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Principled Eclecticism in College English Teaching in China

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Abstract

In general, eclecticism in language teaching holds that although no single language teaching method manages to meet all the teaching and learning needs, many methods

have valuable insights that should be drawn on. But it has been criticized for its lack of principles. Thus principled eclecticism and teaching by principles have been pursued. This study investigated the attitudes and perceptions of the College English teachers in China towards eclecticism and principled eclecticism in their teaching in the intensive English language program, and the methods or approaches and teaching techniques they employ; and, through a case study, it probed whether the real teaching practice of principled eclecticism was as eclectic and principled as the proponents described at the theoretical level. After analyzing the questionnaire from 155 teachers and 51 students, a 12-week classroom observation, and person-to-person interviews, the authors find that eclecticism does exist and is widely practiced by College English teachers and is warmly welcomed by the students.

Key words: eclecticism, principled eclecticism, College English teaching

Introduction

Since the early 20th century when English Language Teaching (ELT) in China entered into the formal educational system, Chinese ELT teachers and researchers have been seeking the best method for ELT. Different methods have been introduced, tried out and found unsatisfactory, among them, the Direct Method in the early decades of the century, the Situational Method in the 1960s, the Audiolingual Method in the 1970s, and the Communicative Approach in the 1980s. Through trial and error, people have realized no single method seems good enough to be universally accepted as best. In teaching practice, many have come to favor of eclecticism, which generally holds that although no single ELT method can meet all teaching and learning needs, many ELT methods have valuable insights into ELT that should be drawn on. However, without principles, eclecticism is likely to fall into a state of arbitrariness. Thus teachers need a set of principles to adapt their teaching procedure to the specific circumstances. We know a great deal about methods and approaches in terms of how the advocates of a particular method believe a method or a technique should be used, but few data are available on what actually happens to the techniques when teachers use them in the classroom, as Richards and Rodgers (1986, p.163) claim.

So the present study not only investigated the attitudes and perceptions of College English teachers in China towards eclecticism and principled eclecticism in their teaching in intensive English language programs, and the methods or approaches and teaching techniques they employ; but also probed, through a case study, whether

the real teaching practice of principled eclecticism was eclectic and principled as the advocates described at the theoretical level.

Review of the literature

Eclecticism in language teaching itself has given rise to much controversy. According to Fan (1999), many other applied linguists, teachers and scholars in western countries have been in favor of eclecticism, and among them are Long (1980), Bell (1981), Brumfit (1984), Yalden (1987), Schmidt (1989), and Stern (1992). In China, there are still more proponents of eclecticism, such as Yang (1997), Li (1998), Fan (1999), Rao (2000), Shen (2001), Wang (2001), Xu (2002), Chen (2001), Dong (2003), Wang and Huang (2003), Zhang and Chen (2003), etc. However, there are also some opponents to the effectiveness of eclecticism in language teaching. For example, Stern (1983) doubted about eclecticism for “there is no agreement as to what the different methods precisely stand for, nor how they could be satisfactorily combined” (p. 482); and for it does not “provide any principles by which to include or exclude features which form part of existing theories or practices” (1992, p. 11). Marton (1988), who put forward four eclectic strategies which allegedly can be usefully applied to remedial teaching, argued that “practical eclecticism does not meet the criterion of efficiency, while theoretical eclecticism is suspicious on logical and theoretical grounds” (p. 86). A Chinese opponent (Dai, 2002, p. 64) argues that the fault of eclecticism in language teaching lies in that it attempts to make a kind of all-purpose language teaching out of the existing methods and approaches and to persuade that eclecticism is the only right idea in foreign language teaching methodology (my translation).

Eclecticism has also been viewed in discriminating ways. Widdowson (1990) argues:

“It is quite common to hear teachers say that they do not subscribe to any particular approach or method in their teaching but are ‘eclectic’. They thereby avoid commitment to any current fad that comes up on the whirligig of fashion. This might be regarded as prudent common sense. But if by eclecticism is meant the random and expedient use of whatever technique comes most readily to hand, then it has no merit whatever. It is indeed professionally irresponsible if it is claimed as a pedagogic principle.” (p. 50)

Johnson (1998, 1999) noted that “eclecticism’s strength is recognition of diversity, its weakness a tendency to vagueness and lack of principle” (p. 104).

It can be then concluded that pure eclecticism in language teaching is not convincing and principled eclecticism is needed. So it is partially such argumentations that generated the study of principled eclecticism. Thus the origin of principled eclecticism in language teaching can be assumed as not as old-fashioned as it was thought to be. Research on principled eclecticism was appended to research on eclectic approaches in second/foreign language teaching instead of being studied as an independent topic until the term “principled eclecticism” was seen in works by Larsen-Freeman (2000) and Mellow (2000; 2002).

Mellow (2000; 2002) has used the term “principled eclecticism” to describe the “desirable, coherent, and pluralistic” approach, which involves the use of a variety of language learning activities in a discriminating manner as required by learner needs and styles. According to Mellow (2002), principled eclecticism has been given a variety of names:

- effective or successful eclecticism,
- enlightened eclecticism,
- informed or well-informed eclecticism,
- integrative eclecticism,
- new eclecticism,
- planned eclecticism,
- systematic eclecticism,
- technical eclecticism, etc.

It is called “disciplined eclecticism” by Rodgers (2001), according to whom this approach is “likely to shape the teaching of second languages in the next decades of the new millennium” (Rodgers, 2001). The fact that it had many names testifies to the influence and popularity of this theory.

To achieve the goal of principled eclecticism, Mellow (2002) proposed principles for categorizing, selecting, and sequencing teaching/learning activities. Activities are categorized in relation to the “Two-Dimensional Model” (as is shown in the following figure), including four quadrants that result from the intersection of the dimensions of language and learning. Language is categorized as form or function. Learning is categorized as construction or growth. The centre of the quadrant is characterized as “contextualized attention to signs”.

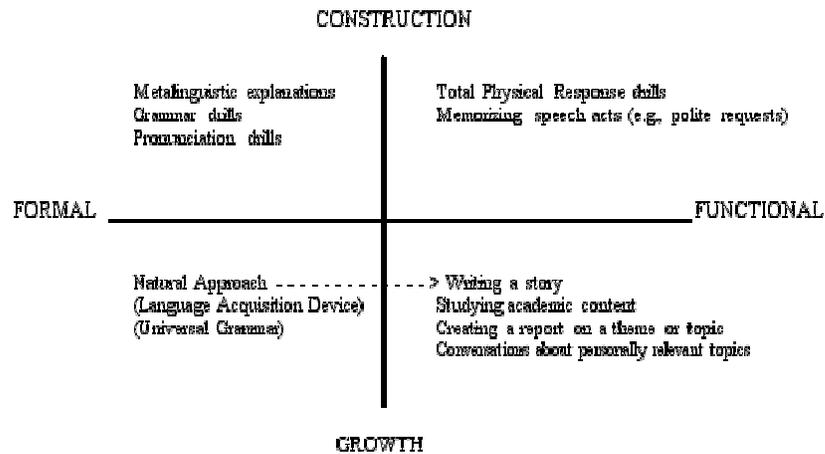


Figure 1 The Two-Dimensional Model of types of language teaching activities, with example activities placed (extracted from Mellow, 2002)

Mellow's (2002) "centering principle" constrains selection and sequencing: Activities within a lesson should (i) maintain coherence by consistently focusing upon the same formal and/or functional units, and (ii) be sequenced so that, by the end of the lesson, learners have engaged in activities that require contextualized attention to signs. His hypothesis is in consistency with "noticing" as a solution to the problem

that “the lack of grammar instruction in the Communicative Approach has often produced students who communicate well but lack grammatical competency” (Noonan, 2004). It’s also supported by the finding that adult students’ attitudes and perceptions toward “explicit grammar instruction” are positive (Ikpia, 2001).

It seems the previously reviewed two sets of principles are not evident enough for comprising principled eclecticism. Scholars and teachers (e.g. Brown (1994b), Chen (2001), Larsen-Freeman (2000), Marton (1988), and Mellow (2002)) who study them and conduct action-research define the principles from other perspectives as they deem suitable, and they name them differently as they see fit. Therefore, the range of principles can be quite wide, and the names given to the principles are likely to vary from one another. For example, Brown (1994b, p. 74) states the TESOL profession will finally become mature when we realize and admit the complexity of language learners requires an “eclectic blend of tasks each tailored for a particular group of learners”. Rao (2001) suggests, from a broad perspective, perceiving the Chinese learners or even East Asian learners as a whole, that teaching and learning styles be matched to reduce teacher-student style conflicts, especially in foreign language instruction. She advises that an effective way is for teachers to provide a variety of activities to meet the needs of different learning styles, so that all students will have at least some activities that appeal to them based on their learning styles, and they are more likely to be successful in these activities.

Brown (1994b, p. 74) insists that an “enlightened eclectic” teacher should take an approach that includes most if not all of the principles he has concluded. That is, teachers ought to take all the principles in the respects of cognition, affection and linguistics in to consideration at the same time.

Language teaching, especially foreign language teaching, is so complicated that the principles put forward are, though surely enlightening to language teachers, by no means exhaustive or suitable for all. Trial and re-trial are still called for. Modifications and supplements are to be further explored by empirical research to suit the dynamics of the language teaching and learning classroom, which is what a growing enlightened eclectic teacher should do in their own teaching practices.

Methodology of this study

My methodology included two levels — macro and micro levels. The level-1 study

contained a pilot study and an extensive survey. In the fall of 2004, the author conducted the pilot study to examine the attitudes of the English teachers of English majors towards Foreign Language Teaching Methodology (FLTM). The factors that influenced their choice of teaching method were also explored. Through the pilot study, the teacher questionnaire proved to be effective. Yet more specific questions were added to the teacher questionnaire to be used as an instrument for the main study in the spring 2005 semester. The extensive survey of 155 teachers from twenty universities in seven provinces and two municipalities in China was conducted to investigate the attitudes of College English teachers in the Intensive English Language Program (IELP) towards eclecticism, principled eclecticism and their teaching principles and techniques, which were analyzed both qualitatively and quantitatively. The questionnaires were printed and sent out with the help of the author's friends and sent back to the author either by EMS or by e-mail. Data thus collected were put into the computer and twenty-one copies which had too many missing data were excluded. Then with the software SPSS 11.0, the author obtained the results of the descriptive analysis.

Level-2 study used a case study approach consisting of qualitative methods of data gathering and analysis. In the spring 2005 semester, the author observed, taking field-notes and videotaping, a College English class in the IELP at a key state university in Shanghai, China, for twelve weeks. The teacher held eclecticism in her teaching; the textbook explicitly informed that the teaching method was of eclecticism; and there were 51 students registered in the class. In the early stage of the field observation, the 51 students were surveyed with a questionnaire that elicited their English learning motivation, attitudes and needs. At the end of the semester, three of them were selected, as representatives of three typical learning styles, to participate in semi-structured interviews which asked them about their changes in this semester in terms of English learning attitudes, needs, interest, and autonomy. The interviewees' words that were considered most relevant to the study were transcribed and compared. The field observation was transcribed and observations sorted out by principles behind each technique observed. Then the sorted principles were compared with the principled summarized by Brown (1994b).

All the questionnaires and interviews in the study were originally in Chinese. To better the readers' comprehension, the author has translated some schedules of the

questionnaires and interviews into English and attached them as well as a sample of the field observations and some analyses to the end of the article as Appendices.

Results and discussion

1. The attitudes of the English teachers towards eclecticism and principled eclecticism

Out of the 35 teachers who participated in the pilot study, 33 of them said they took an eclectic approach in their ELT. According to the results of the questionnaire in the extensive survey, 81.3 percent of the College English teachers held a positive attitude and perception toward eclecticism, 9.7 percent were uncertain about it, and only 9.0 percent opposed it.

Attitudes	Numerical Value	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	5.00	33	24.6	24.6	24.6
Agree	4.00	76	56.7	56.7	81.3
Uncertain	3.00	13	9.7	9.7	91.0
Disagree	2.00	10	7.5	7.5	98.5
Strongly disagree	1.00	2	1.5	1.5	100.0
	Total	134	100.0	100.0	

Figure 2 Frequency statistics of the attitudes towards eclecticism

And the principles of eclecticism, to their understanding, could be teachers' teaching and learning experience, principles of certain methods and approaches in general use, research findings, and/or the principles summarized by ELT scholars and teachers. Personal teaching and learning experience was believed to be a major source of teaching principles. About 15.0 percent just followed intuition in their teaching giving no fig for teaching method.

2. Methods/approaches and techniques employed by the College English teachers

The College English teachers did not confine themselves to one method/approach, but they were eclectic. In practice, teachers employed methods and approaches with or without one of them as the main construct. The techniques employed by the College English teachers in the IELP, if taken as a whole, focused on both form and function but slightly more on form and resulted in both learning and acquisition (subconscious) but a bit more in learning (conscious).

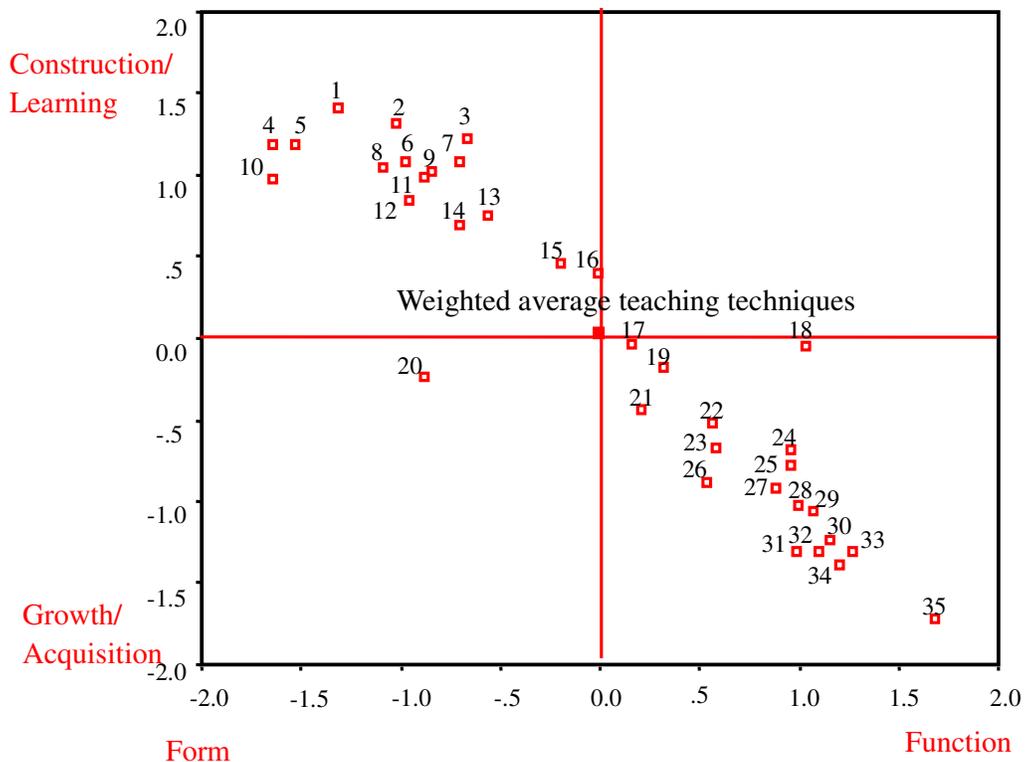


Figure 3 The placement of classroom activities or techniques and the weighted average teaching techniques

Note: 1=Checking; 2=Content explanation; 3=Identification; 4=Drill; 5=Testing; 6=Review; 7=Recognition; 8=Question-answer, display; 9=Dialogue/Narrative referential; 10=Copying; 11=Reading aloud; 12=Dictation; 13=Translation; 14=Dialogue/Narrative presentation; 15=Role-play demonstration 16 = Meaningful drill; 17 = Wrap-up; 18 = Brainstorming; 19 = Information transfer; 20 = Composition; 21 = Report; 22 = Preparation 23 = Cued narrative/Dialogue 24=Question-answer, referential; 25=Story-telling; 26=Problem solving; 27 = Discussion; 28 = Games; 29 = Drama; 30 = Interview; 31 = Information exchange; 32 =

Narration/exposition; 33=Simulation; 34=Role-play 35=A propos

3. The instructor's belief and the results of student questionnaire, classroom observations, and person-to-person interviews

The instructor under study believes in principled eclecticism. She learnt FLTM in her undergraduate and postgraduate study and considers the up-to-date research findings as the main source of teaching principles. In her eyes, language is more a system of function of communication than a system of structure though it is both, and the process of foreign/second language learning includes both conscious learning and subconscious learning or natural communication. That gives an account of the techniques she employed in her teaching.

The students showed their unanimous satisfaction with their teacher's teaching techniques, organization, and behavior.

The lectures the researcher observed were reasonably well planned and efficiently executed. It is not, of course, necessarily perfect. The teacher competently planned the lessons around the textbook, managed everything with no major problems, and carried out the various activities with warmth and enthusiasm. She spoke clearly and reassuringly and verbal encouragement and compliments were often made.

According to the interviews, all the students have made great progress in English learning, especially in vocabulary, reading and listening. Due to the rapport between the teacher and the students and the lively classroom atmosphere, the students learned efficiently in class. They have begun to take responsibility of their own English learning process. The ambivalent student began to interact more with the instructor and spend more time on English, the extroverted students became more active. The introverted student began to find his own way, taking an extra listening and speaking course, to pursue remedial learning. It can be concluded that, besides the learners' progress in the integrated skills in English, their interest and motivation in learning English were greatly enhanced.

4. Comparison of the classroom observations and the principles proposed by Mellow (2002) and Brown (1994b) respectively

The lectures given by the instructor were consistent with the principled eclecticism proposed by Mellow (2002). The lectures were topic-based. Each lesson maintained coherence by consistently focusing upon the functional units. The lectures were so sequenced that by the end of the lesson, learners had engaged in activities that required contextualized attention to signs, or noticing.

However, the principles observed included six specific principles that are excluded in the principles put forward by Brown (1994b). They are

- 1) A student can learn from what is present in the environment, even if his attention is not directed to it;
- 2) If the students trusts and respects the teacher's authority, he will accept and retain information better;
- 3) Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech;
- 4) An important goal is for students to be able to translate each language into the other and if students can translate from one language into another, they are considered successful language learners;
- 5) The teacher should help the students "activate" the material to which they have been exposed. The means of doing this should be varied so as to avoid repetition as much as possible. Novelty aids acquisition;
- 6) Dramatization is a particularly valuable way of playfully activating the material. Fantasy reduces barriers to learning.

What is worth mentioning is the principle observed that the teacher is the authority in class and it is very important that students get the correct answer is typically in the learning English as a foreign language context where few opportunities arise outside the classroom to use the language communicatively. In this context, the teacher is the only person they have real-live contact with who speaks English so that in this respect the teacher becomes the authority and takes the responsibility of giving feedback to learners. By comparing the instructor's principles observed with the principles expounded by Brown (1994b), it can be concluded that the former are not only in line with the latter but more inclusive than the latter.

Conclusion

1. Findings

Despite their unfamiliarity with the terms (Only 26% of the teacher participants had known "eclecticism" and "principled eclecticism" before they took part in the study.),

the overwhelming majority of the College English teachers held positive attitudes and perceptions toward eclecticism and principled eclecticism in the IELP. But their beliefs about the main source of principles vary, from teachers' teaching and learning experience, the principles of a certain teaching method/approach, research findings to the available teaching principles of different schools of teaching and learning.

The research showed that the College English teachers did not confine themselves to one method/approach, but they were eclectic in approach. They employed more than one method/approach with or without one of them as the main construct. And their techniques were, if taken as a whole, at the center of the Two-Dimension Model, generally focusing on both form and function and resulting in both learning (conscious) and acquisition (subconscious).

The field observation demonstrated the real practice of principled eclecticism in College English teaching. It also found that in comparison with the principles put forward by Mellow (2002) and those by Brown (1994b), the principles underlying the teaching practice under study were not only in line with them, but included more aspects. For every moment of a classroom hour, certain choices were made, choices that could for the most part be justified by the collective knowledge of second language acquisition and teaching.

Every coin has two sides. Principled eclecticism is no exception. On the one hand, principled eclecticism enlightens teachers to adapt themselves to the dynamics of their classes on the basis of their collective knowledge of language learning and teaching, rather than to adopt a specific method or approach at hand. On the other, principled eclecticism can hardly offer specific directions for teachers to follow, so they have to find out for themselves by practical trials.

Theoretically, the typical Chinese learners' learning styles do not allow Chinese College English teachers to copy the teaching styles of western English teachers. In the mean while, the variety of learning styles within one class of College English students determines that Chinese College English teachers should take a principled eclectic approach in classroom task design, consistently providing a variety of activities to meet the needs of different learning styles.

Practically, the survey has shown that eclecticism and principled eclecticism have been widely accepted and practiced with or without the College English teachers' awareness of the methodological issues. What is more, the case study has

proved principled eclecticism in IELP in College English teaching to be warmly welcomed by the students and fruitful in effect. The underlying principles discovered in the case study were analyzed and they turned out to be so inclusive. The case study has thus revealed that the lectures given by the instructor under study were the product of the instructor's experience and intuition which were grounded in reasonably sound theoretical principles of learning and teaching.

2. Limitations of the study

Hard as the researcher has tried, the extensive survey in this study covers only a small portion of the universities in China and the number of the participants in each university differs greatly from thirty participants to as few as one participants. Besides, 71% of the teacher participants are young with no more than four years teaching experience. If it were an authority-supported research project, and there were more researchers involved, more College English teachers from a majority of universities could take part in the survey and the field observation could cover more teachers and more classes instead of just one teacher and fifty-one students, and data thus collected would be more representative and the consequent descriptive analysis and research findings would be more convincing. In addition, among the teacher questionnaire participants, there might be some who did not fully understand certain points in the questionnaire but had nobody to refer to. There should always have been someone explaining the meaning of each question, especially the methodological terms.

3. Implications of the study

The outcome of this research includes both theoretical and practical implications. The theoretical implication relates to the usefulness and limitation of the theories that have been put forward and summarized. The case study has shown that scholars' summarization of theories benefit language teaching to a large extent, but it does not meet all the needs of the real life practice. There are more to discover and put on trial especially in terms of what techniques to apply in what circumstances. More case studies of the foreign language teaching methodology in all kinds of foreign language teaching and learning classrooms at all levels will be expected in the near future,

especially the study of typical successful cases, so as to provide more specific principles for teachers to refer to.

The practical implication relates to the practice of College English teaching in China. College English teachers should read more about theoretical principles of language learning and teaching and adapt what they find useful to their own teaching and learning procedure and thus continually better their teaching effect.

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Appendix 1. A Questionnaire of College English Classroom Teaching (for College English Teachers)

This questionnaire aims to investigate your Beliefs, principles, Methods or Approaches, and techniques in your own College English Classroom Teaching. Your effort is sincerely appreciated.

Affiliation: _____ E-mail: _____ Tel: _____
Degree: a. Bachelor b. Master c. Doctor
Academic title: a. Teaching Assistant b. Instructor c. Associate Professor d. Professor
Length of service as a College English teacher:
a. less than 1 year b. 1-2 years c. 3-4 years d. 5-9 years e. 10-19 years f. more than 20 years
Your present students: a. Freshmen b. Sophomores c. Juniors and Seniors d. Graduates

Please tick “ ✓ ” whichever you have heard of before and you may write down whatever else on the following line:

- a. Grammar-Translation Method b. Direct Method c. Oral Approach d. Audio-Lingual Method
e. Cognitive Approach f. Natural Approach g. Communicative Approach h. Total Physical Response
i. Silent Way j. Community Language Learning k. Suggestopedia l. Eclectic Approach
-

I. Attitude toward eclecticism and principled eclecticism

- *1. Eclecticism in language teaching holds that although no single language teaching method proves to meet all the teaching and learning needs, many methods have valuable insights that should be drawn on.
a. Strongly disagree b. Disagree c. Uncertain d. Agree e. Strongly agree
2. If you are also eclectic in your College English teaching, what is your main source of teaching principles?
a. No principles b. Uncertain about the question c. Teaching experience
d. Teaching principles of certain method or approach e. Research findings
f. All the available teaching principles of different schools of teaching and learning
3. Do you think eclectic language teachers have principles in language teaching?
a. No. b. Almost not. c. They might have some. d. They have some. e. Yes.

II. Teaching Beliefs

Please tick the number that shows your opinion. **1=Strongly disagree; 2=Disagree; 3=Uncertain; 4=Agree; 5=Strongly agree.** The space after each question is for you to write your supplementary opinions if you have any.

1. Beliefs in language:

- 1) Language is a structural/formal system
2) Language is a communicative/functional system
3) Language is the union of form and function
-

2. Beliefs in language learning:

- 1) Language is learned (a conscious process)
2) Language is acquired (an unconscious process)
3) Language learning process includes both learning and acquisition
-

III. Teaching Principles

Please tick the number that shows your opinion. **1**=Never or almost never true of me; **2**=Usually not true of me; **3**=Somewhat true of me; **4**=Usually true of me; **5**=Always or almost true of me. The space at the end of each question is for you to write your supplementary opinions if you have any.

1. My college English teaching is based on teaching principles.

2. My teaching principles focus on

① Cognitive aspect

② Affective aspect

③ Linguistic aspect

④ _____

3. My teaching principles are from

① my teaching and learning experience

② some books

③ foreign/second language teaching journal

④ lectures on foreign/second language teaching

⑤ related discussion and chatting

⑥ _____

IV. Teaching Methods/ Approaches:

In my College English classes:

1. I just follow my intuition and never consider the methodological issue or “method”.

(**1**=Never or almost never true of me; **2**=Usually not true of me;

3=Somewhat true of me; **4**=Usually true of me; **5**=Always or almost true of me)

2. I just adopt one teaching method/ approach, namely, _____

3. I draw on important insights of these teaching methods/approaches:

(Please tick “√” the ones whose important insights you draw on. If one or two methods/approaches are your main source of teaching method, please mark a triangle“△”on its/ their item mark/marks. You may write down whatever method/ approach you follow partially or completely.)

a. The Grammar-Translation Method (Featured by translation and grammar teaching and learning activities)

b. The Direct Method (Teaching and learning in the target language and with the help of gestures, objects, facial expression and realia so as to convey meanings in a “direct” way)

c. The Oral Approach (...)

d. ...

...

...

l. _____

m. _____

n. _____

V. Teaching Techniques

Please tick the number that shows the frequency of your using each particular technique. **1=Never use; 2=Seldom use; 3=Sometimes use; 4=Often use; 5=Always use** The space after each question is for you to write your supplementary techniques if you have any.

(A) Controlled Teaching Techniques

1. Warm-up
2. Setting
3. Organizational
4. Content explanation
5. Role-play demonstration
6. Dialogue/Narrative presentation
7. Dialogue/Narrative recitation
8. Reading aloud
9. Checking
10. Question-answer, display
11. Drill
12. Translation
13. Dictation
14. Copying
15. Identification
16. Recognition
17. Review
18. Testing
19. Meaningful drill
20. Brainstorming
21. Story-telling
22. Question-answer, referential
23. Cued narrative/Dialog
24. Information transfer
25. Information exchange
26. Wrap-up
27. Narration/exposition
28. Preparation

(C) Uncontrolled Teaching Techniques

29. Role-play
30. Games
31. Report
32. Problem solving
33. Drama
34. Simulation
35. Interview
36. Discussion
37. Composition

38. A propos

B) Semi-Controlled Teaching Techniques

Thank you!

Appendix 2. A Questionnaire on College English Integrated Course III (for Students)

Major : _____

E-mail: _____

1. The name of the latest test you took: _____ (YY__MM__), Score: ___of___;
2. Score of the last final: _____; 3. Score of the English test in the College Entrance Examination : _____.

There are no correct and incorrect answers in the following multiple choices. Here, **1**=Never or almost never true of me; **2**=Usually not true of me; **3**=Somewhat true of me; **4**=Usually true of me; **5**=Always or almost true of me. Choose one of them and tick it. If you have anything to add, please write it after the item.

I, Motivation

1. Learning English to go abroad
2. Learning English to find a good job
3. Learning English to improve myself
4. Learning English to get the diploma
5. To learn foreign science, technology and culture
6. Learning English to obey the school rule

IV, Needs

1. I want to understand English radio and television broadcast
2. I want to fluently communicate with foreigners
3. I want to learn business English, esp. oral
4. I want to have the ability to read documents and literature in English
5. I want to improve my writing and academic writing
6. I want to improve my translation
7. I want to improve my ability in examinations

II, Attitude

1. I like learning English
2. I hate learning English
3. Learning English is a burden
4. Learning English is fun
5. I will quit after the examination
6. Contests and E Corner help me a lot

V, Weak Points

1. Listening is my week point and needs to be particularly worked on
2. Speaking is my week point and needs to be particularly worked on
3. Reading is my week point and needs to be particularly worked on
4. Writing is my week point and needs to be particularly worked on
5. Translation is my week point and needs to be particularly worked on
6. Vocabulary is my week point and needs to be particularly worked on
7. Grammar is my week point and needs to be particularly worked on

III, Autonomy

1. I preview texts
2. I often learn English after class
3. I seldom spend time on English after class
4. I will keep on learning English
5. I promptly solve problems I met in English learning
6. I prefer to spend my time on other subjects
7. I often take part in English activities after class
8. I always attend the course, English Studio Classroom
9. I always think actively in class
10. I try to comprehend and memorize in class
11. I often volunteer to answer questions in class
12. I passively accept what is taught in class
13. I keep attentive in class
14. I cannot concentrate in class
15. I cannot concentrate in class
 - a. when the content is too easy
 - b. when the content is too difficult
 - c. when the content is not interesting
 - d. at certain time
 - e. when I have watched the projection for too long
 - f. when I am obsessed by some other matters

VI, Learning Strategies

1. I give priority to Listening and Speaking
2. I give priority to Listening and Speaking
3. I learn English skills integratively without priority
4. I agree to learn English through recitation
5. I agree to learn English through translation
6. I agree to learn English through reading
7. I agree to learn English through writing
8. I agree to learn English through face-to-face communication

9. I agree to learn English through grammar exercises
10. I agree to learn English through vocabulary exercises
11. I hope my teacher teach me learning strategies
12. I have my own effective learning strategies

VII, Evaluation

1. Self Evaluation
 - a. My English is good
 - b. My English is poor
 - c. I have confidence in learning English
 - d. I do not have confidence in learning English
 - e. I do not care whether my English is good or not

16. The weekly amount of time I spend on English **a.** within 2h **b.** 2h—4h **c.** 4h—6h **d.** over 6h

-
2. Teacher Evaluation
 - a. I like her teaching method
 - b. I like her organization of activities
 - c. I am satisfied with her behavior
 - d. She can motivate me
 - e. Teaching activities are various
 - f. I am positively influenced by her
 - g. I appreciate her teaching attitude
 - h. She can introduce learning strategies to us

- d. explains long and difficult sentences in Chinese
 - e. does more analyses on the discourse level
 - f. analyzes discourse and text structure in Chinese
- When dealing with reading concerning the background information,
- g. I prefer to skim
 - h. I prefer to scan
 - i. I prefer to read in detail
 - j. I hope the teacher explains the difficulties in Chinese

-
3. Teaching Material Evaluation
 - a. The textbook provides interesting content
 - b. The textbook is satisfactory
 - c. The teaching CD provides vivid and interesting content
 - d. The contents are of great variety
 - e. The proportion of watching the projection is too large
 - f. The projection is piecemeal with the focus unclear
 - g. Listening in the teaching CD is neither too difficult nor too easy
 - h. Listening in the teaching CD is too difficult
 - i. Listening in the teaching CD is too easy

-
4. Grammar
 - a. I hope grammar is taught deductively
 - b. I hope grammar is taught inductively
 - c. I hope she analyzes difficult sentences
 - d. I hope she explains grammar in Chinese
 - e. I hope she does not do grammatical analysis
 - f. I hope she timely corrects my grammatical mistakes
 - g. I hope she just points out my grammatical mistakes
 - h. Only corrects significant mistakes
 - i. I hope she never corrects grammatical mistakes

VIII. Skill Training

1. Listening and Speaking

I hope in intensive reading classes,

- a. the teacher gives me more opportunities to speak
- b. the teacher teaching and talking with us all in English
- c. the teacher often corrects my pronunciation
- d. training Listening and Speaking with realia
- e. we imitate and repeat useful sentences
- f. the teacher doesn't correct my mistakes directly
- g. we can answer questions either in English or Chinese

-
5. Translation
 - a. I hope she translates long and difficult sentences
 - b. I hope to do more translation to train my accuracy
 - c. I hope she often compares Chinese and English
 - d. I hope we do not do translation exercises

6. Writing

- a. I hope the teacher teaches us more writing skills
- b. I hope the teacher integrate writing in text analysis
- c. I agree to the idea of writing more
- d. I agree to the idea of writing succinctly

2. Vocabulary

- a. I hope vocabulary is always explained in English
- b. I hope words are always explained in both English and Chinese
- c. I hope difficult words and expressions are explained in Chinese
- d. I hope grammatical terms are mentioned in Chinese
- e. I hope difficult items are explained in both English and Chinese

IX. Activities I Like

3. Reading

I hope when dealing with texts, the teacher

- a. takes the students understanding the main idea as the goal
- b. takes the students learning grammar and vocabulary as the goal
- c. pays attention to both the main idea of the discourse and details

1. Exercises in unison
2. Students ask questions; the teacher answers
3. Teacher asks individual students questions
4. Students volunteer to answer questions
5. Students ask each other and teacher helps
6. Playing music and movies
7. Teacher introduces background information
8. Role play
9. Dialogue/Narrative recitation
10. Reading aloud
11. Checking exercises

-
12. Imitation and repetition
 13. Translation
 14. Dictation
 15. Copying
 16. Identification
 17. Brainstorming
 18. Story-telling
 19. Wrap-up
 20. Writing
 21. Games
 22. Report
 23. Simulation
 24. Interview
 25. Discussion
 26. Digression
-

X, Examination and Assessment I Prefer

1. My own teacher decides the content of the examination
 2. Standard examination
 3. The teacher decides according to the
 4. Classmates evaluation
 5. Self evaluation
 6. Integrated evaluation
-

XI, The Teacher's Role Should Be

1. Organizer
2. Enlightener
3. Supervisor
4. Presenter
5. Knowledge deliverer
6. Facilitator
7. Authority

XII, Factors Contributing to My English Learning

1. Not afraid of being laughed at
2. Effective learning strategies
3. The teacher's great learning of English
4. The teacher's knowledgeability
5. The teacher's thoroughly explanation
6. The teacher's humor
7. The teacher's encouragement in class
8. The teacher's encouragement after class
9. The teacher's affirmation of my progress
10. The teacher's good teaching method

11. Standardized form of teaching and learning activities
 12. Flexible and various forms of teaching and learning activities
 13. Clear about the importance of English
 14. A definite aim of English Learning
 15. Pressure from the examination
-

XIII, Factors Impeding My English Learning

1. Not active in speaking for fear of making mistakes
2. Nervous for fear the teacher might ask me questions
3. Pressure from the examination
4. Anxiety from learning difficulties
5. The atmosphere of English classes is too serious
6. _____

XIV, Intensity of the Influence of the Factors

(1=Unimportant 2=Not very important 3=Uncertain
4=Important 5=Very Important)

1. Personality
 2. Personal Learning style
 3. Teacher's personal influence
 4. Teacher's teaching method
 5. Classmates' influence
 6. Teaching materials
 7. Family environment
 8. School environment
 9. Social environment
-

XV, Suggestions for English Teaching

1. Re-divide classes according to students' majors after the placement test-based division ()
(Tick "√" if you agree)
2. _____
3. _____
4. _____
5. _____

Thank you !

Appendix 3. Transcriptions of the Questions and Answers in Person-to-Person Interviews

I. Learning Style

1. Do you like the CD-assisted and textbook-based learning?

A: Yes. Since the textbook has been chosen, it must have its advantages. And the textbook-based learning can help students learn more.

B: Yes. The CD is good.

C: Yes. Not bad.

2. In your opinion, is English mainly taught by the teacher or learned by you yourself?

A: It's learned by me myself.

B: It's learned by me myself. We have learned all the grammar and it's time for us to learn almost by ourselves.

C: I think it's learned by myself.

3. Which one do you prefer in your English class, teacher-centered or students-centered? In other words, would you like the teacher talks more, or the students, you, talk more?

A: I would say both aspects are important. In listening and speaking classes, it should be the students who play a more important role; in reading classes, it should be the teacher for in that way she will be able to explain to us more vocabulary, grammar and the like.

B: I think it should be the students who talk more, so that we will never fall asleep and be able to achieve more.

C: Since it is classroom teaching, the teacher should play the central part.

4. If some words or sentences you have encountered during the English class do not make sense to you, will you become anxious?

A: Of course. I don't understand and I will become anxious.

B: First of all I must make it clear that the teacher gives her lectures very clearly. Even if there are some words unclear in the background information part or listening part, they do not matter much.

C: No, I won't.

5. Do you think the teacher is some English authority and everything she says is right?

A: Our teacher gives lectures in English, so it's inevitable for her to make a few small errors. It is inevitable. But when she expounds on the content of our textbook and language points, she IS the authority, I believe.

B: No, I have ever corrected an error for her. I would check it if I am unsure about something.

C: Yes, almost. Sometimes I check after class if I have doubts.

6. Do you expect the teacher to correct your mistakes promptly in class?

A: Yes, but if it is a long sentence, I prefer that she corrects my mistakes when it's finished. If it is a short one and I can not figure out the right word, I would like her to tell me. I think my pronunciation is OK, and I expect her to correct me when I have finished the whole sentences. If my mistakes are serious, I mean, because even native speakers pronounce differently with different accents.

B: Yes, of course. And I hope she correct my mistakes after I am done.

C: No. Instead, I expect she always encourages me.

7. Do you like to ask questions? Will you put forward your questions or ideas when you have some?

A: No, I don't. Even if I have questions, I will not ask in class. I usually draw marks on the exercises that I have questions about, and later on I will ask those classmates who are very good at English.

B: Yes. Yes. I like.

C: No, I never ask question in class. If I have some, I prefer ask the teacher after class.

8. Do you like to analyze a sentence grammatically?

A: If it's a long sentence, I think, it's an achievement for me to analyze it correctly. If it's a short one, it's unnecessary. Long sentences need to be translated and analyzed. In one text, it's enough to analyze two to three

-
- long sentences.
- B: No, I don't have such a habit.
- C: No, seldom.
9. Do you pay attention to details in reading, such as collocations, the usage of a preposition and the like? And do you like to make a contrast between two synonyms, look for cause-and-effect relations, or give superiority to accuracy?
- A: No, I don't pay attention to details. I just focus on meaning. Maybe, it's not a good habit. Comparatively speaking, I'm poor at grammar and vocabulary.
- B: No. Only when I am doing grammar exercises.
- C: No. It's enough if I can understand.
10. Are you often anxious to have a look at the script of whatever you have just heard because you feel assured only after you have read the exact words?
- A: When we cannot rightly fulfill the task following a listening, our teacher usually plays the CD more times and explains in detail, so that we don't need see the script anymore.
- B: Yes, a little.
- C: No, I am not.
11. Do you prefer visual perception to auditory perception?
- A: No. I heard that some researches showed that auditory perception makes memorization easier, and I prefer auditory perception.
- B: Yes, I prefer visual perception. I've been used to it as a little boy.
- C: Yes, I prefer visual perception.
12. Suppose the teacher asks a question, the answer to which she knows, would you like her to tell the answer soon, or to give you some time to make a guess?
- A: I would like her to give us some time to guess, so that the class would not become very boring.
- B: The latter.
- C: The latter.
13. Do you expect the lectures to go smoothly and orderly?
- A: Yes. If they did not, maybe the students would become more interested, but at the time for the exam, they would have trouble.
- B: Yes.
- C: Yes. I expect the lectures to go under the teacher's direction.
14. Do you like the way that the new information is presented through the combination or integration of words, sounds, pictures, and even animations, like that in the CD we use in class?
- A: Yes, I do. Our CD is much better than the blackboard and PPT.
- B: It has both advantages and disadvantages. I felt assured with the way of teaching in my senior high school and I still miss that way. The advantage of the new way is that it is vivid and like a way that teaching and learning is conducted in universities.
- C: Yes.
15. Do you like planned learning with some work of memorization, repetition and review, and expect your learning to be perfected?
- A: I have general plans, but not specific ones. I will try to memorize what I'm interested in. And surely, I expect my learning to be perfected.
- B: I always make plans and even have planned for all the college years. And I expect my English to be perfected.
- C: Yes.

16. What kind of personality do you think you have? For example, introvert, extrovert, or ambiverted. Are you willing to express yourself in front of your classmates?

A: I'm generally ambiverted. But sometimes I'm a little bit extrovert, and sometimes I'm quite silent. It all depends. I usually don't like to express myself in class unless I'm quite sure about what I am going to say.

B: I'm extrovert. I will express myself in front of others when I am sure about what I am going to say.

C: I'm introvert. I seldom express myself except in front of those I'm quite familiar with.

17. Are the activities you have in class usually those types that you like?

A: I like most of them and always actively take part in the activities in class. For example, I try to do every translation exercise on my notebook before the correct answer is given, and then I revise it if it is not as good as the one the CD suggests. But I don't like to listen to my classmates' reading aloud. When one of them is doing reading aloud, I will have a short break or will do what I like. There even were times when I took that short time to send a short message. I like to listen to the CD because it benefits my oral English.

B: Though the activities are not many, all of them are necessary. The presentation and debate are exceptionally good.

C: Yes, I like them.

II. Changes

18. What changes have taken place in your attitude toward English learning during this semester?

A: There are changes. Last semester, I chose band 1, and found the final was so easy. I got 86. I thought I could begin the band-3-learning as I most of the words in band 2 are not completely new to me. In the first semester, I did not take the English course seriously, and even failed to do the exercises. But Ms Zhao's lectures are very open, having the characteristics of the lectures in a university, I suppose. I like them. So this semester, I began to take the course seriously and do the exercises even though she does not check whether we have finished doing them or not.

B: Few changes.

C: Few changes.

19. What changes have taken place in your needs in English learning during this semester? For instance, you might hoped to improve your grammar at the beginning, and you found that you would like to boost your vocabulary, or reading, or listening, speaking, writing and so on at the end of it.

A: At the very beginning of the first semester, I did not have any specific needs in English learning. Probably at the end of last semester, I found my vocabulary should be enlarged. Speaking of changes in this semester, I would say I realized that I should learn to USE English and learn more practical English. Take the TOEFL words for example, if I borrow a book on TOEFL words and try to learn them by heart, I guess I can not manage to remember any. Only the words that I know how to use can be truly remembered.

B: Because I will take part in the intermediate interpretation test in the second or third school year, I pay much attention to spoken English. I took an extra-curriculum listening and speaking course hoping that my spoken English can be improved. The improvement of listening and speaking is my constant need and goal though I have made some progress in it.

C: No, almost not.

20. What changes have taken place in your interest in English learning during this semester?

A: The changes are great. In my senior high school, I was fond of English. But during the first semester, I underwent a low tide period. However, my interest in it returned this semester. At first I sat at the back of the classroom for the reason that one of my classmates sat there and I knew few students in this class but him. A couple of weeks later I wanted to interact with the teacher more so I began to sit in the front rows.

B: I'm always interested in English.

C: I'm a little interested in English.

21. What changes have taken place in your English learning autonomy during this semester? For example, did you begin to pay attention to the accumulation of spoken English patterns or to spend more time on English beyond the teacher's requirements?

A: Compared with last semester, I spend more time on English this semester. But I think examination is also an important factor that you have to concern when you decide how to allocate your time for different subjects. English is not the only course I have taken, and I have some other more difficult ones, such as mathematics and computer. I can not afford to fail any of them. As far as I'm concerned, the more difficult the course is, the more time should be spent on it.

B: This semester I became more active in class, which has something to do with the teacher. We get along very well. I pay much more attention to English learning than before. But what a shame! She is not going to give lectures on band 4.

C: I am going to take an extra listening and speaking course next semester.

22. Would you please comment generally on your progress or changes in English learning this semester?

A: Now it's hard to say whether I have made great progress or not. Better to wait till the result of the final comes out. But I think my vocabulary has been enlarged to a great extent. If I had chosen band 2, I would not have made such progress. But I chose band 3, and I think the progress should be great. I have learned a large number of words which I had never heard of before and hereafter when I meet them again, I will know at least what they mean although I can not use them all now.

B: First, I began to speak English after class, for example, you talked to me in Chinese and I answered in English "I don't care." Second, I became more active and I started to volunteer to take part in teaching and learning activities.

C: I've enlarged my vocabulary and improved my reading and listening.

23. Would you please comment generally on the effects of the English integrated course you have taken this semester?

A: It's a great pity that Ms Zhao is not going to give lectures on band 4. If she did, I would definitely choose her class. She is an ideal teacher in every aspect, knowledge, behavior, personality, and so on. She deserves 100 points.

B: What I have learned in class can be easily absorbed but quickly forgotten. Maybe, because I do not review lessons in time.

The focuses of the lessons are not clear. There are plenty of language points and we just learn them whiling learning the text without any particular focus. We used to focus on a certain grammar or a certain pair or group of synonyms. But now there is no such focus. What we learn is always changing. It might be the cause that I seldom review lessons. When I go over a lesson three days later, it is just like a lesson I have never learned before. I mean the feeling. I just tell you my feeling about it.

C: The atmosphere in class this semester is better than before, so that I am more active in learning English. Thus my English learning in class is more efficient.

Appendix 4. Sample Observation Field Notes, Transcriptions and Analyses

Observer: YAN Xiao-Yun

Place: Classroom 1522 at Donghua University

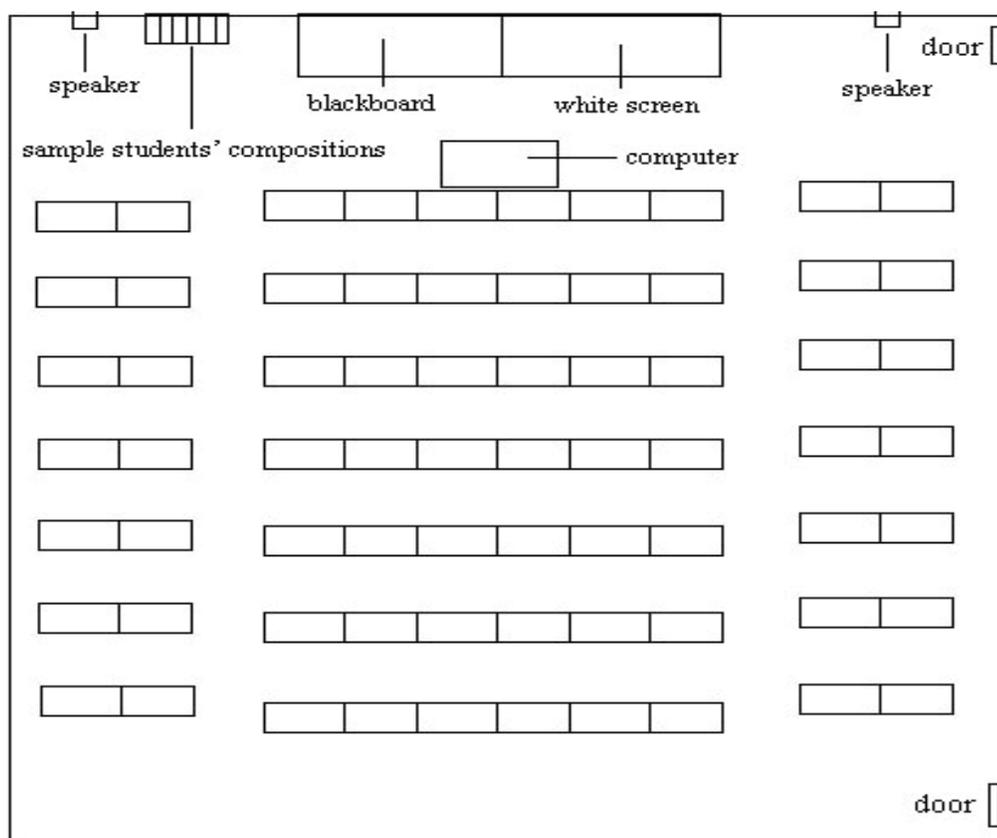
Teacher: Dr. Zhao

Class member: 51 Students (22 male and 29 female)

Recording instruments: Digital video camera and field note

(90 minutes/ a class period; T for Teacher; S for Student; and Ss for Students)

Seating arrangement¹



Date: Thursday, April 14, 2005

Time of observation: 13:00 – 14:30

Observed Procedure:

13:00 – 13:10

Ss hand in their homework² by copying their PPT's to the computer.

13:10 – 13:20

S1 and S2 give a presentation in front of the class.³

T: I'd like to invite some of you to present your PPT to us. And first, <walking to one of the students> I'll invite this gentleman.⁴

S1: I'm a little nervous.

T: <to S1> You are the first.

S1: I'm glad to be asked.

T: Actually, you are the first one and I have great expectations for you.

S1: <He gives a power point presentation on a story about E.T. in English. Toward the end of the power point presentation, there are lots of pictures presented with background music.>

(There are some grammatical mistakes in his presentation, but the others ignore them.⁵)

T: Do you invent your story yourself?

S1: No, but I have a question—Are you satisfied?

T: Yes, very satisfied⁶. Thank you. And can you tell us the name of the song?

S1: Somewhere you belong. I think it's suitable for E.T.

T: Right. Very good. Thank you so much. OK. <to the class> Who will be the next?

(S2's presentation is omitted here.)

T: I really have to study it carefully after class. No matter it is a story, or it is a research, it's useful for you to understand this text written by Asimov. Since we do not have enough time today, I will have to get down to business right now.大家做的都是非常好的, 这样, 我和几个同学稍微交流了一下, 他们说确实不会做 PPT, 做起来非常困难, 体现不出自己找到的东西。那么这样, 你或者把你的 findings 写在纸上, 或者也可以像这位同学一样, 编一个故事—invent a story in an encounter with an E.T. OK? You can try to write down the story, either try to display it. You can choose either form to complete the version. 大家可以随便选择自己最喜欢最合适的方法来做⁷. I really have to get down to business. Turn to page 104.

13:21 – 14:25

The class continues to focus on the text.

T: <T displays the teaching CD.> Do you know why the title is called “THE WATERY PLACE”? Why it's called the watery place since we have showed you last time that Venus is not a watery place at all? There's no water on the surface of the Venus. It's very hot and full of press. “The watery place” may be the misunderstanding of the Venus by the ancient people. You know Asimov was born in 1920. When he was writing this story, it was, may be, fifty years ago. So this is caused by misunderstanding. OK. Let's see the pre-word here. “It was just an error.” Still remember the difference between “error” and “mistake”? <T reminds Ss of the difference between “error” and “mistake”.>...⁸

What does this error lead to? You know? No. “Only now Earth is never going to have another visitor from space.” Here's the result. Right? The result is we will not have any visitors from outer space anymore, since we have this phrase “Not ever.” That means we have had some visitors before. OK. Is that so? OK. Let look at the text here. And after you read the text, you will know what happened on that day.

<T asks S3 to read aloud the first three paragraphs.>

S: <S3 reads.> ...⁹

T: Very good!¹⁰ Sit down please. “We're never going to have visitors from space.” It seems everyone knows this fact. But we can know from this very first sentence that this must be a science fiction. Right? <T writes “sci-fi → science fiction” on the blackboard.> Science fiction or sci-fi. Sci-fi is the abbreviation of science fiction. 千万不要把它直接缩写成 SF. “No extraterrestrials will ever land on Earth—at least, any more.” by the phrase “any more”, we know that they had some visitors before. “I'm not just being a pessimist.” “Pessimist” is opposite to “optimist”. <T writes on the blackboard> “optimist optimistic; pessimist pessimistic” 乐观主义者, 乐观主义的; 悲观主义者, 悲观主义的。¹¹ “I'm not just being a pessimist. As a matter of fact,” That is the fact is extraterrestrials HAVE landed on earth. I know that because I've seen the whole process. “Space ships are crisscrossing.” We have learned the word “crisscrossing” space among a million worlds, the space

ships from outer space have come through all the distance to the earth, probably, “but they will never come here.” They will never come again. “I know that, too.” I know they had come and something happened. All on account of the ridiculous error. “on account of” usually used in formal speech. ¹² 用在正式语体下, 意思是什么呢? <T plays the teaching CD> because of. For example, “The house is not really suitable for an old person on account of all those stairs.” Because there are so many stairs, an old person will not be very convenient to move about. <T plays the recording of the next sentence twice.> “sore throat” <T clears and touches her throat.> I have a sore throat. ¹³⁻¹ 嗓子疼. The president declined, decline 像这个词本身用法就很正式了, decline means refuse or reject, “The president declined the speech himself on account of a sore throat.” “Account for” means give explanation to or explain, 解释说明的意思. 与 on account of 同意的用法还有 because of, as a result of, due to, owing to, thanks to. All these have to be followed by noun or noun phrases. 后面都要加名词或名词短语. 尤其是 thanks to, 我们翻译成 “多亏了” Thanks to the good weather, we can go picnic this weekend. ¹⁴ Right? 后面都要加名词, 注意一下. “On account of, because of, as a result of, due to, owing to, thanks to”大家就可以不用千篇一律地用 because of, 显得有点词汇贫乏. OK. “I’ll explain.” That means later or the following text is the explanation of these two facts, right? I know there are some visitors from outer space and I know they will never come back again.

<T asks S4 to read the next paragraph by calling his name.> YF, would you please read the next paragraph?

S: <S4 reads.> It was actually Bart Ca, Ca

T: <T helps him.> Camoron

S: <S4 continues.> Camoron’s error and you’ll have to understand about Bart Cameron. He’s the sh

T: <T helps him.> sheriff

S: sheriff at Twin

T: <T helps him.> Twin Gulch,

S: <S4 continues.> Twin Gulch, I

T: <T helps him.> Idaho

S: <S4 continues.> Idaho, and ... (The rest of the paragraph is omitted here.)

T: <T shows a big smile.> You are just like an E.T. in reading the textbook. I will show you why. ¹⁵ <T continues to explain the text in English.> “It was actually Bart Cameron’s error”—so here we know who committed this error, right? It was Bart Cameron—“and you’ll have to understand about Bart Cameron.” You don’t know this person and I’ll introduce this man to you. “He’s the sheriff at Twin Gulch,” Twin Gulch is a little town in “Idaho”. He is a sheriff. Sheriff 就是行政长官, 小片区的行政长官 “and I’m his deputy.” You know deputy? associate, I am his deputy sheriff, 是他的副手. “Bart Cameron is an impatient man”, so here’s the feature of this man: impatient, “and he gets most impatient when he has to work up his income tax. “You must know something about income tax because your parents have to pay income tax to the government, right? 所得税, 个人所得税是一种劫贫济富的手段, 哦不是, 劫富济贫. <Ss laugh.> 富人多缴税, 然后用来给穷人提供些福利. 那么美国是在每年的一天, 也就是 4 月 15 号, 统一全国人民去缴税. 当天没有一个人是开心的, 自己的钱要拿出来给别人, 对不对? Work up, we have known this word to mean exercise, right? Work up your body at the gym, right? 原来学过的. 这课呢, 是它另外一个意思. <T reads from the CD.> “spend time and effort preparing; produce or develop gradually”, for example: “The head of the department”, or the dean, “asked me to work out some sample compositions and give them to the students.” He asked me to get some sample compositions ready and to give them to the students. Listen to this one. <T plays the recording> Appetite. “Let’s go for a walk to work up an appetite.” 这种属于非常规搭配 Spend time and effort to make you hungry. Sometimes we do not feel hungry at all before we eat lunch or dinner, right? But if you want to eat more, you have to take a long walk, right? Maybe you can work up your appetite a little bit. So, when he has to add up his income tax, he will be most impatient. “You see, besides being sheriff, he also owns and runs the

general store, he's got some shares in a sheep ranch," sheep ranch, ranch here is a big farm. On a farm, you can have sheep, cows and something like that, "he's got a kind of pension for being a disabled veteran" disabled, unable to use part of his body. Because he has a bad knee. 那么 "pension" 的意思的就是 "抚恤金, 养老金" 这样的意思。"When added to Social Security payments, pensions enable many retired Americans live comfortably." Pension is a way to ensure the old people live comfortably. So, what is a pensioner? A pensioner is someone who receives a pension, especially, retirement pension. Pension 这个词主要指养老金。那么, 这四个词不知道大家知不知道, 都跟 money 有关系。但它们有各自不同的含义。Installment, alimony, pension and allowance. <They identify the four words and put into each gap one of the them in its proper form> Ok, it can be inferred that he had been working up the tax very hard. He has so many investments. He has a job, so he has salary. He has invested in the ranch, and he has got the store, so he has some income. He also got a pension for being disabled. You know "veteran", 我们经常说越战老兵, 就是老兵的意思。So, these factors had made his tax figures quite complicated. Complicated means complex, right? 非常复杂的。Listen to this one carefully. <They listened to a song and figured out what the words exactly were.> It's useful to sing well for you have to figure out what the words are pronounced. "The new computer is too complicated even for a skilled operator to handle." So we can see this "complicated" means something is difficult, right? Not only complex, but also difficult. 注意这两个词的辨析。We have "complex sentence", "compound sentence". 什么意思? 复合句, 并列句。Complex, 指构成的因素比较多而且因素互相作用, 需要深入研究或具有专门的知识才能理解。For example, the complex mechanism of a watch. You know a watch is very complex because there are so many mechanisms interacting with each other. Right? Another example: Physics is a rather complex subject involving the study of matter and motion. Physics 物理, 非常复杂的学科, 那么研究的是什么和什么的东西呢? "matter and motion". 物质和它的运动。那么 complicated, 它除了具有 complex 的一切意义之外, 它还有一个意义。It's difficult to handle. <T reads the example in the CD.> That puzzle is too complicated for the child. Too difficult for the children to solve. Right? Another example, The material has a complicated pattern. 这些全部都是形容物的。像我们刚才讲的"a complicated heart". 如果形容人表示这个人沉府很深, 比较复杂, 心眼比较多。Sophisticated.近义词。Complicated means difficult and complex. Let's go on, please. <T calls S5 to read the next paragraph>

S: S5 reads.

T: approach able?

S: approach able.

T: No, approachable. 不要分开读, 连在一起读。Approachable.

S: approachable.¹⁶

T: Ok. Very good. Sit down please. <to the class> What does approach mean? Hmm. 容易接近的, 平易近人的。Friendly or easy to talk to. <T shows the picture of Duck Donald in the CD presentation.¹³> Mr. Duck Donald is not always approachable. 对吧? 他的一个个性特点就是爱生气, 爱着急。And "approachable" can be used to describe people and to describe place. If it is used to describe people, it means friendly and easy to talk to; when used to describe a place, it means able to be reached from a particular direction or by a particular means. For example, the primitive forest is not approachable. Why Bat Cameron is not approachable by April 14? Because of his income tax, right? "It would not be so bad if he'd let a taxman work on the forms with him," here pay attention to subjunctive mood. Subjunctive mood. 虚拟语气。If he - apostrophe d—means "had", right? 与过去事实相反的 had, If he had let a taxman work on the forms with him, it would not be so bad. It would be better. But he insists on doing it himself, insist on doing something (T asks Ss to pay attention to the language form.) 坚持做某事,¹⁷ and it makes him a bitter man, An unapproachable man. Let's see what happened to him. Pay attention to the time here. <T plays the recording in the CD.>

T: "So it's too bad the flying saucer" you know "saucer"? The plate. Flying saucer, 飞碟。¹⁸ "the flying saucer

landed on April 14, 1956.” If it landed on April 16, things would be different. Right? A day after he has paid his income tax. Things would be different. <T asks S6 to read aloud.>

S: (S6 reads the next paragraph.)

T: Very good. Sit down, please. “I saw it land.” It here refers to the flying saucer, right? I saw a flying saucer land—why I could see that—because my chair was backed up against the wall. So suppose this is the wall. <The teacher takes the real wall in front of the classroom as an example.> My chair is here. Its back is against the wall. 我的椅子是靠着墙的。¹³⁻² “and I was looking at the stars through the windows and wondering if I ought to KNOCK OFF” You know what this “knock off” mean? Knock off is an informal speech. Informal speech, 非正式语体当中表示 stop working, usually at the end of a day. 相当于“下班”。<T plays the recording.> “When do you usually knock off for supper?” When do you knock off for lunch? We can always use “knock off” to your friends, to your fellow students. (T teaches Ss the use of the language.)¹⁹ 其实这些词呢, 大家需要掌握一些, 因为咱们学的呢大多都是书面语, 所以中国学生到国外去学习, 最大问题不是教授讲课听不懂, 而是同学的话听不懂。经常是用一两周时间就可以听懂教授讲话了, 讲课没问题听得懂; 但是需要一两个月的时间去适应周围同学的讲话, 因为我们学了太多都是书面语。像这句话里面 “knock off—stop working” “hit the sack”从字面上也猜不出是什么意思。通过单词表我们知道, 它是什么意思? <Some Ss reply.> 睡觉。其实它也是有理据的。Sack 是什么意思啊? 布包。背的是布包, 枕头也是布包。Hit the sack—go to bed. Listen to this one. <T plays the recording. Ss listen to it and then imitate.²⁰> This may be said by a father to his children, right? “Time to hit the sack; lights out!” 如果你不懂的话, 干吗的时候需要关灯啊? 对不对? Try to guess! 我们知道 hit the sack 是上床睡觉, 那么 hit the deck 是什么?²¹ You know “deck”. You know “deck”? <Some students reply.>甲板。嗯。××× (一位同学的名字)的词汇量还是第一的。甲板。那撞在甲板上是干什么呢?

<Ss reply.>

上船? 和 hit the sack 正好相反。我们也可以猜得出来, 甲板可以叫“deck”床板也可以叫“deck”。那么早上起来迷迷糊糊的容易撞到床板上, 所以叫起床, get up. You can say “hit the deck.” Means get up. 这些词希望平时还要积累一下。我有空也给大家搜集一些来。I was wondering if I should go to bed or keep on listening to Cameron curse... You know curse? Say some dirty words to somebody else. 骂人诅咒的话。Real steady. 也是口语表达方法。书面语中, 至少要用副词修饰 steady, really steady, 吧? 那么 real steady 在口语中表达一般是 constantly. 持续的不断的。I can choose whether to go to bed or to keep on listening to Cameron as he went over his columns... columns, 我们知道 columns, 一栏叫 column. 专栏记者, columnist. 他的一栏一栏的数字, for the hundred twenty-seventh time. 这里肯定用了一个修辞手段, exaggeration. Right? It's not he went over his columns of figures for exactly one hundred and twenty-seven times. 肯定不是具体数字, 而是夸张而已。<T asks S7 to read the next paragraph.>

S: <S7 reads.>

T: Very good. Sit down please. It looked like a shooting star at first. What is shooting star? Maybe it's like a comet.

<T writes the word “comet” on the blackboard.> 流星, 是吧? “It looked like a shooting star at first, but then the track of light broadened”, you know broad, broaden, 扩展, “into two things that looked like rocket exhausts and the thing came down without a sound.” 你们在什么情况下会用“thing”这个词? 实在不知道怎么叫了。这里作者用“thing”或者“things”因为他根本不知道管这个东西叫什么。并不是词汇贫乏哦。

Looked like rocket exhausts, 像火箭排出的废气似的。Rocket, 火箭, is “a tube-like device containing material that burns rapidly and propels the tube through the air. 咱们来试试: <翻译句子, 中翻英: ²² 甘肃酒泉发射中心的发射台上神州三号宇宙飞船和搭乘它的长征运载火箭正在做最后的准备。>大家如果能流利地翻译出来, 可以代替朱彤给朱镕基做翻译了。其实不难, 咱们看看句子结构, 主语“甘肃酒泉发射中心的发射台上神州三号宇宙飞船和搭乘它的长征运载火箭”, 谓语“正在做最后的准备”。句子结构非常简单。<T and Ss work out the translation together.> “神州三号” “Shenzhou III” “宇宙飞船” “spacecraft”,

or “spaceship”那么 “搭乘它的长征运载火箭” 火箭好说, rocket, 运载火箭呢? “transportaion”? 用这个 <T writes the word on the blackboard.> carry something, carrier, 运载火箭。那么“长征”大家都知道, “Long March”, 那这个就好说了吧? Shenzhou III spacecraft and its Long March carrier rocket are ...? Can you tell me, ×××? 正在做最后的准备, how to say this? ²³

S: <S 8 does not know.>

T: Ok, you can think it over. ×××! <T calls another S, S9.>

S: are getting final preparations

T: getting? Making, or undergoing. Sit down, please. Very good. 这不就出来了吗? “The Shenzhou III spacecraft and its Long March carrier rocket are undergoing final preparations on the pad at the Jiuquan Launch Centre in Gansu Province.”²⁴ 一点都不难。Ok. Rocket, is a noun and can be used as an intransitive verb: increase very rapidly and suddenly. 就像火箭一样迅速上升。For example, this is a chart about the sales of milk <referring to the picture on the screen.> “Sales of milk in supermarket are rocketing.” “rocketing” means increasing very rapidly.¹³⁻² 十一十二月份突然上升。Pay attention to its usage: noun and intransitive verb. And here is an important clue. That is the thing, the flying saucer came down without a noise. That means Bart Cameron did not hear anything extraordinary. Bart Cameron 没有听到声音也没有注意到外星人可能来了。<T asks S10 to read the next paragraph.>

S: <S10 reads.>

T: Sit down, please. Very good. “Two men got out.” Out of the flying saucer. “I could not say anything or do anything.” Why? <Ss reply.> I was so scared, so frightened. I could not choke. “Choke” means “breathe hard”. I could neither breathe myself nor point for Cameron. So Cameron did not notice anything. “I could not even bug my eyes.” You know bug. You know bug? Bug one’s eyes means to “stick out or cause eyes to stick out”. 看着解释可能不够形象, 我们来翻一下图片。看到他的眼睛了吗? 卡通人物的眼睛很容易就 bug out. “His eyes bugged with horror.” 他的眼睛突出来了。它还有 annoy sb. 的意思。我们在听力当中学过: He left everything on the floor. Really bugs me. Right? “The naughty kid from next door put a frog in my mailbox, which really bugged me.” 放只青蛙在我信箱里。“Don’t bug me with petty details.” “petty details”小细节, 不要告诉我那么多细节。Bug has a large shade of meaning. 我们参考卡通图画和下面的句子, 看能不能猜出 bug 在每句话中的意思。“He closed the window to keep the bugs out.” Which one? Small insects, creeping or flying. 爬虫或飞虫。Congratulations! Next one... “I could not even move my body. I just sat there.” Without warning Cameron. “Cameron?” How about Cameron? “He never looked up.” Because he was busy adding up his income tax. <T asks S11 to read.>

S: <S11 reads.>

T: <T helps.> complexions

S: <S11 continues.> complexions. ...

T: Very good. Sit down, please. <T explains the next two paragraphs.>

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N	Observations	Principles Behind the Observations	Method(s) or approach(es) featured by the techniques and principles
1	The teacher pasted several good samples of the students’ compositions on the front wall in the classroom.	A student can learn from what is present in the environment, even if his attention is not directed to it (“Peripheral Learning”).	Suggestopaedia
2	For their homework, the students	Students should be given opportunities to	The Communicative

	are to search for the information about E.T. and prepare for a power point presentation or write a composition on the subject.	develop strategies for interpreting language as it is actually used by native speakers.	Approach
3	Student 1 and Student 2 give presentations in front of the class.	Language is best taught when it is being used to transmit messages. Whatever helps comprehension is important. Opportunities should be provided so that students can develop the ability of using the target language through active participation in language communication.	The Natural Approach, the Cognitive Approach, the Communicative Approach
4	The teacher gives the students the directions for the activity in the target language.	The target language is a vehicle for classroom communication, not just the object of study.	The Direct Method, the Oral Approach, the Audiolingual Method, the Natural Approach, the Communicative Approach
5	A student makes some errors. The teacher and other students ignore them.	Errors are tolerated and seen as a natural outcome of the development of communication skills. Students' success is determined as much by their fluency as it is by their accuracy.	The Cognitive Approach, the Natural Approach, the Communicative Approach
6	The teacher indicates that the student did a good job.	The teacher attempts to increase her students' confidence that they will be successful learners. The more confident the students feel, the better they will learn.	Suggestopaedia, the Natural Approach
7	Students are asked how they feel about the assignment.	Students should be given an opportunity to express their ideas and opinions.	Community Language Learning, the Communicative Approach
8	The teacher speaks reassuringly.	If the students trusts and respects the teacher's authority, he will accept and retain information better.	Suggestopaedia
9	A student reads aloud a paragraph.	Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech.	The Direct Method, the Cognitive Approach
10	The teacher says, "Very good," when the student reads correctly.	Positive reinforcement helps the students to develop correct habits.	The Audiolingual Method
11	The teacher reminds the students of the antonym and then the related words of the same roots and their meanings.	Vocabulary is important. With more vocabulary there will be more comprehension and with more comprehension, there will be more acquisition.	The Natural Approach
12	The teacher explains that "on account of" is usually used in formal speech. And she emphasizes students can use "knock off" to their friends or fellow students.	Learning to use language forms appropriately is an important part of communicative competence.	The Communicative Approach
13	Teacher makes use of gestures, pictures and realia for better comprehension	Students are encouraged to learn to think in the target language and the visual aids can help learners to understand the target language without referring to their mother tongue.	The Direct Method, the Oral Approach, Suggestopaedia
14	The teacher translates the target language into the native language and gives an example in both languages.	It is possible to find native language equivalents for some target language words. Translation facilitates understanding.	The Grammar-Translation Method, the Cognitive Approach
15	After the student reads with so many pauses, the teacher shows her warmth and encouragement.	By understanding how students feel the teacher can help students to overcome their negative feelings, which might otherwise block their learning.	Community Language Learning, Suggestopaedia

16	The teacher corrects an error by first asking the student himself to correct it.	Self-correction facilitates language learning.	The Direct Method, the Oral Approach
17	The teacher briefly mentions a few points about English grammar and vocabulary.	The teacher should present and explain the grammar and vocabulary, but not dwell on them.	Suggestopaedia
18	The teacher calls the students' attention to the similarity between English and Chinese in "flying saucer and 飞碟".	Learning is facilitated through attention to similarities between the target language and the native language.	The Grammar-Translation Method
19	The teacher tells the students the context of using a linguistic form.	Learning to use language forms appropriately is an important part of communicative competence.	The Communicative Approach
20	Students repeat or imitate the sentence after listening to the audio recording.	Listening and speaking are regarded as basic. Correct pronunciation is emphasized.	The Oral Approach, the Audiolingual Method
21	Teacher asks students to guess the meaning of "hit the deck".	Activating the learners' imagination will aid learning.	Suggestopaedia
22	Teacher asks students to translate a sentence from Chinese to English.	An important goal is for students to be able to translate each language into the other. If students can translate from one language into another, they are considered successful language learners.	The Grammar-Translation Method
23	Teacher provides students with cues when she asks them to translate a long sentence.	The teacher should be sensitive to students' limitations and not overwhelm them with more than they can handle.	The Community Language Learning, the Natural Approach

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N	Principles observed	Item	Principles proposed by Brown (1994b)
1	A student can learn from what is present in the environment, even if his attention is not directed to it ("Peripheral Learning").	Cog	
2	Students should be given opportunities to develop strategies for interpreting language as it is actually used by native speakers.	Cog5	Learners' investments of time, effort and attention to the language are very important, if not decisive.
3	Language is best taught when it is being used to transmit messages. Whatever helps comprehension is important.	Cog2	Meaningful learning leads to longer-term retention than rote learning.
4	The target language is a vehicle for classroom communication, not just the object of study.	Lin3	Communicative competence is best achieved by paying attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need outside the classroom.
5	Errors are tolerated and seen as a natural outcome of the development of communication skills. Students' success is determined as much by their fluency as it is by their accuracy.	Lin3	Communicative competence is best achieved by paying attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students' eventual need outside the classroom.
6	The teacher attempts to increase her students' confidence that they will be successful learners. The more confident the students feel, the better they will learn.	Aff2	The belief in one's capability of fulfilling a task, at least partially, results in success.
7	Students should be given an opportunity to express their ideas and opinions.	Aff1	Learners take a new "language ego" as they learn the language, and it can be "a sense of

			fragility, a defensiveness and a raising of inhibitions” (Brown, 1994b, p. 22).
8	If the students trusts and respects the teacher’s authority, he will accept and retain information better.	Cog	
9	Reading in the target language should be taught from the beginning of language instruction; however, the reading skill will be developed through practice with speaking. Language is primarily speech.	Cog	
10	Positive reinforcement helps the students to develop correct habits.	Cog3	Learners anticipate reward for their behavior.
11	Vocabulary is important. With more vocabulary there will be more comprehension and with more comprehension, there will be more acquisition.	Cog1	Efficient language learning involves shifting the focus on a few language forms to the automatic processing of the target language.
12	Learning to use language forms appropriately is an important part of communicative competence.	Lin3	Communicative competence is best achieved by paying attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students’ eventual need outside the classroom.
13	Students are encouraged to learn to think in the target language and the visual aids can help learners to understand the target language without referring to their mother tongue.	Lin1	Learners rely on their native language to predict the target language, and the native language has both facilitating and interfering effects on target language learning. Brown considered that the interfering effects were likely to be the most salient (1994b, p. 27).
14	It is possible to find native language equivalents for some target language words. Translation facilitates understanding.	Lin1	The native language has both facilitating and interfering effects on target language learning.
15	By understanding how students feel the teacher can help students to overcome their negative feelings, which might otherwise block their learning.	Aff1	Learners take a new “language ego” as they learn the language, and it can be “a sense of fragility, a defensiveness and a raising of inhibitions” (Brown, 1994b, p. 22).
16	Self-correction facilitates language learning.	Lin2	“Successful interlanguage language development is partially a factor of utilizing feedback from others” (1994b, p. 27).
17	The teacher should present and explain the grammar and vocabulary, but not dwell on them.	Cog1	Efficient language learning involves shifting the focus on a few language forms to the automatic processing of the target language.
18	Learning is facilitated through attention to similarities between the target language and the native language.	Lin1	Learners rely on their native language to predict the target language, and the native language has both facilitating and interfering effects on target language learning. Brown considered that the interfering effects were likely to be the most salient (1994b, p. 27).
19	Learning to use language forms appropriately is an important part of communicative competence.	Lin3	Communicative competence is best achieved by paying attention to language use and not just usage, to fluency and not just accuracy, to authentic language and contexts, and to students’ eventual need outside the classroom.
20	Listening and speaking are regarded as basic. Correct pronunciation is emphasized.	Lin2	“Successful interlanguage language development is partially a factor of utilizing feedback from others” (1994b, p. 27).
21	Activating the learners’ imagination will aid learning.	Aff3	Successful learners are willing to risk producing and interpreting language that is a bit beyond their certainty.
22	An important goal is for students to be able to translate each language into the other. If students can translate from one language into	Lin	

	another, they are considered successful language learners.		
23	The teacher should be sensitive to students' limitations and not overwhelm them with more than they can handle.	Aff1	Learners take a new "language ego" as they learn the language, and it can be "a sense of fragility, a defensiveness and a raising of inhibitions" (Brown, 1994b, p. 22).

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