English language education in China:
A bibliography of research published from 2001 to 2006

Wenfeng WANG¹, Xuesong GAO² and Jing HUANG³

The University of Hong Kong

Journals surveyed

<table>
<thead>
<tr>
<th>Journal</th>
<th>Publisher</th>
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<tbody>
<tr>
<td>Applied Linguistics</td>
<td>London: Oxford University Press</td>
</tr>
<tr>
<td>ELT Journal</td>
<td>Oxford: Oxford University Press</td>
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<tr>
<td>English Today</td>
<td>Cambridge: Cambridge University Press</td>
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<tr>
<td>International Journal of Bilingual Education and Bilingualism</td>
<td>Clevedon: Multilingual Matters</td>
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<tr>
<td>International Journal of the Sociology of Language</td>
<td>Berlin: Mouton de Gruyter</td>
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<tr>
<td>IRAL: International Review of Applied Linguistics in Language Teaching</td>
<td>Berlin: Mouton de Gruyter</td>
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<tr>
<td>Journal of Asian Pacific Communication</td>
<td>Amsterdam: John Benjamins Publishing</td>
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<td>Journal of Sociolinguistics</td>
<td>Malden, MA: Blackwell Publishers</td>
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<td>Language and Education</td>
<td>Clevedon: Multilingual Matters</td>
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<td>Language and Intercultural Communication</td>
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<td>Language in Society</td>
<td>Cambridge: Cambridge University Press</td>
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<td>Language Learning</td>
<td>Malden, MA: Blackwell Publishers</td>
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<td>Language Policy</td>
<td>Dordrecht: Kluwer Academic Publishers</td>
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<td>Language Teaching</td>
<td>Cambridge: Cambridge University Press</td>
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<td>Language Teaching Research</td>
<td>Boston, Mass.: EBSCO Publishing</td>
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<td>Language, Culture, and Curriculum</td>
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<td>System</td>
<td>Oxford: Pergamon Press</td>
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<td>Teaching and Teacher Education</td>
<td>Oxford: Pergamon Press</td>
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<td>TESOL Quarterly</td>
<td>Alexandria: TESOL</td>
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<td>The International Journal of Bilingualism</td>
<td>London: Kingston Press</td>
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<td>The International Journal of Multilingualism</td>
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<td>World Englishes</td>
<td>Oxford: Blackwell Publishers</td>
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Categorization

<table>
<thead>
<tr>
<th>Category/Theme</th>
<th>Focus</th>
<th>No. of papers</th>
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<tbody>
<tr>
<td>1 General context of ELT in China</td>
<td>Linguistic situation, culture of teaching and learning in China</td>
<td>18</td>
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<tr>
<td>2 Analysis of the corpus of English as it is used in China</td>
<td>The development of English as a language in China, varieties of English, code-switching, linguistic analysis, the use of English in China</td>
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<tr>
<td>3 Language policy and planning</td>
<td>Models of language education, bilingualism and multilingualism, English for minorities</td>
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<td>4 Classroom implementation</td>
<td>Curriculum, syllabus, textbook, teaching, testing</td>
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<tr>
<td>5 Learners’ perspective</td>
<td>Learning methods, learning experiences</td>
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<td>6 Teacher education</td>
<td>Theory and practice</td>
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<td>Total</td>
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1. General context of ELT in China—linguistic situation, culture of teaching and learning


2. Analysis of the corpus of English as it is used in China


### 3. Language policy and planning


4. Educators’ perspective—
curriculum, syllabus, textbook, teaching, testing


5. Learners’ perspective—
learning methods, learning experiences, socio-cultural factors


6. Teacher education

