by three Chinese tertiary teachers of English. I have described how, having selected the participants, and invited them to take part in accordance with the university's ethical guidelines, the research proceeded with varied data collection techniques, interviews being the most prominent. This chapter has also discussed the issues of researcher positioning, and reliability and validity, as well as some acknowledged limitations. In describing the data collection and analysis procedures, it was pointed out that the whole project was a cyclical process, within which the context, both micro and macro, is seen as a vital component of interpretation. After this description of the research orientation, approach, and methodology employed, the rest of the thesis moves on to the individual case studies and the cross-case study which follows these.

Note on data presentation

In the chapters which follow, data are used to directly present what each teacher said. In the interests of readability, their speech has been edited to a certain extent. Repetition and unclear utterances have been edited out, and are represented by a series of dots (…). Some insertions have also been made to ensure clarity; these are represented thus: [ ].

Several abbreviations are used, as follows, to indicate the data source, as explained in Section 4.4.4, above:

[W]: Written data

[Int. 1]: Interview 1

[Int. 2]: Interview 2

In the few instances where it has proved advantageous to include the researcher's questions or comments, these appear in italics. Several people other than the participants are named, including another foreign teacher, and these are all represented by pseudonyms. The same is true of place names.

CHAPTER 5: CASE STUDY 1 (LILY)

5.1 Introduction

This chapter presents the first of three individual case studies. It is prefaced by a brief biographical sketch of the teacher, outlining her family and educational background, language learning experience and experience of working at the college, which is intended to contextualise the data presentation and discussion which form the bulk of the study. This background is followed by a brief outline of the observed lesson.

The analytical process of constant comparison described in Chapter 4 was used to arrive at four major categories for Lily's data: self as teacher, the nature of students, the classroom context, and the institutional context, which were sub-divided, as shown below. Her views and beliefs are presented and discussed below in these categories. In each case, representative selections of data are presented to reflect the emic perspective of allowing the teacher's 'voice' to assume a prominent position. Following each section of data presentation is a discussion of the trends identified, with reference to relevant literature. Also as explained in Chapter 4, the teacher herself was invited to read a draft of this study and comment on any areas where she felt that any factual content had been misrepresented or where she disagreed with analysis. As a result, it is felt that the study is a fair representation of the participant's views.

5.2 Lily: Background

Lily hailed from a small city in the same province as the college. She attended the Number 1 Middle School, a key middle school in the city itself, for six years, and had to board there as it was some distance from home. She favoured Music, Chinese, and English. Her first language was *putonghua*. Though there was a dialect in her hometown, her parents decided not to use it with their children. Her grandmother, though, spoke this dialect, and was a great influence on Lily's literacy.

Lily attended a provincial-level Normal University, where she studied for 4 years to gain a BA degree in English Education. This course included an 8-week teaching practice at a prestigious middle school. Her favourite subjects at university were Speaking, Reading (both Intensive and Extensive), and Methodology. Initially, she had wanted to study Chinese or Music, but after discussion with both parents and teachers, she changed this plan. She made much of the decisions she took to attend university and choosing English Education as her major. According to her parents, English would prove beneficial in finding a job and her teacher thought her ability lay in this area. Another argument was that she could in any case continue her study of Chinese on her own.

Having been brought up in an 'educated family', Lily grew up with a love of reading and music. She was obviously talented in the latter as she had considered it as a choice for university studies. She traced her love of reading to both her grandmother and her parents, particularly her father. He travelled for his job and would often bring books back for his children. Lily saw in books a way of learning about the world. Her grandmother's influence she put down to being from an 'educated family'.

Lily noted a love of Chinese, and also a fondness for English which was initiated by her first English teacher. Even so, she made it clear that she eventually struggled with English, and was able to be quite specific about when it became a problem. In her second term at university, she encountered a crisis, a loss of motivation, and considered giving up on her major.

The most settled of the three participants, Lily had been at the college longer than the others, and had taken on some responsibilities outside the classroom. At the outset of this project she had been teaching for 4½ years, and she had taught College English and Speaking & Listening (to non-majors), and Comprehensive English, Speaking, Writing, and English Songs & Short Plays (to English majors). She was also the FLD *fudaoyuan*, a position putting her in charge of the *banzhuren* (class teachers) and carrying some responsibility for student affairs and the pastoral care of students.

5.3 Observed lesson

Lily's choice of observed lesson involved a class of Practical English majors in their first year of a 3-year college diploma course. Though studying in a teachers' college, the students would eventually seek out various jobs. The class was made up of 29 female students and 11 males, seated in rows and columns. All of them were living at the college, away from home, and in common with most students in China at that time, they had studied English in middle school for six years before coming to college. Lily was teaching a lesson in Comprehensive English (the key core course for English major students). The lesson consisted, as did all lessons in the college, of two 50-minute periods, with a 10-minute break. This was the first time she had listened to a recording of one of her lessons.

5.4 Self as teacher

Evident in the data were a number of ways in which Lily represented her life as a teacher. The concept of being a teacher and what being a teacher meant to her was a key part of her self-representation. A further strong feature of her account was the importance of professional development and how she had realised that process so far through her career. Table 5.1, above, shows how these were signified by related terms and ideas in the data. Each of these categories will be discussed in turn.

Table 5.1: Lily's representation of herself as teacher

Category	Sub-categories	Examples from the data
Being a teacher	Feelings	I just can say in general I like it. [Int. 1]
	Interest	The teaching practice and the part-time job helped me arouse the interest of learning English again. [W]
	Achievement	I found it became more and more difficult to get the sense of achievement. [W]
	Motivation	I also think that motivation play[s] a very important role when you learning something. [Int. 1]
Professional development	A teacher's knowledge and development	I think still teacher need something new. [Int. 1]
	Professional relations with other teachers	When I come to listen to her lessons… I also found… something new. [Int. 1]

5.4.1 Being a teacher

The comments in this category expounded on Lily's own sense of being a teacher. This category focuses largely on affective dimensions where she indicated her strong liking for teaching. Interrelated with statements about her instinctive liking for teaching were other elements to do with her more specific interests in teaching, her sense of what she had achieved through developing as a teacher, and what had motivated her at different points in her career.

One set of comments related to her overall feeling of the classroom as her natural element, a place where she belonged. In addition, these feelings were not recent but went back to her early experiences of being in the classroom. The statements suggested her fundamental feeling of being at ease with the career she had chosen.

> I just can say in general I like it. [Int. 1]
>
> I like it because I even found that sometimes I'm very tired, and sometimes even I was ill, but when I stay [at] the platform I will feel comfortable. [Int. 1]
>
> … though sometimes I will meet some difficulties and the difficulties come from the teaching... also sometimes I find… [difficulty] come from the students… but I still like it. [Int. 1]

These comments reiterate the strong sense of vocation Lily had always had for teaching, as encapsulated in her repetition of the phrase "I like it". Nevertheless, as a new teacher she experienced a range of emotions, commonly referred to in the literature on novice teachers, and as reflected in her use of terms

like ‘nervous’, ‘tired’, ‘meet some difficulties’. These emotions were offset however by her strong sense of not only liking teaching, but also experiencing a range of positive emotions connected with being in the classroom with her students.

> … even … the first time I stand [at] the platform the first 5 minutes I was very nervous but … then I feel I calmed down maybe because … I like teaching for a long time. [Int. 1]

> When I face the students I find some sense of relaxation. [Int. 1]

As a new teacher she found that her nervousness was calmed by her strong feelings for her job and such conditions seemed to stretch as far back as her first lesson, and her early teaching days. Another strategy, also commonly used by novice teachers (see, e.g., Tsui, 2003) that she used to help herself through her early teaching experiences and to control her feelings of nervousness and even ‘fear’ was to adhere closely to her teaching plan.

> I was also afraid at that time… when I firstly teaching... I just according to the teaching plan but didn’t do much change. [Int. 2]

Referring to her interests, achievements, and motivation for teaching, Lily took a wide chronological sweep from her time at university to her present teaching situation. At university and before she had had many opportunities for classroom practice, she had suffered a crisis of interest in English and had found that a sense of achievement became harder to come by.

> I found it became more and more difficult to get the sense of achievement. [W]

Her interest and confidence were gradually revived by a combination of her experiences during her teaching practice and a part-time job in teaching. The combination of these experiences had increased her overall interest in learning English.

> The teaching practice and the part-time job helped me arouse the interest of learning English again. [W]

Another motivating factor was her success in the examination leading towards graduation. This success had re-established her confidence in herself and in her ability and desire to teach.

> When I pass it, though I know maybe Band 4 is not a good way of exam[ining] what you have learnt, …it really give me some confidence again. [Int. 1]

Lily’s view of motivation for teaching and the actual practice of teaching appeared to be that they were mutually reinforcing. She referred to the way in which motivation for learning more was derived from the job itself.

> In doing [teaching] we learn, so I think the motivation and inspiration come from what I'm doing now. [Int. 1]

Linked with this concept of the close relationship between teaching itself and positive motivation for teaching was her belief that becoming a better teacher involved effort and energy. She saw the effort she made as a teacher who was able to learn through her teaching as contributing further to a general sense of achievement, even happiness, about her role.

> My efforts have [got] some good result so I think maybe the learning way… is suitable now. [Int. 1]

> You spend your time, spend your energy, and then you will find you can… get some something like the feeling… of achievement, the feeling of happiness. [Int. 2]

Lily's comments reflected a strong sense of positive personal identity as a member of the teaching profession, who was aware of the range of emotions she had experienced at various stages throughout her career and who was able to conceive of achievement, motivation and interest in teaching as coming from an openness to being a learner about teaching.

5.4.2. Professional development

The category of professional development arose through the collection of comments Lily used to describe a teacher's knowledge and development, and professional relations with teaching colleagues. The first time that she mentioned finding previously gained knowledge 'useful' was when referring to her teaching practice whilst at university, in her written autobiography. Her part-time job while at university was a source of refreshment, even though, in fact because, it revealed a lack of certain aspects of her knowledge and a need to know more.

> Teaching practice began. I found what I learnt was so useful. [W]

> I found that in my life there are still many things need to learn, need to know so at that time [part-time job] I think I got the feeling of refreshing. [Int. 1]

The overall impression given was one of insufficiency in her practical knowledge for teaching, and a need to learn more. This perceived lack was particularly clear when she talked about teaching, specifying her current state of knowledge as insufficient for the job, and a need to acquire 'something new'.

> When I do this [teaching] job I find still… much more knowledge I want to learn and then I will try to learn more especially now as a English teacher… If you want to teach the students

> something more …something new, something interesting, so you should keep on learning… I think. So maybe just because my doing… this job… I will try to learn more about the job. [Int. 1]

For Lily, the major source of 'something new' lay largely in colleagues, and the relevant methods were lesson observation (the Chinese talk of 'listening' to lessons, rather than 'observing') and discussion with colleagues. She mentioned the positive experience of observing one particular teacher, Ms Zhu, at the college's original campus. The process of acquiring 'something new' was also realised by instigating discussions with this experienced teacher.

> When I come to listen to her lessons… I also found… something new. [Int. 1]

> …Miss Zhu, when we were in Beizhan… at that time… she was in charge of Integrated Skills [i.e. Comprehensive English] so I remember… my second term in the college... I come to listen to her lessons sometimes and then to ask some questions about this course. [Int. 1]

But later Lily talked of reciprocal observations of different courses (ELT Methodology and Writing), both she and a younger colleague learning from each other's experience. In all, Lily mentioned four names: Miss Zhu (above), and three colleagues closer to her own age.

> Sometimes we will talk about Methodology and Sandy also feel… the interest of knowing how to teach Writing so we will discuss about this, so I think sometimes some discussion will help me. [Int. 1]

> Sometimes… I will talk [about] this kind of thing with Erin, Sandy, and Wilma. [Int. 1]

Lily's view of knowledge as 'useful' seems to have been an encouragement, and a source of motivation in her own teaching as she sought to gain knowledge useful for her classes. The main source of new ideas was her colleagues, and this was a condition dating back to her first days of teaching.

5.4.3 Discussion

Lily's clear expression of affinity with teaching and the classroom may have been in part a reaction to the demands of her other role as *fudaoyuan*, where, as part of the management team within the FLD, she was under pressure to perform time-consuming administrative and student welfare tasks outside the classroom, which sometimes even interfered with her ability to be in lessons and on time. Regarding classroom teaching, the feelings described here are largely positive, and form direct links with Lily's past, in particular the sense of almost inevitability that she would become a teacher. This may mark Lily out as a member of a relatively small group. If the results offered by Su et al. are generalisable, this places Lily in the (roughly) half of Chinese

teachers who ‘came into teaching because they love the profession, and because they were positively influenced by their own former teachers’ (2001, p. 622). In fact, this description fits Lily perfectly, as can be seen from her biography (above).

Sources of interest, achievement, and motivation were multiple, including a work opportunity, teaching practice, an examination pass, and more recently her teaching post. Lily mentioned the inadequacy of Band 4 to test students’ English proficiency. Detailed criticism of the CET version of Band 4 can be found in Wang and Han (2000), and the TEM version (which Lily would have taken) is very similar. Essentially, the TEM and CET tests are made up largely of discrete-point multiple-choice items. The vital fact in Lily’s case is, however, that, despite its perceived inadequacies it was seen as a source of motivation, leading to a renewal of confidence. Reference to the motivational power of examinations is reminiscent of the traditional CHC belief in examinations as a method of motivating learners. According to Cheng (1990, p. 167), East Asian people ‘respect uniform examinations’; examinations are ‘an important incentive for studying’ (Leung, 1998, p. 30). An emphasis on hard work and effort are also key factors in a CHC approach to education; a common belief is that ‘one can achieve if one tries hard enough’ (p. 29). East Asian educational systems in general ‘emphasize the positive consequences of hard work’ (Cheng, 1998, p. 18).

Regarding knowledge, Lily appeared to indicate a distinction between ‘useful’ knowledge and ‘examination-useful’ knowledge. Although, as a Chinese student, she had spent much of her life acquiring knowledge, her teaching practice seems to have been the first time her knowledge was ‘used’ in a real, external sense. In a study of 57 Chinese scholars and teachers, Pratt found a distinction between learning as ‘knowledge acquisition’ and as ‘a means to social responsibility’ (1992, p. 310). He refers to an interviewee who described knowledge being important if it is ‘useful’ and beneficial to society (p. 310). In a similar way, Lily’s distinction between ‘useful’ knowledge and ‘examination-useful’ knowledge would be that the former benefits others rather than only the examinee.

‘Knowledge’, for this teacher, appeared to be largely restricted to what was useful in helping students; in other words, content knowledge relevant to teaching. In this respect, Lily echoed one of the factors identified by Hammadou and Bernhardt (1987) that distinguish foreign language teachers from other teachers, ‘difficulties in gaining increased subject matter knowledge’ (p. 301).

The importance of Chinese teachers' subject knowledge, both in their own and their students' opinions, is confirmed by Cortazzi and Jin (1996a, p. 187) and others (Zhuang 1990, p. 22; Zhang and Watkins, 2007), and may also reflect the emphasis placed on subject knowledge during pre-service training in teacher preparation institutions (Paine, 1995, p. 96; Hu, 2005c, p. 19). Lily's remarks about learning more in order to teach better find an echo in one of Pratt's (1992, p. 310) conceptions of learning, as the fulfilment of social responsibility, in this case responsibility towards the students.

Finding 'something new' from interactions with colleagues (Lily also suggests this may be available from the 'outside': see Section 5.7.2, below) brings to mind the concept of collegiality. Little has asked how central relations among colleagues are to student success, engagement in work and commitment to teaching as a career, and has found that what is called collegiality very often amounts to little (1990, p. 509). Even experienced teachers, she found, were unwilling to help the less experienced, unless asked (p. 517). The point here 'is the congruence or fit between naturally occurring relations among teachers and those collaborations which emerge in the course of institutionally sponsored initiatives' (p. 530). The assertion that enforced collegiality is unhelpful has received some support; Wang and Paine (2003, p. 76) refer to the argument that 'contrived collegiality … presents … difficulties for creation and persistence of a collaborative culture'. Law found that, while lesson observation may be common practice in mainland Chinese primary schools, it had not been systematically analysed (2001, p. 249).

On the other hand, Wang and Paine also quote studies, particularly of East Asian teachers, which imply a 'possible positive influence of the contrived curriculum on teachers' collaboration and collegiality' (2003, p. 77). It may be that the particular context of teaching found in CHC regions is more suited to collegial relationships. Wang and Paine (2003) have presented a picture of Chinese teachers working together in middle schools. In the case of a Mathematics teacher, they demonstrate that her understanding of the subject was improved by exploration of the curriculum with colleagues, and undergoing observation and discussion of her lesson helped to develop and refine her teaching strategies. Paine (1990b) described the form of collegiality found during the teaching practice of Chinese pre-service teachers in the 1980s. Historical as this account now is (teaching practice is changing, and even disappearing; see Shi, Mei, & Zhang, 2004; Liu, 2004), it depicts a portrayal of close collaboration that may seem extreme to Westerners, but not unusual in Chinese eyes.

During the period of the research, Lily was, in fact, in the process of establishing an informal observation and discussion group with some of the teachers she mentioned. Other than this group's activities, and despite encouragement, little observation occurred within the department. A college requirement for six lesson observations per term was unpopular, and enforcement depended on whatever conditions applied (e.g. an imminent inspection) at any given time. Lily's developmental activities rather set her apart from most other teachers in the FLD. Her lesson observations and discussions appeared to occur at a very individual level, even though there was a structure of teaching and research groups and mentoring professors. Taken together, a picture builds of a department where development appears to be a somewhat individual affair; this is interesting when the prevailing social orientation is said to be collectivist (Cheng, 1998, pp. 14-15).

5.4.4 Summary

Being a teacher seems to represent something of a personal 'comfort zone' for Lily. Traditionally strong sources of motivation appeared, in her view, to be applicable in language learning, and a teachers' content knowledge seemed to be defined as whatever would benefit students. Collegiality, which seems to thrive in some Chinese contexts, appeared not to do so in this college, though Lily's approach set her apart from many other teachers.

Having looked at Lily's view of herself as a teacher, the next section will deal with her views of students.

5.5 The nature of students

The data revealed a picture of the nature of students from Lily's perspective. One dimension of this picture was the actions that students do (and do not) take in class, and Lily made suggestions as to why they behaved in these ways. Another aspect of the nature of the students that Lily discussed was in regard to the differences she perceived between classes. Also presented was her impression of the students' major problems. These aspects will each be discussed below. Lily's representation of the nature of students is summarised in Table 5.2 below.

Table 5.2: Lily's representation of the nature of students

Category	Sub-categories	Examples from the data
The nature of students	What students do (and do not do)	They don't want to ask me… the meaning of the whole passage or… the whole paragraph, but in fact they really can't understand well. [Int. 2]
	Reasons for student behaviour	They say that if they ask this kind of question in class it is also another kind of losing face. [Int. 2]
	Differences between classes	In Education class more students ask questions. [Int. 2]
	Major problems with students	I think they lack… confidence. [Int. 2]

5.5.1 What students do (and do not do)

Something students do, Lily said, is to express what they want from the teacher, presumably as a class or through the monitor. For example, she referred to the way her students had indicated their preferred way of extending their reading. Some classes also wanted text translations read out loud by the teacher.

> They want to read the wordlist and then I listened to their reading and then … point out their mistake - they asked for this. [Int. 2]
>
> They want me to do the translation and so according to this situation sometimes I will really do the translation. [Int. 2]

There were also things the students did not do, and Lily's major examples were those of asking her questions or speaking up loudly in class.

> They don't want to ask me … the meaning of the whole passage or … the whole paragraph, but in fact they really can't understand well. [Int. 2]
>
> I even found that … when the students answer my question … it seemed that they are not willing to say this answer very loudly. [Int. 1]

Another student feature was the proclivity for using the L1 in preference to English. Lily encouraged them otherwise, but offered no explanations of why they used Chinese so often.

> For some students… I find that they can speak English but they often use Chinese. [Int. 2]

> When they answer my question in Chinese sometimes… I will tell them how to express in English - they will also repeat the answers. [Int. 2]

As a teacher of several years' experience, Lily seemed to have a clear idea of student behaviour in class, and she was willing to offer some explanations for these habits.

5.5.2 Reasons for students' behaviour

Regarding students' reticence to pose or answer questions, Lily suggested several possible reasons, among which was a loss of face.

> They say that if they ask this kind of question in class it is also another kind of losing face. They don't know whether this question is really difficult or just [a] very easy question. [Int. 2]

In addition to loss of face, Lily offered two different delaying strategies as reasons why students do not ask or answer questions. One involved waiting for other students to answer first, and then capitalising on the head start this provided. Another delaying tactic involved waiting until the lesson had finished, even when the lesson provided opportunities for questions.

> I also asked them … why you didn't answer my question… Some of the students said that maybe they didn't have such quick reaction and… they really want to wait because they thought maybe this student will give me a nearly correct answer and then they can continue. [Int. 2]

> Some students will also ask me questions after class, though in class I gave them time, but they will keep those questions [until] after class. [Int. 2]

Lily's questioners were, in her view, those who prepared for the lesson well, previewing the passage and coming to class ready to query and clarify the difficult points they had found.

> Some student… know because they do some [good] preparation about the whole passage so they can find … [the] difficult point and they are quick to ask me the question. [Int. 2]

Lily found her students different from those she taught in previous years, less willing to ask questions, though not necessarily because they already knew the answers.

> The first two years … I taught … I find the students ask more questions but… then … I found less and less questions, but I thought it didn't mean that they are more and more clever. [Int. 2]

She also mentioned the student habit of focusing on 'the' correct answer, taking the teacher's version as the only correct one which they assumed would be required in a subsequent assessment.

> If… each time I really give them the answers in the reference [teacher's] book… about translation part… then I find in their exam the students will… just try to recall the completely right answers to the translation. So I thought maybe it was not a good way because it just test their memory… not their translation skills. [Int. 2]

In offering explanations for student behaviour, Lily focused on the students' perspective, and many of these behaviours were probably familiar to her from her own student days.

5.5.3 Differences between classes

Differences between classes were defined in terms of which majors they were following, though differences between classes of the same major were also identified. Students in the English Education classes tended to ask more questions and were easier to elicit a reaction from; Practical English classes appeared quieter and less active.

> In Education class more students ask questions. [Int. 2]

> I also I found that it's more easy… to get the reaction from Education one but not from the Practical one. Maybe some of them… consider their English level is not so good. [Int. 2]

Even within the same major classes varied, these classes both following the same course.

> The difference also exist between these 2 classes… Class 1 is more active than Class 2… other teachers also told me… Class 1… want to talk… more and they like… this kind of active atmosphere. [Int. 1]

Variation across class groups, while not a surprising element of teaching, can still cause questions in teachers' minds. Lily had noted discrepancies and begun to consider why they existed.

5.5.4 Major problems

Lily's assessment of the student situation involved two major problems. The 'main problem' was a lack of confidence among the students, and in this case more so in the Practical English classes. The other problem related to the fact that many male students, in particular, disliked English, and would prefer to study Chinese and/or Politics.

> I think they lack… confidence so when I teach… the Practical class I… don't know how to strengthen their confidence. I found that if they be confident… they will… answer my question loudly so maybe this is the main problem. [Int. 2]

> Most of them say that they like Chinese but… then come to the English department… maybe refuse to learn it… and at their spare time they also learn Chinese and especially some of the boys they want to know something about politics… they are interested in this but their English level was poor. [Int. 1]

The students' lack of confidence, as a major problem for them, was also seen as a problem for the teacher. As such, it was probably exacerbated by a dislike for English, particularly among male students.

5.5.5 Discussion

In describing her students, Lily seemed to be confirming a somewhat stereotypical Chinese learner, as found in the literature. For example, the account of what students do and do not do echoes findings by M. Liu (2005), who found students generally willing to speak in English in class, but 'their actual participation in the classroom was not so active as implied by their willingness and desire to speak English' (p. 7), more than two-thirds of them keeping quiet until specifically addressed (p. 14). According to Scollon, Confucian teaching values rhetorical rather than leading questions, so '[s]tudents most often expect a teacher to answer her own question, and it may feel like pulling teeth to get a student to answer a question unless he really believes it is an open question' (1999, p. 19). Cooper, too, talks of being unable to elicit a response to a text (1989, p. 19). Naturally, perhaps, this stereotype has been questioned (Biggs, 1996; Littlewood, 2000), especially as it has often been mooted by foreign teachers in China. Certainly, there are differences between the teaching styles and expectations of Chinese and foreign teachers (Young 1987; Cortazzi & Jin, 1996b). Littlewood examined the attitudes of students from eight different Asian countries and found students willing to 'explore knowledge and find their own answers' (2000, p. 34). Interestingly, he points out that these responses refer to what the students would like, not to their actual behaviour in class, a point similar to Liu's (2005) above, and leaving intact the possibility that the stereotype is not inaccurate.

Chinese students themselves have previously identified loss of face as a reason for not asking questions (Cortazzi & Jin, 1996a, p. 195). Among 12 of the reasons M. Liu discovered for Chinese student reticence, one was identical to that stated by Lily, that is, a 'fear of losing face' (2005, p. 11). The importance of 'face' to the Chinese cannot be overemphasised, and its loss 'may bring serious consequences for an individual' (Bond & Hwang, 1986, p. 247), which, it is reasonable to assume, must then have serious consequences for the language classroom.

One of the delaying tactics mentioned above, asking questions after class rather than during, has been shown to be a particular Chinese habit, and one which is underpinned by an unwillingness to waste either the teacher's or classmates' time by asking unnecessary questions (Cortazzi & Jin,

1996a, p. 196). It appears that those students who did ask questions were those who prepare well, highlighting a longstanding Intensive Reading habit whereby students prepare the text prior to the lesson (Cortazzi & Jin, 1996a, p. 183). The apparent need to note and memorise the precise (translation) answer appears to reflect a view which may owe its origins to the CHC habit of memorisation (Leung, 1998, p. 31) and the view of examinations as memory tests (Ting, 1987; Krebs, 1996).

Regarding the differences between classes, it is possible that the students in English Education classes were predicting a future as teachers, and teachers are 'expected to have deep knowledge' (Cortazzi & Jin, 1996a, p. 187). Entry into an English Education class required a better *gaokao* score, so it may be that such students felt more confident in their existing knowledge, enabling them to ask questions. Another factor is that Practical English classes were bigger, increasing the potential for loss of face among classmates.

Some of the factors mentioned above may help to explain the lack of confidence, the 'main problem' apparent in Lily's students. A 'lack of courage and/or confidence' was another factor identified by M. Liu (2005, p. 11). In the case of students disliking English, and preferring other subjects, one is once again reminded of the CHC belief that effort outweighs actual subject content. Cheng acknowledges 'the belief that more effort may compensate for poor ability' (1990, p. 172). Major subjects to be studied in college are often chosen by parents, rather than the students themselves. Also, in addition to being larger, Practical English classes had a greater proportion of male students, therefore presumably magnifying this dislike of English, a largely male phenomenon.

5.5.6 Summary

The nature of students is, of course, not necessarily identical across China. The students Lily describes, though, do appear to fit a pattern often depicted. Several commonly asserted reasons, such as a fear of losing face, can be proposed as explanations and supported, perhaps, by the fact of the college's lowly status in Chinese higher education, thus rendering it unlikely to attract the strongest students. Whatever the reasons, the important point is that the picture painted is taken to be Lily's own view of her students.

The next section will outline Lily's thoughts about the classroom context.

5.6 The classroom context

Manifest in the data were several ways in which the context of the classroom was characterised by Lily. Lesson planning and decision-making in class constituted one such category. The data also revealed Lily's attitudes to the material she was assigned to use. Lastly, several teaching strategies were focused on. Each category in turn will be discussed below. The terms and ideas which contribute to Lily's view of the classroom context are shown in Table 5.3, below.

Table 5.3: Lily's representation of the classroom context

Category	Sub-categories	Examples from the data
The classroom context	Lesson planning and decision-making	Before the lesson I will go through the questions and then I have something in my mind and then according to the students'… response… I can find whether they feel difficult or not. [Int. 2]
	Teaching strategies	Just now I asked the students, 'Do you have some problems?' Sometimes I will do it after a whole passage and sometimes paragraph by paragraph. [Int. 2]
	Using the assigned material and the teacher's book	…and also… [for] some units in the textbook the teacher's book will point out the theme of this text. [Int. 2]

5.6.1 Lesson planning and decision-making

Lily appeared to plan before lessons, but also to react during them, trying to make her lesson fit the 'real situation' she found on the day with her particular students.

> Before the lesson I will go through the questions and then I have something in my mind and then according to the students'… response… I can find whether they feel difficult or not. [Int. 2]

> Then according to my preparation [I] decide how to do these two part not just… preparation before class, but sometimes according to their real situation. [Int. 2]

She specified several decisions related to her teaching method, assessment, student motivation, and homework or assignments. The decisions she made were apparently relatively easy ('not so difficult') ones, especially if compared with certain decisions which were outside her remit.

> [I choose] something like [the] teaching way and also try to find some other teaching material to compensate for the textbook, and also how to give the students marks, how to give them assessment, and also sometimes how to keep their interest... how to deal with their homework… their assignment - all of this I think it's all decisions. [Int. 1]

> …maybe in my teaching I just need to decide how to teach this … I think [it] is not so difficult compared with decision[s] … like choose which subjects as my major… and also I think it's also easier than choosing the teaching material, choosing which class to teach. [Int. 1]

There had been a change since Lily's early days of teaching; those days were characterised by a survival mechanism of simply wanting to fulfil what she had planned, though this led to a subsequent absence of real communication with the students. Also, planning during her first year of teaching, she noted, was done in detail. Careful planning allowed her to control the class closely, but was at that time unable to achieve a 'shift', a diversion, while teaching.

> When I teach College English maybe… [there was a] lack of… communication with the students because at that time this [was] my… first year teaching and I just want to complete my teaching plan. [Int. 1]

> The first year… I will set some tasks before class not just during the lesson and because sometimes I was… afraid that if I didn't use the… fixed tasks maybe I can't do this kind of shift so easily so I was also afraid at that time. So when I [was] first… teaching…I just according to the teaching plan but didn't do much change. [Int. 2]

Lily clearly indicated that she felt she had progressed as a teacher. The image of her now being able to switch direction in class and react to the reality of the situation contrasts vividly with her memory of her early teaching days.

5.6.2 Teaching strategies

Lily showed an ability to choose teaching strategies according to the material she was using and to the students' reactions.

> Sometimes I found some of the students they when they prepare the text… will finish the exercise and some students though I ask them to do this… they will not finish, so if most of the students have finished… I will check the answer but if just [a] few students finished… though I don't want to give them time, I will give them time to do this. [Int. 2]

The affective reactions that she perceived among the students, specifically shyness and fear, also caused Lily to adapt what she did in class. In particular, she would switch to a written mode to cope with shyness, and allay students' fears about scores by adapting dictation tasks.

> …about this part… usually… written… because I have… tried that orally, but… it seems… they should get… more time to think… and… they seem… [too] shy to speak… so… I change into a written one. [Int. 2]

> It's not the same each time because in the teacher's book… each unit… [has] a short passage dictation but I think do[ing] the whole passage each time… the students will feel very… afraid… [of] their mark because I will correct the dictation and as their daily mark. [Int. 2]

She talked of established, normal routines, but also of variety, seemingly for its own sake. Commenting on the observed lesson, she expanded on her normal procedure for dealing with vocabulary in the textbook. Slightly varying her routines of dealing with texts also seemed ordinary for her, though she did not comment on why she did this.

> At this time… I have analysed some of the words in the wordlist. Sometimes… before… the exercise I will ask the students to… make the meanings clear: first I will ask them… the meaning of each phrase or word and then… confirm whether the students really know the meaning, and then… do the exercise. So when do this part I will first let them… choose the phrases and then the second process is to complete the sentence because… then they will pay attention to the tense and grammar… so this is the process I usually do. [Int. 2]

> Just now I asked the students, 'Do you have some problems?' Sometimes I will do it after a whole passage and sometimes paragraph by paragraph. [Int. 2]

> Sometimes I will let them do this, retell the text… orally or sometimes in written form. [Int. 2]

Variation in strategy was also sometimes a direct reaction to the students' understanding and work rate. In other words, Lily showed flexibility in adapting the rate and direction of flow to suit the students on the day.

> Sometimes I will check the answer one by one and sometimes I just ask them, 'Do you have some problems about these questions?' [Int. 2]

> If [for] some of the question the students didn't give… good answers… after a whole passage… I will give them a few minutes… to think about whether… [there are] still some places they can't understand… So according to their feedback I decide whether to deal with these… points. [Int. 2]

Concerning the language used by the teacher in class, Lily conveyed a general feeling that English was preferable. However, she justified using the L1 in terms of eliciting quicker reactions, making the class more active, and eliciting a response from a greater number of students.

> When I ask them the question in English… they will react very slowly, but when I translate into Chinese… then they will give the answer quickly. [Int. 2]

> I use Chinese… [I] also want them more active. [Int. 2]

> I translate into Chinese… because I found that when I… repeat the English also just a small part of them will react but when I translate they will react... nearly the whole class. [Int. 2]

Apart from these deliberate uses of Chinese, one habit she described, of immediate translation into Chinese of what she had said in English, seemed unconscious or automatic, and her phrasing implied that she saw it as a bad habit.

> I really found that I have this habit, especially when I ask them some questions I will repeat the question in Chinese. [Int. 2]

These further comments on classroom work provide more evidence that Lily could see progress since her days as a novice teacher. Her comments on strategies she uses display a confidence in herself as a teacher and an ease within the classroom environment.

5.6.3 Using the assigned material and the teacher's book

Lily showed concern about the use of the textbook, its quality, and its purpose. This concern extended to the purpose of the course, and also her view of 'text'. Both she and her colleagues questioned the quality of the textbook, 'Integrated Skills of English' (Zou, 1998). Though she considered the material suitable for her students, Lily questioned the linguistic detail covered by the material.

> I think the material is suitable for the students though some of the teachers… complain that some material is very easy. [Int. 2]

> The textbook for some language point is not very detailed. [Int. 1]

The teacher's book in particular was seen to be deficient, offering little more than answers to exercises and some vocabulary pointers. Thus, it was necessary to 'compensate' by finding other material.

> [The] teacher's book... didn't give us much hints… just… something like the answers and sometimes it will point out some important words or phrases in this unit… [Int. 2]

> I think... the teacher's book didn't tell us more but we can find other material to compensate for this. [Int. 2]

This compensation could take the form of different assignments, or extending the linguistic aims and content found in the book itself.

> I think still the easy units you can also set other assignments. [Int. 2]

> Teachers … can have much more freedom to choose anything they want to put into the textbook, so maybe they just mention one grammar [point] in each unit but you can add some more grammar… [points] maybe similar to it or connected to it. [Int. 2]

In discussing the textbook and its use, Lily also expressed opinions on the purpose of the course itself, including the meaning of the name. The purposes behind the material, in her view, appeared not to be simply for language improvement.

> I think it call Integrated Skill[s] of English it doesn't mean that the reading material should be very, very difficult. I think this is not the purpose. [Int. 2]

> I think the material chosen in the textbook is not only… to strengthen reading, just strengthen the grammar… [Int. 2]

Another purpose appeared to be to encourage the students to consider the real world 'message' of the content; to achieve, perhaps, a higher purpose.

> Maybe the material is easy reading, but I think we can also ask the students to think about something else not just according to the text. [Int. 2]

If not the purpose of the book itself, this higher purpose certainly seemed to represent Lily's intentions. For example, in the observed lesson, about problems facing an ageing population, Lily asked the students to recall and retell stories from a well-known book of folk tales demonstrating filial piety, a popular source of stories for grandparents to read to grandchildren. Lily was extending her view beyond the obvious linguistic aims of the book, towards a connection with the students' own daily reality and even morality.

> My purpose is not… to let them just… recall the stories. I just want them know… about the ageing people, they should respect them, treat them well. I ask the students to think more about these kind of problems. [Int. 2]

> Virtue… and I'd like to connect the text with their daily life and then let them… think about something out of the textbook, not just the language. [Int. 2]

While expressing a certain amount of dissatisfaction with the assigned material, Lily also showed a willingness to seek out supplementary material. She had also questioned the objectives of the course, and referred to higher level goals in addition to linguistic ones.

5.6.4 Discussion

Lily professed a relatively flexible approach to planning, and an interactive decision-making process which was reactive to her students in class. She seemed to indicate a move away from traditional attitudes to text, offering indications about outside aims (e.g. morality) in her lessons and in the book itself. Regarding the language of instruction, she seemed to feel that she should use English, but justified her use of Chinese.

Adaptability in teaching, in terms of being able to switch during a lesson, seems to have been an evolved skill. In earlier days Lily was unable to think and adapt on the spot. She divides planning into two stages: before and during the lesson. She appeared to call online decision-making

‘planning’, but perhaps a more accurate characterisation is flexible mental planning beforehand, involving a readiness for various scenarios, followed by online decisions during instruction, using the students’ real situation to inform her decision-making. This configuration mirrors some of the earlier findings in mainstream teacher cognition studies, where a distinction was often drawn between thoughts and decisions which were interactive and those which were preactive (Clark & Peterson, 1986, p. 256).

In terms of teaching strategies, Lily appeared to be reacting to the classroom context, a somewhat fluid, changeable state created by the working relationship between the students, the teacher, and the textbook. It appeared to be simultaneously both expressive of teacher authority and tempered by close attention to the students. With regard to the language of instruction, Lily clearly had access to both the students’ L1 and L2. Extensive use of Chinese in her lesson implies that she saw reasons for doing so, and in fact she justified such use in several ways. It is, in fact, quite common for the L1 to be used as the language of instruction in many Chinese classrooms (Song, 2000, p. 38; Tang, 2000).

There are subtle indications in Lily’s account of a possible divergence from the traditional Chinese view of ‘text’, or at least some modification of that view. Given the traditional centrality of the textbook (Ting, 1987, p. 53), and its position as ‘the embodiment of knowledge, wisdom and truth’ (Maley, 1983, p. 103), any choice and subsequent use of a textbook is likely to be of major importance to Chinese teachers. As has been mentioned above, Comprehensive English, as the core course for English majors, had superseded Intensive Reading, itself a product of Russian influences (Scovel, T., 1983, p. 85), which some have considered did more harm than good by encouraging bad habits (Ting, 1987, p. 49). The study of text traditionally implies the Intensive Reading approach described above, but for Lily, the course was not intended to be about difficult texts, thus differentiating it in her mind from Intensive Reading. Though the assigned material was mandated by the department, and allocated to a particular grade and major at a specific point in the curriculum, Lily appears to have been thinking about the book, rather than just accepting it. She was forming her own views on how to use it, how to add to it in terms of materials and language points, what the course was all about, and how to achieve a higher purpose other than the strictly linguistic (knowledge and skills) agenda offered by the book. Constituting, as the book usually does in China, both the syllabus and the total assigned material for a part of the curriculum, such an attitude may be significant.

The textbook (Zou, 1998) projected two basic aims: language skills improvement, and the accumulation of linguistic knowledge. Surpassing these aims in the way that she approached the lesson, Lily may have been doing two things: assessing the material in terms of the authors' intentions (i.e. particular texts were chosen for particular non-linguistic reasons); and deciding herself to promote thinking 'outside the box'. In the first case, Lily was, if albeit unknowingly, aligning the material writers with a tradition in Chinese textbook production whereby texts are chosen for their moral, political, or ethical overtones (Adamson, 2003). In the second case, she was aligning the writers, and more clearly herself, with the traditionally ultimate aim of CHC education: moral improvement (Cheng, 1998, p. 25). One of Pratt's (1992) conceptions of teaching among Chinese teachers was 'Teaching as the development of character' (p. 313), and he specified two elements here, one of which is that 'there must be an aspect of "morality" towards the content and the work' (p. 314). Teachers expect (and are expected) to mould their students' characters in order to promote morality towards others and the country (p. 314).

5.6.5 Summary

For a teacher at ease with the classroom environment, the classroom imperatives of planning and teaching appeared to be reactive and somewhat flexible. Lily's treatment of the course material implies a belief in the standing of morality in education, but also some divergence from, or modification of, the classical view of 'text'.

Having investigated Lily's views at the level of the classroom context, the institutional level will be examined next.

5.7 The institutional context

Within the main theme of the institutional context, examination of the data revealed two sub-themes. A strong feature of Lily's thinking related to the curriculum and timetabling within the college. Another aspect about which she felt strongly was the relationship between the college and the outside world. Lily's representation of these aspects and how they are evident in the data are shown in Table 5.4, following which each is discussed in turn.

Table 5.4: Lily's representation of the institutional context

Category	Sub-categories	Examples from the data
The institutional context	The curriculum and timetabling	The time is not enough if we really want to complete the tasks. [Int. 2]
	The relationship between the college and the outside world	Because I have been a teacher for several years sometimes I will got such sense of losing… contact with the outside. [Int. 1]

5.7.1 The curriculum and timetabling

Curriculum here is understood to be the list of courses for each major subject and how those were arranged over the three years of study. This responsibility fell within the remit of the TAO, though to a large extent the work was handled by the department and then passed up for authorisation. Timetabling refers to who should teach what to whom, a process usually handled at department level.

Lily hinted that there had been improvements to the curriculum since she first came to the college (e.g. the introduction of a modular system), but she expressed confusion over some of the changes.

> So… they see really some changes. I think it's better than 2000. [Int. 2]
>
> …so I was very confused about some reform. [Int. 2]

For example, cuts in time allocations for certain courses resulted in confusion compounded by the observation that the students still had the same number of books for those courses as previously.

> Some of the students' lesson time shorten… but the textbook they got still also five… four though Grade 2 I heard… got five? …but they didn't finish… Book 5, so sometimes I also feel very confused. Why do this? [Int. 2]

The courses (i.e. books) could not be finished, and even where both she and the students could see a good reason for a course to run as before (that is, consolidation of skills), the college had made cuts resulting in time pressures for both students and teachers. In general, Lily's view of the curriculum was not a positive one, as she found it unreasonable.

> They thought maybe they don't get much time or chance to practise the other skills but about this course they can... combine them together... But… now the plan has been changed so the time is very limited. [Int. 2]

> I found the curriculum set in our college is sometimes…not so reasonable… due to many reasons. [Int. 1]

A clear aspect of the institutional context was the process of change, in that the college was upgrading its status to that of *xueyuan*. Lily noted the effect of the inspections (*pinggu*) on the curriculum. Sometimes, courses were changed around in order to give the right impression, and this could even be at the expense of core courses. Further, courses, it seemed, could be selected for inclusion in the curriculum because of the image they portrayed, rather than for the depth to which subjects were studied.

> Because of *pinggu* (*inspection*) we will [teach] according to the… plan. [Int. 2]

> [For] this inspection they need some practical course and… sometimes you will find the whole term their major's [does] not occupy… [much] of the curriculum but something like political ones. [Int. 1]

> They really choose many courses but it seem just study on the surface and then didn't… go further. [Int. 2]

Some decisions made by the teaching group, like which units in the textbook to skip, were also doubted.

> … the teaching group they will to decide omit this unit, but I don't know whether… is there some standard? …I'm not sure. [Int. 2]

Lily compared BTC with her university in two ways. Firstly, the university curriculum was more 'logical' than the college curriculum, and secondly, the students at BTC were of a different calibre from those at the university. Lily also doubted the college students' self-control in terms of planning their own study time.

> …university… maybe will be more logical, I think, and especially it got some optional one I like this… because this can let the students have the feeling… they can be free to choose something, not just accept something. I think this… is good. [Int. 1]

> They told us that… the purpose is… to give the students much freedom and much time to study by themselves, to develop themselves. I'm not sure but… I don't think it's very, how to say, doable? [Int. 2]

> …because… our college students, I don't think they can control themselves well, so if you give them too much freedom they will not… study at their own free time. [Int. 2]

Regarding the decision of which teachers would be allocated to teach which courses, Lily saw some logic, in the case of new teachers, in their not being given choice in what or whom they would teach, as the department, having the 'experience' to make these kinds of decisions, should know best in such cases.

> For a new teacher maybe he or she didn't know which course is suitable… so at the beginning I think maybe it's the help of the department. [Int. 1]
>
> …from their experience maybe they will know which course is suitable for you to teach. [Int. 1]

At the level of more experienced teachers, such as Lily herself, there was still no wonderment in the department's retention of its decision-making capacity. That this responsibility remained with the department was simply 'normal'; in fact more than this, possibly even traditional.

> Choose the subject, it's not my decision… which kind of students I will teach, it's also not my decision. [Int. 1]
>
> I take it as a normal atmosphere because I think in China sometimes… we can't make our own decision. This kind of thing happened very often … It's according to the traditional customs? [Int. 1]

The typical teacher's position seemed to involve holding and expressing opinions, but though they might complain, they found there was little or nothing they could do. Lily noted that, with a few exceptions, teachers were lacking in the power to effect change at almost any level.

> I think many teachers… have the opinions. [Int. 2]
>
> Sometimes when we talk about teaching they also have such complaint but it seems that we can't do more to change the situation. [Int. 2]
>
> When they find that they can do nearly nothing… it's the decision… then just do it according to requirement. [Int. 2]
>
> Then I found maybe it's not the real condition because sometimes... some of the teachers they can choose it but some… others… can't choose. [Int. 1]

All the FLD teachers were arranged into teaching groups. Where these groups had been asked to discuss a particular topic, though, Lily saw few results from doing so. A certain lack of power was also attributed to leaders, who may not be as free as is often thought, constrained by both time and workload.

> So though sometimes the teaching group really do some discussion but after the discussion we didn't see some effective result. [Int. 2]

> Maybe for the leaders they also need a long time to make a decision to do some changes maybe the leaders are all too busy. [Int. 2]

Though the curriculum was changing, Lily's reactions were mixed, a combination of positivity and confusion. Inspections were clearly having a strong influence on decisions. Lily seemed to see little logic in some of the teaching group decisions, and while she acknowledged the reasons for the department's retention of decision-making at the level of timetabling, she seemed to express some disappointment in teachers' general position of powerlessness. Interestingly, though, she also pointed out that leaders themselves are restricted.

5.7.2 The relationship between the college and the outside world

Lily described the college context as separate from, and behind, the outside world. Lily drew these conclusions largely from contact with two sources: her part-time company job whilst at university, and conversations with friends who were not teachers. The job introduced Lily to a new world, quite different from the one with which she was familiar.

> In this company I also find another… complete new world. It's not the same as the teaching field. [Int. 1]

Her friends gave her the impression that she had somehow lost ground, had fallen behind. People in other walks of life (though it is not clear that Lily meant all walks of life), could 'keep pace', however.

> Sometimes if we meet together to talk about something I will find that… I seem to behind the society. [Int. 1]

> They seem to keep the pace with the outside more than us. [Int. 1]

Those people seemed to view the college context as simpler, even comparatively unreal.

> They think in the school or in college, university, the surroundings... is not so complex. [Int. 1]

> In the other [work] units they think… [their] unit is real in society. [Int. 1]

Lily perceived the world outside teaching to be at a distance from the college context, and this appeared linked to her time spent in the college.

> If we've been in the college for a long time, the outside world, [it] seems… we have a long distance with it. I don't know whether this kind of thing exist. [Int. 1]

Lily did not appear sure whether this perception applied only to her college, or extended to other teachers, but she did suggest that her own world view was limited to the narrow range she had encountered through her education. In Lily's view, more integration with this external reality would be beneficial for teachers, as it would offer not only an opportunity to broaden horizons, but also, and presumably therefore, improve teaching.

> I don't know whether it's our college have this situation, or… other teachers also have this same situation. [Int. 1]
>
> My knowledge about the world is limited, limited just in the university or just in the teaching field. [Int. 1]
>
> If we can sometimes… get some practice in the company or go outside the school, I think [it] can… not only broaden your horizon, also sometimes I think… [it] can also… help in… [our] teaching. [Int. 1]

Separation from the outside world, while not a certain feature of all educational institutions in Lily's experience, did seem to stem, at least partially, from time spent in the educational arena. It was also more than being different; it involved being behind in some way. Lily seemed to view the situation negatively and she was keen to note that getting out into the world would be of benefit to teachers.

5.7.3 Discussion

The entire college backdrop was imbued with change, not only the physical changes necessary at a new campus, but also those related to the upgrading process. Curricular reforms were involved in this change, and these were ongoing. Far from simply criticising such change, Lily was analytical; she perceived both advantages and disadvantages, but some changes seemed confusing, as did the relationship with the outside world. As a larger backdrop, China had been undergoing rapid socio-economic convulsions for some time. Even so, concepts derived from Confucian philosophy still appear to have effects not only on education, but also on management practices.

According to Huang (2004, p. 112, citing Huang, 1995), the reform in Chinese basic education 'makes teachers curriculum developers', many of whom 'will be involved in school-based curriculum development'. Clearly, while recognising the different level of education Huang is referring to, this was not the case for Lily. Although 'it seems not only necessary but also advantageous to carry on an ongoing dialogue and evaluation' between 'all participants involved

in … curricular innovation' (Wang & Han, 2000, p. 92), this appears to have been far from the case at BTC. At other levels, and subject areas, involvement seems negligible. In middle schools, Chinese teachers typically have no effect on the curriculum (Cheng & Wang, 2004, p. 7). Maley, relating the experiences of foreign teachers in China, noted that '[t]here seem to be very few courses with clearly defined objectives' (1986, p. 105). At the level of the classroom context (see section 5.6, above), there is evidence that teachers can exercise some control, but the trend indicated here is that such control does not, under normal circumstances, extend beyond the realm of the classroom.

Apart from the nature of the curriculum and the teacher's position in relation to it, the main issue here appears be about management because curricular changes seem to have been badly communicated, or even not communicated at all, to the teacher. Paine considers curricular change to be especially illustrative of the form of administration she calls 'management by groping', a style typically referred to by Chinese education officials and characterised by Paine as clarity in long-term broad goals, which after enactment then take on different meanings (1992, p. 192). DeLany and Paine (1991, p. 41) register the irony in the fact that 'the contemporary Chinese models of "scientific" or "democratic" management rest on neotraditional relationships deeply rooted in Chinese culture', relationships which then serve to reinforce the importance of *guanxi* (p. 42). In other words, while professing a new style of management, tradition thrives. Building on the long-standing Confucian tradition of obedience to superiors and elders (Leung, 1998, p. 27), Chinese managers have been said to employ an autocratic approach to sharing information (Redding & Wong, 1986, p. 279). Against this background, individuals take on a 'location', 'correlated with privilege and authority'; teachers have a particular 'location' in this virtual tower of hierarchical relationships' (Pratt, 1992, p. 303), and such a location may well exclude them from influencing curricular decisions and even from receiving relevant information.

Normality ('I take it as a normal atmosphere') appeared to imply an absence of teacher control, but the fact that some teachers did have the power to control which classes and courses they taught, would suggest that traditional arrangements may be more complex than a set of unidirectional power relations. One is prompted to refer once again to the complex of social connections in the Chinese context, known as *guanxi* (see Chapter 2). Where *guanxi* applies, as it does over almost the entire Chinese mainland and beyond, it means that with the right

connections, one can exert seemingly disproportionate power. Examples here might include teachers with relatives in government posts.

It is notable that much of the literature about Chinese (and other) teachers refers to their teaching activities, but there is little to be found regarding relationships with their institutional context, especially relationships with the leadership. In the Chinese setting, this may not be surprising. It has long been acceptable to call for teachers to improve classroom performance and qualifications (e.g. Guan, 1999), whereas research into managerial matters would probably be more difficult to accomplish and much more politically sensitive.

The relationship described by Lily between the college and the outside world might better be termed a lack of a relationship. The world outside teaching was different; not only different, but also perceived to be at a distance - such a distance, perhaps, that the teaching profession had lost touch with it. People in other jobs could 'keep pace', however. The apparent chasm between college and society may reflect both modern and ancient phenomena. Under conditions of rapid socio-economic growth in China, teachers may feel left behind. Though their conditions are improving, there is still a gap between the status and pay that teachers receive (Guo, 2005; Su et al., 2001) and that they have been promised (Guan, 1999), or perhaps expect. An expectation also suggests a link with the ancient past, when a teacher was a respected figure (Gao, 2008, p. 154). Modern teachers find that although the government has made efforts to improve teachers' social status through politicians' speeches, the establishment of an annual Teacher's Day, and awards for excellence, increases in salary and improvements in living conditions are not improvements in a real sense when compared with other workers' improving conditions (Li, 1999, p. 185). Li asserts that '[t]eachers' treatment is at present the most vital and urgent issue in teacher education in China as many other issues finally boil down to the social and economic status of teachers' (p. 186).

Another factor here may be that becoming an education professional often implies no break with education, and therefore no experience outside the educational sphere. In the journey from middle school (where there is time for nothing but study), to a teacher training institution, and then onto a teaching post, the field of education may form one's entire world. This focus is exacerbated by the fact that few Chinese teachers ever change jobs or schools, and even professional contact with

other schools is limited. It is ironic that Lily seems to say that her education and becoming a teacher have left her with a narrow world view.

5.7.4 Summary

It appears to be normal for teachers to have little influence or knowledge of the curriculum and the decisions made about it. Partly, this is to do with management style, though little concerning this level of relationship is found in the literature. The positions of the college relative to the outside world, and the apparent effect on teachers may be connected with problems regarding teacher status and a socio-economic gap, and also to the career path that many teachers take.

Very comfortable with her teaching role, Lily had a sense that this was a position she had always been bound for. This sense of comfort and her fondness for teaching perhaps contributed to a certain flexibility in the classroom. Her view of students involved certain aspects which have been described as ‘typical’ for Chinese students. A teacher’s knowledge was seen as that which would prove useful for students, and she was keen to highlight additional aims for teaching, overriding language improvement; a teacher’s job involved the passing on of moral norms.

Lily was making efforts to develop as a teacher, and this in concert with several colleagues, despite an apparent dearth of developmental offerings by the college. Similarly, little information about the curriculum seemed to be forthcoming. In addition, Lily was aware of a gap existing between the college environment and the outside world, wondering how real this was and what effect it was having.

The second of the case studies follows, documenting the findings related to Ailing.

CHAPTER 6: CASE STUDY 2 (AILING)

6.1 Introduction

This chapter presents the second of three case studies. In order to contextualise the data and discussion which follow, some background detail is first provided (family and educational background, language learning experience and working experience at the college). An outline of the observed lesson is then provided.

As explained in Chapter 4, an analytical process of constant comparison was used to arrive at, in this case, four main categories: self as teacher, language learning, the classroom context, and the institutional context. These categories were further sub-divided as seen below. The categories and sub-categories differed slightly from those identified in the case study of Lily. These views and beliefs are presented below in a narrative presentation of data followed in each case by a discussion of the trends identified, with reference to relevant literature. The representative selections of data are intended to enhance the emic perspective, allowing the teacher to 'speak for herself'. In the interests of ensuring this perspective, as explained in Chapter 4 an invitation was extended to the participant herself to read a draft of this study and comment on any factual content she felt had been misrepresented and on analytical flaws. The resulting study, to this extent, is thought to be a reasonable representation of the teacher's views.

6.2 Ailing: Background

Ailing was from a large Central China city, and her first language was the local dialect of Chinese. She was an only child, living in the city Iron and Steel Company, and attending first the factory's Number 6 Middle School (for her junior middle years) and then Number 3 Middle School. She lived at home throughout her school career. Her high school was a key provincial school, and she gained a place on merit (some students, if they do not pass the examinations, can pay to attend). Her favourite subjects were Chinese and English. Though she studied science subjects during high school, she changed to arts at university. As a student at a provincial-level Industry University (a comprehensive university), also in her hometown, she took a 4-year BA

degree in English Education. She also, rather unusually, undertook a parallel degree course in Economics. Her favourite course at that time was the Culture of English-speaking Countries. While at university, she did a 4-week teaching practice, and also a short-term part-time job as a waitress in a 'foreign' bar. As a university student, Ailing dreamed of becoming a college or university teacher, so she hunted for a tertiary post. At an employment fair, she met the dean of the FLD at BTC who offered her a position.

Ailing remembered her reading and writing as being very good during her schooldays, and thought this was because she loved Chinese and read a lot of Chinese stories. As was usual at that time, she started to learn English from junior middle school. She recalled learning the alphabet and building up to words, sentences, and then articles. She found English learning very relaxed and very easy. Grammar was not focused on and any grammar taught seemed easy. She remembered a foreign language she easily accepted, memorisation of words and high marks. However, in senior high school the situation changed, as a good deal more grammar appeared in the books she was studying. She was required to memorise sentences and texts, and to deal with many questions and problems. At this stage, English was comparable with Chinese, Maths, Physics, and Chemistry, in the sense of becoming largely a problem-solving activity. She noted listening training, reading books, text analysis, and special lessons on grammar.

The most recent arrival of the three participants, Ailing had begun teaching at the college in September 2004, the same academic year in which the research project began. She had, therefore, been teaching almost a term at the outset of the study. She had taught College English (i.e. English for non-English majors), Cambridge Business English, and International Economics and Trade. The latter was a content course, and taught in Chinese.

6.3 Observed lesson

The lesson for which Ailing chose to be observed was one in Business English, using a textbook (Wood, Williams, Pile, Whitehead, & Black, 2002) produced for preparation for the Business English Certificate Vantage examination. Known as 'BEC' within the department, this was a compulsory course for Practical English majors. As mentioned in the previous chapter, the students were largely destined for various jobs although they were studying in a teachers' college.

All were living away from home, in their second year of a 3-year college diploma course. As with most students in China at the time, they had studied middle school English for six years prior to coming to college. The class contained 43 students, mostly female, sitting in pairs with desks in a traditional grid pattern. The lesson was made up of two 50-minute periods, with a 10-minute break. For Ailing, listening to a recording of one of her lessons was a new experience.

6.4 Self as teacher

The first major category of Ailing's data was concerned with her view of herself as a teacher. Two sub-categories were formed within this group of comments, namely: being a teacher, and professional development. Within these, further sub-divisions were found. The category of being a teacher consisted of Ailing's thoughts about the difficulties of being a new teacher, the metaphor of the teacher as actor, and the teacher's problem of linguistic attrition. Regarding professional development, Ailing's data revealed views on a teacher's knowledge and skills, and teaching support within her immediate working environment. Table 6.1 presents the categories identified and sample data.

Table 6.1: Ailing's representation of herself as teacher

Category	Sub-categories	Examples from the data
Being a teacher	First-year difficulties	…because now we just try to become a good teacher. [Int. 2]
	Teacher as actor	…maybe sometimes in some role play games they… have to pretend to be somebody. [Int. 2]
	Linguistic attrition	Sometimes we found our vocabulary is not as much as before. [Int. 2]
Professional development	A teacher's knowledge and skills	I think to be a good teacher is not easy, sometimes I find I… lack… knowledge. [Int. 1]
	Teaching support	Nobody give us the advice. I think all of them need it. [Int. 2]

6.4.1 Being a teacher

At the time of the research, Ailing was in her first year of teaching and her data reveal the pressure she felt in this situation and some of the uncertainties she had about her teaching. As a

first-year teacher, and having three courses to teach, Ailing was finding lesson preparation difficult.

> I just try my best to be a good teacher. [Int. 1]
>
> Three different subjects for me it's very hard work to prepare… it… well. [Int. 1]

Ailing noted the preoccupation for new teachers to teach well, a task which implies wide reading, and learning a great deal.

> This takes time... because now we just try to become a good teacher… From a student to a teacher we have to learn… a lot of things. Now…it's the first year we give lessons for the students... we want to become a good teacher, we have to read more... and do more. [Int. 2]

The observed lesson was a part of the Business English course that Ailing was teaching at the time; a course which she had not previously studied. Teaching the course for the first time, and as a new teacher, was obviously causing some difficulty. This comment also suggests the importance of the text (passage), the central part of any unit of learning, which will be dealt with at greater length in Section 6.6.3, below.

> Every time I'm very busy with preparing the … passage yeah because it's the first year for me and also it's the first time I… take this kind of lesson yeah I haven't take it in my university days. [Int. 2]

An additional layer of difficulty was presented as a result of her training. As is the case for almost all tertiary teachers in China, Ailing was not trained specifically for this level of teaching. She graduated from a university after majoring in English Education, but any pedagogical training she received was intended for prospective middle school teachers. Though her training at university included a course in teaching methodology, it was aimed at those who would teach in primary or middle schools, not those who might undertake jobs at the tertiary level.

> Usually… the English Education in the university it is to train the teacher for the high school and… below... In that lesson we also learn something but it's not the same in the college, and for this college students. [Int. 2]
>
> We have a Teaching Method class. It is in English but this class is… not for college students it is for the primary school or for the middle school or high school students. [Int. 2]

During her student days, Ailing maintained, she did not deliberately learn about teaching from her teachers. In addition to the Teaching Methods class, she also attended a course in Education, but these seem to have made little impact.

> When I [was] a student I will not pay too much attention on the teachers … we have the Education class and it's in Chinese. [Int. 2]

The most prominent image outlined by Ailing was that of the teacher as an actor, if one with a certain leeway in performing their dialogue. The image of a teacher as actor is not an entirely new one (Tauber, Sargent Mester, & Buckwald, 1993). Ailing mentioned that, as with actors, different ways of doing things ('different ways to perform') were possible. Another feature of the image of teacher as actor was that, in common with actors, teachers have to attract the attention of their audience.

> Different actor and actress have different ways to perform… so I think teacher… in this way is very similar to a[n] actor. [Int. 2]

> One thing I think is the same… they have to attract the attention of their audience... [Int. 2]

The metaphor breaks down though, in Ailing's eyes, in two ways. Firstly, while they may have lines ('dialogues') to perform, teachers can ad-lib ('add something or reduce something') where necessary. Secondly, while actors pretend to be someone else, teachers are under no pressure to be anyone but themselves. As with actors, teachers have to follow a 'director', but only within certain limits.

> I think maybe teacher is not… like a actor or actress, they… ha[ve] some… dialogues between them… the lines, but when… they perform… they can add something or reduce something… [Int. 2]

> I don't think… the teacher has to pretend to be anybody. [Int. 2]

> They [actors] ha[ve] a director, they have to obey the director's sentence, what they ask them to do, but teacher has their own right. Maybe… they can do something themselves but they also have to [be] based on, obey the guidelines… for every lesson. [Int. 2]

For teachers-as-actors, it appears that there is a director to follow, though teachers have certain 'rights' to vary their actions. The 'director' in Ailing's description, is embodied in the 'teaching guidelines', or syllabus. This is an interesting comment in that Ailing has not seen such a document in detail (see Section 6.7.1, below).

One of the most striking topics dealt with among Ailing's data concerns linguistic attrition. A distinct feature within these data is the fact that she talked about attrition in terms of both her first and second languages. These are dealt with separately below. Ailing's constant references to other colleagues in a sense lend her comments added weight; she was not simply talking about

herself. The general view expressed by Ailing and her colleagues was that both their L1 and L2 had declined, as a result of both learning and teaching. During the observed lesson, she used both languages.

The experience of linguistic attrition with respect to their L1 was seemingly a common one among Ailing's contemporaries within the college faculty. Linking linguistic attrition to cognitive change, brought about by lanuage learning, she attributed her own L1 loss to the way her thinking had changed, this change in turn having been effected by her study of English at university.

> Sometimes we share the experience with my… colleagues especially the young one[s]… my age, we have the same problem. We sometimes think our Chinese expression is not as good as before. [Int. 2]

> [After] four to five years of studying English, my expression … the way of my thinking, is not the same as if I only say one kind of language. I think it a little different… with others who only know one kind of language... I'm sure… the way of thinking has changed. [Int. 2]

The two areas in particular in which she noted a decline in her Chinese were those of reading and writing ability. There is a sense in which when English was not a part of her life there was somehow more room for Chinese, and also that the lack of formal instruction led to a loss of writing skills.

> Sometimes I find my mother tongue is not so good as before... In [those] days [when] we don't have to speak English and learn English… I read a lot of articles in Chinese and... I can write very beautiful article... When I go to… the university we only have one term Chinese... and I think now I'm not very… able to write such beautiful articles. [Int. 2]

On reflection, however, Ailing began to consider that the linguistic deficit may not have been so much a loss of Chinese, but rather a period of inattention to it, this lack of attention to Chinese being perceived as due to the attention paid to English.

> I think the point is that… we don't pay much attention on our Chinese… We don't pay a lot of time to learn it… I even… maybe for years… don't read the essays [in] Chinese… but I think if I read it for some times I can do it better… but not only because I study English... [Int. 2]

Ailing also talked of L2 language loss, mostly in the area of vocabulary, attributed largely to conditions which apply when teaching certain courses and students. A particular concern for Ailing was vocabulary loss, though interestingly she felt that her spoken English had actually improved.

> Maybe my vocabulary now is less than in my university days. [Int. 2]

> ...we have to find a good job after graduation… I think… but now our spoken English is better than… before, our expression is better than before… But maybe sometimes we found our vocabulary is not as much as before but I think this takes time. [Int. 2]

Obviously, this is an area which had stimulated discussion, at least among contemporaries, and Ailing cited evidence she had from other colleagues who also perceived a loss of vocabulary. One of her colleagues had recalled a vocabulary exercise previously used in university, whereby the teacher would try to expand students' vocabulary by eliciting synonyms. However, compared with those days, Ailing's colleague felt a reduction in her own vocabulary.

> Other teachers also tell me that sometimes when they are in the university… for example, one word they can think and she can find a lot of… several words has the same meaning… but now she forgets. [Int. 2]

> My roommate… teach[es]… College English… In … her university days the … teacher ask[ed] them to try to find other words has the same meaning with one word, then they get familiar with this kind of way… it's a very good way for them to enlarge their vocabulary. But she now… focus[es her] attention on the College English and I think the level is less than the university students… her English… vocabulary become less and less. [Int. 2]

This loss was seen as a direct result of focusing, as a teacher, on College English, and teaching non-major students whose level of study and English proficiency is lower than that found in universities. In general, attrition was seen as a result of the teaching environment; the impression given is that Ailing and her colleagues felt they were teaching below their level of English proficiency.

The understandable pressures of the first year of teaching were compounded in Ailing's case by the absence of specific training for tertiary teaching and the perceived difficulties in her own language maintenance. Even so, she had formulated a particular metaphor for teaching (teacher-as-actor) which was perhaps allowing her to develop an understanding of her individual situation.

6.4.2 Professional development

Ailing not only mentioned having an insufficient store of knowledge, but also proffered a distinction between being in possession of the knowledge and actually being able to explain it to students in a way that they can understand.

> Sometimes I like to say something but I don't know how to say, maybe sometimes I understand but how [to] let them understand is not very easy. [Int. 1]

The distinction being made here was between a teacher's knowledge and her skills, and the distinction crystallised when Ailing talked about a former teacher who had a gift for making complex economic theories comprehensible to students. Though, according to her description, she and her classmates were not Economics majors, this teacher could somehow make them understand.

> I think it's difficult to teach the students who are not major[s] in Economics… but he give us the lesson very interesting and very clear. We can understand it clearly and give us… very simple examples… to show some deep… ethics… so we can understand the whole theory clearly. [Int. 1]

When asked to define a good lesson, Ailing again appeared to differentiate between skills and knowledge. She thought the level of her own spoken English (a skill) should be improved, and that she would want to offer the students detailed information (knowledge) to background the Business English texts she was teaching. Another important feature was the use of advanced educational technology (a skill).

> A good lesson, I hope… my English expression can be better and I hope I can give them much more information about the passage, also about business background... I hope I can use the… multimedia player to show them something or go to the multimedia… room for them to do something themselves... try to use other ways to give the lesson... and find the best way... [Int. 2]

It may be that as teachers engage more deeply in certain fields (for Ailing, Business English), they neglect other areas of knowledge, a problem which appears to parallel the L2 vocabulary loss described above. Ailing's focus on this problem began with the observation that because teachers concentrate on a narrow academic area, there is a resultant lessening of their knowledge in other fields.

> Maybe every teacher also has this kind of problem when they focus on a… certain field. For me it's Business English and for some other[s]… it's the College English or… Writing or Listening… They pay attention on the same thing and a certain field, and their knowledge become less… they… may ignore… In the certain field it… become[s]… deeper… and for the other field… [they] forget. [Int. 2]

As mentioned above, Ailing's particular view of her teaching problems included the fact that her training had been intended for prospective middle school teachers, whereas she had found herself teaching at a higher level. This kind of discrepancy left new college teachers in need of support that was expected, but not necessarily available.

> So I think we… lack… such knowledge and advice and sometimes I find I am not so... I found we need help… Every teacher has this kind of problem. [Int. 2]

> [When] I came to this college every new teachers think maybe the dean or some professors will listen to our class and give us some advice but none... no only you except you... only you give us some advice and I think all of us need… this advice because... nobody give us the advice I think all of them need it. [Int. 2]

For new teachers, the college seemed to offer little support, so that new teachers had to largely rely on their own 'apprenticeship of observation' (Lortie, 1975, p. 61).

> Maybe all the teacher here just learn from their [former] teachers but … no other advice from the teachers in college. [Int. 2]

As a new teacher, and teaching at a higher level than she had been trained for, Ailing's comments about inadequate support within the college reflect both her expectations and a certain perception of self as a teacher in need of that support. Her reflections on the combination of knowledge and skills of a former teacher provided her with a focus for improvement, at the same time as she recognised the potential problems surrounding specialisation as a teacher.

6.4.3 Discussion

Ailing's description of how new teachers react to their situation confirms findings in much of the literature on the early days of a teaching career (e.g. Farrell, forthcoming). Much self-applied pressure to teach well and the great deal of work that goes along with this accompany the feeling that Lai refers to as 'reality shock' (1996, p. 174), caused by the abrupt leap from training to teaching. Ailing clearly felt pressure in being not only a new teacher, but a new teacher at tertiary level. Though teaching has been said to be 'the core of higher education reform' (Yang, 2003, p. 70) and is 'being taken more seriously in improving the quality of higher education in China' (Yang, 1998, p. 32), it is notable that '[t]here is currently no requirement for pre-service training for tertiary English teachers in China' and graduates even obtain jobs without training in the basic skills needed for teaching (He, 2001, p. 106). Wang and Ke (2003, p. 589) paint a grim picture of unqualified teachers in Chinese universities barely being able to manage with their teaching, even though they may be able to acquire prestigious titles.

The appointment of minimally-qualified or unqualified teachers would appear to support the commonly-held notion that 'comprehensive university graduates have a more solid background in academic subject knowledge and so make better teachers [than those trained in teacher education institutions], the assumption being that academic knowledge alone constitutes a sound teacher knowledge base' (Mak, 1999, p. 348). Of course, Ailing did major in English Education,

but the assumption still holds, given that she was trained to teach younger students; unless, that is, it is assumed that a teacher is a teacher no matter what. In any case, her own feeling was one of being unprepared and she perceived a subsequent lack of support.

It is not unusual in China for teachers to take up tertiary teaching posts immediately after graduation from university. Very few college or university teachers have taught in other contexts beforehand; this is a weakness of the teacher education system, as those teaching teachers often have little experience outside of teacher education. Given this background, and the slow pace of change in the production of new materials, a further feature of tertiary education in China is that it is common for, especially younger, teachers to teach the very material that they were taught from when they were students. In many cases this may be a source of comfort, but the fact that this was not the case with Business English was causing Ailing some problems.

Foreign language departments in Chinese higher education institutions, as they are responsible for College English across the institution involving every student in every department, as well as the major courses within the department, tend to impose heavy timetables upon teachers as soon as they begin to teach. This was certainly the case at BTC, though Ailing's colleagues in most other departments would have had a non-teaching probationary period. One might assume that this was an additional source of pressure.

Metaphors for teachers and teaching are not new to China. Commonly stated ones are often those promulgated by the government. Such top-down nomenclature has varied according to the political climate, from 'member of the intelligentsia' and 'people's hero', to 'obstacle to reform' (Buley-Meissner, 1991, p. 49), though recent appellations have tended to be positive: e.g. 'gardeners' (Lo, 1984, p. 158) and 'architects of the human soul' (Hare & Thomas, 2002, p. 201). Other terms, such as 'wealth-collectors', 'abusers', and 'demons', are media images and recent negative views of teachers (Li, 2004, in Gao, 2008, p. 155). Paine (1990b) has proposed the 'virtuoso' metaphor.

Ailing's metaphor, 'actor', seems to have been well thought-out. The image of a teacher as actor has appeared in the literature, though infrequently. Tauber et al. (1993) use it to promote the use of theatrical techniques in teaching. Ailing applied it in several ways, also noting where it was not quite accurate or departed from the reality of teaching. The specific aspects she referred to

were: acting/teaching in different ways; attracting the attention of the audience/students; being able to adapt the dialogue/teaching script; having to obey the director/teaching guidelines, though with some limited freedom to depart from these. These last two points began to separate the teacher from the metaphoric actor, as did the most distinct difference: that teachers do not have to pretend; they can be themselves. Interesting as the metaphor is in itself, it may be even more so because Ailing suggested it herself. It is not clear that the idea was entirely original, but she had thought about teaching and the role of the teacher, and produced a relevant metaphor, though one which she was able to scrutinise rather than accept in its entirety.

Two features stand out in Ailing's data concerning linguistic attrition. Firstly, there was a tendency to talk about this linguistic decline with regard to both her first and second languages. Secondly, she made constant references to other colleagues that in a sense added weight and validity as she was not simply talking about herself. Obviously, this problem had stimulated discussion, at least among contemporaries, and the general view expressed by Ailing and her colleagues was that the processes of both learning and teaching had resulted in both L1 and L2 attrition.

In the case of Chinese, the evidence cited by Ailing is a deterioration in Chinese 'expression', which may imply speaking and/or writing, and in writing articles. The reasons given for L1 language loss were the length of time spent studying English, a change in thought processes, and a reduction of time spent reading Chinese. The 'four to five years of studying English' to which Ailing referred would most likely be her university years plus the year of teaching she was currently in. Interestingly, then, she did not see an effect of the years in middle school, presumably because during those years English was just one subject among many and not yet her major area of study. The change of thinking Ailing described did not seem to imply that she now thought in an 'English' or 'foreign' way, but that the addition to her mother tongue of another language had resulted in some form of thinking which was different from that of other people who were Chinese monolingual.

In the days before she studied English, Ailing had been a keen reader in her first language, and also a good writer of Chinese articles, or essays. The beginning of university study was pinpointed as a time of change; her study of Chinese as a subject in itself stopped abruptly after one term, and her Chinese writing ability declined. This deterioration accords with the timing

suggested above; in other words, after middle school her attention to Chinese changed dramatically. It is to this change in attention that Ailing eventually attributed her L1 loss, at least in the case of reading. It appears that the problem was not so much that English was being studied exclusively, rather that Chinese was neglected. This is not to say, of course, that the reason for such neglect was not the displacement of Chinese by English, or a subtractive effect of studying English; but Ailing admitted that for some considerable time, her reading of Chinese lessened, or even subsided altogether.

It is a testament to the way Chinese people see their language, perhaps, that constant attention seems necessary in order to ensure the upkeep of skills. This may be a result of the fact that Mandarin Chinese is viewed very highly not only as a communicative tool, but also as a cultural treasure. For example, calligraphy is regarded as an art form which enjoys a high cultural position, and is even seen as an essential quality for politicians.

Ailing also talked of L2 language loss, and attributed it largely to the restrictions of teaching certain courses and students. Other reasons, related to the first, were a concentration on certain academic areas, and the pressure to learn to teach well. The major linguistic system alluded to was vocabulary. Ailing asserted that her own speaking had improved, possibly as a result of teaching more English majors than non-majors, and she therefore felt able to use more English in the classroom. According to Ailing, however, English teachers lose their English vocabulary because they focus on teaching a certain course (College English); not only this, but they also teach certain students (non-majors) which was also seen to have an effect. The example given was of another teacher whose ability to remember synonyms had apparently diminished, and this loss was seen by the teacher concerned as a direct result of focusing on teaching College English. As teaching College English necessarily involves working with students who are not English majors, the difficulty referred to seems to be that of teachers working below the level of their own English.

There was an interesting parallel between Ailing's views on linguistic attrition and her comments on knowledge loss due to specialisation. Of course, for language teachers, there is a considerable element of overlap here, as much of their knowledge for teaching is linguistic in nature (Hammadou & Bernhardt, 1987; Borg, 2006b). In this case, a problematic situation was assumed to apply to all (new) teachers. Ailing not only mentioned having an insufficient store of

knowledge; for her, a vital distinction existed between having the knowledge and having the skill which actually enables the teacher to explain it to students in terms comprehensible at their level.

Though she may have been unaware of the concept itself, Ailing appeared to reject the idea of an 'apprenticeship of observation' (Lortie, 1975, p. 61) in her own case, by noting that she did not pay attention or learn about teaching from the teachers at her university. Perhaps this is not surprising, as Lortie's description is of an 'intuitive and imitative rather than explicit and analytical' process (p. 62). However, recalling former teachers, as Ailing refers to doing, is probably quite common according to He, as 'untrained teachers have to recall their own learning experience and imitate their teachers from the past' (2001, p. 106). Observations that Ailing made with regard to courses for prospective teachers during her university career also highlighted some weaknesses in the teacher education system; she appeared to have paid little attention in these two courses, Methodology and Education, and they were aimed at prospective middle school teachers.

With regard to support as a new teacher, Ailing felt dissatisfied. Not only did she feel insufficiently trained, and insufficiently knowledgeable, but she also felt that the college did not provide adequate support. Key to this is that the situation was apparently unexpected; she seemed to have expected much more support than was in reality available. The situation Ailing describes seems wildly at variance with that described by Wang and Paine (2003), where discussions on the curriculum and lesson observations followed by further discussions serve to strengthen the teacher's techniques, though it must be remembered that they are referring to a middle school situation. Of course, it may be that Ailing was a 'needy' teacher, or that she did not avail herself of whatever help was on offer. Contextual knowledge, however, leads me to conclude that actually little support was available or offered within the college. In fact, Ailing would have had difficulty finding anyone to help her with the course she was teaching during the observed lesson; she was the first teacher in the college to have taught it, itself a rather implausible fact given that she was a new teacher.

6.4.4 Summary

Being a teacher was, for Ailing, a new experience. The pressures she felt, some of which were self-imposed, were directly related to being a novice, and a relatively under-trained one. The college situation did not appear to be helping in this respect, and this was exacerbated by teaching

in the FLD with its commitment to college-wide English instruction. Language attrition seemed to be a major issue for her. Even so, her comments revealed some reflective capacity, such as her discussion of an acting metaphor for teaching, which may have been going some way towards helping her make sense of so much that was new.

6.5 Language learning

Within the category of language learning, Ailing discussed the two aspects of difficulties in language and language learning (specifically difficulty level and grammar), and language learning strategies (within which she considered the distinction between learn and study, and the traditionally important strategies of imitation and memorisation). Ailing's representation of the nature of language learning is summarised in Table 6.2 below.

Table 6.2: Ailing's representation of the nature of language learning

Category	Sub-categories	Examples from the data
Difficulties in language and language learning	Difficulty level	I think the most important thing is that it is very easy for us to accept this kind of language. [Int. 1]
	Grammar	The most important thing for us is to remember the grammar and how to write articles, but maybe grammar takes us the most part of time. [Int. 1]
Language learning strategies	'Learning' and 'studying'	I think language learning is to know how to say but not why I have to say in this way. [W]
	Imitation and memorisation	Sometimes I think recit[ing] articles is a very good way. [W]

6.5.1 Difficulties in language and language learning

Though Ailing repeatedly stressed the ease of learning English in the early stages, the overall, long-term experience of language learning was summed up as strenuous and time-consuming; learning a language was characterised by effort and a serious time commitment.

> It is very easy for us to accept this kind of language. [Int. 1]
>
> In my junior school days I found English is very relaxed. [Int. 1]

> Learning language is very hard work… it takes time to learn it. [Int. 1]

As well as being a lengthy process of hard work, 'language learning' had a specific meaning for Ailing, described as a distinction between learning and studying (discussed below, in Section 6.5.2). As an example of this type of learning, Ailing discussed a hypothetical learner in a foreign country.

> Sometimes… we Chinese, when we talk about learning a foreign language, we discuss… that a person who live in the foreign language country maybe a high school… or a lower junior school or primary school student, their oral English is very good and they can understand everything… around [them], but if we ask them… to take part in examination, maybe they will fail. [Int. 1]

A view arises here of Chinese examinations, in that they appear to test a version of English, or a level of detail, which is difficult for even naturalistically-acquired language ability to cope with.

For Ailing, the Chinese approach to learning a language involved too much stress on grammar, and too little on the 'whole language' and communicative use. Once more, she alluded to a hypothetical younger learner who had lived abroad, who, she maintained, would have far better English than her own.

> We pay a lot of attention on this, maybe too much attention on this not a whole language… and how to use them to communicate… You can [find] that although I study English for my major for 4 years maybe… my English is… lower than the person who [is] younger than me… but she or… he will live in… foreign country… Their English is… much better than us. [Int. 1]

A major difficulty, and one which Ailing attributed to all learners, was in memorising vocabulary.

> I think all the Chinese learners, all the foreign language learners, has this difficulty… how to remember vocabulary and the relationship between vocabulary and reading articles… [Int. 1]

Ailing singled out grammar as presenting perhaps the greatest challenge to both herself as a learner, and other learners. Once again, she referred to the examination system, because the challenge of grammar was, in part, a result of typical examination formats whereby great stress is laid on the grammatical system. During her early years of learning English at junior middle school, however, grammar had been accorded little attention, or seen as very simple.

> Grammar may be the most … [difficult] part in my English study and I think everyone feel the same with me. Chinese exam on English always pay much attention on this part. [W]

> In that time it's very easy for us to learn English we just learn ABC and sing songs… and we don't matter so much grammar. We just learned how to say it and remember very simple words and we don't pay much attention on grammar and the grammar [was] easy… in that period. [Int. 1]

The difficulty level of English increased the further Ailing progressed in her schooling. When she was studying at university, grammar was clearly unpopular with students, and seemingly also with teachers. The impression Ailing gave was of a course cursorily taught and learned.

> In my schooldays all the students their English were… not very low mark, but it is different in high school… in high school maybe a lot of grammar put into the books and… we have to recite it and deal… with a lot of questions and problems. [Int. 1]
>
> We ha[d a] subject that's called Grammar, a book [with] all the grammar together, but we just go over it and I think nobody [was] interested in it, also the teacher. [Int. 1]

In comparing the study of grammar in her L1 and that of English grammar, Ailing focused specifically on timing, an observation which seemed to have a direct effect on her own teaching because of a desire to treat her students differently, allowing them to learn grammar at a later stage than was the norm, as and when they needed it. Her point of reference for need was stated as whatever point students met a difficulty in a text.

> We learn Chinese from our… birth… but in high school we studied [Chinese] grammar… But for the English we learn grammar at the very beginning, just after ABC… [Int. 1]
>
> I'd like to ask my students to learn grammar later and maybe when they… [meet] some kind of grammars in the articles… If they find something they can't understand then we could tell them why we use such kind of item. [Int. 1]
>
> So when they meet some problems we tell them why… just when we tell them the grammar… I think I should do. [Int. 1]

Noting the change in levels of difficulty, particularly in the move from junior to senior school, and especially with regard to grammar, Ailing also hinted at the effect of grammar-oriented examinations and the absence of communicative objectives. Her own experience seems to have had an effect on Ailing as a teacher in that she expressed at least a wish to teach rather differently than she had been taught.

6.5.2 Language learning strategies

Ailing's data revealed an interesting view of the distinction between two often synonymous terms, 'learning' and 'studying'. This distinction was signalled early, in the piece of writing that she produced. In Ailing's experience, the usual way of approaching language study involved a process akin to mathematical analysis. When asked to clarify the difference between learning and

studying, Ailing explained that the distinction lay in the level of linguistic knowledge involved compared with a more situationally appropriate ability in use.

> Maybe sometimes we study English not learn English. We study English the same as Maths. [W]
>
> Like Maths, we divide a sentence into a lot of parts and study it, not learn it. …learning means imitate and… to learn how to speak, to learn to understand what you are saying about English, but we pay a lot of attention on why we use this kind of word… why we choose the [tense]. [Int. 1]
>
> I think study… means to know why we use the word but learn means we just know this time in this kind of situation we use this kind of language. [Int. 1]

Ailing also set out her belief in the concept of a natural form of language learning, through imitation, a way which owed a good deal to the learning of the first language. According to Ailing, the Chinese learn their language by imitation, not *pinyin* (the official Romanised phonetic system). The strong influence of imitation on Ailing's perception of her students' way of learning was illustrated by her assertion that a mistake made by the teacher would be automatically copied by the students.

> I believe that at the beginning of our language learning, we'd better obey the natural way that is imitation. When they have known enough then we tell them the grammar. Grammar may help them to learn more and understand more in the future. [W]
>
> I think every Chinese learn Chinese not from *pinyin* but from imitating. [W]
>
> If a teacher make a mistake... the students… they can't find it and… if you just want them to find your mistake it's… very hard work… They don't pay too much attention to this sentence. They may just make a mistake after me… [Int. 2]

Recitation, the usual Chinese rendering of 'memorisation', has long been seen in China as a valuable tool in learning all subjects. Ailing stated that her demands on the students to memorise texts had two aims: to aid in language learning and to improve their memories. The memorisation of texts has a long history in China, and is more closely related to the traditional learning of Chinese, rather than any foreign language.

> I think it's useful for learning language… also… to train their memory, and so… I like to recite articles just like learning Chinese… learn something from the articles, from the poems, and it means that you absorb a lot… then you can express it… yourself. [Int. 1]
>
> …recite articles, you know that it is same in China when we are learning Chinese. [Int. 1]

In Ailing's experience an apparently common view of language learning among teachers involved some personal uncertainty regarding the language and a consequent prescriptive approach to teaching. Teachers had apparently told Ailing and her classmates to simply accept

what they were told and memorise. Information was given in Chinese, and Ailing says this is why she compares English with Mathematics.

> They [teachers] find it's difficult… also to teach us... because sometimes they can't say, they don't know why they choose the option. They have… told us that you have to choose this one and sometimes they don't have reasons. [Int. 1]
>
> … they will say that language is language. Don't ask why, you just have to listen and remember it. [Int. 1]
>
> … most of the situations they [told] me why we choose this in Chinese… just like… the Maths problems… solve the Maths problems. [Int. 1]

While Ailing seemed quite convinced of the efficacy of applying the traditional learning strategies of imitation and memorisation to learning a foreign language, she showed a critical appreciation of the distinctive features of learning and studying. Previous personal experiences were being brought to bear in her analyses of ELT in China, and she displayed an apparent intention to teach somewhat differently from the way at least some of her teachers had taught her.

6.5.3 Discussion

The difficulties in language learning that Ailing discussed were: hard work and the time commitment; examinations; the emphasis on grammar; and vocabulary learning. The first accords with the 'tremendous hardship', suffered by Ding's students in the interests of achievement in English (2007, p. 279). Of the features mentioned by Ailing, examinations and the emphasis on grammar appear to be related specifically to the Chinese system. This is not to imply that they pose no problems for other learners, rather that they feature strongly in the Chinese language learning context. Examinations, of course, form a central ingredient of the education system as a whole, and Ailing linked these with grammar by suggesting that Chinese examinations focus too strongly on it, a point frequently agreed upon (Ting, 1987, p. 54; Rao, 1996, p. 467; Wang, 1999, p. 49).

Grammar is, according to Ailing, perhaps 'the most difficult part' of English learning, and she was willing to suggest that everybody feels the same way. It may be that her reference to 'everyone' was due to the strength of feeling among former classmates and current colleagues, or it may simply have been an overgeneralisation. She disliked grammar at university, to the extent that the 'very thick book' was thrown away afterwards. Such comments also remind one of the

tendency for courses and books in China to be difficult or inappropriate (e.g. see Mak, 1999, p. 355).

According to Ailing, the processes of learning of her own first and second languages involved a difference in timing with respect to grammar learning. In learning Chinese, grammar came later (high school), but in learning English it followed close on the heels of introductory material, with the result of making learning English a less pleasant experience. Her resulting belief was that the onset of grammar teaching should be delayed. For Ailing, this delay mimics the 'natural way' of imitation (see below), that is, the way she remembered learning Chinese. In her view, grammar should not be taught until students are ready for it.

Ailing hinted broadly at how she might define language learning when she implied a necessity to be able to perform, but not necessarily analyse. Her belief in an almost instinctive ability divorced from an analytic process foreshadowed and to some extent encapsulated her distinction between *learning* and *studying*.

An apparently simple comparison of English with Maths was the starting point for a discussion in which Ailing laid out her beliefs about a difference between 'study' and 'learn'. In doing so, she was alluding to distinctions similar to those made by some linguists when they describe 'learning' and 'acquisition' (e.g. Ellis, 1985, p. 292). Though these terms were not referred to specifically, Ailing's definitions were clear and assured. She saw studying as a conscious effort with the result that students were able to say why they might choose a language item or structure; learning, on the other hand seemed to involve less effort, and resulted in getting the language right but without necessarily being able to say why.

Ailing discussed whether a distinction between 'learn' and 'study' exists in Chinese, and concluded that the distinction was similar. She used the Chinese word *xuexi* to match her definition of the English 'learn', and the Chinese *yanjiu* for 'study'. These are respectively usually translated as *xuexi*: study or learn, and *yanjiu*: study or research (OUP, 1999, pp. 506, 510), which seems to confirm Ailing's assertion that the former is not as deep as the latter.

Ailing seemed to refer to the common practice in China of using multiple-choice items ('you have to choose this one') along with a teacher's attempts to find out why a certain option was

chosen. Interestingly, she also referred to her own former teachers' lack of knowledge as to 'why', when she reported that as students she and her classmates were told simply to accept the facts, because 'language is language'. Perhaps Ailing's attitude springs from such experiences, and it may also be that her teacher was of the opinion that knowing the answer was more important than knowing why the answer was correct and appropriate.

Ailing saw imitation as the 'natural way' to learn a language, and if such a natural way was to be feasible, a 'foreign language environment' (see Section 6.6.1) for students was necessary. The link between L1 and L2 learning here is interesting, as learning Chinese as a mother tongue is distinctive in certain ways, due both to the intrinsic nature of the language itself and to the context in which it is learned (Cortazzi, 1990, pp. 59-60; Dzau, 1990a, p. 52). Traditionally, learning Chinese meant a focus on learning the written form, and Chang (1983) reports that traditional language teaching developed to take advantage of the characteristics of the language itself, 'language' here meaning Chinese, not foreign languages. Teaching therefore, has stressed the rote learning of characters, which takes immense effort (Cortazzi, 1990, pp. 59-60; McKnight, 1994, p. 45; Boyle, 2000b, p. 148). The present relevance of such linguistic characteristics lies in the connections made by Ailing between learning Chinese as L1 and learning English as a foreign language, even though there is a considerable distance between the two languages (Chiswick & Miller, 2005). Such connections have been made unquestioningly for some time (Dzau, 1990b, p.81; McKnight, 1994, p. 45).

The term 'recite' is rather differently used in English in China. When students or teachers are asked what is meant by the phrase, their explanation comes closer to 'memorise' than 'recite', or forms a combination of both processes. The fact is that in many cases, the memorisation process involves recitation; reciting or reading aloud to oneself is common in China, especially in the open air in the morning (McKnight, 1994, p. 44), and in class (Wang, 1995, p. 86), and memorisation of whole texts is commonplace, too (Ding, 2007). In fact, Ding accords to text memorisation and imitation 'a legitimate place in second language education'; they improve the noticing and rehearsing of the features of language (p. 279).

As discussed in Chapter 2, in traditional Chinese education, practice was preceded by memorisation, because skill development was necessary before any creative process could occur (Biggs, 1996, p. 55). As Wang explains, 'The aesthetic patterns absorbed from a lot of reading

will work their way naturally into students' writing' (1995, p. 88). Ailing also refers to a belief that what is 'recited' is absorbed, and then eventually becomes part of one's own knowledge system and can be retrieved and vocalised when needed (Ding, 2007, p. 279). Ailing's reference to vocabulary learning as a major difficulty is interesting in a culture well-known for memorisation. Her demands on the students with respect to memorising texts were intended, she said, to aid in both language learning and in the improvement of their memories. Perhaps this indicates that the training of memory skills is viewed as an ongoing, long-term project.

6.5.4 Summary

It seems, perhaps unsurprisingly, that many of Ailing's ideas about language learning were derived from her own experiences. Interestingly, this included her L1 learning, and she seemed keen to transpose certain principles, like imitation as a natural way and a delayed approach to explicit grammar learning, from her L1 learning onto L2 learning and teaching.

6.6 The classroom context

Ailing's data revealed concerns linked to the classroom context in the two major categories of the classroom itself and the students. These were respectively further divided into the areas of materials, the language of instruction, and a language environment; and the Chinese way of studying, and the teacher's relationship with students. Ailing's representation of these aspects and how they are evident in the data are shown in Table 6.3.

Table 6.3: Ailing's representation of the classroom context

Category	Sub-categories	Examples from the data
In the classroom	Materials	Sometimes the teacher's book give[s] all the… answer[s] but not[thing] other than the answers. [Int. 2]
	Language of instruction	When I change into Chinese they may pay much attention. [Int. 2]
	Language environment	So we should give the students a foreign language environment. [W]
Students	The 'Chinese way' of studying	…it's very different from your way. [Int. 2]
	The relationship between students and teacher	…just to get familiar with our students I even go to their apartment to talk with them and to make friends with them. [Int. 1]

6.6.1 In the classroom

Ailing's observed lesson was in Business English, using the textbook 'PASS Cambridge BEC Vantage' (Wood et al., 2002). As she discussed the coursebook she had been using, Ailing was critical of the teacher's book because it was monolingual. Because of the lack of Chinese in the book, it offered little that could be used to help students. She thought that such a book, used in many different countries, should be produced in local versions.

> But the teacher's book just only in English and write by the... native-speaker... it's not give us a lot of help you know the Chinese students also need… something … in Chinese... not very suitable for our Chinese students. [Int. 2]

> The teacher's book is also… for all the [teachers] around the world so they just write this one… and give it to everybody who need it, but... I think... in every different country they need something in their own language... [Int. 2]

An example sentence she used in her lesson to highlight the use of 'to take to' seemed to have come from a source other than the coursebook; Ailing confirmed this, and went on to talk about where she had procured the example. The reference book offered a source of examples and explanations in both English and Chinese.

> This example is… not from the book… for teachers because [it] is also in English and it don't give us lots of things on the passage… It [the example] is… from… reference book… it's very authorit[ative]. [Int. 2]

> That reference book is very good … it is for everybody who needs… sometimes just like this [to] take… then explain it in English and in Chinese, then give us some examples for the students. I think it's very useful. [Int. 2]

She was impressed with the questions used in the coursebook, however, but given the nature of her students, Ailing thought the book was a little unsuitable. Rather than business people with an interest in enhancing their English, her students were straight from middle school, with no relevant experience. For this reason, it was imperative to provide background information in order to help the students understand the texts.

> I think the questions are very good questions, they can do it easily or do it quickly. I think they can understand the passage very well. [Int. 2]

> This book for BEC it mostly... some people who has experience in… business affairs and they would like to improve their English… Our students… don't have… experience, so background information, I think, is most… important thing for them to get... If they have that experience or some knowledge about the business field they can analyse it more professionally... In this class they just use… some common sense or… very little knowledge [of] business affairs and sometimes their imagination... [Int. 2]

Clearly, the coursebook provided good material, if a little inappropriately for the students involved. Ailing's comments showed that she was critical of the book even though she could appreciate its quality, and was having to find supplementary material.

The choice of language in a monolingual classroom is a question facing every teacher who shares the students' L1. Ailing's comments on which language is used in the classroom included references to lessons for both English major students and non-majors. Unsurprisingly, her attitude regarding these different groups of students was dichotomous. Her general policy for English majors was to use as much English as she could, and to encourage the same among her students. This called for extra preparation, especially when the lesson was Business English.

> In my daily teaching I have to try my best to speak English and ask the students to say English. [W]

> The Business English class they… major in English so I will try my best to say English in my class, yes, most… most of it [is] English, and I will prepare for the lesson… more carefully because they need more knowledge in English… that's special English. [Int. 1]

Promoting the use of English by the students would, according to Ailing, make them familiar with thinking in English. However, when it came to the students' spoken contributions, Ailing noted that they would tend to use Chinese.

> ...the most important thing... is train their speaking… and they have to get familiar with... think[ing] in English. [Int. 2]
>
> Another thing is when I ask them to talk about something themselves... if there's some exciting experience they may talk about [it] in Chinese. [Int. 2]

Regarding her own use of Chinese in class, Ailing stated several reasons. She used the mother tongue when it would help the students understand something more quickly; if the Chinese was briefer than the English; so that it was more memorable for the students; if the point being made was difficult or of some importance; or when she found it difficult to explain in English. Switching to Chinese, she said, ensured that the students realised there was a problem and so they paid more attention. The decision of which language to use, she maintained, was made either during lesson preparation or spontaneously.

> *How do you decide which will need Chinese and which will need just the English?*
> It's also depends myself... sometimes I find if I use Chinese they can understand it quickly or it is very short... concise I just use Chinese for them to remember easily, or sometimes I find it's difficult or important I give them in Chinese. [Int. 2]
>
> Sometimes there's something I can't... explain very easily in English or sometimes I think they are not familiar with it if I explain English, or sometimes if I say English they also can't understand it I just change it to Chinese. [Int. 2]
>
> If I say in Chinese they may pay more attention than if I just give the lesson in English… because regularly I give the lesson in English, if there is any change they will turn to my voice carefully. [Int. 2]
>
> I think about some of that… in the preparation and sometimes it's just in the class. [Int. 2]

In teaching non-major classes, Ailing used more Chinese because, she said, they had not been used to their teachers in middle school using English. In her own language learning experience, Chinese had been used extensively.

> If I teach the College English I will not say so much English for them, I maybe almost [completely] say Chinese because they can't understand the English… in their schooldays maybe the teacher… teach the English in Chinese. [Int. 1]
>
> In my schooldays… when we… read articles we speak English and we if we talk[ed] about the grammar we just use[d] Chinese to explain it, and when we do the problems in the papers… we also use[d] Chinese. [Int. 1]

As has already been noted, Ailing's intention was to operate in the class in English. She maintained that this would contribute to an English environment for the students, an environment described in terms of both teacher and students doing everything in English. Her description of this kind of language environment involved physical manifestations as well as aural language.

> I hope I can try my best to… explain also in English maybe easier than the passage, but… make them familiar with the English and give them an English environment. [Int. 2]

> We speak listen and talk… and everything is in English… we read English, we speak English, and we think with English… It's difficult but I hope… we can try… our best to create such environment in the classroom. [Int. 1]

> All of the class, in the blackboard there's English letters, English words, and English books and everybody speak[s] English: the students, teachers try their best to speak English. [Int. 1]

Such an arrangement had been used, Ailing explained, in language training camps, and had a specific Chinese name. It appears to be similar to immersion, but the Chinese version also implies a sealed environment where the Chinese language is forbidden.

> We call it 全环闭 (*quanhuanbi*)… whole closed… just whole English environment… no Chinese. [Int. 1]

However, within the college context, Ailing could only envision such an environment applicable in the classroom itself; any extra-curricular enforcement would contravene what she seemed to see as the students' rights.

> …maybe not possible with the word 'whole' but try our best most only in the classroom, but after class we… don't have the right to ask students [to] speak English. [Int. 1]

Ailing's views on the material she was using, and the language used in class, contrast to some extent with her desire to provide an English environment. She wanted the classroom to be totally Anglicised, but at the same time was keen to have Chinese language support for the coursebook and to use Chinese in class when she thought it necessary. It should be noted that the environment she outlined was expressed in terms of hope, whereas her comments on actual practice were mediated by her actual experience.

6.6.2 Students

While discussing ways of finding out whether students understand, Ailing noted that her students were not active during class time. She also asserted that students had formed a habit of depending on the teacher to explain everything to them, a habit which begins to develop, it seems, with the earliest formal education.

> I can ask students, is there any problem? But in my… experience it's not a very good way. Students are not so active. They have get familiar, they get used to the way teacher… explain everything for them. [Int. 2]

> From the very beginning when they study… not in this college, I think it's from the primary school to high school to the college just the same as this, because it's the Chinese way. [Int. 2]

It is, she said very plainly, 'the Chinese way' of studying, and it represents a dependence which applies, according to Ailing, throughout one's education. She said that 'the Chinese way' was 'very different from your way', that is, a Western approach to education. In developing this theme, she also indicated an awareness of a potential clash between Eastern and Western approaches, in that some foreign teachers find it difficult to elicit questions from students.

> ...when... some foreigners... give the lecture to our students it's very difficult to ask students to give questions… Chinese students get familiar with teacher ask question, they answer. It's more difficult [to] ask them to give the question and the teacher answer... [Int. 2]

Such apparent reluctance to engage with the teacher seems to clash with Ailing's comments regarding her relationship with her students. She believed strongly that she should be close to them, as relaxed as possible, and that she should use this relationship to encourage them to take a more positive view of English. She described her relationship with students as that of a 'sister' and a 'friend'. As a recent university graduate, and having moved straight into teaching, Ailing was of a similar age to many of her students, which may have prompted the 'sister' allusion.

> …we're just like sisters of them. [Int. 1]

> I [am] just like a friend to my students to tell them something they don't know and to give them some… light. [Int. 1]

> I like them very much because we are only maybe one two three years older than them and we just like friends. [Int. 1]

The ways in which she made friends with her students were varied, but all involved trying to appeal to their preferences and maintain a casual approach with them. In one sense, these strategies were all justified by her reported strategies to keeping lessons from being boring.

> I think a lot of ways to make friends with them. [Int. 1]

> They like films so [I] ask them to see… English film; they like songs so [I] ask them to sing English songs. [Int. 1]

> I just like to chat [with] them. [Int. 1]

> I maybe sometimes have joke with them, I laugh a lot in the class, and communicate with them freely, talk about everything they interest sometimes in English… to tell them how to … [speak] English, and tell them stories. [Int. 1]

> I just don't make my lesson too boring. [Int. 1]

Apart from avoiding boredom, it seemed that the incentive to make friends with students was to some extent related to a dislike of English on the part of the students. In other words, Ailing was motivated to befriend students in order to persuade and encourage them in their English study, and this seemed to be particularly the case with non-major students.

> Some… like English, some… don't like; they decide themselves... not the teachers… [Int. 1]

> I just want them have some interest in English. You know that… especially in some science subject, students don't like English… they don't like language. [Int. 1]

An overarching belief regarding an affective aspect of student motivation could be said to mediate all the above. Ailing was convinced that a liking for a subject depended on the students' feelings towards the teacher. Her hopes for the students, and for her teaching them, were expressed in terms of their enjoyment and the provision by Ailing, as a teacher, of something 'useful' for them.

> If they like the teacher maybe they will like this subject, if they don't like the teacher they will not like the subject. [Int. 1]

> [I hope they] … have … good days in their college days, and to do some useful things for them [in] my teaching, I think. [Int. 1]

Ailing's age may have explained her feeling of closeness with the students, and the way she talked of their relationship. Even so, as the discussion below will consider, a close relationship is generally expected of teachers in China, regardless of age. She was fully aware of the students' normal way of studying and their passivity in class, but seemed keen to overcome their reticence through a relaxed approach.

6.6.3 Discussion

The material Ailing was using was rather unusual in the Chinese college context. Although in recent years it has become more common for overseas-produced coursebooks to be used in China, their availability is still not widespread and cost is still prohibitive. For these reasons, the fact that Ailing had a BEC book for her classes, and in this type of college, is somewhat remarkable. However, she was still critical of it, her objections largely related to the book's inattention to local needs. It was produced by native speakers, and neither the student's book nor the teacher's book contained any Chinese, and therefore Ailing was using some other reference material to

support the coursebook. Describing a somewhat different situation in Shanghai, Hu (2002a, p. 54) has noted that imported textbooks do not suit the Chinese education system very well. These are books for content-based English instruction for subjects such as Biology, whereas Ailing's criticisms are of a book intended for language learners. However, if a language textbook is a reflection of the writer's views of the nature of language learning (He, 2001, p. 95), and if the teacher does not share similar views, there will almost certainly be some conflict and perhaps this is what Ailing was finding.

Ailing's comments may also show an expectation that the coursebook should contain all that is necessary, reflecting the concept of the primacy of the text. In China, the text is generally the central part of any unit of learning, as explained in Chapter 2, and analysis of a text can take up several periods (Hu, 2002a, p. 29). This reflects a rather traditional Intensive Reading approach (Dzau, 1990a, pp. 43-44), perhaps, where the book was all and nothing more was needed, or a Grammar-Translation approach where the only other resource might have been a dictionary and a grammar book, and a more general Chinese approach wherein the coursebook is, in effect, the course (see Section 6.7.3, below).

Though critical of the lack of Chinese in the coursebook, Ailing seemed to consider it a duty to use the L2 in class with English majors**.** Where non-majors were concerned, however, she spoke of limiting her English, and indeed it is not unusual for teachers of College English to use Chinese to teach, even to the extent of translating every word of a text (Dzau, 1990a, p. 53). Substantial use of the mother tongue is common (Song, 2000, p. 38; Tang, 2000) and found even in schools in Hong Kong (Lai, 1996) where English is an official language. Interestingly, Lai found the use of Cantonese most common in elementary or weak classes (1996, p. 174, citing Lin, 1991), and this would accord with Ailing's use of Chinese with her College English students. Ailing's stated reason was that they had not encountered spoken English at middle school level, and additional reasons might well include a lack of interest on the part of the students, textbooks that are beyond their level (Mak, 1999, p. 355), and the necessity for success in the examinations (which generally include little or no listening or speaking).

Using English with English major students would help to create an English environment, and Ailing gave voice to a relatively detailed description of a language learning environment. As in immersion, everything would be done in English by both teachers and students, and the

classroom displays would all be in English, too. This environment would encourage familiarity with the language, and Ailing talked about hoping to ‘give’ this to the students. It is interesting then, given that such an environment appeared to be an ideal for her, that she also said that neither the college nor teachers have the right to impose an English environment on the students outside of lesson time, a view that accords well with her statements on student freedom at tertiary level (see Section 6.7.2).

He (2001) found that in China ‘the classroom environment created is not favourable for students to develop optimum language competence’ (p. 108), because teachers focus on traditional teaching strategies, not learning. She recommends a change of culture to increase awareness of what teachers do in class and ‘the relationship between their instructional behaviour and the language environment created as a result of such behaviour’ (p. 109). Though the present study was not set up to assess the classroom environment, Ailing’s classroom during the observed lesson did seem remarkably similar to the one described by He (2001). Presumably in Ailing’s mind the environment she described was an ideal, and of course she was still in her first year of teaching. The creation of such an environment would require cooperation from students, too, and her description of their general approach to study as ‘the Chinese way’ would not seem to offer hope in this respect.

The characteristics of this ‘way’ were stated as tendencies to be passive in class, to be ‘spoon-fed’ by and to be highly dependent on the teacher. Ailing described students as ‘not so active’ and attributed this characteristic to the fact that they had become accustomed to a teaching approach whereby teachers explain everything. This habit of being spoon-fed, she said, has a long pedigree, beginning with the commencement of formal education. Inactivity, in spite of a desire to be less passive, has been noted by M. Liu (2005), and Dzau, similarly to Ailing, describes a reliance on the teacher leading to dependence (1990b, p. 83). These characteristics, as Leng notes, may be further traced back to the Confucian heritage, which, ‘seeks compromise between people’; this compromise, in language learning, produces in students a reluctance to express opinions aloud as they fear a loss of face or causing offence (1997, p. 38).

Despite their apparent dependence and passivity, or perhaps because of these, Ailing’s reported relationship with her students was close. Her insistence that she was a ‘friend’ or a ‘sister’ to them appears at first to be a departure from the Confucian ideal of a close but strictly hierarchical

one (Dzau, 1990b, p. 83; Zhu, 1992, p. 8). However, a diversion into Chinese linguistic usage shows that Chinese people use family terms widely to express familiarity and closeness. For example, even with the one-child policy in place, students will mention brothers and sisters; they often mean, in fact, cousins. In a school or college, the term 'big brother/sister' denotes seniority and familiarity, but not a familial relationship. Given this background, perhaps it seemed natural for Ailing to call herself a sister, even though the term may seem odd in English.

In fact, there is support in the literature for this type of student-teacher relationship. Pratt (1992) analysed responses of 57 Chinese adult educators and categorised conceptions of teaching and learning. Under his conception of teaching labelled 'Teaching as a particular type of relationship', he states that the relationship between teacher and student 'moves from the background to centre-stage' (1992, p. 314). This involves a strong sense of responsibility to students and a form of friendship. The relationship is characterised as one of 'mutual understanding, honesty, trust, caring and respect', while 'the traditional hierarchical relationship' is 'portrayed as containing an element of nurturing, caring, and reciprocity' (p. 315). Perhaps surprisingly, 'love for students' was one of four qualities of the ideal teacher in the 1980s regulations for teachers (Lo, 1984, p. 157). This quality implied being responsible for all-round development, understanding students' problems, guidance with patience, and an appropriate approach to students.

Such positioning is not unproblematic, however. In a Japanese context, Keiko and Gaies (2002, pp. 9-10) report on a tension between maintaining control and caring about students. One wonders whether Ailing's closeness to her students might jeopardize her control, and whether this is the reason she lists several intentions and preferences (films, songs, chatting, jokes, stories) to prevent her lessons becoming boring for them. As this list would seem to more or less amount to a description of Ailing's observed lesson, it would be interesting to see if what she describes here actually transpires over the long term. At the same time, the joking in class, chatting with students, and so on, may be a form of survival mechanism for a new teacher.

Ailing clearly believed that students would like a subject if they liked the teacher, and this may also help to explain her efforts to befriend her students. But it may also be the case that new teachers find the college a difficult place to deal with, having just left either home or university or both. In such cases, it may be a natural response to seek out friendships among those to whom

one is close in terms of age, and indeed Ailing did mention how similar she was in age to her students.

It is also interesting to note that Ailing's discourse often placed her in the position of a student; she often said 'we' when she was talking about and meant 'students'. As a relative newcomer to the college, still perhaps undergoing 'reality shock' (Lai, 1996), it may be that her mindset was still that of a student; she was after all, as a first-year teacher, officially on probation. Another possibility is that the apparent association with students was an expression of the perceived power distance (or age difference) between herself and myself.

6.6.4 Summary

The data for this category have revealed a wide range of thoughts on the context found in the classroom. Many factors seem to intertwine to produce a working context at once familiar to Ailing and yet difficult to deal with. For example, she was working with students whose ways of studying and modes of classroom interaction she understood well, but she was struggling to overcome obstacles presented by these. Similarly, the hope of creating a language environment seemed somewhat contradictory to her views on both the material and L2 classroom use. As suggested above, these may not necessarily be contradictions as such, and were probably explained in part by her inexperience as a teacher.

6.7 The institutional context

With regard to the institutional context, two sub-categories were found, though further scrutiny of the data meant that these did not need to be further sub-divided. They were concerned with the syllabus and teaching guidelines, and the broader educational context. Table 6.4, below, shows how these were signified by related terms and ideas in the data.

Table 6.4: Ailing's representation of the institutional context

Category	Sub-categories	Examples from the data
The institutional	The syllabus and teaching guidelines	…the teaching guidelines… for every kind of subject 教师大纲 (*syllabus*). [Int. 2]

context	The broader educational context	…the kind of examination… they take… are given by Chinese and only this one is given by the native-speaker and it's different. [Int. 2]

6.7.1 The syllabus and teaching guidelines

When asked about a syllabus for the Business English course she was teaching, Ailing's reply indicated that the textbook represented the syllabus. When questioned further, it transpired that Ailing had been given a syllabus, to which she reacted positively. However, she clearly had not read it carefully (and had not been required to do so), and was content with teaching to the examination.

> We don't have that… thing (i.e. a syllabus)… In this book… in the teach[er's] book… in the very beginning they have something to say. [Int. 2]
>
> The vice-dean gave me a disc... in this disc there is a guideline... I open it and see the guidelines a lot of things… I think is… very good. [Int. 2]
>
> …but they don't ask us to see it, to read it or learn it, and we just do something… obey the guideline in the book, and maybe the most important thing for us is to help the students pass this examination. It's the most important thing so we just grasp the… most important point. [Int. 2]

There was some guidance for the course, largely, it seems from Ailing's account, acquired from Internet sites and other institutions' existing guidelines. The key point, however, was that Ailing was never shown the document.

> Yes we have a guideline that is write… maybe by Miss Ma... have some reference in the Internet or some books and then put some others themselves... to form a guideline, just learn from other university or colleges' guidelines in the Business English or Cambridge Business English... We have we really have such… guideline but we never see it saw it. [Int. 2]

Somewhat contradictorily, perhaps, Ailing's comments on the syllabus, or guidelines, indicate that there had been some administrative consideration, but that this did not effectively extend to the teacher or the classroom.

6.7.2 The broader educational context

According to Ailing, Chinese teachers enjoy little freedom in respect of varying their teaching approach. The overriding consideration is the examination, and the principal benchmark is the examination result. The importance of scores, she said, is both understood and underlined by

parents, headteachers, and society at large, such that the teacher seems left with little choice but to teach to the examination.

> In China… the teachers don't have a lot of rights to express their ideas… and to use their… method… to teach their students, because scores… [Int. 1]

> The fathers and mothers…the family will know that my child scores high or low… The leader in the school… society pay much [attention to] score so… teacher has no right to use their method. [Int. 1]

From the students' point of view, the high-pressure situation that constitutes middle school in China suddenly changes once they gain entry into college or university. In the previous section (6.6.2), reference was made to 'good days' in college, and this comment is further explained by another statement Ailing made about Chinese students and their first year in higher education. In common with students across the country, as a Grade 1 university student Ailing found herself with time on her hands, and rather unusually enrolled at another university in order to study for two degrees concurrently.

> When I go to the university because I choose English we don't have so much homework and… we are very free, just go to the class have 2 or 3… lessons (i.e. periods) a day… maybe 4 lessons the most, and we have a lot of free time. I just enjoy myself in the first year. [Int. 1]

> You know that every Chinese student, when they go to the university or college, for the first year they will relax… and do everything they like, to maybe find something they lost in their past days. [Int. 1]

> I ha[d] a lot of free time… I'd like to fill my days colourful and… I'd like to go to another university. [Int. 1]

University study, though, contrasts with middle school in that more independence is expected of students, even to the extent that in Ailing's experience missing class was seemingly acceptable. Her perception of the BTC institutional context was illustrated in comparison with her own university, and she found the college to be hard on the students.

> Learning is all by yourself I find that because the teacher will… not ask you to go to his or her class… if you don't like to go to your class maybe nobody will ask you to do that. [Int. 1]

> It is not very strict like this college, in this college very strict. [Int. 1]

At college level, Ailing stressed the CET/TEM examinations that both English major and non-major students were expected to take. The preparation for such examinations requires huge

amounts of vocabulary to be memorised, which has given rise to a publishing phenomenon in the shape of examination vocabulary preparation books.

> In China there's a lot of tests just like Band 4, 6, 8… when we pass the tests we have to recite a lot of vocabulary… There's a lot of books to help you to recite … A lot of editions of this kind of book sell... well, a lot of person buy it just [to] pass the examination. [Int. 1]

Examinations like these result in pressure on both students and teachers, pressure which is magnified in the later university years by the need to find a job.

> From the students to the teacher now we have… too much... pressure... We have to take a lot of kind of examination… Besides class we also have Band 6 and Band 8... and also other kind of examinations because… we have the pressure... we have to find a good job after graduation... [Int. 2]

The broader context was illustrated by Ailing in terms of restrictions imposed on teachers because of the pressure of examinations. Students in turn are also under pressure to gain entrance to higher education via the *gaokao*, and after their initial period of post-*gaokao* relaxation, the pressure returns in three specific forms: the strictness of the college regime, more examination pressures, and the necessity to find employment after graduation.

6.7.3 Discussion

Ailing's references to a syllabus appeared somewhat contradictory, but once again lead us back to examinations. She first reported not having seen a syllabus, but then said that she had been given a copy but had not been required to read it. To some extent, this seemed irrelevant, because she was apparently content to prepare the students for the (external) test without reference to any syllabus document. In fact, many Chinese teachers never see such documents. The absence of a syllabus, or at least one which is actually expected to be applied to the teaching of a given course or group of students, also seems to suggest the essence of the textbook as be-all, that is, the representation and manifestation of both syllabus and teaching materials. In an investigation of the English practice opportunities extended to Chinese university students, one teacher interviewed said, 'I don't know what the syllabus requires and I don't have a copy of the syllabus. I only look at what is contained in the examination paper' (He, 2001, p. 108), a statement which would seem to correspond precisely with Ailing's approach. He goes on to stress that the teachers' task involves understanding expectations and delivering on them: 'Given that teachers are the mediators between a syllabus and classroom environment, they need to understand what is required of them, and if what they do is compatible with the requirement.' (p. 109). In a sense,

though He's assertion is creditable, she misses the point: teachers in fact do what is required of them by ensuring examination success. In Ailing's case, no other requirements which related to the putative syllabus seemed to exist.

Niu et al. (2004) state very strongly that syllabuses in Chinese colleges are unsatisfactory, asserting that, 'Course syllabuses should be based on the likely needs of students when they enter the workforce', and 'truly designed for college students', rather than 'the watered-down theoretical university courses taught at present' (Niu et al., 2004, p. 17). The writers provide implicit support for the possibility that syllabuses are often adopted from elsewhere, and diluted, without precisely matching the recipient institutions. In fact, Ailing's references to the document presented to her perhaps indicate that it was written for a purpose other than teacher, or even department, use. She indicated that it was constructed from the Internet and borrowings from other institutions' documents, the implication being that the motivation was an impending inspection, and this may explain why she was not required to read it.

Ailing portrayed the lot of Chinese teachers institutionally as constricted, even powerless; a situation in which they had few rights of self-expression with respect to their teaching. Everything, it seems gives way to the examination, and to ensuring that the students' results are as high as possible. Teachers live under pressure applied by school leaders who in turn are pressured by parents and society at large. There is much support in the literature for this view (see, e.g., Anderson, 1993, p. 479). According to He, the most serious socio-cultural constraint on students and teachers, and on what happens in tertiary classes, is 'the excessive pressure of the national band examinations', passing which 'becomes the only indicator of good learning and teaching' (He, 2001, pp. 107-108). The publication of the vocabulary books that Ailing mentions has consequently grown exponentially (Wang, 1999, p. 49).

It may well be that much of the modern world has outgrown the traditional model of examination, but in China, as in other Asian countries, the tradition lives on. For example, the *gaokao* is a discrete-point, structurally-based 'knowledge-oriented' method of assessment which encourages 'narrowness and dependency' by concentrating on 'rigid textbook knowledge' (Hu, 2002c, p. 41). It is arguable, too, that the examination system perpetuates a view of English as only knowledge, rather than a communication system. Ailing demonstrated a personal understanding of the examination system in China. She mentioned the primacy of 'scores, scores, scores' and the

effect this had on teaching. The pressure that examinations create may help to explain Ailing's description of the reactions of Grade 1 students who, when they enter higher education, take time to relax after years of hard study, in a sense trying to regain lost time. Her reminiscences about her own university days indicate a rapid switch from the pressure-cooker of middle school to a relatively free and easy life, where students adjust to a new environment in which they are no longer closely guided by teachers. However, it would seem that this is but a temporary reprieve, as, once in university, the situation changes. Exam pressure returns, followed by the anxiety related to finding a job.

6.7.4 Summary

Ailing's allusion to the nebulous status, even questionable existence, of a syllabus echoes Niu et al. (2004) in the sense that what there was seemed to have been acquired, perhaps inappropriately for the level of the college, from elsewhere. Further, the guidelines did not seem to require application; the teacher's job seemed entirely examination-focused. The overwhelming importance of examinations in China was, in Ailing's account, a major feature of educational life for teacher and students, as well as headteachers and parents, such that, indeed, the pressures of examinations seemed to cast a shadow over every aspect of teaching and learning.

The struggles of a novice teacher suffused Ailing's comments, as she reported the pressures of a heavy workload coupled with the perception of being insufficiently trained. The classroom environment appeared to pose difficulties, not least in the guise of students, to whom she nonetheless professed to feeling close. Though content to use examinations as a teaching guide, she was also anxious about the extent of the effects that the examination culture has on education. An added personal complication was the belief that she was suffering linguistic attrition.

Many of Ailing's views on language learning were rooted in her own experiences, particularly, and interestingly, in acquiring her L1. From these experiences, she had concluded that imitation and a delay in grammar learning were important. As one way of coping with her difficulties, Ailing was using reflective strategies, an example of which was her application of an acting metaphor for teaching.

The following chapter describes the case study of the final teacher, Xinyu.

CHAPTER 7: CASE STUDY 3 (XINYU)

7.1 Introduction

The final individual case study relates to Xinyu. As in the other cases, this chapter begins with some essential background information. Xinyu's biographical sketch includes her family and educational background, her language learning experience, and her experience of working at BTC. An outline of the observed lesson then precedes the presentation and discussion of the data.

As with the previous case studies, a process of constant comparison resulted in Xinyu's data being arranged into major categories. There were three: self as teacher, the nature of students, and the classroom context. Her views and beliefs are presented and discussed below in these categories. In each case, representative selections of data will be presented to reflect the emic perspective, allowing the teacher's 'voice' to be heard. To ensure this was the case, as explained in Chapter 4, the participant herself was invited to read a draft of this study and comment on any areas where she felt that any factual content had been misrepresented or where she disagreed with the analysis. As a result, it is claimed that the study is a fair representation of the participant's views. Following the data presentation for each category is a discussion of the trends identified, with reference to relevant literature.

7.2 Xinyu: Background

Xinyu was from a city in the northeast of China, a very long way from BTC, and her mother tongue was *putonghua*. In her immediate family there were three siblings, and during her school years she lived at home. She attended the No. 1 Middle School, a key school in the area, where her favourite subjects were English and Chinese. After leaving school, she enrolled at a provincial-level Normal University in her home province, and during her 4-year English Education course completed a 4-week Teaching Practice at her hometown's Number 2 Middle School.

As is the case for most Chinese children, Xinyu's study of English began in junior middle school. She remembered learning the alphabet first, then after a term the teacher taught some pronunciation and grammar. She believed she made a good start in learning both English and Chinese, and gained good marks in both, which was why she developed a liking for them. She noted that she continued learning grammar through studying grammar points in textbooks till university. As a university English major, she realised that she had weaknesses in listening and speaking, and strove to improve these skills. She found that learning English became more difficult, however, and even endless. Due to the geographical position of her northern university, her second foreign language was Russian. She professed to becoming tired of learning language, because there was always so much to learn. However, she refused to give up because she was always interested in learning, and sometimes found encouragement in small accomplishments.

Xinyu started work at BTC in September 2002, so she had been teaching for almost three years at the outset of this project. A major reason she stated for the move from the north was to escape the cold weather. Just before she graduated, BTC sent leaders around the country to employ university graduates. Though Xinyu also applied for other jobs, this was the one she finally chose. She had, by the time of the research, taught College English (to non-majors), Listening, Speaking, Survey of Britain and America, and Comprehensive English (to English majors). She was a *banzhuren* (class teacher) for two classes, and during the research she was also given responsibility to help a group of students produce a department newspaper. Apart from her current teaching post, she had taught English to 4-5 year-olds for one year, and had had a variety of experiences in schools whilst a university student.

7.3 Observed lesson

Xinyu selected for observation a class of Practical English majors. The students were in their second year of a 3-year college diploma course, and, as mentioned previously, would eventually look for jobs outside the teaching sphere. Before entering college they had studied English for six years in middle school, as was common. The class contained 43 students, most of whom were female, and they sat in pairs (though four were singles) at desks in rows and columns, all the male students sitting at the back. Though not required by Xinyu, students usually stood to answer the teacher and remained so until told to sit. Xinyu was teaching a lesson in Comprehensive

English (the key core course for English major students). All lessons in the college consisted of two 50-minute periods, with a 10-minute break, though on this occasion the teacher forgot to take a break. This was the first time Xinyu had listened to a recording of one of her lessons.

7.4 Self as teacher

Xinyu's feelings about herself as a teacher were categorised under the headings of 'Being a teacher' and 'A teacher's knowledge and development'. The first of these categories was sub-divided into the areas covering her motivation to teach, and her attitude and behaviour, and the second into comments which referred to knowledge, and the teacher's career and professional development. Xinyu's representation of these aspects and how they are evident in the data are shown in Table 7.1, following which each is discussed in turn.

Table 7.1: Xinyu's representation of herself as teacher

Category	Sub-categories	Examples from the data
Being a teacher	Motivation to teach	…what I think most is how can I get [into] a university. [Int. 1]
	Attitude and behaviour	I should give them more in class. [Int. 1]
A teacher's knowledge and development	Knowledge	…so I tried my best to learn different aspects of English in my spare time. [W]
	Career and professional development	I think I will always want to get a higher level. [Int. 1]

7.4.1 Being a teacher

Xinyu's comments on being a teacher can be related to her entrance into university. Though hers was a normal university, for Xinyu there was no longstanding ambition to become a teacher. Her entrance into university was not driven by so specific a goal; rather a far more prosaic objective, simply gaining entrance, was uppermost in her mind. In Chinese normal university foreign language departments, choices of major are often limited, and Xinyu chose hers from only two. Practical English is a relatively recent addition, and often there is little difference between the two courses.

> …when I took part in the examination, before I took part… I didn't think too much, I just want[ed] to go to a university. That's quite different I think from your country, you have a clear dream before you enter into university… [Int. 1]

> … for normal university there was … English Education … also Practical English, but I choose Education, that's right. Maybe I think [to] be a teacher is not very bad [laughter]. [Int. 1]

While this sounds rather dismissive of teaching as a profession, Xinyu's comment was intended to imply that teaching was quite a good job for her, and this is underlined by the fact that it was followed by laughter.

By the time of the research, however, Xinyu had evidently become interested in teaching, and this interest seemed to be keeping her in the profession. After a perhaps uncertain start, she had begun to think of teaching as having great import.

> I think interest is a very important thing. If it is not my interest, I would change a quite different job. [W]

> I think my teaching is very also important. [Int. 1]

Xinyu related a story about a 'bad' student who was struggling with his studies (detailed in Section 7.5.2). Her personal response to that story revealed her attitude towards her students, such that according to her the teacher's duty is to offer aid to students and 'give' something during the lesson. She also noted with regard to this student that her original comments were inappropriate, in an illustration of the respect she felt was due to students.

> It's my duty to help him. [Int. 1]

> I want to take back my words of 'bad student'. As a teacher, I don't think I have the right to describe any student with this word. I said so just because my limitation of using words. [Written response to Int. 1 transcript]

Her attitude to the students was also illustrated by her later reaction to an incident which occurred during the observed lesson. At one point in the lesson a student gave a wrong answer, and Xinyu laughed along with the other students. She later took the opportunity offered by checking the transcript to comment on this incident; she expressed remorse for her reaction and the exchange provided an opportunity to explain how she saw teacher behaviour.

> I think I shouldn't laugh at that time because the student are brave enough to speak in public [laughter]. I should control myself I'm sorry... I am the teacher I should encourage them to speak and if they are laughed at they will think they are wrong and… next time they will hesitate to

> stand up, so I think I made a mistake at that time. (*A teacher should never laugh?*) No I didn't mean that, I mean I shouldn't laugh at the students' mistakes. [Int. 2]

When asked what makes a teacher a good one, Xinyu's reply highlighted careful lesson preparation, the provision of practice opportunities for students, and an end result of learning**.**

> I think if… before the lesson the teacher can prepare the lesson very well and try to give the students more opportunities to practice, and after the class the students can learn something... that's a good teacher. [Int. 1]

Xinyu's feelings about her teaching were initially expressed in terms of why she chose her major at university, and these had evidently developed since she had taken up her teaching post. Though as a student she was not set on the profession, she had seemingly grown fond of it and developed positive attitudes towards her students, which will be further discussed below. Her description of her early years of teaching conveyed a sense of progression, and a learning phase, and latterly a need to develop expertise in a more specialised area.

7.4.2 A teacher's knowledge and development

Xinyu evidently encountered an unexpected level of difficulty during her first year of teaching, largely due to the necessity 'to learn so many things', though this phase seemed to be over after subsequent years in the classroom.

> It's not the same as what I think... the first year [was] very difficult... because I have to learn so many things in teaching but in second and third years I began to learn something. [Int. 1]

During her teaching, the impression gained by Xinyu was that she should be more knowledgeable. There was a constant, seemingly self-imposed pressure to know more. Without mentioning actual classroom incidents, Xinyu seemed to refer to knowledge found to be incomplete *while* teaching.

> When... I'm teaching the students I always think I should know more and what I know now is not enough to teach them. [Int. 1]

Early on in the research, Xinyu had written that language learning was 'a complicated work'. When asked to explain this, her comments revealed a comparison between language learning and teaching in that the complications applied to both.

> I get this feeling also from teaching… another problem is that so many books there that it's difficult for me to understand every book and to … make the knowledge in the book into more my own so I think that that's what I mean 'a complicated work'. [Int. 1]

In turning the topic from learning to teaching, Xinyu's comments on teacher knowledge emphasised the difficulties involved in terms of both the amount to be learnt and the personalisation of knowledge.

As regards furthering her education, Xinyu appears to have been thinking about it even before she entered the college as a teacher. When faced with finding a teaching post, she deliberately chose not to teach in a middle school, the reason being that she thought a position in tertiary education would offer more opportunities and more time to develop. Her description of the middle school context seemed to imply that a learning ceiling exists for teachers there.

> I have a lot of ideas about this because I think if I want to go further learning I should be a university teacher not a middle school teacher. [Int. 1]
>
> After many years I think, the middle school teacher, it's very difficult for them to learn more, so they will maybe stop at that point, they won't have many chances to... make any progress. So I think if I can go into a university I can have a lot of time to learn and I can maybe learn better, so that's one of the purpose[s]. [Int. 1]

Once she had started teaching, however, Xinyu found that the time available for personal study was not quite as abundant as she had expected, though a favourable comparison was still possible with the study time available to her classmates who had opted for secondary posts.

> *So you've been here for nearly 3 years, do you think that's still true? Is it true that you have time to study?*
> …compared with my classmates who are teaching in middle school, I think at least… yes. [Int. 1]

The objective of this further learning, however, was a little vague. While a sense of some kind of professional advancement was conveyed, there may have been a personal need for satisfaction through achievement.

> I just think I should learn more because you know I think I will always want to get a higher level. [Int. 1]

Thinking in career terms, Xinyu mentioned specialisation, though she had not yet decided what should be the focus of her professional development. She was in the process of considering two particular aspects, literature and translation, before deciding. The push towards specialisation was rationalised in terms of an inability to learn every aspect of the English language, and the breadth of study implied by language as a discipline led to a need to narrow her focus. The motivation to specialise also appeared to spring from a combination of an acceptance of her own limits and an emulation of senior teachers in the FLD.

> I don't know now which aspect I should specialise… in … now I'm interested in literature and translation. [W]

> Because language is very large-scale I think I should specialise in a much smaller field...like translation … because I … know I can't master all aspects of English. [Int. 1]

> As a teacher you know we always specialise in some fields, for example Jackie specialise[s] in Methodology and Mr. Long specialise[s] in Linguistics... I just think also I should choose one so as I can make this smaller field much better not a large scale... [Int. 1]

Feeling a need for more knowledge for the purposes of teaching, Xinyu had hoped to study further while in her college post, and was thinking in terms of narrowing her academic focus in tune with college and departmental expectations. Her development as a teacher would depend on all of these, and also on opportunities to work with and learn from colleagues.

Xinyu initially spoke quite positively about collegial relationships and their effect on her development as a teacher. She acknowledged help that she had had from supervisors, and noted that such assistance was made available to her from her first days in the college. Xinyu also mentioned other teachers who had been instrumental in her development, one of whom was the teaching and research group leader, whom she observed in order to benefit from his experience.

> From the beginning I teach, you and Janice always at every beginning of term… will come to my class and after that I always find some important thing… which really make me to think and make me to improve my teaching... [Int. 1]

> …also some other teachers… such as Mr. Long and even the young teachers. Sometimes I watch them, their lessons, Linlei and many young teachers and I learn a lot so... [Int. 1]

> …because I think he has lots of experience of teaching and I can learn more from him. [Int. 2]

> I communicate with other teachers and I observe the other teachers' lessons. [Int. 2]

Communication with other teachers, and observations of their lessons would seem normal methods of development for a teacher. Though Xinyu said that she did observe colleagues' classes, there was something of a contradiction in the data as she seemed eventually to say that she didn't watch other teachers' lessons as often as she had indicated. In answer to a question about whether she and the other teachers of Comprehensive English did the same thing in their lessons, she said she had noted an inattention in their lessons to the exercises which follow the text, but that she had not really discussed teaching routines with the other teachers.

> *Several teachers teach Comprehensive English, right? Do you all do the same thing?*

> I don't know what the other teachers do actually, I didn't ask them, but when I observe their lessons I think they didn't take a lot of time to do it. They didn't give the students enough time to finish the exercise only one or two, maybe they, I guess they … ask the students to prepare. [Int. 2]

Like all the teachers in the department, Xinyu was a member of a teaching and research group. Learning from these teachers, who generally taught the same subjects, might seem logical, but when asked Xinyu reported that the group was something of a mystery to her, and that she had chosen only one teacher to observe - the group leader – as one of only two other teachers teaching the same subject to the same grade at that time.

> I think there are other teachers last term in this group… I don't know very clearly. [Int. 2]
>
> We seldom meet together. [Int. 2]
>
> [I didn't observe] all the teachers. I only observe Mr. Long's lesson [laughter], I don't know the other teachers…

A college regulation required six lesson observations each term by each teacher. It is possible that observations sometimes became cursory, though with the evidence available this cannot be said with certainty of Xinyu. However, it does appear that her relationships with colleagues were restricted (as all the other teachers' relationships may have been) and that the teaching and research group was not fulfilling this role in this regard.

Further development was something that Xinyu had considered before taking up teaching, and she seems to have chosen a job which would maximise the opportunity to study further. Once in post, her focus had become seeking out the best way of narrowing her professional interests, partly in response to institutional demands, and perhaps also to satisfy personal interest. Regarding observation and discussion on pedagogy, the picture was a little unclear in Xinyu's case. It may be that college regulations took her to classrooms, but that meaningful discussion was not so easy to arrange or get involved in.

7.4.3 Discussion

Xinyu's entrance into the teaching profession appeared unplanned before entering university, but the profession appeared to offer a satisfactory job after the important matter of university entrance was achieved. Xinyu's comments about gaining entrance into university underlined the way the *gaokao* itself and its effects (Davey et al., 2007) outweigh every other consideration for many Chinese students. The examination is 'indispensible because the common people depend

on it to equalize opportunities for an elite education' (Feng, 1999, p. 52). The main goal is to enter university; all else is at least temporarily irrelevant, given the assumption that university will prove to be the key to unlocking a better future.

However, at some point, teaching had stirred her interest, and she even professed to a readiness to change profession if she were not interested in teaching. In other words, something about teaching was keeping her in thrall. Teacher retention is a major problem in Chinese education and it has been found that most entrants to the profession do not intend to be lifelong teachers (Su et al., 2001). Xinyu had also begun to value teaching itself, and she saw it as an important thing to do. It is possible that, at the time of interviewing, an increasing maturity was modifying Xinyu's attitudes to teaching and to the college itself. There were also particular benefits which had perhaps acquired appeal, and some positive changes of a personal nature had taken place. The work environment, though the college was still in the process of moving campuses, was improving, and the prospect was of a better physical environment once building work was completed, and a better professional environment with the commencement of degree courses. This said, while China's education system may be undergoing changes, it is still characterised by a great deal of inertia in terms of teacher movement.

In terms of attitude and behaviour towards students, Xinyu's views clustered around respect and duty, and care in lesson preparation and execution. Indeed, of the three aspects which formed Xinyu's image of a good teacher, two were specifically focused on the students. The stress placed on careful preparation before the lesson was linked to opportunities for practice for the students, after which learning should take place. A respectful attitude towards students was revealed through the relating of two incidents (discussed further below, Section 7.5.2) in which she found she had misjudged students, and in one of which she found herself in effect breaking one of her own behavioural rules, namely that teachers should not laugh at students' mistakes.

There is a very strong overall impression within Xinyu's data that her knowledge was insufficient, and that she perceived a need for ongoing, almost endless, learning. Teacher learning in China is never-ending, as Paine suggests: 'Teachers, in talking about how they become accomplished at their art, consistently refer to possessing greater knowledge' (1990b, p. 70). Paine's work is also with Chinese teachers, and in fact, a clear, almost word-for-word, link can be found between Xinyu and a Physics teacher that Paine interviewed, who stated, "There is no end to teaching,

there is no limit to learning" (p. 70). To teach well, it is necessary to be good at studying, the implication of which is that 'The teacher, in this view, can never rest' (p. 70).

A further point to note is the source of knowledge. Paine (1990b, p. 70), notes that 'a recurrent theme in [her] discussion has been the dominance of textual knowledge in the work of teachers'. Xinyu, too, envisioned the knowledge she needed essentially as something enshrined in books, and which should be internalised somehow. She also expressed a degree of uncertainty as a teacher who, she assumed, should specialise in one area, being unsure exactly where to focus her own continued learning. She noted that there are 'so many books' to understand. That knowledge comes from books, as Xinyu implied, is reminiscent of ancient China, where studying implied careful, intensive reading; the depth of learning depended on the number of readings (Duan et al., 1995; Rao, 1996). Traditionally in China, teachers hold the required knowledge, which they then dispense to students (Ting, 1987, p. 52; Rao, 1996, p. 461). Paine illustrates this view by quoting a Chinese saying which states that 'to give a glass of water, you need a bucket of water' (1990b, p. 50). It appears to be very common for Chinese teachers to feel they need a great store of knowledge.

The beliefs about knowledge portrayed here appear to be that its acquisition is endless, but that acquisition requires a transfer, or internalisation, from an external source (books), followed by some kind of transformation into a form that would be useful in teaching, a teaching-in-action form of knowledge. These aspects all seem permeated by the sense of insufficiency and the imperative to persist. As mentioned above, Xinyu already had the expansion of her knowledge base through further study in mind when finding a job, believing that it is easier for tertiary teachers to continue studying than those in middle school**.**

In finding a teaching post, it seems that to Xinyu the opportunity to develop had been more important than the teaching level at which she would enter the profession, a fact also linked to the less distinct imperative, mentioned above, of gaining university entrance no matter what. In comparison with leaving middle school, however, perhaps a little more maturity was evident upon university graduation in terms of selecting a job which would allow further study. Certainly she appeared to have already been thinking in this way as she graduated from university. Conditions for middle school teachers were, in Xinyu's view, not conducive to further study, and for this reason she wanted to teach at the tertiary level rather than at a middle school, even though,

as a normal university English Education graduate, she would have qualified as a senior middle school teacher.

Xinyu's comments on professional development tended to focus on specialisation. In an external sense, her references to specialisation reflect a move within the department at the time. As the department was preparing for degree courses, teachers were being advised by the college and department leadership that they would need to specialise in order to teach the undergraduate students, and also to make any headway with promotion. Xinyu mentioned two (associate professor) colleagues who had successfully narrowed their own areas of speciality. Clearly, the senior members of staff were acting as models for Xinyu to follow.

However, Xinyu's attitude here may also have complied with a more general trend. A glance at the 1984 and 1993 curricula for English Education majors in teachers' colleges (Hu, 2005d, pp. 669-670) confirms that courses are divided quite firmly, confirming McKnight's assertion that in China subjects are compartmentalised in a way no longer done in the West; Chinese teachers specialise more than in his Australian context (1994, p. 46), he says. McKnight goes so far as to note the tendency among English teachers in China to think of themselves 'not as English teachers, but as teachers of 'intensive reading'; 'extensive reading';… 'speaking and listening; and others' (p. 46). This general tendency would appear to indicate that Xinyu's feeling that she should specialise was appropriate in the context.

The importance and route of Xinyu's development as a teacher appeared to involve knowledge acquisition, the internalisation and utilisation of that knowledge, and a narrowing of her professional focus. Apart from the role models already suggested, the role of colleagues in that process was somewhat less clear. She did not seem to describe collegiality as a strong feature of her professional life. Her main sources of support were the college-appointed supervisors. Other colleagues were not quite so obliged to work in this way, but Xinyu acknowledged some help in terms of observations she had carried out. Even so, it appeared that though she had watched some lessons, she had not really engaged the teachers in discussion. With regard to the teaching and research group of which she was a member, the picture was even less satisfactory to her. In fact, she had only observed one of these teachers, the group leader. The paucity of observations might be explained by mere fulfillment of college requirements for observations, and the lack of discussion by being uncomfortable about talking with more senior teachers about their lessons.

Observation of the group leader is reminiscent of Paine and Ma's remarks that, among Chinese teachers, 'Observing experts' class is a means to develop and to improve new teachers' connoisseurship. Chinese teachers believe that connoisseurship is necessary to create a good performance' (1993, p. 689), which in turn reveals something about a potentially typical Chinese model of teaching. The overall impression, however, is that little support was available to Xinyu from colleagues in her teaching and research group. This is in contradiction to the situation found by Wang and Paine (2003), and described by Paine and Ma (1993), though it is notable that in these cases the situations were middle schools. Tertiary level teaching appears to differ quite radically.

7.4.4 Summary

Xinyu's observations here offer an insight into several areas of interest. Though her entering the teaching profession was somewhat unplanned, she had grown to like what she was doing, and a plan that had been uppermost in her mind, to continue studying, was still current. That plan seemed now to be couched in terms of how to develop, and crucially specialise, as a teacher. Though collegial relationships may have been important, they did not seem as widespread or helpful as Xinyu may have liked. Knowledge was seen as largely textual, though with practical implications in the sense of being transferable to classroom action.

7.5 Students

The second major category of Xinyu's data was concerned with her view of her students, and the first sub-category involved their difficulties, specifically the sources of those difficulties and her concerns about their going beyond grammar in their learning. Following this is the sub-category dealing with Xinyu's perceptions of individuals and classes, and the differences between them. Table 7.2, below, illustrates the terms and ideas which contribute to Xinyu's view of the classroom context.

Table 7.2: Xinyu's representation of the nature of students

Students' difficulties	Sources of difficulty	…and I guess they don't know because they are the first-year student they know little about this... [Int. 2]
	Beyond grammar	…not only the grammar I think. [Int. 1]
Individuals and classes	Particular students	Maybe she wants to do this exercise and she maybe always stare at the exercise and then she… immediately stand up and give… this answer. [Int. 2]
	Differences between classes and students	…the students in this class [are] more willing to tell me something or to share something with me. [Int. 2]

7.5.1 Students' difficulties

Regarding students and their language learning, Xinyu was keen to stress the importance of a good start which would prepare students for what was to come later. The foundation for learning a language, she thought, was grammar, and students who do not achieve a good grammatical grounding find it difficult to improve in other areas later.

> You know some students are not very good from the beginning so it's much harder when they go on learning a language. [Int. 2]
>
> At the beginning it's very important because if you can't learn grammar well it's difficult to learn other things well, that's my understanding. [Int. 1]

As reported by Xinyu, the self-image of students included being weak in the very foundation that Xinyu thought so important. The situation was presumably exacerbated by the Practical English students, in contrast with the English Education majors, having no specific grammar course, and these factors had led to a request to be taught more about grammar.

> [A] lot of students... always say their grammar is very poor... [Int. 2]
>
> …but they don't have any grammar... lesson for students [who] major in Practical English. [Int. 2]
>
> When I ask for some suggestions… they ask me to tell them more about grammar points... [Int. 2]

Xinyu noted that a major effect on students' interest in the subject was the fact that they did not always choose their major; very often these are chosen by parents.

> Most of my students who are not interested in English, this [parental choice] is one important reason. [Int. 1]

There is an overall sense that Xinyu thought her students were linguistically weak, and that they also thought so. Their concern about their own grammatical knowledge may have in part been due to a comparison between themselves and English Education students. Xinyu's comments below clarify the situation a little, revealing a more nuanced view of students in that they differ in their abilities and attitudes.

Pursuant to the initial importance of grammar, Xinyu emphasised the necessity for English major students to improve oral and other skills in the interests of actually using the language, but she saw this objective being hindered by the need to pass examinations in which grammar featured strongly.

> So I think at the beginning [grammar] is very important, but now… the English major students, they should try to improve their skills of speaking and to use the language. [Int. 1]
>
> That's the problem, they have to pass the examination, so for the examination grammar is very important but… understanding is also very important. Grammar is just a little part... [Int. 1]

Even so, Xinyu did not think that possessing such grammatical knowledge should be too onerous for her students.

> The English major students, they should know the grammar points in that examination because it's an examination for non-major students. [Int. 1]

The examination to which she was referring - Band 4, or Band 6 - was actually intended for non-majors; therefore, English major students, she felt, should have no great difficulty coping with the grammatical components of the examination. Xinyu seemed to be looking beyond the limitations that are frequently involved in English examinations in China, such as close attention to specific grammar points, and professing a view of language, and therefore teaching language, which involved a wider range of skills as well as knowledge.

7.5.2 Individuals and classes

Xinyu related the stories of interactions with two individual students. Both were male, and in each case the encounters led her to realise that they differed from the impressions of them she had originally formed. These are quoted at length here from the data in order to give an accurate sense of what Xinyu said. The first story involved a student who approached Xinyu to ask her for advice.

> At the beginning of this term a boy - we sometimes talk about the lazy boy in class you know - but the boy came to me and he felt very worried about his learning English …he's not good at learning English and …to be a English major student also was not his choice, his parents' choice he had to learn. But because he was in the second year now and he thought, oh I spent so [much] time here without learning anything, so he [was]… worried about that. …He …came to me to ask some suggestions to learn well English and the I don't know how to [express] my feeling at that time, I just feel I always think he's a bad student, I can't teach him well and sometimes I know he can't understand me in class but I always ignore him so because I [have] so many students I can't only think of him. [Int. 1]

This is a reminder that Chinese students, even in higher education, do not always choose their own subjects. The approach made Xinyu realise that the student was in serious difficulty and she found him eager to tell her about his efforts. Though she found these somewhat misguided, she took it upon herself to try to help.

> But I know at that time he's really worr[ied] about that so … I just think I should help him more, so and also after talking with him I pay more attention to him and sometimes after class… I know the student… is very shy, he didn't like to speak but at that time he spoke a lot and he also brought a lot of books…, he told me that in the winter vacation he worked on the words but if… he didn't use the words… it's no use to just remember all of the words, it's impossible it's no use. But he work[ed] at that and also grammar… he thinks that his grammar is not very good, that's the main reason why he can't learn English well. So I just feel it's my duty to help him… [Int. 1]

The second story was about a student that Xinyu had noticed was quiet, and even resistant, in class. This time, it was the teacher who instigated the exchange.

> …the boy is very interesting, he always keeps silent in class, so I always ask… why you always keep silent in class? You should try to talk… But you see he always sit there alone and no partner at all, and if I say please join this group, he will refuse me... or… he will feel he is forced to do that, he doesn't like that. [Int. 2]

After talking to him, Xinyu realised that this student was more proficient in English than she had given him credit for, and she managed to persuade him to 'give a report', that is, a talk in front of the whole class.

> But I have talked to him… many times about English learning. I [thought] maybe he's not very good but I don't hope he will [fall] behind, so I always try to encourage him to work hard and also give him a lot of suggestions I mean after class… Then I noticed that his English is not very bad, I mean he can understand me and if the topic is very interesting to him he will be active and … in class I give him one chance to give a report … and he did very well at that time, so I just want to help him. [Int. 2]

It is common for Chinese teachers to teach the same course and material to sometimes several classes in the same grade. This was true of Xinyu, and she talked about the differences between classes, in particular the differences in reactions to the same lesson content. For some reason one

particular class responded better to the teacher, though she tried to be friendly to all her students. These students would ask her for advice, both academic and otherwise.

> I do the same thing in fact in each class but the students' responses are different. [Int. 2]
>
> In this class... more students will ask me questions. [Int. 2]
>
> This class have a better relationship with me than another class. I try to be friendly to every class, to every student, but the students in this class [are] more willing to tell me something or to share something with me. [Int. 2]

Without specifically discussing differences between male and female students, Xinyu described female students rather positively. Where students asked questions about the text, they were described as 'diligent', and constantly thinking. These students Xinyu designated 'good' students, and asserted that they were likely to score highly in exams and learn English better than their classmates.

> In this class a lot of diligent girls like to talk with me, ask for some suggestions of learning English and how to be a good learner and what should we do, and sometimes even some problems in their life. [Int. 2]
>
> The same people ask me because they are diligent and they always keep thinking and so they always have questions. [Int. 2]
>
> Usually the students who often ask questions are good students they often get high marks in their examination and they do learn English better than others. [Int. 2]

In noting that other students did not ask questions, however, Xinyu proffered several reasons why this might be the case. In some cases, such students were those who already understood, didn't want to ask the teacher, preferred to ask their classmates, or were 'lazy'.

> The other people who seldom ask me questions, one reason is that they can understand, or another reason is that they didn't want to ask me. They sometimes maybe ask their classmates and maybe sometimes they, you know, there are a few students who can't follow me in class, so to such a student too many questions, so they are lazy to ask so many questions. [Int. 2]

Xinyu's narratives of two students demonstrate how difficult it is for Chinese teachers to know their students on an individual basis, but also show how improved familiarity changed Xinyu's attitude to the students involved. In discussing various classes and students, she demonstrated an understanding of their differences, and proposed several possible reasons for varied responses in class.

7.5.3 Discussion

Xinyu clearly believed that students would have fewer problems in their language learning if they had a good beginning, a beginning involving grammar as the foundation on which later learning builds. Grammatical knowledge was also acknowledged to be an important contributor to success in examinations, but Xinyu saw understanding as more important; a critical observation in a context where examinations often test 'discrete grammar points and vocabulary items, but how to use the language in dealing with real life problems is left out of account' (Ting, 1987, p. 54).

Xinyu's students also viewed grammar as important and because they perceived their own knowledge as poor they had asked her to tell them more about it. It is interesting that in Section 7.6.2 (below) she appears to have been the decision-maker for all content and classroom activities but here we have her consulting the students. It would also seem logical to assume that a key source of difficulty for students lies in the fact that they sometimes do not choose their own major.

Though she saw grammar as the foundation of language learning, Xinyu thought that by now her students should be improving their skills and abilities for the purposes of communication. The position of grammar, however, was seen to be affected by examinations which persistently push it to prominence. Like Ting (1987), Hu describes the English component of the *gaokao* as focusing on discrete grammar points and vocabulary items (2002c, p. 41; see also Wang, 1999); however, he also finds it to be somewhat insensitive to proficiency and skill levels (Hu, 2003, p. 294). This is the examination culture in which Xinyu was working. It is interesting to note that English majors in teachers' colleges are tested at the level of non-majors, even though many of them will go on to become teachers. This is a comment, as much as anything, on the recruitment of teacher trainees, and the fact that the brightest and best do not necessarily train to teach, as mentioned in Chapter 2 (Section 2.2.4).

Ting reports that, in China, 'Language is an academic subject, an end in itself, rather than a means to an end' (1987, p. 54). In other words, there may be little generally expected beyond grammar, and perhaps vocabulary. Xinyu's comments on grammar implied that it is often seen in terms of knowledge, rather than as a tool for understanding or creativity, and this view would appear to confirm that the teaching of English is largely about decoding texts analytically, but not necessarily semantically. J. Scovel notes that, as 'grammar can be taught divorced from the text',

‘a learner often does not understand what has been read (1983, p. 105). Xinyu’s own view, however, was that grammar is only a part of the whole, and that striving for understanding is important for the students.

As mentioned above, Xinyu reported a respect for students and a desire to help them. Two stories about particular students demonstrated that once she got to know them better on an individual basis, she was able to perceive their problems and also their abilities; abilities that did not feature in her original assessment of them. She found that neither was as poor a student as she had thought, and both responded to individual attention. In both cases, she concluded that she wanted to help, and even felt a duty to do so.

The cases were different in that one, being anxious about his learning, approached her for help. The other was approached by Xinyu after she noticed his participation in class was poor. Both cases, though, highlight the potential dangers of large classes, as Xinyu had found it difficult to know students individually, even admitting to ignoring a student due to class size. Such problems perhaps cast doubt on any assumption that all Chinese teachers are content with and proficient in handling large numbers. Also, one student was described as following a major that was not self-chosen. Though Xinyu did not indicate how many of her students were not interested in their major subject, among those who were disinterested a primary reason was that they did not choose the subject themselves. According to Pretorius and Xue, the influence of Confucianism results in a preference for studying subjects which are seen as elite (2003, p. 92), and pressure in this direction may often come from parents.

There were distinct perceived differences between classes and individual students. The class that Xinyu was teaching during the observed lesson were said to respond better to the teacher, and she described a better relationship with them than with other classes, even though she did essentially the same things in class and tried to treat them all in a friendly manner. This form of distinction between classes was also applied to individual students as Xinyu appeared to dichotomise them. In her consideration of her students, Xinyu seemed to envision a clear division between two types of student. One type, the ones who asked her questions, and were thought of as better students, were described as: diligent (and often female), willing, always thinking and asking questions, good students who often got high marks, and learned English better than others. The second group, the ones who rarely asked questions, were: unwilling to ask, more likely to ask classmates,

unable to follow in class, felt there were too many questions, and were too lazy to ask. The classification revealed by this part of Xinyu's data is largely based on whether or not students asked questions. Such a classification may match well the simplified modelling of a complex situation described in information processing research described by Clark and Peterson (1986, p. 256). In this case, the complex situation is a classroom, or several to be more precise, full of many individuals and it is in the teacher's interests to categorise the students. Information processing theory would then hold that her behaviour would be directed and rationalised by this simplified version of the classroom. This is not to say that this might be the only way she thought of and classified students, but it was the method that she mentioned. It is not clear whether students might, in Xinyu's mind, move from one group to the other.

7.5.4 Summary

The place of grammar in language learning was a focal point for some of Xinyu's comments on students, as she considered a good foundation in this language system essential to further development whereas her students' self-assessment indicated deficiencies in this area. If her students operate within an examination culture which greatly values grammatical knowledge, they would seem to be at a disadvantage. Her own view, that grammar was simply one, if an important, component of language, meant that she was keen to encourage students to look at language more broadly, and try to develop skills and abilities which could be used for communication. Xinyu's attitudes towards students seemed to have been reflective, especially when informed by more personal contact.

7.6 Classroom context

Regarding the classroom context, Xinyu discussed materials and what happens within the classroom. Her comments on materials clustered around the way they were used and in particular text analysis. Within the category of 'in the classroom' the further sub-divisions found were concerned with teaching strategies and the choice of language in the classroom. Table 7.3, below, shows how these were signified by related terms and ideas in the data. Each of these categories will be discussed in turn.

Table 7.3: Xinyu's representation of the classroom context

Category	Sub-categories	Examples from the data
Materials	Using the materials	…most of the time I get it from dictionary and for some words I can get some examples from textbook, but not many… [Int. 2]
	Text analysis	[She] suggested me a new way and but it didn't work always. [Int. 2]
In the classroom	Teaching strategies	I just want the students to be very active not passive. [Int. 2]
	Choice of classroom language	maybe I think they can't understand me or maybe sometimes they can understand and… [??]

7.6.1 Material

Obviously, for a teacher, materials are important, and especially so in China where the textbook is revered. Xinyu found the book she was using to be very good, if somewhat overloaded with vocabulary. A further difficulty was the lack of a place for new language learned to be put to use by the students. Xinyu remembered a similar lack of a suitable environment in which she could practice her English being a problem for her own language learning in university. There were few chances to use English and she felt that there was significant L1 interference.

> Most of the materials are very good and interesting and a lot of new words, a lot of new things they can learn, but some problem is that after they have learnt... I mean, no place they can use them. [Int. 2]

> Most of time when I was using English... it's not the language atmosphere... in China... my mother tongue always... interfere me and... the chance I use English is not so much. [W]

If the materials did not live up to Xinyu's hopes or expectations, she would remove parts of them, picking out what she herself judged worthwhile. Another reason for skipping certain parts was the oversupply of material in the book. A major coursebook problem, also, was related to the structure of the textbook, in that the unit framework became repetitive. By the end of a long term, this leads to feelings of boredom and fatigue for both teacher and students.

> I will delete some of the materials... I pick out the part I think is important... In every unit the order, the structure of each unit is... quite similar so at the beginning they will be very interested in... [Int. 2]

> *Do you think that with this material there's enough or too much to do…for the term?*
> Oh for the term I think too much. [Int. 2]

> …the first three units but after that they just think, oh it's boring to learn the same, similar, they learn it just as a must… So I mean every, in the end or at the end of each term, or nearly to the end, both the students and I will get tired over this lesson but we still go on. [Int. 2]

On consideration of the series of materials for the course as a whole, rather than just the particular book she was using, Xinyu noted another structural flaw. She perceived no gradual build-up of difficulty in the materials, leaving the students and teacher the task of leaping from the first two books to the following two, where the level of difficulty was markedly greater. Such was the difficulty level that some vocabulary was new for the teacher herself, and the students doubted its usefulness.

> The first one, book one is a little easier and when they are in the second year book three and book four are very difficult to understand, difficult to teach. [Int. 2]

> Some of the new words are really new for me when I first give them the lesson and they so you know they seldom need such a word to express themselves and even in the examination… some of the students suspect if it's usable. [Int. 2]

There is a clear link between the students' apparent uncertainty regarding the usefulness of learning the vocabulary suggested by the textbook and Xinyu's comment (above) about a lack of a place in which to use it. Further, the allusion to the students' doubts indicated that the very least to be expected is something of use in an examination situation.

Xinyu's observed lesson was centred firmly on the text in the coursebook, though she admitted that she had not yet reached a decision on the best way to approach texts; after a year of teaching this course, she was still unsure. In this case, during the observed lesson, she had asked a student to read the text aloud.

> The text, I'm not sure now which way is the best way so… even though I have taught this kind of lesson for one year… I still don't know which way [is] the best way for the students to understand… and so I just try… every way and change it sometimes... this is the one of the ways. [Int. 2]

One new idea, suggested by a supervisor, was to arrange the students in groups to answer questions about different sections of a text. This was tried, but seen as useful for only the easiest of texts. Xinyu decided to revert to her more traditional method of asking a student to read aloud in order that the other students would follow and familiarise themselves with the material.

> It worked sometimes, but not always. For some easier text the students will be active[e] but for some very difficult text they don't know, they can't understand it. Even though they discuss with each other at that time they need the teacher's help to read it. [Int. 2]

> I tried different ways to read it and I think it's a traditional way… When this student is reading, the others will also read the text, and for them to get more familiar with the material. [Int. 2]

Specifically, drawing attention to the topic sentence of a paragraph, and particularly its structure, was seen as a way to aid students' comprehension.

> I want to draw the students' attention on the topic sentence... I want them to be more clear about the structure of the sentence... Sometimes students always ask me some questions... and then I will help them analyse the word for long… sentence[s] and then they will understand the sentence, so I think it will be helpful. [Int. 2]

Xinyu appeared to be looking for and trying out different ways of approaching texts, though thus far the result was that she had returned to the more traditional habits of students reading aloud and the teacher analysing sentence structure for the class.

7.6.2 In the classroom

Xinyu's observed lesson was in Comprehensive English, a course she seemed to view as something of a touchstone. Not only did she like teaching it, but she considered it an important part of the curriculum for the students.

> I think it's a very important course for the English major students. [Int. 1]

Regarding choices of what and how much to teach in class, Xinyu said that she justified her decisions for the students in terms of what was necessary and fundamental, she being the sole arbiter of content. She was responsible for deciding how to choose the phrases which would be explained in class, and for the kinds of exercise that would help familiarise the students with the vocabulary used in the text.

> I just tell them it's useful and I tell them it's necessary for them to know the basic knowledge. [Int. 2]

> [If] I think it's necessary to explain, so I choose the phrases. [Int. 2]

> I think it's helpful for the student to be more familiar with the words and especially the new words and phrases they have learnt in the text. [Int. 2]

As with most Chinese students, it was normal for Xinyu's students to prepare the text before the lesson. This was what she expected of them, based on her knowledge of students' habits, and on having previously instructed them accordingly.

> *Have the students already read the text?*

> I ask them to read it to prepare the lessons to preview most of the students will do I think. [Int. 2]

> [To] prepare lessons is one of their habits... The first time I told the students to prepare the lesson … I tell them very carefully about what they should do before the class, which part they should finish and how to do it. I explain to them very clear... [Int. 2]

Xinyu's lesson routine clearly involved devoting a lot of time to the explanation of the text, and rather less time to the exercises which followed. During the observed lesson, Xinyu wrote on the board some phrases related to the content of the text, but not from the textbook itself. These were intended as a kind of pre-reading task to aid understanding. Her main focus in the lesson, she said, was to help students understand the text, though she admitted that she was not completely sure how best to go about fulfilling that task.

> After explaining the text I won't give them too much time to do the exercise. We just…check the answers and… explain some important points, some difficult points. [Int. 2]

> First I write [the phrases] on the blackboard and then I let them talk about it. I just want them to have a good start… about… the following text. They will began to think about it, that's my purpose … It will [be] helpful for them to have a better understanding about the text. [Int. 2]

> The purpose is sure to let them to understand, and just now idea came to my mind, I'm thinking if there's another way to, or better way to think about it. Usually we do like that in class. [Int. 2]

All in all it appeared that the teacher's main task was to help the students understand, or decode, a written text. The teacher appeared to be the authority regarding material used in the classroom (as seen in Section 7.6.2), and the method of delivery employed. Students were expected to prepare the text, though this casts a doubt on the usefulness of pre-reading exercises. Uncertainty was explicitly expressed by Xinyu regarding the best way to improve the students' comprehension.

Of great concern to Xinyu was the choice of language for classroom instructional purposes. She expressed what appeared to be a genuine resolution to use a good deal of English in class, and outlined strict personal guidelines for doing so, but a disappointment when she failed herself.

Xinyu set out her position on the L1/L2 question very clearly, stating that her intention was to use English for everything in class. Far from simply being a hope, however, such a condition was even an expectation for all involved.

> I hope I can use English to do everything in English class. [Int. 2]

> Try to speak English, that's what I always encourage students to do and what I require myself to do. [Int. 2]

The 'encouragement' for students and 'requirement' for self indicate a clear view of responsibility and an approach to classwork which is supported in later comments.

> Most of the time I should speak English and it's the same with the students I usually ask them to speak in English not Chinese. [Int. 2]

However, using English in class was not necessarily always easy, and the difficulties it caused were manifold, it seemed. In particular, they implied personal difficulties with vocabulary retrieval.

> When I want to speak… something in English I will try my best to look for the words from my brain, but... most of times when I work hard in looking... I always fail. I know the word, I learned the word before, and at that time when I'm going to use I don't know where the word is. [Int. 1]

So, while the effort was made to explain in English, it seemed that sometimes this proved impossible.

Though her hope was to use English for everything, a certain realism seemed to moderate this intention and she acknowledged a need to use Chinese on occasion.

> I have to use English to analyse the text and I sometimes I also speak Chinese… but I must make sure that English speaking will take most… of the time. [Int. 2]

Where she did use Chinese rather than English, Xinyu offered two explanations. Firstly she would sometimes feel unable to explain something in English; this was expressed as a personal limitation rather than anything to do with the students' inability to understand.

> For such parts [explaining phrases used in the text] I always use Chinese together with English and when analysing the text… I will try to explain… in English, but sometimes… for some difficult points I still explain in Chinese... I mean difficult parts, difficult sentences or difficult points to explain. [Int. 2]

> Sometimes it's beyond my ability to explain very clearly in English. [Int. 2]

Secondly, she explained that she sometimes fell prey to what she described as a habit of continuing in Chinese once she had started using it. The second reason for using Chinese was to some extent a consequence of the first.

> *Can I ask you why you changed to Chinese here?*

> I don't know how to say [it] in English... how to explain that grammar, and then I change into Chinese, and for the following I know how to express [in] English but maybe it's a habit to speak Chinese and to go ahead with the Chinese. [Int. 2]

Though her students knew they should speak English in Xinyu's lessons, she thought that some of them, through disobedience, would not. Where they were not always able to express themselves in English, she characterised this lapse as 'slipping' into Chinese.

> Some students they will not obey my order, but most of them know they should speak in English, even they sometimes… speak Chinese. Just because they don't know how to express in English they quickly slip to Chinese. [Int. 2]

Xinyu had a clear picture of her requirements for her students regarding the use of English, and had made these clear to the students themselves. In her concern to encourage the students to use English, she had developed a 3-step graded set of expectations of how they should behave regarding the use of Chinese and English in class. Students' mistakes in English, even when they should apparently know better, were attributed to the influence of the L1.

> I also told them if you find it too difficult to express in English… try to change another way, or if they still very difficult try to express in Chinese, just one or two words… [Int. 2]
>
> *Why do students make mistakes even though they know the rule?*
> Maybe it's affected by their mother tongue to make such a mistake. [Int. 2]

Xinyu's approach to the language used in the classroom was characterised by a determination to use as much English as possible, with the proviso that Chinese was acceptable under certain circumstances. Her requirements of self were also applied, slightly less rigorously to the students, and reflect a belief that, in the interests of the students' language development, the language of the classroom should in fact be principally English.

7.6.3 Discussion

Several problems related to the teaching material were raised by Xinyu. Taken together, and given that she accepted that the material was quite good overall, they provide some insights into what she saw as important. She perceived an inappropriate amount of material, particularly vocabulary, coupled with an unrealistic leap in difficulty later in the students' college career, and compounded by the apparently monotonous arrangement of the units. Even so, there was no indication that straying from the material was an option.

Following on from the image of knowledge as book-bound (Section 7.4.3), and a thread very much evident through much of Xinyu's data, is the centrality of the text (Maley, 1983, p. 103; Ting, 1987, pp. 53-54). Her comments on pre-reading and explaining all point to how important the text is in a lesson, and the central part of Xinyu's observed lesson was undoubtedly the explanation of the text. Though some uncertainty was expressed, about the 'best way' to approach texts, it appeared that the text could not be skipped over, even though both teacher and students may feel bored. If the teacher's main task was to help the students understand the written text in detail, it followed that the exercises following the text ranked lower in importance, and were given less time in class. In this, Xinyu appears no different from many, perhaps even the vast majority, of Chinese English teachers. Every teacher has to make such decisions, of course, and in Xinyu's case it appeared that the priority assigned to text was the major factor in decision-making in this regard. Her role as the sole judge of content and focus would seem to imply a lack of guidance from elsewhere, such as in the form of a syllabus, though this was not explicitly stated.

The Chinese academic year has only two terms, which tend to be rather long (20 weeks or so), and this arrangement seemed to be something of a problem in Xinyu's teaching life and one which she felt also affected students badly. Some degree of frustration seemed evident because of the necessity of using material which, over long periods, proved rather tiresome. Dzau (1990a, p. 51) notes that Chinese teachers complain about not having enough time and having to move on to the next unit to keep in line with the teaching plan. Xinyu thought that over a term there was too much in the book to be covered, and her comments imply not only a sense of boredom for both students and teacher, but also a feeling of compulsion for everyone involved. This position may offer further justification for the attention to text and its overwhelming allocation of time in a lesson (Comprehensive English) which actually is intended to cover all the skills. When teachers believe that understanding a text and grammatical analysis are the most important elements of a course, they will devote most time to that element, lesson by lesson. Even when the material includes exercises or other opportunities for the improvement of other skills, they will opt to cut these in favour of more traditionally important elements. An interesting analysis of this phenomenon is provided by Dzau (1990a). In a description of Intensive Reading teaching in China (pp. 48-51), he outlines five typical steps: 1. Assignment and Homework (i.e. students prepare the text before class); 2. Classwork: Reading, Explanation and Analysis (i.e. students read the text aloud, text analysis by teacher, and sometimes question/answer); 3. Word Study

(teacher explains how words and phrases are used); 4. Consolidation (drills, translation, students answer questions, retell, or summarise text, homework); 5. Freer Practice (e.g. discussion, role play, composition). Crucially, Dzau explains that the majority of teachers 'stop at Step 4 either because they regard Step 5 as a waste of time, or because they do not regard it as their responsibility' (p. 51). He (2001, pp. 99-100) explains that, though they have been included in teaching materials, less traditional activities tend to be skipped or done in the teacher's own way. This is not to say that Xinyu's attitude was necessarily precisely the same, of course. It is remarkable, however, how similar her lesson outline appears in comparison with Dzau's report, though in the latter case the steps, disregarding Step 1, were stated to take place over 7-11 class periods.

It is notable, too, that Comprehensive English, as the successor to Intensive Reading, was intended to nudge teachers in the direction of CLT, but in fact many teach the material in the same way as Intensive Reading. Though Xinyu said little about the curriculum in the college, she stressed the importance of Comprehensive English for English majors, and mentioned that the Practical English students had no specific grammar course (see Section 7.5.1). Xu and Warschauer describe Comprehensive English as a general English course that is actually oriented towards 'helping students understand written English' (2004, p. 302). Actually, it seems that these writers are discussing English for non-majors; however, the parallels are striking and I believe the comparison still stands. They describe lessons 'taught using traditional grammar-translation methods that require teachers to explain in detail word meaning and usage, sentence formation, and English grammar' (p. 302), a description which also accords with Wang's (1999, p. 47). Dzau (1990a, p. 42) confirms that 'many English departments and Chinese teachers of English cling to this course and the methods traditionally used to teach it'. Xinyu's lesson contained many similarities to this approach, though she tried persistently to involve the students more than is implied in these descriptions.

The teaching approach outlined above, in combination with an excess of material, probably serves to underline and strengthen the attention to the text, but subsequently weaken or discourage any attempts to cope with other, perhaps more communicative, skills, as explained by Anderson (1993).

Text analysis has enjoyed a long history in China, and students are expected to prepare the text before class; a typical Chinese practice, seemingly considered a given among Chinese teachers, and also noted by other observers (Cortazzi & Jin, 1996a, p. 183; McKnight 1994 p. 46). Given this, it was a little surprising that, before delving into the text, Xinyu asked the students to consider the pre-reading task. She explained this as giving the students a 'good start' on the text and to aid understanding. One might even wonder why these tasks are included in a book to be used solely with Chinese students, as pre-reading is normal in CLT to activate schema that students need to understand the text they are about to read. This practice presupposes that the text is unseen. Therefore, in a context where both students and teacher prepare the text before class, pre-reading tasks need to precede the text reading. This would seem to imply either that pre-reading should be done well in advance, or that texts should be read in the theoretically expected way – unseen. The latter is not likely as texts always come from the book (not handouts, say), and the students always have the book. The former is also unlikely, because this would mean, for example, doing pre-reading activities quite possibly up to a week or more before the students might actually get round to reading the text (i.e. just before the next lesson). It would appear that this situation represents an area of contradiction between Chinese practices and Western CLT theory and practice. Pre-reading may be one of those aspects of CLT that has been transferred from Western contexts, but without the attendant conditions needed for it to make sense here.

In an EFL context especially, where there is often a lack of opportunity outside the classroom, an important consideration for teachers is whether the classroom is linguistically rich enough to foster good learning and practice opportunities. Xinyu had very clear ideas about the choice of language to be used in the classroom. She clearly set a standard both for herself and her students in this regard, and was very aware of her own rules of behaviour. Though she found it convenient or necessary to use Chinese sometimes, she considered it imperative to use English in text analysis wherever possible, and also to maximise her use of English. Where she felt unable to explain in English, and to do so adequately, Xinyu would allow herself to use Chinese. The need to explain clearly enough in English seems to outweigh the imperative to use English at all times. There is a sense of tension here, the teacher constantly having to judge which language to use. Even with a requirement for self, Xinyu seemed to imply that there were constant decisions to be made as to which sentences/phrases require a Chinese explanation and for which an English explanation would suffice.

In terms of students' use of language in class, Xinyu had a set of strict requirements to encourage and control them. Her students were given an order of preference in which they were expected to: a) speak in English; b) find another way to express themselves; c) use one or two words of Chinese if necessary. Each step was allowed only if the previous one proved impossible. Though Xinyu set standards for the students in terms of language use, she also knew that they would not always manage to speak in English, attributing their 'slipping' into Chinese to their inability to express themselves in English. Xinyu assumed that mistakes in English made by students, even when they should apparently know better, were perhaps due to the influence of the L1.

7.6.4 Summary

Working with what she generally considered good material, Xinyu indicated that several factors directly and indirectly related to its use were troublesome to both her and the students. These factors included an overabundance of material and a repetitive structure to the textbook. Teaching what she considered an important course, Xinyu's observed lesson portrayed many traditional features of language teaching in China. The close attention to and centrality of the text within the lesson were apparent, as was the tendency to focus on this at the expense of more communicative or meaning-based aims. Even so, she was making an effort to include pre-reading in her repertoire, though its suitability in the context might be questioned. A further effort to create a language environment in the classroom included the extensive use of English, and Xinyu had developed a set of expectations which she had communicated to students quite clearly.

As a teacher whose interest in the profession had seemingly been growing, Xinyu seemed to have a sense of where she wanted to go. Specialization was seen as vital to her development as a teacher, though such development did not seem to be a result of contact with colleagues. She was keen to ensure the application of knowledge, which she conceptualised as largely book-bound, during lessons. While preferring to approach language from a broad perspective, this belief was moderated by a perception of the necessity for a good grounding in grammar, and this from an early stage in the learning process, particularly in view of the existent examination culture. In order to create a language atmosphere, she considered very clear guidelines to be important, and her observed lesson indicated a willingness to use English. Her students, while at first appearing somewhat of a mystery, came increasingly into focus as she gained more knowledge of them at a more personal level.

This chapter brings to a close the part of the thesis which has dealt with the three individual case studies. The following, penultimate chapter presents the fourth and final study, which was undertaken to enable a cross-case examination, looking more broadly at the findings of the first three studies. Many of the themes discovered and discussed above, then, resurface during a group discussion held between all the participants, which forms the data set for Chapter 8.

CHAPTER 8: CROSS-CASE STUDY

8.1 Introduction

The fourth study in the series is a cross-case study, involving all three participants, and building on the previous case studies. As described in Chapter 4, overall data collection was organised as a series of steps, but during analysis it was decided to separate out the last step - the group discussion - and use that particular data set for this final study.

In examining the cognitions of all three teachers together, this particular study aims to answer the following questions:

1. Is there a common pattern across the teachers' self-reported views and beliefs?
2. What individual differences are evident and why?

Once again, analysis took the form of constant comparison, as described in Chapter 4, in order to identify the themes around which the teachers' comments tended to cluster. In order to contextualise these themes, the chapter begins with a brief summary of the findings of the case studies, and then moves on to an examination of the data collected during the group discussion. As with the case studies already presented, I begin with data presentation under the main categories identified in the data (i.e. perceptions related to teachers, students, and the institution), and follow this in each instance with commentary on the findings. Within these sections of the chapter occasional reference to the individual case studies is also necessary.

As with all other stages of data collection, the group discussion was recorded and transcribed, and the participants were invited to check the transcription and add any comments they felt necessary. They all did the former, though no additional comments were forthcoming.

8.2 Individual case studies: Summary

For the case studies in the previous three chapters, the data were arranged under the main themes of: self as teacher, students, language learning, the classroom context, and the institutional context. A necessarily brief summary of these follows, with reference to each teacher's standpoints.

8.2.1 Self as teacher

As a new teacher, Ailing's data revealed a great deal of pressure, some self-imposed, but related to being a novice and feeling under-trained. A heavy workload contributed to this situation, but she appeared to be employing reflective strategies, including applying a metaphor for teaching (as acting) in order to cope. She felt herself to be losing linguistic abilities in both her languages. Xinyu's sense of being a teacher appeared to be little more utilitarian. Relationships with other teachers did not appear altogether satisfactory, particularly with regard to development, but she was very keen to continue studying, in particular to specialise. Her view of knowledge was largely book-based, though she hoped for practical in-class application. Lily, as the longest-serving teacher, was very comfortable with her teaching role, and had seemed destined for it since childhood. Like Xinyu, she defined teacher's knowledge as whatever might be useful for her students. Also like Xinyu, she did not appear to have benefited greatly from very much officially organised collegial activity, though her own efforts had been more successful.

8.2.2 Students

In discussing her view of students, Xinyu stressed how important for them was a foundation of grammatical knowledge, especially given the examination culture in which they were studying. Her own preference was to look at language in broader terms, however, and she seemed to form more rounded pictures of students once she got to know them more personally. Lily's description of students in many ways fitted patterns discussed in parts of the literature on Chinese students (e.g. Cortazzi & Jin, 1996a; Scollon, 1999; Liu, M., 2005), some of which was probably attributable to the rather lowly status of college they were attending.

8.2.3 Language learning

Ailing was the only teacher whose data lent themselves to a specific categorisation of language learning, though it was a topic touched on by all. She seemed to derive many of her views from

her own experiences, and particularly from her L1 learning, prompting her to stress the use of imitation. Her view of grammar learning – that it should be delayed – is quite different from Xinyu's sense that early grammar learning is important.

8.2.4 The classroom context

Ailing seemed to be finding the classroom a difficult place to deal with; while she understood her students, she was presented with obstacles by them. Xinyu focused on material and its use. Though she was finding it easier than Ailing to create a language atmosphere, by having very clear guidelines for both her students and herself, her observed lesson featured many aspects of traditional teaching, as did all three teachers' lessons. Her greater use of English may have been due to experience. Similarly, Lily's experience showed in her ability to be quite flexible in the classroom. She also stressed the importance of extra-linguistic objectives, such as morality, as part of the teacher's task in the classroom.

8.2.5 The institutional context

Neither Ailing nor Lily showed much knowledge or awareness of curriculum, the former seeming content to rely on examinations to guide her teaching. Ailing expressed concern over the way that examinations colour every aspect of schooling, and Lily questioned the gap she perceived between the college environment and the outside world. Xinyu's data did not indicate a substantial categorisation in respect of the institutional context.

Having briefly revisited the findings of the three individual case studies, the following sections deal with the cross-case study itself. Similarly to the individual case studies, the data have been used to present the teachers' views and beliefs, this time as expressed during a group discussion. The categorisation of data here resulted in the three major areas of: perceptions related to teachers, the nature of (BTC) students, and the institutional context and teacher development

8.3 Perceptions related to teachers

Within a broad category of perceptions related to teachers, the data consisted of the sub-categories of: the 'good teacher', good speaking ability, and choice of classroom language,

individuality, traditionalism, and self-improvement. Table 8.1, below, displays the categories, sub-categories, and some sample data related to each.

Table 8.1: The three teachers' representation of their perceptions related to teachers

Category	Sub-categories	Examples from the data
Perceptions related to teachers	The 'good teacher'	…we have give a lot of examples what we think the good teachers and the good teachers we have met in our… university… [Ailing]
	Good speaking ability and choice of classroom language	Sometimes I find some explanation is very difficult for me sometimes it's difficult to explain in English and also for the students sometimes it's difficult for them to understand the English explanation and then I will use both English and Chinese. [Lily]
	Individuality	I think this is not the traditional way… [Lily]
	Traditionalism	…maybe it means a standard for a good teacher… means traditional. [Lily]
	Self-improvement	If I were dean I try to find this kind of teacher, get together to discuss the teaching methods… [Lily]

8.3.1 The 'good teacher'

The participants' comments on the characteristics of the 'good teacher' were expressed as a collage of perspectives. By this I mean they expressed not only their own opinions and reminiscences about former teachers, but also their students' preferences, and in one case reference was made to a magazine article. This is not to say that all these perspectives can be simplistically combined like scraps of material on a collage, but they do present interesting perspectives that facilitated further discussion. Regarding the concept of a 'good teacher' per se, two of the teachers, Lily and Xinyu, had coincidentally previously asked their students about their views of teachers, and the resulting characterisations revealed several qualities which were recycled throughout the discussion. Lily's students had listed patience, love, respect, understanding, and humour.

> I have do[ne] some discussion about what is a good teacher during… different classes, so some character[istic]s they mention [are] patience, and love the students, respect their students, understand students, and also be humorous... [Lily]

Xinyu's students had, perhaps humorously, focused on appearance and age. According to Ailing, age was not an issue, though she did agree that a teacher should be humorous.

> I have organised the students with a discussion: What's in your eyes about the college teachers? They all… most of them told me that they think a college teacher should wear a thick glass [laughter] and old, not so young like us. [Xinyu]

> I don't think a teacher should be an old, old man. I don't know why the students have that kind opinion. [Ailing]

> Humour is… I think… very important in the class. [Ailing]

For Xinyu, the importance of humour was illustrated by referring to a former teacher, and in contrast to what she implied was the apparent norm for teachers: being serious, and even boring.

> She's… humorous, that's one different thing than other teachers. You know, teachers always give lessons very seriously and the teaching and learning way make students boring. [Xinyu]

Patience was seen as particularly appropriate for language teachers. Lily's comment also supports Ailing's remarks about the time and effort needed for language learning (see Chapter 6, Section 6.5.1).

> …because this… language learning I think for language learning sometimes will pay some special attention to some details, so I think this needs patience, very much. [Lily]

These qualities of a 'good teacher' were filtered through the participants' interpretations of students' perceptions and their memories of former teachers and, apart from age, were largely uncontroversial.

8.3.2 Good speaking ability and choice of classroom language

It was typical for the participants at various points to recall their own former teachers, and one particular quality they valued was the ability to speak English well. Lily remembered how one teacher's good spoken English was a powerful influence on her and her classmates, in that they admired and wanted to emulate him. She also drew the conclusion that teachers set an example through their own proficiency.

> I remember my English teacher in middle school, he has good spoken English so we try to imitate his spoken English and also we admire him. We want… one day we can also speak such fluent English, so I think sometimes the teacher, their spoken English set some examples for the students. [Lily]

Xinyu told an interesting story of a time when she asked for suggestions from her students. One student asked her to speak Chinese in class. As it was a spoken English lesson, she did not feel she could comply, though she offered to slow down her speech.

> One student give me a note, it said, I can't remember very exactly but the main idea is… 'Thank you for… what you have done in class, but only one thing, can you speak a few Chinese?', because in my lesson almost no Chinese, that's spoken English lesson. And then I pick up this piece of paper and tell the student, 'Sorry this is spoken English lesson I can't give you any Chinese. I can speak more slowly but I can't speak Chinese', just feel very interesting that the students can require me to speak Chinese. [Xinyu]

When asked why the students wanted her to use Chinese, she guessed that it was because they either could not understand or found it much easier to use Chinese. They also tended to use Chinese when they really had something to say.

> Maybe I think they can't understand me or maybe sometimes they can understand and maybe they found it's much easier to communicate in Chinese. Sometimes they will follow when I give them assignment to practise, they will then, if they don't know how to express they will change into Chinese because… when they are eager to express themselves they will speak in Chinese. [Xinyu]

As in the case-study (Chapter 7), Xinyu's comments about using either English or Chinese referred to 'slipping' into one or the other. Though she found such switching strange, she said she was unable to help herself.

> I sometimes just feel it's a habit to start from English and then speak English all the time and I will feel strange to slip into Chinese and if I slip into Chinese I also feel it's strange to speak in English [laughter]… in class I mean, sometimes I can't control myself. [Xinyu]

Lily would combine both languages if she was finding explanation difficult or if the students were struggling to understand, giving two reasons for her choice of language in class, actually for changing from English to Chinese. These were the constraints imposed by what she thought were the limits of both her own English and that of the students.

> I think for the language we use in class Chinese or English... I think two main reasons… one due to my language limit. I think…[if] I master more I can express something in English easily for the students, but sometimes I feel it's difficult to analyse something in English so I think this is… my language limit, and the other one is about the students' level. Sometimes some students they really [are] of the poor level… [Lily]

For Xinyu, her use of English in class provided a method of self-improvement; by pressuring herself to speak English she would find problems or seek alternative ways to express herself.

> …it's also a good way to improve myself… to practise speaking… If I speak Chinese it will be much easier, but if speak English I sometimes find the difficulties and then I will look up dictionaries or try to find… another way, so if I force myself to speak English. Actually… although it's not very good now… I really improve myself compared with the beginning… I become a teacher. [laughter]. [Xinyu]

Ailing was willing to use Chinese to make something easier for students and to save time, but all in all she thought it best to avoid the L1.

> I may… use Chinese but maybe some sentence when I… explain it I will change into English… Chinese is much easier for them to understand maybe sometimes I say a lot in English… a very long time and then they just puzzled… in Chinese… they can understand it very quickly so sometimes maybe when we want to save time… we use Chinese… but I don't think it's a very good way. We'd better not use Chinese. [Ailing]

Returning to former teachers, Xinyu reminisced about a teacher who had been abroad, whose proficiency in spoken English was, if a little uncertainly, termed a 'professional ability'.

> Another good teacher… she has been to America and so her spoken English is very good and we all admired her at that time and we all hope we can speak such a fluent English like her. So I think this is professional ability? No, not very exactly. [Xinyu]

Echoing her comments about a former teacher's professional ability, Ailing professed to using as much English in class as was possible.

> In fact I try my best don't use Chinese in my class it's very OK professional or very how to say? 专业 (*specialist*) maybe. [Ailing]

As a student she, like Xinyu, was drawn by teachers' professional ability, but she was also looking for something more special in a teacher: individuality.

> When I was a student I didn't I even don't have that kind of opinion I just .. pay attention maybe their professional ability and I would like a teacher to be… how to say? 有个性的 (*individualist*)... [Ailing]

Though Lily and Xinyu admired and wanted to emulate former teachers' spoken English, and Ailing professed to using as much English as possible, all three justified their use of the students' L1 in various ways. Ailing's evocation of an individualistic teacher led to a third sub-category.

8.3.3 Individuality

This concept of a special, individualistic teacher is an interesting one. The participants took a little time to try to define what this meant, though they all seemed to agree that such a teacher exists. As they guessed what might define this teacher, various suggestions came forth, but it was still hard for them to delineate the concept.

> Personality? [Xinyu]

> Have some special characters, personalities… do something in some special way [laughter]… special. [Lily]

Xinyu suggested that Ailing offer the name of a teacher in the department who might fit the bill, and had guessed who Ailing would suggest before she did so.

> I only know that Yanyan was welcomed by students. [Ailing]
>
> …such kind of teacher… I th[ought] she's going to talk about Yanyan. [Xinyu]

Finally, having proposed the idea, it was Ailing who gave the most detailed definition, through reference to magazine articles she had read.

> I read some stories... some real things… in... a magazine 'Reader'... some articles mention some teachers, they... are very... lovely, maybe have.. lovely personalities, but at least they are very professional... and love their students... and... concentrate themselves on their career. So even though maybe some of them... they seldom talk too much after class or maybe they don't have good relationship with their leaders, but they write some... some books and... students like them very much... [Ailing]

As a major characteristic of this kind of teacher, non-traditionalism was invoked in a positive way; Lily agreed that this attitude was something which appealed to students.

> I think this is not the traditional way... but the students really like this kind of… teachers because I think nowadays the students like something special, so also [that] includes somebody special… [Lily]

Certainly, it seemed that such a teacher was not traditional, and the disobedience factor raised amused eyebrows.

> Disobey some regulation [laughter]. Is it betrayal? [Lily]
>
> Not traditional [laughter], the modern way maybe. [Ailing]

This special kind of teacher seemed to have the characteristics of a rebel: someone who does not necessarily get on well with the leadership, but who is serious and professional about their teaching, and popular with students.

8.3.4 Traditionalism

Taking the theme of traditionalism further, there was a feeling that the teachers were somewhat critical of a traditional approach to teaching, and wanted to become less traditional themselves. Lily very thoroughly compared two teachers from university, clearly preferring the less traditionally-oriented one.

> …two reading teachers in my university... The first teacher just like maybe like traditional way to... analyse the whole article and then to point out some grammar points and sometimes nearly do the whole article's translation. But the second teacher, he did it in a completely different way; he… organised… discussion… and just… give us some questions, let us… find the answers through discussion and then just show our answers to him. Then after this he will also leave us some time to ask him questions… he pushed us to ask questions… [Lily]
>
> So I think the second way is effective, because for the first teacher though he analysed every part of the article… it seems that… we can be lazy because we will not do many preparation for the article, we just keep listening, it's OK. But sometimes after the lessons it seemed that it's easy to forg[e]t it. But the second teacher… we will keep very, very concentrated on his lessons because he will ask… us some questions suddenly… so… most of [my] classmates, we like the second one though sometimes we feel nervous in his class. [Lily]

Xinyu felt that traditionalism was in some way necessary, or at least that she was unsure how to break the mould.

> Sometimes in my lesson there's some, there have to be some boring times [laughter] because I don't know how to change it, but… for this kind of lesson I have to teach them something… [Xinyu]

Ailing described the alternative, in terms of what she would like to achieve, as a change of classroom atmosphere, to freshness and activity.

> ... give some fresh air to the class not just like a traditional very traditional way maybe... make everyone to be active, myself and my students... [Ailing]
>
> The traditional way of teaching
> *Is not good?*
> In some aspects. [Lily]

Traditional teaching seems to have implied staidness, predictability, boredom, passivity, and perhaps ineffectiveness. While Lily and Ailing admired a different approach, Xinyu admitted that it is difficult to break away from.

8.3.5 Self-improvement

As Xinyu and Ailing's comments above indicate, the discussion also reflected back on the teachers themselves in terms of their own teaching. Asked about what they would like in order to improve as teachers, their answers differed. Lily expressed a vague wish to study further and broaden her knowledge, and wanted the opportunity to observe more lessons, especially in other institutions (quoted below, Section 8.5.1). It is interesting that Xinyu's hope would be to go abroad, but having said she and her classmates had admired a teacher who had been abroad, admiration was not what she herself would seek.

> …if I had a chance I want to go maybe America or some English-speaking countries to learn English to improve myself in a real language atmosphere... I don't want to be admired by the students I just want to improve myself. [Xinyu]

Ailing focused on professionalism, defined in her case by analytical ability combined with an ability to explain at the level of her students, and the transference of her own reading to her charges, reminiscent of her references to her Economics teacher in Chapter 6, where her case study is reported.

> …at least to make myself more professional... to know maybe can analyse some difficult things in easy way to the students… I should analyse some maybe professional things in a very easy way… myself should read a lot of things and try to absorb them then give them… to the students... [Ailing]

Once more appearing to identify closely with her students, Ailing wanted to be somehow among them, but as an advisor or guide.

> I just want to be... part of them and to be a[n] adviser maybe or guide… [Ailing]

The different ideas expressed here display links with those shown both in this category and others (former teachers, non-traditionalism, and observation) as well as aspects mentioned in the case studies, like the value of knowledge, and the emulation of former teachers.

8.3.6 Discussion

The general category of data presented above, of 'good teachers', produced a range of characteristics that were generally agreed upon by the teachers. The concept of individuality produced more debate, though mostly through attempts to define it, as all the participants agreed that such a phenomenon existed. In all, the teacher characteristics identified may have been neither surprising, controversial, nor novel; Cortazzi and Jin (1996a, p. 187), for example, found patience and humour in a teacher to be valued among Chinese students. None of the teachers objected to humour, professionalism, and good speaking ability. These appear to be generic qualities to which no-one would really object. Who would say, for example, that a teacher should be impatient?

Moving a little beyond the actual words spoken, however, one can glimpse more complex meanings conveyed about certain of these aspects. Age was a little more controversial as a quality in a teacher than humour or patience, as Ailing could not understand why students might

prefer older teachers. It is possible that the students who had been asked (by Xinyu) were thinking in terms of a ‘typical’ or even ‘ideal’ college teacher. It is interesting to note once more (see Chapter 2, Section 2.2.3) that in the traditional view of education the true meanings of (memorised) texts do not reveal themselves until later in life. One justification given for memorisation is that it constitutes an early stage of the work of becoming educated, but that true meaning follows, perhaps many years later. In this sense, it is possible that students’ views of younger teachers are not as positive as older ones who have eventually ‘seen the light’. Perhaps Ailing, as the closest in age to the students, found this idea somewhat threatening. She could not fit this bill, if that is what it was, until she became older.

To a Western reader, expressions of respect for and understanding of students may not be unusual, but the idea that a teacher should ‘love’ their students may appear sentimental, even uncomfortably so. As mentioned in Chapter 6 (Section 6.6.3) however, it has long been expected of teachers in China that they show their love of students, such that it was at one time a national requirement (Lo, 1984, p. 157). In this respect, and possibly in others, these teachers were expressing rather traditional ideas about the identity and role of a teacher, even though they also implied a willingness not to be too traditional.

The possession of ‘high language proficiency’ (Zhang & Watkins, 2007, p. 784), might seem an obvious asset for a foreign language teacher. The participants specified good L2 speaking skills, and for native speakers it may seem unthinkable that a teacher might not be a good speaker of the target language. However, for the teachers here, their own speaking abilities may have been dearly bought, and with the insight which may only be available to non-native speakers, they could appreciate the supreme achievement that their teachers’ good spoken English represented, especially if they were working in relatively remote areas, albeit in key schools therein. Of course, the fact that extremely well resourced key schools (Lewin & Xu, 1989, p. 11) are more able and likely to attract better teachers may account for the proficiency they described. The idea that skills in speaking English constitute a professional ability is interesting, however, especially as the literature sometimes describes Chinese teachers as substantially or completely teaching in the L1 (Dzau, 1990a, p. 53; Song, 2000, p. 38). Teachers who use the target language well provide a sound and impressive model for their students, as the comments by Lily and Xinyu show, once again a very traditional aspect of being a teacher. One might also draw an interesting comparison

with the assertion that teachers made (see Section 8.4.1) that their students were becoming, over the years, better at speaking English.

If most of the characteristics of teachers thus far have been ascribable to a generally traditional view, there would seem to be a curious friction with the view that a teacher should be an individualist, or a rebel. However, Chinese history has many examples of writers, artists, and even politicians who have gone against the grain in order to stand up for what they thought was right, and this may constitute a culturally acceptable form of rebellion. The individual case studies (Chapters 5-7) revealed some dissatisfaction about department decisions regarding the curriculum, for example, and so to this extent perhaps the teachers could identify with the alternative model being discussed here. They would certainly seem to admire the other qualities mentioned (being professional and focused, popular with students, loving students), none of which necessarily conflict with traditionalism.

Somewhat more negative aspects of teachers tended to be related to a traditional approach to teaching, not so much to the perception of the personal qualities of a traditional teacher as such. There seemed to be a general feeling against traditional classroom teaching. For example, Lily described a teacher whose approach to text analysis seems familiar from the literature (e.g. He, 1998, p. 323; Wang, 1999, p. 47). Xinyu expressed a certain amount of frustration over being unable to find a way out of traditional teaching; the alternative seemed desirable but tantalisingly out of reach. (Her case study, in Chapter 7, suggests that she felt restricted largely by the mandated materials.) It is worth noting here that much Chinese teacher training, and almost certainly the training available to these teachers at pre-service stage, offers little in the way of alternatives to very traditional views and ways of approaching the task of teaching (see, e.g., Guo, 2005; Hu, 2005a). Xinyu and Ailing's suggestions for self-improvement as teachers tended to be based on memories of previous teachers, and a swing away from traditional approaches. It can be actually difficult, however, to separate out what is traditional from what is modern, and in some sense the teachers were highlighting positive aspects of traditionalism, while attempting to distance themselves from the classroom manifestations of very text-centred, analytical teaching. In all, it might be said that the three teachers involved here would subscribe to the view that good tertiary EFL teachers in China 'should excel in almost every aspect, including academic competence, subject knowledge, personal qualities, and morality' (Zhang & Watkins, 2007, p. 785).

8.3.7 Summary

Discussions among teachers or students are likely to throw up several relatively uncontroversial qualities of the 'good teacher', and this discussion was no exception, age being the only slightly contentious item. More interesting, perhaps, were ideas about traditional teaching and individualism among teachers. Teaching traditionally was generally seen in a negative light, though traditional qualities of teachers themselves were often, both here and in the case studies, seen to be positive. It is difficult to separate the modern from the traditional, and according to Xinyu to break away from that model, but the individualist teacher discussed appeared to be somewhat rebellious, yet professional and popular with students. On the whole, the three teachers tended to agree rather than disagree on the points discussed.

8.4 The nature of (BTC) students

The category of data collected under 'Students' was sub-divided into four sub-categories: the students' level of English, grammar, the students' practical orientation, and their concerns. This categorisation and some sample data are shown in Table 8.2, below.

Table 8.2: The three teachers' representation of BTC students

Category	Sub-categories	Examples from the data
The nature of (BTC) students	Level of English proficiency	They dare to say something… [Lily]
	Grammar	…it's maybe sounds free to speak, but when they are asked to write maybe they find it's difficult. [Ailing]
	Practical orientation	'Grammar is not so practical sometimes.' They have this idea. [Lily]
	Students' concerns	…sometimes the students also feel confused about what they really need. [Lily]

8.4.1 Level of English proficiency

As pointed out in Chapter 2, students who enter teachers' colleges in China are not necessarily of the highest academic level, a point confirmed by Lily, in the case of BTC students, with respect to their level of English proficiency.

> Some of our students their English level… sometimes is really not so good. [Lily]

This view could be illustrated by reference to her own days as a university student. Somewhat unsurprisingly perhaps, Lily and her classmates could follow teachers who taught in English, but the BTC students struggled even when teachers modified their language to offer easier input.

> …I recall that when I were in the university most of… the teachers, they used English when they have lessons but we can catch them, but for our students sometimes it's very difficult though we use some easy sentences they also can't catch up with us. [Lily]

The concept that teachers' college students are weaker than university students seemed uncontroversial and generally accepted, but rather more concerning to the teachers was the possibility that college students were also weakening, year on year. Xinyu even used the word 'terrible' to describe one former class.

> At the beginning I think they maybe… are better than the students of Grade 1 at that time I think they are terrible… [Xinyu]

However, Lily wanted to specify what 'better' or 'worse' actually meant in terms of skills, and so she went on to show that the present students were more comfortable with speaking than those in previous years. On the other hand, she thought that the students were less careful with their writing.

> When we say the students better or worse I think due to different areas… Just now she mentioned… I think this one is very interesting about the speaking right? I think… for the student now at least they dare to say something, not so shy compared to the students before… but about some writing sometimes they didn't pay more attention to the grammar sentence structure. [Lily]

Lily's point about an improvement in speaking but not in writing found an explanation in Ailing's comments about a change in focus by students. She maintained that pressure from society was bringing about a transition within students such that they would seek to communicate verbally rather than in written form.

> They focus more attention on speaking not on writing... maybe because now…society always ask them to communicate with others... they... changed their attentions on speaking now. [Ailing]

Interestingly, Lily had found that the students who would talk in English were not always the ones considered to be the best, and she offered two possible reasons why these weaker students might be willing to speak. Firstly, there was some measure of self-applied pressure, and secondly a desire to create the right classroom atmosphere for improving their speaking.

> …very few... I found that the students who talk with me in English is not the maybe the excellent student or the good student or the best student in the class not them but some other students their spoken English is not so good but they try to speak in English yeah some of the students they feel give them this force to do it so maybe they also realise that they also want to create this atmosphere. [Lily]

Clearly, the general picture is of students whose English is not strong, even weakening with each new college intake, but whose speaking appears to be improving, at least in terms of confidence, if at the expense of writing skills.

8.4.2 Grammar

Lily viewed grammar as a theoretical basis for English study. In general, it seemed, she perceived that students approached theory with doubts as to its usefulness, even when they actually did use it. This was the case for theory in various majors, she thought, and for grammar-as-theory in English study.

> When the students learn some theory they will not think it's practical, it's useful, though they really use it but they still consider the theory maybe boring. Just like they learn grammar in English, also some theory in some other majors I think. [Lily]

Ailing revealed a personal attitude towards grammar which she had clearly carried over from her own university study. She disliked it then and appeared to dislike it still; unsurprisingly, perhaps, she found it difficult to teach in an interesting way.

> But I think it's difficult… to teach grammar interesting. I also don't like this subject in my university days… very thick book… we should read it, also very detailed, make us a little boring, very, very boring about it and when… we finished it we just throw it away… [Ailing]

Lily pointed out that she and perhaps other teachers, held to different standards for speaking and writing. This was illustrated in her view by the way that teachers corrected writing, but did not correct speaking in the same way. Further, the requirement for speaking, she thought, was simply to speak, speak fluently, and speak comprehensibly.

> We can't use speaking without grammar does it mean that sometimes we have… do things better for their speaking? I mean sometimes when we correct their writing their composition we will pay more attention to the grammar sentence structure but for speaking I think sometimes my requirement is… just open your mouth to say something fluently and then I can understand the meaning or the classmates can understand the meaning it's OK. So I think maybe the standard is different, so when I listen to their speaking I didn't so, so what, picky for their grammar? [Lily]

Ailing also noted differences in the use of grammar between speaking and writing. She believed that grammar was not as important in speech as in written language, and that perhaps this was one reason why students found writing more difficult.

> Also I have… an experience… the… native speakers, maybe when they speak the grammar is not as important as when they write, yes? Just like… Chinese when we say some oral one… sometimes it is not… how to say it, obey the regulation of the grammar? And also in all kind of language speaking and writing's different… [Ailing]

A more extreme situation seemed to pertain to Xinyu's classes, for whom grammar seemed almost irrelevant.

> Practical English students they never learn grammar, so in their writing, oh, no grammar at all. [Xinyu]

Lily's concept of grammar-as-theory provided a way of comparing English with other subjects, though perhaps the teachers were unsure of the best approach to inaccuracy. There was a hint from Ailing that teachers in general may pass on negative attitudes about grammar to their students, but the problem may have gone higher institutionally, as Xinyu hinted at a lack of provision by the college for Practical English students.

8.4.3 Practical orientation

Lily and Ailing considered students to have a more practical orientation than previously. Lily linked this to the concept of grammar as a theoretical base for English study.

> Maybe you think computer is more practical but I think every major they should have some theoretical base, so some theory. [Lily]

Practical English students were apparently less likely to consider grammar important, unless they were planning to teach. (Though not following a course designed for pre-service teacher training, some Practical English students would eventually become teachers.) In this case, then, at least as far as the teachers could divine the students' opinions, there was a distinction between learning grammar and the practical use of language.

> Sometimes with the Practical [English] students they will consider grammar for them is not so important. They think, 'If I want to be a teacher I will want to learn grammar more and more seriously, but I just the Practical English I'd like to learn something practical. Grammar is not so practical sometimes.' They have this idea. [Lily]

Ailing agreed that students had a practical outlook, which helped to explain their preference for speaking. She elucidated in terms of the Business English course ('my class') she was teaching, which she thought the students perceived as practical.

> The students, they are very practical... because we always say OK you should open your mouth... you should use it. In their opinion maybe use it speaking is… the easiest way to show their ability of English. [Ailing]

> Like my class… maybe they think it's practical... they may think it's interesting... So I think different subject may have different ways, and students also found some of them maybe interesting some of them maybe not. [Ailing]

A practical orientation on the part of students seemed to link closely with their attitudes to grammar, though there would appear to be a conflict with more traditional views of learning which emphasise knowledge about language rather than practical use.

8.4.4 Students' concerns

According to Xinyu, one major problem with English as a subject was that the students were unable to judge their development, even to the extent that they doubted the merits of studying hard.

> English is typical one maybe because it's not very obvious to see one's progress and students sometimes ask me the confused question if it's worth of working so hard... [Xinyu]

These students were perplexed by an apparent mismatch between hard work and examination success.

> It's true... some of the students really work very hard but they always find it's so difficult to learn... what confused them is that in the examination some students maybe who are not working hard like them can make a very good mark higher than them. [Xinyu]

Confirmation was found in a comment by Ailing, to the effect that students could miss class but still do well in examinations, a situation corrected to some extent by the use of marks for 'daily presentation/work' and homework.

> so... when we give our final mark we always put their... daily presentation and their homework... it also will give some marks on them... to balance... maybe some of the students who... some big class maybe some of them never come to the class or seldom come to class… so but at last he will also... do well in the exam so we just balance it with their daily work. [Ailing]

She ascribed the ability to do well, despite not working hard, to language aptitude.

> …there's one question we have… students who… [do] not work hard has some talent in language. [Ailing]

In a way, the students' insecurity about following their own progress has been echoed in the teachers' (especially Ailing's) uncertainty about progressing pedagogically. It may also be ironic in a system so heavily reliant on examinations that students do not appear to entirely trust them, expressing doubt about whether hard work, another traditional feature of education, leads to success.

8.4.5 Discussion

The themes uncovered within this category encompass a wide range of teachers' thoughts and experience, and also those of students seen through the teachers' eyes. These themes combine to present a complex picture of views, attitudes, and beliefs, but also uncertainties and questions. Certain changes, such as a general weakening in English proficiency and a practical orientation among students, were focused on. It may be natural for teachers everywhere to observe students and compare them with their memory of themselves at the same age or stage, and this may have been what the participants were doing.

It is something of a given that teachers' college students are often academically weak (Paine, 1990a, p. 132; Su et al., 2001, p. 620). They enter with lower scores, and though some financial support is fading away (Guo, 2005, p. 72), tuition fees are generally still lower than in other institutions and education students often receive a meal subsidy. For these reasons, teacher training colleges often attract both academically and financially poorer students. The end result is that those students who become teachers are not of the highest calibre and often not overly motivated. Even more serious is the perception among the participants that students seem to be becoming weaker, year on year.

The most likely factor here is expanded enrolment rather than weaknesses at middle school level. Larger enrolments, which 'have nearly doubled the overall scale of China's higher education and created a miracle in the world's history of higher educational development' (Hu, Chen, & Mao, 2004, p. 12) are including those who previously would have been denied entrance. Unfortunately expanded enrolment does not necessarily mean improved quality. It could be argued that more able students will still enter better institutions because they too are expanding. The expansion

slack is taken up by colleges like BTC, filling them with students who may not previously have been able to enrol at all.

Modern teaching reform in China has tended to be middle school-led, and the apparent improvement in students' speaking was probably due to such reforms as greater emphasis on productive, communicative language abilities has been the case for some years. It has taken a long time for this improvement to filter through, and it may be ironic that in teachers' colleges, though students may enter with better speaking abilities than previously, there is still resistance to the inclusion of this aspect of 'integrated skills' among teachers of Comprehensive English (also see Chapter 7, Section 7.6.3).

Comments to the effect that students were now more willing to speak were encouraging, though balanced by a feeling that writing was a declining skill. As well as being weaker in English generally, if better at speaking, students were described as more practical than those in the past. According to Ailing, there was a connection between speaking and practicality in that the students saw speaking as a useful, practical skill, in demand in wider society. By contrast, Lily's proposition that grammar forms the theoretical basis for the study of English would seem to imply that for students with a practical orientation grammar would hold little appeal. She certainly thought this was the case and Ailing agreed.

Lily's perception of grammar-as-theory was an attempt to characterise English learning in similar terms to the study of other subjects. Students following other majors were not necessarily drawn to theoretical aspects of their subject, and nor, it seemed, were English majors to theirs. That is, grammar enjoyed a lowly status among students. This view was confirmed by Ailing with respect to her own student days, and taken a step further by her comments as a teacher, by contrast to which Lily seemed to see the practical possibilities of grammar-as-theory. Ailing's dislike of grammar may have originated in any number of ways, but her comment on the difficulty of teaching it in an interesting way hints at the question of how she was taught, and whether her attitude was absorbed from her former teachers. If we compare these comments to the very positive ones she made about her Economics teacher (Chapter 6, Section 6.4.2), we can distinguish a different, perhaps significantly different, tone. Once more, the concept of the teacher as a model is a relevant one.

Differences in teachers' approaches to writing and speaking were noted by Lily and Ailing, too. Lily's comments were framed as questions, to herself as much as to anyone, as she wondered why she and other teachers seemed to be more 'picky' about grammar in writing whereas with speaking they seemed content for students simply to 'open their mouths'. Ailing interpreted the difference in her case as speech being less obedient to the rules of grammar; grammar seems to become less important in speaking. In both cases, the teachers appeared to be seeking to interpret and justify their teaching approaches as they related to an understanding of differences between language skills, largely based on what they had observed both inside and outside their classrooms. Lily's comments about treating grammar in speaking differently may relate also to students' reticence, a not uncontroversial point often noted with relation to Chinese students, which has been discussed in Chapter 5 (Section 5.5.5). In the classroom, she may have been accepting almost any utterances as acceptable given that it can be very difficult to persuade students to speak in the first place (Cooper, 1989, p. 19; Scollon, 1999, p. 19).

Linked to the view of grammar-as-theory, and the consequent student (and perhaps teacher) dislike thereof, was the practical orientation that two of the teachers ascribed to the student body. Ailing also connected this orientation with the increased readiness of students to speak. In this regard, they tended to be referring to the Practical English students, in particular because they were often not destined to become teachers (though some would). Such students, it seemed, would consider a knowledge of grammar as more important to a prospective teacher than to themselves, and this is especially pertinent if one considers the previously mentioned traditional importance of knowledge to teachers, and the students' expectation that a teacher be knowledgeable.

Comments to the effect that students seemed to find it difficult to assess their own progress, and were confused about apparently lazy classmates doing well, highlight the student concerns that the teachers had perceived. The first problem, assessing progress, may help to explain the attraction of standardised examinations like Band 4 and Band 6. Though these examinations have attracted criticism, they can be used as yardsticks by which students measure their progress and their standing among their peers. Missing class but still being able to pass examinations could be a version of practicality on the part of some students, and may be a pointer to change. In her case study, Ailing noted that at university attending class was not a strict requirement, but that it was at BTC. Now she was noticing BTC students who did miss lessons but were still able to pass

examinations. Either the strictness of the college was changing or her earlier perception about attendance was not accurate. Either way, the student approach would appear to be changing. Traditional obedience on the part of students may be giving way to a freer attitude to attendance. On the other hand, if the message conveyed to students is that examination success is all, perhaps they are simply responding to that major task.

In an interesting parallel, while students were having to cope with tensions and effects which they could not altogether understand, it could be said that the teachers were doing the same. For example, the productive linguistic skills of speaking and writing were invoked in terms of looking at both changes in students and in their attitudes to grammar, while teachers were examining their own approaches to accuracy in students' productive language. Equally, the teachers noted their students struggling to understand the systems of examinations and language learning and how these did not seem to match up in terms of hard work, progress, and examination success.

8.4.6 Summary

That teachers' college students are often academically weak is generally accepted, but the teachers brought up their perception of a slightly more complex situation in that recent college entrants, while becoming generally weaker, are more able to speak English. Possibly attributable to advances in middle schools, this improvement contrasted with a decline in writing skills. The position of grammar and student attitudes towards it shed light on two related issues: teachers' varied approaches to grammar in the productive skills, and the practical orientation which seemed to exist among students. There was an interesting parallel, it seemed, between student struggles to understand their world and the teachers' efforts to make sense of theirs. Of course, the latter case implies endeavouring to understand the former, too. Again, little seemed to be controversial among the teachers in the group.

8.5 The institutional context and teacher development

Within the larger category of 'the institutional context and teacher development', the data were divided into three sub-categories: the observation of colleagues, pedagogical discussion opportunities, and college responsibility. The data gathered together for this category originated,

unfortunately, from just two of the teachers. (It is difficult to ascertain why Xinyu did not contribute; interview fatigue may have played a part, or she may simply have felt she had nothing to add.) They focused on the possibilities for teacher development within the college context, and on the college's responsibilities as they saw them. The categorisation discussed here can be seen in Table 8.3, below.

It should be acknowledged here that, as mentioned in Chapter 4, I had been involved in working with the teachers as a teaching supervisor to encourage both observations and post-observation one-to-one discussions. In this case, it is possible that something of a halo effect was affecting some of the teachers' comments presented here. However, I would argue that whatever the source of the ideas, as long it can be assumed as the participants were being truthful, their comments should be taken as a reflection of their thoughts at that time.

Table 8.3: The three teachers' representation of the institutional context and teacher development

Category	Sub-categories	Examples from the data
The institutional context and teacher development	Observation of colleagues	…maybe some teacher they like us to observe but some teachers may not. [Lily]
	Pedagogical discussion opportunities	…in our work yeah to correct it and to improve also in this kind of way we can sit down discuss something together. [Ailing]
	College responsibility	…but in this college there's no such advice… [Ailing]

8.5.1 Observation of colleagues

Lily linked an inadequate store of her own knowledge for teaching with the desire to observe more classes, particularly in other institutions. Observation seemed to represent a potential source of different knowledge.

> I really want to learn more and because I found after graduation though we still keep studying but it seems that I want to observe more maybe not just in our college and also other places other universities I mean some chance to observe something observe... teaching and also their learning. [Lily]

She thought that, although observing other teachers' lessons might be a good thing, it did not often happen within the college, sometimes because of resistance from other teachers.

> …it's also a good way.
> *Does it happen?*
> Not very often... sometimes… maybe some teacher they like us to observe but some teachers may not. [Lily]

Ailing's criticism of reciprocal observations concerned the lack of materials provided for observers.

> …and we don't think we do very good preparation when we... observe other teachers' lessons even some... teachers don't have such kind of books or texts they go to the class and don't know... what's going on... so it should be improved. [Ailing]

For these two teachers, lesson observation certainly seemed a useful strategy for teacher development, though actual occurrences appeared less than satisfactory in terms of frequency, quality, and purpose.

8.5.2 Pedagogical discussion opportunities

The two teachers also mentioned the desirability of more organised discussions as a way forward in teacher development. Ailing could see that discussion (rather like the one we were having) was useful, but noted that some teachers might express a little more wariness about observation itself. The implication was that more value was evident if observation followed by discussion was intended to improve teaching.

> …some discussion like this is very goo[d]… everybody may like discussion like this but maybe ask a supervisor to… listen to your class, maybe there are some teachers not feel very good, yeah but maybe it is a useful way, although… we are not used to do it; if it is only for our discussions to improve our teaching, OK I think it is good. [Ailing]

According to Lily, the discussions which sometimes occurred in the teaching and research groups were inconsequential because the groups were too large. She thought that a better approach would involve only teachers who teach the same subjects or students.

> Due to the teaching group, and sometimes all the teachers, but… I think all the teachers sit together to do some discussion it's not so efficient... Maybe the same subject or for the same major students sometimes I think also different majors different courses it's OK it depends which kind of problems… [Lily]

Lily highlighted departmental responsibility for developmental activities. Teachers might put forward questions of general interest, though she acknowledged that not all problems could be solved.

> I think the department... it's better that organise some more teaching activities such like research or just some discussion... at different stages... periods. For example, maybe one term have some... times to do some discussion among teachers also we can show some questions because I think some of the questions of the teachers, there are some general questions… though it's not possible to solve... all the problems, but I think it's useful a discussion… [Lily]

Lily and Ailing's comments on discussion opportunities imply positive effects, but also some dissatisfaction about how such events are organised.

8.5.3 College responsibility

Lily's next comment hinted at the lack of power that Chinese teachers feel they have to control their own fate, even to the extent of not being able to organise their own development activities.

> But if the dean didn't organise this [discussion activity] we can't do this, so… [Lily]

Though she does not specify, one can assume that she was implying a loss of face for the dean, or a potential accusation of subordination within a strictly controlled hierarchical environment. Further to the question of responsibility for organising activities, Ailing seemed to say that teachers themselves lacked the awareness to see the problems in their teaching. Again, perhaps, this was seen as a department-level responsibility.

> …we don't have pressure to do it... awareness... we don't have pressure maybe, and sometimes… we seldom have such awareness to find the problem… [Ailing]

Once again, there was a reference to a lack of freedom within the college. Where Ailing had mentioned that the college was strict with students (see Chapter 6, Section 6.7.2), Lily thought the same was true of teachers.

> I think some regulation maybe make us not so free but sometimes we didn't enjoy some freedom... regulation is very strict… [Lily]

Ailing complained that, apart from the foreign teachers and to some extent the teaching and research group leader, there was nobody to advise on teaching matters. As mentioned in her case study, in other departments new teachers would have a period of non-teaching probation, whereas in foreign language departments it is common, because of the heavy workload such departments are required to undertake, to put new teachers into the classroom immediately.

> You will feel it's a little strange that when I become a teacher, I just... change my myself from a student to a teacher… besides Mick and Janice, no such advice from other teachers, maybe sometimes from Mr Long… my .. teaching group's adviser. We don't have such kind of research or… I know a lot of my colleagues, we don't… have that kind of we [feel] very strange about why there's no-one to give us any guide. [Ailing]

The culmination, in a sense, of comments on observation and discussion opportunities, these remarks demonstrate some level of disappointment over the college and department's provision of developmental and support activities. It seems particularly valuable to have Ailing's comments as a new teacher; with experience, these types of situations might well be forgotten as teachers cope and move on.

8.5.4 Discussion

Generally positive comments on observation of lessons were forthcoming, even though Lily hinted that it did not happen as frequently as might be desired, partly because it was not popular with observed teachers, even though the college had a requirement for observations.

Regarding Lily's suggestion that observation might be more widely engaged in than simply within the college (and usually department), it was becoming a trend at the time, especially in the preparations for inspections, for teachers to visit other colleges and universities to observe and learn about how best to cope with the upgrading process. This may be where Lily had got this idea. However, the context would impose severe restrictions on such a proposition. Visiting other institutions is difficult, especially from places like BTC, with the nearest similar college six hours away. Funding for trips was very strictly controlled, and they tended to be undertaken only by more senior teachers.

Even so, Lily's proposal may also signify another, perhaps more interesting change. Her assertion that she could learn from observation would seem to indicate a recognition that methods of obtaining professional knowledge could vary from the traditional book-based format, a prevalent concept that found confirmation in the case study of Xinyu (see Chapter 7, Section 7.4.3).

In middle schools observers are usually provided with a copy of the book the teacher is using. In BTC this never happened, and observing teachers, unless they were themselves familiar with the textbook being used had no material to follow. The college never had surplus books, and teachers

had no access to photocopying for such purposes. Under these circumstances, then, and given the traditional stress on the textbook (Ting, 1987, p. 53), observations probably did feel uncomfortable or even purposeless for many teachers. Another comment on observation may indicate that Ailing was used to being watched for the purposes of assessment, but not for developmental reasons: ‘if it is only for our discussions to improve our teaching’.

Holding discussions about teaching was a developmental strategy which attracted positive responses. The teachers expressed general support of the idea, but criticism of hitherto organised events on the basis of the teaching and research groups. Having attended some of these, I believe it may be possible to interpret Lily’s negativism as a reflection of the fact that many such discussions were, in fact, meetings during which leaders conveyed their instructions to teachers. Lily was critical on two particular points: the group size and the range of teachers therein, which she saw as hindrances. She also seemed to imply that timing was important, whereby certain problems might be tackled on particular occasions.

A contextual note may also help to explain frustration with such discussions. As Hare and Thomas (2002, p. 200) have noted, discussion - in their case, of curricular options - is regarded as the sole preserve of departmental leaders, and not the concern of more junior teachers who are expected to defer to their seniors, in which case honest and open discussion, perhaps particularly needed by the most recent recruits, is unlikely to prosper. Interestingly, this was not something mentioned by the participants, possibly because they felt it inappropriate to do so, or because it is an ingrained cultural aspect of which they are unaware, ‘too common and too customary for people to notice its existence’ (Paine & Ma, 1993, p. 677).

The general view appeared to be that the college rather than individuals was responsible for teacher development, though Ailing seemed to say that teachers were unable to identify opportunities and strategies for doing so. Lily seemed more critical of the leadership, saying that teachers were powerless to organise their own activities. Ailing’s comments implied that she perceived too little being done to help new teachers, and this mirrors comments made earlier (Section 6.4.2). Mok’s (1994, p. 109) emphasis on the importance of collegial and institutional support seems particularly apposite here.

8.5.5 Summary

It is unlikely that teachers engaged in a discussion with a teaching supervisor, albeit in the role of a researcher, would be critical of such an event. Whilst acknowledging this possible limitation of the data obtained from the teachers, and the fact that Xinyu was relatively silent on the issues, it is notable that the teachers were generally positive about both discussions and lesson observations, though there were criticisms of how they were arranged and infrequently undertaken. Lily was perhaps broadening her view of the basis of knowledge, and Ailing was wary that these activities should be developmental rather than summative. The prevailing deference to senior staff does not usually encourage open discussion, and this may be exacerbated by the fact that organising events is the preserve of the department leadership. It could be said that the teachers were caught between dependence on the department to organise, and the need defer if and when an activity occurred.

Among all three major categories into which the data were arranged, very little in the way of disagreement seemed evident. This is not to say that the teachers agreed on every point, of course, but that there seemed to be little genuine, strong controversy. To this extent, it could be said that common patterns existed among their cognitions, even to the extent that one might begin to talk about shared cognitions (Borg, 2006a, p. 34). Such differences as did exist appeared to be minimal, though it is also possible that the teachers were to some extent unwilling to air their disparities in a shared context. One might feel disposed to attribute this to the discussion format, in that, while the previous interviews for the individual case studies were more private and safe, this particular format exposed teachers to their peers in a way that may have made them less than comfortable. As the researcher present throughout, I did not sense this to be the case, though it was true that the discussion was not easy to start and maintain. My own perception is that agreement was often implicit, even implied by silence, as each participant was unlikely to express agreement (or disagreement, for that matter) with every point made by others. It was, as it were, unnecessary to repeat something already said simply because one believed it to be true. Secondly, if the default Chinese mode is to strive for harmony, there may have been some effect of this in the sense that the discussion produced more accord than discord. Even so, I believe that these potential effects can be counteracted by reference to individual case studies where the themes overlap, as has been included above.

This chapter brings to a close the presentation of the case studies. The specific research questions that this cross-case study set out to investigate were concerned with common patterns among the teachers' views and beliefs, and differences therein. To a great extent, it would appear that common patterns do exist. Where there are differences, they may be largely attributable to differences in personal and professional experiences.

Comparing the models of 'good teacher' and 'individualist teacher', much was commonly agreed. There was a general dislike of traditionalism in teaching, though a complementary respect for traditional qualities of teachers.

The three teachers shared a perception that teachers' college students, though academically weak and becoming more so, were also gaining in speaking abilities, and becoming practically-inclined. Grammar was the site of most controversy. In addition to a proposition that grammar constituted theory within English as a college subject, there were beliefs expressed that indicated both students and teachers dislike grammar. In the earlier case studies, Ailing and Xinyu had expressed beliefs regarding the best stage at which to begin grammar teaching. While Lily appeared to have been thinking about English in comparison with other parts of the college curriculum, perhaps because of her relative seniority, Ailing and Xinyu's attitudes towards grammar appeared to have been affected by their own learning experiences.

Regarding the institutional context and developmental opportunities, there was, once again, little difference of opinion. The variation which did occur was largely attributable to the teachers making different points or developing points already made. The generally positive view of lesson observation and discussion activities was tempered by comments as to their relative infrequency and somewhat unsatisfactory format.

The study presented here differed from the previous ones regarding both format and stimulus. It was planned and realized as a group discussion, intended to stimulate conversation about the pedagogical views and beliefs held by three different teachers. As such, it was possible to create a different dynamic to that of the earlier one-to-one interviews. Though there was a danger that openness might be compromised, this study lent a certain sense of balance to the overall series, after the interviews had exploited their own particular dynamic. Unlike the individual case studies, which relied largely on initial individual interviews and a second interview based on

lesson stimulus, in this case the stimulus provided for the teachers was essentially the presence of each other.

Chapter 9 will conclude by offering further interpretation of the studies and a model to illustrate the contextual fields in which the teachers work and their views exist. An evaluation of the thesis and some suggestions for further research are also included.

CHAPTER 9: CONCLUSIONS

9.1 Introduction

This chapter presents further interpretation of the four studies as a whole, and in the tradition of qualitative approaches, attempts to take the findings further to explore their theoretical implications. Beginning with a consideration of the research questions, the chapter moves on to broaden the discussion and propose a model to represent the environment in which the three teachers were working. An evaluation of the work and a discussion of its contribution to the field follow, and finally I present suggestions for further research which have arisen as a result of this work.

9.2 The findings

The studies which combine to constitute this thesis set out to investigate the views and beliefs of three Chinese tertiary English teachers. Hitherto in the study of language teacher cognitions relatively little attention has been paid to the thinking of teachers in situations involving, for example, non-native teachers teaching large classes of perhaps less than motivated students; such contexts are, to paraphrase Borg, more globally representative of language teaching settings (Borg, 2003b, p.106) than those more frequently studied. To this end, the thesis has presented four case studies, firstly presenting each teacher on an individual basis and subsequently by considering all three teachers in combination. A number of areas of concern important to the teachers in their professional lives have been identified, and the teachers' own comments have been vital in portraying their perspectives. Revisiting the research questions for all four studies together, some general preliminary comments are possible.

Research questions

1. What are the teachers' self-reported views and beliefs about language learning and teaching?
2. How do the teachers interpret and explain their practices in the classroom?
3. Is there a common pattern across the teachers' self-reported views and beliefs?
4. What individual differences are evident and why?

The teachers' views and beliefs were revealed in a number of ways through their discourse during the interviews, though often not through direct propositions. In other words, thoughts were often expressed largely through allusion and hints, which were followed up and developed by discussion and further illustration. Those views and beliefs have been presented throughout the case studies, and the tables used to display the categories into which the data were sorted forms an overview of the findings in Chapters 5 to 8. Table 9.1, below, presents an aggregated compilation of the data from the three studies. This representation displays common major areas of the teachers' perspectives which were elicited through the discussions of related and varied component aspects.

The categorisation of the data, and therefore the meanings evidenced by each teacher, did not emerge identically in each of the three cases. Each participant essentially defined the topics she addressed; each individual tended to discuss what was prompted by the lesson and other relevant issues in her teaching life, all of which were individual to each teacher. It was also determined early on that, in keeping with an interpretive research approach, a pre-formed or a priori set of criteria should not be imposed on the data. Nevertheless, some common patterns of general views and beliefs became evident (e.g. the importance of a teacher's knowledge; the intention to maximise the use of English in class), though within these there were variations among the teachers (e.g. book-bound vs. experiential knowledge; reasons for using English and/or Chinese in class). Differences between teachers reflect their various backgrounds, their experiences of learning, and their teaching experience itself. Variety is also a result of personality and outlook, as shown, for example, by the teachers' individual accounts about becoming a teacher.

9.3 Seeking meaning from interpretation

The thesis as a whole suggests several major areas about which the teachers have important cognitions. Table 9.1 is presented as a meta-analysis of the research findings. Each major area shown is complex in itself, featuring several component aspects, and considerable overlap is evident between both major and minor areas.

Table 9.1: The major areas of cognitions and their component aspects

Major areas	Component aspect
Being a teacher	the nature of 'teacher' one's first year as a teacher the effects of large classes and a heavy timetable emotions interest and motivation the effect on one's language individuality and traditionalism
Professional development	the teacher's knowledge making knowledge accessible to students English ability, especially as a NNS teacher development support collegiality career
The nature of language learning	links between L1 and L2 learning the place of grammar traditional methods of learning
The nature of students	what they are like and what they do their likes and dislikes their study habits their difficulties and concerns differences between students choice of major English proficiency practical outlook
The classroom	materials lesson planning and execution use of L1/L2
The institution	the curriculum the timetable responsibilities towards teachers relationship with society

All these areas overlap in various, very complicated and sometimes very individual, ways, such that even attempting to separate them as in the table above proves to be complex. Connections and influences can be seen across and within each area, underlining the fact that just as the teacher's external world is complex, so is the internal world which we hope to glimpse through such research. Nevertheless, several tentative conclusions may be drawn.

The concept of 'teacher' as expressed by the participants revealed relatively uncontroversial aspects of being 'good' Chinese teachers which have often been referred to in the literature (e.g. Cortazzi & Jin, 1996a, p. 187). On the other hand, when it came to outlining rather typical features of traditional teachers, these views were challenged to some extent by the concept of teachers also being special and individualistic. The nature of being a teacher was a commonly discussed topic, differentiated to a large extent by the length of the teachers' service. While generally positive feelings about teaching were nonetheless common, these were by no means identical, reflecting the varied experiences and individual starting-points the teachers had in their careers. Therefore, Lily's outlook, imbued with a sense of ease in the classroom and even enjoyment of teaching, differed from that of Ailing, the most recently employed, who focused on difficulties typically faced by novice teachers, such as heavy workload and a lack of mentoring, points which are reiterated by Farrell's research (2003).

Pratt's (1992) conceptions of teaching held by Chinese educators, that is, delivering content, developing character, and a relationship with students, are relevant here and were to some extent reflected in the studies. His conceptions were not utilised as analytical categories in the present research, or as discrete discussion points between the teachers and myself. Nevertheless, Pratt's conclusion that each of these conceptions is compatible with and perhaps finds its derivation in cultural, social, political, and economic factors (p. 301) appears to be supported by the research reported here. These contextual factors are of precisely the type that are contributory to the findings of this study, and the conceptions themselves correspond to the views of the teachers regarding what teaching actually is. More precisely, they relate in turn to the nature of the knowledge to be delivered to students (often alongside the concern that this be useful and tailored to their needs), the extra-linguistic aims of education (for example, concerning morality), and the close bonds that appear to be expected by both sides and are based, it would seem, on longstanding CHC expectations regarding both teachers' and students' roles and responsibilities.

Clearly, from the teachers' perspectives, there is an overlap between being a teacher and pursuing professional development. The latter was seen as possible at different levels and under different forms of organisation either with or without the benefit of external support. All the teachers in the study viewed development as important, but as they were all at different stages of their careers, each saw it in an individual light. Consideration of professional development focused strongly on the nature and (in)sufficiency of teachers' knowledge, another theme reflected in the literature (e.g. Paine, 1990b; Hu, 2005d). Lily and Ailing were keen to stress the ability to make new knowledge available to students, while to Xinyu, professional development was couched in terms of specialisation, as a step forward on her career path.

According to Paine and Ma (1993), the situation regarding teacher support in China 'can be misread as an example of a place where real mentorship occurs' (p. 695). The present study has touched on a situation very different from some described elsewhere (e.g. Paine, 1990b; Wang & Paine, 2003), underlining the need for caution implied by Paine and Ma (1993), which is often deemed necessary when generalising about the Chinese context (Maley, 1983, p. 102; Cortazzi & Jin, 1996b, p. 61). While it was suggested in Chapter 5 (Section 5.4.3) that the CHC background may lend itself to collaborative working situations, this was clearly not the case for the three teachers at BTC, though Lily's comments did suggest some measure of change, interestingly in a bottom-up direction.

A vital feature of development, indeed of being a good English teacher, was seen by the teachers to be the level of their language proficiency, a concern for many non-native speaking teachers (e.g. see Law, 1994). In common with many such teachers around the world, those involved in the study were keen to improve their linguistic knowledge and abilities, suggesting an interesting contrast with the situation for native speaker teachers, who are often not expected to have language learning experience to bring to bear on their teaching (see Ellis, 2006). Indeed, by definition, non-native speaking teachers are likely to have had such learning experiences, though it may be common for them to avoid acknowledging the value of their experience while stressing a perception of their own shortcomings.

The nature of language learning, and what teachers believe about it, is likely to affect the way they teach. Beliefs held by students are also important, and may differ significantly from their teachers' beliefs (e.g. Davis, 2003; Siebert, 2003). Though students' beliefs were not a focus of

this research, the three teachers appeared to take them into account, as exemplified by Ailing's discussion of the 'Chinese way'. The difference between Xinyu and Ailing, respectively believing in early and later engagement with grammar, appeared linked to their own language learning experiences, once again underlining the teachers' dependence on their experiences as students. This link with teachers' language learning experiences has been previously reported in the literature (Johnson, 1994; Mok, 1994; Borg, 2003a; Urmston, 2003). In Ailing's case there was a perception of a strong connection between L1 and L2 learning. This in itself is reminiscent of the traditional Chinese habit of treating L2 learning as a similar process to that of learning the L1 (see Chapter 6, Section 6.5.3). There was some confirmation, also, of certain traditionally Chinese, or CHC, features of learning, such as in the references to memorisation and an examination-led education environment.

Learning as the acquisition of knowledge or skill from others was one of the conceptions of learning elicited previously from Chinese adult educators by Pratt (1992, p. 301). Given that the teachers involved in the present study tended to focus on the knowledge they might pass on to students, rather than on improving the students' skills, the extent to which a common Chinese perception of language learning is one consisting largely of knowledge acquisition is an interesting and relevant, if controversial, point. However, the teachers' perception of the nature of students as practically-minded may well signal a change occurring in China's higher education in respect of this knowledge-skills balance.

Descriptions of students in terms of 'typicality' for Asia, and China in particular, are almost certain to attract criticism. Even so, the general feeling among the teachers seemed to accord with a kind of stereotype. What might seem to be broad generalisations, such as the existence of a Chinese way of learning, were, in fact, real to the teachers concerned.

In addition to their own history as students, the teachers had gained, and were still in the process of gaining, impressions about their students from the classes they were teaching. This form of teachers' knowledge - of their students - was proposed by Zhu (2004, p. 377) as a catalyst for teacher change and development, and such a process was seemingly relevant in the case of Xinyu.

Interestingly, though working as teachers, the three participants did not seem to have relinquished their student role altogether. In a way, through the retention of a sense of studenthood, the

teachers reserved for themselves a means by which identification with their students could be maintained. This role of constant knowledge gatherer seemed to function as a vital feature of their role as teachers.

The classroom as a context displays several constituent features including students themselves, teachers' strategies and routines, and the materials they use. Decision-making regarding materials is not an option for teachers when mandated books form a feature of the context (Wang & Paine, 2003), though the actual choice - made by college authorities, as opposed to by teachers - does constitute an issue of concern to Chinese teachers, where the traditional place of the text (Ting, 1987) underlines the vital importance of this decision. Additionally, the quality of materials provided reflects the influence of the institutional context on such decisions.

It is in the context of the classroom that most of the teachers' cognitions are given expression in terms of behaviours. This is the arena in which teachers are likely to feel most comfortable (though the level of security is itself probably a result of burgeoning experience), where they are in control, and where much - though certainly not all - of the important work of education is seen to take place. All the points mentioned in Table 9.1 can be linked back, or even forward (for example, in the case of teacher development), to the classroom. The actual 'shape' of what happens in class, affected by factors such as the nature of the student body, the assigned materials, and the institutional approach, echoes the inevitability of such a relationship, as posited by Hu (2005b).

The choice of classroom language, that is, whether to use the LI, L2, or both, also links the classroom context and the teachers' views of their students. A connection with beliefs about language learning is also clear here. Accepting and justifying language switching may be common to teachers of varying lengths of experience (Law, 1994), and the L1 can be conceptualised as a 'useful instructional tool' (Tang, 1997, p. 578). A challenge to the admonition to avoid the use of the L1 in class (e.g. Zacharias, 2004) is supported by the justifications offered by the teachers in this study.

If the classroom, for teachers, is the major site of connection with students, the institution is the site of higher-level decisions, for example regarding curriculum, though made with little reference to teachers. The college can be conceptualised as featuring some elements of the

traditional CHC social hierarchy, within which the teachers seemingly automatically fitted into their allotted places.

Ever-larger layers of context appear to be important to teachers as they go about their work. These are the classroom, institutional, and national educational contexts, and positioned across and within all of these is the self as teacher. This point is addressed more fully below (see Section 9.4). Overall, support is found here for agreement with other writers in the field who have stressed the influence of teaching contexts on teachers' understanding of their work (Burns, 1996, Tsui, 2003), and on their beliefs (Andrews, 2003a). Constraints, such as those discussed here, can have a strong effect on what teachers do (Clark & Peterson, 1986; Crookes & Arakaki, 1999; Borg, 2006a).

The enduring educational and philosophical background is CHC (Biggs, 1996). Though China is changing, many aspects of the traditional culture still appear to affect teachers' thinking and actions. There may be an unconscious adherence, ingrained from childhood but still powerfully applied in diverse ways throughout modern Chinese society. While one should express caution over such a claim, there is some evidence to propose that this influence existed for the teachers in this study. As an illustration, each area of Table 9.1, as discussed by the teachers involved, can be linked with a CHC tenet. For example, with regard to being a teacher, one is reminded of the position and responsibilities of a teacher in the traditional Confucian sense, and the overriding imperative to provide students with a grounding in morality. Professional development as a teacher implies a never-ending process of knowledge acquisition. The teachers' perspectives on language learning invoke the importance of the memorisation process, as one example of the transfer of traditional learning methods – those previously applied to the learning of ancient Chinese classics - to the study of modern foreign languages. In relation to students, there are still expectations of respect for the teacher, and an ongoing, long-lasting, and appropriate relationship. With respect to the classroom, once again, the relationship between teacher and students is seen as key, as is the 'Chinese way' of learning. A CHC notion relevant to the role of the institution is that of relative positions within the social hierarchy and the responsibilities that apply therein. Moving on from these preliminary comments, a model is presented below that aims to represent the teachers' views and beliefs, and the various influences upon them.

9.4 Representing teachers' views and beliefs

Drawing on the work of Burns (1996), it is possible to construct a tentative model of the contexts which influence the teachers' views and beliefs. In an examination of the thinking and beliefs of six experienced teachers, and the effects of these beliefs on their classroom practice, Burns (1996) used lesson observations and interviews involving a stimulated recall procedure to 'elicit reflections and descriptions', from which 'it emerged that the teachers' thinking cohered around interconnecting and interacting 'contextual' levels' (p. 157). These levels of thinking conceptualised institutional, classroom and instructional foci (p. 158). Burns proposed the operation of 'networks of "intercontextuality"' (p. 158), such that thinking and beliefs at one level affected those at the others. She discussed one teacher's thinking and classroom practices in order to demonstrate the operation of these interconnecting contextual levels.

The following model, Figure 9.1, resembles Burns' (1996, p. 158) in the sense that several layers of context are recognised as contributing to the teacher's views. As with Burns, these layers are embedded, one within the other, and a network of links between them is outlined. The present model differs in that it attempts to take into account the particular features of the CHC influence. Also, while the widest level of context described in Burns (1996) is that of the institution, in this case it was felt that the broader national educational context was not only influential, but necessary to offer more explanatory power.

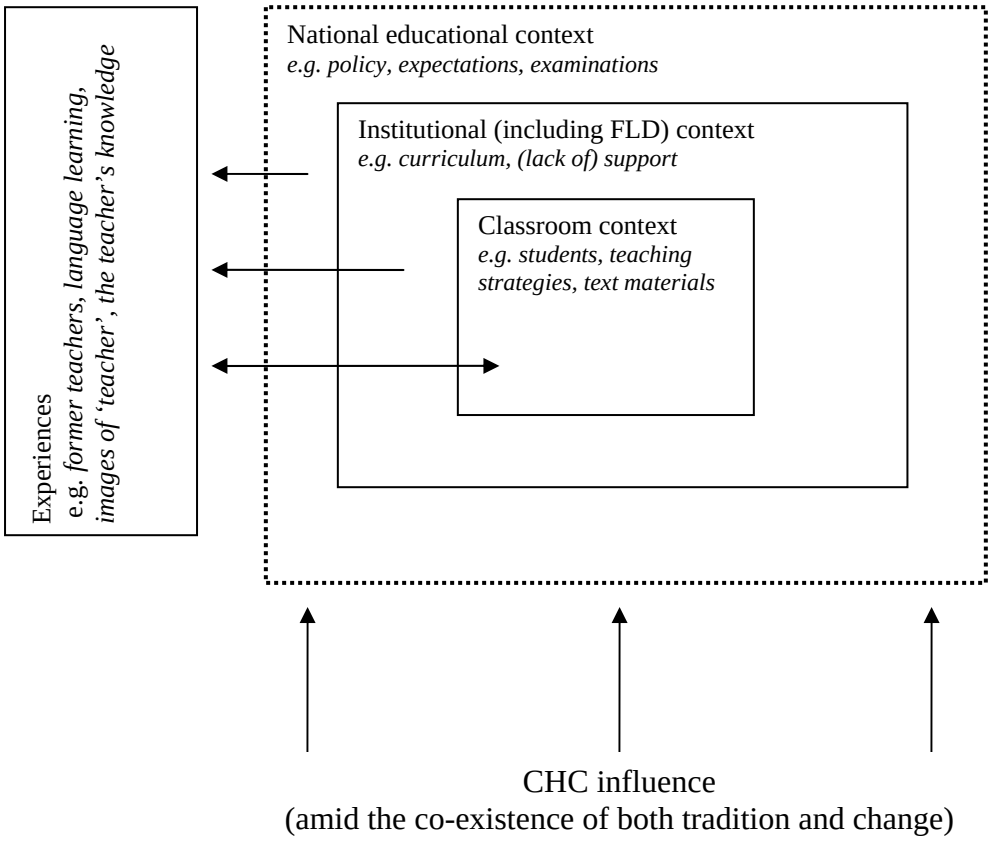

Figure 9.1: Contexts affecting teachers' views and beliefs

The model is presented to summarise the different levels of contextuality within which the three teachers' views and beliefs were located and have relevance. The case studies have shown how the categorisation and analysis of the data provided by the three teachers revealed their thoughts on a range of issues that help them make sense, as individuals, of their teaching situations. The model is intended to capture their viewpoints within the relevant contextual environments that make up those situations. It should be pointed out that the model is heuristic and generic; heuristic in that it offers a way of visualising without assuming coverage of all possibilities, and generic in that it portrays aspects which appear to apply to the teachers in general.

The model presented here aims to represent the three teachers' environment, and is based on three essential levels of context: national, institutional and classroom, which are concentrically configured to represent the relationships between them. All are perceived to be affected by CHC influences, and except in the case of the classroom context the teachers' experiences are assumed

to have unidirectional influence. For example, individual teachers have had no effect on the broader national context, whereas the context has affected them, providing and shaping their experiences of education. The same is true at the level of institution, especially for young teachers, whereas the teachers are more likely to have had an effect on the classroom context, particularly since becoming teachers, and so this influence is seen as two-way.

The national educational context is portrayed somewhat differently from the other contexts because it provides a necessary background to aid understanding. It is acknowledged that other connections may well exist, but that evidence did not occur in the data examined. Without doubt, there is a myriad of unseen connections and complex ways in which the contexts overlap, intersect, and influence each other. What is presented, however, is an attempt to represent the situation as seen by the participants.

The self as teacher crosses all these contextual boundaries. The various contexts are external to the self, though they are the necessary contexts within which the teacher moves, works, and interacts.

A crucial feature of all these contextual levels is change: national educational reforms (e.g. the expansion of higher education), institutional reforms (e.g. upgrading), classroom changes (e.g. textbooks, student profiles). Thus the boundaries cannot be conceived as fixed; they should be seen as dynamic. Clearly each affects the other, though generally in a top-down fashion in keeping with Chinese social and administrative norms (Paine & Ma, 1993, p. 693; Martinsons & Martinsons, 1996, p. 19). For example, the change in student profiles is not affecting national educational policy; quite the opposite, in fact, as changes in enrolment policy expand the student body (Hu et al., 2004, p. 12), and institutions offer more widely appealing courses in order to survive and attract finance (Mak 1999, p. 358). Change is also a relevant feature of the teacher herself as further experience, development, career and promotion considerations affect her outlook over time.

9.5 The value of the research

Very little research on teacher cognition has been undertaken in China. The present research has attempted to contribute to filling a gap in the research literature by examining the cognitions of mainland Chinese tertiary teachers of English. These three teachers working within the specific conditions of their institution can be viewed as characteristic of those engaged in language education in state-run institutions, working under conditions of large monolingual classes, mandated materials, and being non-native speakers of English themselves. In addition, the context features many attendant aspects of the Chinese education system itself, including a heavily examination-dependent mindset, restricted teacher mobility, the limitations of the teacher education system, and the wider conditions related to the social fabric of life, political arrangements, and the burgeoning 'socialist market economy'. As such, it is suggested that the thesis contributes to the literature on language teacher cognition, and adds to the body of knowledge available regarding language teacher cognition, by focusing particularly on teachers whose context has hitherto rarely been a site of research.

As discussed above, only a small number of studies have involved Chinese teachers of other subjects, for example, Music, (Connelly et al., 1997) and Physics (Gao & Watkins, 2001), or of varied, unidentified subjects (Pratt, 1992). More relevantly, Zheng and Adamson (2003) and Zhu (2004) have respectively examined the beliefs and pedagogical content knowledge of Chinese English teachers. In the first case, the writers uncovered the pedagogy of a Chinese middle school teacher, who detected a tension between his own beliefs and the school's requirements (Zheng & Adamson, 2003). Zhu (2004) identified three stages of teachers' knowledge growth and highlighted the importance to this process of knowledge of one's students. More recently, Tsui (2007) has produced a narrative study of a mainland Chinese English teacher, in particular focusing on his professional identity formation over 6 years of teaching. The present research adds to these valuable and rare studies by presenting findings from a different Chinese setting.

McDonough and McDonough (1997, p. 237) make the point that many postgraduate students suffer from a 'dislocation from context' while undertaking research for degrees. In this case, however, I was fortunate to be able to undertake the studies while on site. The value of the present research is enhanced by having taken place within the particular context described above, and by the fact that the context itself became an invaluable component in analysis, a situation

representing the type of engagement necessary to ensure quality in research into teachers' thinking.

9.6 Limitations

It was mentioned in Chapter 4 (Section 4.5) that the classroom data were not intended to be a major focus of the research. A limitation of the research that must be acknowledged, therefore, is that it is the views and beliefs of the teachers that are represented and not the potential relationships of these beliefs to their practices. If the point made above, about the importance of the classroom context, is valid a stronger connection with the classroom could have enhanced the research. It may, for example, have been possible to investigate further the nature of the links between the beliefs expressed by the teachers and their actual classroom practices and thus to have added to the strand of literature that has shed light on this area. A stronger focus on the classroom itself would also point the way to further research possibilities, as mentioned below.

As is common in case study research, the number of cases presented here is limited. Nevertheless, while claims to the kind of generalisation available in experimental research cannot be made, it is now regarded as more acceptable to suggest a limited form of generalisation in qualitative research generally and case study research more specifically. Case studies offer 'rich insights' (Johnson, 1992, p. 99), and it is common for qualitative researchers to argue for case-to-case transfer, as opposed to broad generalisation to larger populations (Firestone, 1993, p. 16). In their illumination of a specific situation, the case studies here may have resonance in other, similar situations in China, and possibly in other Asian countries with similar educational conditions. As Stake advises, naturalistic researchers 'concentrate on describing the present case in sufficient detail so that the reader can make good comparisons' (1998, p. 97). Chinese teachers are not undifferentiated, but the cultural and philosophical influence of CHC is widespread (Cheng, 1990, 1998; Leung, 1998) and certain contextual conditions, such as limits to teachers' autonomy, are commonly found across the country. The implications of the research are treated in more detail in the next section.

9.7 Implications

The implications of the studies presented here can be set out in relation to a number of current debates in the literature, relating to: teacher education in China; tertiary education leadership; individual teachers; and the teaching of Chinese outside China itself.

Without doubt, the difficulties facing Chinese teacher education are serious and not to be lightly dismissed. At all levels, the problem of attracting better students to the profession and maintaining their motivation (Guo, 2005), as explained in Chapter 2 (Section 2.2.4.5), is a particularly serious and debilitating one.

Advising greater attention to pedagogical and practical matters during teacher preparation courses is not new (Buley-Meissner, 1991; Anderson, 1993; Paine, 1995; Li, 1999; Hu, 2005d; Guo, 2005). While I would unhesitatingly support such appeals, it is also possible to recommend enhancements in the nature of courses and suggest ways in which research into teacher cognitions can benefit Chinese teacher education.

Improvements in the range of programmes offered to prospective teachers are highly desirable. Currently, courses tend to be uniform, generic, and somewhat traditional. For example, Sharpe and Ning (1998, p. 66) have noted that education departments generally offer lectures to students just before they engage in teaching practice, in contrast with what could be provided through more focused courses which could be spread over a year or more of college study. A positive move would be the inclusion of courses which promote introspection and the explicit unravelling and questioning of beliefs and understandings which contribute to pedagogical approaches. A broader and freer approach to course development might encourage teacher educators to usefully examine their own content and methods, and consider developing more practical and school-oriented courses, including, for example, materials evaluation techniques and broader approaches to the study of grammar. It should be noted that improvements in course content and arrangements would be reliant on ability and willingness on the part of lecturers themselves.

The introduction of more research within teacher education itself is also to be recommended. Hitherto, as noted above, courses have tended to consist of presentations of standard canons of knowledge, whereas any contribution of lecturers' own research is probably limited to a small

number of upper echelon universities, and most likely to be in scientific subject areas. A prerequisite to this development, of course, is that such research should be undertaken in the first place. Unfortunately, while academic publication by teachers at all levels is a high priority in the Chinese context, and is particularly relevant to competition for individual promotion and college upgrading, the fostering of directly relevant research by those responsible for training teachers does not enjoy such status. A developing body of research on language teacher cognition would greatly enhance the current state of educational publication in the teacher education area.

As suggested above (Section 3.1), there appears to be a natural relationship between research into teacher cognition and teacher education. Just as teacher cognition has become a focus of study by teacher educators in various contexts (e.g. Numrich, 1996, in the US; Peacock, 2001; Urmston, 2003; Tsang, 2004, all in Hong Kong), some level of attention to the beliefs and attitudes of pre-service Chinese teachers would enhance teacher preparation courses in China. In particular, longitudinal studies similar to Urmston's (2003) are advisable. Relatively small-scale action research or reflective teaching projects, such as those suggested by Wallace (1998) and Burns (1999) would not only provide helpful findings but also underline the importance of teachers' own perspectives and that of conducting their own investigations (see also below). In general, these would necessitate the formation of a more questioning attitude to teaching and teacher education. This type of pedagogical approach to teacher education need not necessarily be threatening to the status quo, but would include investigations into the beliefs held by teachers, including those in training, and the sources of those beliefs. In fact, this would tie in with recent developments in Chinese thought which have, for example, made a TV celebrity of at least one Confucian scholar, and his book on the Confucian Analects a best-seller (Liu, Y., 2008).

An additional point, and one directly related to the present findings, is the question of training for tertiary teaching. While pre-service training for this level of teaching may not commonly exist in educational systems around the world, the case study of Ailing in particular indicates a lack of in-post development, too. The requirements and needs for levels and types of support to novice tertiary teachers would benefit from both investigation across disciplines and a subsequent investment in improvement, for instance, by extension and enhancement of existing mentoring schemes.

For college leadership, some implications of these studies may prove uncomfortable reading. The teachers appeared to be calling for more involvement, more discussion, and more support. As discussed in the case studies, these freedoms and even privileges are often reserved for more senior figures, as previously found also by both Paine and Ma (1993) and Hare and Thomas (2002), and changing this outlook is related to the deep cultural imperatives of respect and obedience (Leung, 1998). However, there is a great potential loss in terms of youthful energy and ideas implied by adherence to such cultural norms, which can be linked to the difficulty of retention of teachers within the profession (Paine, 1992, p. 186; Kennedy, 1999, p. 30).

The most significant implications could potentially apply to individual teachers as it may be at this level that the most satisfying developments can take place; above this level, and posing particular difficulties in the Chinese context, there are a great many variables out of one's control. Individual teachers reading this research, would perhaps become aware, or be reminded of the possibility, of grasping or creating development opportunities for themselves. Once again, cultural constraints might apply to actual research initiatives or teacher-instigated activities, as pointed out by Lily (Section 8.5.3), but even reading and reflection can promote change.

Further, by using similar methods to those used in this study to research themselves or their colleagues as practitioners, there is great scope for Chinese teachers to develop both insights and skills which may not be obvious until the right stimulus is encountered. Paine and Ma (1993, p. 676) claim that for Chinese teachers to work together is as common as air, 'too customary for people to notice its existence'; in a similar way, teachers do appear to hold beliefs but these often exist in the absence of explicit awareness until they are asked (Farrell & Lim, 2005, p. 10) the right questions.

Chinese teachers themselves are well-placed to continue to plug the gap mentioned above, and eminently able to use their native language to good effect. It is important to demonstrate to participants that one is interested in them as people, not simply as subjects in a study (which may lead to the conferring of a degree or the publication of an article). One way to do this would be to show how the research might help them improve their practice (e.g. Burns & Knox, 2005), and another would be to use the data collected in imaginative ways in order to enhance teacher development (e.g. Borg, 1998a; Cullen, 2001).

A rather different form of potential implication concerns the rise of China as a world power and the consequent increase in learning Mandarin around the world. This interest, and the establishment of Confucius Institutes in many countries, is leading to increasing numbers of Chinese teachers teaching their language abroad. Indeed problems have already been identified related to the hiring of Chinese teachers to teach Mandarin in the UK, specifically in terms of unfamiliarity with the system and unrealistic expectations regarding pupils (CILT, 2007, p. 12). Naturally, many such teachers meet unfamiliar educational structures and cultures of learning, and it is important in this case to examine their thinking (and that of their hosts) to predict how it might mesh with new environments. This process has started with respect to Chinese students studying abroad (e.g. Jin & Cortazzi, 1993; 1996) and while some of these findings may be applicable there will be specific differences between Chinese studying and Chinese teaching abroad.

9.8 Further research

As an exploratory piece of research, this series of case studies into tertiary Chinese English teachers' cognitions serves to indicate vast areas still to be explored. The limitations mentioned above themselves suggest more research possibilities, but they represent a small number among a whole gamut of research potential. The following suggestions follow directly from the research presented here, while numerous variations would clearly be available for any researcher willing to consider a variety of methodological perspectives.

Topics for investigation might usefully include Chinese teachers' cognitions and their relationship with the CHC background; the effects of experience; and shared cognitions. With respect to the relationship between Chinese teachers' cognitions and the CHC background, such an area of investigation might reveal, for example, the existence or otherwise of specifically Chinese cognitions related to or derived from the CHC background but also, perhaps, to political events and sensitivities. Investigations of experiences, both as student and teacher, might include the transfer and development of beliefs through the journey from the former state to the latter. Also relevant would be the processes by which Chinese teachers learn to teach, their early teaching experiences, and the growth of expertise. In a collective culture such as that of China, it might be supposed that cognitions are more likely to be common among teachers. The concept of

shared pedagogical knowledge has been raised before (Gatbonton, 2000; Mullock, 2006), but the potential of shared cognitions, previously flagged by Shulman and Shulman (2004) implies a broader area of possibilities. Research into the existence and nature of such commonalities across such a large teacher population, while posing serious methodological challenges, would be a valuable avenue for investigation. In all of the above it can be supposed that the role of context, at macro and micro levels, could both be examined as a mediating factor and utilised as a method of analysis.

As is evident in much of the literature reviewed in Chapter 3, research into teacher cognition can encompass a multitude of research methodologies, the approach taken here being only one among many. Taking the possibility of varied and mixed approaches as a given, it is recommended that further research in China take place at a variety of sites and varied levels within the education system. Once again, the potential is considerable but realistic possibilities exist for research in different parts of the country (e.g. rural as opposed to urban; ethnic minorities areas where Mandarin is the second language); at different levels of the education system (e.g. middle schools; technical and vocational schools); and on different scales (both at the level of individual teachers, and among larger populations of teachers).

As with much teacher cognition research, there is a need for longitudinal approaches to attempt to encompass processes of development and change that occur over time. Above all, it is vital to encourage the undertaking of such research by Chinese teachers themselves, a recommendation based not only on the assumption that research into teacher cognition implicitly acknowledges the importance of the individual teacher, but also on the assumption that the use of the mother tongue can facilitate the expression of innermost thoughts. Without doubt, there would be questions here relating to the relationships between researcher and teacher, yet this only strengthens the argument for them to be one and the same, or for collaborative research among colleagues.

Attention to the above areas of research, and adoption of the approaches suggested, would enable two broad groups of researchers and teachers, or preferably teacher-researchers, to gain a deeper understanding of Chinese teachers' inner thoughts. Here, one can conceive of 'outsiders' and 'insiders': the former, a group which could conceivably include both foreign and Chinese

observers, including the typical researcher figure, often in the Chinese context unrelated directly to the teaching situation; and the latter, teachers themselves.

Two key writers whose work contributed in large part to the delineation of context in Chapter 2, originally intended to develop, from the CHC situation, empirical knowledge applicable to both modern times (Leung, 1998) and Western education systems (Cheng, 1998) by examining the unique properties of the Chinese system. Similarly, and in contradiction to the long-established but contentious practice of exporting ELT innovation from Western and developed countries to others, there may well be lessons for those from outside China to learn from Chinese teachers. To some extent, Chinese researchers are also 'outsiders' in the sense that they tend to be attached to high-level institutes and commissioned to investigate educators at lower levels. Against this background, their capability to learn from teachers in inferior positions to their own would involve an acknowledgement of differences or peculiarities, for instance in the way teaching is viewed, which may exist at a distance from the political centre. This could be viewed as a humbling and politically sensitive transformation on the part of researchers. However, if such constraints were to be overcome, an opportunity would be presented to understand teachers on their own terms.

The 'insiders', Chinese teachers themselves, and particularly the majority situated in contexts not characterised by privilege or educational development, stand to gain from a greater self-awareness, and an understanding of their own implicit views. The removal or extension of research, from its normal university base to ordinary individual teachers, might imply a somewhat 'political' objective, and could involve a disturbance of the power relations which normally exist between the centre-appointed researcher and teachers on the ground. However, a move already detected within China, from research of 'macroviews' of education towards more detailed research at classroom and school level (Paine and DeLany, 2000, pp. 117-118), would appear to lend some support to the notion that teacher-led research might perhaps be officially valued, rather than simply tolerated.

A further reason for conducting teacher cognition research in China, and an important one in itself, is the possibility of using data for self and peer development. This is a technique which was referred to earlier, in Chapter 3 (Section 3.2.3), and has been described by Bullough (1993), Cullen (2001), and Borg (1998a). In situations where limited teacher support is offered, the

application of self-generated data to development activities could offer teachers self-direction and a limited amount of autonomy which may prove less threatening to those in authority than the potential challenge of a full-blown research agenda.

9.9 Conclusion

This chapter has further interpreted the results of the four studies which together make up the thesis, attempting to broaden the discussion and propose a model to represent the environment in which the three teachers were working. It has been suggested that there are implications of the findings with respect to Chinese teacher education, college leadership, and individual teachers, as well as to the teaching of Chinese abroad.

The initial aims of the project as a whole were to reveal the cognitions that the teachers had about their teaching, to find out what interpretations of these they would offer, and to examine commonalities and differences. Several major areas about which the teachers have important cognitions have been suggested, and these proved to be complex and overlapping, each worthy of further study. The teachers' views about being educators, about how they do and should develop, about language learning and teaching, about their students, the classroom environment, and the institution within which their professional lives are played out, have all combined to portray combinations of both individual and common ways of envisioning what it is like to be a Chinese tertiary English teacher. In this sense, the thesis has contributed to an understanding of how these Chinese teachers think about their teaching situation, and the richness of the context in which it is set.

The sequencing of the four studies lent itself to recursive interpretive analysis. The combination of several studies, working with the same teachers throughout, has been an approach which has given expression to both individual viewpoints and commonly held beliefs. It was considered important to discover the teachers' own perspectives, as given expression through their own words, and so efforts were made to encourage the teachers themselves to expand on what seemed important to them. It is hoped that my own points of interest and the questioning which sprang from these, served only to enrich the discussions and benefit both sides.

A major incentive for conducting the study was the opportunity to focus attention on teachers engaged in practising their profession in a context which may not be familiar to the ELT world at large, and to which relatively little research attention has been directed. Their situation represents a more globally ‘typical’ situation compared with many previous investigations. The thesis has thus drawn attention to a group of teachers whose experiences deserve our consideration as both researchers and colleagues. It has been stressed throughout that understanding teachers also involves understanding the setting in which they work at the levels of classroom, institution and how these fit into the wider philosophical and educational context. It is clear that a rich seam of research potential exists within the context experienced here. Related to this are a great number of other contexts, all to be found within the confines of the People’s Republic, all interesting in their own right, and containing potential for further investigation best undertaken, I believe, with the concerns of local teachers in mind, in collaboration with them, and with the ultimate aim of promoting their pursuit of excellence and satisfaction in their professional lives.

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APPENDICES

APPENDIX A: Relevant Chinese and China-specific education and ELT terminology

APPENDIX B: Invitation to take part in research project (information and consent form)

APPENDIX C: Biographical information form

APPENDIX D: Participants' written autobiography and beliefs

APPENDIX E: Interview 1 questions

APPENDIX F: Interview 1 transcripts

APPENDIX G: Interview 2 questions

APPENDIX H: Interview 2 transcripts

APPENDIX I: Group discussion starter questions

APPENDIX J: Group discussion transcript

APPENDIX A: Relevant Chinese and China-specific education and ELT terminology

The following terms, largely unique to China, Chinese education, and Chinese ELT, appear in various places in the.thesis. They are important because of their repeated use within the body of the thesis and because they are often integral to an understanding of the context.

banzhuren: Class teacher; a class mentor, found throughout the education system, even into higher education.

fudaoyuan: A teacher in charge of the *banzhuren*. Normally a teacher with some experience, and with a successful *banzhuren* record in their own right, this person acts as the conduit of information from the department to individual *banzhuren*, keeping them up-to-date with information, requirements, and deadlines.

gaokao: Literally translated 'higher examination', this is the set of entrance examinations taken at the end of secondary schooling. Held once a year, on the same days across the whole country, these tests are almost the sole method of entry into Chinese higher education institutions.

pinyin: The system of Romanisation and phoneticisation used for teaching children and foreigners a standard form of pronunciation for *putonghua*. It precedes, rather than replaces, the learning of characters.

putonghua: The term used in China for Mandarin Chinese; literally, 'common language'.

Teaching Affairs Office (TAO): The part of the college administration which handles or oversees teaching-related business, such as room allocation, curriculum, and timetabling. In recent years, TAOs have been delegating more responsibilities to individual departments while maintaining overall control.

work unit: Chinese enterprises, including educational ones, are termed 'work units'. Normally, a work unit, in addition to being an employer, would provide housing, medical cover, and a living community. In some cases this system is disappearing, though the essential function of employer is still often referred to by this name.

zhuanshengben: An upgrading process through which colleges are attempting to gain the authority to grant degrees. This is a long and difficult process, described in more detail above.

zhuanshengben: A way for non-university students to extend their time in higher education and upgrade their undergraduate diploma to a degree. This involves an entrance examination and an extra two years at a university. (The distinction between these two versions of *zhuanshengben* is obvious when used in context.)

TEM/ CET: The TEM (Test for English Majors) and the CET (College English Test) are national standardised English proficiency tests, intended for tertiary-level English major students, and non-majors respectively. The examinations are held nationwide twice a year (December and June), and can be taken at different levels (Band 4, Band 6, and Band 8). The test is arranged in the following sections: Reading Comprehension, Listening, and Writing. A Speaking component is available only to those whose score is above 80%. Any number of attempts may be made, though some colleges discourage early attempts in order to maintain a good pass/fail record. Common appellations vary from 'Band 4' to 'CET 4', or 'TEM 4'. In general, as teachers college students take the CET (i.e. for non-majors), references in this paper to 'Band 4' imply 'CET', rather than "TEM'. Passing one of these examinations is normally required for graduation (Boyle 2000b, p. 153; Cheng et al., 2003, p. 7). In fact, recent changes mean that rather than a pass/fail result, students now receive a score; however, it is common knowledge that all students and employers assume a 'passing' score to be 450.

English Education: The term used to describe the course followed by pre-service English teachers in teachers' colleges. In the FLD at BTC (see Section 2.3.4), there were three majors: English Education, Practical English, and Japanese. The latter two had been added in recent years. English Education students would take a Teaching Practice in their final year. Classes were generally around 30-40 students.

Practical English: This major involved many of the same courses as English Education, but with some focus on Business English and similar. The classes were bigger than those following the

English Education major, with up to 50 students. Practical English students would have some kind of work experience or practice in their final year.

College English: The English course followed by non-majors. This includes almost all tertiary students in China, unless they are English majors or able to choose another language. Usually taught for one or two years, and for between two and four periods weekly, there seems to be much variation across the country. Massive numbers of teachers and students are involved in College English. Some research literature describes this course and its development (e.g. He, 1998; Wang, 1999; Wang & Han, 2000; Du, 2002; Ni, 2003), largely because of the great numbers of students and teachers involved.

Comprehensive English: The main course studied by English majors. Formerly known as *Intensive Reading*, this is usually followed throughout a college career (i.e. every term, and between four and eight periods weekly). It is usually given priority in the sense of timetabling. It is taught by the 'best' teachers, and enjoys prestige unmatched by any other course. It is usually tested more regularly and thoroughly than other courses. Research literature about this course, especially in English, is rare.

Intensive Reading: Though a historical reference, this is still the term often used by teachers and students for the course more properly now known as *Comprehensive English*. This component of the curriculum for English majors has been described by T. Scovel (1983, p. 85) as 'a careful word-by-word examination of the assigned text', and more scathingly by Maley as 'picking over the entrails of a dead text until the bones alone are left' (1982, p. 237). The importance of this course was not in the content read, or the reading practice given, but rather as a core course intended to cover 'everything the teacher wants to teach… through a written text' (Li, 1984, p. 13). Some literature describing this in more detail is available (e.g. Dzau, 1990a; Yin, 1995; Hu, 2005).

APPENDIX B: Invitation to take part in research project (information and consent form)

Invitation to take part in research project: *Language Teacher Cognition*

Information and consent form

I would like to ask you to help me conduct a small research project. Your participation is entirely voluntary, and you may withdraw at any time without giving a reason and without any adverse consequences.

This research is to be undertaken in the spirit of academic inquiry, as part of my own further study; it has not been requested by the college. The project is being conducted to meet the requirements for the degree of Doctor of Applied Linguistics under the supervision of Anne Burns (Professor, Division of Linguistics and Psychology; phone: +61 2 9850 8604). I am interested in finding out about how Chinese English teachers think, what they believe, and how these affect what they do in the classroom.

I intend to ask you to do several things (see below), and allow me to analyse the data I collect. Your help in the process, both as 'subject' and analyser, will be very much appreciated.

The steps I hope to go through are:

1. Initial meeting to outline the project and collect written background data (about 1 hour).
2. Written paper by you on your language learning experience and beliefs about teaching and learning (in your own time).
3. Individual interviews (1-2 hours).
4. One lesson observation, followed by a brief interview (2 periods).
5. Final individual interviews (possibly broken, 3-4 hours in total).
6. Group discussion between researcher and all participants (1-2 hours).

The times given here are a rough guide, and will depend greatly on what we both/all find interesting to discuss.

I will audiotape interviews and lessons, and then analyse this data. I will attempt to transcribe all taped material and invite you to verify it, and to make comments on ongoing analysis. Any and all data I collect will be confidential, and only for the purposes of research. (If any other use seems appropriate, e.g. for teaching workshops, you will be consulted beforehand.) Confidentiality will extend to your identity, too. Pseudonyms will be used when I write up the research for my degree. In the event of this research being published, I will also use these pseudonyms and any other means possible to disguise your identities and teaching location.

Please feel free to talk about this with me at any time. I will inform you of the outcome of the research. You will be presented with a copy of the results on completion of the research. Should you wish to have a copy of any resultant paper please contact me. My contact details are below.

Mick Kavanagh (Foreign Language Department)

mickdotmick@yahoo.co.uk
513 6552 (home)
13055708659 (mobile)

Language Teacher Cognition

Agreement to take part in research

This research project has been explained to me.

I understand the purposes and intended method, and voluntarily agree to take part.

Signed (participant) .....

Signed (researcher) .....

Date .....

The ethical aspects of this study have been approved by the Macquarie University Ethics Review Committee (Human Research). If you have any complaints or reservations about any ethical aspect of your participation in this research, you may contact the Committee through the Research Ethics Officer (telephone [+61 2] 9850 7854, fax [02] 9850 8799, email: ethics@mq.edu.au). Any complaint you make will be treated in confidence and investigated, and you will be informed of the outcome

Both you and I have a signed copy of this consent form to keep.

Mick Kavanagh

APPENDIX C: Biographical information form

Teacher Cognition Project

I would like to know more about you in order to conduct this study. Please let me have some information as follows. This will all be confidential, as agreed in our first meeting. Do add any other information you think is relevant, and feel free to ask questions. Use Chinese if you need to.

Home

Please give me the following details about where you grew up.

Province/City/Town:

Your mother tongue (dialect?):

No. of people in your immediate family:

Did you live at home during your school years?

Please feel free to add any other details you think might be useful:

Secondary education

Please give me the following details about your middle school.

School name:

Location:

Type (e.g. key, Foreign Language MS):

Your favourite subject(s):

Please add any other details you think might be useful:

Tertiary education

Please give me the following details about your college/university.

College/University name:

Location:

Type (e.g. Normal, Industrial):

Major subject(s) you studied:

No. of years/qualification gained:

Any practice/placement you experienced:

Your favourite course(s):

Please feel free to add any other details you think might be useful:

Work experience

What work have you done apart from in this college?

This college

Date of entry:

Why did you come to this college? How did you get this job? Was this the only job you applied for? What process did you go through to get the job?

Subjects/courses you have taught:

APPENDIX D: Participants' written autobiography and beliefs

[Originals were constructed using the Comment function of Mirosoft Word. My comments were added to the margin of the teachers' pieces of writing. That format has been adapted to suit the layout of the thesis.]

Lily

My language learning experience and
what I believe about language learning and teaching

The learning experience

First stage: I began to learn English when I entered into junior middle. I was fond of it until I went into university[1]. When I was in middle school, I was interested in both Chinese and English, because both of them can help me do some more reading. I like reading very much[2]. Through reading, I can know more about the world and broaden my horizon. So I paid more attention to learning these two languages.

Second stage: But when I chose English as my major to learn, I found a terrible thing happen: I lost the interest of learning English gradually. It really happened at the second term in the university[3]. I tried to found the reasons at that time[4]. Then I found that it might due to the following reasons:

1) Too much new vocabulary. Each time when I prepared a new lesson[5], I will spend a lot of time looking up the new words in dictionary and then tried my best[6] to remember them;

2) Poor listening. In middle school, my teacher didn't do some listening practice and training[7], but some of my classmates did[8]. I found it difficult to keep up with them, which made me sad;

3) No practical use. At that time I found there was not good environment[9] to use what I learnt. At the first academic year, we had no Speaking, no culture, no pronunciation, no translation and no other optional courses[10]. We just had reading and listening every day. These two courses gave me pressure[11].

---

[1] Interesting. I wonder whether you feel something similar among our students…
[2] I wonder where this love of reading came from. Do you think there was a parental or teacher influence?
[3] Interesting that you can be so accurate about the time!
[4] Did you try to analyse *at that time*, or do you mean 'related to that time'?
[5] What did this entail?
[6] How?
[7] Do you know why not, or can you guess?
[8] Outside of class? Why didn't you, too?
[9] What makes a 'good environment'?
[10] What's important about these courses? What do they make you think about the curriculum? How about the curriculum in our college?
[11] But you used to like/love reading! What happened?

4) Lower marks. I found it became more and more difficult to get the sense of achievement as I was in the middle school[12] when I took the English exam in university. Because of the above mentioned, I found my interest in learning English fade away gradually. I even wanted to change my major[13].

Third stage: When the second year of university came, I faced the task of passing Bank-4 exam. I forced myself to work for it[14] though I didn't get interested in it[15]. But I changed my mind after passing Bank-4 exam. Some new and interesting courses were set[16]. I got the interest again. (1/1) Sometimes I liked to do some comparisons and contrasts[17] between Chinese and English. I tried to find the similarity and difference of these two languages. The findings of different periods[18] made me happy and interested in learning.

Fourth stage: This is a very important stage. At this stage, teaching practice began. I found what I learnt was so useful[19]. I was eager to learn more because I found that what I had learnt was so limited[20]. The situation also forced me[21] to learn more since I decided to choose English teacher as my career[22]. Another thing that refreshed my mind[23] is my part-time job in an Import & Export company. I did as an interpreter and a translator. My manager gave me many chances to practice my learning and to challenge myself. He made me understand two things: Many things will come true just if you try your best. Many efforts deserve[24]. These two sentences help me a lot in not only my study but also my future life. So, the teaching practice and the part-time job helped me arouse the interest of learning English again[25].

(to be continued) (3/1)

Lily, this is very interesting. It is particularly so that you have chosen to divide your 'history' into 4 stages, and that within Stage 2 you separate out 4 different reasons.

---

[12] Probably quite common, as the more academic ss make it to university, so the competition is stronger.
[13] Did you try to change?
[14] How did you do this? Did your teachers offer/give any help?
[15] Is *anyone* ever interested in Band 4?
[16] Why do you think they come *after* Band 4?
[17] What inspired this interest, do you think? *How* did you compare/contrast?
[18] different periods?
[19] All of it?
[20] Can you be more precise about this? What did you find you needed to know/be able to do that you didn't know/couldn't do?
[21] How much 'forcing was due to the situation and how much was due to yourself, I wonder?
[22] When did you make this decision? Why?
[23] What do you mean by 'refreshed your mind'?
[24] Are these Chinese sayings? I don't quite understand the second one...
[25] Have you found a similar (or different) motivation because of your present job?

I am quite interested in the decisions *you have made, and two of these stand out: the decision to study English at university, and the decision to become an English teacher. It will be interesting to look at how these decisions were arrived at, though there are probably others to consider, too, some of which may constitute some category of 'sub-decision' (e.g. why you entered a normal university before knowing you wanted to be a teacher).*

I think there is also a theme here which involves motivation: your love of reading, the problems you identify from your 2nd university term, the pressure of Band 4, new interesting courses, an interest in comparative language study, TP, and your part-time job.

All of these seem to have had an effect, either positive or negative. Perhaps we (the college, your ss and colleagues) are lucky that the overall effect was positive, but I wonder how much we know about the pressures and motivations affecting our students! Do any of these experiences affect the way you teach, do you think?

Ailing

'My language learning experience and
what I believe about language learning and teaching'

I learn Chinese from when I was born and my mother and father was my first teacher. I listen people around me speak Chinese, I learn Chinese pronunciation not begin with Pinying[26] but from imitating people around me. I learn Chinese Character from some special book. This kind of book has characters with pictures showing what the characters refer to. My mother pointed the character and showed me the picture and I understand what is the meaning of the character.

In the kindergarten we also use this kind of way. Besides, we sing songs, play games. Whatever we say is PuTonghua. Of course, both dialects and PuTonghua are used outside school[27].

We learn Pinying in primary school. I still remember that I didn't understand Pinying at the very beginning. In order to learn Pinying, I have to pronounce the character I know first and then pronounce the Pinying. So for me, and I think every Chinese learn Chinese not from Pinying but from Imitating[28].

We go on to learn how to read and write Chinese article. My reading and writing are very good in my school days, I think it is because I love Chinese and read a lot of Chinese stories[29].

I start to learn English from junior school. We lean it from A B C and then words and sentences then articles. We also learn grammars[30]. Grammar may be the most different[31] part in my English study and I think everyone[32] feel the same with me. Chinese exam on English always pay much attention on this part[33]. Maybe sometimes we study English not learn English[34], we study English the same as maths[35].

In my university days, our teachers always ask us to read more articles[36], I think it is a good way[37]. But I always bothered[38] by the words I don't understand. Whenever I meet an unfamiliar word I have to stop[39]

---

[26] Why do you mention *pinyin* here?
[27] Was your dialect ever used in school?
[28] So, why does *pinyin* exist?
[29] Is there a link, do you think, between reading and writing?
[30] What do you think the teaching was like at this stage?
[31] difficult?
[32] classmates?
[33] Why, do you think?
[34] Why *do* Chinese students study English?
[35] Very interesting. Can you explain?
[36] What do you mean by *articles*?

and look it up in the dictionary, and it takes time, it also disturb my understanding of the book. I think it is still a big problems in leaning English now[40].

I believe that at the beginning of our language learning, we'd better obey the natural way that is imitation[41]. So we should give the students a foreign language environment[42]. When they have known enough[43] then we tell them the grammar. Grammar may help them to learn more and understand more in the future[44].

So in my daily teaching I have to try my best to speak English[45] and ask the students to say English. Sometimes I think recite[46] articles is a very good way[47]. I think language learning is to know how to say but not why I have to say in this way[48].

Thank you for asking me to join in your research. It gives me a chance to think about some questions and also have some ideas of language learning and teaching in my mind. I hope what I write would give you some ideas, and I'd be honored to discuss with you later.

Ailing, this is very interesting and useful. It's notable that you begin by writing how you learned Chinese. I wonder why… Which do you think of as your first language: Chinese or Meiqi dialect? Do you think there is a link or any similarity between learning a first language and learning others?

You have made some interesting comments on learning a language: it is often like learning maths, imitation, exams which concentrate on grammar, a language environment.

---

[37] A good way to what?
[38] An interesting choice of word! Are you referring to *emotion*, or the 'technical' difficulty of having to take time to look up words?
[39] What did your teachers say about this method? Did they give you any advice to deal with vocabulary?
[40] A big problem for *you* now?
[41] Very interesting. What, or who, do you think they should imitate?
[42] What constitutes this kind of environment?
[43] How should we judge that they know enough?
[44] Interesting ideas, but what do they imply for, say, our department? If you were a dean, or headteacher, what changes would you make to implement this kind of approach to language learning?
[45] Is this because you think you should, or have you been told to?
[46] What does *recite* mean?
[47] Why do you think this? How is it good?
[48] Again, an interesting comment. Is this a common view, do you think?

You say that at least some of these ideas affect your teaching: e.g. reciting articles, speaking in English and requiring the students to do so. (Perhaps some of these might be divided into different categories of teaching and learning. Where is the overlap?)

Your problems with vocabulary - do you think your students have similar problems?

Xinyu

My experience of learning English:

I began to learn English[1] when I entered in junior middle school. Before that I knew nothing[2] about English. And I learned English from the very beginning of a, b, c[3] and then some simple words such as "apple" and "bed". After one term, the English teacher taught us the pronunciation and grammar. I kept learning grammar[4] until I entered the university(about 6years) , mainly through the grammar points in the textbook[5].

I majored in educational English in university[6], and it is quite different[7]. I began to know my weakness in listening and speaking English[8] . So I worked hard to improve the ability through many ways such as listening BBC and many other materials, participate in English corner and reading more English version novels and magazines. As I learned more and more, I found English learning was becoming more and more difficult and the learning was no end[9].

My beliefs in learning and teaching language:

First, I think language learning is a rather a complicated job[10]. And sometimes I even feel tired in learning language because I have so many things to learn. But luckily I never give up because I'm always interested[11] in learning it and sometimes a small accomplishment[12] will encourage me to go on learning . And second, I think the ability of learning should be improved from as many aspects as one can. I don't know now which aspect I should specialized in[13], so I tried my best to learn different aspects of English in my spare time. and now I'm interested in literature and translation[14]. so I feel free in learning what I like. And now comes the last point, I think interest is a very important thing. If it[15] is not my interest, l would change a quite different job----to be a journalist[16].

---

[1] What about Russian?
[2] Really, nothing!?
[3] Was the alphabet the first thing you learned? Do you think pinyin interfered with this (or vice-versa)?
[4] How did you feel about learning grammar?
[5] Do you mean this was what you did in school, or by yourself?
[6] Why did you choose this major?
[7] How was it different?
[8] How did you find out? Were you *comparing* yourself with others?
[9] Was this a new feeling in university, or had you felt this at middle school also?
[10] Why did you choose these words?
[11] Where does your interest come from?
[12] Can you give an example?
[13] Why do you think you should specialise?
[14] Is there a special reason for your interest in these?
[15] Teaching?
[16] Why?

Xinyu, you have referred several times, either directly or otherwise, to interest or motivation. Clearly this is important to you. It seems, too, that you see effort, especially your own effort, as a crucial ingredient for success in language learning.

APPENDIX E: Interview 1 questions

Background

What do you think of as your first language?

What jobs did your parents do?

Education

Can you tell me about your education?

What was your favourite subject? Why? Why did you like English?

How would you describe the teaching in school/university?

Why did you choose your major/ university?

In general what did you think of the teaching in your university?

What kind of teaching practice did you do?

Did you find a big difference between middle school and university?

Did you have any favourite teachers in middle school?

When you were learning English, do you think there was any confusion with/interference from your first language?

Where do you think interest in learning comes from?

Teaching

What makes a teacher good?

How would you describe your teaching in general?

Experience

Why did you come here, to this college?

Can you tell me about your teaching experience?

Do you choose which courses to teach?

Which do you prefer to teach?

APPENDIX F: Interview 1 transcripts

Transcription conventions:

Bold: interviewee

italics: *pinyin* (Chinese phomenic script)

xxx: unclear utterance

Interview 1 transcript: Lily

so you filled this form in I just have a few questions in your hometown is there a dialect?
yes
and did you learn that dialect when you were
maybe I learn dialect later than I learned 普通话 (*putonghua*) because my grandmother she said the dialect but because maybe just once a year I went to her home so it's not so often that I said the dialect but in my family my parents just say the 普通话 (*putonghua*) to me
are your parents from Dongyang?
my father from Songhe and my mother from Dongyang but maybe they think it's good for our children so when they talk between them they will speak dialect but when they speak to us and my brother and me and they will use 普通话 (*putonghua*)
and when they spoke together did they use Dongyang dialect?
yes
so your father learned that after coming
yes because when my father was very young maybe 15 he went to Dongyang
oh I see
yeah
what can I ask you what jobs your parents did?
my maybe my mother you can say is a worker my father how to say? something like he didn't have his fixed job
OK
but sometimes maybe go for business something like this
and you said that before middle school you lived at home so did you where did you live when you were at middle school?
at middle school in Dongyang because my hometown is a county maybe it's a country not in Dongyang
not in the city
the city yeah
so how far from the city?
how about if take a bus? nearly more than half an hour but it's not so long
and so you lived outside but you stayed in the city to go to school
yes
for 6 years
6 years then because the middle school the whole middle school high school and the
junior middle
senior middle
did you go home at the weekends?
yeah but not each weekend
and then let me just check you said you went to a key middle school No. 1 Middle School Dongyang
yes

what do you think the teaching was like there?
at that time because now I can't remember more at that time I think the quality of the teachers there I think is good and also I think maybe in other people's minds they also think of this because it called the No. 1 Middle School xxx this
do you you say that your favourite subjects were Music Chinese and English why were those your favourites?
so for Music maybe I love it for a very long time and especially I think when I in the junior middle school my Music teacher influenced me a lot he is a very gentle man and maybe because of his experience he lived in a church so he spent his childhood in a church so I think his character sometimes I think is very tender and also he never complained us though sometimes maybe our classroom is very noisy but he just look at us and smiled and then we would calm down so I think maybe because of his influence and then I like music more
so what about Chinese and English?
in Chinese maybe this influence come from my parents especially my father because when I was in my childhood my father each time when he come back from the trip come back from his business he will buy some books for us for my brother and I not only something to eat like this though we are just child so the books maybe different kinds of books and sometimes I think much of my knowledge my knowledge about the world come from the books he bought not just he taught us something something like this so I think maybe this my father influenced me more xxx and also my grandmother yeah because her family at her time I think is a they call it a knowledgeable family well-educated something like this so
汉语这么说？
how to say? 一个受过良好教育的家庭 (*yige shouguo lianghao jiaoyu de jiating*) something like this so also she taught us something like yeah some poems something like this
she was your father's mother?
yeah because we lived with her
right and what about English why did you like English?
English because also from the teacher because our junior English teacher she's a very young teacher maybe just graduate from the university and she's also a very special English teacher because she's also our class teacher and she will held some activities to arouse our interest of learning English and also she brought some new idea about something maybe at that time we didn't know and then introduce each time at the class she would introduce something new to us so maybe because of her we got the interest of learning English
so if I've been to lots of middle schools and I know the class teacher is a very important person if your your class teacher in the junior school you said was the English teacher she did activities to arouse your interest
yes
if your class teacher was a Maths teacher for example would that class teacher do activities to encourage you in Mathematics especially?
maybe it's difficult because the first 2 years is the English teacher as our class teacher but the last year of junior school junior middle school is a Maths teacher so we have not a lot activity but maybe because of this is the last year of junior middle school this is another reason and also here is a serious person so maybe due to his character it's also difficult for him to organise and maybe also due to Maths this subject maybe
but imagine another child going to middle school and in 初一 (*chuyi*) this child or this class's class teacher is a Mathematics teacher very active interested lively young teacher that kind of teacher: can that teacher choose to do activities related to Mathematics?
I think OK and because including of this besides of this subject I also like Maths because I think sometimes when I solve the problem of Maths I can find some sense of achievement and but I think sometimes you do English exercise maybe can't get such a sense of achievement - it's different I think
why do you think it's different? in what way is it different?

how to say? because as English exercise sometimes I think it's something like check what you learnt but when I do the Maths problem and I will find that when I solve this problem I got something new but I don't know why get this kind of feelings
you mean you learnt something from solving the problem?
uh-huh but when I do English exercise something like I consolidate what I learnt
what you've learnt
yeah something like this
do you think that's necessarily related to the subject or is it something do with the way the subject is taught?
maybe both and especially due to our educational system because for Maths at that time I think in the Maths field there was a very broad field and sometimes mysterious but maybe due to English because this is a foreign language for our Chinese so maybe the way of teaching also some teaching material choosed just not so broad way maybe something like this
so when you were in middle school that's a few years ago… do you think teaching has changed now?
I think because the first reason the teaching material changed and then also there are some new requirement about teachers so when I remember one year before especially when I teach my students because they just graduate from the middle school and they also told me something new in their middle school and I found that maybe the way of teaching got some difference
and when you were in middle school what did you want to do when you grew up? what did you dream of being?
maybe the main one is also teaching I don't know why when I was in kindergarten I like to be a teacher when I learn something from the kindergarten then I like to organise the other children around us and then to teach them something and when I nearly the time of graduating from the junior middle school and they also think that I will come to the teachers' school 师范 (*shifan*)
师范 (*shifan*)
yeah something like this and
they?
my classmates yeah they all think of this I don't know why (laughs) and also and then because how to say 考送 (*kaosong*)? means I just I didn't need to take
oh yeah the examination
the exam and then I can go to the senior middle school
senior middle school
because maybe due to the daily results the marks and something like this so and then I lost the chance to the teachers' school or I think maybe I would go to the teachers' school and then when I go to the senior middle school also my classmates think I will choose the normal university (laughs)
so you think do you think your teachers had the same idea about you?
yes because maybe when they got some understanding about my character they maybe think the job suit me
and if you had gone to the 师范师范学院 (*shifan shifan xueyuan*)
学校 (*xuexiao*) because it's something like the
it's a bit lower
yeah
would you have been a teacher in a primary school after that?
yes
interesting so you went to 师大 (*shida*) why did you go to 师大 (*shida*) and not any other university?
I because at that time I think my level maybe this university suit my level and I have the confidence and also something like when we fill in the form I used the university at the first one because when we take the entrance exam they said that if you fill it in the first one this one should be the most confident one if you put another one at the first and then something like the normal university the

second one or the third one something like this they will not take this as the first considerate so I put this one at the first one
and when you say you think it was the right level do you mean a high level or a low level?
because I think this one maybe I can pass this kind of entrance exam but for other higher level maybe I can't got much confidence but lower level I think it's too low so I think this one is a middle one
so a higher level do you mean also other normal universities or do you mean different kinds of universities?
different kinds of universities I think this one first the level I think it's the number one and also I think it's quality right to be a teacher I like to be a teacher so I choose this one I think this one is suitable
and what do you think how would you describe the teaching and the learning in the university?
mm
is it very different from middle school?
yes so first I think and the teaching way maybe the teacher maybe they didn't control the class and so fixed and give you more freedom and especially I think for both teaching and learning we will use the spare time often more than in the middle school and how to control the spare time how to arrange the spare time I think this will play a very important role in study if you can manage it well I think your learning will be easy but if you can't manage it well this will influence your learning so I think the free time the spare time play a very important role in the university but in the middle school most of the time I think is the teacher controlling so I think this is the bit difference and also I think for learning way I also change a lot because just due to the spare time and free time so in class maybe the teacher just teach you the way of learning so after class sometimes you will try to think about whether this kind which way is suitable for you and try to find the suitable way of your own learning but in middle school maybe most of the time the teacher tells you this way or that way something like this so I think this is the most difference one
what about your you did a teaching practice while you were there in 华侨 (*huaqiao*) middle school how was that arranged?
according to the teach the how to say? at that time just know the our the department told us all of us go to the Jiangzhou practising our teaching in different middle school and I don't know whether this is the teaching affair manage it or not and I think this way is good because not spread too much so the also the teachers they can go around the cities to sometimes to supervise our lessons and also during the daily time they will go to our dormitory because we just live in their middle school so they will go there and then to give us some suggestions something like this
you mean the teachers from the university?
yes
how often do you think they came to see you?
two or four week twice
twice a week?
y**es**
and how long was the teaching practice?
how long?
OK maybe it was 8 weeks?
yeah nearly because I think nearly 2 months yeah maybe 8 weeks
OK and what level of students did you teach?
the first year of junior middle school
and how much teaching did you do in the 8 weeks?
I think each week 2 4 6-8 periods
6-8 periods every week for 8 weeks?
yeah and not 8 weeks maybe the first 4 or 5 weeks because we two in charge of 2 classes and then so when one be the class teacher and the other one be the subject teacher and then we exchange
and there were so there were 2 of you from your university
from the same class at that time

good and you said in the university your favourite courses were Speaking Reading and Methodology so can you tell me why?
about Speaking because I think at the beginning I'm very shy to speak but so also our Speaking teacher is a foreign teacher come from where I forgot
in Grade 1?
no Grade 2 yeah and when I in the Speaking lessons because he give us more time more chance to speak between us not yeah speak to him so we think we enjoy the freedom we will talk something else something like this and also the way of his teaching he give us some pictures to talk about sometimes some topic and just write some because at that time I remember that we have no textbook the material just from the teacher so we have not the textbook so each time yeah something like he will print something for us some topic some short passage and some pictures and let us to talk about it and maybe because the free atmosphere of the classroom so and then I gradually I like to speak something and especially something to my surprise at the final exam I got the highest mark I at that was time was very surprised because I didn't think that I performed well in this exam but I don't know why the teacher give me such high mark
喝咖啡吧(*he kafei ba*)
OK thank you
so what about Reading?
reading maybe I experience a change because we have two Reading teachers the first two year is one and then the other two years it's another one so maybe because of so for Reading it's first I like reading because I'm like not only like reading English materials and also Chinese materials because I think reading from reading I can learn something more by myself especially the later years the later two years this teacher and he's an old man and when we listened to his lessons and he just speak it yeah tell us the text in a very low voice not very high voice so you should listen very attentively and sometimes she will he will suddenly raise a question and if you was absent-minded and then you can't answer the question so when we in his lesson we will concentrate all of our attention on it and also I think his way of teaching can arouse your thinking not just accept what he said yeah so we will think more but I think the first two years teacher something like do some translation so I didn't like his way he will give you a material and translate it something like this and also the way just like so what's the general idea of this text and then so how can we learn from the text maybe we can guess which kind of questions he will raise but the other teacher we can't guess when and where or which kinds of question he will raise so this also arouse our interest I think
were both of these Extensive Reading teachers?
yes
and do you think the first teacher you said he spoke very quietly and so you had to listen carefully…
the later one
sorry yeah the first one you mentioned do you think he was a quiet person or do you think he decided to speak quietly to make you listen?
I'm not sure because he's a bit old so I don't know whether his voice is like this or sometimes he just like to speak in this way and also a very special thing is that the other class he taught they didn't like him because they think he's very serious and others but our class we like him and we don't think he's very serious and sometimes we also think he's very lovely because he sometimes will give us some very lovely facial expressions but the other classes they don't think this
why do you think there was such a difference between the classes?
they say that our class is more active than the other classes
they?
the other class students
students
and also the Speaking lesson this foreign teacher I remember that because he was in charge of the two classes and the other class some of the students he didn't let them pass the exam at that time this is very special because and also nearly half of the students didn't pass it but for my class all of

us pass it and also the mark is higher so I don't know whether it's that my class students influenced the teacher or the teacher taught us in different ways
you've been teaching for a few years now do you think this difference between classes is quite interesting have you found something similar?
also for just graduate the 2001 I have been their class teacher they I think the difference also exist between these 2 classes and I think the students' different reaction to the teacher will influence the teaching way because Class 1 is more active than Class 2 so maybe and also the Japanese teacher and other teachers also told me that when they was when they were in Class 1 they want to talk something more and they like the atmosphere of this kind of active atmosphere but when they in Class 2 though they know that the students listen very carefully maybe sometimes more careful than Class 1 but because it's very quiet sometimes the teacher maybe didn't want to talk more something like this
what was the difference between the academic achievement level of the two classes? was one class more successful in examinations than the other one?
Class 2 the quiet one (laughs)
OK and in university you also had Intensive Reading?
yes it seems we call it Basic English
Basic English
yeah
and did you like cos here you put Reading Intensive and Extensive as if you like both of them did you like that one?
that one I think maybe something like our Integrated Skill of English course so I think it's a integrated one and but I though the but the book design xxx lot listening one
no listening?
no listening this basic one just a reading some topic for discussion and then some exercise something like not listening no listening
so what do you think Integrated Skills really means?
I think it should include maybe the five skills of English something like translating and something like this but that book yeah I think listening one lacked yes
and the other question about university is you say that you wanted to study Chinese or Music and you discussed this with your parents and teachers and you changed your idea…
so at that time so for my parents they think if you take English as your subject and then after graduate maybe you can find a better job and for my teacher because at that time maybe he saw that maybe I learn English well so I can choose English and also they all told me that if you want to learn Chinese you can learn it at your spare time something like you can continue this learning but if you choose Chinese as your major maybe it's more difficult for you to learn it something like this by yourself something like this so and then I consider the suggestion at that time maybe I think yeah it's reasonable so and then I change my idea
you said your teacher who was your teacher?
in the senior middle school
class teacher?
yeah and also our English teacher
also your English teacher
so both senior middle school and junior middle school my class teacher is English teacher
so their arguments really your parent's arguments were about finding a job but your teacher's argument was about
maybe my English level and also about the job yeah and then maybe do some analyse about choosing Chinese and choosing English
and when you decided to change your application did you really really feel that you wanted to change or
yes because at the same time I like English because if the Chinese is the first place and then English is the second place something like this
OK so just a couple more questions about your experience you said that you taught primary English and you were a tutor and you did a PETS training course these were all while you were

not the PETS one after graduate from university yeah and the other one maybe I remember what I written down maybe is just happened in university maybe yeah just this one the last one
OK so those first three were they voluntary or did somebody ask you to do them?
how to something like teaching primary English is the my schoolmate asked me to do this and tutor my volunteer and about translator and interpreter my teacher maybe his friend need this kind of person and then found my teacher and then my teacher met me
and so when you were a tutor what kind of was it one student?
two students but not at the same time one from the senior middle school and the other one is junior middle school
what did you teach them?
and just maybe when they learn English they found they are poor in English and so I will went to their home at the spare time they will ask me some question about their textbook about some grammar points and also when they do exercise they will ask me some questions
and the primary English teaching was that in a school?
yes but not a formal one also at their spare time something like the weekends
what about the PETS training course?
PETS training this is for adults and because we attend the training about the how to say? inspector examiner yeah examiner and then when I was in Beizhan one day my friend she want to attend this training course and then I xxx her to the something like the training centre in Beizhan and then they say that they lack a teacher so and then
did you enjoy that?
yes because for this textbook the PETS one they have some training textbook I think this is another way of English examination I think they are more practical one and something like when they do their writing they will got some form to analyse something like this or compare two forms
right so it's rather different from Band 4 Band 6?
yeah more practical and also I think the students they can't pass Band 4 but they can pass because the PETS 5 levels I think level 3 is suitable for them for our college students
big class did you have a big class for the PETS?
30-40 but they have the microphone and each seat have their earphones it's a good equipment
so then you came to this college after graduation and you said that one reason was because you didn't want to teach in a middle school
yeah because at that time my classmates they said that the middle school maybe a big pressure and also if I go to middle school so I think the best one is the No. 1 Middle School in Dongyang but I think if I went to the school many of my former teachers though maybe I can learn more from them but I think sometimes it's another burden at that time I think of this
you mean it's another burden to be working with them?
but at that time I can't explain more but I just got this kind of feeling and also nowadays when I meet my schoolmate she now taught Chinese in No. 1 Middle School and she also graduate from the school and she also think of this and because once they were your teachers and now they are your colleagues and sometimes especially when they want to discuss about something she said that she couldn't decide something because they were their former teacher (laughs)
do you mean that she would feel that she should agree with them?
yeah maybe several years later this will change but now (laughter)
OK and you said the only middle school you wanted to go to didn't need English teachers…
No. 1 Middle School
No. 1
yeah so this is another reason
but you also said you should work in northern Jiangdong
at that time so where you came from and then you will go back you have to go back
so northern Jiangdong Shinan
maybe not Shinan just Dongyang yeah because according to the education bureau and we should go to this area
so but you went to Beizhan - that's not Dongyang

yeah because the Beizhan Teachers' College they can have the right if they want this person in their college they can choose first
OK so to come to this college did you have an interview or?
yeah maybe a very brief interview and then Wang Jintian yeah Wang Jintian at that time and told me also Linlei because Linlei and I went here at the same time but we didn't know at the beginning so and after a very brief interview and then he told Linlei and I that tomorrow morning there are two courses so Linlei you choose the first one and you the second one and then just give us something like a textbook is there the teacher's book? not the teacher book no teacher book but he just give us a teacher book to have a look and then the textbook so Linlei and I take the textbook and come back and so tomorrow morning the next morning and then we have the lessons just for one period each one and then after the lesson another short interview with the man who in charge of the personnel affair and also I remember I also met the one of the schoolmaster but now I forgot who because at that time I didn't recognise them and then we came back college at the university and few days later they give us a call that yeah and so set the time that we maybe something like to sign our contact yeah something like this
and you mentioned that the courses that you've been teaching here so 1 2 several maybe 5 or 6 did you choose those did you choose to teach them?
no maybe just could no (laughter)
so who chose?
the department but I don't know who (laughs)
do you know why?
maybe for College English at that time I heard that so for the new teacher at the beginning they all teach the non-major students and then change to the major
at that time
yeah
has that changed?
yes because now also some not new teachers they teach the non-major students (laughs) and about the Speaking and Listening because this is also about the non-English majors because the first year I teach them College English and then this department the Chinese department they asked for the Speaking and Listening course yeah and then so they also choose me to teach it so for this one yeah '99 right '99 Grade Chinese department and I like this class it's a very big class at the beginning it's a combination of Chinese department and Political department at that time I remember nearly 90 90 students in that class yeah and at that time they also be divided maybe it's arrangement was two big classes and then divided Class A and B at that time and I teach Class B not Class A Jintian was it Jintian in charge of Class A? I forgot
and A means
good level
oh and good level means? according to?
their remarks
their marks from middle school?
I'm not sure because when I went here they have been divided
OK so how did you cope with such a big class?
so when I teach College English maybe it's lack of the communication frequent communication with the students because at that time this is my the first year teaching and I just want to complete my teaching plan (laughs) and when I teach them Speaking and Listening at that time the class be smaller I think because the political one they didn't attend this course just Chinese department and then I used the tape recorder and I give them and to my surprise when I give them topics to discuss they will discuss about this and they will speak something though they can't speak it very well at that time they are the graduate undergraduate graduate class maybe period their third year in the college they have Speaking and Listening course it's very strange
but now?
no (laughs) so when they begin their discussion I feel very glad because when this is the last period last year of the college they still can speak something very actively

how would you describe your teaching in general?
how describe how to say I just can say that I like it because I even found that sometimes I'm very tired and sometimes even I was ill but when I stay the platform I will feel comfortable something like this and also when I face the students I find some sense of relaxation yeah even at the first time I stand the platform the first 5 minutes I was very nervous but and then I feel I calmed down maybe because due to that I like teaching for a long time maybe so I just can say in general I like it and though sometimes I will meet some difficulties and the difficulties come from the teaching maybe also sometimes I find something come from the students because some of the students it's very difficult to how to say? to arouse the attentive to let them put pay attention to the course maybe this is also very difficult but I still like it
do you think the way you teach changes according to the classes?
drink coffee
so do you think your teaching changes according to the students or the course that you're teaching?
yes especially my students told me this they find the different teaching way
you mean 2001 students?
yeah because I taught them Speaking Integrated Skills of English and also English Songs yeah these are 2 different courses so they find different ways and when I taught them Speaking because I want them be active so I am active in the classroom and but when I teach them Integrated Skill of English maybe sometimes when go to the speaking process this one I will be active but when I do some explanation some analyse about textbook sometimes they think at that time I'm more serious and when I teach English songs yeah the atmosphere is very different so the students say that they like me teach them Speaking and English Songs maybe because of these 2 courses I think also due to different students for the freshmen they will accept more sometimes but if they come to the Grade 2 or Grade 3 they didn't want to react to you very actively so you will spend more time to arouse their interest and also how to let them concentrate on your courses something like this
so you if I go back to your university you said that your third favourite course was Methodology so can you tell me something about that?
Methodology because I think to be a teacher I should learn Methodology well and also I think Methodology can help me in teaching well and but at that time our Methodology teacher is not so how to say? not so funny so interesting as Mick and Sandy and he maybe due to his character he's a very quiet man and when he taught us Methodology he just we also have no textbook he just got his something like the teaching plan and all are English and read it and we do the dictation something like this so we got a very thick notebook and when we take the final exam just choose something from it and also we have the drawing and songs but he these are all his charges but he didn't teach us this give us a tape about the songs and we then listen to the tape each one got a tape and we listen to it and learn from the tape and then when the time of examine arrives and then he just ask us one by one choose 2 songs from tape or one from it the other one you can choose it and then sing for him it's OK and then he give the marks and about the drawing he give us a copy of some drawings something like a man is reading or a man is driving something like this and then at the exam time he give us a topic something like now you draw a man is reading on the blackboard and then we draw it on the blackboard this is our examination so and I think these two Beizhan Teachers' College do well in these two aspects because I think these also some basic skills of teaching
you mean the songs and the drawing
drawing especially drawing I think because now many of our students in the future they will come to the primary school so I think this is very basic ones so at that time maybe many of the my classmates they think methodology is very dull though they know it's very useful for teaching but because we hate do dictation so often especially all of this English though he will repeat it so we can dictate it but it's very tired after lessons
so when you wrote here that this was one of your favourite courses did you really mean it was one of your favourites or that you thought it was very important?
important and now I find it's interesting (laughter)
but when you were in university it wasn't so interesting

maybe because I think when I practise my teaching I can use something from it so and then I find it's interesting
good now what I'd like to do next is we can stop the tape in a moment because I'd just like you to read through this and some notes that I've made about this and then maybe we can talk about that

OK so did you read the piece at the end?
yes
OK so I thought that a lot of what you wrote here seems to centre around decisions and motivation
yeah
what do you think?
because I also think that motivation play a very important role when you learning something something like this about decision because sometimes I think it's very difficult to make some decision (laughter) **so maybe when I read this not nothing specific just casually I will concentrate on these two**
right yeah I when I read through this is what seemed to be what you were saying I don't mean that you arranged it like that but what I'm looking for things that are behind what you're thinking so maybe for you they're not conscious but sometimes if you bring those things from the subconscious to the forefront then we can maybe understand a bit more about the way we think so you said decisions are sometimes difficult to make
yes
these decisions here were quite big decisions like what major to study and so on do you think decisions are also difficult to make in your teaching?
in my teaching I think sometimes it's also difficult and but in my teaching sometimes something like choose the subject it's not my decision something like which kind of students I will teach it's also not my decision so maybe in my teaching I just need to decide how to teach this one I think is not so difficult compared with decision I think that something like choose which subjects as my major something like this and also I think it's also easier than choosing the teaching material choosing which class to teach
you think it's easier
yeah than this
so those decisions that you don't make like which classes to teach
yeah and which courses I think these ones are more difficult
does it surprise you that you can't make those decisions? or is it quite normal?
how? a bit surprised but and then I take it as a normal atmosphere because I think in China sometimes maybe the time that we can't make our own decision this kind of thing happened very often
well I'm sure it does happen very often but because I'm not Chinese can you tell me why it happens?
I don't know it's according to the traditional customs? or I'm not sure
not sure
yeah and I also think about something like I mentioned which course you can choose and something like this maybe it's the department's another consideration because for a new teacher maybe he or she didn't know which course is suitable and also if that asked to choose maybe sometimes we will also wonder which one I will choose so at the beginning I think maybe it's the help of the department and because they from their experience maybe they will know which course is suitable for you to teach but and then I found maybe it's not the real condition because sometimes maybe some of the teachers they can choose it but some the others maybe they can't choose it something like this
so the teachers who can choose what kind of teachers are they?
vice-professor?
yeah OK so what kind of decisions do you have to make in your teaching
something like teaching way and also try to find some other teaching material to compensate for the textbook and also how to give the students marks how to give them assessment and also sometimes how to keep their interest something like this and some methods and also sometimes I also think

about how to deal with their homework how to deal with their assignment something like this all of this I think it's all decisions
you said sometimes you have to look for materials to compensate for the textbook
because I think sometimes the textbook for some language point is not very detailed illustrations I want to find some something like from the grammar book or sometimes when I teach writing and I also try to find some other writing book to see whether there are other suggestion or something like this
these things you just mentioned 5 things: one was about materials to compensate for the textbook another one was marking and assessing students another one was interest student interest another one was choosing teaching methods and the last one was how to deal with their homework I wonder in the university were these problems or these kind of decisions were these discussed or did you get some advice about any of these?
so I think something like the first one I can't remember but about how to give the students assessment I remember we have some discussion about something like in class and when the students answer your question how to give them some language to assess them to place them something like this and this is a kind of assessment and also something like each time when you correct their homework the assignment so how to give them some rules xxx something like this and this one yeah we have done some discussion in our university and about interest but maybe I think this most of this come from methodology and during we do the dictation we learn something and also especially during our teaching practice because we have a group in one school from our classmates organise the group so sometimes we also live in the same dormitory and then we can discuss this kind of thing together so I think the 8 weeks for me it's a very big help in my teaching
and in the college here is there any help available for these sorts of?
so far from you and Janice yeah this is the one and also sometimes something like I will talk this kind of thing with Linlei Sandy and Wilma something like because sometimes we got some and maybe something like the same problem because at the beginning Linlei and I in charge of the College English in non-major so we got some same problems and but at that time Tianxin maybe yeah Tianxin's special because she was in charge of the English major students so at that time maybe Linlei and I got some similar things to discuss so we would talk about it especially when we were the new teacher at that time and also about Wilma because Wilma taught Reading most and I something like Integrated Skills and we got we find these two course also got something in similarity so for Sandy I think because Sandy maybe due to last term about Writing and Methodology and so when I come to listen to her lessons and I also found that something new so sometimes we will talk about Methodology and Sandy also feel it's the interest of knowing how to teach Writing so we will discuss about this so I think sometimes some discussion will help me to do some decision about this kind of things
and the people you've just mentioned are all quite young teachers
yes
do is there ever do you ever go to any other teachers for help?
Zhu Lijuan when we were in Beizhan sometimes because at that time most of the time she was in charge of Integrated Skills so I remember at the I have taught Integrated Skill for one term my second term in the college yeah at that time I come to listen to her lessons sometimes and then to ask some questions about this course yeah Zhu Lijuan
do any of these comments have any of them you don't have to answer each one but do any of them make you think of something to talk about?
something like just now I found the first one and because now I found some of my students they also get this kind of similar things and some of them told me that they like Chinese and they like yeah maybe most of them say that they like Chinese but and then come to the English department so at the beginning some of the student they maybe refuse to learn it something like this and at their spare time they also learn Chinese and especially some of the boys they want to know something about politics yeah they are interested in this but their English level was poor something like this so I think maybe the similar thing happened among the students also this comment be so accurate about the time because I think in the university I experienced a difficult time of learning and just

now you mentioned that about my classmates they practised their listening and training because many students when they enter into the college the university at that time some if the student come from the Shinan yeah especially maybe not so yeah Jiangdong yeah because in our middle school we didn't practise this more but if the student come from south of Jiangdong and Jiangzhou yeah something like this in their middle school they practised these two things so when we enter the university we'll find these two aspects we can't do well and this made me feel something frustrated yeah and also I think these two is very important because it if listening poor and then something that is and especially each time when I have the listening course I feel it's a big burden
do you think this is similar in this college so that students from Shinan students from…
yes but these years maybe the situation a bit changed because now Shinan also in their middle school and sometimes the primary school if you are in the city maybe they can get this kind of training but at that time yeah just now you mentioned Shibei they even have less this kind of practice
right OK you here you let's just look at this point about vocabulary you say you tried your best to remember them what did you do?
something like to let me to find the word to divide them yeah divide them into different categories and like fruit and like this I will do this division
in your head or on paper?
paper so maybe this also influence my teaching now when I have the Integrated Skills and the student asked me how to remember the word about the wordlist and I will also give them this suggestion because I think it's very useful and also sometimes and they use the very traditional way something like read and write and last year I find another way and now it's a English training centre they called 100% English they got the special way of remembering the vocabulary something like vocation this word and they will use because the middle is cat and vo they say V number 5 and 50 cats something like this and so it gives they use different ways according to the form of the word and the spelling of the word the pronunciation of the word use different way try to remember the vocabulary and I think this is also an interesting way but it still needs some improvement because if we use the form this way to remember vocabulary this will influence the pronunciation sometimes but for the maybe the students very young students maybe they will find it's very interesting something like this
where did you find out about that?
in Beizhan because I find the advertisement they introduce the ways of teaching something like this and I also got the book I lent it from the student and found some of the suggestions maybe is good and helpful but some of this maybe will lead the students into a wrong way and so about vocabulary yeah sometimes and also I don't know whether it is special or not sometimes I will open the dictionary very casually to look at the words on this page to read some sentences something like this
just randomly without a plan
but I also think it's interesting (laughter)
and you also mention a good language a good environment you said good environment what's that what does that mean?
it means that the first one is that maybe it's more like a good how to say? something like provide some condition to use it something like this because I mention that because we have no speaking xxx because I think with these ones are very practical ones when I learnt language I want to use it and I found not such condition to use it and then I don't know whether I have mastered the language or not so I call this as a good condition something like this
is there anything else that interests you here?
and about this one why do you think they come up to Band 4? because at the beginning I'm afraid that I can't pass Band 4 because I think it needs a good master of vocabulary and some integrated skills and at that time I think I'm poor at English and I lost my confidence so when I pass it and then I found my efforts yeah maybe deserve it and also my efforts have get some good result so I think maybe the learning way yeah is suitable now because I also change some way of learning so when I pass it though I know maybe Band 4 is not a good way of exam what you have learnt but it

really give me some confidence again and so after Band 4 and I think yeah so something that you think maybe you can't do it but now you do it so just keep trying something like this
you said you thought Band 4 isn't a good way of examining what you've learnt did you think that then or is that now?
maybe it's some aspects because sometimes when you do some multiple choice I heard some of my classmates at the university they can't understand it but and then when they do the multiple-choice they do the correct one especially I heard a story I don't know whether it is true or not one person in my university he attended Band 4 exam when he do the listening part he put down his earphone but for this part he got 70% correct (laughter) **just like this so I think sometimes it can't test the real level but maybe some aspects is good but I don't know**
so these courses you said there were new and interesting courses after Band 4
yeah something like the Speaking like the Culture and this one
so why do you think the university set those courses after?
now maybe I can understand it because they think you should have some basic knowledge and then this is some improved one on some higher level something like this if you have not some basic vocabulary or something else some basic grammar you can't speak very fluently and you can't appreciate the culture something like this
OK what about this one here you just had Reading and Listening so why are those other courses important? what do they make you think about the curriculum? and the curriculum in this college too when I say curriculum I mean the list of all the subjects the students have to all the courses that they have to teach have to learn
I found the curriculum set in our college is sometimes is not so reasonable because due to many reasons sometimes they will think yeah the teacher this term is free is not so busy and then take this subject into their curriculum and also sometimes like so for this time this in-inspectation they need some practical course and then they use some practical course this term and sometime you will find the whole term their major's not occupied many of the curriculum but something like political ones yeah something like this so I think the curriculum set is not so reasonable but this one in university I think maybe will be more logical I think and especially it got some optional one I like this one because this can let the students have the feeling of they can be free to choose something not just accept something I think this one is good though now maybe for the practical ones they also have the chances to choose something but for the education one I think they still got less chances
so if the students don't get many opportunities to choose in the curriculum are there any opportunities for students to choose within a course or within lessons to make any sorts of choices?
you mean
OK I mean for example the students can't choose the courses that they do every term just when they get to Grade 3 maybe and I think at the moment Grade 2 so are there any other times when the students can choose something for example in any of the lessons that you teach can the students choose anything at any time?
I don't think they can
OK oh can you explain this you're writing about comparing languages
means sometimes I find that there are some similarities yeah something like especially about their culture I like to compare with the culture and the difference xxx similarity also make me feel interested
Yes
and also their vocabulary something like they sometimes you can't match one to one do the one to one matching right yeah maybe one word in Chinese have many different other matching words in English something like this and this all arouse my interest of learning something like this
so this about different periods what does periods mean?
so something like after one month
Oh OK
something like this
so do you think this you became interested in comparing the languages contrasting languages do you think this has any effect on your teaching now?

yeah and I also sometimes when I teach I will also arouse the student to think about this do some comparison and contrast something like this
have you ever tried to take this any further have you written anything about this or?
yeah sometimes for example if I read some festivals and then I will add something more maybe something xxx like the relation between something like the Christmas or the Spring Festival let the student to do some comparison and then provide some material about the Christmas xxx because about Spring Festival maybe the students are more familiar with this so about the foreign one I will sometimes offer them some material read for them and or tell them something about this to let them know more about it and just now you mentioned this one these two sentence right?
oh yes
it's not Chinese saying just the manager said to me yeah
oh I see but the manager was Chinese?
yes and this one maybe impressed me much
what about the second one? I don't think I really understand many efforts deserve
means you spend your time spend your energy and then you will find you can get something get some something like the feelings of achievement the feeling of happiness something like it not depends which kind of thing you can get but you can get something learn something so the last one "Have you found a similar (or different) motivation because of your present job?" you mean you mean learning English or
no I mean when you were working in this company you found some inspiration from the work and also from the manager there so I'm wondering if you find any sort of inspiration or motivation in this job
yes
is it similar to that or is it?
similar because I think I remember one sentence is that in doing we learn so I think the motivation and inspiration come from what I'm doing now yeah because when I do this job I find still many much more knowledge I want to learn and then I will try to learn more especially now as a English teacher yeah if you want to teach the students something more and something new something interesting so you should keep on learning so I think so maybe just because my doing of this job so I will try to learn more about the job
OK and there was another one what did you mean that you say that this refreshed your mind wha does that mean refreshed your mind?
something like broaden my horizon something like this because at the beginning I mention that sometimes if I find I can use what I learnt and I want to learn more so in this company I also find another new world complete new world it's not the same as the teaching field also not the same as the university yeah so I can learn something more so this one and also something besides that knowledge no besides the English knowledge yeah and so I find that my learning maybe sometimes how to say? how to find a sentence to express this? and this refresh means that maybe before this before I do some do something in this company maybe my knowledge about the world is limited - limited just in the university or just in the teaching field but and then when I went to the company I found that in my life there are still many things need to learn need to know so at that time I think I got the feeling of refreshing
do you think that kind of experience would be useful for any teacher?
I think because sometimes I don't know how about the other teacher to be a teacher if I have been a teacher now because I have been a teacher for several years sometimes I will got such sense of losing the contact with the outside yeah so if we can sometimes we can get some practice in the company or go outside the school I think can let not only broaden your horizon also sometimes I think they can also do some help in their teaching because I don't know whether it's our college have this situation or the other teachers also have this same situation because I think be a teacher though in the college sometimes the teacher are not so busy but I don't know why if we've been in the college for a long time the outside world seems to we have a long distance with it I don't know whether this kind of thing exist

I wonder if it's because it's a college or whether maybe just the nature of a 单位 (*danwei*) because every

单位 (*danwei*) I wonder if they tend to be rather insular

but we find the my friends from other units right?
units
they seem to though they got different natures yeah their units got different natures but they seem to keep the pace with the outside more than us I don't know whether this is because of teaching this career or I'm not sure but I think still teacher need something new but when we sometimes if we meet together to talk about something I will find that yeah I seem to behind the society (laughter)
I'm not sure whether the other teachers have the situation
yeah that would be interesting to find out also you're a party member right? don't you think does that makes a difference does that makes a difference doesn't that mean that you know a bit more about the outside world?
the politics (laughter) **maybe this one I also because also my friends that got the feeling they think they have some distance with me or I have some distance with them**
friends
my friends from other units they will also find that sometimes when we talk something they can find the same points
oh I see
but they it seem that I can't find some same points not the same points as them
and you think that may be because you're a teacher
yeah I thought of this and because they sometimes thought teacher it's more pure or like this they think in the school or in college university the surroundings maybe is not so complex they think of this
interesting
and they think in the other units they think this unit is real in society but our school seem to xx society (laughter)
just let me ask you what this means (3/1)
(laughs) 3/1 I can guess 3 1 1 1 2 1
is it the date?
yeah it's the date
and you also wrote to be continued
yeah because I still think that maybe I have something more about teaching and learning but now xxx
OK well if you have time I'll be very happy if you do continue but also this document you can take this you can take it but I can also email this to you so have you seen this on the screen? OK I'll stop this now

Interview 1 transcript: Ailing

OK so can you tell me your name?
my name is Vera, or my Chinese name Cheng Ailing
Cheng Ailing OK then can we just look at the home section because you said that your mother tongue is Meiqi dialect
yeah right
is it very different from 普通话 (*putonghua*)?
I don't think it's very different because maybe other people most of people around the country can understand us easily it is very similar to Nanguohua the dialect in Nanguo province and the person maybe next to us understand
oh do they?
yes if we just speak our dialogue dialect they find our dialect very similar
OK
OK
so you think of Meiqi dialect as your first language right?
yes
not 普通话 (*putonghua*)?
not 普通话 (*putonghua*) maybe but if my mother told me 妈妈爸爸 (*mama baba*) she would told me in 普通话 (*putonghua*) but not in Meiqi dialect but all the people around me they say Meiqi dialect so I don't think I don't know how to divide them
right
but so it means that I accepted this dialect and 普通话 (*putonghua*) maybe at the same time yeah
at the same time yeah so your mother spoke to you in 普通话 (*putonghua*)
no in daily life in daily they speak the dialect but if they told me taught us teach me
oh if they were teaching you
yeah teach you teach me the word maybe this is 杯子 (*beizi*) and this 苹果 (*pingguo*) they will in 普通话 (*putonghua*) and the teacher in kindergarten will speak in 普通话 (*putonghua*) too
yeah
but the children maybe after class they will say yeah Meiqi dialect yeah and all of my schooldays maybe I will say dialect in the family and in class I will say 普通话 (*putonghua*)
right so in your school what was the attitude to the dialect?
pardon?
in your school what did the teachers think about the dialect?
the dialect my dialect?
yeah or any dialect
because I live in my hometown and all people around us are speak the same dialect so there were not just in the class in the lib- in the classroom and when we have lessons we say 普通话 (*putonghua*) and after class they will not ask us to say 普通话 (*putonghua*) we are freely
interesting so you went to a key middle school in the province you mean…
yeah maybe top ten (laughter)
so was it difficult to get into that school?
yes it is difficult there has a mark level 分数线 (*fenshuxian*) can you understand? I think you can understand if you are a little low than this maybe 5 or 10 scores you have to pay and you if you want to go to that school you have to pay and if you are below the range they will not accept you
even if you pay
yeah

so can I ask you, did you have to pay? or did you pass the…
no I pass I pass (laughter)
and that was also in **Meiqi**
yes I all my schooldays in Meiqi
right including university
yes right
and you say that your favourite subjects were Chinese and English
yes language
so why were they favourites?
maybe this because when I was a child I like to read the stories including some Chinese legends and maybe I'm more interested in some stories in foreign countries just like from 安徒生丹麦 (*antusen danmai*)
Denmark
Denmark and 格林童话 (*gelin tonghua*) Grimm yeah I like 童话 (*tonghua*) very much
so
and the not xxx so maybe I have interest in literature
right why did you become interested in reading?
in reading I never thought about this question maybe because of my mother and my grandmother
oh
yeah my grandmother is my mother's mother
right did they like reading?
yes they like reading very much and my mother like tell story
telling stories
telling stories to me and maybe in my when I was very very young and I don't recognise Chinese word then I can't recite what she tell me but if she point out this word what's the mean- what's the pronunciation of this word I don't know but I can remember the whole text how to pronounce the whole text
oh
because I don't understand the character but I can remember what the plot like the whole story yeah
what jobs did your parents do?
my father is in a very big company maybe 钢铁 (*gangtie*) iron and steel company in Meiqi it's the most maybe the biggest company in Meiqi and my mother is a how to say? seller in a (phone rings) **in a supermarket maybe it's short message I will not see it now** (laughter)
what kind of job in the company did your father do?
what pardon?
you said your father worked in the iron and steel company
yeah
what did he actually do?
oh actually she he is a engineer and the files can you understand 办干 (*bangan*)? just something like your some files like your family and your experience just like this one
oh files
files yeah that's right
oh I see
yes she he dealing with this and in the technology department
OK did you so you liked Chinese because you liked reading stories and
yes right
what about English why did you like English?
English maybe they are the same because they are all languages and maybe in my junior school days I found English is very relaxed when I learn English I found it's very relax because maybe in that time it's very easy for us to learn English we just learn ABC and sing songs yeah and we don't

matter so much grammar we just learned how to say it and remember very simple words and we don't pay much attention on grammar and the grammar easy that time in that period yeah and maybe I think in my opinion for girls they may like language better than boys boys may pay much attention on Maths and Phy- Physicas Chemsitr- Chemistry yeah they like it very much maybe I think the most important thing is that it is very easy for us to accept this kind of language and I remember that in my schooldays all the students their English were English are very not very low mark but it is different in high school yes in high school maybe a lot of grammar put into the books and I we have to recite it and dealing with a lot of questions and problems like how to choose 1, 2, 3, 4 1 from it and the sentence give us and we have to choose one of it and I we have to know why we choose it and sometimes it's very confused and puzzle us a lot so in the high school days English just like just not like in junior school in my junior school I just like take English lesson xxx Maths because maybe when I finish Maths class or other kind of science subject class I found that English is very relaxed class a very good rest but in high school I just think English is the same subject as Chinese as Maths as Physics as Chemistry it's the same because we just do the same thing as do in Maths just some problems and we have to deal with it we have slo- solve the problem

what do you think in your middle school what was the teaching like?

teaching like? so you mean that they in what way to teach us what kind of way middle school means junior school and senior school yes? in junior school and in senior school I think the teaching method is not different just the use the tapescripts sorry not tapescripts but tape and record to train our listening and read the books and analyse the articles maybe sometimes we give the special lesson on grammar yeah just like this and we have to do some papers or homework to our we also ask to recite the articles it's very we are not ask to do this very much because xxx teacher know that students don't like to recite yeah but I in high school we may not have so much time to recite every subject takes time and English is part of them and we have to maybe the most important thing for us is to remember the grammar and how to write articles but maybe grammar takes us the most part of time yeah

did you have any favourite teachers in middle school?

you mean English teacher?

any teacher

any teacher I like my Maths teacher in the junior school

why?

she has she's a woman has a very special personality she very strict to us and she like to critical ours 就是 (*jiushi*) as 批评 (*piping*)

criticise you

ah yes criticise us and she never use any bad words just go around go around and we find that she is criticise you she criticising you OK I like her personality and she is very good at teaching Maths

ah-hah did you have any favourite English teachers?

no

OK and when you 喝吧 (*he ba*)

OK

when you graduated from sorry… So I was going to ask you, when you left your middle school when you graduated from middle school what did you want to do in the future?

left the middle school what did I want to do? I just want to go to university

ah-hah but you say that you changed from science subjects to arts subjects

yeah yes I found because I found that in my high school days I'm not very clear about my personality and my ability and at that time I just don't want to leave my class because if I choose the art subject I have to left my class and all the person the students who left his former class were from another class together to learn art because in my high school it is very famous for the science and art is very small part of it and the art class there have 7 xxx students together and only 2 boys or 2 or 3 boys all of them are girls I don't like to go to that environment yeah I all my life I like to communicate and play with boys more than with girls because my personality and so I choose science and I don't think at that time because we decide which subject we choose after we finish the

xx of high school days and that time maybe that's not very distinctive difference between the 2 subjects and I find I'm average on both sides so I choose science or when I finish when I go to the 2nd and 3rd year I find science is more and more difficult for me and I think I decide I had to change my subject when I study into the university because I would like this time I will do something I can and I like I don't like science yeah at that time
so then you went to Shenhai Industrial University? and what was your major subject?
my major subject is English Education
English Education why did you choose that?
maybe I have not many choice because I change my subject my major from my subject from science to art and there's limited choice and for English maybe it is the only one choice
do you mean the only choice in that university or the only choice in…
for us to change my subject yeah
so you couldn't choose Chinese
yeah but I don't like Chinese I don't like choose Chinese for my subject because although I like Chinese I don't like to take it as my major and you know that in China if you choose Chinese as your major you may find it's very difficult for you to find a good job yeah except to be a schoolteachers maybe no more good choice for you yes that's the reason and yes English yes so I choose English and I like this kind of subject I just want to change totally from science to a language
OK and you also did a second degree didn't you?
that's right
in, when did you start that in Grade 2?
yes Grade 2 and Grade 3 yes two years
two years and that was in a different university?
that's right
which university?
中南 (*zhongnan*) means nationality it's a nationality university in south in centre south yeah centre south nationality ah sorry centre south universities for nationality is the name for of the university
so 中南 (*zhongnan*)…
民族大学 (*minzhudaxue*)
民族大学 (*minzhudaxue*) so I guess you had to pay extra money to do that
yes but not very much not very expensive
so you did in the industrial university you did a BA?
yeah
and in the other one
yes also BA
OK why did you choose to do that second degree?
I found that because in my high school it's a key school yeah no and I achieved some science subject I find we do every I found every day are filled with all the papers and problems in our subjects and but when I go to the university because I choose English we don't have so much homework and because the university you know that we are very free just go to the class have 2 or 3 2 or 4 lessons a day whole day maybe 4 lessons the most and we have a lot of free time I just enjoy myself in the first year you know that every Chinese student when they go to the university or college for the first year they will relax themselves and do everything they like to maybe find something they lost in their past days
oh what kind of things
to enjoy their just surf the Internet and go out for maybe picnic and play with the friends and go to the KTV and do everything they can't do in past days
so do you mean that you did the second degree because you found you had so much spare time?
it is one of the one of it one of the reason yeah another one is that I'd like to I like xxx international trade and economics I'd like I like to know something from it I find I don't first of all I have a lot of free time and I like to learn more at the college knowledge in my university days I found I'd like to

fill my days colourful and also I'd like to go to another university to see different things from my university to know more people to know more students to know more teachers there and to see another university I like that university because it was very beautiful maybe in my hometown Meiqi University is the most beautiful one and it is called the most beautiful university in China also yes I hope you can have a chance to visit yes you will find it's very diff- very very good one it has 100 and maybe 110 years old more than 110 years old yeah
is it older than Beida?
maybe
about the same?
it might be the same yeah and so that university I find the second beautiful one (laughter) **I can't go to Meiqi Meida and so the second reason is I want to learn more the third is that I find English is only a tool in the futures career I'd like to learn something special knowledge yeah English is only a tool I still have this kind of concept now so three reasons**
three reasons good now you say that you were a waitress…
yeah
was that just to make some money or was this a kind of placement?
you mean why I want to be a waitress in a English bar?
in an English bar?
yes in English bar yeah first I'm interest I'm cracious about it sorry 好奇 (*haoqi*)
curious?
ah curious yeah 好奇(*haoqi*) mean I have interest in find something so I'd like to I never I'd never been to a English bar before it is the start time is at 8 p.m. to 2 a.m. yeah? just very different from the normal time it's maybe for person who would like to spend their night together to enjoy themselves it's very different from the normal one I have some interest in it and I'd like to see more person speak English and the foreigners it is during the Christmas time and it is the opening time for this English bar because it is well it is not very common to have such kind of bar in my hometown though it is a big city but in that period maybe it is the second English bar first one is called Blue Sky and this one's called Blue Bamboo (laughs)
so you just worked there for a short time?
very short time
couple of weeks or so
yes maybe just like this and I don't go back to ask them to pay me (laughs)
they didn't pay you?
yeah they didn't pay me but I but they promised to pay me but I just don't want to go back
oh
yeah that's only 40 maybe 40 元 (*yuan*)
oh
it's very poor
so was it useful for your English?
huh?
was it useful for your English?
useful? I learned a lot I learned something from it not only language I met a lot of person all around the world from Korea from Africa from Italy from France yeah they all in maybe in universities in Meiqi you know that Meiqi has maybe 7 17 universities all round yeah and also there are some company staff in Meiqi yeah they come to this bar because the boss of the bar is from Canada and the two assistants his two assistants are from Shanghai very two very lovely girls to help him also because during the Christmas time they will spend the Christmas Day together and I remember when they like dance very much and there's a great Africa DJ she dance very beautiful yeah good very good and I find that the foreigners in that bar in my city they are not very polite to our Chinese yes I found that problem yeah so I don't feel very comfortable in to work there and so after maybe one or two weeks I just quit with my classmates yes we go to xxx place because my classmates told me that and there are one two three maybe four two girls and two boys yeah

together?
together and we all quit after that
and you also did some teaching
xxx because just like our students yeah
teaching practice?
yeah teaching practice
so how long was your teaching practice?
only one month
one month and how was it organised?
organised by our university
by the university? so they told you which school to go to
yes they divide us into three no not three maybe a lot of parts maybe ten or eight or ten teams
groups
and every groups go to the certain schools and I'm very lucky to go to that school has a high school part a part means there are junior one and a senior one together and I go to the senior one and as only the only our group can have this chance to go to the senior one I'm very lucky
so you were teaching senior
English
which classes?
Grade 1 Class 4 I still remember (laughs) yeah Grade 1 all of us all of us go to the Grade 1
how much teaching did you do?
so though although it was very short time but we do a lot of teaching
every day?
first maybe first week we just to get familiar with our students I even go to their apartment to talk with them and to make friends with them get familiar with their teachers get familiar with my students and listen to the teacher's lesson yeah to learn from them OK just after one week the first week we have three weeks to give lessons to my students maybe at the third or fourth week we give the lesson every time it means that whenever they have English lesson I will give the lesson and their teacher will sit behind the students to listen to me
so do you think you had one lesson every day for those three weeks?
yes sometimes two lessons
sometimes two
no yes sometimes two lessons and I we have to go to the afternoons sorry the school high school every day during the month
yeah and did your teachers from the university come to the school to the middle school?
I can't understand your question
you were teaching in a middle school for a month
yeah
right did the teachers from your university come to see you come to visit you?
yes right they come to visit us but they one of our teacher listened to one or two of our lessons and my our university's how to say? leaders in the leaders group they visit the univers- visit the school and talk with their leaders
ah yes
yeah about our work
yeah OK and you said that your favourite course in university was the Culture of English-speaking Countries is this 英美概况 (*yingmeigaikuang*)?
mm
so why was that your favourite course?
culture I like culture very much I'd like to know every aspects in a foreign country yeah just like this I'm interested in it I'm eager to know something yeah different from our country and to compare them with my country
so in general in your university how would you describe the teaching and the learning?

learning is all by yourself I find that because the teacher will go will not ask you to go to his or her class just as you if you don't like to go to your class maybe nobody will ask you to do that it is not very strict like this college in this college very strict but in our university in my hometown maybe xxx the bigger one there have not so strict system to ask the students to go to the class they may have some ways to control students just like the students' champion sorry the students soc- how to say 学生会 (*xueshenghui*)?

student union

yes right sorry student union will give score of every class and not call the name of the namelist and if you find you are catch by them they will reduce your scores that's it's just a system not really yeah they say like this but will not do this one just use this system to give you a stress only give you a stress but you don't if you don't go to class you really don't you lose nothing nothing will lose

so this is how the system worked for controlling the students but what about the so most of the learning you had to do yourself you said

I listened to the class I go to the library I finish maybe not very much homework I just you know that we have a lot of certificate to get so you have to we just yes do something to get our certificates not only in English some just like computer and also Band 4 Band 8 Band 8 yes right just like we Band 6 yeah and maybe just this kind of certificates but as we a heavy press pressure for every students we just learn yeah listen to the lesson and do the prepare work for the certificates ourselves

did you have a favourite teacher in university?

in university maybe my most favourite teacher is in the South-Central University for Nationalities yeah it's from my second one xxx it is the leader of the Economic School yeah maybe the he is also come from another university maybe a better one than that university to be the school leader 院长经济学院的院长 (*yuanzhang jingji xueyuan de yuanzhang*) yeah Economic School yeah it's part of the that university yeah and he give us the lesson called West Economics I don't know how to translate it I never thought about 西方经济学院 (*xifangjingjixueyuan*)

Western

Western Economics just like this? this the basic subject for all in economic subjects you know that yeah it's very how to say it? 纯理论 (*chunlilun*)

纯理论 (*chunlilun*) theoretical?

theoretical yeah it's very theoretical? xxx and I think it's difficult to teach the students who are not major in Economics yeah but he give us the lesson very interesting and very clear we can understand it clearly and give us a very simple examples just to go to the supermarket to buy some fruits yeah give us just this examples to show some deep I mean not so not very easy for us to understand the ethics xxx how to say? give us very simple examples to show the xxx can you understand? to

ethics?

sorry? 理论 (*lilun*)

理论 (*lilun*) theory

sorry

that's OK

sometimes I just don't know how to express yeah theory so we can understand the whole theory clearly and I got a high mark 90 after I were finished this subject and it's the most the highest one of our subjects we have 10 subjects yeah

do you have a favourite English teacher in your university?

English teacher? yes also I have a favourite English teacher she is she's ever Comprehension English teacher 综合英语 (*zhonghe yingyu*)

综合英语 (*zhonghe yingyu*)

综合英语 (*zhonghe yingyu*) yeah and she also taught us the articles from some magazines and newspapers in the 报刊选读 (*baokan xuandu*) a subject yeah she's English very good and she know a lot about foreign countries she even give us some ideas in our life yeah just during the period 非典 (*feidian*) yeah you know
yeah I know
she gave us some ideas that don't worry about it just take it easy and don't do too much things just put the 口罩 (*kouzao*)
mask
yeah mask on your face because she don't think it's useful because you are maybe your gene
genes
genes yes decide maybe genes decide you may catch that kind of disease or not
OK
so just like this she's very maybe I like her personalities also
did she teach you for long?
one two one maybe one year
OK let's just move on a little bit so then you came to this college after you graduated and you found this job at an employment fair?
yes
why did you agree to come to this college?
(laughs) she told us the university is in Jingze and I like this place
OK
I like some place are very nature some my our from the childhood days yeah I like green trees flowers I like the fresh air and I'm ver- I'm a little tired about the big city and the weather there is not very good I just want to change I want to see more yeah different from the big city
so now you're teaching this is your first year of teaching
yes right
teaching College English Business English and in Chinese International Economics and Trade did you choose to teach those?
I yeah I not choose to teach those the first xxx and second is decided by our dean vice-dean yeah you know that and after we finished the National Days she told me that they need me to teach the students International Economics and Trades and she asked me could you accept this task? and I said that OK I will accept so I have xxx lessons at that time but this term I only have the I throw away the College English yeah (laughs) maybe I don't I should not use this
it's OK I understand why have you thrown College English away?
because maybe I'd like to just in this department and I like BEC very much I will not give it up so I have to give the College English up OK
you had to give it up?
because there are three different subjects for me it's very hard work to prepare every of it good yeah well and you know that BEC Vantage is more difficult than the Preliminary OK I have pay a lot of time on it I don't have a lot time to pay on College English the three kind of different kind of and I like also I like economics 所以 (*suoyi*) I will not (laughs) give it away
so did you choose to give up College English or did the department tell you that…?
I choose yes I have to thank the vice-dean of the department yeah she treat me very good very well
so if I asked you to describe your teaching could you do that what do you think our teaching is like?
teaching? maybe sometimes and not all the times I just like a friend to my students to tell them something they don't know and to give them some ideas to brainstorm their brain yeah to give their some light to let them maybe just a friend to them and they like I like them very much because we are only maybe one two three years older than them and we just like friends I just like to chat them to have a good day have good days in their college days and to do some useful things for them my teaching I think I just try my best to be a good teacher and I don't I think to be a good teacher is not easy sometimes I find I'm lack of knowledges sometimes I like to say something but I don't know

how to say maybe sometimes I understand but how let them understand is not very easy I just prepare for my work for my lessons and to find a lot of information just like when I give the lessons of International Economics and Trade you know that I find a lot of pictures like container li- like some ways of transportation just like shipment and use the airplane use the train yeah some pictures I like to give them some pictures maybe it is directly to let them know to understand the practical things not only the theory
so how do you give them the picture?
下站 (*xiazhan*) oh download
yeah download I have forget this download the pictures yeah
to a disk?
yeah maybe to my U-
U-盘 (*U-pan*)
U-盘 (*U-pan*) yeah
and then how do you use that in class?
use the computer you know multiple player media player
multimedia room
yes
OK so this lesson you teach in a multimedia room?
right OK do you think that your teaching changes according to the students or according to the course that you're teaching?
maybe more about the course I teach also the students if I teach the College English I will not say so much English for them I maybe almost say Chinese because they can't understand the English and I know that the xxx has some steps to let them understand English yeah I just don't say so much English and the first two year for them because in their schooldays maybe the teacher tell teach their teach the English in Chinese you know also the same in my schooldays we just saw when we are read articles we speak English and we if we talk about the grammar we just use Chinese to explain it and when we do the problems in the papers do the question in the papers we also use Chinese
this is when you were in university?
not university
middle school
yeah in university we never talk about oh yes we have subject that's called Grammar a book all the grammar together but we just go over it and I think nobody interested in it also the teacher
you mean this teacher was teaching using Chinese the grammar teacher?
yeah sometimes we have to analyse something it is not easy for a teacher to analyse it in China in English and maybe we can't understand so that's why and I know my students in their schooldays they never hear a lesson to the teacher say so much English for them so I just not we will I will not say too much English and I just want them have some interest in English you know that the especially in some science subject students don't like English they don't like English they don't like language yeah if they had get a higher mark in English you know that in our entrance examination it the full mark is 150 yes some of them just got 60 or 30 very low scores if they even get higher they may not come to this college they went to a better college or university yeah it means that all their other subjects maybe is excellent but English very very poor so them don't like English I just want to let them interested in English it's my maybe I think it's my first task for them
how do you make them interested?
so I just you now that in their in that kind of class boys are the most students yes male students yes? and they like female teachers and I'm just maybe the same as them we're just like sisters of them and I just don't make my lesson too boring and I maybe sometimes have joke with them I laugh a lot in the class and communicate with them freely talk about everything they interest sometimes in English yeah to tell them how to say English and tell them stories about just like Li Yang you know Crazy English yeah the stories of his experience from a college students who are not in English

department to become a very good a good guy master English very well yes you know that person yeah?
yeah I know him
yeah and the students maybe know the name but don't know the experience but I read the story in my university days so I talk them to encourage them to learn English well and I ask them to listen to some English songs yeah because a lot of them like English songs though they don't like English they like English songs I xxx listen and also ask them to see the films in English yeah
so this is your College English classes
in yeah you know you say that the Business English class they are major in English so I will try my best to say English in my class yes most them most of it are English and I will prepare for the lesson more maybe more carefully because they need more knowledge in English yeah that's special English so I have to do this also I give them some backgrounds information in business world they also ask me to give them some background some information in business world and the book I read the book carefully and try my best to train their four kinds of skills yeah speaking writing and reading I analyse the I also analyse the articles it is just the same in the College English class yeah analyse articles and
what do you mean by analyse the articles? how do you do that?
the structure and the vocabulary to explain it and maybe sometimes the sentence is not so diff- so easy for them to understand I will just explain it it means analyse the article
so is this like 精度 (*jingdu*)?
yes just like this and you know that the College English for the College English we don't have the tape records and they are lack of training in English lesson
you don't have…?
yeah we don't have this one and we also don't have the tapes
oh really?
yeah for the first term we don't have this I heard that this term they have the tape I don't know if they whether they have the tapes (laughter) **yeah maybe I saw I'm very sorry that they don't has the chance to train their listening but we examine them with a listening part in the final examination also in their examination in PE maybe 能力测试 (*nengli ceshi*) AB 级 (*ji*)**
oh yes
you know that kind of examination for college students
they have listening in that exam
yeah so I don't know how to help them in listening examination yeah I'm sorry I'm pity with those and they have two listening class sorry one listening class two hours a week I think it's not enough
you mean this term
College English yeah this term and last term is the same
last term they had a listening lesson
no listening lesson and only two hours a week
for College English
for College English I think it's not very limited yeah very limited I don't think it's enough yeah so also come back to the English Business English I have used the tape records to train their listening sometimes their listening are very weak the student told me that and I find that right so I have to let them to listen to the whole pass- whole dialogue or whole conversation at least 3 times but in their real examination that's twice only twice but in class I'll ask them to listen to it three times because I have teach them step-by-step yeah so and after 3 times we will check the answer and maybe for the answer is not so good every time they have choose different answers for one dialogue they have different answers so I have to ask them listen to the dialogue conversation one by one and I put I ask them to listen to it and then put it down and ask a student sometimes if I have time time is lim- is if I have time I ask one student to repeat yeah just ask them to repeat and sometimes I when we finish the ans- the questions in the book I ask them to listen to some other things in the dialogue yeah you know that the question only pay attention on one point maybe others some other information will missed and I ask them to listen to it just to train their English and we also give them oral English

test oral English practical training right maybe just like this every yes from last Wednesday night and this Wednesday we may also give the training course
this is extra
extra also in the class I will train their oral English because for maybe for our Business English listening and the oral test is very important because it has the oral test part
you mean the BEC test
yeah yes I think you know that in the morning they have the listening reading and writing and in the afternoon they will have the oral English test it is very maybe it means that they put they pay much attention on their oral English the test pay much attention on their oral English so we have to train their oral English we just give their training course to use the papers maybe we have take the exam last time and we learn something xxx to use these kind of fields these materials to train them just the same progress in the real examination give them a lot of chance to talk about their topics but I found their oral English is very not very good maybe a little poor and also all the teachers find the same
this is Grade 2?
Grade 2 yeah Practical English class they don't has a lot of ideas in their mind (laughs)
OK now this is what I'd like to do next I'll stop this for now

OK so is there anything here that makes you we don't have to talk about all of them but is there anything that you think is interesting or
you mean that I can say something I have something to say about your comment yeah the first one "Why do you mention *pinyin* here?" because I'd like I have a question you know that in English we also have 音标 (*yinbiao*) how to say it symbol?
yeah, phonemic symbols
phonemic symbols OK but why you have seen this kind of things
why do we have them?
yeah
mostly well not simply for teaching but also for describing a language it's a way of writing the sounds of a language but actually in my country we don't learn them
you don't learn them yeah I think I don't know why we have to learn 拼音 (*pinyin*) maybe sometimes just for us to put them in a regular way give our language a regulation yeah maybe and also to have something the same with other language in other countries just like English French maybe you have such symbols and we also has such symbols I don't know maybe Chinese first I haven't met this problem because first I don't know if we first has the character not the pronunciation first we has the pronunciation then the character but we maybe we don't have 拼音 (*pinyin*) just to when the China set up China the country set up maybe we ask a lot of experts together to find a way to analyse the pronunciation about the character
yeah
no I don't think the Chinese were born with 拼音 (*pinyin*) (laughter)
no you mean the language
yeah the language born
no I think 拼音 (*pinyin*) was invented about 50 years ago
15 years ago
50
50 五十 (*wushi*)
五十 (*wushi*) about that
yeah
and I think possibly the main reason was to try to well firstly if you can write in this way it's a way of describing the language in the same way as a big grammar book is a way of describing the language but

also I think because China is so big and people speak in many different ways then this was one way to try to standardise the language
yes
to try to make it the same everywhere
yes and it's easy for us to look up the Chinese word in dictionaries
well that's another reason
not just divide into some parts
yeah so it's alphabetical rather than according to characters because looking up in a dictionary by characters is rather complex rather difficult
we also use part of the character
yeah
you know that
sure yeah
yeah so
OK what about this one here? oh sorry here you said that you loved Chinese and you read a lot of Chinese stories
stories read yes I read stories yes
so
so OK
do you think you say that your writing was good?
right
so is there a link between reading and writing
of course I think so I think if you really know there are a lot of ideas in your mind and you know you feel a lot in your mind in your brain in your hand and you experience in your real life you also have your imagination yes and if it so you have you may find a way to express your ideas so writing will help you to express your minds your ideas and if you don't have ideas your mind why you need to express? why you have to write? you know sometimes for communication but you have you only need to talk with others yes I think some- sometimes writing I don't think sometimes writing is decide by your teachers to ask you to write some topics if you don't have anything to say about it maybe it's a big big problem for you you have to try to find something so this time you have to read also you have to read yeah maybe if you read a lot you like to express something and sometimes you are asked to write something you have to read if you lack of ideas so I think have a lot of relationship between the two kinds of things
so when you wrote this sentence this was about Chinese reading and writing Chinese do you think this is also true then in a foreign language?
of course
do you think the same?
yes sometimes you learn a language you don't know sometimes you know that you also have something to express and you don't know how to express and when you wait you may find that some- something they express for you and you learn from it and you may how to say? xxx you may learn a lot from it and your mind later step-by-step you will express freely yourself you have to learn how to express then you can you will know how to write I think a write is express your ideas so if you don't have ideas you don't need to (laughter) **write**
OK maybe just check what this do you mean difficult here or different?
difficult I'm sorry
that's OK and here you say you think everyone feels the same as you about grammar do you mean…
classmates
your classmates or everybody?
maybe most of the person learning English yeah all everybody
what about teachers?
they find it's difficult for also to teach us yeah because sometimes they can't say they don't know why they choose the option they have to told us that you have to choose this one and sometimes they don't have reasons

you mean like a) b) c)
yeah a) b) c) a lot of options for us to choose so this time they will say that language is language don't ask why you just have to listen and remember it
your teachers said that to you?
seldom yeah most of the situations they telled me why we choose this in Chinese yeah just like I say that just like the Maths problems yeah solve the Maths problems yeah to yes I think so
so when you say that you studied English just like Maths
means xxx it means that the way like Maths we divide a sentence into a lot of parts and study it not learn it learn means learning means imitate and maybe more about imitate and to learn how to speak to learn to understand what you are saying about English but we pay a lot of attention on why we use this kind of word yeah why we choose the OK 时态 语态 (*shitai yutai*) like this yeah we pay a lot of attention on this maybe too much attention on this not a whole language from the pronunciation and the listening part and how to use them to communicate you found you can found that although I study English for my major for 4 years maybe I my English is not it is lower than the person who younger than me maybe but she or her he will live in foreign language in foreign country yeah their English is better than us much better than us yeah
so in your mind there's a difference between study and learn
yeah sometimes I think study it means to know why we use the word but learn means we just know this time in this kind of situation we use this kind of language that's OK this kind of words
what about in Chinese?
in Chinese?
study and learn
yeah in Chinese you know that we learn Chinese
sorry no, I don't mean when you're learning Chinese I mean the words so in English we can use these two different words study and learn in Chinese?
you know I know that you mean that do we study Chinese
no I mean in Chinese can you translate this (writes 'study') into Chinese?
oh yeah OK it means 研究 (*yanjiu*)
研究 (*yanjiu*)
do research
and learn?
and learn means 学习 (*xuexi*)
学习 (*xuexi*)
yeah different
does it have the same difference as you just described
they are limit they are similar but they have difference yeah 研究 (*yanjiu*) means you studied you study language yes is that why the word are used here and why we use yeah in this whole sentence but
OK I understand
you understand?
I just mean do you think 研究 (*yanjiu*)
and 学习 (*xuexi*)
and study are the same and 学习 (*xuexi*) and learn
are the same
are the same?
maybe they're a little they have a lot of part the same but they I think they have their also have their special aspects in express xxx

OK wow 那么多 (*name duo*) let me ask you about this about articles because later on you talk about reciting articles so what does that mean reciting articles?
recite articles you know that it is same in China when we are learning Chinese yes OK I'd like to say something about study and learn OK?
OK
it means that we learn Chinese from our borth birth yes and when we go to when we go to the senior junior school we know a little about our language's grammar but in high school we studied grammar that time but first but in but for the English we learn grammar at the very beginning just after ABC and a little something words some sentence yeah which we learn grammar I think it's too early for us to learn grammar maybe it's too early for us then here recite articles then at Chinese we when we learn Chinese before we learn grammar we recite a lot of passages and I forgot that poems yeah Chinese poems
like Tang poems
yes Tang poems very famous we recite a lot of poems even when we are child yeah you know Chinese fathers and mothers like their children to recite the poems and it's very I think it's useful for learning language to I also them to train their memory and so I'd like I like to recite articles just like learning Chinese yeah learn something from the articles from the poems and it means that you absorb a lot in your in your hand then you can express it out yourself
and when you say articles what kind of things do you mean?
maybe for English poems or some 散文 (*sanwen*) how to express
essays?
essays
essays
essays
essays I think it's essays
yeah right and I just yeah essays great 对 (*dui*) essays yeah just like I remember a very beautiful essays 'Youth'
'Youth'
yeah 'Youth' express when you are 60 but your heart is 16 yeah you are 16 now what I mean yeah like this a lot of essays in Crazy English there are a lot of essays I like it very much and I think it is beautiful and everybody want maybe you are you want to recite it yourself yeah
but you also say that you found problems with articles because there are many words that you didn't understand
yeah
so what I what I'd like to ask you here is here you say 'bothered' you were 'bothered' by this
by the words I don't understand
let me find it here "always bothered by the words" do you mean that this made you feel upset unhappy or do you mean it was 麻烦 (*mafan*)?
xxx both
both
yeah both (laughter)
OK do you think our students have the same difficulty?
I think so I think they have the same this difficulty and I think all the Chinese learners all the foreign language learners has this difficulty what how should how to remember vocabulary and the relationship between vocabulary and reading articles maybe some person said that you need the vocabulary the word first time and you remember it the pronunciation and the spelling and there's some image in your mind and you have to read more and the second time the third time when you meet them you may xxx to memorise them in your mind for a long time or your whole life but this is very difficult that when you read an article you meet the kind of word you know a lot of kind of words in English yeah when next time maybe next time you read the article you may not re- you will not meet the word again yeah and it means that the first time you meet them the image is gone has

gone and when you meet it maybe four a month later you forgot it totally you just the first time to meet it so maybe learning language is very hard work to you have to learn it xxx and every day so you can learn it well it takes time to learn it and as you know in China there's a lot of tests just like Band 4 6 8, and it needs your English vocabulary when we pass the tests we have to recite a lot of vocabulary you know there's a lot of books to help you to recite that yeah xxx a lot of editions of this kind of book sell good sell well a lot of person buy it just for pass the examination
do you think those books are good?
it is I don't know how for pass the examination it is useful somehow useful it's useful because the person who now very clever that use computer to analyse the papers we have examined before and to choose the most frequently exam the word in the book and that's very useful to pass the examination yeah I also advise my students to buy such kind of book in College English class so I don't think it's a good way to learn a language but we have pressure to test pass the test so we have to do it
so do you think them there's a difference between learning a language and passing examinations?
sometimes they are different I think if I yes we sometimes discussed this kind of question yeah we our- ourselves we discuss
we?
sometimes means we Chinese when we talk about learning a foreign language we discuss it's that a person who live in the foreign language country maybe a high school student or a lower junior school or primary school student their oral English is very good and they can understand everything in around him but if we ask them to join us in the examination to take part in examination maybe they will fail (laughter) **yes**
maybe I would fail
maybe
OK so then this maybe connects with what you say here you talk about a foreign language environment that we should give the students what would that be like?
just like our Chinese environment but I think it's difficult yeah we speak listen and talk in Chinese and everything is in English yeah we read English we speak English and we think with English yeah it's difficult but I hope I we can try my try our best to create such environment in the classroom
how do you do that? or how can you do it?
all of the class in the blackboard there's English letters English words and English books and everybody speak English the students teachers try their best to speak English yes it is like you know that training some training course very famous for Crazy English? they put they ask their person live together and maybe nobody can go outside yeah always use English everything use English yes for them to tr- to have their training course and after their training course maybe their English will goes a little step better than before yeah just to create a situation an environment for them a lot of kind such kind of training course in Chinese now yeah Crazy English and a lot of English a lot of titles for this kind of training j- we call it 全环闭 (*quanhuanbi*) yeah whole closed yeah just whole English environment yeah no Chinese
do you think that's possible here?
here we maybe not we maybe not possible with the word whole but try our best most only in the classroom but after class we may we have we don't have the right to ask students also you speak English if they like they speak English yeah I met a student in the it is in electrical electric department I taught him College English the boy like English very much and whenever he meet me he will speak English with me yeah and sometimes he found he taught me that told me that he can't find anybody around him speak English with him so he has to speak English with xxx the teacher he like English much better than his major yes did (laughs) I think so I found interest is the most important thing if you are interested in it you will try your best to find every way each way to help you to learn English well to learn it well yeah so interest I think is the most important thing yeah
and
so motivate the students
how?

sometimes maybe xxx the person who someone like English someone don't like they decide themselves not the teachers maybe sometimes you can't you try your best to motivate them I think a lot of ways to make friends with them if they like the teacher maybe they will like this subject if they don't like the teacher they will not they don't like the subject yeah but maybe sometimes they like the subject but they don't like the teacher yes and maybe this has the kind of suggestion they haven't but most situations that if they like the teacher they will like the subject and to give them a lot of chance they like films so ask them to see film English film they like songs so ask them to sing English songs they sing English songs and another maybe medium to give them to learn the language

there's just a couple of things here just to finish up you said oh yeah you said that maybe we should start grammar when they know enough you said at the beginning language learning is imitation is giving them environment and when they know enough we should tell them the grammar so how do we know when

when they

they know enough to start

yes it's difficult

yeah OK you don't have to maybe you can think about it later it's OK

and I'd like to know do you learn grammar in your country? your students in learn grammar?

what kind English grammar?

English yeah English grammar?

yes but it's a bit like you said with Chinese when you learn Chinese you don't have to learn any grammar but then when you get to senior middle school you have to study some Chinese grammar

you have to study some English grammar

it's similar in my country when you get to secondary school well in primary school we do some

a little

then in secondary school you do some but it's rather different from learning a foreign language

different from learning a foreign language?

because already

know the language

you know the language

yeah maybe you just learn English has some regulations

yeah

but not use the grammar to learn language but you learn language and know something about it just OK

it's also something that in my country it's something that depends on the current opinion

opinion

yeah so for example some people say that students today you know that maybe they think their English is very poor and they should study more grammar because

in your country?

yeah because they say a long time ago when we were young we studied lots of grammar and so now it should be the same but some other people think that it's not necessary to really study grammar because you already know

the language

your language

yeah confused quite a problem

yeah but I think probably it's quite similar to the situation with Chinese we learn some later

yeah so I'd like to ask my students to learn grammar later and maybe when they I think when they sometimes has met some kind of grammars in the articles you know that if they find something they can't understand then we could tell them why we use such kind of items 比如说 (*biru shuo*) you know 时态 语态 (*shitai yutai*) yes 时态 (*shitai*) means about the time past

tense

tense and 语态 (*yutai*) means 完成时什么 (*wanchengshi shenme*) yes such kind of things so when they meet some problems we tell them why yeah just when we tell them the grammar

is this what you do or is it what you think you should do?
I think I should do and yes maybe if I'm a senior school sorry you know that in China we the teachers don't have a lot of rights to express their ideas their and to use their message method to tell to teach their students because scores scores scores are the xx scores yeah the fathers and mothers will the family will know that my child scores high or low yeah the head xxx the leader in the school yeah every you know society pay much xxx score so schools must xxx teacher has no right to use their method yeah so maybe if I can have a tr- maybe I think that if I have a child in the future I may try to use my way to teach (laughter) **because I have the right to teach him you know that a lot of not a lot sometimes in the articles they report some kind of genius**
oh yeah
yeah because their father or mother use special way to teach then sometimes they are better than much better than the normal way yeah they get knowledges easier sometimes in language sometimes in Maths yeah better than the normal child in the normal schools (laughs)
OK I think what we can do is did you you read this?
yeah I have read it
OK we can stop this…

Interview 1 transcript: Xinyu

OK? so I've been looking at the information you gave me here
OK
and I'd just like to ask you a few questions about it. Do you remember this
yes
it's a long time ago maybe you it says here your major these are the major courses that you studied right Integrated English Extensive Reading?
yes
at Jiangyou university
yeah
what kind of university is that?
it's also a comprehensive university yeah
very big?
very big there are four parts in fact one is normal so I'm in normal college in fact
ah OK
and medical college and also medical how to say that? adult maybe adult
adult
yeah for adult and for something like our school career training
oh OK vocational
oh yeah vocational
actually I'm sorry I'd like to go back to here
OK
so we can talk about that in a moment so how do you say this Lianli?
Lianli right
Lianli and you say that your mother tongue was 普通话 (*putonghua*)
yeah
so in your hometown is there no dialect?
no only for some minority
nationalities
yeah nationality
yeah OK so that's why your 普通话 (*putonghua*) is so good
maybe but it's not the main reason because the standard is based on northern language so that's the main reason I think (laughter)
and what about you say your family there were five people
yeah
so you have a brother?
a little brother younger brother and also a younger sister
a younger sister
I am the oldest one
you're the oldest one
yeah
big sister
yeah
yeah so what about your parents what jobs did they do when you were a child?
in fact there's a big factory in my hometown and my dad was a worker before but later he became a leader
in the factory
but yes but you know there's a policy of the country that's to contract or to how to say that? you know it's a state state-owned yeah so
but they made it a private enterprise

yeah made it private and they needn't they don't need so many workers and also so many leaders so you know my dad once was a very important leader because his skill was very good but so after that he was unemployed
yeah
in fact he was not unemployed but just because his salary was too little so if he still kept that work he can't afford the pay for my brother and me
for school
yes he had to go out for a better job better pay
and your mother did she work in the same factory?
my mother not she just a housewife
ah OK and so you lived at home when you were at school
at university yes
at when you were in middle school
when you mean the time?
no I mean during your middle school years you lived at home?
yes
right and then so you went to school every day and you came home
yeah it's very near and I go I went by bicycle
so then when you went to university you had to move away from home right?
yes
how far was that?
four hours by train
oh quite a long way OK and you went to the No. 1 Middle School in Lianli
yes
so why is a school a No. 1 Middle School?
because there are only 2 middle schools here
so No. 1 and No. 2
No. 2 and No. 2 right
so was this one a junior school and a senior school?
junior
only junior
uh-huh
so what about senior school?
the second one
oh so you went to No. 1
and then No. 2
and so was No. 2 only senior?
junior and senior
junior and senior so No. 2 is much bigger than No. 1
yes but before when I was in No. 1 Middle School there was no junior
right
in No. 2 but when I was in No. 2 there are junior yeah
I see and it was a key school
yes it's a key school of the strict
of the?
of the city maybe
city
yeah
which No. 1 is a key school?
both
both of them are key schools
yeah only but only one junior and one senior
OK

No.2 I think is a key school of bigger than a city how to say that?
prefecture like Shinan
yeah pr- pre- prefecture
prefecture
oh yes prefecture
but in Chinese just 市 (*shi*) Beizhan Shi oh Shinan Shinan's a
地区 (*diqu*)
地区 (*diqu*) OK but Beizhan Shi
Beizhan City is just city but if we say Shinan 地区 (*diqu*) it should include all the parts in
in Shinan
yes all the parts
including
including Jingze right
Ganlu
yeah yeah
and your favourite subjects were English and Chinese
yes that's in middle school
so can you tell me why they were your favourites?
I because there are not so many subjects in fact in my school and I maybe have a good beginning in learning English and Chinese so I always make good mark
oh
so maybe that's why I like the two languages
because you got good marks
good marks and I was also interested in learning in learning the language
OK and you said just now you said you got a good start in the language
yeah
what do you mean by a good start?
you know some students are not very good from the beginning so it's much harder when they go on learning a language but I was interested in English at the beginning so I can learn English well and then I have more interested in English and so that maybe that's xx what I mean
OK and what about Chinese because you had a good start in English did you have a good start in Chinese it's rather different isn't it because it's your own language?
yes but I sometimes I can enjoyed in reading some novels and some beautiful languages (laughs) so I have some strong feeling when I read them and I'm also interested in writing some how to say? like what what's written by middle school students I have published some in fact
really?
yes
do you mean articles?
articles yes
so where do you publish them?
in newspapers of a also prefecture
oh I see yeah oh really?
yeah and I also won some prizes yeah
very good do you think there were any people who were important in making these your favourite subjects?
yes there's one in fact he's not my teacher he didn't teach me in class but we have a interesting group like a
interest group
yes that journalists' group and this man he's a famous writers and famous journalist in our province he in fact he's one of the members of a writers group of our province yes and he teaches us how to write and also offered us many chances to publish our work that's why I have published some

this was when you were in middle school
in middle school right and he's in fact he's a very I don't know how to say but he really teaches us a lot although he's not a real teacher in fact
oh so this was something you did outside school
inside school we the school invites him to be a leader of this group and according to his require his requirement because he wanted to train some small or little journalists (laughs) and we have we got this chance
oh? but this so this wasn't one of your lessons in school it was extra
no no extra I think after class if you're interested in but some how to say that? he had some requirements about the students joining this group they must be good at writing they must interested first be interested in and must have good skills and we it tooks us a long time in fact in that group
really?
yes we have some we had some activities once every week I think
right and in middle school junior and middle school how would you describe the teaching?
you know my teachers most of the teachers especially in senior middle school they put emphasise on doing exercises especially for English exercises what I can remember about my senior middle school was to do unfinished exercises and in class the teacher will check the answers
and when you say exercises you mean a) b) c) or fill in the space fill in the gap - what kind of exercises?
most of them are some papers similar like what we do in examination
ah OK good and so obviously then you went to university
and you said yours was a comprehensive university
so you were you were in the normal…
college
college?
yeah
yeah so why did you choose the normal college?
it's not my first choice but because after that examination I just got the mark to go to this university
ah OK you mean the 高考 (*gaokao*)?
yeah we have a lot of we have to fill in some forms
right
and yes a lot of choices and this is the last one
so what did you want to do?
I want to be a journalist
oh I see so if you had a better mark
yeah maybe I can become a journalist
which university did you want to go to?
for journalist
yeah
that's Baiduanshan
oh your
university
yeah OK but you chose English as your major
yes
did you choose English or English Education?
English Education because for normal university there was only English Education oh yes there also practical English but I choose Education that's right maybe I think be a teacher is not very bad (laughter)
but you didn't really have a dream about being a teacher for example
when I was very very young maybe I have
right
but in when I took part in the examination before I took part in I didn't think too much I just want to go to a university that's quite different I think from your country you have a clear dream before

you enter into university but before I entered into university I just what I think most is how can I get a university?
yeah I think in our country it's similar
that's most important compared with what I will be in the future
yeah xxx drink
oh no don't want and was it 4 years or 3 years?
four years
it was four years OK and so you also did a teaching practice when you were at university
yes yeah
for four weeks?
no more than 20 days I think to be exactly
ah so three weeks
three weeks four weeks maybe three weeks
OK so that seems quite short
quite short?
yeah
to you
no? was that normal in your university?
yes
three or four weeks
yes
ah-hah
you think it should be longer or
I don't mean it should be longer but I mean that in most universities I think it's 8 weeks
eight weeks no no no
right
no not so long
but in this college it's six weeks
six weeks
because it's three
let me think six week oh maybe it was three weeks I can't remember
OK anyway you went to middle school so your school
yes my school
and how was the teaching practice?
in fact most of time I just do did some other work than teaching in the classroom for example to help the teacher to check their homeworks
right
yeah
right and you say that your favourite course was translation
(laughs)
is that right your favourite course in university was translation?
I just interest in translation but it's not what I like most because of the teacher or because of the class
right so just because of interest
yeah
so which one did you like most?
you mean
which course
in class?
yeah
I think that's Intensive Reading
Intensive Reading
yeah

why
because the teacher is very was very humorous an old man and he always give us a lot of things not only from books but from outside so we I think I learn a lot in his class and he also required us to recite some famous poems some famous prose
prose
prose right and also give our understanding of that
right and in general in the university what did you think of the teaching there?
in general you mean not oh it's not very easy to say in general and some of them are good some of them are not very seriously serious in teaching and most of the teachers are old ones it's quite different from our school because we have a lot of young teachers here
yes we do
but most of them are professors or associate professors and in general?
that's OK but you said some of them were good
yes
so how did you know that the teacher was good? what makes a teacher good?
I think if the teacher before the lesson the teacher can prepare the lesson very well and try to give the students more opportunities to practice and after the class the students can learn something learn something that's a good teacher
so lets go on to working you came here straight from university
yeah
straight after graduation
yeah
but here it says you've also taught some children
uh-huh
was that in Beizhan?
yeah
Cambridge English?
yeah
OK
Cambridge right?
right because it's too cold at home
(laughs)
so some of the leaders from here went to find some teachers
yeah
at your university
yeah
so did you choose this college or did the college choose you?
oh in fact both of us have the choices
OK but did you try so this was just one of the jobs that you applied for
yeah applied for a lot of jobs
a lot of jobs so why did you come here?
a lot of joys a lot of joys a lot of jobs most of the jobs are to be a teacher in middle school and for some teaching in university or just college like this it's in my province and I want to go a far
OK and so did you want to teach in a college instead of a middle school
yes
why's that?
I have a lot of ideas about this because I think if I want to go further learning I should be a university teacher not a middle school teacher because after many years I think the middle school teacher it's very difficult for them to learn more so they will maybe stop at that point they won't have many chances to get any progress to make any progress so I think if I can go into a university I can have a lot of time to learn and I can maybe learn better so that's one of the purpose
so you've been here
and also an important purpose I think

right so you've been here for nearly 3 years do you think that's still true is it true that you have time to study?
compared with my classmates who are teaching in middle school I think at least I yes I it's not the same as what I think I have a lot of time to learn but at least I do have some times if I can you know the first year is very difficult to learn because I have to learn so many things in teaching but in second and third years I began to learn something
so what kind of things do you learn?
don't tell others I'm preparing the examination for undergraduate
postgraduate
yes postgraduate
do you mean to study in a university in China?
yes
right
but I failed last year
oh I see OK what subject would you choose to study?
English also English translation
and in this college you've been teaching different courses
yeah
1 2 3 4 5 6 different courses
yeah
so did you choose those courses to teach?
every courses no the first one not my it's not my choice the leader asked me to teach (laughs)
you mean each one they asked you to teach
almost each one but this one Integrated English I like this one very much and I talked with Zhang and Long and later they give me the chance
oh I see and so of all of these which one do you prefer to teach now?
Integrated English yeah
why?
I think it's a very important course for the English major students and I have also to me I have more chances to practise my teaching in this lesson and I'm not very successful in teaching this lesson now but I think I can learn from others and also I think if I can teach very good for this lesson I can teach every lesson in college
Oh I see good very interesting no really OK this is what I'd like to do we can stop this

I think best thing is if you can tell me if any of these are interesting for you or anything you'd like to answer anything you'd like to talk about I don't want to go through every one
OK
unless you want to
I think this one is very interesting "I found English learning was becoming more and more difficult and learning was no end" you ask me was this a new feeling in university or had you felt this at middle school also? in fact it's a feeling in university when I was teaching before that
when you were teaching?
yes I mean you mean new feeling in university yes after I come here and
oh here
yes come here not in my university
oh
maybe in my university but it's very interesting that in middle school I think I learn very well yeah I never think learning was no end although we always hope about that but I have a deep feeling maybe until I went to university and this kind of feeling are becoming more and more strong after I not after I think until now
until now
yes
so this feeling of

so when I yes when I learn more and more I think it's more difficult so no end
OK did you find a big difference between middle school and university?
different thing
did you find that study was different?
yes a lot of difference and in fact at the fir- at the beginning I can't fit the life and the way of learning there it took me a long time and after that I think it's as your comment you think interest of or motivation I think it's quite important for me because if no interest or motivation maybe I will give up learning
right
because when I learn more I think it's very difficult to learn and this one is very interesting you say "sometimes a small accomplishment will encourage me to go on learning" so I can give you a small example
OK
you say at the beginning of this term a boy before we always we sometimes talk about the lazy boy in class you know but the boy came to me and he felt very worried about his learning English he he's not good at learning English and English to be a English major student also was not his choice his parents' choice he had to learn but because he was in the second year now and he thought oh I spent so many time here without learning anything so he's worry worried about that and he come came to me to ask some suggestions to learn well English and the I don't know how to say my feeling at that time I just feel I always think he's a bad student I can't teach him well and sometimes I know he can't understand me in class but I always ignore him so because I so many students I can't only think of him
right
but I know at that time he's really worry about that so I don't know I can't say it's a accomplishment but I just think I should help him more so and also after talking with him I pay more attention to him and sometimes after class I can I will know the student the boy is very shy he didn't like to speak but at that time he spoke a lot and he also brought a lot of books words you know so thick words he told me that in the winter vacation he worked on the words but if you know he didn't use the words so it's no use to just remember all of the words it's impossible it's no use but he work at that and also grammar work grammar book he thinks that his grammar is not very good that's the main reason why he can't learn English well so I just feel it's my duty to help him and also I think my teaching is very also important and I should give them more in class
what do you teach his class?
Integrated English now
OK and just now you said that just learning words is not helpful because he doesn't use them you said what about grammar?
grammar in fact for the students who at the beginning it's very important because if you can't learn grammar well it's difficult to learn other things well that's my understanding so I think at the beginning is very important but now for they should for the English major students they should try to improve their skills of speaking and to use the language not only the grammar I think
but what about the examinations that they take like Band 4 and Band 6?
yes that's the problem they have to pass the examination so for the examination grammar is very important but also understanding is also very important grammar is just a little part
right
and I think for the English major students they should know the grammar points in that examination because it's an examination for non-major students
right this part at the bottom I wrote this because I'm interested in what you think it's not what I think
OK
that's important and that's why I noticed when I read this that you seem to think that these two things are very important
yeah
and also you mention success just like just now you talked about an accomplishment it seems to me that you think motivation and success are very important do you think that's true?

I don’t think I’m successful now
no no no I didn’t say that I meant if not you but anybody if anybody is going to learn a language well it seems to me that you think motivation or interest and success are very important to people
yes every people every person who wants to learn who are learning English their purpose is to learn well but sometimes some of them are forced to learn English
right
and yes for such students or such persons they can learn English well so maybe they don’t have any interest but they do have a motivation
where does
for some reason difficult reason
for example?
for example they have to get promotion in for such example
ah yeah and this boy you said this boy his parents told him to study English
yeah
do you think that happens very often?
yes most of my students who are not interested in English this is one important reason
what about let me just pick out
let me finish this one you always think I in my opinion interest and motivation are very important things but yes I think it’s important but also many other important things on I want to say that word I can’t remember that word
in Chinese?
因素 (*yinsu*)

因素 (*yinsu*)

it doesn’t matter except for that I think I can for myself I think I really make some progress compared with the beginning of learning English so of course other thing which happening such as your help yes from the beginning I teach you and Janice always at every beginning of term so you will come to my class and after that I always find some important thing and which really make me to think and make me to improve my teaching so that’s also important 因素 (*yinsu*) yeah and also some other teachers not only you two but some other teachers such as Long Guojun and even the young teachers sometimes I watch them their lessons Zhang Linlei and many young teachers and I learn a lot so and I also want to say some other things except for the help of other teachers and also how to say that? so I just want you to know that this two are not the only one yeah

OK let’s just find this 因素 (*yinsu*) (look in dictionary)

here here factors yeah
I’d just like to ask you about Russian because you learnt Russian
Russian is my second foreign language I learn Russian in the second year the second year or third year? the second year I think
in university?
in university yeah
and what did you feel about learning right did you find it easy or…
no it’s not very easy it’s difficult I think
can you speak Russian?
yeah but it’s difficult to communicate just a few sentences that’s OK
can you read it?
no problem in reading
and I’m interested in this question here you say you learned from ABC
yes
so do you mean that you learned the 26 letters first?
almost
really
yes

before doing anything else
yes first the teacher told us A and pick some examples such as apple A just like that
OK
and you know the book the whole book in the first term we almost learn half I think half of the book are al- how to say that?
alphabet
alphabet yeah alphabet
so the alphabet
A and some examples
right and do you think that there's any problem between learning the English alphabet and
and 拼音 (*pinyin*) right yes
can you explain?
last time Janice went to my class and I tell the students about I explained to the students the word scandinav- v- via it's a difficult word and I tell them I told them what does what this word means and it should include five countries right? and I told them the 5 countries they know some they knew some and I also told them some and there's one fin Finland right?
Finland
in pronunciation Finland but I told them 芬兰 芬兰 (*fenlan fenlan*) that's 拼音 (*pinyin*) Chinese so always I make confused not make confused just a habit
yeah
to even in class
yeah do you think when you were when you first started to learn English was there any confusion between?
oh you mean at the beginning?
yeah
I think so some letters I my habit to is to read it as 拼音(*pinyin*)
yeah so how do teachers cope with that kind of problem in when students are beginning to learn?
check us
they check
yeah
(sorry) OK so I've asked you about this one now this I think this is very interesting "a complicated job" "language learning is a complicated job" and I wondered why you chose
complicated
those words I don't mean they're the wrong words I just think oh it's interesting
let me think I forget a complicated work what does I mean by this word (phone rings) (laughter) **OK I think I know what I mean by "complicated job" I think it's not a very easy job and**
by complicated complicated I mean there are a lot of job to do when you are learning English especially for us because of our mother tongue and also because of our way of thinking and I when I think I get this feeling also from teaching so when I teach the when I was when I'm teaching the students I always think I should know more and what I know now is not enough to teach them so another problem is that so many books there that it's difficult for me to understand every book and to become to make the knowledge in the book into more my own so I think that that's what I mean "a complicated work"
yeah very interesting you said learning English is difficult partly because of your mother tongue and way of thinking can you explain what that means?
so most of time when I was using English sometimes so sometimes most time (laughter) **you know it's not the language atmosphere**
oh I see in China
yes in China and my mother tongue always interfer-
interfere
yes interfere me and I the chance I use English is not so much
yeah yeah not many opportunities

yes not many opportunities so I sometimes when I want to speak to talk something in English I will try my best to look for the words from my brain but some most of times when I work hard in looking for I always fail I know the word I learned the word before and at that time when I'm going to use I don't know where the word is (laughs)
and you said your way of thinking Chinese people's way of thinking?
yeah there's a lot of example mostly when we communicate with your native speaker for example the negative question "You aren't a teacher, are you?" I always say yes I so it's a different way of thinking it's just a simple example I think a lot of problems and most of the time we as a Chinese teacher teaching English I can't understand the students when they are speaking Chinese so for me it's not very easy to correct them sometimes because I can't understand them
you when they're speaking English?
when they are speaking Chinese English
Chinese
Chinese English you know that
yeah you can understand them or you can't
yeah I can understand them
you can oh
so
so it's difficult to correct
yeah
yeah I see
because sometimes I also speak Chinese English
yeah I can see that that is difficult let me just maybe this could be the last question oh no maybe two
OK
I'm wondering where your interest comes from
where does your interest in learning English or in
in learning English
in learning English
cos you say I'm always interested in learning so where do you think that interest comes from?
I think we have talked about this before it's long before and when where? I can't tell you clearly where I just think maybe at the beginning I choose English and I feel it's OK for me to learn English and so after I choose it I began to love it more
OK so then you say something about specialising
yeah
choosing an aspect to specialise in so why do you think you should specialise?
because language is very large-scale I think I should specialise in a much smaller field
like translation
like translation yes because I can't know I can't master all aspects of English maybe that's why and as a teacher you know we always specialise in some fields for example Lina specialise in Methodology and Long Guojun specialise in Linguistics I think I'm not sure no I just think also I should choose one so as I can make this smaller field much better not a large scale
so the motivation to specialise is because of your career
yeah
and also because of a special interest
yes
and that's why you want to do some postgraduate study
I just think I should learn more because you know I think I will always want to get a higher level (laughs)
yeah I can understand that OK is there anything else that comes to your mind before we finish?
I think almost that's what I think
OK good thank you

APPENDIX G: Interview 2 questions

General questions about the lesson, to stimulate comments, e.g.:

What are you doing here?

What's happening here?

Why did you do that?

Why did you do it that way?

Where did you get that idea/these examples from?

What did you want the students to do?

Opinion-type questions, e.g.:

What do you think of the material/the teacher's book/the course?

What do you think of this type of exercise?

Why do you think Y is important?

Why do you think this did/didn't work?

Do you think you have changed as a teacher/since…?

Questions about lesson and planning procedures, e.g.:

Do you follow this book closely?

When did/do you decide that?

How do you decide that?

What came before this?

Do you ask them to do this before they come to the class?

How long does this normally take?

Do you usually do it in this way?

Do you expect them to speak English or Chinese?

Why do you ask them to translate into Chinese?

Why did you use/change to Chinese here?

How do you know if students will be interested in X?

Do the students often ask you questions?

APPENDIX H: Interview 2 transcripts

Transcription conventions:

Bold	interviewee
italics	lesson transcript
italics (within interview discourse)	*pinyin* (Chinese phomenic script)
xxx	unclear/incompletely transcribed Chinese
[inaudible]	inaudible (students)

Interview 2 transcript: Lily

OK let's begin our lesson and so do you still remember that last week I gave you a homework
Ss: [inaudible]
yeah let you to imagine what
Ss: [inaudible]
when you
S: when you get old
get
S: older
older so how old?
Ss: 80
yeah for example 80 and so what will be the situation?
can I just stop maybe we can look at the book for a moment cos this text is about the ageing suit right? so you mention the homework what was the homework you asked them to think about something or to? [T indicates where in book] about this OK did you ask them to read the text?
you mean before the lesson? (yeah) **before the class yes each time when I nearly finish the last unit and then I will let them to prepare for the next one** (ah OK) **and also give them some questions to think about and some of the question from the textbook and some of the question maybe just connected with the textbook**
right so you think of those questions OK **(yes)** OK do you have a teacher's book?
yes but about this time's teacher's book maybe didn't give us much hints yeah just some something like the answers and sometimes it will point out some important words or phrases in this unit and also point out so- some units in the textbook the teacher's book will point out the theme of this text
OK OK shall we?
Ss: [inaudible]
pardon?
ears can't hear clearly
OK your hearing right and also your eyesight right? and?
Ss: [inaudible]
pardon?
Ss: [inaudible]
OK your teeth OK and?
Ss: [inaudible]
often feel tired and?
Ss: use stick
yeah use stick OK yeah when you walk yeah when you walk you use stick
S: sleep early
sleep early and how about wake up early?

Ss: yes
OK and so at that time so which way do you want to be treated?
so here for this answering question this process yeah each time I don't know whether you have found or not so two students sit in the middle groups one is a girl and the other is a boy each time maybe these two they will answer my questions first and then the other students and I find that the other students will look at them and to continue answering my question so it's a very special phenomena in their class (in that class) **but in educational one maybe don't do this but this class and even when I ask them to read the passage and so the girl sit in the middle group she will look around and found no-one stand up no-one want to read the passage and then she will stand up**
she was about three desks back right?
yes the study monitor of this class
so do you think the others what do they do? they wait for them to go first? to speak first?
I also asked them so why you didn't answer my question but when they give me an answer and then you will continue so the students said that one some of the students said that maybe they didn't have such quick reaction and the other one they really want to wait because they thought maybe this student will give me a nearly correct answer and then they can continue (so when they continue they do they add something?) **add something yeah close to this answer [laughter]** (OK very interesting) **yeah and also the student monitor at the beginning she was in the computer department and then transferred to our department yes because she found maybe this is the second year in this college for her so she found that she can't study well in computer department but she was very interested in English so she applied for transferring to our department** (that's quite unusual though) **yeah and also she studied well now** (wow very interesting)
Ss: [inaudible]
do you have some expectation for the young generation? so which kind of way they treat you and then you will feel satisfied?
Ss: [inaudible] respect
respect right? yeah they still respect you right? and? any more?
Ss: [inaudible] often come here
often? yeah maybe often visit you right? OK and talk with you right? and?
Ss: don't want to be treated as a old old man
yeah don't want them to treat you as the old one right? OK
S: [inaudible]
pardon?
S: [inaudible] have a
have a OK maybe you will have a pet right? OK and how about if they sent you to the old people's home?
Ss: don't want
do you like?
S: I like I like I would like if I I xxx I would be sent to the
old people's home
S: old people's
why?
S: because I think there are other old people
OK because you can spend time with other old people why you want to spend time with other old peoples?
S: the same feeling
the feeling [laughter] you mean the same opinion? right? OK thank you now sometimes maybe the old people right the old people will complain that we can't yeah communicate well with the young generation right? and then they find if the same generation they can have some same opinion or same topics right? OK so today in our text right? so what does this text want to tell us? the Japanese Ageing Suit what's the meaning?
Ss: [inaudible]
老龄化的什么？(lao linghua de shenme)
Ss: 一种装修 (yi zhong zhuanxiu)

yeah 一种装修是吧 (yi zhong zhuanxiu shi ba) right? OK
and I even found that so when the students answer my question they it seemed that they are not willing to say this answer very loudly in murmuring yeah sometimes and also sometimes in Chinese and then smile at me but speak Chinese they want me to do the translation and so according to this situation sometimes I will really do the translation and sometimes for some students if I find that they can speak English but they often use Chinese I will try to let them do translation themselves
and what about the ones who speak quietly? why do you think they do that?
and I also asked them about this some of they said they don't know whether this is the exact answer or whether this answer is the answer I want so they didn't like to speak it loudly and also some of them they didn't tell me the reason they said maybe it's due to their character I'm not sure but after class they all speak Chinese very loudly [laughter] so and also this kind of situation it happened in next class I mean Education one but it's not so many students they will speak just very in a low voice yeah just a few I just feel so it's better than this class so I also I found that it's more easy yeah easy to get the reaction from Education one but not from the Practical one maybe some of them they consider their English level is not so good yeah but some of them I think they lack of confidence so when I teach them I mean teach the Practical class I will try to I don't know how to strengthen their confidence I found that if they be confident abou- of this answer yeah they will speak answer me answer my question loudly so maybe this is the main problem I will solve it
so where did the story happen?
S: Japanese
Japanese? no Japan and so can you give me some exact place? 它跟为具体的地利还是故事什么地方现的 (ta genwei juti de dili xxx gushi shenme weidao difang faxian de)
Ss: xxx ageing club
yeah a ageing club right? yeah a ageing club OK
and each time find that when I ask them the question in English and they will react very slowly but when I translate into Chinese and then they will give the answer quickly so and here I want to them to connect the questions with the background this part and I don't know whether this way is good or not that I translate into Chinese and because I found that when I sometimes I repeat the English also just a small part of them will react but when I translate they will react maybe nearly the whole class so I found that and even so just now the question is not so difficult but
so do you translate the question into Chinese to make it easier or to make them more active or to **(more active)** or to save time? OK
so in this club is there something special?
S: yes
so what are the special point?
Ss: [inaudible]
a kind of sp- special suit right? so when you wear this suit what will happen?
Ss: [inaudible]
yeah so main words restrictive right? yeah this kind of suit right? it's a restrictive suit right? so and then will restrict you to maybe walk freely right? OK and now let's come to some detailed learning about the words and yeah phrases so turn to the wordlist
two hundred and thirty-three right? and at first so go through these words xxx and phrases right?
and about this part words and phrases so at the beginning I didn't want to let them read after me but the students require me to do this because I think maybe it's not necessary that they read after me yeah they can read it according to the pronunciation according to the stress but and then the students say that they didn't have the confidence of reading the words or phrases correctly yeah
is this connected to middle school do you think?
maybe they like to read after me I don't know why because in the reading class they didn't do this
[students read words aloud to themselves (inaudible)]
(*Dongyang*)
[over the tape] so now what are they doing?
they read they words and phrases by themselves

by themselves but not repeating after you
[**inaudible**]
(to a student) the word list where is the wordlist?
she didn't attend to the wordlist
it's about the vocabulary? 你们两个放到哪了呢？(nimen liangge fang dao nale ne?)
I noticed some of them taking the wordlist out
yes
do they do that I think you said they'd decided to do that themselves
they find it's very convenient
did you do this when you were in university?
you mean
reading like this?
no because we did not have a wordlist [laughs]
so where does this idea come from?
maybe it's not this class I remember when I teach the non-major students maybe the first year or the second year and the students asked me that they want to read the wordlist and then I listened to their reading and then to point out their mistake they asked for this and also I ever taught the first-year students of English major and also the Integrated Skills the class of students in this class they also asked for this maybe they just want to know whether they pronounce the words or phrases correctly
but can you hear them when they're?
and then they will read the whole class and also some of the students when they read if they're not sure they will ask (ask you) **me**
OK? and now let's read the words together so for ageing one-two begin
Ss: ageing ageing Tokyo Tokyo company company organisation organisation depressing depressing relatively relatively prospect prospect restrictive restrictive binding binding impede impede joint joint contraption contraption ankle ankle seriously seriously hamper hamper independently independently rest rest apply apply knee knee elbow elbow gratitude gratitude normally normally accept accept stick stick assure assure scientific scientific glove glove grip grip can can Coke Coke dexterity dexterity locate locate ring-pull ring-pull vision vision clouded clouded cataract cataract
OK stop here how to speak it?
Ss: cataract
so where is the stress?
Ss: cataract
yeah cataract
cataract cataract
(over the tape) so why did you stop them for cataract?
because when here is the xxx and then they can't pronounce that well
so you stop them according to what you hear?
and also sometimes also according to the words
create create sensation sensation weaken weaken earplug earplug muffle muffle imprisonment imprisonment evil evil similarity similarity fiction fiction abruptly abruptly clumsily clumsily hobble hobble tiring tiring newly newly stair stair wrestle wrestle purpose purpose accurate accurate representation representation
OK stop here would you like to pronounce it again?
Ss: representation
T: representation good OK
Ss: representation
T: now representation?
representation representation evidently evidently authority authority manufacture manufacture emergency emergency provider provider product product elderly elderly household household appliance appliance goods goods subject subject imitation imitation pensioner pensioner
OK good and now let's go to some detailed learning about the words OK?

and first I would like you to look at this words depressing this one have you found it?
Ss: yes
yeah so it's an adjective right we have learnt its verb form so what's its verb?
S: depress
how about yeah depress right? what does this mean? 这是表什么？(zhe shi biao shenme)?
Ss: [inaudible]
沮丧 (jusang) 还有什么意思吗 (hai you shenme yisi ma)?
Ss: [inaudible] 压 (ya)
yeah 压抑压制的意思 (ya yayi yazhi de yisi) right? yeah 压抑压制抑制 (yayi yazhi yizhi de yisi) OK and how about depression?
Ss: xxx 沮丧 (jusang)
也是表示沮丧还别？什么？(ye shi biaoshi jusang hai bie xxx shenme) 对经济要严 (jingji yaoyan)
Ss: 萧条(xiaotiao)
yeah 经济萧条 (jingjixiaotiao) right? OK and now let's come to prospect right? prospect 这个词关于它的词语 xxx 想到其他的词吗 (zhege ci guangyu ta de ciyu xxx diao xiangdao qita de ci ma)
Ss: [inaudible]
一种 预期还有什么? (yi zhong yuqi haiyou shenme)
why did you choose these words?
and this kinds of words some of the words I can find its different form often used when in some articles and also some of the words they can I try to connect the words with the words they have learned got the similar meaning so I choose these
ah and when you say the ones that they've learnt you mean the ones they've learnt with you
yes and also some of the words I even maybe if some of the words I'm not sure whether they have learned or not but I think the different form or similar meaning I just try to arouse them to thinking about so because the students will ask me how to remember the vocabulary so I think when they learn one word and then they can connect this word with other words with similar meaning or similar form and use this way maybe it's also a good way to remember more vocabulary so I choose some words
OK does the teacher's book help you choose the words or not?
no [laughter]
and what about oh are there other teachers teaching the same book?
this time you mean Book Two?
yeah this book
this time no
it's just you
yeah because just two classes here
yeah right yeah the others are in Beizhan
yes
OK
and once I listened to Zhu Lijuan's lessons maybe several years ago and I found sometimes she also used this way to want to maybe I think her method is want to yeah also want to broaden the students' vocabulary
anticipation good yeah anticipation and?
Ss: [inaudible]
表示希望 (pingchang biaoshi xi wang haoyou shenme ci) hope
Ss: hope

and? yeah expectation good yeah expectation good OK 还有这么一些类诗词哪么平常两门有听到说一个题还要什么计划书那么？什么　有关系 加上 (hai you zhenme yixie leishi ci na pinchang liangmen xxx tingdao shuo yi ge ti hai yao shenme pinghua shu you jiashang -us -us OK prospectus xxx shuo shenme jihua shu qihuashu xxx zhege ci) OK now let's come to impede right impede 妨碍这个词那么就在 xxx 下面还一个讲什么? (zhege ci xiamian jiang shenme)

Ss: hamper

hamper right good yeah hamper

也是同一的词义那么关于这个妨碍阻碍那么还那么哈

(ye shi tongyi de yi ge ciyi name guangyu zhege fang'ai zhuai name hai)

so earlier you said you translated the question from English into Chinese to make the students more active **(yes)** why are you using Chinese now?

in here it's because I want them to find the similar words and so about this one and impede right its Chinese meaning is here and I want them to let them find another words in the wordlist and so I also use the Chinese again and then they can find the word and also from this part one is that I use Chinese one is that also want them more active and the other one I want them can understand what I said easily maybe it's also a way saving time I'm not sure

right right yes?

xxx 词吗义？(xxx ci ma?) last unit

S: obstacle

yeah obstacle right? good yeah obstacle right?

还有马? 这是一个名词对吧? right?那么动词哪哪说妨碍某人做某事

(haiyou ma zhe shi yi ge mingci dui ba right? name dongci ne? na shuo fang'ai mou ren zuo mou shi)

Ss: prevent

yeah prevent right? good (xxx yi xiang leishi de ci) xxx 看到 apply 这个词它表示应用对吗? (kandao apply zhe ge ci ta biaoshi yingyong dui ma ? xxx) so if you use apply to 加什么 (jia shenme)? 引用 (yinyong) so how about apply for?

Ss: [inaudible]

xxx (gongyun hai you ne)? apply for a position 叫什么 (jiao shenme) apply for a position? yeah 邱子对吧就生情曲子 (*qiuzi duiba shengqing qiuzi*) right? OK xxx 一个生请表 (*shengqingbiao*)

Ss: application form

yeah application form right? good OK and now let's come to knee this one so it's a noun right? 表示膝盖那么 xxx 跪下怎么说? (xigai xxx?)

Ss: [inaudible]

加上一个什么字母 (jia shang yi ge shenme zimu)?

Ss: [inaudible]

跪下因为他非常的累？？多一个字母 (guixia ta feichang de lei shi jiu duo yi ge zimu)

Ss: kneel

kneel yeah 加上什么？-l 加上-l xxx 动词跪下的意思 (jiashang shenme jiashang dongci guixia de yisi)

OK? and now let's come to gratitude 感激这个词 xxx 表示感激的 (ganji zhege ci xxx biaoshi ganji de)

Ss: appreciation

appreciation and? yeah thanks right yeah thanks xxx (pingchang zhege ci dui ba)? so normal means yeah

S: 正常 (zhengchang)

yeah 正常 (zhengchang) so how about 不正常 (bu zhengchang)？

Ss: innormal
innormal?
S: abnormal
yeah abnormal good 加上什么 ab-? ab- (jiashang shenme hege qianzui zhege qianzui)
and now let's come to accept 那么这个词通常把它么动词区分 (name zhege ci tongchang ba ta shenme dongci qufen)
Ss: receive
receive OK so what's the difference? receive xxx ？receive 什么 (qiangdao shenme)?
收到这个动作 (shou dao zhege dongzuo) right? and how about accept?
Ss:
yeah 表示这个什么结果 (biaoshi zhege shenme jieguo) right? OK yeah emphasise the result right? OK good now let's come to two hundred and thirty-four so Coke this one you are very familiar with this one right? so how about the full name? 全称是什么 (quancheng shi shenme)?
Ss: Coca-Cola
how to spell?
Ss: C-O-
C-O-
Ss: C-A
C-A 然后呢 (ranhou ne)? C-O-L-A good 那么这个 Coke 这个词 xxx 手字母要大写还是表示什么可口可乐如果手字母没有大写呢 xxx 它表示焦炭的意思 xxx 了或者你喝的不是可乐是焦炭 right? OK 一定要它手字母要大写 (name zhege Coke zhege ci xxx shou zimu yao daxie haishi biaoshi shenme kekoukele ruguo shou zimu mei you daxie ne xxx ta biaoshi jiaotan de yisi ta shi yiding yao zhui? le huozhe ni he de bu shi kele shi jiaotan right? OK yiding yao zhui ta shou zimu yao daxie)
and now let's come to earplug 这个词 xxx 这个词那么一这个 ear 开头的根耳朵有关系的还有那一些 (xxx zhe ge ci name yi zhe ge ear kaitou de gen erduo you guanxi de haiyou na yi xie)? earring right? earring 加什么? (jia shenme) r-i-n-g 什么意思 (shenme yisi)?
Ss: (erhuan) 耳环
耳环对吧那么平常大家戴除了耳环有个叫耳坠怎么说呢? 耳环耳坠什么不一样的？不一样对吗？那么什么是耳坠？(erhuan dui ba? name pinchang dajia dai chule erhuan you ge jiao erzhui zenme shuo ne? erhuan erzhui shenme yi yang de? buyiyang dui ma? name shenme shi erzhui?)
S: eardrop
什么不一样的？(shenme bu yiyang de)?
yeah drop eardrop D-R-O-P right? eardrop so if I say the ear of the corn what's the meaning?
S:
(T writes on board) 这个表示什么一些谷物对吧那么这时候 ear 是什么意思吗？(zhege biaoshi shenme yi xie guwu duiba name zhe shihou ear shi shenme yisi ma? biaoshi shenme?)
S: in
yeah 谷穗 (gushui) very good OK xxx 你们说麦穗谷穗对吧表示什么 ear xxx 穗是 xxx 比较特苏的用法 (xxx nimen shuo maisui gusui dui ba xxx biaoshi shenme ear xxx sui she taidu bijiao tesu de yongfa) right? (xxx) 那么接下来看到 product 这个词牲产品这个词那么同样一个名词道士圣餐是吗 production right? xxx production products xxx 之后的什么结果 right? xxx 这个产品区分开来

(xxx name jie xia le kandao product zhege ci sheng- chanpin zhege ci name tongyang yige mingci biaoshi shengcan shi ma production right? xxx production products xxx zhi hou de shenme jieguo right? xxx zhe ge changpin qufen kai lai)

and also let's come to goods this one 它是表示什么？货物商品那么如果把这个 -s 取掉它的意思就 xxx 完全相反的对吧 right? 它表示什么？goods 这个是什么形容词那么 lei xxx 一些词加上 s xxx 词义变化还有学过什么?

(ta shi biaoshi shenme? huowu shangpin name ruguo ba zhege s qudiao ta de yisi jiu xxx wanquan xiangfang de duiba right? ta biaoshi shenme goods zhege shi shenme xingrongci name lei xxx yi xie ci jiashang s xxx ciyi bianhua haiyou xueguo shenme?)

S: woods

yeah woods this one right? xxx 是什么木头木炭那么如果加上 -s 呢? (xxx shi shenme mutou mutan name ruguo jiashang -s ne?)

Ss:

要把他森林还有马？(yao ba ta shenlin hai you ma?)

S: xxx dock

还有什么？(hai you shenme?)

S: [inaudible]

哪这个词 xxx 它表什么封锁 那么加上-s xxx 认为什么作品对吧？right? 还有吗？ (na zhege ci xxx ta biao shenme fengsuo name jiashang s xxx renwei shenme? zuopin duiba? right? hai you ma?)

Ss: [inaudible]

OK 没有这个像这个 xxx 是有没有这个-s -s 非常重要对吗？如果没有-s 要加上一些新的东西加上 s 是表示什么？-s 新闻还有吗？沙是怎么说？(mei you zhege xiang zhege xxx shi you mei you zhege -s -s feichang zhongyao dui ma? ruguo mei you s yao jiashang yixie xin de dongxi jiashang s shi biaoshi shenme? s xinwen hai you ma? sha shi zenme shuo)

Ss: sand

OK 那么加上 s 呢表示什么？沙滩对吧？(name jiashang s ne biaoshi shenme? shatan duiba?) right? so when we do some spelling right (xxx pixie yiding yao zui meige zenme zi shenme) 自己改完全的改变 (ziji gai wanquan de gaibian) right? so pay attention to the spelling OK?

good

[laughter] so also and I remember that I choose the words and phrases sometimes I got used to let the students pay attention to spelling and because maybe it's due to that I taught writing and also sometimes I correct their homework I find many spelling mistake and so when I teach their vocabulary I sometimes will let them pay attention to the spelling and so I will choose some words that they maybe similar spellings or maybe just one letter one letter missing and then will cause completely different yeah meanings so these kind of words I will list for them

OK so that's why you compared good wood and sand

yes and sometimes also some of the words if they if two words got very similar spelling then I will also point it out

那么刚才大家读这个词的时候 subject 有一些读得 subject right? 那么说什么 xxx 这个什么动词呢么什么情况 xxx 把它评为 subject

Ss: [inaudible]

yeah 名词 xxx 什么科目祖题对吧？xxx 什么 subject

OK xxx 发音的地方 (xxx fayin de difang) and about the phrases now some of the phrases I'd like you to pay more attention to because sometimes maybe we didn't meet them very often right? but it's still very useful and so how about this one? yeah be subjected to xxx 对这个词组 right? yeah be subjected to xxx 受

到遭遇到这个词 and also when it comes to right 谈到 xxx 什么 (tandao xxx shenme) right? when it comes to OK 那么其他一些 xxx (xxx dui zhege cizu right? yeah be subjected to xxx shoudao zaoyu dao zhege ci and also when it comes to right tandao tangji shenme right? when it comes to OK name qita yi xie xxx) OK now let's turn back to the text

and about the phrases so sometimes I will choose the phrases that is very is of very good use but the student I find the students they their vocabulary very limited vocabulary it not it doesn't mean that they didn't have large vocabulary maybe they learn many things but they don't know how to use it yeah each time so they will use the same words or same phrases so about yeah phrases sometimes I will choose yeah so for this one when it comes to they often use mention or talk about this kind of words so I will point out some phrases that they can use it very often in their daily expression or in their writing and let them pay attention to the phrases but and I didn't do many explanation about the phrases here maybe will go to the text this context

how much writing do they do for this course?

sometimes they just do some I ask them to do some short passage maybe just a paragraph and this term maybe three or four writings I mean the whole article and some of the articles come from their and so in this textbook they also have a exercises about writing so sometimes just some sentence and sometimes I will give them a topic

right

that's all

快完了(*kuiawan le*)

so at the beginning of this passage there is a short paragraph so what's the paragraph about? xxx 这部分段的使用来睐干吗的吗？(xxx zhe bufen duan le shiyong lai ganma de ma?)

Ss: [inaudible]

the purpose? and? 还有吗？除了说目的之外 xxx 一些一本书又加什么东西 (haiyou ma? chule shuo mudi zhiwai xxx yi xie yi ben shu you jia shenme dongxi?)

Ss: 甜言 (tianyan)

甜言的东西那么这个甜言主要的什么作用？(tianyan de dongxi name zhege tianyan zhuyao de shenme zuoyong?)

S: [inaudible]

yeah lead-in right? xxx 因为马道路的过程或者说对吗 introduction also right? 也是一种什么介绍对吧？xxx 一种作用那么这段告诉我们那一些新信息呢 (xxx yinwei ma daolu de guocheng huozhe shuo introduction also right? ye shi yi zhong shenme jieshao duiba xxx yi zhong zuoyong name zhe duan gaosu women na yi xie xinxi ne? xxx)

S: about xxx

告诉我们什么? (gaosu women shenme?)

S: 老化 (laohua xxx) [inaudible]

OK about the ageing problem right? OK yeah they just to the ageing problem 主要把我们 什么对老龄化问题的一个什么思考 (zhuyao ba women xxx shenme dui laolinghua wenti de yi ge shenme sikao) right? and now I'd like some of you to read the passage OK so how about the first paragraph who'd like to read? OK

S: the few hours I spent at the Wonderful Ageing Club a small organisation hidden away down a side-street in Tokyo were it has to be said rather depressing for I was transformed rather too quickly I thought from a relatively healthy 36-year-old to an 80-year-old and dressed in the club's ageing suit growing old did not seem like a wonderful prospect at all

OK thank you sit down please

so about the reading the passage I use this way that let one student read one paragraph and then continue because I find that when they read sometimes yeah the students will according to the reading speed to maybe go through the text again and but about the students sometimes some of the students they each time they will be the volunteer to read the passage but maybe they didn't read it well and for some I will call out their mistake in class and some of them I will point it out after class but some of students I'm afraid that if I point out their mistakes maybe next time they will not stand up to read it so I also find it's a problem and because I also consider this reading as a way of practising their speaking and because and though each unit they have the speaking practice but at this process I find they didn't practise it well sometimes and I will give them topic let them to do a conversation but and then they will often change into Chinese conversation so I considered this reading as a kind of speaking and then I can find some mistake they formed maybe about pronunciation and sometimes they don't know how to stop during a long sentence
right so you said some of them you correct in the lesson and some of them after the lesson and some of them you don't correct the ones that you correct after the lesson why do you do it after?
because those through I have taught them for nearly one year so I know some of the students if I point out their mistakes in class maybe they will not feel so bad but some of the students if I point out in class they will find they losing face yeah and so I will after class I will talk with them and even some of students I find their partner they will correct their mistake when they sit down
oh OK and do you always rely on volunteers?
nearly except that no volunteer for a long time and then the study monitor will do that
does that often happen?
yeah when she wait and wait no volunteer and she will stand up and also another boy the boy is the monitor he will also stand up
(dongjing zenme shuo?)
Ss: Tokyo
Tokyo OK (xxx tai kuai hao name de di yi duan yao gaosu women shenme ne) ***(over*** **tape) some of the mistake I will correct with the whole class**
yeah tell us there is a place called
pronunciation
yeah
wonderful ageing club now pay attention the words wonderful so how about at the end of the paragraph also wonderful appear again right? so how about these two wonderfuls? (zhe liang ge ci ta shouyu dagao you shenme yang de zuoyong ma?)
S: [inaudible]
(shang/xia fuyin xxx)
Ss: [inaudible]
is it really wonderful?
Ss: no
no right
also right xxx the experience in this club yeah he found out maybe it's not wonderful (bing bu shi name xxx yi zhong ganjue) right OK so mention that yeah growing old did not seem like a wonderful prospect at all right? so in this paragraph do you have some problems?
about this one and just now I asked the students do you have some problems? sometimes I will do it after a whole passage and sometimes paragraph by paragraph (right) **when I do it paragraph by paragraph maybe I expected that maybe each paragraph nearly each paragraph they all have some questions when I do it after the whole passage then maybe I just xxx I found maybe this passage for them is not very difficult to understand so after the whole passage I will ask them do you have some difficulties in understanding this article?**
OK and when you say after the whole passage do you mean after reading the passage aloud? **(yes)** OK
and also about the topic sometimes I found some of the topic maybe is not easy to understand so before I come to the text learning and when I finish the speaking part and I give them homework and will I also will help them xxx about the title that if they feel confused they can ask me so the title's meaning

before they do the homework **(yeah before they do the homework)** OK
[finding place on lesson tape]
OK now just let's us continue so just now we think about if we were 80 years old right so what will we be and so in this yeah paragraph it mention that yeah so many people they have tried this suit right (you hao duo xxx) and then half of them have been from local authorities manufacturing companies or emergency service providers so why these people try this? (wei shenme xuan zhexie ren ne?) so about local authorities?
Ss: [inaudible]
because they are authorities right? xxx **(Over this: xxx want to answer in Chinese)**
OK so how about the manufacturing companies?
Ss: [inaudible] new products
yeah new products right? (tamen xx shenme xinde changpin xxx) and this new product will suit the old people right? and how about emergency service providers?
Ss: [inaudible]
yeah and then?
Ss: [inaudible]
OK and? xxx emergency service providers so?
Ss: [inaudible]
yeah they can give some more considerate service right? OK (suiyi wei shenme you) 怎么这些人 (zenme zhe xie ren xxx) maybe also some special groups of people right? (yinggai shenme tesu de xxx) so they have to see whether the product or services they offer really do meet the needs of the elderly right? 他们呢有意在此 (tamen ne youyi zaici) so how about the last paragraph tell us?
so at this point you're asking them the main idea for each paragraph?
sometimes the main idea sometimes I ask them to find the key words and for example when I do so according to different passage paragraphs the first one and because just two sentences but it seems that the students have the difficulties in analyse the sentence some elements so I will point out the subject and then to find the object something like this so this is the first paragraph and the second one and it describe the process of trying this suit yeah so I will ask them to point out so each maybe each step what they also do in this paragraph and so and just now mentioned this one because the topic sentence here is the purpose of this ageing suit so according to different paragraph I will set different tasks for them
S: throughout Japan all kinds of products from household appliances to cars to building designs right down to the packaging in which goods are sold are being subjected (subjected) to an entirely new kind of test they are being handled by an by an imitation pensioner dressed up in an ageing suit to see just just how practical the products really are no longer it seems it's going to be a young person's world not at any rate in the Japan of the 21st century
OK thank you sit down please
so what did she do that girl? what did she do? she seemed to read through the whole paragraph **(yes)** she was reading aloud? **(yes)** or was she answering a question?
no just read the passage (ah OK) **yeah read the paragraph and this girl it's very interesting she will wait for a long time and then stand up read but I think she can pronounce the words better than others but she will keep waiting**
why do you think she waits?
I ever asked her about this but and she also didn't know why she did this and once she answered that she wanted to give others chance and sometimes she said that she was not very confident about maybe some of the paragraph she feel sure that she can read well but some paragraph maybe no so she will wait and choose the paragraph
[laughs] OK
so what about the last paragraph? what did the last paragraph want to tell us? throughout Japan all kinds of products how about all kinds of products and then? 他的位于部分在那 (ta de weiyu bufen zai nar)? yeah are being subjected to an entirely new kind of test so what

so here the last paragraph also a very long and complex sentence so I want to help them analyse this sentence so just now I wait all kinds of products and then I want them to find the object part

the test 这个词是什么 (zhege checi shi shenme)?

Ss: [inaudible]

我们盖章来累我们前面就知道累对吧 (women gai zhang lai lei women qianmian jiu zhidao lei duiba)?

yeah something happened in a car right something like the things happen in the car 为什么 (wei shenme)

how about the range xxx from to now let's find the from to from household appliances yeah to cars to building designs yeah right down to the packaging in which these are sold (women ye shuo cong xxx fangmian dou shiji dao duiba) so got entirely consideration for the elder right? 应该是 xxx 的为什么考虑 (yinggai shi xxx de wei shenme xxx kaolv) right? xxx 通过真么所之后 (xxx name di er sheng tong guo zhenme suo zhihou) so all of this so what will be the result what will be the effect? (xxx yinxiang)

Ss: [inaudible]

xxx 应该少一吗 (xxx yinggai shaoyi ma)? and now they give the entire consideration about the old people right? and then what will be the effect?

S: the love of the xxx will become more easier

more?

S: easier

easier and? and their life will become more easier right? yeah their life will become easier and?

Ss: [inaudible]

yeah live longer right? xxx 跟?一些是吧 (xxx genchang yixie shima) and?

S: convenient

convenient comfortable right? OK so how about now in China? xxx so they mentioned something in Japan right? so how about the old people in China today?

Ss: [inaudible]

yeah they will give some special building right? OK yeah for the old people? 还有吗？(haiyou ma)?

S: [inaudible] the Chinese pay more attention to the old

Chinese pay more attention to the elder (shima)? and have you heard some stories about the treatment xxx 课文结束是吗?那一些对他故事呢 (xxx kewen jieshu shima? qingguo na yi xie dui ta gushi ne)

Ss: you

some are good some bad right? so how about the stories have you heard?

S: [inaudible]

OK yeah xxx 还有吗 (xxx hai you ma)?

S (boy): [inaudible]

OK yeah xxx 二十四肖 (zhao women zhongwen jiao shenme ershisi xiao duima? gushi ma? haishi dongci ne?)

so this you were telling me this 二十四肖 (*ershisi xiao*) it's a book?

it's a collection

a collection

yeah about the 24 stories about the I forgot the word 消声 (*xiaosheng*) xxx respect the old and treat them good how to say in one word?

mm just one word?

yes I forgot the adjective

OK don't worry

respect the old treat them well yeah

an adjective? **[laughter]** don't know is this a new book?

no

very old?
yeah and also some very traditional stories because this happened in maybe ancient China and but and so because I found many old people in China they will tell their grandson and granddaughter this kind of stories when they are very young
the traditional story right about some very good virtue right? xxx (xxx duguo ershisi xiao ma)?
[lots of student noise]
(ne yige gushi xxx yi xie)
S: (boy) [speaks at length in Chinese]
and this boy and he didn't study well in English but she wa- he was very interested in Chinese and sometimes after class he will ask me the questions about Chinese or something he learned in Chinese class but he really maybe I think he didn't get very interest in English
so why do you think he's an English major?
he told me that this is not his choice
oh so whose choice?
maybe his par- no then I remember he said that he didn't choose this major but and then you know when they fill the form and also a line is about do you want to change? if you can't choose this one do you want to change to another one? and he filled this form and then maybe be changed to our department
oh so he chose Chinese but then he had to change
yeah but I don't know whether this is the real reason because I often find this kind of students
in our department?
maybe other department students they want to change to our department and our department to other departments?
so why can't they change? don't know [laughter]
so this boy when he talk about Chinese or something connected with Chinese he will become very active but active in Chinese
yeah right
OK yeah he mention that a person right yeah so yeah one day he maybe just fall down right? and then he worried that maybe when his mother at that time he was nearly 50 but but yeah he was worried that if the his old mother know that he fell down and also will feel worried right? so he just yeah act like baby right?
xxx 不是摔倒了(xxx bu shi shuaidao le xxx) right? OK 还有吗 (haiyou) ma?
is that the same story as the boy's?
yes so sometimes when they tell me Chinese I will try to translate into English and I want to let them know it's not very difficult to express in English so and I found some of the students when they listen to my translation they will repeat it so maybe I think this also can improve their speaking
so you mean as you're speaking they also speak **(yes)** very quietly
yes and also when they answer my question in Chinese sometimes and then I will give them I will tell them how to express in English they will also repeat the answers
according to our tradition maybe there are many stories about this right? the treatment to the old people?
yeah in the past 有很多是吧都是什么美德还有哪一些 (you hen duo shiba? dou shi shenme meide shi bu shi hai you na yi xie)
xxx 听过一个故事 (xxx tingguo yi ge gushi) about the old mother she want to eat fish in winter and then how about her son 他儿子怎么做得 (ta erzi zenme zuode)?
Ss: [inaudible]
xxx
没有 (mei you)
xxx 有鱼下编有鱼是吧他怎么做?(xxx you yu xiabian you yu shiba ta zenme zuo)?
Ss: [inaudible]
xxx
Ss: [inaudible]

怎么做妈 (ta zenme zuo zenmezuo ma)? yeah so kneel down on the ice xxx 下面有什么鱼所以呢在中国古代很多讲故事 (xxx zai zhongguo gudai xxx) (laughs) OK

and here about the story and because I heard this story from my grandmother but when I heard this story I didn't find something some problem but when I told the students this story and you just now I mention that there in winter right? then there is all ice and then so he want to get the fish under the ice and kneel on the ice and the students said when the ice melts he will xxx [laughter]
xxx that's what I thought
yeah but I remember when I was a child I heard this story I didn't think about this so and also this kind of story so for nowadays young person they also heard this kind of story maybe also from their grandmother but they will got some different understanding they will consider it's very dangerous

OK 所以呢真实的故事呢 (xxx binghua suoyi ne zhenshi de gushi ne) are these all true stories?

Ss: no
maybe some are true maybe some are not so why maybe sometimes your grandmother your grandfather will tell you these stories why they tell you?
S: [inaudible]

怎么一些故事大家没有听说一些不好的吗? (zenme yixie gushi dajia meiyou tingshuo yi xie yixie bu hao de ma?)
Ss: no
and so just now I mentioned some of the stories are true some are not and I want to tell them that my purpose is not one to let them just remind the story recall the stories I just want them know that so about the ageing people they should respect them treat them well so and then the students got the understanding
so do you mean that in your lesson you're not just teaching them English you're also teaching them something about
virtue? virtue (virtue) **and I'd like to connect the text with their daily life and then let them to think about something out of the textbook not just the language and because I thought that maybe the text not only let them to learn some grammar points and also have other purpose**
right and do you think this text has the purpose of teaching them about virtue or is this something that you want to do yourself
I think the text the theme of text is about why they want to this kind of ageing suit because about giving more consideration about the old people so I ask the student to think more about these kind of problems and also I didn't bring the teacher's book because I remember in some unit the teacher's book also point out the theme and some instruction about for teachers that when you do this part maybe you can ask students to think about this kind of questions or and some of the questions also connected to their life yeah to the nature yeah something like this
bad treatment (name neng shuo yi xie ma)? would you like to mention some? OK just now she mentioned that about
S: xxx visit

xxx 鱼头的故事怎么累的 (xxx yutou de gushi zenme laide?)

Ss: [inaudible]

找不到 zhao bu dao nie maybe it's the mother's love right? yeah give the most delicious part of the fish to yeah her daughter or her son and then said that I just eat the other part right? something like yeah xxx 什么故事 (you shenme gushi)

S: xxx

然后呢 (ranhou ne)?

S: xxx (students laugh)
and so this boy he came from Zhejiang, and he I think his English level is not poor but he like also like Chinese very much and he know maybe he has a very good master of Chinese but not English and so just now he mentioned a story as similar to the Read More part

S: [inaudible]

OK so he his father and his grandfather right? xxx 然后呢 (xxx ranhou ne)

he made very confused expression about he his father his grandfather when he want to tell the story so the students laughed

his father
S: xxx

干什么的 ? (gan shenme de?)

S: xxx
OK good (zai shuo xxx zhege) he and his father and his father's father the story right? OK and so have you prepared for the Read More part? (youxi yuxi guo zhe bu fen ma?)
Ss: [inaudible]
So the title is
Ss: Double Blankets
Double Blankets (xxx gangcai gushi feichang lei) so the grandfather yeah got a double blanket so what's the double blanket for? because his son right? I mean the author's father want to send the grandfather to the old people's home so his father give him a double blanket and so how about his son what did his son do? (ta erzi zenme zuo ne)?
S: cut the double blanket
cut the double one right? (ta ba xxx shuang shi ma? jiancheng dancheng ta zenme shuo?) and then his son said to his father when you get older I will also give you this blanket and then send you to the old people's home right? yeah (xxx you shihou xxx pingwei) right? right? yeah their behaviour will have some great influence on the next generation right? (xxx xia yi dai suoyi lei shi zhe yang de gushi henduo)
and now let's come to the a part of the passage there is a quotable quote right there is a form (xxx zhege wenzhang xie xxx)
Ss: retirement (retirement) is the ugliest
is the ugliest expression in the world why is ugliest?
S: [inaudible]
so sometimes we will connect retirement with what? (ni kan dao zhege retirement zhege ci shenme dongxi)
Ss: old / useless
old and then?
Ss: [inaudible]
useless and then?
S: [inaudible]
you mean very leisure right? OK and then? (haiyou ma?) retirement? (haiyou xxx shenme?) difficult life?
S: no creation not creative (mei you xxx hai you ma?)
S: [inaudible]
depressed (xxx zhege ci nimen xihuan tuixiuma?)
Ss: no (bu xihuan)
do you like retirement?
Ss: [inaudible]
it depends depends what?
Ss: [inaudible]
(xxx shenme?)
S: xxxx maybe easier
so yeah if you really want to have a rest and then you want retirement (haiyou ma?)
Ss:
(xiang dao) after retirement and then I can have a rest right? and?
S: money
money?so what's money about?
Ss: xxx have enough money to
to spend the rest of the life and then you will not dislike the retirement right (ruguo you hen duo qian xxx tuixiu xxx shi hao shiqing shi ma? haiyou ma?)

Ss: [inaudible]
yeah for example you mention that now I have money but I don't know how to spend it [students laugh] shi ma?
S: the most important thing is they will have a health or a good good health
a good health and so when we retired so the most important thing is that to be healthy right? without health and then though maybe we got much money but and then because you are not health right OK? so in Chinese we have a sentence to express this maybe conflict xxx 当我有时间的时候没有钱当我有钱的时候我没时间了
(dang wo you shijian de shihou [students join in] mei you qian dang wo you qian de shihou wo mei shi jian le neme xxx zhe liangge juzi da bao xxx shijian xxx mei you shenme xxx de jing name dang you le shiji lai da fang de shihou)
Ss:
yeah (ruguo xxx fanyi shijian bu duo shi ba?) right? OK so this is about retirement
sometimes I do this part I will spend some time in this part because I found this quote is often connected with the text and also just though it's just some short sentence but when the students read this sentence they will this will remind them some expressions in Chinese and at this time they will express some simple sentence in English about this sentence though it's just some simple sentence
do you mean that this quotation is more likely to encourage them to speak English?
yes because they can when they find the similar meaning in Chinese they can also translate it and so and then they find some similar meaning in Chinese and at that time if I give them more time they can express it in English express their idea their opinion in English gradually maybe because they find some kinds of achievement of translation they translate this sentence and sometimes it's some idiom and they can get the same idiom in Chinese with the same meaning so when they find they can translate it successfully and they like to continue to express their opinion their idea in English
OK and then come to the exercise and first I'd like you to go through the Comprehension Work A go through the questions to see whether you have comprehended the text or not OK? xxx (xxx is this exercise) *so (ba ge wenti xxx daan shibushi wanquan lijie zhege kewen ne)*
when you say the rest of the exercise you mean the rest of the lesson?
the rest of part two
right OK and in your mind is one of them more important than the other?
you mean the exercise? no not about importance and about this part Comprehension Work sometimes I will just ask them do you have some difficulties in answering this question? if most of the students answer me no and I also find that the question is not so difficult I will miss this part sometimes I just ask them tell me so where can you find the answer and sometimes I will choose some questions and because this time maybe this question is not very difficult and but sometimes some of the question they decide it's about theme let the students tell the theme of the story so for this kind of question I think it's also a chance for them to speak something so I will choose this question to do some discussion
OK (over lesson tape) do you expect that they have done these before the lesson?
yeah because some of students they will also do some marks xxx
do you ask them to do it before? **(no)** [laughter] do you hope that they can?
yes but some of the students when they explain the whole passage when I finish this and also empty they didn't add something more to the passage and make and do some notes (they don't make any notes) **and so sometimes I will see that some of the students protect their book very well maybe you can see it again**
why do you think they don't take notes?
because some of the students didn't prepare for the text so when I do analysis sometimes they didn't know where is the difficult point so they didn't know how to do notes sometimes
so the ones who make the best notes are the ones who prepare the text
I think it's not equal but it means maybe they consider it carefully prepare it carefully maybe they do some also some of the students some of notes not what I told them the notes but they will also add

something in their passage and when they doing preparation and some students will also ask me questions after class though in class I gave them time but they will keep those questions after class (why?) **they say that if they ask this kind of question in class it is also another kind of losing face they don't know whether this question is really difficult or just very easy question so**
do you think that's common?
not very common because I found now the students didn't like to ask questions
what do you mean now? you mean these days?
so the first two years I teach the I taught the students I find the students ask more questions but and then when I found less and less questions but I thought it didn't mean that they are more and more clever they just want to keep the question and they like to discuss with their classmates and then they wait for others to give the answers
OK now let's look at the xxx questions **(over tape: for others ask the question**) **xxx for others they hope that others will ask the same question**
the same question
and then they can get the answer they can get the answer but I'm not sure
so do you think this is a general trend with students now? **(I think)** so students seem to be different from when you started teaching? **(uh-huh)** and do you think it's why do you think they've changed? is there some reason?
but in Education class more students ask questions so sometimes I thought maybe I don't know whether it's connected with their level because I asking question still need some skills so the students afraid of afraid that they didn't master the skill of asking question because I ever interviewed some of the students they told me that they didn't understand this part but they don't know how to ask a question they their they find that they don't want to ask me so what's the meaning of the whole passage or what's the meaning of the whole paragraph but in fact they really can't understand well about the whole paragraph but they didn't want to ask me such questions I think this is a main point for some of the students so for some student they know because they do some well preparation about the whole passage so they can find yeah this is their difficult point and they are quick to ask me the question but some of the students maybe I can't give them too much time in class for they to think about the questions but after class they will find now the class is over and then I didn't want to ask the questions so I just interviewed some so I get this kind of question answers some of them didn't know how to ask and some of them maybe about losing face and some of they just didn't want to ask questions and they also don't know because they want to keep the silent learning I think some questions by themselves though maybe they find it's very difficult for themselves to find the answer they didn't want to ask
so you interviewed some students you said
yes (when?) **in both class and during the term I didn't choose the set time or just sometimes I found the problem and after class I will interview some because some of the students when they sit sat there I find they want to say something but they keep silent at last**
so is this a research project or just to help you with your teaching?
I just want to help my teaching because I find it's a common phenomena maybe through this interview and then I will try to do some research [laughter]
together so number one how did the writer feel after his few hours at the Wonderful Ageing Club?
S: growing old did not seem like
yeah growing old did not seem like a wonderful prospect at all right? and can you use one word? (zai dida yige ciyu) yeah depressing right? yeah feel very depressed right? yeah depressed OK and how about the second one? why was the writer given a walking stick?
Ss: [inaudible]
because when he wore this special suit yeah the author find that it's he
S: difficult to walk
yeah difficult to move normally right? yeah move normally OK and the third one what did the ladies of the Wonderful Ageing Club tell the writer? (ta gaosu ta shenme?)
Ss: [inaudible]
far from

S: far from finished
finished (hai you ma? xxx shenme?) xxx assuring me that
Ss: xxx suit
yeah their suit had been carefully designed on the basis of scientific research into the exact effects of ageing can you find this sentence? which paragraph? yeah the second one right? yeah the second paragraph OK and now let's come to the fourth what was the effect of the special glasses? (zhege yanjing xxx shenme?)
Ss: [inaudible]
And I also found that I formed not a good habit that sometimes though the sen-
OK sorry
a bad habit (oh [laughter]) **and after try English one I will change to Chinese one though sometimes the students can understand the sentence meaning but I really found that I have this habit especially when I ask them some questions I will repeat the question in Chinese**
but earlier you told me you do that to make them more active
and sometimes to make them more active but sometimes I find when I ask them the English version they also can become active but maybe sometimes I want to save time so I will use the Chinese one and
and you call it a bad habit **(yeah)** why is it bad?
because I think if they can understand it in English one it's not necessary to change that into Chinese one [laughter] because I'm afraid that this will also make the students form this habit they will rely on the Chinese one I'm afraid
and is this completely your own idea? **(yes)** or do you? [laughter]
yes my idea
yeah my vision had grown rather (clouded) clouded right? which had the effect of (cataracts) yeah cataracts so where can you find the answer?
Ss: [inaudible]
yeah the third paragraph right? yeah the third paragraph OK and then number five how was the sensation of weakened muscles created? 这种感觉是什么 (zheyong ganjue shi shenme)? 有怎么？？的 (you zenme youxide)?
Ss: [inaudible]
yeah a number of weights were attached to my body to create the sensation of weakened muscle where can you find the answer?
Ss: paragraph four
yeah the fourth paragraph right? 第四段？？right? 答案 di si duan da'an right? 我们第六题 (women kan di liu ti) what does the word imprisonment mean in the fourth paragraph? xxx where is the word imprisonment?
Ss: [inaudible]
第四段的什么地方 (di si duan de shenme difang)?
Ss: [inaudible]
yeah this completed my imprisonment in a body more than twice my old age 什么意思吗 (shenme yisi ma)?
Ss: xxx
xxx shi shenme?xxx
Ss: [inaudible]
yeah in the Ageing Suit he found that it's very difficult to do something right OK yeah especially it's very difficult to do some simple things right?
应该什么呀平常看起来非常简单的一些事情非常的困难
(yinggai shenme ya pingchang kan qi lai feichang jiandan de yixie shiqing xxx feichang de kunnan) right? yeah some difficulties in doing some simple things right? OK and how about the next question? what is the purpose and the value of this Ageing Suit? purpose and value?
Ss: [inaudible]

where can you find the answer? yeah the second paragraph from the bottom right? 应该什么到处第二段地方给说我们答案 (yinggai shenme daochu di er duan difang gei shuo women da'an xxx) OK? and the last one? why in Japan are all kinds of products being subjected to a new test and how are they tested? where can you find the answer?
Ss: [inaudible]
the last paragraph so first why?
S: [inaudible]
Japan of the 21st century will no longer be a
Ss: [inaudible]
yeah young person's world xxx 的问题对吧还有什么作用吗 (yinwei xxx lao lingfa de wenti taemn haiyou shenme zuoyong ma?) it seemed to be very practical right? and meet the needs of the yeah older people right? xxx 这样说他们设计一些产品一些商品一些服务满去他们的需求 xxx 满足他们的好的 (yi xie sheji yi xie chanpin yi xie shangpin yi xie fuwu xu qui) right? (haode) and now I'll leave you three to five minutes to see whether there are still some difficulties of understanding in this passage xxx 中还有什么有没有什么不理解的地方 (xxx hai you mei you shenme bu lijie de difang)
what do you think of the material for these students?
you mean the whole textbook? I think the material is suitable for the students though some of the teachers they complain that some material is very easy and but maybe in Book One just several units is very easy but I think still the easy units you can also set other assignments to complete the task to complete maybe the material is easy reading but I think we can also ask the students to think about something else not just according to the text and because I think the material chosen in the textbook is not only just to strengthen reading just strengthen the grammar but the students but the teachers they can have much more freedom to choose anything they want to put into the textbook so maybe they just mention one grammar in each unit but you can add some more grammars maybe similar to it or connected to it in this unit it's just not we should not just be restricted in xxx textbook we can add more I think maybe the teacher's book didn't tell us more but we can find other material to compensate for this so and because I think it call Integrated Skill of English it doesn't mean that the reading material should be very very difficult I think this is not the purpose
(hao le)
which paragraph? yeah the second one right? yeah the second paragraph OK and now let's come to the fourth what was the effect of the special glasses? (zhege yanjing xxx shenme?)
Ss: [inaudible]
yeah my vision had grown rather (clouded) clouded right? which had the effect of (cataracts) yeah cataracts so where can you find the answer?
Ss: [inaudible]
yeah the third paragraph right? yeah the third paragraph OK and then number five how was the sensation of weakened muscles created? 这种感觉是什么 (zheyong ganjue shi shenme)? 有怎么？？的 (you zenme youxide)?
Ss: [inaudible]
yeah a number of weights were attached to my body to create the sensation of weakened muscle where can you find the answer?
Ss: paragraph four
yeah the fourth paragraph right? 第四段？？right? 答案 di si duan da'an right? 我们第六题 (women kan di liu ti) what does the word imprisonment mean in the fourth paragraph? xxx
what do you think of these questions?
so its about comprehension so I just use these questions to check whether the students really comprehend so the general meaning of the whole para- of the whole article and also sometimes I will use the if I do the this part one by one so this part I will not do it again but sometimes if the students according to this part sometimes I will check the answer one by one and sometimes I just ask them

do you have some problems about these questions? and if the students told me no so sometimes I will let them do this retell the text and orally or sometimes in written form so those two part
so how do you decide which way to do it?
I just it's not about the decision maybe just sometimes A and B I will choose one form something like to choose A or B I think these two parts both can help the students to review the whole passage so I just xxx for example if Unit 13 I do this one and then I will change to it
so it's random it's not according to and when do you decide?
and one is about at random and also according to the Part A questions and last time I mentioned if the question according to the theme of the passage connected with the theme of the passage or some open question open answer so I will do this part and this part so also according to their question the textbook design
so you decide this before the lesson
before the lesson I will go through the questions and then I have something in my mind and then according to the students' rea- the students' response and so when they learn this passage during their explanation I can find whether they feel difficult or not and then according to my preparation xxx to decide how to do these two part not just well preparation before class but sometimes according to their real situation
so you teach this to two different classes don't you? **(yes)** so it could be different from one to the other **(yes)** and how do you know if they understand well?
when they answer my questions and sometime if they got very quick reaction so and also maybe lots of students can answer my questions I mean according to the text question or other questions and then I find maybe they understand it well but if some of the question the students didn't give some well answer some good answers so and then and because after a whole passage learning I will give them a few minutes for them to think about whether the passage is still some places they can't understand it well so according to their feedback I decide whether to deal with these two points
it seems to me that that's quite maybe quite a difficult thing to do for a teacher so have you been able to do this since you started teaching could you do this in your first year of teaching?
about the first year maybe before class I mean that I will set some tasks before class not just during the lesson and because sometimes I was also afraid that if I didn't use the set I mean the fixed tasks maybe I can't do this kind of shift so easily so I was also afraid at that time so when I firstly teaching maybe I just according to the teaching plan but didn't do much change
and when you started teaching you were teaching College English?
yeah the first term College English and Speaking first term or second term I forgot but it should be the first year and then I also teach Speaking and yeah College English and Integrated Skills? first year? I'm not sure (don't worry) **because at that time the courses are very complex just xx one** (shall we?)
xxx where is the word imprisonment?
Ss: [inaudible]
第四段的什么地方 (di si duan de shenme difang)?
Ss: [inaudible]
yeah this completed my imprisonment in a body more than twice my old age 什么意思吗 (shenme yisi ma)?
Ss: xxx
(xxx shi shenme? xxx)
Ss: [inaudible]
yeah in the Ageing Suit he found that it's very difficult to do something right OK yeah especially it's very difficult to do some simple things right?
应该什么呀平常看起来非常简单的一些事情非常的困难
(yinggai shenme ya pingchang kan qi lai feichang jiandan de yixie shiqing xxx feichang de kunnan) right? yeah some difficulties in doing some simple things right? OK and how about the next question? what is the purpose and the value of this Ageing Suit? purpose and value?
Ss: [inaudible]

where can you find the answer? yeah the second paragraph from the bottom right? 应该什么到处第二段地方给说我们答案 (yinggai shenme daochu di er duan difang gei shuo women da'an xxx) OK?
(over tape) do this? xxx numbers?
because I didn't ask them to do this
and the last one? why in Japan are all kinds of products being subjected to a new test and how are they tested? where can you find the answer?
Ss: [inaudible]
the last paragraph so first why?
S: [inaudible]
Japan of the 21st century will no longer be a
Ss: [inaudible]
yeah young person's world xxx 的问题对吧还有什么作用吗 (yinwei xxx lao lingfa de wenti taemn haiyou shenme zuoyong ma?) it seemed to be very practical right? and meet the needs of the yeah older people right? xxx 这样说他们设计一些产品一些商品一些服务满去他们的需求 xxx 满足他们的好的 (yi xie sheji yi xie chanpin yi xie shangpin yi xie fuwu xu qui) right? (haode) and now I'll leave you three to
and so about this part sometimes I didn't like to give the students the answers in the reference book and I often just tell the students where can you find the answer but I didn't tell them the completely answers to the teacher's book I'm not sure whether this is right or not
so when you say the reference book you mean the teacher's book?
yeah because the teacher's book offer the answers (the exact answers to the questions) **but because I found that about so in this in their exercise they also got translation if I each time I really give them the answers in the reference book to the students about translation part but and then I find in their exam the students will they completely maybe I consider it's also a restrictive way it's their way of try to just try to recall the completely right answers to the translation so I thought maybe it was not a good way because it just test their memory yeah not their translation skills so and then about translation so and sometimes the in this part this period xxx yeah**
so you were saying they rely on their memory in the test **(yeah)** why do they do that do you think?
maybe they think this is the correct answers if other can memorise it and I can't I will lose the marks and so each time I told them that it doesn't matter whether your answer is completely the same as mine if it's grammar correct or sentence structure correct or others it's OK so about do the translation part sometimes I like the students first they write because I ask them to prepare a dict-a translation book and the other one is dictation book so sometimes I will hand their translation book first and then to give them the answers yeah and sometimes I will correct these in class and sometimes after class
so you collect the books to correct them?
yeah
five minutes to see whether there are still some difficulties of understanding in this passage (xxx bu lijie de difang)
so you give them some time now to see if there are any difficulties
so sometimes during this period the students will find some questions but sometimes no
did your teachers do this in university?
yes especially the last two years' teachers and so at that time we didn't call Integrated Skills but we call Basic (yeah Basic English) **and also I think somewhat the same 结束了吗？(*jieshu le ma*?)**
结束了(*jieshu le*) you said they have a translation notebook **(yes)** and a vocabulary notebook?
dictation (dictation OK) **dictation yes because they got the passage dictation a short paragraph and also sometimes about words and phrases and so the first term I mean last year their first term I do words and phrases dictation nearly each unit but the second term sometimes I'll do it maybe after three units or two units not each unit and do the passage dictation about this one sometimes I will do the whole passage dictation something like one word by word and then they write down the**

whole passage and sometimes I will according to the passage give them some questions do response so it's not the same each time because in the teacher's book yeah maybe today I maybe bring teacher book each unit it have a short passage dictation but I think do the whole passage each time one is that the students will feel very they was very was afraid that their mark because I will correct the dictation and as their (*pingchang chengji?*) daily mark? (something like that) **so and so sometimes if I design some questions according to the passage the students will feel relaxed because not just concentrate on each word when they listen and sometimes I will let them write down the answers but sometimes just answer me orally and because I think if they just I want to through different ways to improve their listening and dictation skills not each time the same way but I don't want to miss this part this part is very useful though I didn't because we haven't this tape of dictation so I read** (is there a tape?) **no just about the passage have a tape but not the dictation so because I think each time I read and then they write down the whole passage it's not a very good way to improve their listening because and then they will get used to my pronunciation so I just want to use different way and then they can also get the chance to practise it's OK because they have listening lessons**
yes OK let's see if there's anything on here we just turned it round at the beginning
(silence)
have you ever recorded your lesson before?
just once that time I didn't want to record my teaching but I want to know so what my voice was like [laughs] in the tape and I really want to try because I think it's also just like last time you through the interview the first time interview about something like this if didn't I record if I listen to the record I can't find that I use so many simple mistake so and then from that time I want to that yeah sometimes when I talk and also when I teach I really want to record it because I think this is very useful I can find something maybe I couldn't find if I just keep teaching and teaching not to record something
that's very true so when you did that recording what did you think of your voice?
sounds strange not like my real voice also this time didn't sound like my voice when I listen I don't now how about your opinion
are there any questions?
S: the first paragraph first sentence
the first paragraph
S: a small organisation hidden away down a side-street in Tokyo xxx
OK a small organisation hidden away down a side-street in Tokyo right so you didn't know the
S: hidden away
OK so hidden away what's hidden away (shi shenme dongxi xx zai?) yeah means a small organition organisation is also the club right? xxx yeah hidden away down a side street xxx side street xxx hidden (zhege ci)
S: [inaudible]
(nayige?)
S: [inaudible]
xxx a small xxx a few hours were rather depressing right? good yeah
(haiyouma?) any other questions?
here means because here mention that some tasks and some simple tasks but then when he really should do it very difficult and list some examples
so you number the list **(yes)** and this is this arrow is for the reference from here to here right? **(yes)** and this kind of line? squiggly line? **(mention the xxx)** these kinds of lines
this means the purpose and then so here about the club they claim the purpose of the suit and here it's about because here about yellow weight and then so the result yeah hearing muffled and also we can like xxx and maybe some things I underlined this to give to myself some hints (yeah) **and here I check how many students have finished the exercise and because sometimes I found some of the students they when they prepare the test they will finish the exercise and some students though I ask them to do this part but they will not finish so if most of the students have finished and then I will check the answer but if just few students finished I though I don't want to give them time but I will**

give them time to do this part or I think checking answers is not useful if they didn't finish this part so I give them some time in class let them to finish it and then I will check their answer so according to the number (yeah who've finished) **yeah so each time before I check their answers I will ask how many [laughter]**
OK if there are some blanks you are not sure but you can also raise your hands so not half, right? (xxx jifenzhing) OK?
so choose some words from the text and then I found not half of the students finished because some of the blanks it's not so easy to fill in so and when I go around the class I find some students though they just they have done some parts but some of the blank they don't know how to be they don't want to put their
what do you think of this kind of exercise?
I found some of these parts especially A can do some composition from the text and some of the exercise design I think like to some parts is also connected to the text the content but sometimes it depends in some of the units I found the words not really some words that is necessary to this exercise so maybe different unit also have different situations
xxx
yes is it nearly the time finished?
to produce a a what?
Ss: [inaudible]
xxx incapabilities of the elderly in daily life 为什么? xxx 为了什么东西 (wei shenme weile shenme dongxi)? xxx 还是什么 (haishi shenme)?
the student first asked me xxx
yeah sensation very good OK sensation (shenme yisi)? xxx 感觉 (ganjue) right? organisation 如果是 (ruguo shi) organisation xxx now once a person is dressed in the suit he will not only be totally
S: transformed
yeah transformed right? xxx transformed in appearance but will also have serious
Ss: [inaudible]
hamper 还有吗? impede (name zhe liagge ci shi mingci ma?)
Ss: [inaudible]
yeah obstacle (xxx dongci) right? in his movements because xxx the restrictive bindings on the main joints xxx greatly xxx hamper xxx impede right? hamper the testees' ability to move the testee have to xxx with the help of a walking stick
Ss: [inaudible]
move around walk around 还有吗 ?xxx 动词 (haiyou ma? xxx dongci xxx)
do they think it's quite difficult? students
they find the Chinese meaning I don't know why they didn't pronounce it [laughs]
first one? yeah sensation
S: transformed
and then?
Ss: transformed
yeah transformed 还有什么 (haiyou shenme? xxx) yeah obstacles right 然后呢 (ranhou ne) restrictive bindings so on joints and? (hamper) yeah hamper or (impede) impede and then use hamper or impede and then 怎么走 (zenme zou)? (hobble) yeah hobble right? so how about number two 第二个 (women kan xxx di er ti xxx) besides various xxx?
shall I go forward a bit cos maybe unless you have anything to say (winds forward) oh OK
Ss: ageing
for the ageing pensioners? (meiyou lingqu xxx) for the elderly right yeah for the elderly xxx if you use the xxx 老老年人所以呢 (lao laonianren suiyi ne xxx) yeah experience is depressing xxx but its value is (enormous) yeah enormous right? so the gloomy prospect right? (xxx shenme jiao) gloomy prospect? 敬

请还有叫什么 xxx (jingqing haiyou jiao shenme? lukanhao shenme? xxx) 看好 (kan hao) and so for the elderly right OK (haiyou shenme?) all for the eld- all for the ageing people right? OK xxx so this is Part A and how about Part B have you finished this part? xxx (youzuo danshi) 没有全完 (meiyou quen wan) OK thank you xxx 第一题右哪个 do (xxx yi ti you nage xxx) applied to OK how about the second one?
Ss: [inaudible]
when it come to and the third one?
S: [inaudible]
xxx the bill had to be put to debate in Congress xxx how about number 4?
Ss: [inaudible]
not to mention number 5?
Ss: [inaudible]
be subject to xxx 什么呢 (xxx shenme ne?)
Ss: [inaudible]
they feel confused about these two
xxx about number 3 and number 5 you have difficulty in complete it yeah how about number 6
Ss: at any rate
at any rate number 7?
Ss: [inaudible]
number 8
Ss: abruptly
OK abruptly xxx also give you some time to complete the sentence xxx be subjected to 怎么翻呢 (zenme fan ne) the third one and the fifth one 呢怎么办 xxx 空句第五用什么(ne zenme ban? xxx kongju di wu yong shenme?xxx)
Ss: [inaudible]
yeah be put to xxx now try to complete the sentence OK? Read More part and also finish the
so about this part sometimes I will at this time because I have analysed some of the words in the wordlist sometimes I will before do the exercise I will ask the students to also make the meanings clear first I will ask them so what's the meaning of each phrase or words and then to confirm whether the students really know the meaning and then to do the exercise so when do this part I will first let them just choose the phrases and then the second process is to complete the sentence because and then they will pay attention to the tense and grammar xxx (right) **so this is the process I usually do and about this part I have said that usually in written one because I have ever tried that orally but the it seems that one is about the time they should get maybe more time to think about and the other one is that they seem that they are shy to speak it out in class about the whole sentence so and then I change into a written one**
and I think so I think this is almost finished right?
first exercise OK? class is over
thank you class thank you teacher OK good thank you **(thank you)** anything else to say?
so about Integrated Skills this part I think this course it's I'm sure sometimes I also consider that it's like some repetition of the other lessons speaking listening reading but I also think this course is very necessary and through this course I find I ever also ask the students do you think it's a repetition about the other courses? but the students also answer me that it's like a consolidation of the other courses so I think they also thought this course is very necessary and because when they do reading maybe they thought maybe they don't get much time or chance to practise the other skills but about this course they can maybe combine them together so and but according to now the plan has been changed so the time is very limited
you mean there's less time for **(yeah)** for Integrated Skills? or for everything?
for every courses so when we because of (*pinggu*) we will according to the teaching process plan but I think the time is not enough if we really want to complete the tasks so it's not enough so sometimes xxx and so the 教研室(*jiaoyanshi*) sometimes about the teaching group they will to decide omit this

unit miss it (right) **but I don't know whether miss this unit or the other unit is there some standard? or I'm not sure**
so I think you mean you don't know how they decide which units to miss and which ones to do **(yeah)** do you mean that it's not you that decides?
no because it's not so I was very confused about some reform and some of the students' lesson time shorten and but the textbook they got still also five also four though Grade two I heard that got five? Grade three or Grade two but they didn't finish the book five so sometimes I also feel very confused why do this?
how this decision about cutting the time where did that come from do you know?
you mean why they cut? (no I mean who decided?) **cut all the courses? 教育部 (*jiaoyubu*) education bureau** (national?) **yes they told us that and maybe the purpose is that to give the students much freedom and much time to study by themselves to develop themselves I'm not sure but according to college students I don't think its very how to say? doable** (yeah doable yeah very good yeah) **and because the college students so I ju- maybe our college students I don't think they can control themselves well so if you give them too much freedom they will not do study at their own free time so and because when I was in the university I think we really do some study in at our free time but about the college students maybe some can do this but some others I'm not sure**
and do you mean the difference is between college students and university students or do you mean students now and students at that time?
recruitment enlarge number and maybe the purpose is that I mean the national purpose is that they want to recruit many students and so more and more students get the chance to study so I think this purpose is good but maybe I just feel that maybe some process omit or they just jump some process so the link I think be cut so I think this is the problem because the purpose is good but the result is not so good so this so between them should be a link I think still needs some years to go some of the development maybe is too quick so just like our college they want to 转生本 (*zhuanshengben*) but according to the students' level and also the teachers' level we just university teach- students but if let us teach university students I think we still need a long time a long way to go so some quick development but the other conditions didn't equip with this development and then the problem appeared
and that this opinion that you have that the teachers will find it difficult do you think that's a common opinion or is that just your opinion?
how to say? maybe I think many teachers they have the opinions but when they find that they can do nearly nothing with this it's the decision and then just do it according to requirement so because when we sometimes when we talk about teaching they also have such complaint but it seems that we can't do more to change the situation so though sometimes the teaching group really do some discussion but after the discussion we didn't see some effective result maybe for the leaders they also need a long time to make a decision to do some changes maybe the leaders are all too busy so and I remember last time in our Education group also do the discussion about English Education and Practical English at that time I said that the difference between Practical one and Education one is not so distinguished but I don't know how about this time's changes I mean the whole teaching plan I don't know whether there will be some changes because the (you mean for the new students?) **yeah because the students complains about this they find because their tuition is not the same as Educa- higher than them but it seems that some basic skills especially about grammar and they have this class but the other lessons though they have some express is it? no (*womo haidian*)**
oh yeah I think it's corres- business correspondence
but when they do this they call it xxx 教学 (*mokuai jiaoxue*) right? modular (yeah modular) **ah yes modular yeah they really choose many courses but it seem just study on the surface and then didn't do some deep one didn't go further so but they see really some changes I think it's better than 2000** (right yeah) **xxx 2000**
good thank you very much

Interview 2 transcript: Ailing

[students talking]
OK class begins good morning class
Ss: good morning Miss Cheng
OK thank you and Mick is come here to listen to us but don't worry about it it is just for his research OK just be natural as before OK? now today we'll go on we'll go on to Unit 8B Business Travel yeah Business Travel and we go on with Flying high with cheap frills yeah OK first I have to say something that I have to apologise yeah I have to say sorry that last time I make a mistake make a mistake that a map have you remember it? a map the Chin- the China the map China
I find that a lot of repeats repeat yeah
repetition
repetition yeah
you mean in the way you speak? uh-huh
mm maybe if I don't listen to my own lesson I will not find too much repeat
right
repetition yes this I make apologise because last time I make a mistake I just put the Korea and Japan in the wrong place
you mean you
the map
you exchanged
no no no no just you know China map it is like a cock
right
yeah I put Korea on the hand of the cock just bef- above the hand of the cock but it's just on the right of it so I just er apologised for that
OK yeah I'm sorry it is yeah sorry OK just show you a like just a little like this yeah it's China and this is Korea yeah this is Korea and Japan is just the opp- near Korea but not here not here I just make a mistake OK sorry and here it is laowo yeah laowo and miandian here Yunnan yinggai shi nali zhebian (Ss: inaudible) shiba zhigi shi here? or here you mean OK Yunnan province is here oh sorry and I make a mistake just put Korea to here as Korea is here OK sorry and now we just go to the reading yeah I just ask you to read it before yeah last time I have asked you to read at your at your at home yeah? have you read the passage? have you read it? no? there are xxx duguo zhege
yeah it what's wrong?
you said have you read it? no so did they say no?
no they don't say but their maybe some of them has no reaction and some of them just wave their hand I found their appearance I guess they haven't read it because that days they are busy with a lot of information maybe so I guess they haven't read it
yeah
yes or no no OK I'll give you several minutes to go over it OK several
yeah maybe I asked them yes or no there's no reaction again if they has have read it they will answer yes I think it is from the usually situation it's like this but if they haven't they just keep silent or sometimes they will say no
so do you always ask them to read it before the lesson?
not always because I found this passage is not so easy for them to understand and you know it's the *Vantage* of the BEC it's harder much harder than the *Preliminary* and on the class of the *Preliminary* I ask them don't do any reviews because I find it's not so hard and if they have prepared for it there's nothing for them to do on class if yeah sometimes there's

nothing for them to do can find there's some reading if they have finished but maybe not too much things to do but for the *Vantage* if they don't prepare it took too much time on the class so especially for this one I found a lot strange names and I'd like them to get some information by themselves
right yeah sure
minutes to go over it and then find out the names of the airlines the names of the airlines and which of them is the mainstream airlines and which of them are low-cost airlines yeah
to say something last time I before this class I go to this passage but I just go over it very quickly because there's no time for me so aft- before the class is in I'd like them to prepare for it
ah so this was the second time in
yeah the second time the first time I just go o- in general and maybe I have explained this one this passage one oh sorry paragraph one but it's a long time it's in Friday on Friday I think it's on Friday it take a long time so I think they have forgot most of them but I just begin from the very beginning and you know if I just ask them to find the low-cost and the mainstream one because they have some they have known something about this I just tell them to do it maybe last time I don't I'm sorry I forget I may ask them to do it
right
oh yeah that's right I asked them to do it and then I found when I come back home I found there's a little mistake in it so I just ask them to do it again
a mistake in…
in divide the mainstream one and the low-cost one I put some low-cost one to mainstream one
oh I see
yeah OK
[teacher writing on board]
so you're writing on the board [laughter]
heavy [laughter] **heavy**
it sounds heavy because of this maybe it's not so heavy
high quality
I hope so
还可以(*haikeyi*)
Japanese
yeah we say *aihua*
aihua
the same name as Harry's (oh) **Harry's granddaughter**
his granddaughter xxx Jiangdong TV making a programme
here now
yesterday
and yesterday
two programmes two channels No. 1 and No. 4
famous
very famous
xxx I just wait for the students to find the low-cost airline mainstream one low-cost (laughs)
[paper rustling]
maybe you're looking through your notebook
everything was catched by you (laughs)
don't worry it's only me who'll hear it top secret

when you finish the reading the passage tell me the main idea of the passage and the names of the airlines OK two tasks for you
why is it so noisy? I don't xxx
I think another classroom maybe the Japanese class? I think
I think yes
maybe you don't notice when you're teaching you don't notice everything but this notices everything
that's right
is it?
every time I found they're very loud at reading the Japanese words
is it Zhang Linlei?
yes Zhang Linlei's class you know xxx
xxx
I think it's very good for the students
you mean to have a loud
her class is good
what's good the teacher has a loud voice
yes yeah I think maybe it will draw the attention of the of all the students and they can hear it very clearly to xxx I think and sometimes a teacher's voice is low the students will just xxx to think of other students but if the voice is loud their attention will be drawn by this teacher I think so xxx I don't think my voice is loud enough I will try this is first year and I hope I will loud my voice raise my voice a lot of things I have to improve
OK have you finished the reading the passage? have you finished? yes? OK first first I have a question is that te- oh sorry tell me tell me the airlines' names airlines' names OK I think you can find it in paragraph
Ss: two
two and
Ss: three
three yeah what's their names? what's their names?
Ss: Easyjet
OK Easyjet and?
Ss: Ryanair
yeah you know that this class it is to talk about the competition among the low-cost airlines and it mentions only one mainstream one but it said a lot of low-cost airlines just learn from a mainstream one to give a lot of services just like the mainstream one so I ju- I ask them to find out the mai- the airline's names and to make them very clear with it you know there's a lot of strange names here yeah I just want to take it out and put it on the blackboard so that it will not make students understand the passages so difficult because when I read the passage I find the strange names and I think they have some interest on the airlines so I after it I just give them a little information about the airlines I think I just I have do it also we just xxx
Ryanair and Debonair yes
Ss: [inaudible] KLM
Debonair yeah (KLM UK) K-L-M UK and?
Ss: Virgin Express
yeah Virgin Express yeah
Ss: Gulf
Gulf yeah (**am I pronounce right? Virgin or Virgin?**)
Virgin

Virgin
that's right all that's all? yeah the messa- the passage mention all the airlines and which of them are low-cost airlines and which are them is the high sorry mainstream mainstream one?
OK you can find maybe the students make a mistake because last time I was ve- not very careful about this and when I go back home I xxx again find I make a very big mistake so I ch- I correct it yeah
Ss: [inaudible]
OK you can find you can find xxx on page three however in the wake of increased competition and aggressive price-cutting from mainstream airlines such as KLM UK so it's the mainstream one three no frills airlines are changing tack so the next three one the next two Virgin and Gulf all the
Ss: mainstream
low mainstream or low low-cost yeah oh sorry yeah just read it again OK last time last time I also make a little mistake yeah just read the passage OK three three no frills airlines changing tack Virgin Express OK and Gulf is is are them the low-cost one or the mainstream one? xxx again xxx low-cost just mainstream 前前面前面讲了这个 KLM UK 肯定是什么(qian- qianmian qianmian jiang le zhege KLM UK kending shi shenme) mainstream one
can I ask you a question?
yeah
why did you change to Chinese here?
because I find maybe I make a mistake and they don't go through the passage very carefully themselves so they trust my answer my opinion and they believe it as xxx sorry I don't know *jianding de*
fully? completely?
ah yeah completely maybe so when I found this mistake I just try to ask them to find I have make a mistake but maybe they don't read it carefully so after I have 启示 (*qishi*) how to say? indicate something for them several times you can see you can hear they still find I make a mistake last time so I change into Chinese to emphasise yeah I think maybe when I change to Chinese they will find it's it has a problem here you now they has get used to the English when I change into Chinese they may pay much attention to listening to it and then they will find yes maybe that's an important now yeah so just so they ju- may pay attention and then go through the passage again you know that maybe sometimes there's something I can't ver- explain very easily in English or sometimes I think they are not familiar with it if I explain English or sometimes if I say English they also can't understand it I just change it to Chinese yeah every time they fi- if I say in Chinese they may pay more attention than if I just give the lesson in English yeah because regularly I give the lesson in English if there is any change they will turn to my voice carefully
OK
and the 3 no frills airlines are changing tack so it is what? 那么这下面讲的是其它的三个？？航空祠？？changing tack means 改变 (name zhe xiamain jiang de shi qita de san ge jixi hangkong ci yedai changing tack means gaibian) somoe of them (**can you understand me?** more or less) *change their policy so all of them are low-cost such 3 airlines* (**I just explain it yeah**) *they are Virgin Express and Gulf and then Debonair yeah have you find it?*
Ss: [inaudible]
yeah so so only KLM UK KLM UK it is the mainstream one OK
you can find if a teacher make a mistake and then the students may sometimes they can't find it and if I if you just want them to find your mistake it's maybe sometimes a very hard

work and last I xxx several times again and again then they find ah yes that's a mistake because maybe it is only a sentence also if there's not very careful about it it's make a mistake here you will find however maybe it's change some it's before it's maybe this in paragraph two is talk about low-cost one and xxx however maybe it's not very they don't pay too much attention to this sentence they may just make a mistake after me last time
only this one is the mainstream one [T writes on board] yeah it is the mainstream and except it except it which one or one two three four five this four this fives all are this five all are low-cost one OK low-cost one OK last time I just make make a mistake yeah a little mistake yeah so (**more mistakes [laughs])**
we have to we have to go through it together now OK then go back to the title go back to title Flying high with cheap frills and think about the main idea of this passage main idea how to connect the title with the main idea? OK is there any relationsh- relationship between them? Flying high with cheap frills OK? do you have any ideas? so it it means that what the message is saying what's the message talk about? what's the passage talk about?
S: xxx the traditional of the airline they want to reduce the cost so to attract more customers yeah you mean the competition of the airlines
S: yes
yes competition of the airlines that's right OK sit down please OK the passage is talking talk about talk about the competition among the airlines OK is very very aggressive competition OK very aggressive competition and so go to the we go back to the title Flying high with cheap frills flying high flying high here fly high there have two meanings yeah two meanings one is the to say say from the the aspect of the airline and one is to the customers yeah 一方面是跟对什么 airlines xxx 乘客来说对吧乘客那么 travellers yeah travellers so 一方面我们的这个 flying high 它的什么意思? flying high 意思吗乘坐 fly with fly with 它是有一种乘坐的意思乘坐对吧 xxx flying high cc 一是？？那 fly 解？哪么就什么乘坐 xxx 航班是吗 flying high with cheap frills cc 乘坐 xxx 高飞是吧可以用这个 xxx 还有一个意思 flying high xxx 意思什么意思还有个什么雄心野心勃勃的意思雄心壮志野心勃勃雄心壮志那么 (yi fangmian shi zhen dui shenme airlines xxx chengke lai shuo duiba chengke name travellers yeah travellers so yi fangmian women de zhege flying high ta de shenme yisi flying high yisi ma chengzuo fly with fly with ta shi you yi zhong chengzuo de yisi chengzuo duiba xxx flying high cc yi shi souzi na fly jieshi name jiu shenme chengzuo xxx hangban shi ma flying high with cheap frills cc chengzuo xxx gao fei shi ba keyi yong zhe ge xxx hai you yi ge yisi flying high xxx yisi shenme yisi hai you yi ge shenme xiongxing xxx yexin bobo de yisi xiongxin zhuanzhi name)
do you understand now?
no
I just give an explain the title for them flying high has two meanings the first is fly with the airlines just take the airlines means and flying high means flying very high in the sky it's one meaning and another one it is about flying high in Chinese 野心勃勃雄心壮志 (*yexin bobo xiongxin zhuangzhi*) you can't understand me? I try to explain it it means very ambition very ambition among in the low-cost company they think they may have a very bright future and want to make a very bright future so flying high means very ambitious and maybe in Chinese 野心勃勃雄心壮志 (*yexin bobo xiongxin zhuangzhi*) it's the meaning is more deeper than ambitious yeah but the meaning is the same

flying high with cheap frills 是什么意思? cheap frills 那种 no frills com- airlines 第 xxx low-cost airlines 那么 xxx 这个地方 flying high with cheap frills 还有一种意思呢是 xxx 野心勃勃的意思雄心壮志那么它还有一个什么航班的意思就是经济性航班是吗？
(shi shenme yisi cheap frills ne zhong no frills xxx airlines di xxx low-cost airlines name xxx zhege difang flying high with cheap frills haiyou yi zhong yisi ne shi yexinbobo de yisi xiongxin zhuanzhi name ta hai you yi ge shenme hangban de yisi jiu shi ma jingjixu hangban shi ma)
Ss: [inaudible]
经济性航班？宏图我们可以把它非常这个 (jingjixing hangban zhang hongtu women keyi ba ta feichang zhege)
OK I just translate it in Chinese 经济性航班(*jingjixing hangban*) means cheap frills yeah frills ？宏图 (*zhang hongtu*) means has a very bright future so it means maybe the cheap frills will have a very bright future has a very big market share
right
just like this
经济性航班经济航班？宏图 (jingjixing hangban jingji hangban zhang hongtu) OK
you know that when I translate into Chinese it's more I how to say it? 文学性(*wenxue xing*)
文学性 (*wenxue xing*) more literary
literally
literary 文学 (*wenxue*) literature
yeah 文学性 (*wenxue xing*) means
yeah literarylike literature
yeah like literature I pull maybe you know in the conversation in the spoken English or Chinese is more casual and in write written one yeah it's just like xxx a book 散文 (*sanwen*)
yeah essay
essay yeah so it's like that way not like the conversation the spoken English we
so more formal
more formal and more like literature OK
(T writing on board) [sounds like a gun **yeah** (laughter) **bullet**] *经济航班？宏图 flying high 还有一个野心勃勃的意思 xxx 我们应该选择那个翻译这个 xxx title 的选择是经济航班因为我们的 main idea 我们这个*
(jingji hangban zhang hongtu flying high hai you yi ge yexinbobo de yisi xxx women yinggai xuanze nage fanyi zhe ge xxx title de xuanze shi jingji hangban yinwei women de)
main idea women zhege) the passage it is talking about the competition yeah the competition be-between or among the airlines so so the title is that it is 经济航班？宏图 (jingji hangban zhang hongtu)
OK you know fly high has two meaning but here we just choose one meaning of it to translate it translate the title I translate the title because I'd like to make students understand the passage easily in fact after they finish the title the passage they can understand the title more easily but flying high with cheap frills but I just I hope they have finished it yeah reading it and I ask them to give the idea so maybe I think now maybe yes I

also ask one student to tell me the main idea yeah so this time they can understand the title easily just so if you don't read the passage I don't think the title is very easy for them to understand flying high with cheap frills yeah what is cheap frills? and what is flying high with them so but after reading the passage still difficult for them to understand the title very completely so I say the title for them
so they have a bright future maybe some of them will have a bright future but some of them may may have a not a yeah fail to survive yeah that's right OK then then we go over the passages
sometimes I find the Eng- my expression is a little bit poor [laughter] yeah I think maybe it's a very good way to record my own class and after class I can learn some a lot of things yeah
I think it's a good idea you can do you don't need me or another person you can just do this yourself
yeah I find it's not so it's not the same I think I give the class I think maybe the students can understand very easily but when I listen to my own class I find a lot of things have to improve sometimes I don't give the question very clear and sometimes I don't give them enough enough indication for them to find the answer yeah
is this the first time that you've recorded your lesson?
yeah it's the first time I choose xxx thank you very much whenever I talk with you I find I can think more about my lesson
has anybody suggested that you do this?
no xxx I came to this college every new teachers think maybe the dean or some professors will listen to our class and give us some advice but none yeah
none? not one?
no only you [laughs] except you
no I didn't mean that I just meant I'm just asking you nobody else has
yeah only you give us some advice and I think all of us needs this advice because there's nobody no no no but nobody give us the advice I think all of them need it
the first passage there's there's there's there's something I have to explain now 第一段呢我们倒是已经什么讲过一点那么这 main idea 知道那么 xxx 这个 business travellers who have taken enthusiastically to value-for-money
(diyiduan ne women daoshi yijing shenme jiang guo yi dian name zhe main idea zhidao name xxx zhe ge)
business travellers who have taken enthusistically to value-for-money air travel 这个 (zhege) taken what's the meaning of taken to? take to have you have you think about it?
so I after I explain title now I begin to explain the passage for them
xxx (ni ba)
I even don't know if this way is a good way
so why do you do it this way?
I just learn from my former teachers
ah do you mean?
in my university
in university
yeah maybe all the teacher here just learn from their teachers but any oth- no other advice from the teachers in college
right but you sorry you studied English Education at university?
yeah I studied English Education but Education is not the main part of our study
so the main part is…

only also like others English yeah and you know that when I am a student I will not pay too much attention on the teachers I just found some of the teachers are very good but some of the teachers not so good and learn something from them but we have the Education class and it's in Chinese and we have a Teaching Method class it is in English but this class is for the not for college students it is for the primary school or for the middle school or high school students
you mean for people who will teach in primary school and middle school
yeah you know that in usually the teacher from the English Education in the university it is to train the teacher for the high school and the below this our here is the same maybe so after that school I yes in that lesson we also learn something but it's not the same in the college and for this college students so I think we are lack of such knowledge and advice and sometimes I find I am not so how to say it? sometimes I found we need help yeah our/every teacher has this kind of problem
so can I just ask you in university you did methodology how long?
a term (one term) **one term**
and
but it was only small part of our all of study
yeah so what every week for one term?
every week yeah every week
and what kind of lessons were they was it a lecture or did you practise?
yeah we practised firstly the teacher give us a lecture yeah give us something on the book and she give us yeah she also give us some chance to practise maybe half I think yeah I think the teacher is yeah is how to say? 合格的合格的 (*hegede hegede*) means

I'm not sure is it like 认真 (*renzhen*)?

yeah just how to say it 合格的 (*hegede*)?
responsible?
responsible it means that we think the class is good is good enough maybe it can give better but I think just in that in that way is enough in general let's begin

那么上 take to 它应该是什么意思？应该是 xxx 词这个

(name shang take to ta yinggai shi shenme yisi? yinggai shi xxx ci zhege)
expression very familiar with this expression this phrase
Ss: [inaudible]

yeah that's right interested in yeah 一个是什么？开始喜欢或者是什么成？？

(yige shi shenme? kaishi xihuan huozhi shi shenme cheng mianyu cheng mianyu shi ba dui ba zhe ge dajia xxx)
Band 4 and Band 6 there's a lot of we mention it several times yeah taken to

那么里面有一些很多东西 taken to 是 (name limian you yixie hen duodongxi taken to shi)

take to here means addict to take to means addict to yeah
addict to? you mean here?
right?
not really it means just to become interested in something
here it means be interested xxx taken xxx be interesting yeah

那 xxx 什么开始喜欢什么对衣服了

(na cheng mian yu shenme kaishi xihuan shenme dui yifu le)

for example for example his wife took to her new neighbours at once yeah his wife took to her new neighbours at once
where did the example come from?
this example? oh yeah
about the new neighbours
it this example is come from the books for the it's not from the books for teachers because the books for teachers is also in English and it don't give us lots of things on the passage
oh you mean the teacher's book for this book?
no it is not from the teacher's book it is just from the how to say? reference book it is write in by Chinese people and it is write by Cheng Xiaowei she is the how to? 考主考官(*kao zhukaoguan*)
chief examiner?
yeah the chief of the examiner in Jiangdong province just yeah and in Jiangzhou University she write the book and it's very authoritic
right yeah
权威 (*quanwei*)
authoritative
it's from the reference book
right
in Chinese and English both but the teacher's book just only in English and write by the local the sorry native-speaker and it's not give us a lot of help you know the Chinese students also needs the something if they in Chinese yeah it just give us a little advice I think just xxx not very suitable for our Chinese students
so why do you think the teacher's book is only in English?
why? why? it's also it is in fact it's in only English
but why do you think it's only in English? why did they write it only in English?
in this book also write in English because the teacher's book is also write by the native-speakers and for all the students around the world so they just write this one and that one and give it to everybody who need it but for I think for every country in every different country they need something in their own language yeah so that reference book is very good it is for it is not for the teachers or for it's sorry it is for everybody who needs it both teachers and students a lot of students buy it themselves and if there's no teacher for them they can learn it themselves yeah you know this book in fact it's just for examination yeah they can learn themselves yeah just use that book and that book a little like the reference book in English in Chinese xxx and then explain it or sometimes just like this take to then explain it in English and in Chinese then give us some examples for the students I think it's very useful
oh yeah so sometimes we also learn from the book
对他的妻子很快了喜欢她新邻居是吧 新的邻居
(dui ta de qizi hen kuai le xihuan ta xin lingju shi ba xin de lingju)
neighbourhood neighbour neighbours OK his wife took to her new neighbours at once 他的他的妻子很奎很快乐喜欢她的新邻居 (ta de ta de qizi hen kuai le xihuan ta xin lingju) OK then we go to the next one next one to date OK I think that's no nothing to ex-
and then the third paragraph OK third paragraph however in the wake of increased OK then I will yeah however in the wake of increased competition and aggressive price-cutting from mainstream airlines such as KLM UK three no-frills airlines are changing tack OK 前面是这样

的是 (qianmian shi zheyang de shi) in the wake of what's the meaning of in the wake of? in the wake of yes in the wake of increased competition and aggressive price-cutting in the wake of what's the meaning of in the wake of?
Ss: due to
due to due to what's mean because of
here you chose to focus on this phrase in the wake of how do you choose which phrases to focus on?
I choose it be- depends on my own thought I read this one this passage I will find some I also find something unfamiliar with me and for this one I will underline it and I look up the dictionary or the reference book then after that I read the reference book then I find some of them I think the students are not very familiar with sometimes just like due to I think they are very familiar with it also from my experience because when I take Band 4 and Band 6 I met this very very often and they also have this kind of conversa- examination they also prepare for them so I think they are familiar with it so I mention in our class and check if they are familiar with sometimes they are very good but sometimes they are not very clear about the meaning so maybe in general it depends on my experience and also depends on the reference book I will choose some of them yes all by myself
OK
because of OK OK it's your imagination xxx imagination but that's not the right one that's not the right one that's wrong in wake of in wake of means step by step one by one OK it means one by one yeah one by one a lot of a lot of a lot of something and one by one means 第二种 xxx 什么什么时候 (di er zhong xxx shenme shenme shihou) OK one by one 那么 (name) in the wake of increased competition and aggressive aggressive means very serious 是吗 (shima xxx) price-cutting four mainstream airlines such as KLM UK, three no-frills airlines are changing tack what's the meaning of change tack
Ss: [inaudible]
yeah tack here means a little like policy a little like guidelines (fangzhen ne chelu shenme gaibian guilv celv) so how they what kind of tack what kind of tack Virgin Express is increasing legroom and is con- contemplating the launch of a frequent-flyer programme OK so what kind of tack? OK I would like one of you to tell me to tell me OK? tell what's the tack of the Virgin Express
S: [inaudible]
so what's what's Virgin Express do now?
Ss: increasing legroom and con-
contemplating
Ss: the launch of
a
Ss: of a frequent-flyer programme
so there are there are two main ways (duiba xxx liang ge xxx)? OK it's first it's change the legroom and then a frequent flyer programme OK OK thank you sit down please name women de Virgin Express ta xianzai gaibian faxian yi ge shi shenme? zengjia enlarge the legroom legroom shi shenme dajia zhidao shiba xxx yeah xxx I show you the picture on the blackboard OK then qianmian women zai tan qianmian de zhe ge seat de shihou women yijing jiang guo zheli ranhou houmian haiyou shenme? a frequent-fly-
seat oh what's
seat

oh seat OK yeah before this class it is yeah you know on page maybe one one oh two one oh one talk about the comfortable seat so I have mentioned it legroom yes yeah xxx [laughter] and when I look at it I legroom? it make me a little confused
you mean when you first saw the word?
yeah legroom I haven't mention it before this passage so I just guess what is the legroom and I'm not very sure go to the dictionary yeah to find so I think maybe some in all of lessons from the very beginning till now every time when I found something to explain for my students it's all from my own experience yeah I my thought and also some advice from the teacher's book and the reference book yeah I just think I just imagine I just think yeah maybe the students understand maybe the students don't understand yeah all only by myself
is there any other way to find out if they understand or if they don't understand?
now I think only this time I think if I can ask students is there any problem? yeah but in my also in my experience it's not a very good way students are not so active they have get familiar they get used to the way teacher give their advice yeah teacher explain everything for them yeah
where did they get used to that?
from the very beginning when they study
in this college or?
not in this college I think it's from the primary school to high school to the college just the same as this because it's the Chinese way it's very different from your way yeah
in some ways maybe
you yeah in your class maybe the students xxx very active you can find when the teacher oh sorry not teacher sometimes some foreigners like just Don's son or his daughter-in-law yeah give the lecture to our students it's very difficult to ask students to give questions to them sometimes xxx not some oral ways Chinese students get familiar with teacher ask question they answer it's more difficult ask them to give the question and the teacher answer after this class maybe on xxx Unit 8 and 10 it is a class that the book ask the teacher to ask students give the question and the teacher answer and to try to find teacher answer them yes or no and teacher students give the questions teacher just answer yes or no and in this way to find a way to understand the passage (right) **yeah but in class I have two class in class two it's the first time I do it it's very hard for them to to ask me the question yeah I try several times to give some advice to them xxx it's also difficult they are not familiar with it they are not used to it and when I got to class three the next class say that I hope you can do better than class two then yes they do much better than class two yeah mean the students have some competition yeah sometimes they have this kind of think thought maybe to in- inf- oh sorry integrate 促进 (*cujin*) how to say it? in- it means to yeah to maybe xxx**
inject?
inject no maybe you are sleep and I [laughter]
to wake up?
yeah I'll try to wake up you to just like inject- is it? maybe you hurt pain it's then you can xxx it's a kind of in- 刺激 (*siji*)
stimulus?
ah yes maybe it's the stimulus sorry
that's OK
yeah yes you know when I maybe every teacher also has this kind of problem when they focus on a very certain field for me it's Business English and for some other students it's the College English or some Writing or Listening they just every time they pay attention on the

same thing and a certain field and their knowledge become less something they not very in this field may ignore by them they sometimes forget forgot by them in the certain field it is become more deeper xxx and for the other field some sometimes there's no time for them to go around and solve sometimes ignore and sometimes forget maybe my vocabulary now is less than in my university days
really?
yeah I just found I'm very every time I'm very busy with preparing the st- the passage yeah because it's the first year for me and also it's the first time I even this kind of BEC I take this kind of lesson yeah I haven't take it in my university days and yeah other teachers also tell me that sometimes when they are in the university days xxx for example one word they can think and she can find a lot of maybe not a xxx several words has the same meaning with it but now she forgets
oh right they only remember one word instead of several words
yeah because in their in her university days yeah it's my roommate yeah she talk about the college sorry teach the College English then in she her university days the stu- the teacher ask them to try to find other words has the same meaning with one word then they get familiar with this kind of ways and then it's a very good way for them to enlarge their vocabulary but she now is so every time focus attention on the College English and I think the level is less than the university students yeah so she her English also vocabulary become less and less
interesting
interesting? I don't think it's very interesting because maybe from the students to the teacher now we have not so much too much im- impression expression when I am a student expression? 压力 (*yali*) (pressure) **oh sorry pressure [laughs] yeah when we are the students I have to also like the students we have to take a lot of kind of examination on besides class we also have Band 6 and Band 8 yeah and also other kind of examinations because we have a we have the pressure** (pressure) **yeah we have to find a good job after graduation yeah I think our but now our spoken English is better than the than before our expression is better than before yeah but maybe sometimes we found our vocabulary is not as much as before but I think this takes time it takes time because now we just try to become a good teacher yeah from a student to a teacher we have to learn some a lot of things now we it's the first year we give lessons for the students and if we have to become a we are going to we want to become a good teacher we have to read more yeah and do more yeah maybe after it takes time after this year we have the familiar with the book and next year if I also give the same lesson I will add a lot things to it my yeah not I will get more thing add a more things to it and try** (to?) **to the to the students yeah and try to give their a better lesson**
when you say you'll add more things do you mean
more information yeah because the students they sometimes also tell me that they are lack of the business background yeah know a lot of students it is not from a very big city just from some villages their eyeview is limit yeah they are not very familiar with the business background sometimes I give a lesson I explain something them also can't understand completely so to give this lesson it's a very big thing I have to do yeah OK?
-er programme programme (chang ke xxx juhua) frequent flyer frequent flyer the flyer who take the flight in this company yeah frequent flyer means he als- he always often yeah choose this airline to take their flight OK then programme Go owned by British Airways is wooing the wooing the business traveller so means that Go for low-cost airlines before before before before they change their tack they just pay their attention to the
S: business traveller

no business non-business traveller (duiba xxx tamen shi shenme xxx kaolv) business travel so they just provide the pr- economy economy section yeah economy section but now they ju- they go they also go to the business one yeah business one it means they go to the upmarket yeah upmarket (name tamen shi ye shi tigao tamen de shenme xxx OK houmian haiyou yige shi) and Debonair is introducing a business class section next week Debonair what's what's the Debonair is going to do?
Ss: [loud, but inaudible]
yeah that's right so Debonair also turn to the business section yeah business class section then we go to the fourth paragraph fourth one Debonair based at Luton Airport north of London was launched just over two years ago and went into profit for the first time this summer so I think everybody understands this sentence and even when it started it set itself slightly apart from its low-cost competitors by offering so many services OK so it set itself slightly apart what's meaning of set itself apart from what's the meaning?
Ss: [inaudible]
yeah yes that's right good that's right it means make itself different from others yeah make it different from others set itself slightly apart from its low-cost competitors OK how to set itself different from others? it is to
Ss: [inaudible]
by offering more seat comfort yeah and?
Ss: [inaudible]
yeah there are it is three examples offering more seat comfortable and a drink in-flight and a
Ss: [inaudible]
yeah so they try their best to provide better services yeah maybe some of the services it is commonly associated with the with the business class section yeah yeah go to the next paragraph it's also mention about Debonair yeah Debonair Debonair's business class called ABC and will give passengers more privacy during flight a fully-refundable flexible ticket so what is fully refundable flexible flexible ticket? refundable flexible

S: 退票 (tuipiao)

yeah good that's right it means that you can change it as you as you wish

是吗？我们可以 xxx 很我们可以随意的随意的去退票或反票 OK 我们可以随意的退反票 a free bar a free bar 这个地方的这个

(shima? women keyi xxx hen women keyi suiyi de suiyi de qu tuipiao huo fanpiao OK women keyide suiyi de tui fanpiao a free bar a free bar zhege difang de zhege)
Ss: [inaudible]

yeah a free bar here bar it's not the 什么 (shenme) cave it's not the have similar meaning as the cave bar here 这种这个地方是一种什么 xxx OK 这个 (zhe zhong zhege difang shi yi zhong shenme xxx OK zhege) bar here it's not means the cave the rest-
can you understand *jiedai*?
I can't no
it means maybe I give an example there are one hundred people in this factory and I don't say there are a hundred people I just say there are one hundred hands
oh yes
use the hands to indicate the people yeah here also use the bar to indicate the something to drink in free drinks in the airline in the airplane I just explain this
you said cave
cave? bar here not the cave it's

oh
only for drink
uh-huh café
just like use the hand to indicate the people yeah it's a way of writing yeah in Chinese (*jie*-) yeah I think in English it's also has
café yeah I understand now
-ant but the snack the snack yeah it is the free snack sorry 这个 (zhege) free bar 是这个(shi zhege) oh sorry xxx
Ss: drink
drink yeah bar 是 (shi) drink (shenme he nege yinliao zhege jiuba shi shi free drink free drink OK name houimian snack dianxing xiaochi haiyou kuaican de yisi kuaican de yisi OK free bar zheli shi zhege mian fei yinliao name xxx zhege shuofa zhege shuofa hai you henduo xxx zhege qianmian xxx nimen de free xxx with cheap frills frills benlai shi shenme fabian de yisi duiba)
frills means the
I know you mean on the clothes
yeah on clothes and also here just like bar is mention to drinks hand mention to people and frills no cheap frills mention to the low-cost company yeah use the use some thing of maybe part of something or yeah just like for example hand is part of the people or body and frills is part of the cost of airline but no frills no frills cheap frills means cheap airline or low-cost company and the hand means the peop- person yeah it's a way in writing a how I don't know how to say English but I think I can if I look up the dictionary I can find the word yeah just like yeah use part of something to indicate the whole of something yeah
(shi fei bi shiping fei bi shiping name zhege difang cheap frills name she zhege shenme xxx yong zhege yong zhege) no the cheap frills
the pigs scream
yeah
(jiedai xxx) (every day) *there are one hundred hands in my factory* (they're saying help help) *one hundred hands one hundred hands in my factory*
Ss: [inaudible]
xxx 这个是什么意思 (zhege shi shenme yisi) yeah that's right one hundred staff or one hundred people in my factory use the hand to instead of the person yeah the staff OK that's right 那么后面还有一个 (name houmian haiyou yige) and dedicated check-in desk dedicated dedicated what's the meaning of
S: 专门的 (zhuanmen de)
yeah it's a adjective noun exclusive exclusive OK only for somebody only for some 专用的是吧 专用 (zhuanyong de shi ba zhuanyong)
can you remember who who's giving the answers?
a student
the same student or different ones?
what's the meaning what's you mean by same?
I mean each time you ask
I only ask them
is it the one student?
ah no no no
or different students?

no no different one but who give me this answer the student is maybe top student in the class yeah but not every time the top student give me the answer sometimes other students also gave me the answer yeah maybe everybody's knowledge a few xxx his or her knowledge is different
right
not every time the top student can understand sometimes other students also understand it yeah
(ba zhe zhong) check-in desk 专用的 (zhuanyong de zhe zhong tongdao zhe zhong a dongji dongji de tongdao) OK yet the fare was will remain as much as 40% below the average business class ticket price so it is only the only maybe 60% of the average business class ticket price yeah (yi ban ta she yiban jiu shi xxx bi yiban de hang nei zhong jingji shang sorry shangwu changwu shang jipiao di yiban name yiban shi cc baifenzhi liushi duiba xxx) so you can found that the business class Debonair's business class called ABC it provide a lot of services a lot of services it is the same as the mainstream one maybe a same as the mainstream one it just learn from the mainstream one but remains their price are 40% below the average class business class section ticket so you can find it's it's his tack it's his tack new tack to survive to survive to competite with the with others OK then we go to next next passage next paragraph sorry
let me just ask you about this because this last sentence here about the fare you explained completely in English but these ones here about well most of these I think about about the frequent flyer and the refundable ticket the bars snack you use quite a lot of Chinese also so how do you decide which will need Chinese and which will need just the English?
it's also depends myself if I think yeah sometimes I find if I use Chinese they can understand it quickly or it is very short or con- ah sorry concise I just use Chinese for them to remember easily or sometimes I find it's difficult or important I give them in Chinese and for this one it's the whole sentence I think for this one they can understand very easily so I just try to find another way to give them the information and it means tell them just help them it think deeper or give them another way to give this expression in English
and this decision of whether to use Chinese or English do you make that decision when do you make that decision?
I think about some of that I just say in the preparation and sometimes it's just in the class
OK
yeah
[cough] 下面一个 (xiamian yi ge) other low-cost airlines however are standing firm so what's the meaning of this sentence? other low-cost airlines however are standing firm what's the meaning of it?
Ss: [inaudible]
standing firm what's the meaning?
S: [inaudible]
famous firm OK 这个 (zhege) fame oh yeah I know I know what's your mean firm you just think it means company yeah? standing firm but here standing here it it is a verb and firm it is an adjective to (xiushi ta ne shi ba xxx zhege) standing xxx what's the meaning of it?
sometimes you can find I don't know why I find I'm very busy every day a little sometimes I'm very busy I don't take too very lots of time on preparing the passage yeah sometimes I ask to do something just like in the office or sometimes I also have my private things so when I go to the class when I give a lesson for them I find oh this place I have to say much more than I prepared and this time xxx it's sometimes it's not so easy to explain in English very quickly so I just use Chinese instead (*xiushi*) here just like to just (*zhuanxiu fangzi*)

yeah like this yeah if I'm not very familiar with the English I don't have time to look at the dictionary to check so I just use Chinese yeah I think sometimes I'm not so responsible for the students yeah I have to improve it yeah I think maybe it takes time two or three years yeah maybe after three years maybe if I give some lesson I think I can give a lesson in some certain level experience is important and time is important for us
so a good lesson is what?
a good lesson I hope I can my expression English expression can be better and I hope I can give them much more information about the passage also about business background and sometimes I hope I can use the mult- multimedia player to show them something or go to the multimedia player room for them to do something themselves yeah try to use other ways to give the lesson yeah? and find the best way yeah it's my thought
good that's what I want your thoughts
OK
yeah keep the same yeah as before means keep the same as before (xxx shiba jianding de shi ba standing firm xxx name zhege difang shi shenme?) keep the same polic-
I hope I can try my best to give the explain also in English maybe easier than the passage but like make them familiar with the English and give them an English environment yeah it's my decision and I hope I can get what I think
as before yeah (xxx)
[laughter] let me just OK so there's a little part of the lesson missing because we had to change the tape but that's OK
what wa- I was doing?
good question I think you asked them to
to read?
I think you asked them to tell the this one a title for each paragraph
oh yes that's right
so in the teacher's book does it give you?
yeah it's give by the teacher's book yes yeah the teacher's book sometimes give xxx not sometimes the teacher's book give us all the quest- all the answer but not the other than the answers
xxx title for each paragraph
not the answer of the exercise
not the answers for the exercises?
no answers for exercises but the exercises the answer for the exercises just in the book as the
oh in the student book? at the back of the student book
at back of the yeah there's so if they have do the exercise they can check themselves
so for example this one
no this one don't have the answer on the (student's book) **back of the book student's book it's only on teacher's book because I think the book ask the student to do it in the class and ask the teachers to explain something for them and after every class maybe on page one hundred and fifteen or sometimes there are several pages exercise for them**
OK like homework
yeah like homework and I ask them to check themselves and if they have any problem they can ask me but from the xxx until now seldom of them asked me
asked you yeah
OK just I may choose one group one by one to give me the answer OK Xin Li for the first paragraph you think what's the title for it?
S: [inaudible]

so it is maybe it's it is a article in the newspaper or magazine and it discuss it is discuss a problem maybe maybe a situation an issue a problem so now for the first time in the first paragraph usually usually it is to to in- to 什么 ? (shenme?) to make the readers the readers know about the situation yeah so so what's it now? first there are some questions and then he answered himself? (name yiban shenme xxx yi ge yi lunwen de title shiyi shnme?) yeah to show the issue to show the issue mean so it is a little like a report in the report there's the introduction yeah introduction so the first for the first paragraph it is the introduction OK introduction OK thank you sit down please introduction then the second one second one yeah you go on
sorry you do you remember how you asked the students?
how I asked?
you said one one group you said like this and then you went one by one
yeah
like this is that usually how you do it?
sometimes not usually sometimes if I ask them to find the answer maybe there are five or six answers it's just fit the number of the students in the group I just ask them to answer me one by one it can ask them how to say? yeah maybe the students next can get prepared for his answer if I just ask them one of this and one xxx and another group or everywhere yeah some of the students maybe it takes a lot of time for him to or her to think about and stand up and think about it and give the answer if I just ask group give me the answer they may get prepared for which one I may ask them to do it and they he will think about it himself get ready for it means then and more quickly if sometimes it takes time sometimes it's not so much time for them to answer question I use this way
right OK
so what's the passage paragraph talk about? so it is what's what is the paragraph talking about?
S: xxx talk about low-cost
yeah low-cost airlines it is talk about the low-cost airlines and the so what aspect of the low-cost airline?
maybe my question is too general not so easy for them to follow I think I find now
so it is to introduce the low-cost airline what kind of information is provide?
S: [inaudible]
yes OK so first it's the introduction of the iss- issue then it is go to the low-cost airlines so it is the it is give us some information about the characteristics of the low-cost airlines yeah characteristics OK sit down please (name di er ge xxxc zhege dixxx hangkong shi tedian yeah name tamen shi zhuyao shi) there's no departure point convenient departure points creature comforts or the ease of sched- scheduling so it is no no such as such things so it's the characteristics of the low-cost airlines then the third one the third one
S: with the increased competition and aggressive price-cutting three other no-frills airlines are changing their tack
tack OK you you just read the first sentence of the paragraph but that's right that's right OK sit down please to say it easily it is that to add to add the frills for low-cost airlines yeah to add frills 我们看第一段里面有一个问题 (women kan diyi duan limian you yige wenti) when is a low-cost airline not a low-frills airline? when it add frills so in the third paragraph it's just a added frills for low-cost airlines add the frills for low-cost airlines they added the frills to the low-cost airlines OK for the fourth one 第四个第四个是什么? (di sige di sige shi shenme?)
S: xxx about the er
you mean to changing tack about Debonair?
S: yes

OK OK for Debonair there are two paragraphs to talk about Debonair's tack and for the first paragraph for the first paragraph it is talk about what? it is to introduce Debonair for us to introduce Debonair for us so it is the history history of Debonair yeah
maybe you've asked them to
walk around true or false yeah maybe we have finished this part
true or false question OK page one hundred and thirteen
you have a very good memory
no I don't
xxx whenever you do it you have to be more careful OK [silence]
so to do these do they have to read it again?
some of them maybe it can do done by when they was they were after they finish the sentence they can do it but maybe some some details they have to go back to check
[T monitoring, coughs - silence]
but I think most of them can be done once don't need to go back to check for me xxx for the students I don't know if they can understand it fully they can do finish it very quickly if there's any question they just go back to find the right place and then check
OK have finished it? have you finished?
that tastes good
good mine is different
yeah you are a black one
finished?
[laughs] finished? finished?
finished? finished?
OK then we go over it together for the first one for the first one true or false?
Ss: true
true OK that's right true the difference between mainstream and low-cost airlines are become less clear that's right and for the second one low-cost airlines are now only slightly cheaper than mainstream airlines true or false?
Ss: false
yeah they provide a lot of services now yeah the third one mainstream airlines are offering extra services to competite with low-cost airlines true or false?
Ss: true/false
OK somebody says true somebody says false and then we go back to the sentence mainstream airlines are offering extra service to competite with low-cost airlines OK we change it to another sentence if it is low-cost airlines are offering extra services to compete with mainstream airlines which one is which one is true which one is wrong are false?
S: second one
yeah they are different (zhege xxx juhua shi bu yiyang dui ma? zhege) mainstream airlines are offering extra service means that they provide some service before and now they provide a lot of other services than before (xxx yiqian ye gen duo xxx shenme fuwu name xianzai xxx gen duo de fuwu) competite with the low-cost one so it's not it's not it's different from low-cost airlines offering the services to competed with the mainstream one (shi bu yiyang dui ba)? so it's true or false?
Ss: false
false OK it's false and for the fourth one (di sige shi) true or false?
Ss: true
yeah somebody said false Debonair offers more service to passengers than low-co- other low-cost airlines true or false?
Ss: true

that's right fourth one is true fi- for the fifth one
Ss: false
false OK the last one true or false?
Ss: false
that's right that's right so it is true false false true false false OK? OK have a rest have a rest
[laughs]
what do you think of true/false?
true/false question?
yeah
I think the questions are very good questions they can do it easily or do it quickly I think they can understand the passage very well and sometimes for the third one you see you can find I use a lot of time to talk about this one because when I do this one I find maybe some students careless students may make a mistake xxx that's right when in when I ask the question in the classroom someone said that's true so I changed the order
yeah you reversed it
yeah the sentence and to ask them to think about more and then they got the information and then they can understand things better
and where did you get the idea to reverse the sentence?
pardon?
you changed the sentence round where did you get this idea from?
where? because when I read the sentence I found the right one is when I have if I reverse it so I ask them to read this sentence and then give them another sentence just in the same like so how to say? structure but the subject are changed so they can get what I ask them to think
good idea
I think maybe it's a good idea and I can't remember maybe OK yeah maybe it's just in the classroom when I read the sentence I find ah OK I will give that sentence to them yeah
ah so you mean you thought of it just then as you were teaching?
yeah sometimes I find I also always do something just in classroom I do prepare my lesson before the lesson but maybe every lesson it is not just the same as what I prepared anytime I there some inspiration yeah inspiration from my head and I just do it on class in the class for example sometimes when I talk about a passage I give their some information I will gi- I maybe to them some place ever give them some information just has some relationship between this one get background information business background information for them yeah maybe for my every lesson it is not the just the thing to the xxx to something I write on my preparation paper I think maybe teacher is not it is like a actor or actress they do has some 对(*dui*) dialogues between them yeah so the lines but when they go to when they performance it is some expression for them also expression for them they can add something or reduce something and there are different actor and actress have different ways to perform it's my so I think teacher is in this way is very similar to a actor
an actor or an actress pretend to be someone else what about teachers?
pretend to be for one thing I think is the same means that they have to attract the attention of their audience for one thing and for another it is that I just said but pretend to be I don't think xxx the teacher has to pretend to be anybody but maybe sometimes in some role play games they has they have to pretend to be somebody and you know the actor and actress is how to say? they has a director they have to obey the director's sentence what they ask them to do but teacher has their own right maybe right they can do something themselves

but they also have to based on obey the guidelines the teaching guidelines yeah for every lesson for every kind of subject 教师大纲 (*jiaoshi dagang*)

so do you have a 教师大纲 (*jiaoshi dagang*) for this?

[laughs] we don't have that one that thing that have such in this book and in the teaching book they in the very beginning they have something to say yeah what the students should do what the teacher should do what the students have to get from the lesson

right so that's your guidelines

yeah also we yes we have a guideline that is write by maybe by Miss Long to re- re- referen- refer- sorry re- to have some reference in the Internet or some books and then put some others themselves or hisselves yeah himself xxx to form a guideline just learn from other university or colleges' guidelines in the Business English or Cambridge Business English yeah we have we really have such xxx guideline but we never see it saw it

you've never seen it? **[laughter]**

only because sometime I don't remember when his wife you know yeah the vice-dean gave me a disc and then in this disc there is a guideline and I open it and see the guidelines a lot of things yeah I think is write very good but they don't ask us to see it to read it or learn it and we just do something by the sorry obey the guideline in the book and maybe the most important thing for us is to help the students pass this examination it's the most important thing so we just grasp the very most important point

OK good shall we see if there's some more?

(finding place on tape)

OK we have go over the reading part go over the reading part and we got some information about the cheap frills and the mainstream airlines yeah we have got some information both of them and then we go to the next part speaking speaking it is to think about how do you see the future for mainstream and low-cost airlines? how do you think the future for mainstream and low-cost airlines? it means that what kind of airlines may make big profit profit benefit? OK xxx where is he xxx? OK now think about the mainstream one and the low-cost one you think the future of them which one maybe will be bright or both of them their future will be bright or are you think mainstream one's future will be bright? or maybe some of some of you think the low-cost one will have a bright future OK? think about it at use the information we have learned in this unit yeah airline services yeah both airline services and the passage the passage talk talk about the competition with them which one you will think it is has a more bright future in from now on in the future?

(over tape) so what do you want the students to do?

I just want them to think about this question and answer me the question and also the question is to check their understanding of this passage and their imag- no sorry maybe some of them can't xxx some of them imagination for the mainstream and the especially the business xxx you know this book for somebody who has

OK you can discuss with your partner yeah you can discuss with your partner or you can think it yours-

(stops tape) sometimes I think xxx not sometimes for this book for BEC it mostly like for some people who has experience in the business affairs and they would like to improve their English yeah so somebody who take this kind of lesson they has got some information background information or a lot of experience yeah but for our students they don't have they have none experience so background information I think is most im- very important thing for them to get and for this question if they have that experience or some knowledge about the business field they can analyse it more professionally but here but for here in this class they just use you know sometimes a some common sense or li- very little knowledge on

business affairs and sometimes their imagination so it's very different from to give the lesson for these students if give the lesson for somebody who has the experience I think they are very different OK maybe there are two kind of things for the students their English may be much better but for that person who want to improve their English OK their background information their experience is much better it's my imagination yeah in some place some big city they have this BEC lesson for that kind of person yeah OK go on?
-self both are OK
[T talks to some students in Chinese]
so you're talking to a couple of students?
now I talk to the student she asked me a question about xxx this one (over tape) she's the top student hardworking student xxx this question xxx and then become the wrong direction xxx wrong direction
oh I see why do you think she does that thinks too deeply?
too very deeply and very carefully OK pay more attention to more services they think the services some of the services the same to other low-cost airlines so she asked me why they offer more services to passengers so I gi- I tell her *(OK stop here)*
how to find
(stops the tape) how to find it you told her how to 什么 (*shenme*)?
how to find the right answer
oh OK
offer more services to passengers than other low-cost airlines yeah
that's OK that's OK I was just wondering why she thinks so deeply about the question
so deeply why she thinks so deeply yeah because she's very hard-working student and very how to say? work hard well to every lesson I think every lesson and pay and lots more attention on the passage and the sentences and maybe she will think more than other students so sometimes she think too deep and then it's very good but sometimes she just got the wrong direction yeah so I have to help her to come back and yeah you know that sometimes the student if they can find a question it's much better than the student who can't find a question yeah it means that she think very carefully yeah but sometimes I just tell her don't maybe don't pay too much attention on very small things she has to from a whole sentence and a whole passage don't go to the wrong place OK just follow the main idea maybe xxx or what passage talking about and don't I don't know how to say it yeah use hi- her own imagination yeah
OK
I'd like you to give me some ideas on the future of the mainstream one or the airline or low-cost airlines OK then this time who'd like have a try? is there any olunteer of you? OK if there's no olunteer I just call your name OK what about what about OK you please do you have any ideas? OK just go on don't be nerv- so nervous
S: I think I think low-cost airlines are becoming stronger because they are consolidation now and so they will have more ability to compete against mainstream airlines because their provide extra services to some extent however it's difficult to beat to beat the mainstream airline because mainstream airlines have inherent advantages all the time they have more sum of capital and
OK so in general you mean that low-cost airlines may have a bright future than the mainstream one and you mean that the low-cost one they has they may have a consolidation to make them stronger than before consolidation and
S: but there's still a long way to go
still a long way to go also I know (ni zhege limian xxx consolidation xxx shenme) services? a lot of services just like the mainstream one to make them stronger OK yeah so you mean the low-cost

may have a bright future but the mainstream one will also will also survive for long day for a long time yeah they ask they were in
S: but finally low-cost maybe xxx mainstream didn't take any steps to beat to compete
you you mean that the mainstream one just remain themselves as before don't they don't have any any thing
S: [inaudible] make any measure
OK they haven't make any measures to compete with the low-cost one?
S: yes
OK maybe in this passage it don't give us such information from mainstream one OK but maybe they has also their policies to compete with low-cost one I think they I they sure have the policy OK sit down please thank you OK thank you xxx try to give some reasons for your choice OK just try to give some reasons for your choice OK do you have any ideas? yeah
what about if they have no ideas?
[laughs] if I have no idea if you have how do you see the future? at least xxx students at least can give me a choice low-cost one and mainstream one I think it's easy for them to choose but if yes if just for xxx for teacher who asks his or her question she just give such answer the most important one is the reason why they choose the xxx choose that is difficult sometimes they just give I think low-cost airline and give some little some very little reasons OK they will try to give some reasons but not maybe what I need them to give more and the right one sometimes it just around the point and not just go to the point
OK good
yeah do you have any ideas about the mainstream and the low-cost airlines?
and maybe in some extreme situation he or she just stand there and give me no answer I will say sorry and xxx sit down and next time I will say that next time please get ready for my question or you please get ready for my next question OK just give xxx some yeah (*qixing*)
(*qixing*) to wake them up you mean?
yeah to means for instance you have to pay more attention otherwise I may be a little angry
now just give me some some thoughts some thoughts some ideas some po- po- sorry **(opinions [laughs])** *opinions some opinions you think which one will beat which which one or both of them will be so- worthwhile* **(are you China)**
S: both of them are have their have xxx
their advantages yeah
S: the mainstream airlines the mainstream airlines offer the service
better maybe you mean
S: yes
better and more than the low-cost one but the low-cost one the low-cost one also have their advantage what kind of advantage?
S: the price and the
OK maybe the most strong advantage is the price yeah the the the biggest advantage is the price yeah they provide the very cheap price ticket for their passengers OK OK thank you sit down please OK thank you for your ideas so you mean both of them has their advantages and in a long time both of them will survive OK OK just stop here just stop here
we just turn to the next page one hundred and fourteen OK xxx reading two reading two it's another kind of reading OK it's not the typical one OK in looking at the com- comments below from passengers who flew with low-cost airlines
I mean the not the typical one means that means not the same as our Chi- examination in China in China OK you know the examination in this one in this kind of examination is diffi- different lot of them are different yeah

so do you mean the kinds of questions or the kinds of texts or what's different?
just they also exam the students' four skills yeah but in different also use the reading test in this way but you know in China maybe is the formal is different yeah in China you know that we have maybe like this a passage and then following there are four options for them to choose but this is different xxx there are several sentence for them to choose OK but it's maybe (x*inshi*) yeah formal is different but also is that their abilities on four skills yeah that's what I mean
OK so it means all of them are low-cost airlines which airline does each of the following sentences refer to? OK so it you will go to there are four person there are four passengers and they gi- they have something to talk about the airlines and then there are seven comments you just match the comments with the with their saying OK (dajia kan kan tamen you si ge shenme qi ge pingjia ran hou ne women yao si ge ren) talking about the their service so you just match them together (na yi xie pingjia shi he nei xian shuo de xiang duiying de na women kan zhe xie pingjia di yi ge shi) the airline provide the best service (di er ge shi) the worst and the third is the there's no in-flight food and the fourth the best value in terms of in-flight catering (xxx xiangdui de) the opposite and the fourth one fifth one it is check-in yeah well it is confused and highly efficient just the opposite and the seventh the interior of the airline's plane was dirty was dirty OK so (di er ge xxx xiangdui de ranhou xxx di qi ge) dirty you just put it put them with the person who talking about the airline service
(over tape) so do you think this kind of format is difficult for our students because it's different?
I think they have get familiar with different form of the examination you can find this Unit 8 from Unit 1 to they have maybe get familiar with this kind of but I think if the they have very strong ability that difference cannot stop them
just now you explained *(pay attention I may ask you*) these are in pairs *(you two to ask a question)* did you think that's OK **(OK)** did you think it was important to explain that?
I don't know why if it is very important for me to analy- to explain I just want to OK to pay to ask them to pay some attention on the questions OK because I'm *(and if you think you have to discuss)*
I use this way to for one thing is to attract their attention maybe when I ask them to read some of them will just wondering yeah some of them may just very not pay their attention to this one then so I will try to attract their attention to the questions at least they can hear me yeah but for another thing I like to help them to understand it easily yeah that's what I want
with your partner that's OK OK if you'd like to discuss with your partner that's OK
[over tape] have you been on a plane? have you travelled by plane?
me? no no I haven't
have you been to the airport?
I just pass away maybe I'd like some day I'd like to go to the airport you know my boyfriend just opposite xxx yes just rented xxx (continues over tape, inaudible)
OK for the third one I have something to explain to you for the third one it is to the Prestige the Prestige a passenger was Prestige is John- Johnathan Ives maybe this in the second last sentence there are couldn't be said about any form of refreshment refreshment here means snack snack OK (dianxing dianxing) some food refreshment here means snack
(over tape) we sometimes joking that the airport maybe is the most how to say? close one or nearby one in the world it just take five minutes
yeah very close
in xxx
I know it's incredible in Jiangzhou it's about an hour and most most places

yeah I think most of you have finished most of you have finished OK then I will ask you to give me a comment and first you just read what the passengers say about OK first one I'd like to choose OK xxx first OK just read it just read it and give me your comments
S: this airline provide the best service I choose the
OK you just read all of them and then give me the comments OK? (cong the check-in xxx jiu keyi xxx OK)
S: the check-in person told me to collect my ticket at the ticket desk but there they told me I didn't need one and sent me back to check-in on the plane itself I was surprised to get lunch and a free drink I didn't think that usually happened with low-cost airlines it was very nice but but it didn't make up for the fact that we left an hour later
we left an hour later OK so which what kind of comments you will give?
so why did you ask him to read the whole passage?
I first thing I want to check their spoken English the second one this way can get other students' attention to this for this passage and the third I OK the third one I'd like to change a way I don't like always to ask them just to read and then give me the answer I would like to change a way maybe make it different from other others that's what I want
so you mean to make the lesson different from **(what?)** a different lesson and change the things the way that you do things
yeah different make a different from my lesson yeah maybe for other reading I just ask them to read and give me the answer and I think it's a very short one and it's a good chance for them to xxx for them to train their oral English and for this one you can find there are four passage maybe when somebody is doing this one I ask them to do xxx maybe others will work on this one and for if I ask the students to read they at least can know what we are doing now yeah to get the information to think then after we have talked about it they can check their answer is right maybe if I just ask them to give me the answer they don't know which one yeah so this is what I want
for this person
S: the check-in for pers- the xxx for the for this airline was confused
yes you choose the fifth one and only the fifth one?
S: and the fourth one
fourth one fourth one and fifth one OK (zhuyi yixia zhege) pay attention it is a multiple-choice multiple-choice so you can choose one or two one or two of them to give a person but don't choose the one have choosen chosen (zheshuo buyao chongfu de xuanze jiu keyile OK qishi yinggai bu yao choingfen de ni keyi gei nimen xuanze yi ge liang ge san ge dou keyi OK name) for the first one xxx choose the fourth and the fifth
OK the boy the boy relieve me that I remind me that I have to told them maybe before their they look at the they read it because
OK?
yeah one difference is that for this one it is a multiple-choice one they can choose one or two or three quest- which one fits for this one and in the typical or traditional one in Chin- or in other examination because all examination are given they have they what kind of the kind of examination what they take all they have are given by Chinese and only this one is given by the native-speaker and it's different and in China we don't have multiple-choice on English at least for all text I take now there's no multiple-choice
no multiple-choice?
not that means you can choose one two more than two question
ah
sorry more than two answers
so

only one answer
only one answer
but this one for the BEC Cambridge they can OK get a lot of questions and in *Preliminary* I'm not very sure maybe in the *Vantage* they has such kind of OK
it is said the airline offered the best value in terms of in-flight catering and then the check-in procedures for this airline were confused OK? do you agree with him?
Ss: yes
yes OK good sit down please that's right the fifth one and the fourth one that's right and then we go to the second person second person OK OK? give me your feeling about it first read it and then give me the comments
S: incredibly from check-in desk to my seat took took less than twenty minutes my seat was a little uncomfortable but the fact that there were no delays made this (bearable) bearable as did a nice cup of **(if I pronounce right?)** *real coffee and a tasty* (very good) *cheese sandwich both reasonably reasonably priced (priced) priced*
OK that's right so what kind of comments you will get give this person? xx this?
one and six
one and six one is the airline provide the best service and six the check-in procedures for the airline were highly efficient OK do you agree with her?
Ss: yes
yes that's right that's right OK sit down please that's right for the it is a very best it is the best service among all of them to compare with and then it is espe- especially especially the sixth one the check-in procedures take he take her only twenty minutes so it's very highly efficient OK that's right then we go to the third one third one this one this one OK xxx yeah **(it's very lazy boy)** *yeah first read and and then give me the comments*
(over tape) very tall one?
yeah maybe in this term he just go to class not more than twice
really? **[laughs]**
S: they announced there would be a delay on the flight but didn't give a reason for it on board duty-free goods were available but the same couldn't be about any kind of refreshment luckily I'd had a big breakfast at the airport
OK good and whi- what kind of comments will give?
(over tape) he has some psychological problems (serious?) **not very serious just xxx**
this airline offered no in-flight food for it's pass- for its passengers
it's means the third one yeah the third one the airline offered no in-flight food for its passengers the third one OK do you agree with him?
Ss: yes
yes
OK so in this one you only choose the third one?
Ss: yes
yes OK that's right OK thank you sit down please that's right for the third one we choose only the third one it is complain about it is complain but no no refreshment for the for the passengers OK so the it is no in- sorry sorry the third one there's no in-flight food for its passengers OK so the last one last one this time xxx oh here [laughter] sorry OK give me your your comments
S: checking in took forever as did (OK silence please) checking in took forever as did take-off inside the [inaudible] (inside the the level) of comfort and standard of cleanness (cleanli-) cleanliness (-ness yeah) were extremely disa- disappointing and there weren't there weren't enough sandwich for the all the passengers so most went hungry I was one of the unlucky ones who got one
OK OK so which one you choose which?

S: five and seven
Ss: [noisy responses]
which one?
Ss: two and seven
two and seven you choose the second one and the seventh so well we go back to the to the to the this person's saying OK sit down please thank you sit down please that's right OK check-in took forever as did take-off in-flight the level of comfort and standard of cleanliness were extremely disappointing and there weren't enough sandwiches for all the passengers so most went hungry I was one of the unlucky ones who got one
can I ask you why you decided to read through?
because I find the person very humorous I would like to enjoy with my students xxx I find that the person is very funny in English
so it is very humorous very humorous that that she in fact in fact hate complain about the company OK complain about the airlines yeah (xxx yi ju ta shuo wo shi bu xin de neige keneng zhidai yi ge name keneng hai you ren) got nothing yeah some some of them may got nothing but she he is the unlucky one yeah he's unlucky xxx somebody will more are more unlucky than him yeah that's right OK
then the last the last task for you for in this unit it is said work in pairs tell your partner about your best or the worst experience of air travel if there's no air travel for you you just talk about the train travel yeah train travel yeah I think every one of you have take trains before yeah train travel the best or the worst the worst experience maybe OK you can discuss with your partner OK you tell your partner what's your experience
what do you think about this? *(hai mei dao shijian ma?) (kuaidao le)* this task *(xxx OK)*
(a problem with the tape)
so I just wondered (over tape) what you thought about this task
for this one I think tell your partner about your worst for them to have yeah maybe for one thing they have to they can have their relax a little relax yeah you know we have focus on other person's experiences and do some xxx we have xxx yeah this one and then it's a free time for them to talk about their own experience firstly it's a little rest relax and then also for them to share their experiences and the most important thing xxx is train their speaking they are thought in xxx and they have to get familiar with thought in English think in English xxx
do you think they do think in English?
I don't know maybe some of them can but some of them at least they has such kind of training in my class for one year at lea- almost one year and they also have their spea- spoken English class I think their teacher will ask them do the something at least they've had they can get familiar with this way maybe not every time they can they do this but at least in classroom yeah they will try to do this
do you think in English?
I don't know [laughs] let me for me no maybe because I have one maybe almost one year's experience in teaching and I have not a lot of chance to talk with you and see the film in English and give the lesson *(OK OK stop here stop)* **to my class to (stops tape) and give a lesson to my students all of them can help my spoken English yeah I think my spoken English is much better than before xxx I'm not very sure if I think English and it's just burst out from my [laughs]** (your mouth?) **mouth my mouth**
what about when you go home do you think in 普通话(*putonghua*) or in 武汉话 (*wuhanhua*)?
yeah to talk to my parents I will say the dialect Wuhan dialect and to my colleagues we speak in 普通话 (*putonghua*)

but what do you think in?
think in yes maybe a lot four at least four to five years of studying English my expression my thinking the way of my thinking is not the same as if I only say one kind of language I think it a little different be- with others who only know one kind of language yeah it if sure I'm surely the way of thinking has changed yeah
and it's changed because of learning language
yes I think so
not just because you're older
no no OK that's right
stop everybody again OK is there any of you who'd like to share your experience?
sometimes I find my mother tongue is not so good as before in my high school days or in my middle school days primary school at least xxx and very different from the preliminary school days in that days we don't have to speak English and learn English and I read a lot of articles in Chinese and that days I can write very beautiful article in that age I mean the level of that age yeah but when I go to the college the university we only have one term Chinese yeah Chinese lesson and I think now I'm not very ability oh sorry able to write such beautiful articles sometimes we share the experience with my English teachers yeah my colleagues especially the young one in my age we have the same problem we sometimes think our Chinese expression is not as good as before
but is that because you studied English or is it because you haven't studied Chinese?
for example a computer teacher do you think they might have the same **(computer teacher)** difficulty with their or chemistry or anything
yeah this way the way of thinking is very good way yeah yes maybe I think the point is that we haven't we don't pay much attention on our Chinese yeah we don't pay a lot of time to learn it yeah I even for year maybe for years I even don't read the essays on Chinese yeah but I think if I read it for some times I can do it better yeah don't read it but not only because I study English yeah I think that's good
OK shall we?
yeah go on
first is there any of you would like to share their experience with us? just (nege) volunteer any of you? OK OK I find you discuss very active when I ask you to discuss but you don't want to share it with us? just keep it secret? OK xxx yeah xxx give us some experience
is this very common? you you said they were very active when they were talking together but when you asked them to volunteer to speak
yes that's very common
why?
maybe students they are afraid to stand up to say something aloudly yeah they are afraid to make big mistake in public I think it's a very common psychology common think common thinking maybe another thing is when I ask them to talk about something themselves they don't do what I ask them to do maybe some of them don't do but most of them mostly they do what I ask them to do
right but some of them talk about something else or
yeah talk something else or maybe if there's some exciting experience they may talk about in Chinese
right yeah
[laughs] OK? OK go on
yeah and you just give your experience for us OK you can begin you can begin
Ss: [inaudible]
(over tape) this is two girls at the front

no not two girls
OK xxx silent please
S1: last time when I when I go home I I took a I took a train and I have a I have a worst experience
S2: why?
S1: because you know there are there are a lot of people in the train so the train the train was crowded was very crowded I want to I want to go to the I want to wash my hands but I I didn't (you are very diff- it's difficult for you to go to the washroom) so so I changed my ticket and (to the maybe to some)
xxx
so can I ask you why are you speaking here?
yeah because their voice I think their voice is very low yeah I ask them to speak louder but they just do same thing I always ask them speak louder don't be so nervous don't be worried about English but they are they do the same thing so I have to repeat or sometimes they just stop there and thinking take a very long time and I want to say something to follow their I just follow their talk what they are talking and try to help them to say more
cave K-A-V-E yeah cave OK
S: also also I have the air travel I think the air the the service of of of airline (in the air in the flight) in the airline is very good
very good yeah maybe a lo- a lot of beautiful women around maybe around you give you a very warmly smile yeah warm smile? yeah to make you very comfortable a lot of service yeah good **(just joking [laughs])** *OK thank you thank you to OK we just I think OK we just stop here we just stop here OK is there any one of you is there any others of you would like to share your experience? if you want if you want you OK thank you OK*
S: I tell you something about the experience of my first time to take to take the xxx (OK good) it's the first time I think I cherish some kind of xxx from (where? from which place?) from Jingze (ah OK Jingze to Shanghai) it's not very exciting xxx I think it's very boring when I check I check-in and go into the plane at the point of the time when the plane took took off in my in my xxx my whole blood just in rush into rush to my brain and I feel very nervous I catch the catch the person who is next to me who sit next to me most people they are strangers I felt nervous (nervous you felt nervous when you neighbours) nervous
Ss: nervous
nervous yeah why you so nervous? xxx because it's your first time to take the plane?
S: yes I feel nervous during the (during the) trip (the trip) xxx on (OK) so eat not anything food and drink on the plane otherwise xxx it's very ddelicious xxx (yeah jingguan jingguan although though yeah) although they are very delicious but I (you take nothing yeah) so I think it's very unforgettable
so oh yes unforg- unforgottable you will remember it maybe you will remember it forever? yeah so what's your feeling when you get off of the plane? you have you have OK how many hours did you take the plane?
S: one hour
only one hours OK a very short a very short journey
S: [inaudible]
OK you xxx you feel di- dizzy maybe a little
S: and very tired
tired yeah OK just one hour make you very tired? OK thank you sit down please thank you OK just one hour make you very dizzy yeah or you feel uncomfortable yeah because the first time maybe make you very nervous OK then we just we just stop here thank you *to share the experience with me OK I haven't got the I haven't have the xxx plane I haven't take the airplane*

before but I have the train travel and in my experience there's no very worst one because only the very crowded one crowded one it's that last time during the Spring Festival I come I come back home yeah from Jingze to my hometown but I just only feel it's very crowded but if you'd like to change the xxx for the bed one you can also change it into the (shenme wopu dui ba) **(sleeper)** *bed bed ticket maybe I don't know how to say it expensive yeah the tickets during that time will arise every year every year it's the same OK because China has a very big population and everybody want to go back home to spend the Spring Festival with their family so we can understand it (women keyi lijie shi ba keyi lijie wo juede bu shi shenme feichang) worst one not very worst one and the best one is that it's also from my hometown Hankou to Jingze yeah it's the first time not not the first time I by train but but it make me very comfortable because the carriage is very empty (feichang kong) maybe no no very much very many passengers it is the it is just opened the line is just opened on April and I travelled fro- from my hometown to here in in I think it is in June (si yue fen kaitong xxx) very new new train a very comfortable very empty and the service there is very good the service is very good the (fuwuyuan) just graduate graduate*
it's the fifth time?
yeah we maybe several some years after some years or several years we will rise the speed of the train (oh I see) **yeah and that is the fifth time (*di wu ci*) and in this time we started some new lines and just at that time there's a new line from my hometown to here and so I'm very lucky for me [laughs]**
from the (zhongzhuan ganggang zhongzhuan biye ranhou fuwu tamen de fuwu xxx feichang de zhuanye hua professional xxxc)
from Meiqi to Jingze?
to Jingze? ah no from Meiqi to Beining
OK we just we just finish this unit and we have to go to the next one I will give you some introduction of it OK?
so can I just ask you why did you tell the students about your own experience?
I just want to share my experience with them and also maybe I like to try to give them some examples to how to say this how to take this exercise yeah it's one and another one that is to make them ac- more active because my voice at least my voice is louder than them and then they can hear me very clearly and although some students has their experience and very good experience but I'm not very sure all of them can hear him or her very clearly but at least I can them hear me clearly and to share the experience they can maybe learn something from it I also think I have to improve my oral English [laughs] (me too) **oh no I don't think so**
though it's not enough time for us to go over it but I will give you some introduction OK so go to Unit 9A Unit 9A it is Flexible Benefits Flexible Benefits so what is benefits here? benefits? it's not the income of the company it is not the income of the company but benefits for the staff the benefits for the staff so what kind of benefits here?
Ss: [inaudible]
yeah that's right it's a benefits for staff but not benefits for the company not the income of the company so it is (fuli dui ba? fuli xxx fuli) staff benefits and flexible one flexible means (shenme? linghuo de xxx women keyi jiaozuo tanxing fuli zhidong OK tanxing de fuli) OK flexible benefits [T writes on board]
(over tape) can you understand Chinese?
some
yeah character some of the character (yeah some) **maybe when we speak you can understand you can understand more Chinese sorry oral Chinese than written one**
probably yeah

OK (tanxing fuli zhude tanxing fuli zhude benefits OK name zhege limian women qidao le dao de shihou women xxx yixia na yi xie benefits you na xie benefits) OK 大家现想一想 (dajia xian xiangyixiang) what kind of benefits you think about there are what kind of benefits you think yourself if you go to find a job what kind what kind of benefits do you want your company provide?
S: [inaudible]
holiday yeah holiday that's right holiday and?
S: [inaudible]
(baoxiu) insurance
Ss: insurance
S: pension
pension 退休金 (tuixiujing) pension 退休金 (tuixiujing yi ge xxx xialai tuixiujing) OK yeah very high sight very long sight 你很有长眼 xxx (ni hen you changyan xxx) OK any others? any others? holiday
am I right?
not exactly I understand what you mean you could say maybe you're very longsighted longsighted
longsighted?
yeah like short-sighted
OK so just add (-ed) **-ed thank you**
S:
pardon? transportation xxx (xxx shiba) maybe a company car company car (xxx shi shenme? xxx) xxx company car company car
OK I even have a question I don't understand a company car very exactly OK
pension (zhege shi ba? tuixiujing tuixiujing jiangjing jiangjing) maybe additional cash additional cash [T writes on board] yeah bonus additional cash maybe bonus OK good good OK thank you very much and in this unit in this unit it is talking about a very famous consulting company OK a very famous consul- sulting company it is Price-Waterhouse-Coopers it's here Price-Waterhouse-Coopers (xxx women cc women baxian xxx) PWC PWC
this one I just xxx OK
(xxxc) do you know it
[laughter] I will give them some information about the companies yeah all of them I give some information just prepare for my next unit
and you put these in Chinese on the board?
yeah
why's that?
why I put Chinese on the book?
on the board
board oh yeah to let the s- let them understand what benefits yeah for the staffs and I'd like to check if they get some knowledge about them what is benefits for staff yeah they can yeah the most im- to help them understand it and I'd like to check if they xxx these kind of xxx and also draw their attention all their attention to this xxx
so how do you check that they understand?
if they can give me the right xxx including the benefit I think that's they can understand it at least if they know what kind of things can be called benefits it's different from incomes or salary OK? OK all of them are xxx I'd like to give them some information about it so although Price-Waterhouse-Coopers is not the what the unit focus on right? I like to show

them give them some information about those famous consulting companies because it's very impo- very famous in China if we met a book I would like to give them there are three another three ones every time they enrol sorry not enrol they employ every year they will employ try to find a lot of graduates from university to go to their companies I want to encourage my students to overcome and if they have the chance one day they can go to this very famous company it's very good for them [laughs] but it's very hard at least they when they graduate maybe it's impossible for them to go this company but if they go further study or go to some company first then have some experience and got some degrees they can go to this company I hope xxx didn't have the future the very high pressure in this one xxx and a lot of sta- articles are talking about this companies in China (oh) **for the good environment good benefits good salary yeah much higher than the company joint-venture or international company in China maybe the most one the most higher the most highly one OK but the pressures are also the most high**
some ability of leading (lingdao xxx) yes that's right
I give them some information on
yeah
teamwork
it's the same as xxx very similar to a lot of xxx companies
the requirements they have
OK have a rest have your lunch
that's it now I think this is finished now
yeah OK finished
so did you plan to do this at the very end of the lesson?
yes I planned to do it because I takes maybe almost a year teaching and I know the things we have xxx in this page and in this page is not enough for two class and it is also not enough to for me to start this unit the reading one so I just do this one what benefits does your partner's company offer? they don't have their company so I ask them when you find a job what kind of company instead the benefits you want instead and I this one I think I have time to do it and then I give them a lot of information for some for the company to let them know there are some type of company in China like this and then some xxx ask them to get ready for this unit OK in this way
for the next lesson
yeah for the next lesson
so when you're teaching this material do you think you're teaching the students English or are you teaching them about business?
for this book for all the teaching I do xxx this one I think can I'm sure both of them yeah both of them that's right and but both sides I have to and another thing not only English and business and another thing is get ready for the examination
this examination?
yeah three things I have to do and these two things are all for the same aim so both English and background information on business
good thank you very much
you're welcome

Interview 2 transcript: Xinyu

[class noise]
good evening everyone
Ss: good evening OK OK so now I'm going to give you four noun phrases and you tell the difference about the four phrases
so I'll just I'll just stop to get started OK? so you gave them four noun phrases right? where did you get those from?
you mean where I get such phrases?
yeah first language second language native language and foreign language
we have another text in B in fact here's a teacher's book and in pre-reading task it gives the four phrases but no explanation only the four phrases
right OK
would you like to have a look?
yeah sure I'll have a look so do you follow this quite closely this book?
sometimes not always
you
Part One Part Two here
oh right Unit Five?
Unit Five or Unit Four maybe Unit four
yeah British English and American English right?
oh yeah that's Unit Four text oh here
right yeah
the four phrases explain so here are some xxx
OK
I think it's necessary to explain so I choose the phrases
right and just now you said sometimes you follow the teacher's book and sometimes you don't so what's the difference? or when do you decide to follow or not to follow?
when I think something the students should know I will give them and you know xxx OK here are lots of tips about conversations and some conversations will improve the students' I mean I think improve students' oral ability so I will use them but you know the time is limited in class so I can't use all of them I just choose some I think the students will get involved such topics I mean
ah so the things they might be interested in **(yeah)** and how do you know if they will interested?
it's just from my mind and I mostly I just guess they will be interesting I'm not very sure they are interested in
OK shall we go on?
they are native language and first language (so you're writing on the board right?) *and official language and the last one is second language OK now two minutes for you to talk with your partner the differences as far as you know [students talk together]*
OK first I write it on the blackboard and then I let them talk about it I just want them to have a good starting about the text the following text they will began to think about it that's my purpose
why's that important? **(eh?)** why do you think that's important?
it will helpful for them to have a better understanding about the text
[students talk together]
[inaudible]
do you expect them to speak English while they're doing this or Chinese or doesn't matter?

of course in English (OK) **I didn't say but I mean in class if they want to say something in English** (right OK)
[students talk together]
you know some students they will not obey my order (sure) **but most of them know they should speak in English even they sometimes they speak Chinese just because they don't know how to express in English they quickly slip to Chinese** (yeah)
OK OK stop now who can tell? what you know just tell what you know that's OK OK have a try
S: I think native language is the mother tongue the first language is the local language official language is the English and second language is always English [laughter]
OK OK
I'm sorry I think I shouldn't laugh at that time because the student are brave enough to speak in public [laughter] I should control myself I'm sorry
so why did you laugh?
I just think she makes a very confusion about the four conceptions
and why should you not laugh?
because I am the teacher I should encourage them to speak and if they are laughed at they will think they are wrong and they next time they will hesitate to stand up so I think I made a mistake at that time
so do you think a teacher should never laugh?
no no I didn't mean that I mean I shouldn't laugh at the students' mistakes
oh I see right
anyway it's your understanding and do you have any other understanding? OK
S: I think xxx language means the people spoke xxx in some place and they use the local language the first language I think the mother language (OK) official language perhaps used by officers [laughter] other foreign countries second language maybe the people in this country use the another country the language means a a foreign language
OK I can understand you sit down any anything else OK OK
S: I think the native language is one person one person has his language in his own country the first language is mother language and the official language is the the the off- the government used in the international conversation co- conversation and communication and the second language is the person have ability to ability of language they use the is very often often offer sorry?
S: the second language I mean the second language is a person who wants to get the more ability so his has the same language or more than another language
OK OK sit down thank you OK now I'm going to explain native language so first we should understand this word what does native mean?
Ss: local
not very exactly local means much smaller scale but native can be a nation but local may be a city person or in a city so native language it means it's spoken by native speakers for example to American and British English is their native language OK so that's native language and first language native always means first so the same example to American and British English is also their
Ss: first language
first language OK and official official language is not the language used by officers because you think it's official it means a language used according to some stipulation stipulation [writes stipulation] or regulations you know this word it's used according to stipulations or regulations made by government OK take an easy example do you know UN? it means United (Nations) Nations OK and it's a organisation and there are five official languages used in UN maybe some of you know that we all know English is the first one English and? Chinese OK very good and?

(French) French OK good and? (German) German no (Spanish) Spanish OK good and last one is (plane) *Japanese no [plane very loud] OK so United Nations stipulated the five languages as the official languages of this organisation so only the five official languages and second language is compared with the first language it's not the second foreign language and if you say English is a second language it's not very exactly to American OK now this example second language take Singapore as the example [writes Singapore] you know this country? (yes) and in this country most people speak you know no no (Chinese) Chinese OK most of Singapores are Chinese so they speak Chinese and they also speak (English) English OK so English is their second language but it's not a second foreign language yeah? OK second language OK any question about the four languages?* (Japanese class can you hear? **I didn't hear it at that time now I can hear**) *yes or no OK if you are not clear you can ask me after class*
and now please open your book and turn to page fifty-four first answer the first question in what countries is English spoken as a native language? in what countries? English spoken as a native language we all know in
Ss: Britain/English xxx
OK Britain or English? so it's xxx two definitions two different definitions when you say oh sorry [writes] Britain and English what's the difference? Britain is the name of a (country) country and English language or people of Britain? of Britain Britain yeah English is oh so here [writes] language or people yeah they belong to (Britain) OK Britain yes but first they belong to England
why are you laughing?
because I my mind goes
oh your mind is wandering
yeah
so now you're talking about Britain and English and so on is that why you asked us that question in the department do you remember?
yeah in another class because we didn't analyse in this class but in that in another class in the first class the students we talk about the four parts
so when this is reading comprehension right? **(yeah)** and you said it's important to ask the students questions like these to get them thinking in the right way or on the right track or to get them interested in this particular topic how long this seems to be quite long before they read is it normally this long?
no maybe five or ten minutes or so it depends
OK shall we go on?
now how many minutes?
oh don't worry we can't finish tonight we can just do some of it and then I'll ask you later if that's OK so when you need to go just tell me
it's OK for me I have no class tomorrow
no OK but or when you're tired **(OK)** it doesn't matter just say
yeah and then England a part of Britain OK a part of Britain OK so the first is Britain and then? [inaudible] Canada good and? (America) America OK America and? (Australia) Australia OK very good and? [inaudible] OK louder louder the girl (New Zealand) OK New Zealand the five countries OK it's not a very difficult question since you are quite clear about native language and now please discuss the second one one minute for you to discuss with your partner what's the difference?
OK stop who can tell me? the difference OK together the difference
Ss: [inaudible]
in spelling in spelling form and? (pronounce/pronunciation) pronunciation and?
Ss: [inaudible]
OK who can tell? the last boy

S: the last word in xxx British English
which one?
S: the left one
the first one in each group right? the first one in each group is Britain English how about the second one? (American English) OK American English and they are different in? (spelling) spelling OK good sit down so today we are going to learn some difference between English Britain English and American English and especially how American English is come to come to be
OK now the first paragraph any volunteer to read the first paragraph aloud?
S: although many people speak English they don't always pronounce or spell the words they use in the same way the United States in particular has its own special ways of pronouncing and spelling the English language they speak what is called American English and they owe a lot of it's special character to one man Noah Webster
the last two words the name of the person can you pronounce again?
S: Noah Webster
OK good [writes Noah Webster]
and why did you ask the student to read aloud?
maybe I can't hear it very clearly or maybe the other students can't hear her I don't remember
OK what I mean is why did you ask a student to stand up and read
oh to read the passage you mean? (yeah) **you know the text I'm not sure now which way is the best way so I even though I have taught this kind of lesson for one year but I still don't know which way the best way for the students to understanding and so I just try to every way and change it sometimes** (right OK) **this is the one of the ways**
so where do you find out about different ways to do something like this?
I communicate with other teachers and I observe the other teachers' lessons and Anne suggested me a new way and but it didn't work always (what was that?) **to pick up some questions and then hand it out to the students and make them into groups and then they discuss some parts of the text and then they give the answers maybe problem-solving**
right so why do you think it didn't work?
yeah it worked sometimes but not always for some easier text the students will be activitate but for some very difficult text they don't know they can't understand it even though they discuss with each other at that time they need the teacher's help to read it I tried different ways to read it and I think it's a traditional way and when this student is reading the others will also read the text and for them to get more familiar with the material go ahead?
this one is (Noah) [writes word in phonemic script] OK Noah and how about this one? (Webster) [writes word in phonemic script] Webster OK Noah Webster (Noah Webster) and who knows him? or who knows something about him?
it's not very clear to ask such question I think so I change at that time I'm wondering xxx appropriate question I mean exactly have you ever heard of this person? I'm sure no-one knows him (no no-one knows him he's dead) **so I change another question**
who has heard of something about him? OK OK let's learn something about him
you just said you were thinking this wasn't the right question **(yeah)** so do you mean you were thinking this at that time? **(at that time)** right so what about before the lesson?
I didn't plan every question in fact I want to ask them such a question but I xxx wrote down the question I want to talk something about him
now this is a skill I think that teachers have to think of something immediately
yeah but I know I should plan it before the lesson

but I'm talking about I think in any lesson or for any teacher something may happen and they have to think of something very quickly so do you think you can do that very well or thinking about when you first became a teacher at that time could you do it very well do you think you have changed since then?
I will change xxx
do you think you have changed? until
if I realise I made a mistake I should change it but I'm not sure I can change it very well and quickly (right OK) **but I don't know how to say**
OK never mind maybe we can talk about it later
now first look at the first paragraph the first sentence please analyse the first sentence how do you understand the first sentence? [students inaudible]
what do you mean? you put your tongue out
let me listen again (rewinds)
so first give the sentence structure the subject …please analyse the first sentence how do you understand the first sentence?
oh how do you understand? it's one of my bad habits to say how do you think? until last week you call you called our five speaking teachers there and I realised I made such a mistake for so many years I think I give the sentence again I say that again no no (no I think it's different) **yeah no I just think how do xxx** (oh I see)
understand the first sentence so first give the sentence structure the subject is? the subject many people or they? the subject is OK it's a long sentence and what's the subject? they yeah they or you can say many people they refers to many people but here they is a subject and how about the predicate? [students inaudible] don't pronounce or spell the [students inaudible] spell or spell OK and object is the words how about this part? they use in the same way [students inaudible] it's a clause OK right it's attributive clause
so what can you tell me about this that you're doing now?
I want to draw the students attention on the topic sentence the first sentence is the topic sentence (right) **and it's a long sentence I want them to be more clear about the structure of the sentence** (why?) **sometimes students always ask me some questions I don't know what's the part of this phrase or this word and then I will help them analyse the word for long I mean long sentence and then they will understand the sentence** (right) **so I think it will be helpful and then I ask them**
so do they know words like attributive? do the students know words like that in English? **not every one**
OK do you think when they learn grammar do they learn those words in Chinese usually?
in Chinese I think in Chinese but they don't have any grammar class grammar lesson for students major in Practical English and when I ask for some suggestions from teachers they ask me to tell them more about grammar points
suggestions from
the students yeah a lot of students they always say their grammar is very poor and you know my this is a second part reading but it includes many aspects so I try to give them some help in this way
xxx (ding couju) and how do you translate the sentence?
maybe this word is a little difficult for them so although I always talk with them xxx attributive is also a because a lot of attributive clauses but they can't remember clearly about clauses they always forget attributive clause so
so you told them in Chinese
in Chinese yeah
who'd like to have a try? any volunteer?

S: [inaudible]
OK (jinguan renmen xuduo ren shuo yingyu danshi tamen ne fayin he pingxie xxx danci bu yi yang xxx tamen shi yongfa xiang tong de ci) they use in the same way (zhe ge xxx shi words biaoshi yongfa xiangtong) OK remember this sentence and this is the topic sentence of this text so when you are reading any materials please pay attention to the first sentence of the material OK now this phrase in particular what does it mean? in particular
S: [inaudible] (writing)
it means especially OK especially so here the united in particular it means especially the United States or take United States as the example and this phrase owe to in the last sentence of this paragraph owe to it's an important phrase what does it mean?
S: [inaudible]
can you try to speak in English?
S: [inaudible]
OK I'm going to explain owe to here means to have something for example to have success you know success or to have happiness or to have a job or to have achievement or to have something else because of the reason because of the reason the reason can be some efforts you know efforts [writes efforts] efforts (yes) the reason can be a person so owe to here means to get something because of something for example now look at this sentence listen to this sentence I owe my success to my education I owe my success to my education
have the students already read the text?
I ask them to read it to prepare the lessons to preview most of the students will do I think
and you so far I think through the whole lesson actually you've used almost all English so why?
(almost English) almost completely English very little Chinese in the lesson
it's English lesson
so is that something you always do?
yeah I have to use English to analyse the text and I sometimes I also speak Chinese and but I must make sure that English speaking will take most of the ti- I mean most of the time I should speak English and it's the same with the students I usually ask them to speak in English not Chinese and I also told them if you find it too difficult to express in English something I mean something too difficult try to change another way or if they still very difficult try to express in Chinese just one or two words do you understand?
I understand yeah so maybe they would have a sentence in English but one or two words in Chinese
yeah try to speak English that's what I always encourage students to do and what I require myself to do
in Chinese OK who knows? OK?
S: [xxx inaudible]
OK once again the sentence I owe my success to my education **(too quick)**
S: [inaudible]
OK sit down
我把我的成功为？？我说受到侥域 (wo ba wo de chenggong wei gongyu wo shuo shoudao jiao yu)
for such parts I always use Chinese together with English and when analysing the text I mean I will try to explain and the try to explain them in English but sometimes I for some difficult points I still explain in Chinese
OK and you just now you said for such parts what do you mean by such parts?

I mean difficult parts difficult sentences or difficult points to explain or sometimes it's beyond my ability to explain very clearly in English I will try to speak in Chinese but I hope I can use English to do everything in English class
OK sit down so pay attention I owe my success to my education OK once again another sentence she owes her present position to having worked very hard once again she owes her present position to having worked very hard have a try? in Chinese OK once again last time she owes her present position to having worked very hard
S: [xxx inaudible]
OK very good sit down right (ta xxx nuli gongzuo) OK very good and pay attention to here is the preposition [writes] so it should be followed by noun or noun phrases or the verb I-N-G form right? doing owe something to doing something OK OK this is the last phrase OK now any question for the first paragraph? yes or no?
Ss: no
no OK OK now two minutes for you to read the second paragraph silently
shall we fast forward?
(fast forwards)
two minutes
you said two minutes
OK stop now first look at this word patriotism patriotism [writes] patriotism it's a (noun) noun OK and this word [writes patriot] it's also a noun what's the difference? it means the person who loves one's country deeply and this one is the feeling yeah the feeling of loving one's country patriotism and pay attention to this suffix we call it suffix [writes suffix] do you know? suffix is you know prefix OK prefix for example re- is a prefix and the word is regain that means to gain to gain something again OK and suffix is here usually in the end of the word so -ism is
so what are you doing now?
tell them something about the words the different components of words
right so why? OK that's OK if you're not sure or if you don't have an answer that's OK
you know in this lesson I try to give them more information as possible as I can so if I see a prefix I will tell them this is a prefix and if I see a suffix I also will tell them and for example different prefix has certain meaning and it's the same with some different suffix suffixes I just want to them to get more information
OK
a suffix and we usually translate such suffix as these two character 主义 [writes] yes -ism OK take a easy example you know this word [writes] sex male or female and if we add this suffix sexism what does it mean?
Ss: [inaudible]
OK usually it means discrimination yes you are right discrimination [writes] discrimination for you are a woman or sometimes man is discriminated we have learned the text in Unit 3 do you still remember? (yes) yes because he is a man he can't be offered a job most people think is open to (woman) woman OK open to women so this is sexism or sex discrimination and one more example you know female and maybe you can guess what does this word mean [writes feminism] feminism it's from this word female OK it's also a belief a belief usually express such ideas that women want the same rights as the men the same power or the same social position so the belief yeah it's called feminism in Chinese we call it (xxx) OK right [writes] OK so remember or know some suffix suffixes and prefixes it will help us to know more words when you see a word you can guess the meaning from the suffix or from the prefix or suffixes
OK OK now another task for this paragraph is that to tell your partner a brief story about Noah Webster two minutes now you start

(fast forwards)
-ragraph two any volunteer two
OK stop now who wants to tell his brief story according to paragraph two any volunteer? be brave and don't be shy have a try
so what did you want them to do?
to tell the brief story of Noah Webster (from) **paragraph 2** (paragraph 2 right so why?) **to summarise and to know him I want to check if they quite clearly understand this paragraph** (I see if you're tired just say so) **I'm OK**
OK no-one? if no-one I have to call your name even though I hate to call your name any volunteer? OK you're waiting for calling how about xxx
so why do you hate to call their names?
you know if I ask somebody to stand up and to say something they always I mean they can't give the right answer always and oh I just want the students to be very active not passive (right shall we?) **yeah**
absent? OK and how about xxx? OK have a try
S: [inaudible]
OK sit down how many times have you used sorry? the first? twice? the first or twice? do you still remember you only have two chances to say sorry? (yes) yeah OK so you used once now OK you still have one time
can you tell me about this?
before the lesson I know many students will say sorry I don't know and I say if you say sorry I don't know it's better than in Chinese 我不会 (*wo bu hui*) and to be fair to you I know sometimes a question's always difficult for you to answer so you have only two chances to say sorry I don't know but not 我不会 (*wo bu hui*) and you should remember you only have two chances I just want them to try to answer not always say yes I'm sorry
right so where did you get the idea? your own idea?
yeah my own idea [laughs] and (very interesting) **the boy is very interesting** (why?) **after class he tried to speak to you do you remember the boy? the tall boy** (yeah the tall one yeah) **yeah he always keeps silent in class so I always ask them why you always keep silent in class you should try to talk to anyone but you see he always sit there alone and no partner at all and if I say please join this group he will refuse me** (really?) **or not very he will feel he is forced to do that he doesn't like that but I have talked to him for many times about English learning I think maybe he's not very good but I don't hope he will be behind at the beginning I mean so I always try to encourage him to work hard and also give him a lot of suggestions I mean after class not in class talk to him and then I noticed that his English is not very bad I mean he can understand me and if the topic is very interesting to him he will be active and you know in class I give him one chance to give a report I tell him to prepare a report and then next class you will give the report and he did very well at that time so I just want to help him**
do you find that you often have to talk to individual students like this?
some special student and you know in this class a lot of diligent girls like to talk with me ask for some suggestions of learning English and how to be a good learner and what should we do and sometimes even some problems in their life in this class this class have a better relationship with me than another class I try to be friendly to every class to every student but the students in this class will more willing to tell me something or to share something with me
so you find that classes are different from each other? **(yeah)** why do you think that is?
I do the same thing in fact in each class but the students' responses are different

OK OK so when you are telling a person's story first we start from he was born and then learned in what what school and then joined in some some have some job so just like that now anyone want to have a try? OK very good
S: [inaudible]
sorry can you loudly?
S: Noah Webster was born in Connecti- Connect- Connecticut in 198- 1750 -58 and he graduated from Yale University and then he took the the army to fight the independence from British with the with the with the officer xxx George Washington
OK OK very good so it's not very difficult to tell his story first he was born in where? where was he born? Connecticut and do you know something about Connecticut? it's a state of America or USA OK right USA and the time is in 1758 and how about his education?
S: [inaudible]
OK he learned in Yale University
Ss: Yale / (yelu)
how to pronounce? not (yelu) that's Chinese but (Yale) Yale OK Yale Yale University and then after graduation he joined in the army to be more specific that's George Washington's army and do you know something about George Washington?
Ss: [inaudible]
OK he i- he was the first president of America OK very good OK now any questions for this part paragraph two? no OK very good and now paragraph three and any volunteers to read paragraph three? OK
S: [inaudible]
OK in the third syllable independence OK independence and for this word it's a little difficult OK OK xxx one two three
OK where the stress one two three inte- (-llectually) OK inte- (-llectually) OK intellectually so usually the stress for English usually stress is on the last three syllable for example this word last three from the last one -ly and -te- and this is the last three syllable but not for every word clear? intellectually what does it mean (inaudible) OK you know in intelligent
I have a question about the rules for example I see for some words the syllable is on the third
third from last
the last third the last three so I know just some words and this is a rule I have learnt in university and you know a lot of irregular words in English so I'm wondering how many words have such rule how to express very clear? if it's a rule how many percent of the words will?
right are you asking me?
yeah I want to get some answer from you yes or no
I don't know but I'll try to find out [writes]
is it a rule for?
I've never heard it **(no?)** I've never heard it but you said you heard it in university so
you think it's not a rule
no I didn't say that I said I've never heard the rule but maybe it's a rule that I don't know
my teacher once told me that if some words follow the same rule it's a rule but you know a lot of words (don't follow you mean) **yeah don't follow such a rule but in her opinion or what's in my mind I'm not sure why I have got this idea not many not every word I there's no one rule I mean it's difficult to find such a rule in English learning**
right OK I think to be truthful I think in many cases not just pronunciation but also grammar I think now many people don't like to talk about rules
but you know we are the second language learner we want to find some rules to follow

I know but the problem with rules is that people then expect the rule to be fixed and they often are quite unhappy when they find an exception to the rule something that's different from the rule **(yeah that's what I want to say)** and they often especially students they say this is wrong because it doesn't conform to the rule and that I think this is why many people now actually don't talk about rules they talk about patterns different patterns because with a pattern firstly there can be different patterns and secondly if something is different from a pattern it's not it doesn't make you so unhappy because especially I think with students who are who have an idea that a rule is a rule and nothing can break the rule if they have the idea that something is a pattern but patterns can change then maybe they feel a little happier maybe
yeah they just feel confused (yeah) **thank you** (I'll try to find out) **thank you**
do you know intelligence? [writes] intelligence it means someone have a better understanding or have such a ability such ability to understand better or to give opinions to show opinions so intelligence is usually a ability which is quite different from the other abili-
I mean it's opinion not opinion
yeah we usually say opinion
opinion I know in class I always say different
like xxx the fact that intelligence is usually born with be born with clear? for example we say another ability can you give ex- an example about ability to show ones' ability OK diligence [writes diligence] diligence
this is not what I have prepared before the lesson I when I was explaining the word intelligence I noticed the students are not quite clear about the word so I give them one more word to compare I just see no response from the students I mean not when I ask clear? I just noticed they just see me and no any expression if they can understand they maybe sometimes will nod their head or do something oh oh like this but no so I xxx one word
so diligence is also a ability you can work hard and you can help diligence by working hard but you can't help intelligence by doing something yourself with because it's ability some for someone who's born with so it's difficult to change your intelligence clear? maybe you are not very clear we can see someone is bright you know this word? or clever but we can't see he's intelligent because intelligent
I don't know maybe it s a time for them to have a break because they have no I noticed they no response they respond nothing I mean so I kept on talking and then they look at me and say nothing do nothing [laughs] but
but you didn't give them a break
I forget the time and I just think the students are not very clear about what I'm talking so I talk more and more
is more in more reasonly more reason it's based usually on reason (xxx) so it means you can't acquire you can't acquire by working hard or by some other ways OK
I think it's not a very difficult point to explain I feel the students should understand that it takes a longer time than what I have planned
do you think it was because they were tired or because?
I didn't realise at that time but now I think maybe they should have a break [laughter] they maybe they are tired you know at the beginning students are very active but then they always keep silent maybe they are tired
OK and the last word is replace how to pronounce? replace not [inaudible] replace replace [writes] something replace something with something OK something with something here's a example I give you example and you try to translate the factory replaced most of its workers with robots once again the factory replaced most of its workers with robots (gongchang xxx) OK
so I have two questions where do you get the examples from?

most of the time I get it from dictionary and for some words I can get some examples from textbook but not many there are some
the teacher's book?
the teacher's book yeah the teacher's book only a few and sometimes no maybe no sometimes there's oh yeah here are some examples but I seldom use such examples because I think the examples in dictionary is much better than these
OK and then the other question is why do you ask them to translate into Chinese?
that's the question I was considering just now the purpose is sure to let them to understand and just now idea came to my mind I'm thinking if there's another way to or better way to think about it usually we do like that in class can you give some suggestion?
maybe later but I just wondered if you **(what I)** yeah what you **(what I think)** think yeah
OK now read the third paragraph quickly and try to summarise the main idea of this paragraph OK now who can tell the main idea? who wants to tell the main idea with your own words? any volunteer? OK good
S: the American Revolution [inaudible]
er the last sentence can you?
S: [inaudible]
devote? (devote) OK OK OK OK very good so the main idea here is Noah Webster wan- wanted to have a OK to have a new language to have a new language that's a American language that's OK intellectually here means to here refers to the language so he want wanted to be independent intellectually sorry intellectually OK now any questions for this paragraph? (no) no questions? OK very good and now paragraph four
and paragraph five first read it silently for the two paragraphs and then think this question what did Webster sorry what changes have Webster made? what changes have Webster made in language?
and now paragraph four and paragraph five first read it silently for the two paragraphs and then think this question what did Webster sorry what changes have Webster made? what changes have Webster made in language? OK I write down the question on blackboard and you read the two paragraphs and then try to answer the question [writes question on board]
here I made a mistake because the question is prepared for the next paragraph and after I finished writing I realised that so I leave the question alone and then when I begin to analyse this paragraph I ask them to think this question again because the question is always in my mind and it comes first then where I need it
don't worry 我现在不是督导 (*wo xianzai bushi dudao*)
I mean I want to tell you this
[ss read] (fast forwards, then back again) *OK stop first I'm going to explain some language points the first one is over the years this phrase over the years it means many years OK many many years 多少年来 (duoshao nian lai) over the years and generation after generation OK many generations many generations and this phrase blue-backed speller blue-backed speller so blue and backed together used to describe a speller and speller is a name of the book 是拼化书是书 xxx (shi pinhua shu shi shu de mingceng landi de pinhua shu) blue-backed speller and this word compile [writes compile] what does it mean compile? compile a dictionary OK it means to gather to gather together or to collect information to collect all the information so usually we use this word to describe a dictionary compile dictionary so do you know something about dictionary compiling? I know you all have your own dictionaries yeah? what's it what's it called? or what's the name of your dictionary?*
S: Oxford

Oxford OK Oxford is the name of a university what's your dictionary dictionary's name OK you don't you don't have any dictionary? no? yeah I know you have electronic dictionary do you have a thicker dictionary? yes yes some of you have yeah OK is it Cambridge or Oxford? I I don't know you don't know? OK xxx next next time please pay attention to the name of your dictionary you are using OK? so I want to tell you something about compiling dictionary
the first time you say you want to know my thoughts you mean my what I think at that time or what I'm thinking when I'm listen to my lesson or both?
both if you can both but I'm asking you to listen to it now because also now maybe you'll think of something because of the lesson
I never done such a work but I know a person who compiles dictionary he's very famous in foreign language field his name is Lu Gusun have you heard of him (no) no? [writes name] so now his dictionary he's a famous professor in Fudan University in Shanghai do you know the university? yeah and his dictionary now is used by a lot of English learners I'm now using his dictionary it's the same size with a book the same size but it's more thicker maybe like like that (laughs) OK and I I know him because last summer holiday I went to Shanghai to to take part in a meeting and he
can I just ask you very quickly about that you went to Shanghai did you go to many lectures or meetings?
two
two how long were you there?
xxx three and Professor Lu has a longer one for two hours and another Professor Zhai gave one hour of the morning and in the afternoon Professor Zhai because he's the writer of a textbook which we ordered and then it's a meeting so all the teachers from different places discuss some problems they meet in the book
which book is that?
a new one we are now we didn't use it now for college for non-major students
give us a speech about how to how to be a good person it's a very thinkable I think thinkable speech and he give such a speech according to what he has done usually he take his it he takes takes such an example of compiling dictionary and I know from that to compile a dictionary is really a very hard work because when he started to compile the dictionary he's maybe in his 30s very very young but when he finished the dictionary he's a old man and also during compi- during the process of compiling dictionary a lot of a lot of how to say? a lot of members you know who are working for the dictionary Lu Gusun is not I mean the dictionary is not only finished by himself but he is the leader of the team and a lot of members in this team passed away they they didn't yeah they didn't know the dictionary when it's published so if you went to the library the library in our department and please look at his dictionary Lu Gusun's English to Chinese dictionary and look at please look at the first page you will see a lot of no not this book a lot of I mean the dictionary a lot of person's names and you will notice some person's name is like this the name [writes a name in a box] what does it mean? you know so a lot of persons OK that's something about compiling dictionary and now please back to the paragraphs Webster did the same work to compile dictionary so after this summer I know this is really hard job really a hard job and now a famous dictionary by Webster is Webster's Dictionary and now a lot of people still use the dictionary it's in eleventh edition in 2003 [writes 11th edition/version 2003]
before this I didn't prepare a story about Lu Gusun's dictionary and when I I'm oh when I'm explaining the word compile a thought an idea came to my mind and I suddenly got the idea to tell them the person and his work of editing compiling the dictionary and so I just want them to share the experience I have I mean to know something about compile compiling dictionaries and this what I know I didn't know how Noah Webster compile his

dictionary but I gave them an example of a Chinese person compiled a Chinese-English dictionary
what does it mean edition?
Ss: [inaudible]
OK version it means version edition edition so eleventh first xxx and then eleventh so you can imagine how long the dictionary has been used it's eleventh edition in 2003 yeah and now please look at this word update [writes update] it's a verb what does it mean?
Ss: [inaudible]
OK you know this word and you know this word what does the word together what does it mean?
Ss: [inaudible]
OK to add more new information to add more new information for the purpose for the purpose to use by modern people by the people now so you just remember to add more new information so for a dictionary it's used to be updated do you know the reason why? why a dictionary need to be updated?
Ss: [inaudible]
OK have a you have a try give the reason
S: I think they want to xxx some new words and and and take out some old words
OK OK good so the purpose is to add more new words OK sit down good to add more new words and just now you said to drop to or to to do away with some old words that's yeah that's so right and also maybe to add some new meaning for the same words do you still remember this word I mentioned to you? hit it's originally used as a verb but now it's also used as a noun what does the meaning of the noun?
Ss: favourite xxx
favourite things OK so the noun the verb the same word it's the word the word it- itself doesn't change but the meaning has so- it has some new meaning
it's interesting you're talking about the word hit
H-I-T yes
it has another meaning too that maybe you don't know yeah and it's a very 很口语的(**hen kouyude**) it means when you drink for example when you drink strong coffee it has an effect on you it tends to wake you up and this is called a hit
you just say a hit or
its called a hit yeah and it also refers to some I think when people take some drugs because coffee is like a drug
so here hit is also a noun
yeah also a noun but you may not find it in Webster's Dictionary I don't know
I didn't find it I want to bring the dictionary into the class but I didn't find it in the library I find only one but it's very very old (in the) **in our** (department library) **yeah in the library of the department and I think it's not the dictionary word dictionary but of maybe a proverb dictionary it's very old old one and I think no necessary**
so because now people are using Internet and they like to hit their mouse right? to hit some to hit their mouses and to browse [writes browse the website] to browse the website yes to browse the website so then hit has a new meaning as the favourite things OK so that's the reason because more and more new words will appear according to the development of science and technology so dictionary also dictionary sorry dictionary also need to be updated and also the same word reprinted [writes reprint] reprint you know print it's a verb and you know reprint what does it mean?
Ss: [inaudible]

to print (again) again yeah to print again OK and this this phrase chances are [writes chances are] chances are yeah chances are what does it mean? or how to use this phrase? OK it means possible or it's possible [writes It's possible] it's possible that it will be followed by a clause it it's possible that something for example in this paragraph chances are it means it's possible when you go to look up a word what does look up here mean?
Ss: [xxx]
OK and when you use this phrase please pay attention to the position of this phrase and the noun for example when you see a word look up a word you should use look up first and then a word and then if you want to use it to replace a word you should use look and it in the middle and then the preposition up look it up up OK you all know the rule I'm sure you all know the rule but when you are writing your articles you always make the same mistakes so please pay attention next time
so you said they know the rule but they often make mistakes why do you think they do that? I mean why do students make mistakes even though they know the rule
one reason is I think is they are careless I ask them to check their composition after they have finished before they give it to me and to pay attention on the forms of the nouns and the verbs and also some simple mistakes they usually give me a composition with a lot of simple mistakes I think if they go over again they can check it out and correct them themselves that's one main reason I think and for the other reasons sometimes they really don't know how to use it and also maybe it's affected by their mother tongue to make such a mistake that's all
when you use the phrases OK now any questions for language problems? any questions for language problems? do you have any words or phrases or sentence structures problem? do you have any problem? do you?
Ss: no
no OK very good so now let's pay some attention on the content of the two paragraphs why I put the two paragraphs together? because in the two paragraphs they tells Webster's contribution to American language you know this word contribution?
Ss: [xxx]
OK and what are the contribution? [writes contribution] contribution what are the main contributions? who can tell the main contributions? OK please use two sentences to summarise his main contributions? who'd like to have a try? OK others please listen to him
S: [inaudible]
OK very good you use only one sentence to summarise OK very good so the first contribution is to publish a textbook used by [firecrackers?] students used by primary students and the second one is to compile a dictionary OK OK very good and now please read paragraph six and seven [firecrackers very loud] OK OK now stop so in paragraph six it tells the changes Webster have made in English so can you answer this question now what changes have Webster made in English or in American English? who wants to have a try to answer this question? OK no-one how about xxx?
S: [inaudible]
OK OK very good sit down so the first change is to change the pronunciation and the spelling form OK and the second change is
Ss: add some new words
add some new words here is an example what's the new word?
Ss: barbeque
barbeque OK do you know what does it mean?
Ss: [inaudible]
if I tell you how about we have a how about having a barbeque this weekend? what will you say?

Ss:
OK barbeque [writes barbeque] barbeque so it means stress in the first syllable barbeque is a noun usually you have some meat or fishes or vegetables to be fired on a frame on a frame outside of course outside outside OK and if you are free you can have such a barbeque beside the river 九曲 (jiu qu) stream if you have time so it will be ve- a very wonderful time to have a barbeque with your classmates OK you can plan OK now paragraph 7 have a look first please pay attention on this word drop drop sorry drop it's a simple word but what does the word mean here? it's a verb or not here ？
Ss: [inaudible]
is it a verb or not?
Ss: [inaudible]
OK here it's a verb it means to do away with OK do away with to drop all the silent letters do you know what does silent letters mean?
Ss: [inaudible]
for example take a example you know this simple word hour? hour and
Ss: H
H is a silent OK very good so this is a silent letter so can you imagine what will happen if all the silent letters are dropped from English? what will happen? here are three examples give G-I-V-E will become (G-I-V) G-I-V because the English is silent and wrong will become R-O-N-G (O-N-G) yeah because w is silent how about the last word? (tongue) tongue OK it will become T-O-N-G (O-N-G) so maybe it sounds Chinese yeah it sounds Chinese Tong we have a such a family name Tong right? yes OK so it will be very interesting if all the silent letters are dropped from English and who gave such a a suggestion? who give such a suggestion to Webster?
Ss: Benjamin
how to pronounce? Benjamin Franklin OK his friend Benjamin Franklin and now please notice this sentence had Franklin written the dictionary instead of Webster he would have spelt give G-I-V so this is a special usage had written what we call such a grammar? do you know? OK in Chinese 这个语法结垢是什么？？？两种语法的重荷 (zhege yufa jiegou shi shenme? daoduan shi liang zhong yufa de zhonghe) so when you use such sentence sentences you must be very careful about the usage if we put the words in in the original position it should be if Franklin had written yes if Franklin had written and would have spelt would have spelt
这两个表示如果是有他来 xxx 这个词典得花那看第二位把 xxx give G-I-V xxx 他说和什么想法用 的一个结垢过去的事实想法
(zhe liang ge biaoshi ruguo shi you ta lai xxx zhe ge cidian de hua na kan di er wei ba xxx give G-I-V xxx ta shuo he shenme xiangfa yong de yi ge jie gou guo chu de shishi xiangfa)
can I ask you why you changed to Chinese here?
I don't know how to say in English [laughter]
you mean you don't know how to explain why you used Chinese instead of English?
I don't know how to
oh how to explain that grammar
yeah how to explain that grammar and then I change into Chinese and for the following I know how to express English but maybe it's a habit to speak Chinese and to go ahead with the Chinese
(jiegou) OK OK now what's do you have any any question for the text? the seven paragraphs OK I'll walk around and if you have any questions just ask me
[teacher monitors…..] (one student asks questions)

S: did not go as far as
did not go as far as his friend Benjamin Franklin wanted him to wanted him to
S: xxx
so what's happening now?
well one of the students asked me how to understand a sentence in the text
OK so do they often ask you questions when you?
finish
yeah when you give them the chance to ask questions do they often ask?
often
well do they ask?
yeah some of them will ask
and is it often the same people who ask or anybody
the same people often ask me and some people sometimes ask [laughter]
so how do you explain the difference between those people? why do you think some people ask?
for the same people ask me because they are diligent and they always keep thinking and so they always have questions and for the other people who seldom ask me questions one reason is that they can understand or another reason is that they didn't want to ask me they sometimes maybe ask their classmates and maybe sometimes they you know there are a few students who can't follow me in class so to such a student too many questions so they are lazy to ask so many questions and usually the students who often ask questions are good students they often get high marks in their examination and they do learn English better than others
carry on?
yeah go as far as 这个是 (zhege shi xxx)
S: xxx
this is one of the usages but here it means distance do not go so far not go so far as his friend Benjamin Franklin wanted him to wanted him to
S: xxx
他没有 (ta mei you xxx) Benjamin Franklin here means distance between American English and British English the distance it means imagine if if Webster do what Franklin ask him to do then American English with English will be far away much far away from English now
S: xxx
yes
(another S?): xxx
go as far as here means Webster didn't do as his friend Benjamin Franklin asked him to do why here far? because it means the xxx the distance between American English and British English so if he did what Benjamin Franklin Benjamin Franklin ask him to do American English will be far away from now OK OK later I'll explain in class
all three students asked me the same question
about as far as
yeah so I didn't realise this is a problem for them before but ask so many of them ask me the same question I decide to explain in class
any questions? no question? OK good
S: xxx
chances are
S: xxx
oh only meaning no you just try to understand the meaning that's OK do you know this phrase
S: by the way

by the way it's similar with this one the function is similar
S: [inaudible]
OK now please please notice this sentence the second sentence in paragraph seven the second sentence in paragraph seven the sentence is Webster did not go as far as his friend Benjamin Franklin wanted him to here first this phrase as far as as far as here means Webster did not do did not do what Benjamin Franklin asked him to do why it's far why here far is used because if Webster did what Benjamin Franklin suggested the Br- the American English the American English would have been far far away from the American English now clear? so it means far far here means the distance between it between American English Webster has changed and English the American English now 如果 xxx 但是 Webster xxx 他的朋友 Benjamin Franklin 希望 xxx 内一部 (ruguo xxx danshi danshi Webster xxx ta de pengyou Benjamin Franklin xiwang nei yi bu) it means it's so it's so far away from American English or from English xxx so here he choose this word far go far OK now please turn to page fifty-seven fifty-seven and here is a homework for you first it's B retell the text using the following key words retell the text you know retell it means to tell yeah by your own words so try to tell the text by your own words OK you have some time to prepare and next time I will ask you to retell in class and when you are retell when you are retelling please don't look at your paper or what you have written just to tell a story not to read a story OK?
Ss: OK
OK now Language Work 2 Language Work how many of you have finished Language Work? OK now I give give you I'm going to give you one minute one minute more to finish it
so do you ask them to do this before they come to the class?
yeah every time
yeah so they should have looked at the text
first
and done this these exercises before
I ask them to do what they know to do to finish the part they can finish (oh I see) **and if they have any questions or they don't know xxxx**
so do you think they all obviously they don't all do that because you do you think most of them do or?
yeah in this class most of them will do that in another class I'm not sure maybe more than half
right and is that a habit that they have from middle school maybe?
the habit to prepare the lesson you mean? (yeah) **I don't know yeah as a student they always ask us to prepare the lesson and to review the lesson but at the first lesson I [phone]**
you were talking about
prepare lessons is one of their habits and yeah and before because the lesson in the first time I told the students to prepare the lesson and to finish the I tell them very carefully about what they should do before the class which part they should finish and how to do it I explain to them very clear and yeah after after explaining the text I won't give them too much time to do the exercise we just to check the answers and to explain some important points some difficult points
right so is that the same for every unit?
yeah the text is the same all the same
right and but you expect them to do the same each time
if there any difference different thing I want them to do I will tell them before this unit when or anything different if it's always the same I seldom say to do this to do that

and is that then because several teachers teach Comprehensive English right? do you all do the same thing?
do the same thing? you mean ask the students to prepare? I don't know what the other teachers do actually I didn't ask them but when I observe their lessons I think they didn't take a lot of time to do it they didn't give the students enough time to finish the exercise only one or two maybe they I guess they prepare they ask the students to prepare
right OK
not all the teachers I only observe Long Guojun's lesson (oh) [laughter] **I don't know the other teachers**
but did you why did you observe his lesson?
because I think he has lots of experience of teaching and I can learn more from him
was that this term or before?
before this term and
ah right and so do you watch?
(talking about photo on screensaver)
so you were just starting to ask the students to do the exercises
how many of you have finished Language Work? OK now I give give you I'm going to give you one minute one minute more to finish it (ss work) OK now it's your turn to do the Language Work A and you first read the sentence and then the phrase the phrases that's OK any volunteer for the first one OK?
S: people in different countries speak English in different ways the United States, as a good example has it's own special ways to pronounce and spell the language in particular
in particular (particular) to replace as a good example (as a good example) OK good in particular but the girl how to pronounce 英语 (yingyu)? how to pronounce?
S: English
OK English and two
S: as a patriot Noah Webster wanted the American people to be free from Britain inte- inte- inte- intellectually (intellectually) -letually as well as politically indepen- independent
to replace? (free) free OK very good independent now three OK you
S: the American Spelling Book by Webster was used by many genera- generations of American school children generation after generation
OK one is generation after genera-
can I ask you why you ask the students to read the sentence aloud?
to make them clear about the words and I w- if we just say a phrase or just give the answer I think maybe they will soon forget and if they read the sentence and read the answer they will be quite clear
right OK how do you choose which students should do number one and which one number two and so on?
sometimes they are volunteers to do and sometimes I call their name and sometimes they do it one from the first one the first student and then the students maybe his neighbour or the student back of her
right so sometimes you go in order
in order right
OK thank you
-tion OK sit down now the girl for fourth
S: the first American dictionary was called Webster's Dictionary xxx
sorry?
S: [inaudible]

OK sit down now what's the phrase here known as OK known as to replace (called) called OK was known as and five
S: it is possible that you will use a modern edition of Web- Webster's dictionary when you look up a word chance are
chances are OK to replace it's (possible) possible OK chances are now six OK you
S: it is possible that you will use a modern edition of Webster's dictionary [laughter] when you look up a word xxx chances are
OK very good but you have done the same exercise with her OK sit down now you try next one
why did she do the wrong one?
maybe she wants to do this exercise and she maybe always stare at the exercise and then she it's time to do this exercise so she immediately stand up and give the this answer so she isn't at that time she wasn't listen to others
yeah what do you think about this kind of exercise? replacing some words with other words from the text?
I think it's helpful for the student to be more familiar with the words and especially the new words and phrases they have learnt in the text
Benjamin Franklin tried to persuade Webster to do away with all the silent letters from English words xxx
OK OK very good to do away with here seven to drop to replace to do away with but why you don't do exercise six OK you should be carefully and be attention don't always talk when others are doing their exercise you should listen to them carefully yeah OK so who will will do the second the last two six OK you
S: in order to get rid of the King's English Noah Webster contributed a lot of to the establishment of American English get rid of to do away with
OK good do away with to replace get rid of and contributed a lot to contribute to to give or give one's strength to something to here is also a preposition and establishment is a noun establishment means publishment publishment OK any questions for A for this part? no questions? good
now B so B is a little difficult for you and now I'm going to give you some time to check your answers with your partner if you have finished if you haven't finished it just try to finish it
why do you ask them to check with their partner?
I want them to think about the exercise they have done and to I want to try to get some difficult points sometimes I tell them to do A like that first to check with each other and see if they have different answers and then they can ask try to agree with each other if they can't they can pick it out and then in class I will explain the exercise they disagree with each other
I see right so do you mean you can find the points that are most difficult because they disagree and then you can focus on those ones?
hm-mm
(ss talk together) (male student talks to T) S: [inaudible]
which one? OK OK
OK now first let's have a look at the words in the boxes the King's English the first one the King's English and the Queen's English is it the same? OK it's similar the King's English and the Queen's English and eleven oh sorry the last phrase the American Revolution or the American War of Independence so let's look now let's read the first material the first passage so I I will tell you it's the first material the first passage it is about the American Revolution or the American War of Independence OK now who'd like to read the first material the first passage? volunteer to read it OK you give you a chance

S: between 1775 and 1783 there was a war between the thirteen British colo- colo- colonies in the eastern part of North America and their parent country Great Britain the colo- colonists wanted to win their independence from British control in the end America won the final the final victory and after 17- 1776 it became a free independent country its first president was George Washington what historical event does this passage talk about?
paragraph what history historical event xxx so it tells you something about the American Revolution OK sit down sit down so if you don't know something about the Revolution American Revolution you can read this passage
so I'm just wondering why you did this differently you first you told them the answer and then you asked somebody to read the passage so is there a reason?
yeah the students when I walk around they tell me they don't know what's it and I guess they don't know because they are the first-year student they know little about this so I just want them to know that's OK to know what's it
OK now two who wants to have a try? two
S: the official accent of English is called RP short for Received Pronunciation in fact it is the accent of the Royal Family which is also which is also called the King's English or the Queen's English when the ruler is a female
OK very good sit down so let's look at this sentence the official accent of English have you noticed the words? official accent of English is called RP short for Received Pronunciation 可以接受的发音 (keyi jieshou de fayin) in fact it is the accent of the Royal Family which is also called the King's English or the Queen's English when the ruler is a female for example now the ruler is who is the ruler? who is the ruler of Britain? king or queen? king or queen?
Ss: queen
queen OK Elizabeth and so she is a female and now the English should be called the Queen's English so I have asked you the question is King's or English is King's English or Queen's English a standard English? is King's English or Queen's English a standard English? yes or no? is it a standard English yes? you don't know the answer OK definitely no from this sentence you can see it's also a official accent but we can't call it a standard English it's Received Pronunciation or Received English OK now paragraph sorry three
S: English is the mother tongue of the British Isles (Isles OK British Isles) but it has almost become an international language how did it get so big? during the xxx where they went they brought their language which became known as King's English or the Queen's English
OK good sit down so the first one four is English is the mother (tongue) tongue of the British Isles British Isles what does it mean? British Isles so this country Britain is composed of a lot of isles England is one of the biggest isles and Scotland you know Scotland and also (Wales) Welsh and Northern (Ireland) Ireland OK Northern Ireland so English is the mother tongue and next one next blanket they here means who is they? (the English) the English OK the English the word the word here should be brought their language brought their language bring brought OK four is a longer one a longer passage who want to have a try? OK very good now others please listen to her carefully because some of you told me this part is very difficult for you so listen to her carefully
S: in 1825 having devoted more than 20 years to the study of the English language and having travelled in both England and France Web- Webster returned to New Haven to compile his OK slowly to compile (compile) you know this word compile OK go ahead
S: compile his monumental American Dictionary of the English Language it contained 12000 more words and about 40000 more definitions than any earlier dic- dictionary of the English language but its importance does not rest only on the size of his work he was the first dictionary writer to emph- OK here is the (first) first OK the first to emphasise American rather than British

usage and the first to list meanings in the time order in which they made their appearance in the language besides the literary words in the English language Noah Webster xxx included thousands of technical and scientific terms setting a good example for a modern compr- comprehensive dict- dictionary for over one and a half centuries his great dictionary has been updated and re- OK this word is (updated) updated yeah has been updated (and xxx reprinted) and reprinted (reprinted) again and again reprinted OK it has been one of the major dictionaries for students of English and in 1981 an xxx enlarged revised edition of Webster's Third New International Dictionary and an abridgement Web- Webster's New Collegiate Dictionary were published the latest edition Web- Webster's Eleventh Co- Collegiate Dictionary published in two two thousand and three OK OK the last word eleventh is edition edition OK sit down OK sit down very good so now do you have any problem for this part? if you have you can ask me or ask your partners (talks to one s) can you understand now? yes OK so you fill in all the words? OK OK OK now do you have any problems for today? do you have any problems or any questions? no? if no problems that's all for today
and I hope you will finish all the rest exercises in this unit and also prepare the the exercise you should finish is D in page fifty-eight and three in page fifty-nine and also Read More and four Translation in six page sixty-one and five in page sixty-two yes and also six six- in page sixty-two hm-mm and prepare unit five OK OK that's all for today class is over bye everyone (bye) I'm sorry I forget to give you a break [laughs] (ss ask question) oh (dengyixia dengyixia) homework homework and this one words
so now you're giving them what? more homework? different homework? no
no I think I mean to distribute their homework I have checked writing
dictation and after you have a look at this paper please give it back to me OK altogether thirteen
dictation
why do they give it back to you after they look at it?
I want to keep them
so why do you keep them?
for inspection
inspections? (*pinggu*) do you mean? or for you to inspect them?
no both I think I want to keep them because after they have a look they will throw it away but I can keep them
and so what do you do with them?
I just put them in my desk or in my closet
[laughter] and so do you ever look at them again or?
I seldom did except the dean or the time to inspect and then I sometimes leave their homework in my office in the Practical office Practical English office and then you know leaders sometimes will come here and to check
right OK let me just let's just see if there's any more I don't think
students
S: [inaudible]
here is right but the xxx find them in the text
S: [inaudible]
oh similar meaning xxx or more as the same similar similar
S: [inaudible]
oh yeah xxx is very very famous yes xxx
do you know do you remember who this student was who was asking?
not very clear a girl? xxx maybe?
and she was asking you about?
this question [indicates on paper] known as why known as can be used here

[inaudible] as far as xxx the content should be enlarged xxx
do they often come to you after the lesson to ask these questions the students?
mm
in every class or do you think?
in this class the students more students will ask me questions
and I also I just have a couple of things to ask you about you mentioned Standard English the King's English or the Queen's English you asked them if it's Standard English so your answer was it's not Standard English right? **(right)** so can you explain a bit more what you mean?
at the beginning of this unit I give them a question about what's Standard English and also the title of this unit is the King's English and I explained to them the King's English what does King's English mean and is King's English a Standard English? and they have no answer and so I explain a little for them that the King's English is not the standard and so when I see the phrase again I ask them the same question
right I see to remind them so in your opinion what does that mean Standard English?
I mean no Standard English I tell I have told them there are no Standard English just like no Standard Chinese
there's no Standard Chinese?
no standard Chinese yes we have a rule but not everyone in daily life speak like that only the news
newsreaders
newsreaders
on the TV or on the radio
right on TV on the radio right
OK and also I just wonder about this course Comprehensive English what do you think of this material?
most of the materials are very good and interesting and a lot of new words a lot of new things they can learn but some problem is that after they have learnt they no I mean no place they can use them and the first one book one is a little easier and when they are in the second year book three and book four are very difficult to understand difficult to teach and the words the new words some of the new words are really new for me when I first give them the lesson and they so you know they seldom need such a word to express themselves and even in the examination they some of the students suspect if it's usable
right so what do you do you tell them anything about?
I just tell them it's useful and I tell them it's necessary for them to know the basic knowledge
so how do they know which knowledge is basic and which knowledge is?
I tell them what they learn in my class is the basic knowledge
so do you mean that sometimes for example if there's a list of words or phrases
oh I will put emphasise on the most commonly used words
oh I see so how do you decide which ones are most commonly used?
which commonly used by me and I'm very fa- if I'm very familiar with the words I think most of the time I just judge according to my own experience
right do you think that with this material there's enough or too much to do?
you mean for the students in class or after class?
for the term
oh for the term I think too much
too much in the book there's too much? so what do you do about that problem?
I will delete some of the materials and I pick out the part I think is important and you know in every unit the order the structure of each unit is similar quite similar (yeah) **so at the**

beginning they will be very interested in the first one two or the first three units but after that they just think oh it's boring to learn the same similar they learn it just as a must and I so I mean every in the end or at the end of each term or nearly to the end both the students and I will get tired (oh I see) **over this lesson** (oh OK) **but we still go on**
do you think that's the same with other teachers and classes
I don't know very clearly I knew once I talked with Long Guojun I told him I asked him are you very tired to give the lessons? and then he said of course I mean sometimes I'm tired of course I have such a time he said and then I wanted to ask more information and suggestions and he just smiled and changed another topic
so are there any other teachers that teach the same material or just you two?
I think there are other teachers last term in this group we have some more teachers Erin Riu I think no no no Erin Qiu and Dustin Qiu (oh yeah) **and maybe Lily Rui I don't know very clearly**
so you don't work together just now you
oh Zhu
Zhu Lijuan
oh I forget she's giving this kind of lesson this term I think so maybe I will go to watch one of her lessons
right is there a you mentioned earlier that you are in the Practical English group and there's the English Education group also (yeah) is there do you think this is a division or do the teachers do anything together?
seldom we seldom meet together even you know we have some activities for each group and when it's time to have the groupwork we will go back to our own office
oh I see

APPENDIX I: Group discussion starter questions

Students

- What pressures/difficulties do students face in learning English?
- Are girls better/more inclined to learn English than boys?
- Is it difficult for you to understand the students when they speak English?
- There seems to be a difference between learning English in Junior and Senior school. What about college, for our students?

English

- English is only a tool. Do you agree?
- What's the difference between study and learn?
- Is learning and teaching English different from other subjects?

Teachers and teaching

- What makes a good teacher? Is there a typically Chinese conception?
- Is it important that students like their teacher?
- Do teachers have the right to use their own teaching method?
- What is a language atmosphere/environment? Do we have one here? How can we create one?
- Has doing this (research) made any difference to you? How?

APPENDIX J: Group discussion transcript

Transcription conventions:

A: Lily

B: Xinyu

C: Ailing

xxx: unclear utterance

italics: interviewer / *pinyin* (Chinese phonemic script) when bracketed

please don't worry about being recorded
A: we have been recorded many times
yes you have been recorded many times so you've also been observed well at least once each during this project xxx and interviewed also as well as written something so maybe I could ask you what you think of doing this is it is it 麻烦 (mafan)? certainly it's 麻烦 (mafan) but is there anything about doing this that you find useful or helpful or?
A: I think it's very helpful so about recording the lessons and also do the interview and so especially about the recording the lessons I find that sometimes some mistake I didn't found it but through listening to the recorder right and the tape I found in fact I made some mistakes and sometimes I will repeat some sentences times by times but I didn't find it I didn't notice it but when I listen to it and then I found yeah I repeat these phrases or sometimes use some sentence just repeatedly and also about interview when I was done the interview it aroused me to think about something yeah maybe something though I always found it or sometimes I notice it but I didn't keep some thinking and and through the interview and also some something like the questionnaire? yeah I know it aroused me some thinkings so I don't know how about the other two's opinion
B: it's also my first time to listen to my own lesson and it's very very interesting to listen
did you think it was unpleasant to listen to your own lesson? did you enjoy listening to your own lesson or did you think oh 不好听 (buhaoting)
B: I don't think 不好听 (*buhaoting*) [laughter]
OK
A: just the voice is a bit strange
B: yes
I remember the first time I heard myself on a tape I couldn't believe I had such an ugly voice really
A: it's just it's not like mine
right right
B: I use that that mobile phone last time so I think the voice is almost the same I can recognise my voice [laughter] xxx
so listening to the recording the lesson that's the first time you said
B: my first time
yeah so what do you think of it?
B: maybe I can do it myself next time to see if I improved I have improved my English or I have make some progress to make some comparation
随便说 (suibian shuo)
C: what finished? [laughter]
we don't have to go like this it's OK
C: yeah it's also my first time to listen to my own lesson and I found OK the same problem with Lily yeah I found I OK many times I repeat some sentence OK repeat and repeat OK maybe in the class I don't like

my students to act but OK it OK take some times to do that and I have remembered that you have OK remind me a quest- a problem of mine because I OK I just look at some part of my students and some of them I ignore yeah so now I realise them and have changed it yeah thank you
was that because of this lesson or was that a different lesson?
C: because of your *(督导 (dudao) this lesson)* lesson because you just OK take my record and remind me that
right
A: just now she mentioned that when we listen to it can help us improve our English right? and so not only about teaching sometimes also our maybe oral English also can be improved when we listen to the recording yeah some pronunciation and maybe intonation and also the teaching way sometimes when we organise the lesson maybe during the lessons we will ignore something xxx just unconsciously but we can't find it so when we listen to the recording so last time I re- mentioned that yeah if it's convenient that I want to record my lessons each time because after the lesson I can listen to it and now about the course xxx there's three classes I have the same lessons so if I can after ones and then to improve something I think this will be better
you mean if you recorded the first lesson then you could make it better before the second
A: yeah
B: anyway I think it's useful for us to for us to improve our teaching it's helpful
you said Lily you said that the interview aroused your thinking so can you remember?
A: so about my experience of learning English and also the major choice yeah so why I choose this major and also about at the beginning my interests about the language learning so these kind of things though during the daily study or daily teaching I also think of these questions but some xxx when I begin to write them down and then this arouse me more thinking because now for the students if I think if I can put more thinking on these kind of questions it's also helpful for the students because now maybe some of the situation xxx of theirs just like me maybe sometimes about so if I can keep attention on their learning interests and about some of them maybe didn't like this major but and then at last they just took this major so I think if I keep on observing this kind of problems it can be helpful for both students and I
excuse me a moment (closes door) (tape player turned off and on)
technology it's very tricky it's very very tricky so you just now you also mentioned writing something helps you to think back so I asked you to do you remember it's a long time ago now this is taking quite a long time I asked you to write something about your learning experience and your
A: teaching experience
thoughts about yeah teaching is that the first time you've written something like that?
A: not the first time sometimes I just write something something like on the diary but not so formal just when I thought something I xxx write down something but just several sentences sometimes just several words but not such writing
then who reads it?
A: me [laughter]
have you tried any
C: for me it's the first time yeah to write something my OK learning experience and teaching experience maybe I don't have the habit to write something but I just keep something in my head
yeah I think most people don't write anything like this until somebody asks them to or maybe requires them to
A: publish something
or you need to publish something [laughter] *yes indeed*
A: because when I write down something I just in case I forgot them [laughter] maybe not good memory
C: but I think it's very good way
have you ever heard of journalling?
B: journal
journal yeah keeping a journal but in particular I mean some people use this as a way of improving their teaching they keep a journal they write a journal maybe every day maybe after every lesson or maybe just once a week or somexxx
B: sometimes after the lesson I will write down something but not always

A: like the students' teaching practice and then they write down something
something like that yeah and some people do it for a maybe for a special period for example if they if they have the chance to study for a year then they keep a journal and there's a friend of mine who's working in Nanjing 南大 (nanda) and he requires his students to keep a journal about learning English so they write maybe every week maybe every day I'm not sure about what they do and how useful it is
A: I ever asked the students in education class I just mention that now you are students and your thinking or sometimes some activities some thoughts will be changed when you be a teacher so if you now keep recording something it will be useful for your future for your career for your jobs but I didn't push them to do this because I just want the students realise that it may be useful and because when I was a student sometimes I do this I think now when I was a teacher it's also useful it can remind me something during the school time
so thinking about teachers most of you I think all of you mentioned a teacher that you remembered from you know when you were in school or maybe university and you told me why you thought they were good teachers so in general is there some are there some qualities that you think about for a good teacher a good English teacher?
A: I think patience is very very important especially now for some of our students their English level yeah sometimes is really not so good so I think patience is very very important because this a language learning I think for language learning sometimes will pay some special attention to some details so I think this needs patience very much
B: do you mean to be a good teacher what qualities I think is most important? just now you said we have mentioned a good teacher we like and I think I don't know how the you mention a good teacher and a teacher will come to my mind and I try to think about her qualities maybe no special qualities but one thing is that all the students all like her and then they will keep interest in her lesson and she's a humorous that's one different thing than other teachers you know teachers always give lessons very seriously and the teaching and learning way make students boring sometimes and sometimes in my lesson there's some there have to be some boring times [laughter] because I don't know how to change it but this kind of lesson for this kind of lesson I have to teach them something so I can understand them one good student who's good at English and interested in learning English one day when I found that she's doing nothing at that time and then I ask her what are you doing? she just xxx sorry teacher I can't concentrate on the lesson I know she's a very very good student but she just feel tired at that time and I understand them so I immediately changed another way to arouse their interest I think as a teacher we should have something to arouse the students' interest and another good teacher is that she has been to America and so her spoken English is very good and we all admired her at that time and we all hope we can speak such a fluent English like her so I think this is professional ability? no not very exactly
yeah was that a teacher in university or school?
B: in my university *(university)* she's a spoken English spoken teacher spoken English teacher [laughter]
it's interesting that you say there has to be some boring time in the lesson what do you both think of that?
?: how to say?
C?: did you mean teaching some grammar
B: teaching the lesson maybe you have different kind of lesson I teach them Integrated English and I have to analyse the text sometimes the text sometimes is very long and some of the texts are not very very interesting but we have to learn both me I think I feel boring at that time
C: a little like do the maths questions to do some paper to analyse
B: to analyse yes sometimes to analyse sometimes to learn some new vocabulary and
C: grammar
B: and now it's the end of the term almost for every lesson the method is almost the same I sometimes try to change some other thing some other way but it's almost the same so at the beginning we all both the teachers and I feel maybe interesting and we all I want to teach them more and they also want to learn more but by the end of the term both of us will feel tired [laughter]
so do you think that happens every term? at the beginning the feeling is
B: not for spoken lesson spoken lesson is always very interesting and no burden no pressure but just for my Integrated English lesson
do you find the same?

C: yeah I agree with her maybe different subjects have different way of teaching yeah so Integrated English maybe yeah a little like we should pass CET 4 and CET 6 something maybe xxx important to pay some language knowledge something like knowledge yeah but not to use them just OK like my class like because maybe they think it's practical yeah they may think it's interesting yeah so I think different subject may have different ways and students also found some of them maybe interesting some of them maybe not

Lily what do you think about the idea that the term is different at the beginning and the end

A: I think the difference exists yeah I don't think the beginning will be interesting and the end will be boring I think the middle part maybe is the interesting part because at the beginning maybe the students just after their holidays and then the end of the term close to the holidays so I think both these two parts sometimes the teaching efficience not so obvious but the middle part I think is better and just now forgot your English name

C: Ailing

A: OK Ailing mentioned that sometimes different subjects yeah will use different methods yeah I agree with her opinion about this but I think it doesn't mean that speaking should be interesting or writing grammar will always be boring and just now I just think about the essay grammar can be fun so just now I

oh the article

A: yeah to think about this article I think if we adjust the teaching methods so also sometimes some boring things also can be fun I think

C: but I think it's difficult yes I it's difficult to teach grammar interesting I also don't like this subject in my university days xxx yeah very thick book yeah we should read it also very detailed make us a little boring very very boring about it and when I when we finished it we just throw it away maybe [laughter] xxx

A: she mentioned the textbook

C: yeah

A: it remind me something I in the Integrated Skill of English I remember one unit they mention the textbook so it's like a questionnaire ask the students yeah so what's your opinion about the textbook you are using now so some of students mention some improving way for example to colour the book and to put some smelling on the book and when you point this one and then you can smell it something like turkey and so on so the student have very very good suggestion for about improving the textbook not only the content and also some other designs yes just now she mentioned the thick book I think if the book is not so thick maybe when we look at it feel not so boring

which book was this that asked for suggestions?

A: Integrated Skill of English book three? or four? book three yeah

and something else you said Xinyu was we had to analyse so why?

B: because students ask you how or why and at that time in this kind of lesson I sh- I have to give them some answers

C: maybe in my textbook it will be OK four skills and I find listening and speaking is maybe better and writing I always ask them to write a composition and then to for them to do the homework maybe I don't think I have time to do xxx on the class and then I will analyse their mistakes and told you how to do it better told them yeah and for the reading part yeah I also use the way yeah just analyse them maybe OK I'll have maybe we all have used get used to this kind of way because we don't analyse it I don't know if they have read it yeah and I would like to ask some questions and ask them to answer to check it if they have understand it

so do you mean that if they haven't read it then if you analyse it in class you know that they've read it in class?

C: maybe some questions and after that I think maybe some of them will be because different culture different because they don't have the such kind of business background I should told them something yeah just like that

A: this remind me the think about two reading teachers in my university yeah because the first two terms is a one read- is the teacher in charge of reading and then the third and fourth terms another teacher they give us two different ways so the first teacher just like maybe like traditional way to yeah analyse the whole article and then to point out some grammar points and sometimes nearly do the whole article's

translation but the second teacher he did it in a completely different way he just organised to discussion yeah used the discussion way and just sometimes give us some questions let us to let us find the answers through discussion and then just show our answers to him then after this he will also leave us some time to ask him questions because when if we didn't understand this part we want to know more we should ask him questions yeah so he pushed us to ask questions so I think the second way is effective because for the first teacher though he analysed every part of the article but it seems that though maybe is for us we can be lazy because we will not do many preparation for the article we just keep listening it's OK but sometimes after the lessons it seemed that it's easy to forgot it but the second teacher so we will keep very very concentrated on his lessons because he will ask our ask us some questions suddenly not like by plan or by his arrangement no arrangement yeah so and then most of our classmates we like the second one though sometimes we feel nervous in his class

Xinyu again you say some very interesting things because when I said why do you have to analyse the text? you said because the students asked you to therefore if the students ask you to isn't that more interesting for them or is it still boring?

B: just for those who like learning

oh so just some students OK so if we go back we started this I asked you about a good teacher what makes a good teacher do you think there is a Chinese idea of what a good teacher is?

C: Chinese idea?

A: oh maybe it means a standard for a good teacher in xxx means traditional China

old [laughter]

C: professional

a teacher should be old

A: like doctor

B: I have organised the students with a discussion what's in your eyes about the college teachers they all told me almo- almo- most of them told me that they think a college teacher should wear a thick glass [laughter] and old not so young like us

A: professor old professor not young professor

C: maybe it's misunderstanding you know that in our yeah very famous university like Qinghua and Peking university they are OK professors maybe around 40 yeah professor or around 30 yeah and during the days OK maybe 1920s we have a lot of good OK writers yeah a lot of them are very young but very famous and do a lot achievement in their young OK I don't think a teacher should be an old old man I don't know why the students have that kind opinion

is it just the students who have that opinion or do you also?

B: teachers no just the students because you asked me the question I

C: when I was a student I didn't I even don't have that kind of opinion I just OK pay attention maybe their professional ability and I would like a teacher to be how to say?

B: knowledgeable

C: yeah that's one thing and how to say? 有个性的 (*you gexingde*)

B: personality?

A: have some special characters personalities

you mean friendly?

B: no not very exactly

A: do something in some special way [laughter]

B: maybe you can take an example which one do you think is maybe in this college Mick? no

C: I only know that Yanyan was welcomed by students

A: special

B: such kind of teacher (xxx) I think she's going to talk about Yanyan

C: and that I read some stories maybe or OK some real things about in Reader you know that? it's very famous in China a magazine Reader yeah they OK some articles mention some very OK young not very young but teachers they OK they are very OK lovely maybe have a lot of OK lovely personalities but at least they are very professional yeah and love their students yeah and very concent- OK concentrate themselves on their career so even though maybe some of them OK have a how to say it? they seldom talk

too much after class or maybe they don't have good relationship with their leaders [laughter] but they write some pap- some books and OK students like them very much
A: disobey some regulation [laughter] is it betrayal?
I don't know [laughter] *so this do you think this is the Chinese idea of a good teacher somebody who loves their students their students like them they have a special kind of personality very knowledgeable very professional very patient but also they don't get on with their leaders and they don't always obey the regulations*
A: I think this is not the traditional way
C: not traditional [laughter] the modern way maybe
A: but the students really like this kind of st- the teachers because I think nowadays the students like something special so also includes somebody special I have do some discussion about what is a good teacher during in different classes so some characters they mention is patience and love the students respect their students understand students and also be humorous and this kind of characters
C: humour is very I think is very important in the class
so what do you think if you had the opportunity to choose something what do you think could make you (opening the window)
OK so if you had the chance what do you think would make you a better teacher of English?
B: if I have a chance [laughter]
A: why you say chance?
well (because) *sometimes you don't have the opportunity to improve in any way but*
C: if we were free to do anything
if you were free to do anything or if you
C: more freedom
if you were if it were possible for you to either learn something or adopt some characteristic or do something differently
B: if I were if I had a chance I want to go maybe America or some English-speaking countries to learn English to improve myself in a real language atmosphere but if [laughter] I had the chance
A: and keep the students admire the teacher is from America
C: yeah
B: I don't want to be admired by the students I just want to improve myself
OK
C: it's a good way yeah
how about you Ailing?
C: at least to make myself more professional yeah to know maybe can analyse some difficult things in easy way to the students
right you mean like analysing the text but being able to explain clearly
C: maybe it's a little different from my lessons with the *(yeah)* OK only language lesson maybe OK it contains a lot business background I should yeah but they don't have any background of business so I should analyse some maybe professional things in a very easy way just like their daily life but I think it's not very very difficult just OK correct xxx try to my OK myself should read a lot of things and try to absorb them then give them it to the students yeah another maybe don't OK give some fresh air to the class not just like a traditional very traditional way maybe yeah to be active yeah make everyone to be active myself and my students yeah I just want to be OK part of them and to be a adviser maybe or guider but they are they do xxx something themselves and I really think the OK the book designers of because is very OK professional I like their ways what about your opinion? [laughter]
A: just like her mentioned further study and broad knowledge I think though now I didn't teach them some practical course but I really want to learn more and because I found after graduation though we still keep studying but it seems that I want to observe more maybe not just in our college and also other places other universities I mean some chance to observe something
observe
A: their teaching and also their learning
B: I'm thinking a problem maybe it's a very big problem to solve now I just spend what we teach in this school and the difference between what we teach and the what the students will use in society even for

myself I found that my ability I maybe here I just try to improve my teaching method and this is really a very I don't know how to say English it's too complex to express
do you want to use Chinese? [laughter]
B: you xxx understand Chinese
C: xxx maybe help others
随便 (*suibian*)
A: maybe in Chinese also find it
difficult to
A: sometimes it's not so easy to clear their thought
sure yeah
B: I just take a simple example nowadays I always go outside to some companies to give the employees lessons not English Chinese 普通话 (*putonghua*) and you know before them I just feel that although they call me Teacher I just feel there's a very big distance between us I just feel I'm not very
A: qualified?
B: maybe not qualified for the teacher I just feel they maybe just in this small field I can teach them something but in a much broad sense they
A: social experience?
B: they are teachers of me so this is just my one of my sense and one problem I feel occur
A: like be kept outside of the society?
B: maybe more or less
C: maybe everybody has your own professional field they may do good in business but xxx
B: maybe it's not I just have such a feeling but maybe it's not the question we are discussing I don't know
that's OK do you mean that to be a teacher you need broad experience and broad knowledge but when you teach these people in fact you feel as if your knowledge is very narrow
?: narrow
B: yeah it's not enough
A: just like sometimes when we analyse some text I think sometimes it's not just because the text is boring so because sometimes I'm not sure when I want to teach them some lessons some texts about biotechnology or something else some very technical one so I will feel not so much confidence to teach it well so but if we can know some more about this area I think this text can also be very interesting but because we didn't know more so sometimes we just can analyse the grammar part and we can't give them more background information and then the text become not so interesting so if we can know more about different areas but not so deep learning because it's very difficult just maybe deeper one so it's also can make our teaching not so traditional
you mean that traditional teaching is not good?
A: no I mean the traditional way of teaching
you mean the traditional way of teaching is not good?
A: in some aspects
C: because society develops we should also develop our teaching way students are changing so teaching way should be changing changed
so should the teaching change according to the students or according to society or according to just now you mentioned the material?
A: all I think [laughter] because if just according to the students sometimes they also feel confused about what's their idea really be just like just now she mentioned that yeah when she do the analysis about the text the students find it's boring but even some students ask her to do this so sometimes the students also feel confused about what they really need
do you think teachers are confused?
All?: sometimes [laughter]
OK let's take it one stage further do you think all teachers are confused or do you think that maybe in English the teachers are more confused than in other departments
C: all of them

B: no I just think computer teachers will feel more confident about what they learned because they can use what they learn directly
A: no
B: I don't know I just guess because you ask us the other I
A: yeah maybe you think computer is more practical but I think every major they should have some theoretical base so some theory when the students learn some theory they will not think it's practical it's useful though they really use it but they still consider the theory maybe boring just like they learn grammar in English (I think) also some theory in some other majors I think
B: English is typical one maybe because it's not very obvious to see one's progress and students sometimes ask me the confused question if it's worth of working so hard
yeah is it worth
B: yeah it's true the students some of the students really work very hard but they always find it's so difficult to learn and in the examination what confused them is that in the examination some students maybe who are not working hard like them can make a very good mark higher than them
so how does that happen?
B: yeah?
B: that kind of thing always happen I think
so why do you think
C: not use trick way but on OK
B: for some students maybe they use a wrong way but some students they xxx
C: some students they I mean the not work hard students the students who are not work hard but get a high xx not cheat in the examination but al- but also get a high mark yeah maybe it happens
I'm sure it happens but how does it happen?
A: because of their luck? bad fortune? I think sometimes especially in Band 4 Band 6 exam
right
C: maybe sometimes
A: I ever heard some funny story one student they didn't put their how to say? ccc
B: earphone
oh in the listening
A: when they do the listening but they still get some marks
right just a a a a [laughter]
C: there's one question we have xxx other students who are work hard not work hard has some talent in language maybe but for I talk [laughter] I think it always happens
A: we talk too much
talk too much you can't talk too much
C: have you have another tape? OK yeah
just in case
B: I didn't say the special case I say the students who's good at learning and who also works hard but she's not always the first one or even the first ten in the examination because she's not very good at examination she just tell me that she feel horrible in the examination she can't perform well
A: psychology?
B: not not psychology I don't think it's psychology I just think the examination doesn't fit her
right so do you think that there are students who are actually good students but they don't do examinations very well?
C: so we so in our education field we always found a lot of ways try to solve the quest- this problem so in our fin- OK when we give our final mark we always put their OK maybe their
A: daily presentation
C: yeah their daily presentation and their homework yeah it also will give some marks on them yeah to balance
when you say we who do you mean?
C: we
we
C: our teachers

in this college?
yeah
this department?
yes
A: according to the people we also do some calculate
C: maybe some of the students who OK some big class maybe some of them never come to the class or seldom come to class xxx so but at last he will also xxx
A: do well in the exam
C: yeah do well in the exam so we just balance it with their daily work
right let me change the question then can I ask you how you learned to be a teacher? how did you learn to teach?
C: in our university we have some subjects lessons like education and psychology and maybe we OK we learn how to teach by our teachers
you mean from the education and psychology teachers
C: also some teachers yeah we have give a lot of examples what we think the good teachers and the good teachers we have met in our OK university maybe examples from them and also in our work yeah to correct it and to improve also in this kind of way we can sit down discuss something together
A: I think I learned some is it can be called basic skills of teaching from textbook maybe from when I was in the university from the my teachers and also sometimes yeah learn something from their teaching not only the textbook and sometimes learn something from my own observation and something from my reading and also watching so and then I learned how to be a teacher and also just now she mentioned that yeah through our own practice and then to adjust some methods and also sometimes I receive some feedback from the students I think this is also a good way
B: she almost gives all [laughter]
A: I should leave some for you
B: no no no I mean what we learned is just the same
OK let me just let you have a look at these there are lots of questions here some of them we've talked about some of them we haven't if there's anything you think is interesting here just say so
B: the second one… I don't think so I think some boys are even much better than girls and even for some boys who's not very good at speaking but has a very good pronunciation and some boys are good at writing but people always say girls have more talent than boys in learning a language I don't know why maybe just because more girls learning this major I don't I'm not sure if it's true
so why are there more girls?
B: you ask why *(why)* girls
are there look for example in our department
B: why so many girls so few boys [laughter] I don't know why maybe boys are not very interested in learning a language they are more interested in learning how to say *wenlike*
C: scientist
science subjects
B: science subjects in high middle school we have to choose two different we are divided in two different groups one is in science group and another is in (arts) arts group yeah and always girls are more girls will choose science group
C: maybe the boys mind are more abstract
B: I don't know maybe its but I always in a class with more girls than boys
so Ailing maybe boys are more?
C: more ccc how to say
A: abstract ideas
abstract
C: abstract
A: sometimes not like this one not something concrete?
yeah
C: maybe it's because the female and the male are different in their mind
do you think it's true then do you think girls are better?

C: I think how to s-? maybe if boys who are good at English they may sometimes better than even better than girls and if girls sometimes good at maths they may even better than boys yeah but in average it what happens that maybe girls are OK have more interest in language and boys are have more interest in xxx OK science xxx
A: and the third one is it difficult for you to understand the students when they speak English? yes sometimes in it als- often happens in the Practical class because I now I was in charge of three classes for the same course Integrated Skill of English and I ask them to present a short speech before lessons so each time when I come to the Practical classes sometimes when the students do the speech I can't understand some part sometimes most of the article I can't understand but for the Education one it's better
I remember my some of my students were I asked them to give presentations like a report and then I said at the end they should ask if their classmates have any questions and so one of the I think it was a boy gave a talk and then at the end he said any questions? and somebody said pardon? [laughter] *because she hadn't understood anything at all*
C: but why it happened?
?: pronunciation sometimes it's because of their different pronunciation sometimes they make sentence their own ways
A: and I remember
?: Chinese way
Chinese way?
A: once the student said to me that when the Chinglish will be standard one? [laughter]
B: and for Practical English students they never learn grammar so in their writing oh no grammar at all
what do you mean they?
B: they just express themselves they don't care grammar
do you mean they don't have grammar lessons in college or in?
B: I don't know but they
C: they should have grammar in their middle schools
B: yeah they have learned middle schools but just maybe just because they have lower marks in the examination
C: you mean they don't learn it well
xxx
A: sometimes with the Practical students they will consider grammar for them is not so important they think if I want to be a teacher I will want to learn grammar more and more seriously but I just the practical English I'd like to learn something practical grammar is not so practical sometimes they have this idea
do you so do you think that's a wrong idea?
B: it's not wrong but for the basic skills they must learn then they can use them in practice
C: they at least should make others understand them they may have some yeah relationship xxx contact with foreigners
B: today I'm correcting a very interesting article from the student he never used a verb in every sentence [laughter] no verb at all in a sentence
so
C: in first year class student?
B: first year
C: my student my class?
B: no no no not your class I'm so busy to add in every sentence a verb he just say I then no I and all or almost the same mistake and many many other mistakes
yeah so in fact he has no sentences
B: but just the words because I'm a Chinese (yeah) and I can understand because all the words are together I can understand what they are going to say
xxx
B: they just put the words together if they know the words and then they put the words here and here here so if all the words are there this is a article
C: I think first year maybe several even in second year that still happens they have a sentence but no connection between sentence so it will not be a composition yeah in the second class second year class

B: and for the students in my class there's better students because at least they can write a page of artic- a page of words for some of the students they just write down two sentences maybe they don't know how to write
C: I have a question yes I don't know why your students are better than this year's class
OK they all I mean your students your students are OK their composition is better than this year's
B: I don't know but at the beginning I think they maybe at the beginning they are better than the students of grade 1 at that time I think they are terrible but now compared [laughter] I think yeah as a fact they are better even in the same year even than they were in the same year
C: yeah
so the present grade 1s are much worse than last year's grade 1s
B: I think so
C: I only teach grade 2 students and OK her students now is in grade 3 and when I teach them (Grade 2) they are yeah they are better than (students now in grade 2) students now in grade 2 yeah
?: worse and worse
so do you think they are really becoming worse and worse?
A: because (I don't know) at this time I didn't teach the freshman but I heard some of the teacher they mention the freshmen is good so I don't know
B: I don't know educational students educational major I don't know I just know I give two classes English I just know the two class compared with my students in grade 3
C: but OK I don't know why because your students yeah now in class in grade 3 their spoken English is not so good as the students now in grade 3 but their composition is better than their OK the students now
A: yeah I just thinking about this one so because when we say the students better or worse I think due to different areas (yeah) just now she mentioned yeah I think this one is very interesting about the speaking right? I think so for the student now at least they dare to say something not so shy compared to the students before yeah they dare to say something but about some writing sometimes they didn't pay more attention to the grammar sentence structure some transitional ways so
C: maybe it is because the OK society style maybe we pay much attention on their speaking
B: you mean the students now are
A: good at speaking
C: they focus more attention on speaking not on writing
B: so you mean they dare to speak in the front
C: yeah maybe because now we always OK the society always ask them to communicate with others yeah so they foc- changed their attentions on speaking now yeah I think it's OK a very big xxx to the students they are very practical
you mean students now are more practical than students in the past? [laughter]
?: no no
A: maybe out their interest in some practical things
C: because we always say OK you should open your mouth
A: use it
C: you should use it in their opinion maybe use it speaking is OK the easiest way to show their ability of English
A: speaking we can't use speaking without grammar does it mean that sometimes we have (xxx in a spoken) do things better for their speaking? I mean sometimes when we correct their writing their composition we will pay more attention to the grammar sentence structure but for speaking I think sometimes my requirement is that just open your mouth to say something fluently and then I can understand the meaning or the classmates can understand the meaning it's OK (yeah yeah) so I think maybe the standard is different so when I listen to their speaking I didn't so so what? picky for their grammar?
you're not so picky about their grammar
A: but when we correct their composition I think
you're picky so why are you less picky?

A: I'm afraid if I pick out each of their mistakes or errors and then they will be afraid of speaking next time but after the speaking sometimes I will repeat their wrong sentence or expressions in correct way but I didn't point out this is their mistake I just used another way to say this sentence sometimes I do this
do you think that's effective?
A: most of the students they realize this one
C: for me OK we have a lot of practice about speaking and I like to point it out after they have finished and then to give a comment and sometimes I even ask other students to point out the students who are give the presentation and they always help me to catch a lot of mistakes in their classmate's presentation and it's a very good way maybe to OK to xxx both of them to be to pay attention next time to correct themselves and also I have OK an experience that maybe in the OK native speakers maybe when they speak the grammar is not as important as when they write yes? just like OK just like Chinese just like Chinese when we say some oral one OK sometimes it is not OK how to say it? obey the regulation of the grammar and also in all kind of language speaking and writing's different
A: ignore some object ignore some subject
C: yeah it's maybe sounds free to speak but when they are asked to write maybe they find it's difficult
yes maybe but perhaps certainly it's true that grammar is different whether you're writing or speaking yeah just like it is for you in Chinese I'm sure that doesn't mean there are no standards or no patterns that we still stick to and I think probably the mistake the students may make is to imagine that grammar is not important in speaking but is important in writing and then perhaps then they speak very inaccurately whereas I speak accurately but sometimes I can miss something out or certainly that's what we do quite a lot of time when we speak we miss something out and if you did this in writing you couldn't understand it but because it's speaking you can but the students may misinterpret I think and may think it just doesn't matter about grammar I'm not sure it's an interesting idea so how important is it do you think for a teacher to have good spoken English? if you said that speaking is being emphasised more now and communication is being stressed so how important is it do you think for a teacher to be a good speaker?
C: I think it's very important in my opinion
A: yeah because I also think it's very very important I remember my English teacher in middle school he has good spoken English so we try to imitate his spoken English and also we admire him we want yeah one day we can also speak such fluent English so I think sometimes the teacher their spoken English set some examples for the students if the teacher have bad spoken English and one is that maybe the students will find yeah my English teacher just has such spoken English and the other way that if some of the students they didn't find it's bad and then they imitate so I think the influence will be worse
C: yeah because language learning maybe OK imitate is very important so you should give a very good example to the students and they can enjoy it and find very OK enjoy them and imitate it so it means a kind of environment for them
yeah you've all mentioned this before I think the environment the language environment so do you think in this college now do you think there's a good language environment in your lessons is there a good language environment?
C: maybe every teacher try to give them a good environment in our lesson
A: yeah but sometimes I give up at the mid-way yeah because sometimes I try to create the environment the atmosphere but it seems that it's difficult to convey my message to the students so sometimes I give up but I just keep trying
do you mean you give up in the middle of a sentence or in the middle of the lesson
A: the lesson
lesson?
C: so you mean you will use Chinese to explain something yeah?
B: a very interesting requirement by my students I once asked them to give me some suggestions on teaching and also on learning what they are interested and one student give me a note it said I can't remember very exactly but the main idea is that thank you for tea- thank you for what you have done in class but only one thing can you speak a few Chinese? because in my lesson almost no Chinese that's spoken English lesson and then I pick up this piece of paper and tell the student sorry this is spoken English lesson I can't give you any Chinese I can speak more slowly but I can't speak Chinese just feel very interesting that the students can require me to speak Chinese

but why do you think they wanted Chinese?
B: maybe I think they can't understand me or maybe sometimes they can understand and maybe they found it's much easier to (follow the lesson) communicate in Chinese sometimes they will follow when I give them assignment to practice they will then if they don't know how to express they will change into Chinese because it's when they are eager to express themselves they will speak in Chinese
so are there any times when you always use Chinese? anything special that you always do in Chinese?
A: due to different courses just like just now she mentioned about the speaking lessons yeah always Chi- [laughter] yeah and but sometimes I find some explanation is very difficult for me sometimes it's difficult to explain in English and also for the students sometimes it's difficult for them to understand the English explanation and then I will use both English and Chinese
when I it's a long time ago now so maybe you can't remember but when I asked you to listen to your lesson did you find anything surprising about English and Chinese in your lesson?
A: surprising?
for example did you use more English than you thought you used or did you use more Chinese than you thought you used or did you use them for a special reason?
B: I sometimes just feel it's a habit to start from English and then speak English all the time and I will feel strange to slip into Chinese and if I slip into Chinese I also feel it's strange to speak in English [laughter] yeah sometimes yeah maybe if I don't listen to my lesson I can't realise that (OK) no no I just say in class in class I mean sometimes I can't control myself
C: in fact I try my best don't use Chinese in my class it's very OK professional or very how to say? 专业 (*zhuanye*) maybe
specialist
C: specialist I may OK use Chinese but maybe some sentence when I ask to explain it I will change into English yeah and OK yes that's right becau- Chinese is much easier for them to understand maybe sometimes I say a lot in English a long OK a very long time and then they just puzzled xxx in Chinese OK they can understand it very quickly so sometimes maybe when we want to save time sometimes we use Chinese yeah but I don't think it's a very good way we'd better not use Chinese
B: for myself it's also a good way to improve myself
C: yeah
you mean to practice speaking
B: yeah to practise speaking I if I speak Chinese it will be much easier but if speak English I sometimes find the difficulties and then I will look up dictionaries or try to find to change another way so if I force myself to speak English actually I really although it's not very good now but I really improve myself compared with the beginning I teach I become a teacher [laughter]
when you mean compared with when you started teaching
B: yeah
C: maybe after English OK besides English Chinese maybe some real things for them to see maybe another good way yeah or some examples yeah
?: a good way
C: for Practical English maybe can be used can do it like that because they are very practical things maybe you can give some examples to show them so it will be much easier for them to understand OK for example to when I say how to use the fax machine maybe if I can catch a machine
?: a machine xxx
C: yeah yeah so but I don't know if it is different from OK when you teach
A: I think for the language we use in class Chinese or English it the reason I think two main reasons one they may- I think one due to my language limit I think the I master more I can express something in English easily for the students but sometimes I feel it's difficult to analyse something in English so I think this is the lang- my language limit and the other one is about the students' level (yeah) sometimes some students they really is of the poor level because I recall that when I were in the university most of the our teachers they used nearly all the all of the teachers they used English when they have lessons but we can catch them but for our students sometimes it's very difficult though we use some easy sentences they also can't catch up with us so I think due to I think there's the two
C: two sides one xxx from teachers and one from students

so how can we create this atmosphere that you think is important this environment?
B: I think English Corner is very good way for the students who like to improve their spoken English can find a good place to practice always you are you and Janice are there
C: very busy
well
A: maybe sometimes more foreign teachers because when they look at you talk with you they will force them to use English because they will think if I use Chinese they (don't understand) don't understand us but if they speak to us they will think I can use Chinese because they can understand me
C: or Chinglish maybe
do they ever talk to you in English outside the lessons?
A: some students
just a few
A: a few very few very very small part but sometimes the I found that the students who talk with me in English is not the maybe the excellent student or the good student or the best student in the class not them but some other students their spoken English is not so good but they try to speak in English yeah some of the students they feel give them this force to do it so maybe they also realise that they also want to create this atmosphere
so if you were the dean would you do anything to create an atmosphere?
A: as so I just now I xxx last one how do this research make any difference to you? so I think the department it it's better that organise some more teaching activities such like research or just some discussion yeah at different stages different periods for example maybe one term have some five or three times or four times to do some discussion among teachers also we can show some questions because I think some of the questions of the teachers there are some general questions through discussion though it's not possible to solve all the questions all the problems but I think it's useful a discussion so but if the dean didn't organise this we can't do this so (whispers)
C: we don't have pressure to do it
A: not about pressure
C: awareness
中文吗? (zhongwen ma) [laughter]
A: ye bu shi zhongwen de wenti
B: can't find the proper word
responsibility? opportunity? right?
C: just maybe or to do it or we don't have such awareness to do it
B: awareness you mean if we are not forced to
C: maybe I think it's quite difficult *(pressure)* we don't have pressure maybe and sometimes I we seldom have such awareness to find the problem out
what you're describing Lily would it have to include all the teachers in the department?
A: due to the teaching group and sometimes all the teachers but because I think all the teachers sit together to do some discussion it's not so efficient
C: too many persons
A: yeah
too many xxx
C: many OK maybe some teachers who do the same subject
A: maybe the same subject or for the same major students sometimes I think also different majors different courses it's OK it depends which kind of problems you want to
I have an idea that this happens in middle schools the 教研 (jioayan)
A: 教育学活动 (*jiaoyuxue huodong*)
C: you will feel it's a little strange that when I become a teacher I just OK change my myself from a student to a teacher but in this college there's no such advice besides Mick and Janice no such advice from other teachers maybe sometimes from Mr Long OK my OK teaching group's adviser we don't have such kind of research or I think I know a lot of my colleagues we don't we also have that kind of we are very strange about why there's no-one to give us any guide

A: freedom
C: yeah because were so free [laughter]
so do you think you're too free?
All: no [laughter]
B: I don't think so
A: I think some regulation maybe make us not so free but sometimes we didn't enjoy some freedom (yeah maybe) regulation is very strict for xxx
C: some discussion like this is very goo- OK everybody may like discussion like this but maybe ask a supervisor to OK listen to your class maybe there are some teachers not feel very good yeah but maybe it is a useful way although it's OK not used to do it we are not used to do it if it is only for our discussions to improve our teaching OK I think it is good
what about observing other teachers you mention a supervisor observing you what about you observing other teachers?
A: yes it's also a good way
does it happen?
C: happens yeah it happens
often?
All: not very often
A: sometimes about the time sometimes maybe some teacher they like us to observe but some teachers may not
C: and we don't think we do very good preparation when we super- observe other teachers' lessons even some OK teachers don't have such kind of books or texts they go to the class and don't know what
B: what's going on
C: what's going on yeah *(yeah)* yeah so it should be improved
are there any more of these that you'd like to talk about or would you like to finish?
C: Mick I have a question if teach English and it is different when you teach in your country and in China yeah you use different ways? or use the same way?
it probably depends on who I'm teaching but for example in a language school in Britain a language school is usually a kind of private arrangement but they have students from many different countries usually so that rather different it's a very different situation because firstly the only language that everybody can understand in the classroom is English whereas here the only language everybody is sure to understand is Chinese so immediately the job is a little bit easier because there's pressure on the students just to use English also there's a mixture of cultures and backgrounds that you can use in your lessons very easily but that doesn't exist here the differences don't exist here and in my country classes are smaller usually in a school the class may be about 30 but in a language school maybe 20 maybe15 maybe 10
C: so means everyone can have some practice in the class
much more practice lots of practice but it really depends on what who I'm teaching the other thing is if foreign students are in Britain then they have this atmosphere that you're talking about all around them the whole time
A: in your country did some British teachers teach British students Chinese?
probably I'm not sure I've never met anybody but there may well be because now
B: just you remember Karen
yeah Karen she was teaching some yeah that's right
B: Chinese students English or not?
no she was also teaching some students Chinese
C: just like us xxx Chinese teachers teach English
I think there must be some but I don't know if there are many
A: I just want to know are there some similarities [laughter]
it's an interesting question
C: problems they face
I think it's more likely that there are teachers from my country teaching French or German or Spanish and then I guess they might have similar problems but they also have other advantages because those

countries are very close to ours so it's easy for them to visit and in fact if you train to become a language teacher you spend one year abroad in your maybe your third year
C: if we have such chance so maybe you when I'm
B: very very old [laughter]
then you'll be a
A: too old to go abroad
true teacher
C: tourist
thick glasses
A: if I were dean I try to find this kind of teacher get together to discuss the teaching methods I mean do British people teach British Chinese? or send us to abroad to learn something?
C: the teaching way may be also different
yeah I think probably
C: maybe you have a lot of discussion
well I think that when I was in school I learned French and also Latin and I remember French learning French I think I found very difficult…