

Foreign language education in China: A bibliography based on major national journals 2001-2005

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1. Introduction

Academic research in the international forum tends to be dominated by research published in English and hence by research issues, research paradigms and methods of inquiry in the English-speaking world. This is unfortunate because it limits interaction between academic communities in different countries. Some national research may not have been accessible in international journals because of the language barrier or possibly because of difficulty in identifying national sources. This problem is particularly acute for a country as large as China with an enormous number of national sources. This bibliography is an attempt to facilitate access to such sources and aims to introduce very briefly the main research areas in key academic journals in foreign language education and research published in Chinese on the China mainland (hereafter to be referred to as China). The focus is on foreign language teaching and learning and not on theoretical linguistics. Limited as it is, it may also offer some methodological insights in the construction of similar national bibliographies.

2. Selection of articles and focus of the bibliography

The period of publication selected for review was from January 2001 to December 2005. This period was chosen as it covered a number of important changes in the English curriculum from primary to university education. A systematic approach was used to select the articles for review. It consisted of four stages:

Stage 1 – Selection of journals

Stage 2 – Inclusion and exclusion of research domains

Stage 3 – Selection of articles for review

Stage 4 – Categorizing selected articles into sub-topics

Stage 1 – Selection of journals

All three authors of this bibliography first identified a list of journals independently and then compared and combined their individual lists to arrive at a preliminary group list. Advice on this preliminary group list was then sought from a Chinese researcher at The National Research Center for Foreign Language Education established at Beijing Foreign Studies University in China, Professor Qiufang Wen,

who directed us to *Zhongwen hexin qikan yaomu zonglan*, the web site listing the nationally recognized list of key academic journals used by researchers on the China mainland; this web site had 11 key journals listed under foreign language studies. Two of them were not available in the libraries of the institutions where the authors were based; they were the *Journal of Sichuan International Studies University* published by Sichuan International Studies University and *Teaching Russian in China* published by Beijing Foreign Studies University. The other nine journals from this national list are listed below in Table 1. This national list also includes titles of four journals (*Foreign Language Teaching and Research*, *Modern Foreign Languages*, *Foreign Language Research* and *Journal of the Foreign Language World*) reviewed in a survey by Gao, Li and Lü (2000) comparing the research orientations in China with those in four international journals.

Stage 2 – Inclusion and exclusion of research domains

All except two of the journals were published bimonthly. The total number of items published in all nine journals from January 2001 to December 2005 was enormous, including academic articles as well as other miscellaneous publication items such as conference announcements. The decision was made to focus only on academic articles and, among them, only on those pertaining specifically to foreign language teaching and learning. Hence, academic articles in other areas were excluded. The areas excluded were as follows: analysis of aspects of language *per se* such as phonological analysis, morphological analysis, syntactic analysis, semantic analysis, discourse analysis (for example, the nature of Internet English), studies of pragmatics (for example, speech acts such as apologies, refusals), genre studies; approaches to theoretical linguistics such as comparative linguistics and translation, cognitive linguistics and studies of metaphor, corpus linguistics and lexicography, experimental psycholinguistics, language use among general users outside the educational context (such as code-switching behaviour, media language); foreigners or minority ethnic groups in China learning Chinese. Also excluded were miscellaneous items appearing in these journals such as: editorials, book reviews, conference announcements or reports, introductions to new centres of teaching, notices of academic awards, eulogies, job advertisements, guidelines for authors, and other news bits such as short reports on visiting professors at a particular university. The exclusion of publication items was based on a complete list of titles of items published from 2001 – 2005 in all the nine journals selected in Stage 1. After such exclusion, the remaining number of articles pertaining to foreign language education was 1,211 (Table 1). Some journals yielded a higher proportion of articles in foreign language teaching and learning while others appeared to publish a higher proportion of articles in theoretical linguistics and in translation or literary studies.

Stage 3 – Selection of articles

Abstracts for the 1,211 items identified in Stage 2 were then reviewed by all three authors independently using two criteria: relevance for understanding foreign language education in China and the vigour of the research methodology. Articles which reviewed a large corpus of research literature systematically or which used a rigorous research design were given priority. The final shortlist of 143 articles (Table

1) included in the bibliography was compiled based on the combined choices of all three authors as follows:

- a. 44 articles chosen by all three authors as first or second choices
- b. 44 articles chosen by at least two authors as first choices
- c. 55 articles chosen by one author as first choice and another author as second choice

Table 1 List of journals reviewed

Title of Journal	Frequency	Institution	ISSN	Initial shortlist : No. of abstracts reviewed	Final shortlist: No. of articles reviewed
Foreign Language Teaching and Research 外语教学与研究	Bimonthly (every two months)	Beijing Foreign Studies University 北京外国语大学	ISSN 1000-0429	136	35
Modern Foreign Languages 现代外语	Quarterly	Guangdong University of Foreign Studies 广州外语外贸大学	ISSN 1003-6105	72	19
Journal of Foreign Languages 外国语(上海外国语大学学报)	Bimonthly	Shanghai Foreign Studies University 上海外国语大学	ISSN 1004-5139	36	2
Foreign Language World 外语界	Bimonthly	Shanghai Foreign Studies University 上海外国语大学	ISSN 1004-5112	385	32
Foreign Languages and Their Teaching 外语与外语教学	Monthly	Dalian University of Foreign Languages 大连外国语学院	ISSN 1004-6038	255	22
Journal of PLA* University of Foreign Languages 解放军外国语学院学报	Bimonthly	PLA University of Foreign Languages 解放军外国语学院	ISSN 1002-722X	93	13
Foreign Language Research 外语学刊	Bimonthly	Heilongjiang University 黑龙江大学	ISSN 1000-0100	21	1
Foreign Language Education 外语教学	Bimonthly	Xi'an International Studies University 西安外国语大学	ISSN 1000-5544	155	10
Foreign Languages Research 外语研究	Bimonthly	PLA University of International Relations 中国人民解放军国际关系学院	ISSN 1005-7242	58	9
Total number of items:				1,211	143

* PLA – People's Liberation Army

Stage 4 – Categorizing selected articles into sub-topics

The 143 articles in the final shortlist were then categorized into the following domains and sub-topics with reference to their abstracts (Table 2):

- a. *Policy and macro issues*: language policy and foreign language education models in China (for example, the status and function of different foreign languages within bilingual/multilingual educational models in China); effects of history or politics on such macro planning (for example, effects on China's

- joining the World Trade Organization on foreign language education); syllabus design/revision/reform;
- b. *Language teaching pedagogy, testing and assessment*: language teaching approaches and methodology, classroom techniques and procedures, teaching of particular skills (reading, listening, writing, speaking, pronunciation and so on); the particular interest in vocabulary teaching and learning in China; testing, assessment and programme evaluation;
 - c. *Learner perspective and China English*: learner independence and autonomy, learning strategies, learner identity; second language acquisition issues; motivation and other individual differences (for example, affective variables); learner language and learner output (including code-switching in the classroom) and related considerations of the emergence of China English;
 - d. *Research methods*: the range of methods in use and the relative importance of qualitative versus quantitative paradigms.

Table 2. Sub-topics and number of articles under review

Domain	Sub-topic	No. of articles
Policy and macro issues	Language policy	11
	Designing and reforming the English curriculum (including English for Specific Purposes)	13
	Other foreign languages	5
	Language teacher qualities and development	10
Language teaching pedagogy, testing and assessment	Language teaching pedagogy (approaches and techniques)	21
	Vocabulary teaching and learning	17
	Language testing and assessment	10
Learner perspectives and China English	Learner strategies, autonomy and learner identity	13
	Second language acquisition	18
	Motivation	11
	Learner English (including code-switching in the classroom)	7
	China English	3
Research methods	Research methods	4
Total no. of articles:		143

3. Preliminary observations on research trends

What follows is a synopsis of the main research issues, methodologies and findings for each of the sub-topics.

1. *Language policy*

Of the 11 articles on language policy in the corpus of articles reviewed, some of them are historical reviews of policy, relating, in particular, to changes in language education to political exigencies. These tend to be reviews of the existing literature interspersed with some historical interpretation or re-interpretation based on archival research. Some articles focus on current trends including explication of the developments in major foreign language education universities such as Beijing Foreign Studies University. A good number of the articles examine current issues, such as whether English should be introduced from early primary school, using data from surveys or interviews while others try to argue for the need for intercultural

identity formation as a language education goal so that China would not lose its Chineseness with the spread of English.

2. *Designing and reforming the English curriculum*

Directly connected to policy research are the 13 articles focused on the details of designing and reforming the English curriculum. Prominent in such discussion is China's joining the World Trade Organization and what it entails. Several major curricular moves have been designed to address the expected resultant demand for more English language professional expertise. Most discussed are the one-dragon concept (meaning that the English curriculum at all educational levels has to be well articulated between levels) and the development of graduates with composite expertise in a particular subject area or profession as well as competence in English through degree structures allowing for the inculcation of such. The methods of inquiry in such articles range from feasibility studies as well as explication of certain curricular models within a particular institutional context.

3. *Other foreign languages*

Of the five articles on the teaching of other foreign languages in the corpus selected for review, one focuses on the teaching of Japanese in China while the other four are devoted to the teaching of Russian in China. The issues examined follow the trends and methods of enquiry of those discussed in English language education. The one on Japanese analyses the effectiveness of the Test for Japanese Majors while the articles on Russian examine the revision of the Russian syllabus at university level, the need for setting a higher standard of Russian competence in such courses, the inclusion of Russian cultural studies and the usefulness of different kinds of web sites on the Internet to teach and learn Russian.

4. *Language teacher qualities and development*

As in many other countries, the professional development of teachers is a major concern in China and is the subject of ten articles in our corpus. The topics examined include: teacher beliefs, teacher cognition, qualities of excellent teachers, the analysis of teacher talk, the gap between beliefs and practice, the differences between native speaker teachers and Chinese teachers and the areas for further professional development. The full range of research methods such as classroom observation and analysis, questionnaire surveys and interviews of institutional administrators, teachers and learners are all utilized in such studies. One characteristic which might be peculiar to China is the use of large-scale surveys involving sometimes as many as 600 institutions or 800 participants. Such magnitude of data collection is perhaps only possible for studies in areas of concern in line with national curricular planning.

5. *Language teaching pedagogy (approaches and techniques)*

The overwhelming majority of publications under this category are studies of tertiary level classrooms and teaching. While teaching of the four skills has received the lion's share of attention, other aspects of teaching are attracting more interest as

well. These include classroom discourse, group work, communicative language teaching and communication strategies, and Computer Assisted Language Learning.

6. *Vocabulary teaching and learning*

Vocabulary has been a very lively area of study in China. In general, Chinese researchers seem to have grown out of the initial interest in vocabulary size and memorisation of words. The 17 articles we selected report on studies on vocabulary breadth and depth, direct and indirect learning, vocabulary learning strategies, core vocabulary, and multiword units.

7. *Language testing and assessment*

We selected ten articles on testing and assessment. It is worth noting that language assessment experts in China mostly focus on the design and validation of large-scale, high stakes examinations for different types of students. Only one of the ten selected articles reports on an experiment that explored the effects of formative assessment on writing results. No empirical study in the selected corpus zooms in on the social impact and washback effects of language testing.

8. *Learner strategies, autonomy and learner identity*

Research in these areas in China largely reflects the pattern found in other parts of the world, that is, an initial attention on learner strategies, and a more recent diversification of attention to learner autonomy and other aspects centring on the agency of the human learner.

9. *Second language acquisition*

There are 18 studies on second language acquisition (SLA): 15 empirical studies, one essay, and two literature reviews. The topics covered include error analysis, relationship between task complexity/difficulty and accuracy; fluency development; affective factors; metacognitive knowledge and behaviors; culture-specific learning strategies; silence; learning behaviors of science and engineering students; text-processing strategies in reading; impact of first language literacy on second language (L2) writing; and the 'length approach' to the teaching of writing.

10. *Motivation*

There are 11 studies on motivation, including one literature review (1980-2003). Four studies are reports by Gao Yihong and her associates on Chinese undergraduate students' self-identity changes resulting from English learning; one reports on graduate students' motivation types in English learning. Other studies focused on interrelationships between motivation, beliefs and strategies; effect of achievement motivation and anxiety on test scores; and students' attribution of L2 learning success.

11. *Learner English (including code-switching in the classroom)*

There are seven studies on different aspects of ‘learner English’, all involving contrastive corpus analysis, typically with Native Speaker-based corpora as baseline for comparison. Topics include: errors in articles, features of oral style in writing, frequency adverbs, discourse markers, adverbial conjuncts (or cohesive devices). There are two studies on code-switching (CS): one analyzes classroom CS in English lessons; the other focuses on students’ language choice on campus.

12. *China English*

Three studies debate the legitimacy of ‘China English’ as an emerging new variety of English. Du and Jiang (2001) cite evidence at three linguistic levels: phonological, lexical and discourse. Qiu and Ning (2002) disagree, referring to such linguistic features as evidence of ‘interlanguage’. Jiang and Du (2003) clarify their position by providing concrete evidence of linguistic features at the discourse, lexical and phonological levels.

13. *Research methods*

Three studies review the quality of research on SLA, Foreign Language Teaching (FLT) and English as a Foreign Language (EFL) writing published in major mainland Chinese journals. Many of the works surveyed are considered inadequate; problems identified include: validity, reliability, recycling of similar subtopics, choice of statistical tools. New methodologies are introduced and discussed in two articles: the microgenetic approach to studying variations in cognitive development, and the LISREL program (Linear Structural Equation Model).

4. **Conclusion**

It cannot be emphasized enough that although we have tried to be as systematic as possible in the selection of articles for inclusion, it is inevitable that the selection still suffers from a certain degree of subjectivity. Hence, there will be some research trends which we have overlooked. Limited as this summary may be, what is evident is that foreign language education in China has, by and large, followed international trends in the identification of research issues but in the adoption of research design and methods, there remains a great range of approaches and techniques that are used. Some studies in China have kept pace with the renewed interest worldwide in a more qualitative research orientation but there are still a good number of studies using the more traditional quantitative techniques such as questionnaire surveys or even just the adoption of a general explication mode to explain policy or curricular trends and pedagogical practice. Specific to China is the consistent emphasis on a central curriculum from primary to university and the concomitant need for coherent articulation between the teaching and learning of English across educational levels. For a large country with inadequate resources, the inability to decentralize such matters cannot be easily eliminated and a certain degree of central planning may perhaps even be an advantage in the development of overall foreign language education, provided there is consistency in this effort.

Limited as this summary may be, it is hoped that novice researchers in the area could at least have some idea of what journals to access for their more specific research needs. Perhaps, it might also encourage the construction of similar bibliographies in a periodic manner, for example, for 2006 to 2010 and subsequent 5-year periods.

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