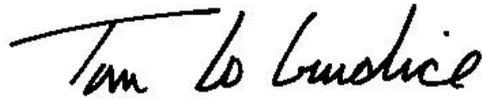


ADAPTING COMMUNICATIVE LANGUAGE TEACHING TO ENGLISH
CLASSROOM IN CHINA'S UNIVERSITIES

Approved:

A handwritten signature in black ink that reads "Tom Co Luotice". The signature is written in a cursive style with a long horizontal stroke at the beginning.

Date: April 24, 2014

Key terms: Communicative Language Teaching, China

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Abstract

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Hui Zhang

Under the Supervision of Dr. Tom Lo Guidice

A key challenge facing professors in China is to identify how to adapt communicative language teaching to the English classroom to improve students' communicative competence. In China, students start to learn English at a very early age, however even after years of instruction, most of them could not communicate with native English speakers fluently; even for those, who can get high marks in the English tests, still have problems in listening and speaking. Therefore, it is necessary to employ the communicative teaching method in English classroom. This paper analyzes the current English teaching situation in China's universities, then describes the meaning and the roles of CTM, and lastly demonstrates the way to conduct CTM in English classroom in China's universities.

Key Terms: Communicative Language Teaching, China

TABLE OF CONTENTS

| | |
|--|----|
| APPROVAL PAGE..... | i |
| TITLE PAGE | ii |
| ABSTRACT | iv |
| CHAPTER | |
| One. INTRODUCTION..... | 1 |
| Statement of the Problem | |
| Purpose of the Research | |
| Delimitations of the Research | |
| Method | |
| Definition of Terms | |
| Purpose of the Study | |
| Significance of the Study | |
| Two. REVIEW OF LITERATURE..... | 4 |
| Current English teaching situation in China's University | |
| The definition of Communicative Language Teaching | |
| The development of Communicative Language Teaching | |
| The Principles of Communicative Language Teaching | |
| How to conduct Communicative Language Teaching | |
| Three. Plan of English Classroom Study..... | 16 |

| | |
|--|----|
| Four. Data Analysis..... | 18 |
| Five Conclusions and Implications..... | 24 |
| References..... | 25 |
| Appendix..... | 27 |

Chapter One: Introduction

English has become an international language. In an international context, cross cultural communication is critical. China is now a world leader in business, thus competencies in communication are important to ESL teachers. In China, criteria are set in many English tests for getting the qualified English certificates. Also in China, college or university students need to get the CET-4 certificate for graduation; and for some companies, especially international companies, CET-6 certificate or some other qualified English certificates, such as TEM-8 certificate, is part of the hiring requirements.

However the ever-growing importance of English certificates may mislead the students to study English for passing the English exams or getting the English certificates rather than the original goal of learning English as communicating in English. Also, in the English classroom of the China's university system, teachers mostly focus on English grammar explanation, exam skills practice, pattern exercises and recitation of English rules and vocabulary instead of engaging the students into class activities and giving them more encouragement in practicing oral English. Even though under such patterns of English teaching and testing, nearly 100% of the students can finally get the CET-4 certificate and smoothly graduate from university, most of them still cannot communicate with native English speakers. It seems necessary to change English teaching methodology and focus on Communicative Language Teaching, hereafter referenced as CLT.

Statement of the Problem

The problem expressed as a question is, “How to adapt Communicative Language Teaching into English classroom in China’s universities?”

Definition of Terms

CLT. Abbreviation for Communicative Language Teaching. It is an approach to teach a foreign language based on the purpose of communicating in the target language.

CET. Abbreviation for College English Test.

TEM. Abbreviation for Test for English Major.

Delimitations of the Research

The research was conducted in and through the Karrmann Library at the University of Wisconsin-Platteville, over ninety (90) days. Primary searches were conducted via the Internet through EBSCO host with ERIC, Academic Search Elite and Google/Google Scholar as the primary sources. Key search topics included “communicative language teaching” and “college English test”.

Method of Approach

A brief review of literature on the study of current English teaching situation for Chinese university students. A second review of literature on how to conduct CLT in English classroom of China’s university will be conducted. The findings will be

summarized and recommendations made.

Purpose of the Study

With the development of the society, the traditional teaching method cannot realize the original goal of learning English. Therefore, it is very important for teachers to adopt some teaching methods that can effectively improve students' communicative competence. The purpose of this research paper is to summarize the research findings and to explore how CLT can help with improving students' listening and speaking skills.

Significance of the Study

Many Chinese students cannot talk to a native English speaker directly, although they have studied English for more than ten years. Therefore, many students start to question, "why do we have to learn English if we cannot communicate in that language in the end?" In order to confidently give the students the answer that we study English for communicating in English, it is urgent that teachers should focus more on how to improve students' oral English.

Chapter Two: Review of Literature

Current English teaching situation in China's University

English is not an official language in China, but it is the most popular foreign language. As one observer notes, “the number of learners of English in China is larger than that of native speakers anywhere else. The demand for English is buoyant, and knowledge of the language is spreading through various channels, from formal education via commercial forms to grassroots acquisition processes (Schneider, P180, 2012). Under the influence of global economy and 2008 Beijing Olympic Games, nearly half of the population is developing their English language skills for study, work, travel, and personal interests. Moreover, with China's increasingly active involvement in globalization and international cooperation, many Sino-foreign joint ventures and foreign enterprises have been built in China. Many Chinese people dream to work in Sino-foreign joint ventures and foreign enterprises since they offer better wages and benefits. Therefore having high proficiency of English is somehow associated with people's destiny and future.

To meet the huge demand for English learning, English courses in Chinese universities should pay more attention on English language use in order to help the students get satisfied jobs after they graduate. However, in Chinese universities, non-English major students are only required to study English for one year; and English is taught according to Guidelines for the Teaching of College English, which

specifies that all the university students need to pass the college English test in order to graduate from the university. To be more specific, for junior college students, they need to pass the College English Test band-3 for graduation; for non-English major university students, they need to pass CET-4 (College English Test band-4) in order to graduate; for English major students, there are more English tests they are required to pass, for example, TEM-4 (Test for English Majors Band-4), TEM-6, and TEM-8 (Sun, 2010). This kind of tests is focus on the ability of reading and writing, and the good test-taking skills are also required. There is no part for speaking. In order to help the students get high scores on the tests, English teachers in universities tend to be the test trainers. In English classroom, teachers use grammar translation method to teach English grammar and explain English vocabularies. Also they will train the students to get used to the format of the English tests, and ask the students do a lot of practice on former English tests so that they will be familiar with the format of the college English test. In the college English tests, it is specified that listening, reading, Chinese-English translation, and writing are the major parts that will be tested. So in order to effectively train the students, teachers will offer a template for each part and training for passing the college English tests is the main task for university English teachers.

The current English teaching situation means the students pay less attention to the speaking and more attention to tests. Consequently, even though most of the university students can pass the College English tests, they cannot communicate with native English speakers. Therefore, increasing number of students start to doubt the

meaning of learning English, and the quality of College English teaching. Moreover various private English training centers have mushroomed, the privates are seeking to provide more options in the structure and content of programs than have been available in universities (Joseph, 2009). Increasingly, students prefer to spend more money learning English in the English training center rather than attend to English class in university which is already included in the tuition fee.

The definition of Communicative Language Teaching

According to the Longman Dictionary of Language Teaching and Applied Linguistics (2010), Communicative Language Teaching is also named Communicative Approach, which emphasizes the goal of language learning is communicative competence. Of course, Longman provides an inclusive definition. Researchers give different interpretations to CLT.

For example, Richard and Rodgers (2001) defined Communicative Language Teaching as an approach (and not a method) that aims to make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication (p. 155, 2001). They also point out that Communicative Language teaching consists of a weak version and a strong version by quoting from Howatt. The weak version, according to Howatt (1984), “stresses the importance of providing learners with opportunities to use their English for communicative purpose and, characteristically, attempts to integrate such communicative processes into a wider program of language teaching.”(p. 279). The strong version of CLT, on the other hand,

“advances the claim of language teaching.” So that it is not merely a question of activating an existing knowledge of the language, but of stimulating the development of the language system itself. Howatt describes the former as “learning to use English”, and the latter as “using English to learn it”.

Another advocate of CLT (Celce-Murcia 2001) listed the objectives of the approach:

- (1) It is assumed that the goal of language teaching is the learner’s ability to communicate in the target language. So during an English lesson, the teacher just organizes and observes the whole class, and students do most of the speaking.
- (2) The content of a language course will include semantic notions and social functions and not just linguistic structures. For example, when teaching a story about crossed marriage, the teacher should not only teach the words, grammar points, and the text structure, but also develop students’ insight into the crossed marriage and the culture difference showed by the crossed marriage.
- (3) Structures are regularly worked in groups or pairs to transfer (and, if necessary, negotiate) meaning in situations where one person has information that the others lack.
- (4) Often engage in role playing or dramatization to adjust their use of the target language to different social contexts. For example, when students perform the story of robbery, the robber player has a line, “give it up, mother.” During this context, students would understand clearly and vividly that “mother” here is a very rude and offensive word, if used in this way.

(5) Classroom material and activities are often authentic to reflect real life situations and demands.

(6) Four skills are integrated from the beginning.

(7) The teacher's role is primarily to facilitate communication and only secondarily to correct errors.

(8) The teacher should be able to use the target language fluently and appropriately.

One of the most noted of the CLT advocates Littlewood says "A communicative approach opens up a wider perspective on language teaching" (p.52). In particular, he is more strongly aware that to teach students how to manipulate the structure of foreign language is not sufficient; teachers must also develop strategies for relating these structures to their communicative functions in real-life situations. Therefore teachers should provide learners the opportunities to use the language for communicative purpose. For example, role-play is a good class activity. When teaching students a story about robbery, the teacher can divide students into groups and ask them to perform the story in different roles; and if teaching students the story about crossed marriage, the teacher can show students some related video clip. In this way, the teacher can hold the interest of students by keeping them in suspense with a reference to the result of the class exercise, which will be different according to their reactions and responses. A teacher can then set up different situations according to the chosen topic from day to day. In this way, students are motivated to learn because they are eager to communicate in practical ways.

From all these definitions presented by different linguists, one can find some common principles. First of all, the primary goal of CLT is gaining communicative competence. Secondly, CLT puts a strong emphasis on the language use and language interaction. Thirdly, CLT requires teacher to adopt more interesting and practical activities to class in order to engage students into the class by arousing their interests.

The development of Communicative Language Teaching

CLT's history goes back at least to the 1970s. A brief historical sketch will help the reader understand how the concepts and theory developed. As researcher Landtolf (2000) states, CLT has its beginnings in the 1970s, and it followed on the development of English language courses specifically aimed at the increasing number of Third World students preparing to work in fields such as science and engineering in Britain. During the 1980s, CLT continued to develop, and it was formally seen in terms of methodology. According to another researcher Brumfit (1984:122) syllabuses in themselves, while important, inevitably result in fragmentation insofar as they are specific, and they must be seen as servants of integrated goals and bases for integrated methodology. However, in 1986, Richards and Rodgers proposed that CLT is an approach rather than a method. And Howatt distinguishes between 'strong' and 'weak' versions of CLT. Currently in North America books commonly refer to CLT classroom language learning to life outside the classroom, emphasize communication through interaction among students, and have a learner-centered, content-centered focus. Holiday (1997) also stresses that CLT should include: (a) primary given to oral practice, (b) practice equally distributed in the classroom, (c)

group or pair work for enabling equal distribution of practice, (d) most useful in classes under 20 seated in a U-shaped arrangement, and (e) better managed by native speakers in multilingual class groups (Landtolf , p116, 2000).

Since the early 1990's, CLT was introduced to China, it has influenced Chinese foreign language teaching greatly and has been vigorously promoted by quite a number of English teachers. However, some problems and limitations indeed exist in the research and adopting of this teaching method, such as the testing system in China, the number of students, the spoken-English of teachers and other similar related concerned.

The Principles of Communicative Language Teaching

CLT has a strong emphasis on language use, which meets the original goal of learning English for communication. As English teachers, it is necessary to take learners' need into consideration, so that teachers should select teaching materials as authentic as possible and design enough activities simulating real life in the classroom. For example, when an English teacher is teaching a word, only explain the meaning of the word is not enough; he or she needs to ask students to make sentences and encourages them to use the word in designed activity. As English learners, the main task is not only to master the knowledge, but also put the knowledge into practice. For this purpose, they should actively take part in the classroom activities. Through being involved in those activities, students can practice using the language and teachers can check if the students correctly master the knowledge or not.

As Richards and Rodgers (2001) note, there are three principles of

Communicative Language Teaching:

The first one is learners use a language through using it to communicate. That means, English teachers should teach English for communicative purpose. In English class, teacher should encourage students to speak English only and to actively participate in language activities. Start from teacher's command, like "open your books, and turn to page 6". As an English teacher, he or she has the responsibility to speak only English in class and create the completely English atmosphere for students. Also, students should be encouraged to talk in English to each other. In some ESLs, students get punished if they speak their native language in English class (Diane, 2000). In traditional mode of English class, teachers spend much time in "grammar explanations, chorus reading, and vocabulary presentations" (Sakui, 2004). Most language learners have the impression that traditional English class is so boring that it is very hard for them to concentrate on the class for the entire time. However, application of the communicative teaching method in English classes will greatly change this situation. After finishing the theory instruction, teachers can give a context in daily life, and invite couples of students with what they have learned to make dialogues in front of the class. By practicing in a given context, it is much easier for students to totally understand the knowledge they have acquired and get the idea of how to use them in real life situation.

The second principle is authentic and meaningful communication should be the goal of classroom activities. That means, when an English teacher is designing or choosing an activity, he or she needs to consider whether the activity can closely

parallel the real world or not. For example, when teaching greetings, instead of only teaching the limited formal ways of greeting that are listed in the textbook, teachers need to teach more informal ways of greetings which are more commonly used in daily life and ask students to perform the casual greetings in class.

The third principle is “fluency and accuracy are both important goals in language learning” (Nation, 2009, p150). “Fluency is typically measured by speed of access or production and by the number of hesitations; accuracy by the amount of error. Nation (1989a) and Arevart and Nation (1991) found that an activity that was designed to bring about an increase in fluency also resulted in a reduction of errors and an increase in grammatical complexity” (Nation, 2009, P151). It is clear that CLT advocates place emphasis on the transmission of meanings, selection of words and realization of communicative purposes, as Richards puts, “One of the goals of Communicative Language Teaching is to develop fluency in language use” (Richards, 2007, P.16). However, it is normal that students may get stuck when they are doing the communicative activities. So teachers need to offer adequate help in order to help the students complete the communicative activity. Also, some students might use some improper vocabulary or sentence patterns to convey their meanings, in order to make themselves understood and ensure the fluency of their speaking.

Some teachers might in a dilemma whether point out the mistakes when students are doing the communicative activity or not, because pointing out students’ mistakes all the time in the process of communication might break the fluency of the activity; but ignoring the mistakes might lead the result that students think they are right and

will make the same mistakes next time. As another student of CLT Mangubhai (2007) suggests, accuracy could come before or after fluency work, which means the teacher could analyze and explain the grammatical or pronunciation problems before or after students' communicative performance. Still another advocate Harmer (2011) recommends some helpful ways to do the accuracy work in communicative activity, as he puts, when the activity has finished, the teacher should ask the students how they thought it went before giving their own feedback. Then they can discuss the mistakes with the class, write them on the board or give them individually to the students concerned. Also, in terms of respecting students' ideas, the teacher can ask the students how and when they would prefer to be corrected and explain how he or she intends to correct during these stages and show them how different activities may mean different correction behavior on the teacher's part. Another useful way of correcting mistakes is to repeat what the student has said; either repeat it with the mistakes in a question form or repeat the correct form (Harmer, 2011, P132).

How to conduct Communicative Language Teaching

“Communicative Language Teaching is conceived of as an approach to the teaching of English as a second language. Thus those who use the approach should generate a set of classroom procedures linked to every skill and component of language as well as a set of classroom techniques that will implement that basic principle of communicative approach. As has been observed techniques constitute well-defined and systematic activities by the teacher to help the pupil understand and use English language within the framework of a particular method” (Mukalel, 2007,

P102). From this statement one can know that CLT requires the teacher to design a set of practical activities. The author (2007) recommends two commonly used types.

The first type of activity is group work. “The objective is to help the learners use the new language function in a small group, talk to one another, ask questions, find patterns for the use of different patterns and practice and use of communicative expressions that are essentially part of conversational English” (2007, P103).

In reading class, after reading an article, the teacher assigns some questions about the article, and then divides all the students into several groups. Four or five students work in a group to discuss the questions by analyzing the content of the article. Group discussion can help students realize the importance of teamwork and also improve their oral English. Also by providing oral statement, it would be easier for the teacher to find out what knowledge should be focused on in their later teaching.

The second type of activity is role-play. Role-play is a kind of activity that requires participants to act out the assigned context as if they are in the real life situation. The most common role-play activity is that teacher assigns a conversation in the textbook and asks two students to act it out. The requirement is no reading or reciting, but giving the performance as if it is happened in real life. For advanced class, the teacher can ask students to brainstorm a conversation which related to the topic given in class, and act it out. Moreover, in order to be more fun, the teacher can ask the students to choose their favorite movie clip and perform it in front of the class.

Role-play can make the class activity lively and vivid, and it offers a chance for the students to put what they have learned into practice. Also it can actively arouse

students' interests of learning English.

Implementation of CLT in the classroom also means teachers and students will have a shift in their roles. In CLT classroom, a student-centered teaching is advocated. Therefore students are no longer passively receiving knowledge. No longer are silently sitting in the classroom and taking notes without giving comments or asking questions. Instead, they are expected to interact actively both with other learners and the material. In CLT classroom, teachers are no longer the master of the class. Now they act as facilitator of the communication process, participant within the learning-teaching group, and researcher-learner (Candlin, 2001, P158).

Chapter Three: Methodology

Plan of English Classroom Study

Is Communicative Language Teaching method workable in English classes in Chinese universities? Is the CLT teaching method more effective in improving students' English than traditional EFL teaching in China? To test this point, an experiment and several surveys were conducted from February 2013 to April 2013.

Survey

Methodology

A survey was conducted the first week of the second semester among 60 freshmen (non-English major) in Wuchang University of Technology in China. The survey was designed to find out students' attitudes towards improving oral English, traditional teaching method, and engaging class activities.

Participants and the questionnaire

60 participants in this study are all non-English major freshmen in Wuchang University of Technology in China. They are all majoring in architecture and half of them are from class 1, the other half of them are from class 2. They are generally in the same level for English proficiency. Class 1 was the control group and class 2 was

the experimental group.

In the questionnaire, the first two questions considering students' purpose of learning English and the self-assessment of their oral English. The last three questions concerns students' attitude towards traditional English class and the interests of engaging class activities. All the questions were designed in multiple choice style. Each choice stands for one degree, like a) Strongly disagree; b) Disagree; c) Uncertain; d) Agree; e) Strongly agree.

Procedures of the first survey

The questionnaire was conducted by the author in the English classes at the beginning of the second semester (February 2013). Before delivering the questionnaire items, the author explained those questions in Chinese to make sure every student understood all the questions. During the time they were answering questions they were encouraged to ask questions if they were confused. Students were advised that there was no right or wrong answers on the questionnaire and their responses would not affect their course grades, so they were urged to answer forthrightly. In addition, specific care was taken to remind the subjects that the questionnaire did not measure their beliefs, but did measure their attitudes to English learning.

Chapter Four: Data Analysis

Results of the survey

After the questionnaires were collected, each of them was examined. Among the 60 participants, 75% students show their purpose of learning English is to communicate with foreigners, but surprisingly, only 8% of the students think their oral English is excellent and 75% of the students evaluate their English level as poor, even very poor. Also, 53% of the students reported that their teacher occasionally teaches oral English in class, and 53% of the students agree that English teacher should speak only English class. That means students are not satisfied with the traditional English teaching, and they hope English teachers could offer more help in improving students' oral English. Moreover, 95% of the students agree that it would be better to have more activities in English class, which means most of the students hope that English teachers should implement more interesting activities in English class.

The survey and the results are as follows:

Table 1.

| Items | | | | | |
|--|-----------------------------|--------------|-----------|-----------------------|-------------------------|
| 1. What is your purpose of learning English? | Communicate with foreigners | | | Pass the English test | It is a required course |
| | 75% | | | 22% | 3% |
| 2. How is your oral English? | Excellent. | Good | So-so | Not so good | Very poor |
| | 0% | 8% | 17% | 53% | 22% |
| 3. From your experience of learning English, did your English teacher teach oral English in class? | Never | Occasionally | Sometimes | Often | Very Often |
| | 3% | 50% | 47% | 0% | 0% |
| 4. Do you think your English teacher should speak only English in class? | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree |
| | 17% | 20% | 10% | 30% | 23% |
| 5. Do you think it would be better to have more activities in English class? | Strongly disagree | Disagree | Uncertain | Agree | Strongly agree |
| | 0% | 0% | 5% | 12% | 83% |

Implications for Pedagogy

The survey has shown that most college students want to learn English for

communicative purpose, but the tradition EFL class could not help them meet the expectations. Teachers cannot ignore this fact and the teaching methods are in need of improving or changing badly.

Experimental Class

Methodology

Communicative Language teaching was applied among 30 randomly chosen first-year non-English majors class one. The other 30 first year non-English majors which belong to class two were taught with the traditional whole-class-lecture approach. Students' attitude, confidence, and passion towards English learning, participation and involvement in class activity, opportunities for using language in class, response and feedback to teacher's assignments are all the variables. Two oral English tests were conducted, one was taken at the first beginning of the semester and the other was taken at the end of study, which is the end of that term.

CLT activities for the experiment class:

Role Play

Students needed to choose at least two American movies and perform one movie clip from each movie. For example, one could choose a video clip from "the Big Bang", and perform it with one or two partners without scripts in front of the class, and the rest of the class will evaluate their performance.

Individual Presentation

Students needed to make at least two reports in this semester individually. They should sign up for a date for their presentation in the first week. They were free to

choose any topic they are interested in. For example, one could report one piece of the news he or she saw in the newspaper, or one could share some interesting stories from their personal experience. They even could use PowerPoint to make a presentation. The time for every student was 5 minutes of each class. All of the students were required to take turn to do this in each class.

Group Work

Students are required to be put into 6 groups, each group has 5 members. Every week, each group was given a controversial topic such as: should teenagers study abroad? Is Jiangsu TV's dating show really reliable? Should the school cut off the electricity at 11p.m.? The groups are required to show some evidences to prove their perspective. Power Point and written article are strongly recommended.

Dubbing competition

The teacher would choose three movie clips and asked students to practice dubbing in pairs after class. On an assigned date, students would have a dubbing competition. In the competition, students would randomly be paired with one of the classmates, and draw lots to dub for one of the prepared movie clips.

Grading and Assessment

The assessment can be divided into several parts: the main part is the final exam (60%) including one paper test, oral English test, oral presentation and then the class attendance (10%), class performance (10%) concerning how active students are, what contributions students make to group work (10%), homework (10%).

Table.2 Peer Evaluation Sheet

Note: Please place a checkmark (√) in the column below and person's name if you think they contributed to the group's overall success.

| | | | | | |
|--|----------|----------|----------|----------|----------|
| Name of Group | | | | | |
| The name of each member of group | 20131101 | 20131102 | 20131103 | 20131104 | 20131105 |
| Members shared their ideas to the group | | | | | |
| Member listened attentively to others | | | | | |
| Member completes assigned tasks | | | | | |
| Member contributed to the group's success | | | | | |
| Member works as different role in different assignment | | | | | |

Results and Findings

The study was undertaken to see whether Communicative Language teaching can be implemented in English class of Chinese university and whether it can help non-English majors to improve their oral English better than the traditional English

teaching method. Two oral English tests were given to both the experiential and control class. The results show that the CLT improved the experiential class students' oral English better than the control class students.

Table 3. The results of the tests from the experimental class and the control class

| Grades | Experimental Class | Control Class |
|--------|--------------------|---------------|
| A | 32% | 13% |
| B | 38% | 24% |
| C | 27% | 31% |
| D | 3% | 24% |
| F | 0% | 8% |

Chapter Five: Conclusions and Implications

With the everlasting demanding of the society, English becomes more and more important in China. Many young people eager to go abroad for further study and work; and most of the college graduates dream to work in foreign enterprises. However, the traditional English teaching method could not help the students meet their communicative expectations. Therefore it is necessary for English teachers to implement some useful teaching method into English class of Chinese universities.

This research addresses the definition, development and principles of CLT, and how to conduct CLT in English learning class. Surveys and studies have found that the CLT can better improve the students' oral English than the traditional teaching method.

Even though CLT can work well in some aspects, it still has potential concerns and real limitations, such as class size, China's examination system, teachers' oral English. Many college classes hold more than 100 students, and it is nearly impossible to conduct CLT in these big classes. In China the English tests are mainly test students writing and reading ability, and there is no part for oral English. Also, many English teachers have strong grammar and adequate teaching experience, but

their spoken English is very weak. I hope Chinese educators and leaders could make effort to help overcome these obstacles so that the CLT could be better and widely conducted in China's English classrooms.

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Appendix
Students' opinion of college English Study Questionnaire Survey

Consent Statement: by completing this questionnaire, you are giving me permission to use your answers in a study. I will not be using your name in the study and will not know who filled out the questionnaire.

These questions are designed to gather your opinion of college English study.
Participants: 60 non-English major first year students

- 1. What is your purpose of learning English?**
 - a. Communicate with foreigners.
 - b. Pass the English test, i.e. CET-4.
 - c. It's a required course.

- 2. How is your oral English?**
 - a. Excellent.
 - b. Good.
 - c. So-so.
 - d. Not so good.
 - e. Very poor.

- 3. From your experience of learning English, did your English teacher teach oral English in class?**
 - a. Never.
 - b. Occasionally.
 - c. Sometimes.
 - d. Often.
 - e. Very often.

- 4. Do you think your English teacher should speak only English in class?**
 - a. Strongly disagree.
 - b. Disagree.
 - c. Uncertain.
 - d. Agree.
 - e. Strongly agree.

- 5. Do you think it would be better to have more activities in English class?**
 - a. Strongly disagree.
 - b. Disagree.
 - c. Uncertain.
 - d. Agree.
 - e. Strongly agree.

(Sample #1, signed consent form)

CONSENT FORM FOR PARTICIPATION OF HUMAN PARTICIPANTS IN RESEARCH
UNIVERSITY OF WISCONSIN - PLATTEVILLE

1. Purpose: The purpose of this study is to identify teacher and student methods for Adapting Communicative Language Teaching to English Classroom in China's Universities

2. Procedure: You will be given a questionnaire to fill out and return. Your cumulative grade point average score will be confidentially obtained by Hui Zhang (Taylor) and assigned a code. The student researchers will at no time see your name attached to your grade point average.

3. Time Required: Participation is expected to take approximately 30 minutes.

4. Risks: There will be no immediate risks to participants other than the time and effort required to participate in the study. No long term risks are foreseen.

Benefits: Understanding to what extent, the CLT will help with improving students' communicative language competence.

5. Your rights as a participant: The information gathered in this study will be used in a confidential form. Data or summarized results will not be released in any way that could identify you. If you want to withdraw from the study at any time, you may do so without penalty or repercussions. The information collected from you up to that point would be destroyed if you so desire. At the end of the study, participants will be given a debriefing detailing the exact purpose of the study. If you have any questions afterward, please ask or contact:

Dr. Tom LoGuidice, Faculty Sponsor
School of Education
University of Wisconsin-Platteville
loguidit@uwplatt.edu

Platteville WI USA

Once the study is completed, you may request a summary of the results by contacting the above researcher or faculty sponsor.

6. If you have any questions about your treatment as a participant in this study, please call or write

Dr. Barbara Barnet Institutional Review Board (IRB) Chair

Name: Barnet, Barbara

Department: MATHEMATICS

Email: barnetb@uwplatt.edu

Phone Number: [608-342-1942](tel:608-342-1942)

Address: Gardner 435 ; 1 University Plaza

Platteville, WI 53818

USA

Status: Faculty/Staff

I have read the above information and willingly consent to participate in this Classroom Teaching Project

Please print your full name (Family and Familiar):

Signature: _____ Date:

University of Wisconsin-Platteville

1. IRB HUMAN PARTICIPANTS RESEARCH REVIEW PROTOCOL: TEACHING IMPROVEMENT FORM

This protocol is to be submitted to and approved in writing by the IRB prior to the initiation of any investigation involving human participants.

Approval is valid for one year unless otherwise noted.

Indicate Status of Protocol: Original Submission Protocol Modification

Indicate Requested Review Level: Expedited

Submit original and two copies.

Principal Investigator(s)

Name(s): Zhang Hui (Taylor)

Rank/Title(s): Teacher in Wuchang University of Technology

Department/Program(s): School of Foreign Language

Email: zhanghu@uwplatt.edu, 767590069@qq.com

Sponsor(s) (if PI is a student)

Name(s): Loguidice

Rank/Title(s): Professor

Department/Program: School of Education

Email: loguidice@uwplatt.edu

Project Title: Adapting Communicative Language Teaching to English Classroom in China's Universities : First Year Students Views

Start Date for Data Collection: April 15, 2013

End Date for Data Collection: 1st, July 2013

Is federal or other extramural funding being sought? Yes No

Name of potential supporting agency:

:

1. Number of participants: 60

2. Human participant pool:

a. Will all participants be members of the UWP student body? **No** Yes

If not, who will serve as your participants? Students in Wuchang University of Technology

b. Will all participants be at least 18 years of age? **No*** Yes

c. Will any participants come from protected groups (i.e., fetuses or people who are minors, prisoners, developmentally disabled, or psychologically impaired)? **No** Yes*

D. PROTECTION OF THE RESPONDENTS AND THEIR RIGHTS:

1. If your participants are students and will be given course credit for participating, is there an alternative option for earning that credit?

No Yes Not applicable

2. Is any of the information that you will be collecting of a confidential/protected nature?

(**Note:** If yes, describe that information in the space provided.)

No Yes

3. Would there be any negative effects for your participants (legal, financial, social, or personal) if the information contained in your data set or in your project files was somehow exposed to the public? (**Note:** If yes, describe that information in the space provided.)

No Yes

4. How will the information be recorded and/or secured so as to protect the participants' identities?

Student number will be provided instead of names

5. Informed consent:

a. If individually identifiable student grades, GPA, or other confidential/protected information provided by any source other than the respondent are part of your data set, then written/signed consent is required. Does your data set include student grades, GPA, or other confidential/protected information provided by any source other than the respondent?

No . The collection of information is limited to the questionnaire asking 5 simple questions and the GPA. Students will be assigned a number to protect their privacy.

6. Are participants given any untruthful or misleading information? **No** Yes

If yes to

at what point are the participants debriefed? Explain the inaccurate information which was provided to the participants, and how your debriefing corrects the inaccurate information and explains why it was necessary.

7. Does the project present any more risk to participants than would normally be encountered in daily life or during the performance of routine physical or psychological examinations or tests?

No risks are requested

Notes: If you checked any of the response options marked with an asterisk (*), a standard protocol is automatically required for full board review. Further, depending on your responses to the preceding questions, it may be necessary for you to complete our standard protocol; we will contact you if that is necessary for your project.

Assurance of Departmental/Program Review:

If a departmental/program HSR exists, the signature of the HSR Chair assures the IRB that the protocol has been approved and a copy is on file in the department. If no HSR exists, the signature of the Department

Chair assures the IRB that s/he has been informed of the project and a copy is on file in the department.

Signature/Date:

_____ / _____

Indicate Title: HSR Chair Department Chair

Assurance to IRB: I I/we have read the UW-Platteville IRB Manual of Policies and Procedures for Research

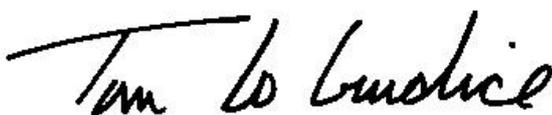
Involving Human Participants and will comply with the informed consent requirement and conditions. Further, I/we

will inform the IRB if significant changes are made in the proposed study.

Signature of PI(s)/Date: Hui Zhang (Taylor) **March**

28, 2013 _____ / _____

Signature of Sponsor(s)/Date:



April

1, 2013 _____ / _____

IRB USE ONLY

Date Received _____ Approval Date _____ Protocol

Signed _____ Reapproval

Date _____

Review Level: Full Board Expedited

(Subcommittee): _____

4/24/2014 Approval

Zhang Hui (Taylor)

Sponsor: Dr. Tom Loguidice

Department of School of Education

University of Wisconsin-Platteville

RE: IRB Protocol #2012-13-50

Project Title: Adapting Communicative Language Teaching to English

Classroom in China's Universities : First Year Students Views

Approval Date: 4/30/2013

Expiration Date: 4/29/2014

Your project has been approved by the University of Wisconsin-Platteville IRB via an Expedited Review. This approval is subject to the following conditions, otherwise approval may be suspended:

1. No participants may be involved in the study prior to the IRB approval date listed above or after the expiration date.

2. All unanticipated or serious adverse events must be reported to the IRB.
3. All modifications to procedures, participant selection, and instruments used (surveys, consent forms, etc) must be reported to the IRB chair prior to their use.
4. If the project will continue beyond the expiration date, then the researcher must file for a continuation with the IRB at least 14 days prior to the expiration date. If the IRB approval for this project expires before approval for continuation is given, then a new protocol must be filled out and submitted. Federal guidelines allow for no exceptions to this rule. Any data collected after the expiration date cannot be used in the study.

If you have any questions, please contact the IRB chair at the address below. Include your protocol # on all correspondence.

Sincerely,

Dr. Barb Barnet

Institutional Review Board Chair

Professor, Mathematics Department

Gardner 451

University of Wisconsin-Platteville

(608) 342-1942

barnetb@uwplatt.edu

