THE INFLUENCE OF WORLD ENGLISHES ON CHINESE ENGLISH AND ENGLISH

TEACHING IN COLLEGE

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Abstract

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Under the Supervision of Dr. Madelon Kohler-Busch

This study reviews Kachru's Three Concentric Circle Model of English spread, the
development of world Englishes and Chinese English, and current Chinese college English
teaching methods. After that, new methods for Chinese college English teaching based on the
specific linguistic context in China will be suggested.

The overall model of English spread is Kachru's Three Circles Model (Kachru, 1985).
This model describes roughly how World Englishes are formed as varieties of English. The
commercial, military, and colonizing activities from the UK and the USA lead to the spread of
English over the globe. Local cultures and linguistic context interact with English and local
varieties of English gradually develop. Finally, different kinds of Englishes are formed and lead
to World Englishes.

This paper shows how Chinese English continues to develop and it will also analyze the
features of Chinese English. China is not a colony region affiliated by the UK or the USA or
other countries. China has special Chinese cultures which are very different from English
cultures. English has never been used as a second language in China. Most Chinese people have
difficulty in English speaking and listening, although a lot of people are learning English. The
paper reveals the features of Chinese English in pronunciations, phrases, and sentence

structures. It shows Chinese English would be a special variety of English largely affected by Chinese cultures.

In addition, how World English affects Chinese college English teaching is also discussed. World English impacts Chinese college English teaching in curriculum design, test design, teaching methods, and textbooks in China. English teaching methods borrowed from the UK and the USA do not meet the requirements of English learners in China due to the special linguistic context in China. The reason is that most Chinese people do not have a chance to practice English and have big problems in English speaking and listening. Therefore, current college English teaching methods in China are far from an optimal teaching approach customized to the learners in China.

As a result, it is recommended to reform current college English teaching methods in China and to teach English in different steps as the following: 1) teaching oral and listening English until students can talk with other people in English at the appropriate level; 2) teaching English reading and writing; 3) teaching English cultures. To fulfill the purpose of ever increasing levels of English speaking and listening ability, curriculum, tests, teaching methods, and textbooks should be restructured to emphasize oral and listening comprehension in English. At the same time, teachers should use and speak English all the time in class and English should be the influential language. To foster students' interests in English learning, it is strongly recommended that students listen to radio programs from the UK or the USA in class and to repeat what people say in the radio program. This cannot be accomplished by using textbooks. Textbooks is a limited source to help in speaking and listening during English training.

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Chapter I Introduction

English is no longer merely a native language; it has become a global language. More and more people in the world are using English in addition to their native language as a communication tool. For example, people use English as a *lingua franca* in ASEAN (the Association of South-East Asian Nations). Because English is a global language, it is not surprising that there are many different versions of English, each with its own distinct vocabulary and grammatical features; some scholars call it English used in Asia the Asian Englishes because each reflects the different cultures of these Asian countries. China is one of the dialogue partners of ASEAN, and Chinese English manifests a distinct cultures and identity.

With the continued development of China's economy, more and more Chinese are using English to communicate when travelling abroad, when doing business with foreigners, or when communicating in other fields. To reflect on teaching English in China it is important to know a) the present situation of Chinese English in the context of world Englishes, and, vice versa, b) whether and how world Englishes continue to interact and influence Chinese English, which c) has implications on how to teach English in college.

Statement of the Problem

The problems to be addressed are as follows: What is the present situation of Chinese English in the framework of world Englishes? What kind of English should be adopted as the standard when teaching college students? How will the above findings affect choice of a normed English and thus the teaching of English at the college level?

Definition of Terms

1. The Three Concentric Circles

Kachru (1986) first explained the spread of English throughout the world by three

concentric circles: the inner circle, the outer circle and the expanding circle. According to this author, the inner circle includes countries like the UK, the US, Canada, Australia and New Zealand where he locates the "traditional cultural and linguistic bases of English" (Kachru, 1992, p. 356). The outer circle includes countries such as India, Singapore, and Nigeria where English is used as a second language, reflecting colonial history. The expanding circle, contains countries "which recognize the importance of English as an international language, though they do not have a history of colonization by members of the inner circle, nor have they given English any special administrative status" (Crystal, 2003, p. 60).

2. World Englishes

The concept of World Englishes expresses "a new idea, a new credo", because " 'Englishes' symbolizes the functional and formal variation in the language, and its international acculturation, for example, in West Africa, in Southern Africa, in East Africa, in South Asia, in Southeast Asia, in the West Indies, in the Philippines, and in the traditional English-using countries: the USA, the UK, Australia, Canada, and New Zealand. The language now belongs to those who use it as their first language, and to those who use it as an additional language, whether in its standard form or in its localized forms." (Kachru and Smith, 1985:210)

3. Asian Englishes

According to Bolton (2006), Asian Englishes refer to English varieties in Asia, including Hong Kong English, Indian English, Malaysian English, Singaporean English, and Philippine English.

4. Chinese English

Scholars in China tend to use China English instead of Chinese English to refer to the local features of English because Chinese English is associated with Childish. In spite of this, the

presented research will use Chinese English instead of China English to mean the local features of China because most of the popular varieties in the world use the nationality before English, for example, British English, American English and Australian English.

5. China English

According to Jiang (2002), China English refers to an educated variety of English that Chinese speakers are expected to use at international situations, yet enabling them to express their own cultural norms, behavioral patterns, and value systems.

Purpose of the Study

The purpose of this study is to review the literature related to Kachru's Three Concentric Circles; world Englishes; and Chinese English. This research will focus on the origin and development of World Englishes, the present situation of Chinese English within the background of World Englishes, and some implications in English teaching in college.

Significance of the Study

This study is to provide an overview of Chinese English based on the World Englishes, and to analyze the present situation of Chinese English from political, economic, social and educational aspects. Within this context the study will give an overview and an analysis of Chinese English within the framework of world Englishes. In this way, Chinese English will be presented from different perspectives and the outcome of this study can assistant in planning for ESL pedagogy and teaching English at the college level.

Delimitation of the Study

There are two delimitations of this study: firstly, it is based on library research. I will not carry out any measurement of classroom teaching and or engage in classroom data collection; and secondly, this study is not a primary one because it is based theory and reflection on that

theory.

Methodology

This study is a library research study; primary source documents will be read and compared according to the theses put forth. Research will mainly take place in Karrmann Library at the University of Wisconsin-Platteville. Data collection in books, journals, online data bases and other relevant materials and resources will be collected. Then that these resources will be read, evaluated, compared and arranged to support the idea and topic of this research.

There will be six key words to be used to search for literature: Kachru, world Englishes, social linguistics, Chinese English, China English, and English teaching. All the resources will be organized according to topic and time. The paper will also be arranged in the same way.

Chapter II Review of Literature

In this part, four points will be reviewed in the order of 'models and descriptions of the spread of English', 'World Englishes and Chinese English', 'analysis of Chinese English' and 'influence of World Englishes on English teaching in college'.

Models and Descriptions of the Spread of English

From the 1980s to present days, many scholars and writers have given their descriptions and models of the spread of English in the world. The most famous and influential one is the three circles by Kachru (1986). He conceived this three circles of the language to better understand the use of English in different countries and regions.

Kachru's Three Circles Model. Kachru's region-and-history-based Three Circles Model is pictorially shown in Fig. 1.
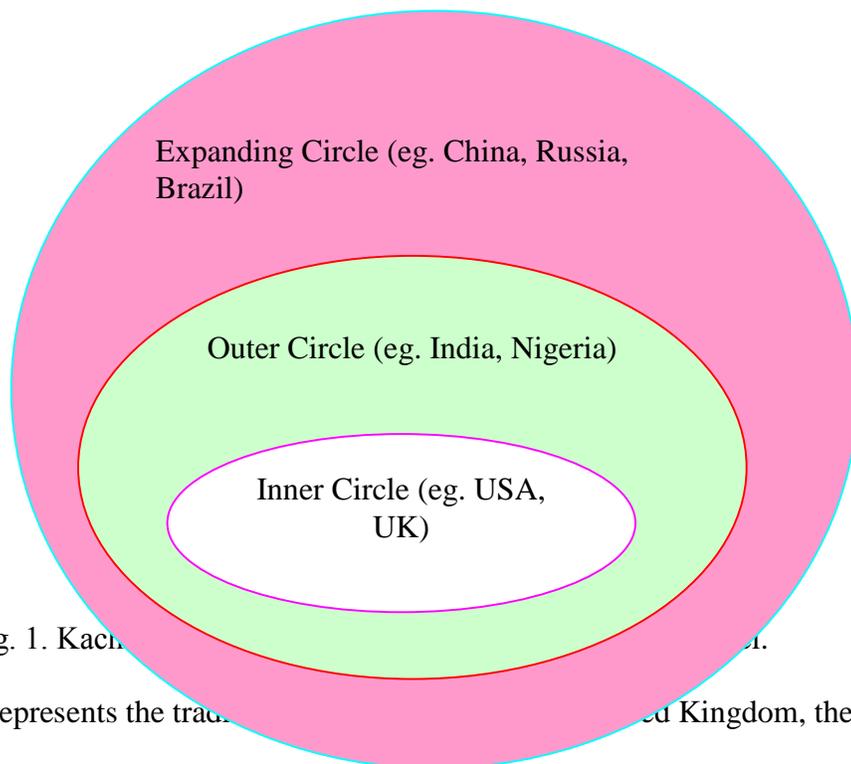
Expanding Circle (eg. China, Russia, Brazil)

Outer Circle (eg. India, Nigeria)

Inner Circle (eg. USA, UK)

Fig. 1. Kach......

The Inner Circle represents the tra............Kingdom, the United States, Australia, New Zealand, Ireland, Anglophone Canada, and some of the Caribbean Territories. The total number of English speakers in this circle is as high as 380 million, of whom

some 120 million are outside the United States.

The Outer Circle is the second circle, which includes countries where English is not the native tongue, but is important for historical reasons and plays a part in the nation's institutions, either as an official language or otherwise. This circle includes India, Nigeria, the Philippines, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya, non-Anglophone South Africa and Canada, etc. The total number of English speakers in the Outer Circle is estimated to range from 150 million to 300 million.

The Expanding Circle is the third circle and encompasses those countries where English plays no historical or governmental role, but where it is nevertheless widely used as a foreign language or lingua franca. This includes much of the rest of the world's population: China, Russia, Japan, most of Europe, Korea, Egypt, Indonesia, etc. The total number in this circle is the most difficult to estimate, especially because English may be employed for specific, limited purposes, usually business English. The estimates of these users range from 100 million to 1 million.

The Inner Circle (UK, US, etc.) is 'norm-providing', which means that English language norms are formed in these countries. English is the first language there. The Outer Circle (mainly New Commonwealth countries) is 'norm-developing', and the Expanding Circle (much of the rest of the world) is 'norm-dependent', because it relies on the standards set by native speakers in the Inner Circle.

Name of circle	Countries	Whole population
The inner circle	UK, USA	302,806,000
	Canada, Australia, New Zealand	45,716,000
The outer circle	Bangladesh, India, Malaysia, Pakistan, Philippines, Singapore, Sri Lanka	1,122,931,000
	Ghana, Kenya, Nigeria, Tanzania, Zambia	180,311,000
The expanding circle	China, Indonesia, Japan, Korea, Taiwan, Nepal	1,467,134,000
	Egypt, Israel, Saudi Arabia, Zimbabwe, USSR	362,431,000

Table 1 Kachru's three circle model of World Englishes (adapted from Kachru 1992: 356)

Kachru's model was first described in 1985 and published in diagrammatic form in 1988, and the numbers of these region's population is very old. A glance view of these three circles, countries and populations also can give us a general understanding of English in the world.

Three terms are usually used to refer to the English people speak in the three circles: English as a native language (ENL) in the inner circle, English as a second language (ESL) in the outer circle, and English as a foreign language (EFL) in the expanding circle.

ENL speakers are thought to number about 350 million, ESL speaks are the similar to around 350 million, and it is difficult to calculate the accurate number of EFL speakers because there is not a criterion to define the level of the English speakers' competence. There is a likely number of one billion EFL speakers in the world if the criterion of reasonable competence is used to categorize the level.

Kachru's three circle model has been the most influential one because it provides the key insight into the description and categorization of the spread of English in the world. Many scholars are still using this model as a framework and starting point to research the present situation of English spreading. However, no model is perfect. In the past decade, more and more

scholars find the limitations of this model, and these limitations can be summarized as follows:

Firstly, geography and history are two key points used to categorize the three circles. With the time passing by, this kind of classification can't explain and include some of the phenomena: some English users in the outer circle speak English as a first language and only language; some English users in the expanding circle use English for many kinds of purposes, such as socializing with native speakers and some time with non-native speakers. The boundaries among the inner circle, outer circle and expanding circle become fuzzy.

Secondly, this model implies that the environment is uniform for all countries within a particular circle but many English speakers grow up in bilingual or multilingual situations, and they use different languages to meet various satisfactions in their life. It is difficult to give definition to the first language, second language, of all people. For example, in India, English can be spoken by an elite group, by several different first language groups.

Thirdly, ENL, ESL, and EFL are basically divided according to the English spoken in the inner circle, outer circle, and expanding circles respectively. People usually use native speakers and non-native speakers to refer to the people in different circles. Those born and brought up in English-speaking countries are native speakers, and those who learn English through education are called non-native speakers. Native speakers have been often considered to be superior to the non-native speakers in English communication and many aspects, but real situation is a different picture.

Other models of spread of English. Besides Kachru's three circles, there are other models to describe the spread of English in the world. Strevens proposed the earliest model based on affinities among world Englishes (Strevens, 1980). McArthur's "wheel model" has an assumption of existing of "World Standard English" which is considered as an idealized central

variety among world Englishes (McArthur, 1987). Edgar Schneider's dynamic model is to describe the dynamic process of evolving of English (Schneider, 2007). Manfred Gorlach (1990) proposed a Circle Model which is similar with McArthur's model. Recently, the centripetal circles of international English model is proposed by Modiano (1999).

Strevens' world map of English recognizes American English as a separate and important English variety, and he puts other English varieties under the British English and American English, thus gives us a map of English in the world by the form an upside-down tree diagram as shown in Fig. 2. The specific description of other models is neglected. Readers who are interested in the topic can turn to the relative references for more details on these English models.
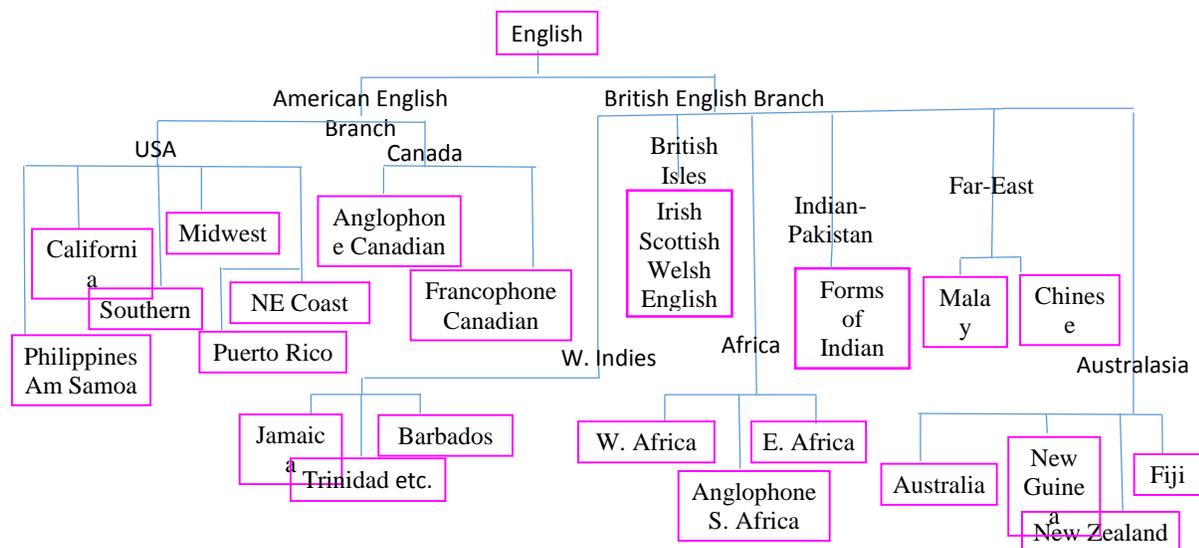
Fig. 2. Streven's world map model of English

World Englishes and Chinese English

World Englishes. Firstly, there will be a brief history of the English language, and secondly, there will be the development of World Englishes.

Germanic invaders brought the Anglo-Frisian dialects to Britain and a diverse group of

dialects are considered as Old English. As time passed by, one of these dialects called "Late West Saxon" dominated as English in the end. Therefore, English is a West Germanic language (Baugh & Cable, 1993).

According to Baugh and Cable, two invasions into Britain affected the Old English language during history. In the 8th and 9th centuries the speakers of the Scandinavian branch of the Germanic language family controlled and colonized some regions of Britain. In the 11th century Normans speaking Old Norman occupied part of Britain and developed an English called Anglo-Norman. For two centuries there are two kinds of languages in England: French spoken among upper classes and English spoken in the masses.

England and France separated from each other in the Middle English period. Both of two countries have conflicting interests and experienced the Hundred Years' War. English was widely used and became the main tongue of all England until 14th century (Baugh & Cable, 1993).

English became the national language of England during the Renaissance. English was studied and used in literary. With the Great Vowel Shift, English was standardized and became Modern English which was different from the Middle English (Stockwell, 2002).

In the 18th century, English was driven by creating a standard of correct usage, removing defects, introducing improvements and fixing English with the desired form. Thus, English became systematic and had regularity which was different from previous English featuring individualism and spirit of independence.

Since the establishment of English in Great Britain, it has started its spread process into the world in different continents and fields. In the 19th century, English spread over the earth due to the expansion of the British Empire and global trade. Firstly, English is brought to new

continents. Many mother-tongue English speakers migrated from England, Scotland and Ireland to North America and the Caribbean, Australia, South Africa and New Zealand. Modern Canadian, American, South African, West Indian and Australasian Englishes are gradually formed by their own English dialects. The changes of adapting to the sociolinguistic contexts of the migrants led to the varieties of Englishes spoken in modern Caribbean and America, Australasian and South Africa which are different from the English of Great Britain.

Secondly, English was taken to Africa and Asia. The colonization of Africa and Asia resulted in the second-language varieties of English called "New Englishes". In West colonial Africa, the slave trade promoted the English appearing. Some countries developed pidgin and creoles of English by contacting with English. However, a large number of British settlements brought English to East Africa and used English in government, the law and education. At the end of the 18th century, English appeared in the sub-continent of South Asia (Nepal, Pakistan, Bangladesh, India, Sri Lanka and Bhutan). The so called "Indianisation" developed a different English variety in the Indian sub-continent. At the end of 18th century, British brought English to South-East Asia and the South Pacific (for example, Hong Kong, Malaysia and Singapore).

Thirdly, the Americans colonized Philippines and English was used in education system. One of the official languages is English in Philippines.

Currently, other countries such as Korea, Japan and Taiwan are teaching students English. Korea and Japan are considering of using English as their official second language (Jenkins, 2003).

As the rapid spread of English around the globe, a lot of localized or indigenized Englishes have being developed. English varieties spoken in some of England's larger colonies and former colonies were enhanced and their distinct English varieties should be treated equally.

These varieties of Englishes are defined as World Englishes. As so far, English is spoken in about 75 territories either as a first language (L1) or as a second language (L2). It is impossible to obtain the exact number of Englishes over the globe since new varieties of English are growing along the time (Crystal, 2007). World Englishes are affected by local linguistic, cultural and political factors. New varieties of Englishes continue to emerge (Kachru et al, 2009). In the future, World Englishes may diverge into different unintelligible languages or converge into one language. It is also possible that a new World Language appears in the future.

Chinese English. Chinese English is a variety of English mixed with some Chinese pronunciation, vocabulary, sentence structures, and other aspects of Chinese culture. It is spoken by Chinese speakers or in a bilingual Chinese and English context. The following is the development of English in China briefly.

In 1664, Guangzhou of Guangdong Province became the first trade city of Britain. At that time, China was considered the Middle Kingdom and Chinese people thought foreign people as alien enemies and would not want to learn a language with whole heart. Therefore, Chinese Pidgin English began to develop in this region. When the Treaty Ports were set up in 1843, the Pidgin English started to spread to other cities in the regions of Yangtze River Delta from the original place of Guangzhou. But due to the wars and other factors in the late nineteenth century, Chinese Pidgin English grew weak, and now it is virtually dead. Hall (1944) divides the history of Chinese Pidgin English into four phases: original, classical, expanding, and declining. He points out that Chinese Pidgin English was mainly a means of communication between foreign masters and Chinese servants, and a medium used in retail shops catering to foreigners.

From 1900 to 1950, there was a need to learn stand English instead of Chinese Pidgin English because it was thought to be a tool for the acquisition of western knowledge, a tool to

make China strong and wealthy. During this time, China had more language contact with foreign countries, and many works of literature and other texts had been translated into Chinese. As English was learned more frequently, there were more contact with English. There appeared some significant influence of English on Chinese language, especially some word which were borrowed from English language, for example, *modeng* (modern), *mote* (model) and *shehui* (society).

From the foundation PRC (1949) to the opening up of China to the outside world (1978), British English dominated the foreign language learning although Russian language was popular for some time. According to Cheng (1982), there are some reasons for the situation: 1) the former Soviet Union had large influence on Chinese education and the Union got some features from British English; 2) China and the US had less contact with each other though the United States has become a strong country in politics, economy and society, especially when the United States and the former Soviet Union were competing with each other in many fields; 3) there were more British people in the editorial field to give and spread English in the written works. One of the representatives is the weekly journal named Beijing Review, which is serve the international communication instead of local communication or national information exchange.

Since the 1980s, China has been on its road to modernization in agriculture, industry, national defense, science and technology respectively. With the policy of Reform and Opening-Up, China entered into a period of rush for English learning. More and more people started learning English, and the majority preferred American English to British English.   An important reason for the popularity of American English is that American entertainment industry has great effect on Chinese people by the means of radios, music, movies, Internet, etc.

From the brief history of English in China, one can get a conclusion that the political and

social context has mainly decided the development of English. The different periods of cultural setting have provided different soil for English to grow, develop, or decline in China.

Chinese English is used to meet the requirement of international communication rather than internal communication. There are about 300 million people using or learning English and The number is still increasing (Wen, 2009). English is a prerequisite for students to entrance into high schools, colleges and universities. English speakers may have much better chance to obtain well-paid jobs than Chinese only speakers. Furthermore, the trend to teach college students science in English is become more and more popular in top universities in China. In a nutshell, Chinese English is growing fast in China with more and more students seeking studying in English speaking countries.

Analysis of Chinese English

Both Chinese and English languages come from two completely different language families: Sino-Tibetan and Indo-European language families. They are different in language logic, grammar, pronunciation and writing. Some Chinese linguistic habits may be translated into English (Kachru, 1992). Chinese English is affected by Chinese linguistics and features of phonology, lexicon, morphology and syntax.

In phonology, native English speakers use the following phonemic inventory (Robert Hall, 1944):

- Vowels: [i, ɪ, e, ɛ, œ, ɑ, ə, ɔ, o, U, u]
- Consonants: [p, t, k, b, d, g, m, n, ŋ, f, v, θ, ð, s, z, š, ž, č, ǧ, l, r, h, j, w]

However, some of them (for example, [ə, θ, ð, š, ž]) do not exist in Chinese language. Some morphophonemic alternations exist in Chinese English (Hall, 1944). It is possible to add a vowel to many verbs ending in consonants, such as in [tek(i)] 'to take' and [slip(a)] 'to sleep'.

Some final consonants are also ignored in words ending with [r], or [l], or [d], such as in [litə(l)] 'little' and [mo(r)] 'more'.

In lexicon, most of words in Chinese English come from English. But Chinese language has some influences on Chinese English words, such as pidgin < business (English), two muchee < too much (English).

In morphology and syntax, the construction of phrase and sentence in Chinese English are largely affected by Chinese structure. For example, the pronoun "my" is used as the only first person singular pronoun in Chinese English and replaces both "I" and "me". This reflects the fact that Chinese English doesn't have this pronoun variation. "He" may stand for subject and non-subject referents alike (Baker & Mühlhäusler 1990: 104). In Chinese English, a noun may be ignored in a specific Chinese context. For example, "very poor people" is omitted in the following sentence "this have very poor place and very poor people: no got clothes, no got rice, no got hog, no got nothing; only yam, little fish, and cocoa-nut; no got nothing make trade, very little make eat" (Baker & Mühlhäusler, 1990). In Chinese English, "(that price) he no sellum" means "He won't sell at that price" . "that price" is omitted. Chinese uses a number or demonstrative to describe nouns. For example, Chinese English "You wantchee catchee one piece lawyer" means "you will have to engage a lawyer" . "Thisee chop tea what name" means "What is the name of this tea?". However, in Chinese English the words "year" and "dollar" are used as the same way as in English.

On the other hand, Chinese English also has some influence on English. Certain English expressions may come from Chinese English, such as "long time no see", "look-see", "no this no that" and "no money no talk".

In a nutshell, Chinese English is formed by mixing the Chinese culture with the English

language. It features in phonology, lexicon, and syntax.

Influence of World Englishes on English Teaching in College

English education in China developed very fast after the reform and opening-up policy was adopted by Chinese government in 1978 (Hu, 2009; Li & Moreira, 2009). The population of English learners in China is largest over the world. As of 2010, more than 400 million people are learning English in China (Bolton & Graddol, 2012). Chinese students are required to begin learning English at Grade three in primary schools and learn it until college graduation. Students may spend twelve years in learning English during their school period. Although much effort has been taken in English teaching in China, English teaching is far from maturity. College English teaching method can neither further improve students' English level nor foster their interests in English learning. The problem is emerging and new teaching methods are needed.

World Englishes, especially British English and American English, have an important impact on college English teaching in China in terms of curriculum design, assessment, teaching methods, and textbooks. However, directly using or simply translating British or American English teaching system for Chinese college English teaching have not attained the goal of speaking English fluently. People argue that college English teaching methods in China should be different from those methods in other countries including the ones in inner circle and outer circle countries. This is, of course, because English in China is neither a native language nor a second language. Especially, China doesn't have a good environment for English speaking and there is rarely chance to meet English speakers and to practice English with people. Therefore, the linguistic environment in China is much different from other countries. In this paper, I propose a distinct college English teaching method designed to try to improve English teaching in China. The following is the review of how World Englishes affect college English teaching in

China.

In the design of college English curriculum, the Chinese Ministry of Education (CME) has designed four college English curricula since 1980: 1980 curriculum, 1986 curriculum, 1999 curriculum and 2007 Curriculum (Chili, 2014). The features (aim, objective, methodology, vocabulary) of these four curricula are listed in Tab. 2 (Chili, 2014).

Table 2 Features of Four College English Curricula Designed by CME from 1980 to 2007 in China

	1980 Curriculum	1986 Curriculum	1999 Curriculum	2007 Curriculum
Aim	Capability of obtaining some information through using English	Capability of obtaining some information on special fields through using English	Capability of exchanging information through using English	Capability of communicating effectively and studying independently, and improving cultural awareness in international exchanges
Objective	No description	Proficiency reading ability, certain listening ability and elementary speaking and writing ability	Strong reading ability and fairly good ability for listening, speaking, writing and translating	Competent in using English in a well-rounded way, especially in listening and speaking
Methodology	Teacher centered, grammar translation	Learner centered (grammar translation and audio-visual approach in practice)	Learner centered (grammar translation and audio-visual approach in practice)	Learner-centered in combination with modern technology (grammar translation and audio-visual approach in practice)
Vocabulary	From 1,500 to 1,800	From 1,600 to 4,000	From 4,200 to 6,500	From 4,500 to 6,500

From this curriculum table, it can be seen that all of these curricula are focused on English reading ability and grammar and vocabulary. They are similar with curricula in the USA and the UK, which also focus on reading ability, and these are successful curricula. However, Chinese people have big problem with English speaking and listening. Therefore, an English

curricula design in China should be different from the one in the USA or the UK and should take into account the English speaking and listening level of Chinese people. The suggestion is that the college English curriculum design in China should focus on speaking and listening ability rather than reading ability.

In College English Test (CET), CET-4 and CET-6 are very popular in Chinese college. All of college students are required to pass at least CET-4 test. Otherwise they are not qualified to obtain their bachelor degree in their majors. CET test consists of four parts: listening comprehension (35%), reading comprehension (35%), cloze (10%) and writing (15%) and translation (5%) (Zheng & Cheng, 2008). These English test designs are expected to match college English curriculum designed by CME. Therefore, it can be easily seen from the structure in CET that reading ability is again emphasized in CET tests. Some students even passing the tests from the UK or the USA (for example, TOEFL or IELTS) still have some problem with English speaking and listening. Therefore, college English test in China should be different from other countries (even those in first circle) and speaking ability should be emphasized under the specific linguistic context in China.

In college, English teaching methods, most of English teachers in China teach students a lot of grammar and vocabulary, however only a little English practice. It is very common in Chinese college English teaching that students are taught by a teacher-centered, grammar-translation, textbook-reliant teaching method (Chili, 2014). Students are required to listen to teachers passively and try to memorize what their teachers lecture to them. This passive teaching method results in very low level of Chinese EFL learners' communicative competence (Hu, 2002). Currently, Communicative Language Teaching (CLT) from the UK and the USA is becoming popular in China's college English teaching. One of the practices of this method is to

organize students into small groups and students in each small group are encouraged to talk with each other on some topic established by teachers. The purpose of this CLT method is to try to enhance the skills on communication in English. This method works in the regions from inner circle and outer circle since those students have no difficult problem in English speaking and listening. Unfortunately, in China, college students arrive with severe problems in English speaking and listening. They have little practice in speaking appropriate English. Letting them talk among themselves leads them to go further in a wrong direction. Therefore, the popular CLT method borrowed from the regions with world Englishes cannot meet the need of Chinese college students. Again, speaking skill should be emphasized in Chinese college English teaching method.

In teaching materials and textbooks, a lot of English textbooks are written based on the textbooks from the USA or the UK such as "New College English" and "New Horizon College English". These textbooks still emphasize vocabulary and grammar and reading. The exercises accompanying these textbooks do not focus on English speaking and listening. Therefore, current textbooks do not take into account the English linguistic context in China. New textbooks should be written base on the linguistic condition in China.

The influence of world Englishes on Chinese college English teaching is reflected in curriculum design, test design, teaching method and textbooks. It is clear that English teaching methods from regions with World Englishes cannot meet the requirements of English teaching in China. New curricula, teaching method and textbooks are needed in Chinese college English teaching.

Summary

This chapter discusses the development of World Englishes and Chinese English. After

the analysis of the features of Chinese English, there is a conclusion that Chinese culture has an important impact on Chinese English. The current Chinese college English teaching methods are reviewed and analyzed. English teaching methods from regions (especially, the UK and the USA) with World Englishes have a big influence on Chinese college English teaching in terms of curriculum design, test design, methodology, and textbooks. Although the English teaching methods from the UK or the USA may work very well for British and American students, they are not efficient methods for students in China to learn English. Therefore, some new college English teaching methods are presented which can better serve Chinese students under the linguistic context in which Chinese college students have rare chances to practice English and have difficulty in English speaking and listening. One recommendation in this chapter is a new radio program based on English learning method.

Chapter III Conclusions and Recommendations

This paper reviews the development of World Englishes and Chinese English. There is also discussion about how World Englishes affects Chinese college English teaching. The overall model of English spread is Kachru's Three Circles Model (Kachru, 1985). This model describes roughly how World Englishes are formed as varieties of English. World Englishes speakers include native speakers from the countries in the inner circle, speakers using English as a second language in the outer circle, and speakers from the expanding circle using English as a foreign language. The commercial, military, and colonizing activities from the UK and the USA led to the spread of English over the globe. Local cultures and linguistic context interact with English and local varieties of English gradually develop. Finally, different kinds of Englishes appear and lead to World Englishes.

There are descriptions of the historical development and the features of Chinese English. China is not a colony region affiliated by the UK or the USA. China has special Chinese cultures which have big differences from English cultures. English has never been used as a second language in China. Most Chinese people have difficulty in English speaking and listening ability, although a lot of people are learning English. The features of Chinese English mainly manifest in pronunciations, phrases, and sentence structures. It shows Chinese English would be a special variety of English largely affected by Chinese cultures. World English impacts Chinese college English teaching in curriculum design, test design, teaching methods, and textbooks in China. English teaching methods borrowed from the UK and the USA do not meet the requirements of English learners in China due to the special linguistic context in China. Most Chinese people do not have a chance to practice English and have big problems in English speaking and listening. Therefore, current college English teaching methods in China is far from a good teaching approach

customized to the learners in China.

Taking into account the fact that most Chinese people rarely have the chance to practice English and have difficulty in English speaking and listening, some different college English teaching methods are recommended to reform the current ones in China. These new methods include the following steps: 1) teaching oral and listening English until students can talk with other people in English; 2) teaching English reading and writing; 3) teaching English cultures. For students with science and engineering majors, teaching oral and listening English is especially important for them to take part in international communications for exchanging information. To fulfill the purpose of high level of English speaking and listening ability, curriculum, tests, teaching methods, and textbooks should be restructured to emphasize oral and listening English. At the same time, teachers should use and speak English all the time in class. Some English salons watching or listening to visual and audio materials from the USA and the UK can also be hosted to give students the chance to practice English.

To foster students' interests in English learning, using radio programs from the UK or the USA in class is also strongly recommended, and teachers can ask students to repeat what people say in the radio programs. This cannot be accomplished by using textbooks. Textbooks can hardly help in speaking and listening English training.

In summary, based on the framework of World Englishes and the present situation of Chinese college English teaching, this paper advises that new teaching methods are developed to better teach students. One such improvement suggested is the use of English language radio programs for listening comprehension and oral proficiency.

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