Welcome to the Joint Research Symposium!

Panel Two:
English as Foreign Language (EFL) Instruction/Subsequent Language Teaching

TRANSFORMATIVE TEACHER EDUCATION IN DIFFERENT CONTEXTS
From pedagogical principles to core instructional practices: A dialogue that transcends frontiers

27-28 May 2021
Dean’s Welcome
Andrew Daire: Dean of the VCU School of Education
Panelists

Dr. Alsu.Gilmetdinova
Kazan National Research Technical University

Dr. Rouzilya Yakhina
Kazan National Research Technical University

Dr. Wilder Yesid Escobar
Almeciga
Universidad El Bosque

Dr. Suzi Marques Spatti Cavalari
Sao Paulo State University

Dr. Luciana C. de Oliveira (Discussant)
Virginia Commonwealth University

Dr. Robyn Bray
United International College
ESL IN COLOMBIA:

A Sociocultural Landscape
Agenda

What was the historical perspective on EFL instruction in your country and how has it been changed in recent years?

What are the impacts of research and policy on approaches to EFL instruction and teacher education?
National policies about English education in Colombia play a role in the configuration of social structures?

Raise awareness to reconcile
Theoretical Underpinnings

- Symbolic and Ideological Discourse
- CDA
- Policy
- Language Implicit and intended meanings
- Symbolic and Ideological Discourse
Colombia: an ethnically diverse context
Overview

CEFR.

Implementation

Regional plans

Bilingual Colombian Plan and Standards

Processes of evaluation based on standard test results.

Colombia Very Well

Reinforcement program for the development of competence in foreign languages 2010-2014

National Bilingual Plan
Standards

- **A1**: From 1\textsuperscript{st} to 3\textsuperscript{rd}

- **A2**: 7th

- **B1**: By 9\textsuperscript{th} a low B1 and graduate from high school with high B1

- **B2**: End of undergraduate for all degrees except for English teaching degrees

- **C1-C2**: Undergraduates in English teaching and English teachers
6 Strategies

- Teacher assessment
  - self-awareness on their own learning needs and performance

- Economic sector
- Infrastructure and technology
- Use of English
- Teaching models and coverage
Both, for profit and non-profit operations... courses, tests, etc. Spread of a standard variety of British English

Backgrounds different to education
Limited participation of the academic community

Ministry of National Education MEN
The British council

Nonprofit organizations
For profit organizations

Public schools, universities etc.

ETS, English institutes, universities
Example

**BILINGUAL SCHOOLS**
- Constant training opportunities for native and non-native teachers.
- Exchange and travel opportunities to English speaking countries for both students and teachers.
- Available materials and different tools to use the language at all times.
- Elevated tuition rates ($2,000,000 pesos monthly on average).

**OTHER SCHOOLS**
- Minimal training opportunities for teachers.
- Reduced opportunities to use the language in real life contexts.
- Scarce materials or tools to use the language.
- No tuition payment - limited budget offered by the government.


Escobar-Almeciga, W., & Gómez, J. (2010). Silenced fighters: Identity, language and thought of the Nasa people in bilingual contexts of Colombia. PROFILE Issues in Teachers’ Professional Development, 12(1), 125-140

Connections between the policy and society at large

- Decontextualized
- Excluding Foreign Standards

- Undervalue profession
- Low contact with language

- Resources infrastructure are disproportionate and inappropriate

- Connectivity and even basic electric-capabilities are taken for granted

Research

Context

Provisions

Teachers

Technology
English over other languages
Decontextualized processes
Uninformed and uninformed processes
Strategies to safeguard investment
The English language teaching profession
Uneven access to social goods.

Conclusions and recommendations
Thank you
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Panel Two: English as Foreign Language (EFL) Instruction/Subsequent Language Teaching

Suzi Marques Spatti Cavalari
Agenda

• What was the historical perspective on EFL instruction in your country and how has it been changed in recent years?
• What are the impacts of research and policy on approaches to EFL instruction and teacher education?
Examine the official documents published in Brazil from a historical perspective and in relation to their impact to EFL instruction.
Context

- Brazil is a vast and diverse country
- Different conditions due to economic inequality
- 85% per cent of Brazilian students attend public schools
- **Common core: official documents and language policies**
**Official documents**

*Lei de Diretrizes e Bases* (LDB) - Law of Guidelines and Basis (Brasil, 1986)

*Parâmetros Curriculares Nacionais* (PCN) - National Curricular Parameters (Brasil, 1998)

*Orientações Curriculares para o Ensino Médio* (OCEM) - Curricular Orientations for Secondary Education (Brasil, 2006)

*Base Nacional Comum Curricular* (BNCC) - Common National Curricular Base (Brasil, 2017)
EFL instruction in Brazil dates back from 1837.

- 1837: First version of LDB
  - Foreign language is not a mandatory subject

- 1961: First version of LDB

- 1996: Latest version of LDB
  - State and local authorities can choose the foreign language that best represents the needs of their population
Documents: implications to EFL education

• 1998: PCN (National Curricular Parameters)
  • educational context: EFL instruction was not considered satisfactory
  • Focus: teaching of reading; language conceived as discourse
  • no prescriptive intent: the teaching of any other skill could be implemented as long as the context made it possible and relevant

(Almeida, 2012)

In Brazil (...) only a small portion of the population has the opportunity of using foreign languages as an instrument of oral communication. (...) With the exception of specific situations of some touristic regions or some multilingual communities, the use of a foreign language seem to be, in general, more connected with the reading of technical literature or for leisure

(... the only formal examinations in Foreign Language (vestibular and admission to post-graduation courses) require the mastery of the reading skill. (PCN, 1998, p. 20).
Documents: implications to EFL education

• **2006: OCEM (Curricular Orientations for Midlevel Education)**
  - Context: the growth of the Internet has provided a new context for the use of the English language outside schools
  - Focus: literacy and multi-literacy with a special emphasis on the role played by Internet genres, multimodality and hypertext
  - Conception of literacy: socio-cultural practice - the need to develop one's capacity to deal with language practices in context
  - No prescriptive intent

(Almeida, 2012)
PCN and OCEM: the teacher´s role

- Autonomy: the teacher can decide what and how to teach
- Implications: teachers should be equipped with relevant information about
  - theories of language and society,
  - teaching methodologies
  - characteristics that are unique to each context

(Almeida, 2012)
Documents: implications to EFL education

• 2017: BNCC - Brazilian National Common Core Curriculum
  • the first Common Core Curriculum established in Brazil: pre-established contents and abilities to be taught each year in each subject matter
• Context:
  • EFL instruction in Brazil is still not considered satisfactory
  • the changing nature of English due to globalization has proven the need to move beyond “native speaker” ideals
  • ELF knowledge production in Brazil has changed towards a more critical and political orientation in the past years

(Duboc, 2020)
Documents: implications to EFL education

- **BNCC (Brazilian National Common Core Curriculum)**
  - Focus:
    - social and political status of English;
    - fluid and hybrid notion of language
    - Intelligibility (instead of notions such as correction, accuracy, and proficiency)

(Duboc, 2020)
Zooming into today’s situation

British Council (2019)
Sources of information: School census (Inep); Official documents and references; Interviews with technical English language staff in each State; Education departments; On-site interviews in five states (one in each region of Brazil); Interviews with educators
Zooming into today’s situation

COVID19 PANDEMIC
UNICEF survey

- most of the children and adolescents - both in private and public schools - continued to have access to education in the pandemic
- However, **9 per cent** were unable to continue learning at home, increasing exclusion in the country = 4 million students

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References


Historical perspective and translingual practices in EFL classroom in Russia

Alsu Gilmetdinova

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What was the historical perspective on EFL instruction in Russia and how has it been changed in recent years?
Soviet legacy: 1920s-1930s

Literacy and Russification

• 1920s: literacy for all (esp. CIS), education for women (Fredricks, 2007)

• 1930s: Russification movement, widespread teaching of Russian at the expense of 1st and foreign languages, Russian language = “high morality”, “progressive”, “quality”
Soviet legacy: **1930s-1950s**

**Russian as lingua franca**

- 1932: decree to provide EFL instruction to all secondary school graduates

- 1930s: Non-Russian languages: move to Cyrillic alphabet, limited print and broadcast, dramatic decrease in 1st language instruction, non-Russian languages = rural

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Soviet legacy: **1930s-1950s**

Azerbaijan, Tajikistan, Ukraine, Estonia, Tatarstan and Russian republics

- **Unification** in everything: curriculum, lack of local culture, traditions, values, gender roles (Harris, 2006), standardization, focus on “moral purity, intellectual wealth, and physical perfection” (Tuulet et al, 2011)

- **Grammar translation approach**, memorization, accuracy, drilling, authoritative teaching style, criticize errors (Ornstein, 1958; Smotrova, 2009)

- Little financial support for EFL and 1st language

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Soviet legacy: 1950s-1970s

After Stalin’s death:

• **1950s:** *Experimental “language” schools* with more English classes and instruction in English proved to be more effective (Ornstein, 1958, Garrard, 1962)

• Regular school **490 hours** EFL VS Specialized school **1470 hours**

• **Iron curtain:** little/no access to novel teaching theories, curriculum, to native speakers > EFL was separated from global trends
Soviet legacy: 1970s-1990s

- “Soznatelno-praktichesky” or “conscious-practical” method, focus on developing meta knowledge, abstract thinking and some attention to developing communicative competence

- 1970s and 1980s: move to more oral and creative exercises (role-plays), more listening practice (tape recorders, movies), more autonomy to students (Monk, 1990)
Summary: 1920-1990s

1920s
- The language used to deliver the message of communist party was inconsequential, compared to the message itself (Grenoble, 2003)

1950s
- USSR aimed at fusing peoples and creating one unified identify > Russian became endowed as the common linguistic denominator

1980s
- Any non-Russian language (foreign or local) were viewed negatively (Ter-Minasova, 2015; Garipov and Faller, 2007)
• 1990s-2000s: Renaissance of language instruction, focus on problem-solving, building personal knowledge, catch up on global trends, develop local materials, etc.

• 2000s-now: strict control of language education (Zamyatin, 2012, 2020), standardized curriculum, market needs drive the interest and teaching innovations for EFL and 1st language

• Overall: need to retrain teachers in new methodologies, learn more autonomy, responsibility, active role in curriculum development (Shafiyeva, 2010; Tuul et al, 2011)
What role do learner’s first language play in learning English as a foreign language or subsequent language?

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Translanguaging is a manifestation of human agency in their fluid language practices

- being and developing one’s identity, and making sense of the world
- effective communication, function rather than form, cognitive activity, as well as language production.” (Lewis et al., 2012)
- identifying, honoring and engaging in resources and funds of knowledge that multilingual students possess
- “The movement across an indeterminate number of languages” (Sayer, 2013)
Translanguaging supports

- Implementation of multilingual policies at university level
- Controlling, regulating and diluting hegemony of English
- Opportunities to develop and discuss ideas in any language

Benefits of translanguaging

- Contrastive elaboration: extending meaning beyond the input received in one language
- Increases the vocabulary pool and oral reading proficiency
- Moving freely between languages provides students with a positive schooling experience, affirms their identity
- Liberates historically excluded languages and affirms fluid language identities (Makalela, 2015)
Translanguaging practices in the university science classes

• Primary language of instruction is Spanish, yet *slides are in both Spanish and English*

• The text in the textbook are in English, but its *discussion would be in both English and Spanish* with a focus on terms and specific vocabulary in English

• *Conflicting ideologies:* acknowledging the role of English “as the language of science”, yet, viewing that lectures should be delivered in Spanish, so that students can better understand the material, and due to the importance of Spanish in the struggle against promoting English at the expense of Spanish (Mazak & Herbas-Donoso, 2014)
Spivak’s (2013) view on “translation” vs “transcoding”

- **Translation:** Done with ethics of care toward the languages in transit and often-irreducible idioms they contain

- **Transcoding:** Acknowledges the existence of languages, but in a hierarchical fashion, assuming the historically formed relationships among dominant and minority languages as settled and seeing the dominant language as ideal that can overwrite the value of idiom for the benefits of market economy
Translanguaging practices

- **Explicitly teaching two-way transfer** among languages along with the content area skills, cognitive and other skills
- **Deliberate pedagogical changes of language** in spoken and written, receptive and productive modes
- Teaching and learning **in more than one languages**
- Moving and shuttling in between languages (Canagarajah, 2006)
- Translation can offer “reparation” of political violence caused by the choice of a single language. It is a way out, but it has losses
Translanguaging: implications

**Transcoding**
- valorizes and **promotes diversity** of cultures, languages, gender, etc.
- **Critiques “cultural blindness”** only
- Uses only one language to mediate meaning, **meaning is at stake**
- Some dual language programs separate languages

**Translation**
- “coming to voice takes place in English only” (Macedo & Bartolome, 2014)
- Also critiques “language blindness”
- **Focuses on many mansions and neither is home**, acknowledges the loss of meaning
- Others embrace translanguaging

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Translanguaging: Teaching implications

Speaking and Listening

• use personal or factual detail heard in one language to give the gist of it in another

• express information or opinions in a formal register to a group of people who speak different languages by switching easily from one language to the other as required.

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Translanguaging: Teaching implications

Reading
• use sources of information in both languages and summarise main points or opinions for different purposes, orally or in writing
• read a text or part of a text in one language and complete a number of tasks based on it in another language

Writing
• communicate information, read or heard, from one language to the other in writing
• summarise information received in one language and present it accurately in writing in another language.

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Teaching examples: Grammatical word order

**Russian**
- No strict word order
- The most important word stands at the beginning
  1. ВАМ этого не понять
  2. ЭТОГО вам не понять
  3. НЕ ПОНЯТЬ вам этого

**English**
- Word order is strict – S V O
- Semantic shades are expressed by pronunciation, etc.
- **You won’t understand this.**

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Teaching examples: Inflectional vs. Analytical

Russian: inflexional
- Wide system of cases, prefixes, suffixes, flections
  Созвониться (verb)
  Ex. Завтра созвонимся.
  Со-звон-им-ся

English: analytical
- Complex meanings are made with several words
  - to make an agreement that one of the speakers will make a call
  Ex. We agreed that tomorrow one of us will make a call.

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### Teaching examples: tenses, copula, article

<table>
<thead>
<tr>
<th>Russian:</th>
<th>English:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tenses:</strong></td>
<td><strong>Tenses:</strong></td>
</tr>
<tr>
<td>past, present, future</td>
<td>many more</td>
</tr>
<tr>
<td><strong>NO Copula/ Auxiliary verbs</strong></td>
<td><strong>Copula (be)/ Auxiliary (do,did)</strong></td>
</tr>
<tr>
<td>• Я из России /I from Russia/</td>
<td>• I am from Russia</td>
</tr>
<tr>
<td>• Не жарко / not hot/</td>
<td>• It is not hot</td>
</tr>
<tr>
<td>• Я не ем это (I not eat this)</td>
<td>• I don’t eat this</td>
</tr>
</tbody>
</table>

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• **Vocabulary**
  • False friends. brilliant ring vs. diamond ring. Artist vs. actor
    • *Ex.* visual tasks, true/false; bilingual dictionaries, language-specific false friends
  • Situation based units.
    • *Ex.* **Get out here, you bet, let’s go Dutch**
  • Fewer prepositions in Russian, more suffixes and case endings.
Clear Russian-English comparisons

- **Phonology**
  - 5 vowel sounds (Ru), vs. 12 vowel sounds and 8 diphthongs (Eng)
  - The /θ/ in Think and /ð/
  - /w/ and /v/
  - /ŋ/- not for Tatar-speaking
    - Tongue twisters, sound games, explicit drills with a mirror(smart phone)
  - Russian is phonological vs English
Building on 1st language

Multilingual learners, the case of Tatar:

• /ŋ/, /æ/, /ɛː/ and other sounds - present in Tatar, not Russian.
  • Ex. Иң /iŋ/ (most), әни /æni/ (mother)
• Tatar has strict word order. SOV
  • Ex. Мин сине яратам (I you love).
• Stress often falls on the last syllable, easier to remember English stress patterns
• Borrowings from Turkic languages.
  • Ex. Khan, pilaf, yogurt, etc.

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What are some critical issues involved in EFL instruction at a Russian technical university?

Rouzilya Yakhina
Introduction

- State Technical University, with BSc, MSc, PhD students - all have compulsory EFL classes
- Varied background knowledge of English upon admission
Problem setting

- Teachers are not engineers, but need to design ESP curriculum for English in aviation, English in IT, etc.

- Materials development. Hard to choose and adapt authentic texts, audio and video without engineering background

- Teach both basic English and engineering English

- About 60 faculty members
Solutions

• ESP

• Assign teams for each engineering field.
• Co-develop supplementary materials with subject matter experts.
• Co-publishing articles (translation)
• Co-develop MOOKs
• Entry and final proficiency level tests. Ex. entry test in September to break students into proficiency groups, final test at the end of the semester.

• Similar requirements in terms of content, but different in depth. Ex. All students are required to prepare a portfolio with their research presentation, self-presentation, resume, etc.

• Subject specific sections at student competitions. "Foreign language as a means of professional communication “, Do you speak English? Language contests, Academic writing.
Motivation

- Engineers ≠ languages.
- Increase employment opportunities;
- Move to an English-speaking country;
- Communicate their thoughts better.
EFL teaching instructions

• Teaching and Language
• A good communicator
• Classroom management
• Motivation
What best practices can you tell me about teaching English to Engineering student?

I am ready to cooperate on this topic.
Thank you for your attention
Personal Background

Dr Robyn Bray, PhD, MSc, MLitt, MA (Hons)
Director of English Language Centre (ELC), UIC, Zhuhai

Previously: Director of English Language at Dongguan University of Technology; Director of EFL at Edinburgh Napier University; Director of Studies and Lecturer in various HE and FE institutions

University of Glasgow: Doctor of Philosophy in English Language; Master of Letters in Medieval and Renaissance Studies; Master of Arts in English Language

Robert Gordon University: Master of Science in Digital Curation

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Outline

What is the historical perspective on EFL instruction in China and how has it changed in recent years?
- Early History of EFL in China
- Republican Period to Open Door Policy
- English Users in China Today

What are some of the critical issues involved in EFL instruction or EFL teacher education in China?
- Growing Sinophobia
- Attitudes of Young Chinese People
- Native / Non-Native Teachers in China
- Language Testing in China
- Considerations for Teacher Training
Early History of EFL in China

• First missionary schools established in Macau in 1630s.
• By the early 20th century, 40% of high school students in coastal areas attended mission schools.
• Primarily taught through Direct Method – EMI / composition / conversation.
• Public opinion increasingly turned against mission schools during the Republican period (1912-1949).
Changes in approaches English teaching have continually reflected changes in Chinese society and will continue to do so in the future.

A strong focus on the Grammar-Translation Method is apparent through all periods of development.

What Adamson and Morris refer to as ‘eclectic’ approaches since 1993 requires closer consideration and I will return to this later.
English Users in China Today (1)

- Estimates suggest there are 400 million people learning English in China.
- However, unlike some other Outer Circle countries in Asia, English is used in China in a relatively small number of domains – e.g. education, some international business/trade, tourism, etc.
- The ‘Survey of Language Situation in China’ was conducted in 2006 and covered 165,000 households from 1,063 municipalities, districts and counties (Wei and Su, 2012).

<table>
<thead>
<tr>
<th></th>
<th>often</th>
<th>sometimes</th>
<th>seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainland China</td>
<td>7.3%</td>
<td>23.3%</td>
<td>69.4%</td>
</tr>
<tr>
<td>Beijing</td>
<td>15.79%</td>
<td>30.12%</td>
<td>54.09%</td>
</tr>
<tr>
<td>Shanghai</td>
<td>14.72%</td>
<td>19.8%</td>
<td>65.48%</td>
</tr>
<tr>
<td>Tianjin</td>
<td>8.24%</td>
<td>37.86%</td>
<td>53.9%</td>
</tr>
<tr>
<td>Chongqing</td>
<td>6.41%</td>
<td>24.66%</td>
<td>68.92%</td>
</tr>
</tbody>
</table>
# English Users in China Today (2)

## Table 3: The self-rated proficiency in spoken English of respondents who had studied English

<table>
<thead>
<tr>
<th></th>
<th>Able to act as interpreters on formal occasions (%)</th>
<th>Able to converse quite fluently (%)</th>
<th>Able to conduct daily conversations (%)</th>
<th>Able to say some greetings (%)</th>
<th>Able to utter a few words (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainland China</td>
<td>1.80%</td>
<td>3.53%</td>
<td>15.61%</td>
<td>61.54%</td>
<td>17.54%</td>
</tr>
<tr>
<td>Beijing</td>
<td>2.52%</td>
<td>6.25%</td>
<td>18.39%</td>
<td>59.92%</td>
<td>12.91%</td>
</tr>
<tr>
<td>Shanghai</td>
<td>2.03%</td>
<td>9.64%</td>
<td>14.72%</td>
<td>48.22%</td>
<td>25.38%</td>
</tr>
<tr>
<td>Tianjin</td>
<td>2.23%</td>
<td>8.19%</td>
<td>28.34%</td>
<td>50.43%</td>
<td>10.82%</td>
</tr>
<tr>
<td>Chongqing</td>
<td>0.59%</td>
<td>2.72%</td>
<td>18.49%</td>
<td>64.27%</td>
<td>13.93%</td>
</tr>
</tbody>
</table>

## Table 4: The reported proficiency in reading English among those who had studied English

<table>
<thead>
<tr>
<th></th>
<th>Able to read books and periodicals freely (%)</th>
<th>Able to read books and periodicals with the aid of dictionaries and other tools (%)</th>
<th>Able to understand simple reading passages (%)</th>
<th>Able to understand simple sentences (%)</th>
<th>Able to recognise a few words (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mainland China</td>
<td>3.26%</td>
<td>12.67%</td>
<td>12.80%</td>
<td>43.23%</td>
<td>28.04%</td>
</tr>
<tr>
<td>Beijing</td>
<td>6.85%</td>
<td>21.89%</td>
<td>13.69%</td>
<td>31.59%</td>
<td>26.31%</td>
</tr>
<tr>
<td>Shanghai</td>
<td>7.61%</td>
<td>17.26%</td>
<td>12.69%</td>
<td>23.35%</td>
<td>39.09%</td>
</tr>
<tr>
<td>Tianjin</td>
<td>4.51%</td>
<td>21.81%</td>
<td>21.47%</td>
<td>29.15%</td>
<td>23.05%</td>
</tr>
<tr>
<td>Chongqing</td>
<td>4.37%</td>
<td>13.79%</td>
<td>11.62%</td>
<td>40.48%</td>
<td>29.74%</td>
</tr>
</tbody>
</table>
Growing Sinophobia

- Anti-Asian hate crime in 16 of America’s biggest cities increased 149% in 2020 (California State University).

- UK police data suggests an increase of 300% in hate crimes towards Chinese (End the Virus of Racism).

- Growing anti-Asian discrimination and xenophobia reported in Italy, Russia and Brazil (Human Rights Watch).

- In New Zealand, 54% of Chinese respondents had experienced discrimination since the start of the COVID-19 pandemic (Human Rights Commission).

- There is a long history of structural racism and discrimination against Asians in many western countries, but this has dramatically increased since the COVID-19 pandemic.
Attitudes of Young Chinese People

Five years ago, how did you feel about Western countries?

- Look up to the West: 37.2% (5 years ago), 8.1% (now)
- Look at the West as equal: 42.1% (5 years ago), 48.3% (now)
- Look down on the West: 18.4% (5 years ago), 41.7% (now)
- Don't know: 2.3% (5 years ago), 1.9% (now)

What specific incidents made China begin to see the West as an equal?

- Remarkable effort in fighting COVID-19: 53.8%
- BRI cooperation deals with multiple countries, international organizations: 40.5%
- The only major economy to see positive growth while global economy was hit hard: 37.6%
- Complete victory in eradicating extreme poverty: 30.3%
- Hitting back at India's provocations: 22.9%

Notable contributions China has made to the world in the last decade:

- Promoting international cooperation to combat COVID-19: 72.4%
- Improving the infrastructure of Belt and Road countries: 68.0%
- Increasing the trade income of Belt and Road countries: 65.1%
- Pushing forward economic globalization: 59.2%
- Actively participating in global governance: 49.6%
- Expediting global poverty alleviation: 48.9%
- "Community with a Shared Future for Mankind" being incorporated into a UN resolution: 27.4%
- GDP per capita exceeding $10,000: 25.4%
- Operating world's largest radio telescope "Sky Eye": 23.5%
- Becoming world's largest trading country in goods: 16.1%
- GDP exceeding 40 trillion yuan: 17.3%

(Global Times Research Center, 2021)
Native/Non-Native Teachers in China

Various studies have shown a difference in students’ attitudes towards native-English-speaking teachers (NESTs) and non-native-English-speaking teachers (NNESTs) (Chinese) in China.

<table>
<thead>
<tr>
<th>NESTs</th>
<th>Poor level of qualification</th>
<th>Classes often fun</th>
<th>Poor grammar</th>
<th>Lacking experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classes disorganised/unstructured</td>
<td>Reluctant to correct errors</td>
<td>Lacking knowledge of China/Chinese issues</td>
<td>Rarely use textbooks</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NNESTs</th>
<th>Boring teaching style</th>
<th>Understand Chinese students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor spoken skills</td>
<td>Little cultural knowledge of English-speaking countries</td>
<td>Good grammar</td>
</tr>
</tbody>
</table>
Language Testing in China

• Foreign language ability has been tested as part of the College Entrance Examination (gaokao) since 1978, but only grammar, reading comprehension, and translation. In 2013, the percentage score for English was reduced (but listening weighting increased). Some have suggested removing English from the compulsory subjects studied by Chinese students.

• College English Test (CET) started in late 1980s. No longer compulsory, but many Chinese employers require this. Includes optional spoken exam (CET-SET).

• 2018 saw the launch of the Chinese Standards of English Language Ability (CSE) – IELTS & TOEFL mapped to this now.

• Plans for a National English Testing System (NETS) in the future.
Considerations for Teacher Training

• Recognition of the fact the global pandemic has changed EFL in China and expedited changes that were already taking place.

• English teaching must be designed to meet the specific needs of the students – e.g. ESP, EAP.

• A need to respond to Sinophobia – raising teacher awareness and preparing students to face this.

• Helping students to use English as tool not only to explore new cultures, but to communicate about their own.

• Examination of the future role of NESTs and NNESTs – CLT with Chinese characteristics?

• Moves away from the big international English language tests.
The Future of China
References

Discussant Comments
Q&A
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