

Of the Students, By the Students,
and For the Students

Of the Students, By the Students,
and For the Students:
Time for Another Revolution

Edited by

Martin Wolff

**CAMBRIDGE
SCHOLARS**

P U B L I S H I N G

Of the Students, By the Students, and For the Students:
Time for Another Revolution, Edited by Martin Wolff

This book first published 2010

Cambridge Scholars Publishing

12 Back Chapman Street, Newcastle upon Tyne, NE6 2XX, UK

British Library Cataloguing in Publication Data
A catalogue record for this book is available from the British Library

Copyright © 2010 by Martin Wolff and contributors

All rights for this book reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright owner.

ISBN (10): 1-4438-2565-4, ISBN (13): 978-1-4438-2565-8

English has become the gatekeeper to higher education and employment in China. This book is dedicated to all of those who are unable to unlock the gate and pass through.

CET 4 and CET 6 National English examinations have become the symbol of English proficiency in reading and writing. Employers have required them as prerequisite to employment consideration.

All comments of students quoted in this book were written by post-graduate students who have passed CET 4 and some have passed CET 6; and the comments were created on computers equipped with Microsoft WORD. The students' comments are unedited to reflect their true lack of English competency and to debunk the claim that CET 4 and CET 6 reflect any appreciable English writing proficiency, particularly with the availability of the "spell function" of WORD.

TABLE OF CONTENTS

Acknowledgements	ix
Foreword	x
Preface	xii
Chapter One.....	1
China EFL: The Four Great Lies	
Martin Wolff	
Chapter Two	19
Mute English – The Latin of China	
Yiqing Liao PhD, and Martin Wolff, J.D.	
Chapter Three	44
China EFL – What Does Reform Mean?	
Martin Wolff	
Chapter Four	50
A New Chinese Puzzle	
Martin Wolff	
Chapter Five	63
First Day Student Culture Shock	
Martin Wolff	
Chapter Six	81
China EFL: What is Holistic English?	
Martin Wolff and Niu Qiang	
Chapter Seven.....	92
Holistic English, <i>The Revolution has Begun, but the Long March Lies Ahead</i>	
Martin Wolff, Niu Qiang and Teng Hai	

Chapter Eight.....	242
Holistic English at a Joint Venture Institution	
Edwin Roessler and Peter Griggs	
Chapter Nine.....	253
China EFL: A Market Driven Model	
Martin Wolff	
Chapter Ten	292
A Revolution – Not an Evolution (Spring 2009)	
Wang Zhe, Martin Wolff, and Niu Qiang	
Chapter Eleven	368
Holistic English: The Revolution Continues (Fall 2009)	
Martin Wolff	
Chapter Twelve	420
Holistic English at SYSU Spring 2010	
Martin Wolff	
Chapter Thirteen.....	470
Student/Consumer Satisfaction Survey: Holistic English vs. Traditional	
Oral English	
Martin Wolff	
List of 396 Undergraduate Universities Represented	493

ACKNOWLEDGEMENTS

Special thanks: to:

Kris Anticknap who spent hundreds of hours reading more than 12,000 student posts on chinaholisticenglish.org and independently selected those that are included throughout this book.

韩英明 (Jerry) who was responsible for all technical aspects of developing the Free Choice English Movie Library at Sun Yat-sen University

FOREWORD

It is my great honor to be invited to write this foreword for Dr Martin Wolff's new book. To be honest, it is my first time to write a foreword in English for a foreign teacher's book though I have written some previously for books in Chinese. I accept the invitation because I admire Martin as one of my best foreign employees, career comrades, international colleagues and educational friends in the TEFL field in China.

Martin's educational concepts, methods, attitudes, acts and contributions impressed me by my class observation, our casual chats, skimming his large number of teaching journals and the formal talks between us. His educational concepts such as "holistic development through English learning", "Chinglish is better than deaf and dumb English", "non-native English speakers talking to each other is like iron sharpens steel", "acquiring English in the non-native English environment needs man-made English immersion", "be brave, never be a coward in opening your mouth speaking English" and the like, agree with the updated foreign language educational beliefs and principles. Underneath the rationales, his teaching seems very "pushy" and often too hard to accept by the Chinese students at the beginning, mostly because they were used to instruction-based teaching and examination-driven learning for over 10 years of English classes. However, Martin pushed them into the "English swimming pool" to "survive" which made them feel "unsafe". First of all, he made his classroom into a real English community in which only English is the unique communicative language. To some extent, to the Chinese-native adults who are non-English majors, it is scary and difficult because they lack confidence and competence in that community but loosing face every minute. Besides, he assigned a lot of after-class tasks requiring his students to read/send English emails to each other every day, go surfing on the internet in English, watch the specially selected English movies for culture studies, write movie comments and many other tasks, all in English. All these were regarded by many students as forcing added burden onto them.

From the educational point of view, Martin is successfully practicing many modern educational conceptions and methodologies such as student-

centeredness, task/problem/project/action-based approaches, learning to speak by speaking and practice makes perfect, autonomous learning and learning by doing, just as Dewey's theory about "school is society". Martin's teaching style is not by instruction in theory but by application in action. No matter how reluctant his students feel at the beginning, as a result of his efforts, many of them transform, change and shift from "paper-score men" to "real-world communicators" although the process is full of hardship or even culture shock resulting from misunderstanding. Some students gave up, some complained, some took the action and achieved in the end. It turned out to be a test, a real test to the Chinese students in many ways. It proved to be a challenge, a bi-folded challenge to both the teacher and the students. Martin himself enjoyed the process and, most reward of all, the students' positive changes, visible and invisible.

As a faculty of College English instruction in China for over 30 years myself, as a TBEL (task-based English Learning) approach promoter and practitioner for over 10 years, and as an ELT researcher and teacher trainer, I really appreciate and highly praise Martin's educational spirits and career ethics. I try to conclude them into "3 Ls", "3 Es" and "3 Ds", i.e. since he loves teaching, loves students and loves China; his teaching is enthusiastic, experienced and enjoyable out of his devoted, diligent and demanding efforts. Facts prove that his teaching provides his thousands of students with lifelong benefits in the multi-functional, multi-faceted, multi-effected holistic development journey. That is the destination target of higher education.

Read the book, you can find the practice, statistics, feedback and comments that record the great deeds. Read the writers, you can feel their soul and mind. The key is, get the message from it: what's wrong with the TEFL for the Chinese students in their learning and what's their potential? Get the hint from it: He can, they can, we can, and you can. Why not try!

With best wishes to a greater success in TEFL reform in China

—XIA, Jimei (Angela) 夏纪梅

Professor of English education

Dean of English Education Faculty

—Sun Yat-sen University 中山大学

China 中国 written on the Spring Festival (Year of Tiger), Feb 16, 2010

庚寅虎年初三康乐园

PREFACE

This book is a compilation of articles arising from the authors' eight years of personal experiences, study, research and analysis of EFL teaching in China between 2002 and 2010. It is an attempt to identify deficiencies and suggest improvements in EFL teaching in China. The authors began with the assumption that identifying the existing problems, analyzing them and suggesting corrective action would be beneficial to bringing about much needed curriculum reform.

The authors were assisted by the opinions of 2,500 post-graduate non-English majors at Sun Yat-sen University Guangzhou, China.

Chapters 1 – 4 deal with issues traditionally given the ostrich treatment (head buried in the sand) and thus ignored or downplayed by most Chinese scholars and administrators.

Chapter 1 deals with the 4 Great Lies that serve to demotivate Chinese learners of English. Chapter 2 confronts Mute English, the result of the current test oriented curriculum. Chapters 1 and 2 are laced with and supported by the opinions of 2,000 post-graduate students at Sun Yat-sen University. Chapter 3 highlights the failed reform movement of the late 1990s and Chapter 4 examines the vested interests that make true EFL reform near impossible.

Chapters 5 – 10 document the development and implementation of a new paradigm for EFL teaching in China (Holistic English). The Holistic English Program was tested at 1st tier universities, 2nd tier universities, 3rd tier colleges (junior colleges) and 4th tier vocational colleges, with both English majors and non-English majors. Chapter 5 is an explanation of the Holistic English Program. Chapter 6 documents the successful implementation of the Holistic English Program by 10 foreign teachers. at 6 colleges and universities in 4 provinces. Chapters 7, 8 and 9 document the success of the Holistic English Program at Sun Yat-sen University, one of China's top tier universities. These chapters are peppered with sample opinions of 2,500 post-graduate non-English majors who have made over 15,000 posts on <http://chinaholisticenglish.org>

Chapter 11 summarizes the opinions of 193 undergraduate English majors at Guangxi University and 2,500 post-graduate non-English majors at Sun Yat-sen University, through a series of comparative graphs covering 3 semesters from spring 2009 through spring 2010. Graphs showing the self-perceived benefits received by the students in the Holistic English Program are shown side-by-side with graphs from students in traditional English classes. This display of comparative graphs speaks louder than any possible narrative about the efficacy and superiority of the Holistic English Program over the traditional English curriculum.

This compilation of articles makes a compelling case for replacing the traditional Oral English learning curriculum with the Holistic English Program.

CHAPTER ONE

CHINA EFL: THE FOUR GREAT LIES

MARTIN WOLFF,
SUN YAT-SEN UNIVERSITY

Introduction

At any given moment there are twice as many Chinese learning English as there are citizens of the U.S.A. English instruction begins in kindergarten and continues into postgraduate study, for both English majors and non-English majors. Everyone in China must study English. Local variants of English such as Chinglish and Chinese English are discouraged as inappropriate. Students are placed under extreme pressure to “master” English. National English competency exams are a predicate to further study or employment. China employs more than 150,000 native English speakers to teach English in its schools. Some programs encourage Chinese learners of English to locate foreigners on the street and run up to them and yell “Hello” in the foreigner’s face. This crazy approach is predicated upon the belief that the only way to improve your English is to engage with a native English speaker. Teaching English as a Foreign Language in China is predicated upon 4 GREAT LIES.

First Lie – You Must Master English

Every Chinese learner of English is instructed that they must “master” English.

Due to the inordinate influence of the British Council on English learning in China, most Chinese students of English own the Cambridge Advanced Learner’s Dictionary or Oxford Advanced Learner’s Dictionary. These are

also the most available dictionaries in school libraries and book stores throughout China.

“Master” is defined¹ as:

master (SKILLED PERSON)

noun [C]

1 a person who is very skilled in a particular job or activity:

He was a master of disguise.

2 a famous and very skilled painter:

This painting is clearly the work of a master.

master

adjective [before noun]

extremely skilled:

a master craftsman

a master chef

master

verb [T]

to learn how to do something well:

to master a technique

She lived in Italy for several years but never quite mastered the language.

He quickly mastered the art of interviewing people.

masterful

adjective

If an action is masterful, it is very skilful:

a masterful performance

masterfully

adverb

masterly

adjective

done extremely well:

She gave a masterly performance as Kate in 'The Taming of the Shrew'.

mastery

noun [U]

If someone has a mastery of something, they are extremely skilled at it:

her mastery of the violi

¹ Cambridge Advanced Learner's Dictionary

Dr. Niu Qiang, one of China's eminent scholars in English Linguistics explains that to “master” English one must speak like a native speaker.

But, assuming the student is motivated to “master” English, which English should they choose to “master”?

British English (BrE, BrEng)

Black British English (BBE); England (English language in England (EngEng)

Northern

Cheshire; Cumbrian (Cumbria excluding Barrow-in-Furness); Geordie (Newcastle upon Tyne); Lancastrian (Lancashire); Scouse (Merseyside); Mancunian (Manchester); Mackem (Sunderland); Northumbrian (rural Northumberland); Pitmatic (Durham and Northumberland); Yorkshire (also known as *Tyke*) In the far north, local speech is noticeably Scots in nature.

East Midlands / West Midlands

Black Country English; Brummie (Birmingham); Potteries (north Staffordshire)

Southern

Cockney (East London); East Anglian (Norfolk and Suffolk); Estuary (Thames Estuary); Kentish (Kent); Jafaican (Inner London); West Country

Scotland

Scottish English; Highland English

Wales

Welsh English

Ireland

Hiberno-English; Mid Ulster English

Isle of Man

Manx English

Channel Islands

Guernsey English; Jersey English

Malta

Maltenglish

American English (AmE, AmEng, USEng)**Cultural**

African-American Vernacular English (AAVE); Chicano English; General American; New York Latino English; Pennsylvania Dutchified English; Yeshivish; Yinglish

Regional**Northeastern dialects**

Boston English; Hudson Valley English (Albany); Maine-New Hampshire English; New York City Dialect, Northern New Jersey Dialect (New York metropolitan area); Providence-area English; Vermont English; Philadelphia-area English; Pittsburgh English; Inland Northern American English (includes western and central upstate New York); Wawarsing English; Northeast Pennsylvania English (Scranton, Pennsylvania-area)

Mid-Atlantic dialects

Washington D.C. Metropolitan Area Accent (D.C. Slang); Baltimorese; Tidewater accent; Virginia Piedmont; Virginia Tidewater; Inland North American (Lower peninsula of Michigan, northern Ohio and Indiana, the suburbs of Chicago, part of eastern Wisconsin and upstate New York); The Chicago accent; Buffalo English

North Central American English (primarily Minnesota, but also most of Wisconsin, the Upper peninsula of Michigan, and parts of North Dakota, South Dakota, and Iowa; Yooper dialect (the variety of North Central American English spoken in the Upper Peninsula of Michigan and in some neighboring areas))

Midland American English

North Midlands English (thin swath from Nebraska to Ohio); St. Louis dialect; South Midland (thin swath from Oklahoma to Pennsylvania) Appalachian English; Southern English; Coastal Southeastern (Charleston, South Carolina, Savannah, Georgia area) Cajun English; Harkers Island English (North Carolina); Ozark English; Piedmont Dialect; Southern Highland English; Florida Cracker Dialect; Gullah or Geechee; Tampanian English; Texan; Yat (New Orleans); Western English; California English; Utah English; Boontling; Hawaiian English; Pacific Northwest English

Canadian English (CanE, CanEng)

Newfoundland English; Maritimer English; Cape Breton accent Lunenburg English West/Central Canadian English Quebec English; Ottawa Valley Twang; Pacific Northwest English; Bermudian English

Caribbean English

Anguillan English; Bahamian English; Jamaican English; Trinidadian English

Central and South America

Belize English; Falkland/Malvinas Islands English; Guyana English

Asia

Burmese English; Hong Kong English; Pakistani English Indian English Hinglish; Punjabi/Delhi English; U.P/Bihari English; Bengali/Assamese English; Oriya English; Gujarati English; Maharashtrian English; Kannadiga English; Telugu English; Tamil English; Malayalee English Malaysian English (MyE); Manglish; Philippine English (PhE); Singapore English; Sri Lankan English (SLE)

Africa

Cameroon English; Liberian English; Nigerian English; Malawian English; South African English; East African English; Ugandan English

Oceania

Australian English (AusE, AusEng)

Cultural

Australian Aboriginal English; Torres Strait English

Regional

South Australian English; Western Australian English; Fijian English; New Zealand English (NZE, NZEng)

The above list may not be exhaustive.

Most Chinese students of English settle for “mastering” a dictionary definition of English. They memorize long lists of English words and their definitions, or set phrases, to pass the National English proficiency examinations (Qiufang and Johnson 1997) and then wonder why they can’t speak or write comprehensible English.

Who has ever “mastered” the English language?

English is not static, new words are added to dictionaries every year. As Noah Webster stated “the English language is an ever-changing tapestry”. Large teams of lexicographers, associate editors and editors are required to publish a dictionary. If anyone has “mastered” English, why are so many people required to publish a dictionary?

This extreme mandate to “master” English is the exact academic pressure that Krashen identifies as inhibiting 2nd language acquisition. (Krashen, Stephen (1981) When this academic pressure is removed, Chinese learners of English build self-confidence, intrinsic motivation, self-discipline and develop autonomous learning skills, (Qiang, Wolff, Teng 2009) and then go on to produce comprehensible English, but not perfect English.

CCTV-9 (International English) employs Chinese presenters who have been abroad for many years, some as long as 20, living in an English speaking environment. Their English is not native like. A rather common instance of Chinglish is when the Chinese interviewer asks a guest “How do you think about?” instead of “What do you think about?” It is impossible for a native Putonghua speaker to “master” English and speak like a native English speaker due to the influence of the mother tongue, Putonghua.

This mandate to “master” English establishes a very high bar that tends to discourage rather than motivate.

Second Lie – You can only make your English better by speaking with a native speaker

What probably began as propaganda, supporting the creation of job opportunities for British citizens to teach English in China, has become engrained in the fabric of the English learning mentality of China. Chinese people believe that the only way to make their English better is to communicate with native English speakers.

Through the legal employment process, China employs in excess of 150,000 native English speakers to teach English beginning in kindergarten and continuing through post grad study. It is rumored that another 100,000 native English speakers teach without the legally required permits.

Consider a representative university oral English class taught by a native speaker: (Qiang, Wolff, Teng 2009) on average, a class of 40 students for 90 minutes every two weeks. If every student speaks, they will have a maximum of 2 minutes each to speak at the foreign teacher. There is no time for any dialogue. Many foreign teachers resort to pair or small group work to facilitate more oral communication. But this is L2 sharpening L2, just like steel sharpening steel. So long as the class is taught by a foreign native speaker, the Chinese simply do not see the paradox.

After viewing the Hollywood blockbuster “The Terminal,” Chinese learners of English have a solid understanding of the basic principles of 2nd language acquisition and soundly reject the notion that they can only make their English better by speaking with a native English speaker. (Wong, Wolff, Qiang 2009)

Third Lie – Chinglish is no good

Chinglish and Chinese English are distinguishable (Jiang Yajun, 1995) but both are discouraged as inappropriate.

Every Country that adopts English as its official or unofficial L2 creates its own variant of spoken English.

English ('purified' English); Benglish (Bengali English); Chinglish (Chinese English); Czenglish (Czech English); Denglish (Danish English); Denglish (Dutch English); Engrish (Japanese English); Finglish (Finnish English); Franglais (French English); Denglich/Germlish/Genglish/Ginglish/Germish/Pseudo-Anglicism (German English); Hebrish (Hebrew English) - also sometimes used to refer to English written with Hebrew characters; Hunglish (Hungarian English); Italgish (Italian English); Japlish (Japanese English); Konglish (South Korean English); Poglish (Polish English); Porglish (Portuguese English); Punglish (Punjabi English); Rominglish/Romglish (Romanian English); Runglish (Russian English); Serblish (Serbian English); Singlish (Singapore English, multiple varieties); Spanglish (Spanish English); Swanglish/Kiswanglish (Swahili English); Swenglish (Swedish English); Taglish (Tagalog English); Tinglish/Thailish (Thai English); Vinish (Vietnamese English); Wenglish (Welsh English); Yeshivish (Yeshiva English)

China, with its 1.3 billion plus people, has every right to develop a variant of English influenced by its native Putonghua (Holm and Dodd 1986) and manageable by its population. The objective should be effective communication in the international language of commerce, not blind adherence to some ideal of perfection or pure British English, whatever that is.

Granted, some professions demand a higher degree of English such as interpreters, translators, industrial and political spies, international lawyers, international accountants and scientists cooperating on international projects. But the average Chinese business person or common citizen has no demonstrable need for anything more than Chinglish.

Fourth Lie – Everyone in China needs to learn English

Everyone from kindergarten through postgraduates study English. Most Chinese university (non-English major) graduates know more about the English language than most American university (English major) graduates.

Chinese students study the rules of construction and memorize vast lists of words and set phrases but they do not learn the language or acquire the language. They have enough knowledge about English to pass the Chinese National proficiency examinations but they cannot produce comprehensible oral or written English. (Jun Lu Nov. 2005)

The English curriculum is driven by the composition and nature of the National examinations. (Jun Lu Nov. 2005) The curriculum is designed to teach the students all about the English language but not to learn or acquire it.

It would be far more intellectually honest for China to claim that everyone must study English because the current test oriented curriculum and teaching methodology puts learning and acquisition beyond reach.

China needs to firmly grasp the difference between study, learn and acquire. They require different teaching methodologies and obtain vastly different results.

Effects of Debunking the Four Great Lies

During the spring 2009 semester at Sun Yat-sen University the 4 Great Lies were explained to 600 post graduate (humanities) students² in the new

² The 600 students represent the following provinces:

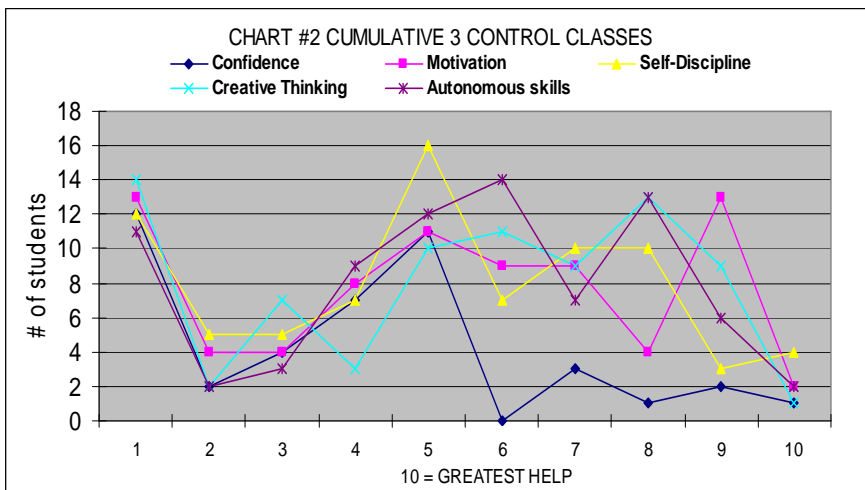
Anhui, Chongqing, Fujian, Gansu, Guangdong, Guangxi, Guizhou, Hainan, Heilongjiang, Henan, Hubei, Hunan, Inner Mongolia, Jiangsu, Jiangxi, Jilin, Liaoning, Ningxia, Shanxi, Shandong, Sichuan, Xinjiang Uyghur Autonomous Region, Yunnan, Zhejiang

The 600 students represent the following 120 undergraduate institutions of higher learning:

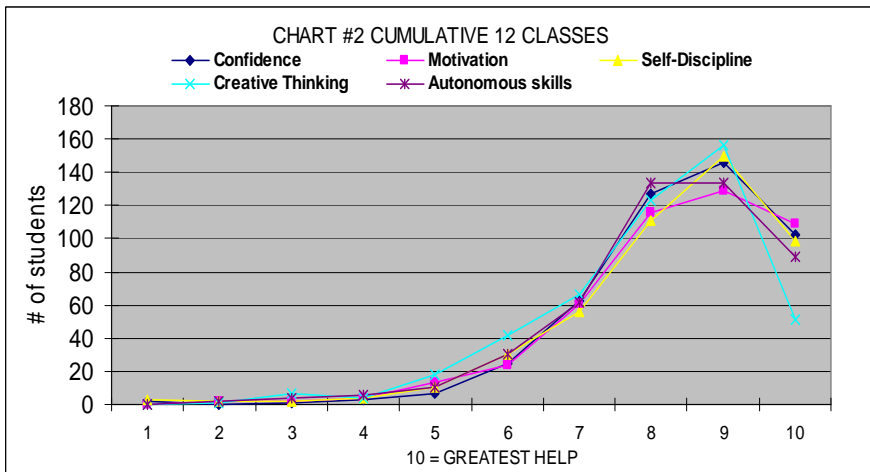
Anhui University, Anyang Normal University, Army Institute of Xian, Beijing Institute of Business, Beijing Normal University, Central China Normal University, Central University of Finance and Economics, Central South University, Central University of Nationalities, Chang An University, Changchun University, Changchun Normal University, Changchun Taxation College, China University of Mining and Technology, Chin South Normal University, Chinese University of Political Science and Law, Chongqing University, Chongqing Jiaotong University, Chongqing University of Posts and Telecommunications, Dalian Nationalities University, DongBei University of Finance and Economics, Finance and Economic University of Tiang Yi, Fudan University, Fujian Normal University, Fuzhou University, Gannan Normal University, Guangxi University, Guangdong Academy of Fine Art, Guangdong Business University, Guangdong Polytechnic Normal University, Guangdong University of Business Study, Guangdong University of Foreign Studies, Guilin University of Electronic Technology, Guizhou Institute of Nationalities, Guizhou Normal University, Guizhou University, Hangzhou DianZi University, Hainan University, Harbin University of Science and Technology, Henan Agricultural University, Hebei Normal University, Hebei Economic and Business University, Hebei University, Hefei University of Technology, Henyang Normal University, Hohai University, Hongshan Normal University, Huazhong Agricultural University, Huazhong University of Science and Technology, Hubei Coal Industrial Teacher's College, Hubei University of Technology, Hubei University, Hunan University of Arts and Sciences, Hunan University, Hunan Normal University, Jiaying University, Jiangxi Normal University, Jiangxi University of Finance and Economics, Jilin University, Jishou University, Kunming University of Science and Technology, Lanzhou Commercial College, Lanzhou University, Liaoning University, Ludong University, Minzu University, Nanjing Agriculture University, Nanchang University, Nanjing University, Nanjing University of Finance and Economics, Nankai University, Nanyang Institute College, Nanyang Normal University, NorthEast Agricultural University, NorthEast Normal University, North China Electric Power University, Northeastern University, Northwest University of Politics and Law, Northwest University, Northwest Polytechnic University, Peking University, People's University of China, Qingdao University, Renmin University, Shandong University, Shanxi Normal University, Shanxi University, Shenzhen

Holistic English course (this replaced the traditional oral English course), but were not explained to 84 post graduate (humanities) students in the traditional oral English course. The following graphs clearly demonstrate that when the burden and pressure induced by the 4 Great Lies is lifted from the students, there is a demonstrable benefit to the students in the areas of self-confidence, intrinsic motivation, self-discipline, creative thinking and autonomous learning skills.

C G (3 Classes) MARCH 2009 SYSU



University, Sichuan Normal University, Sichuan University, South Central University for Nationalities, Sijiazhuang Railway College, South China Agriculture University, South China Normal University, South China University of Technology, South China University, Southwest JiaoTong University, Southwest Finance University, Southwest University, Southwest University of Finance and Economics, Southwest University of Political Science and Law, South China University of Technology, Sun Yat-sen, Tianjin Normal University, Tianjin Foreign Studies University, Tianjin University of Science and Technology, Tsinghua University, University of Science and Technology of China, Wuhan Institute of Technology, Wuhan University, Xian Economic and Financial College, Xian Jiaotong University, Xian Institute of Technology, Xian University of Finance and Economics, XiangTan University, Xiamen University, XiDian University, YanShan University, Yantai University, Yunnan University, Zhanguan Economy and Law School, Zhanjiang Normal University, Zhengzhou University, Zhejiang University, Zhejiang University of Technology, Zhongnan University of Economics and Law, Zhongshan University.

H E (12 Classes) MARCH 2009 SYSU

During the fall 2009 semester at Sun Yat-sen University the 4 Great Lies were explained to 625 post graduate (science) students³ in the new Holistic

³ The 700 students represent the following provinces:

Anhui, Chongqing, Fujian, Guangdong, Gansu, Guangxi, Guizhou, Hebei, Heilongjiang, Henan, Hong Kong SAR, Hubei, Hunan, Inner Mongolia, Jiangsu, Jiangxi, Jilin, Liaoning, Ningxia, Shanghai, Shandong, Shanxi, Shaanxi, Sichuan, Tianjin, Xinjiang, Yunnan, Zhejiang

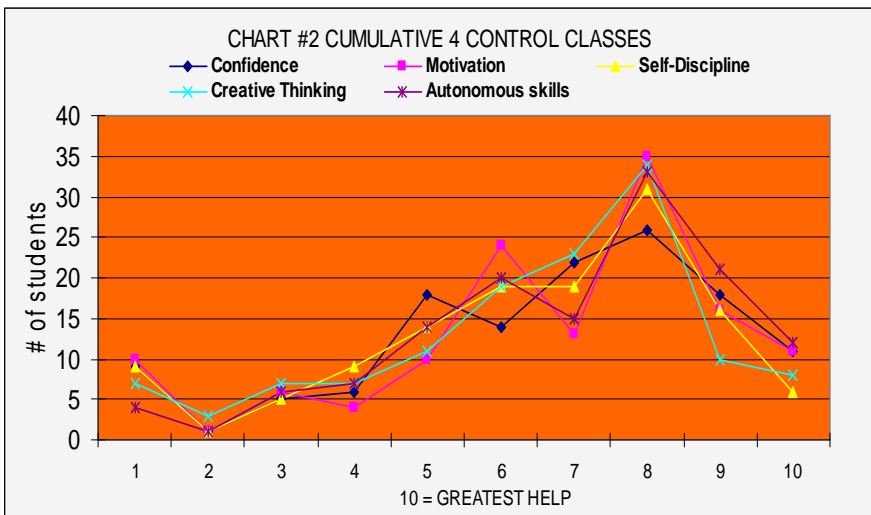
The 700 students represent the following 195 undergraduate institutions of higher learning:

Agricultural University of Hebei, Anhui Normal University, Anhui University, Anyang Normal University, Anyang Normal Teachers University, Beijing Normal University, Beijing Normal University Zuhai Campus, Binzhou University, Central China Agriculture University, Central China Normal University, Central South University of Forestry and Technology, Central South University, Changchun Normal University, Changsha University, Changsha University of Science and Technology, Chengdu University of Technology, China Agriculture University, China Pharmaceutical University, China University of Geosciences, China West Normal University, Chongqing Normal University, Chongqing Technology and Business University, Chongqing University of Post and Telecommunications, Dalian University of Technology Dalian Jiaotong University, Daqing Petroleum Institute, Dezhou University, East China Institute of Technology, East China Normal University, East China Institute of Technology, Foshan University, Fujian Normal University, Gannan Normal University, Guangdong College of Pharmacy,

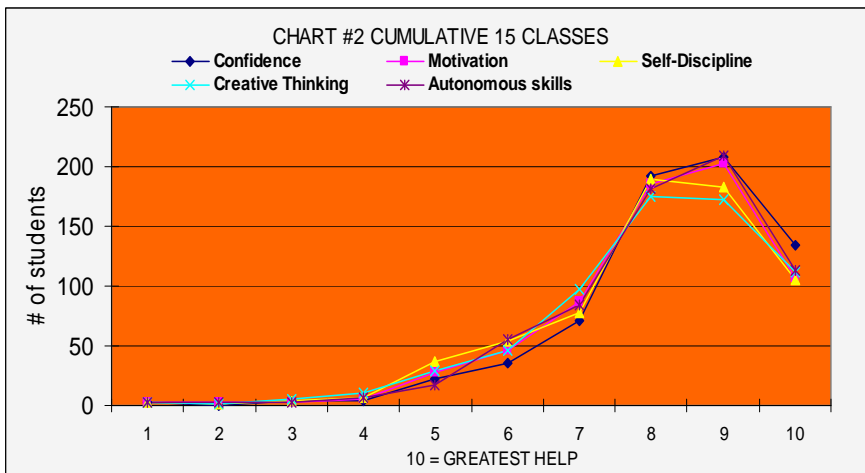
Guangdong Ocean University, Guangzhou University, Guangdong University of Technology, Guangdong University of Business Study Guangdong University of Technology, Guangzhou University of Chinese Medicine, Guangdong University of Technology, Guangxi Normal University, Guilin University of Technology, Guiyang College of Traditional Chinese Medicine, Guizhou University, Guizhou College of Finance and Economics, Hainan Normal University, Hainan University, Harbin Engineering University, Harbin Normal University, Hebei University of Science and Technology, Hebei Normal University, Hefei University, Hefei University of Technology, Heilongjiang University, Henan Institute of Science and Technology, Henan Normal University, Henan University, Henan College Of Science And Technology, Henan University of Technology, Hengyang Normal University, Hohai University, Huaibei Coal Industry Teachers College, Huanggang Normal University, Huangshan College, Huangshan University, Huazhong Agricultural University, Huazhong Normal University, Huangzhong Agricultural University, Hubei Normal University, Hubei University of Technology, Hunan Agriculture University, Hunan City University, Hunan Normal University, Hunan University of Arts and Science, Hunan University of Chinese Medicine, Hunan University, Hunan University of Science and Technology, Hunan University, Inner Mongolia University, Jiangxi Agricultural University, Jiangxi Normal University, Jiangxi Science & Technology Normal University, Jiangsu University, Jiaying University, Jiamusi University, Jiliang University, Jilin University, Jimei University, Jinan University, Jiujiang University, Jishou University, JYU University, Liaoning Normal University, Liaoning University, Lanzhou University, Leshan Normal University, Liaocheng University, Liaoningshijia University, Linyi Normal University, Linyi University, Luoyang Normal University, Nanchang University, Nanchang Hang Kong University, Nanjing Agricultural University, Nanjing Normal University, Nanjing University, Neijiang Teachers' College, Nankai University, Northeast Agriculture University, Northeast Forest University, Northeast Normal University, Northeastern University, North University of China, North West Normal University, Northwest University, Northwest University of Politics and Law, Northwest A & F University, Ocean University of China, Peking University, Pingdingshan University, Quanzhou Normal University, Qingdao Agricultural University, Qingdao University, Qingdao Technological University, Qufu Normal University, Qiannan Normal College for Nationalities, Shanxi Agriculture University, Shanxi Datong University, Shaanxi Normal University, Shandong Agricultural University, Shandong Normal University, Shandong University of Technology, Shandong University of Science and Technology, Shandong University, Shaoxing University, Shaoyang College, Shangqiu Normal University, Shanxi Datong University, Shanxi Normal University, Shanxi University, Shenyang Agricultural University, Shenyang Pharmaceutical University, Shenzhen University, Shijiazhuang University Of Economics, Sichuan Agricultural University, Sichuan Normal University, South Central University for Nationalities, South China Agriculture University, South China Normal University, South China University of Technology, Southeast University, Southwest Forestry College, Southwest Jiaotong University, Southwest Normal University, Southwest University for Nationalities, Southwest University of Science and Technology, Sun

English course (this replaced the traditional oral English course), but were not explained to 120 post graduate (science) students in the traditional oral English course. The following graphs clearly demonstrate that when the burden and pressure induced by the 4 Great Lies is lifted from the students, there is a demonstrable benefit to the students in the areas of self-confidence, intrinsic motivation, self-discipline, creative thinking and autonomous learning skills.

C G (4 Classes) SEPT 2009 SYSU



Yat-sen University, Taiyuan Normal University, The Chinese University of Hong Kong, Three Gorges University, Tianjin University of Technology, Tianjin Normal University, University of Electronic Science and Technology of China, University of Jinan, University of South China, Weifang Medical College, Weinan Normal University, Wenzhou University, Wuhan University, Wuhan University of Technology, Xiangnan University, Xiangtan University, Xi'an Jiaotong University, Xidian University, Xinzhou Teachers University, Xinjiang University, Xinyang Normal University, Xuchang University, Yangcheng Normal University, Yanshan University, Yantai University, Yantai Normal University, Yangtze University, Yunnan University, Yuxi Normal University, Zhejiang University, Zhejiang Chinese Medical University, Zhejiang Forestry University, Zhengzhou Normal University, Zhengzhou University, Zunyi Medical College.

H E (15 Classes) SEPT 2009 SYSU**What Students are saying**

The fall 2009 700 post-graduate students (all of whom have passed CET 6) at one of China's top ten universities, representing 195 undergraduate colleges and universities from every Province of China read a draft of this article and made their opinions known at <http://chinaholisticenglish.org>. The following are some representative (unedited) students comments:

May Class 6

November 2nd, 2009 at 10:23 pm

"Steel sharpens steel." I like this idiom and I like Chinglish. I have been always told to do as the "four great lies" says since I began to study English. They are the basic rules for studying. But now they turn out to be lies. It is because the standards we neglect the true nature in studying English, that we become shy and afraid of speaking English not build self-confidence, intrinsic motivation and self-discipline. So get rid of these lies and do the right from now, as the going says: better later than never.

Mark Class 16

November 2nd, 2009 at 10:31 pm

I'm terribly grateful to you for telling us the four great lies of English learning in China. In my experience to learn English, there are some mistakes such as grammar study, words study, learning only formal textbook English. I just rely on schools, never be motivated, and think my

oral English is so substandard that I don't want to speak more. After I read the article, I become more positive and optimistic. I will manage my emotions again and remain motivated and energetic. So, thanks a lot for your guidance.

Jane.Y Class 8

November 3rd, 2009 at 12:14 am

I do agree that the four great lies definitely exist and have been hindering Chinese students' English learning. Why do students need perfect English? What is that for and how can it be possible? Isn't it strange that students have to keep all the set meaning of all phrases and words in mind just to pass tests but seldom use it in their life? I believe good English comes from people's interest, practical needs and practice in daily life, not from compulsory boring tests.

Lively Class 2

November 2nd, 2009 at 8:20 pm

I have heard the 4 lies first time in the early time of this term. The four ideas were told to us for many years. Not until now they became lies. There are always a simple standard for us to study English. So we learn English to catch the line and we forget that English is a language for communication. That's why we can remember much vocabulary but can't talk them easily. English is a language that we need to practice. It's not a dead, unchangeable standard that everyone should obey to, but a vivid tool makes us understand the hold world easily.

Jane Class 9

November 2nd, 2009 at 8:29 pm

After reading the article, I have a deep impression. When I studied in the senior middle school, I had only one goal about learning English, it was getting high marks. I have only one approach which was looking and memorizing the words through the dictionary and the words book which I bought from the store too. I never want to speak it out, because I faced the bar of college entrance examination. English teachers trained us through asking us doing the English examination against the entrance examination to the university again and again. We become a machine. At that time we just feel English is hard, and it is too hard to achieve high scores. So I agree with most views of this article, I hope that China can put the English reform into practice.

Torres Class 3

November 2nd, 2009 at 8:44 pm · Edit

After reading the article, I have a very fresh and comfortable feeling, just like a breeze blowing over my face. The four great lies are just what are deeply in my mind. The circumstance we live in nearly turn the lies into the truths. I agree with this article in these points as following: 1. Language

is just a tool, it should not be mastered, just be used. 2. English is not the language of someone or one country. It is just one of the languages in the world. It originated from England, but it has been popularized with the discovery of America, and so on. And it has evolved into different kinds, such as British English and American English. So we have our own English. 3. We can communicate with Chinese people just in a different language. Communication is the most important thing. 4. English is just a tool. If you think it is necessary, just learn it. If not, just have a rest.

Wesly Class 3

November 2nd, 2009 at 8:47 pm

This article indeed changes my perspective toward English learning. Sometimes I really feel that my oral English is so substandard that I don't want to speak more. After reading this paper, I decide to speak more English though it may be substandard. Chinglish is also understandable!

Hany Class 1

November 2nd, 2009 at 9:17 pm

Lies or truths? It is a question for us to think! To be frank it is the first time that I hear that "YOU MUST MASTER ENGLISH" is a lie! "YOU CAN ONLY MAKE YOUR ENGLISH BETTER BY SPEAKING WITH A NATIVE SPEAKER" is a lie! "CHINGLISH IS NO GOOD" is a lie! "EVERYONE IN CHINA NEEDS TO LEARN ENGLISH" is also a lie! How shocked I am by the 4 lies! Because I think the 4 lies are truths for so many years and everyone I know just believe them and do following them. Indeed, we need to change our attitude towards learning English. A student that has learned English for more than 10 years can still not to speaking it. What a shame! It is time for us to change!

Jane Class 8

November 2nd, 2009 at 9:10 pm

"SECOND LIE – YOU CAN ONLY MAKE YOUR ENGLISH BETTER BY SPEAKING WITH A NATIVE SPEAKER." "THIRD LIE – CHINGLISH IS NO GOOD". In the four lies, I have more deep feelings about these two. I have studied English for 13 years before my postgraduate. But I had never communicated with others in English seriously. Even when I was doing an English presentation I was only echoing what my papers was saying. Real change began from this semester of holistic English. In this class, several Chinese students communicate with Chinglish. No one make fun of someone else, and everyone just try to do their best. I feel that through practice of this period, I am really improving. This morning, I met one tour groups from Japan in the library. An old man asked me in English: "Can you speak English?" Two months ago, I would say: "A little." But now I said to him straightforward: "Yes, I can! ".Then I answered two questions in English. As I walked out of the library, I felt proud and elated. Who gave me the courage to speak? I think