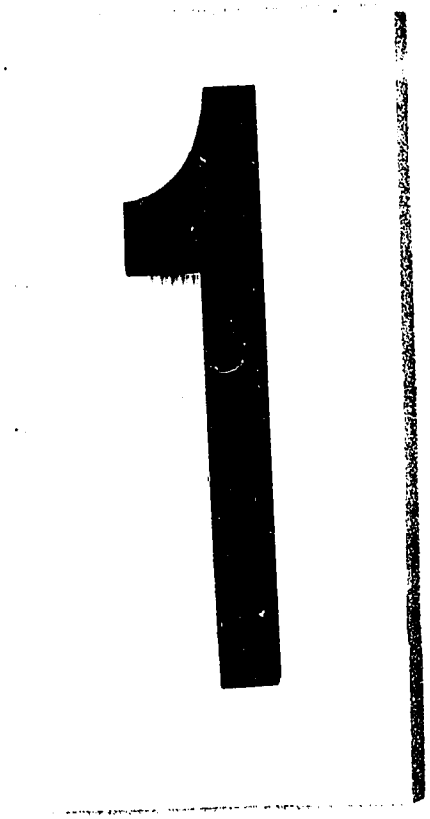

PM-1 3½"x4" PHOTOGRAPHIC MICROCOPY TARGET
NBS 1010a ANSI/ISO #2 EQUIVALENT

1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0
5.6
6.3
7.1
8.0
9.0

PRECISION[SM] RESOLUTION TARGETS

PIONEERS IN METHYLENE BLUE TESTING SINCE 1974

Micro-D

15000 COUNTY ROAD 6, BURNSVILLE, MN 55337, USA

National Library of Canada

Acquisitions and Bibliographic Services Branch

395 Wellington Street
Ottawa, Ontario
K1A 0N4

Bibliothèque nationale du Canada

Direction des acquisitions et des services bibliographiques

395, rue Wellington
Ottawa (Ontario)
K1A 0N4

Your file Votre référence

Our file Notre référence

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit

UNIVERSITY OF ALBERTA

A SURVEY OF ADULT EFL PROGRAMS IN COMMUNITY SCHOOLS IN BEIJING

BY

MIANMIAN XIE

A thesis submitted to the Faculty of Graduate Studies and Research in partial fulfilment of the requirement for the degree of MASTER OF EDUCATION

IN

ADULT AND HIGHER EDUCATION

DEPARTMENT OF ADULT, CAREER, AND TECHNOLOGY EDUCATION

EDMONTON, ALBERTA

FALL 1992

National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Service
Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

The author has granted an irrevocable non-exclusive licence allowing the National Library of Canada to reproduce, loan, distribute or sell copies of his/her thesis by any means and in any form or format, making this thesis available to interested persons.

The author retains ownership of the copyright in his/her thesis. Neither the thesis nor substantial extracts from it may be printed or otherwise reproduced without his/her permission.

L'auteur a accordé une licence irrévocable et non exclusive permettant à la Bibliothèque nationale du Canada de reproduire, prêter, distribuer ou vendre des copies de sa thèse de quelque manière et sous quelque forme que ce soit pour mettre des exemplaires de cette thèse à la disposition des personnes intéressées.

L'auteur conserve la propriété du droit d'auteur qui protège sa thèse. Ni la thèse ni des extraits substantiels de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation.

ISBN 0-315-77262-X

UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR: Mianmian Xie

TITLE OF THESIS: A Survey of Adult EFL Programs in Community Schools in Beijing

DEGREE: Master of Education

YEAR THIS DEGREE GRANTED: 1992

Permission is hereby granted to the University of Alberta Library to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves all other publication and other rights in association with the copyright in the thesis, and except as hereinbefore provided neither the thesis nor any substantial portion thereof may be printed or otherwise reproduced in any material form whatever without the author's prior written permission.

Xie Mianmian

Mianmian Xie

10473-58 Avenue
Edmonton, Alberta
Canada

Oct 10 1992

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled **A Survey of Adult EFL Programs in Community Schools in Beijing** submitted by Mianmian Xie in partial fulfilment of the requirements for the degree of Master of Education.

Tracey Derwing
(Supervisor)
Dr. T.M. Derwing

Dr. D.J. Collett

Dr. D. Haughey

Douglas V. Parker
Dr. D.V. Parker

Date: Oct. 2/1992

DEDICATION

This study is dedicated to adult English as a foreign language learners in the community schools in the People's Republic of China.

ABSTRACT

Since the open-door policy was adopted in China in 1978, TEFL (teaching English as a foreign language) has grown with remarkable rapidity. Community adult English programs have an important place and have made a vital contribution to the development of EFL education in general.

The purpose of this study is to investigate the characteristics of Beijing's community English language programs and of the students who participate in these programs.

The study is based on a survey in which 140 students and ten administrators of English programs in 15 community schools in Beijing participated.

The findings show that community EFL programs are providing a much-needed component to EFL instruction in China. They are unique in many areas compared with other types of EFL programs in China and other forms of general Chinese education. These areas include program planning, funding, course offerings, curriculum design, educational rationale, admission policies, the hiring system and language skill emphasis. Both the administrators and students indicated a high level of

satisfaction in these areas within community language programs.

The students in the programs have a wider range in age, occupation, special needs and interests than EFL students in formal government-sponsored EFL programs. Their motivation to learn is high. They display many characteristics of good language learners yet they need assistance in developing learning strategies and in finding more opportunities for practice in the new language.

The problems facing the programs and the students involved are also identified and discussed.

It is hoped that this study will facilitate an understanding of the current situation of adult EFL programs in community schools in China and that it will stimulate discussion on the strengths and weaknesses of such programs.

ACKNOWLEDGEMENTS

First, I would like to express my sincere gratitude to Dr. Tracey Derwing, my thesis supervisor, whose academic guidance, constant support and unfailing inspiration throughout the whole process made possible the completion of this thesis.

I am also grateful to Dr. Dave Collett who got me started in this research and who gave me his guidance and his challenge in the early stages of this research.

Sincere thanks are expressed to Dr. Denis Haughey and Dr. Douglas Parker who served as members of the Committee and whose invaluable advice assisted me in making the final revisions.

I also thank my friends Mingming Pu and Lianying Zhang for their comments and suggestions for the questionnaire design.

Three very significant individuals to thank are my friends Beryl Liu and Niuniu Zhang and Dr. Grace Weibe. I thank Beryl and Niuniu for their support and understanding, and particularly for the numerous amount of work they did in collecting data for me in China. I am grateful to Dr. Grace Weibe who personally brought the collected data from China back to Edmonton.

I am thankful to the adult EFL students and the administrators in the community schools who participated in the study. And I want to express my thanks to the administrators in the schools for giving me permission to do the study. I acknowledge also my Chinese friends here in Edmonton who participated the pilot study.

Sincere thanks go to the Delta Kappa Gamma Society International for the Delta Kappa Gamma World Fellowship awarded to me and the loving and caring support from the members of the society. I also thank the department and Dr. Konrad for the support and encouragement.

Last, I thank my husband Zhengji Yang and my daughter Yang Yang for their love, their care and their permanent support.

TABLE OF CONTENTS

I. INTRODUCTION TO THE SURVEY 1

1.1 Introduction 1
1.2 Problem Statement 2
1.3 Research Significance 2
1.4 Delimitations of this Study 7
1.5 Limitations of the Study 8
1.6 Definition of Terms 8
1.7 Chapter Outline 9

II. REVIEW OF RELATED LITERATURE 11

2.1 History and Development of TEFL Education in China 11
2.1.1 Prior to 1922 12
2.1.2 Between 1922 and 1949 14
2.1.3 Between 1949 and 1966 15
2.1.4 Between 1966 and 1976 18
2.1.5 Between 1976 and the present 20
2.2 TEFL in China 30
2.3 Adult Education in China 37
2.3.1 Functions 37
2.3.2 Position 39
2.3.3 The Government's Policies on Adult Education 42
2.3.4 Organizers 44
2.3.5 Categories and Structures 44
2.4 Community Schools 46
2.5 EFL Programs for Adult Students 49
2.6 Community EFL Programs 50
2.7 Summary 53

III. RESEARCH METHOD 55

3.1 Sampling 55
3.1.1 Definition of Population 55
3.1.2 Sampling Procedures 55
3.1.3 Sample Number 56
3.2 Construction of the Questionnaire 56
3.3 Distribution of the Questionnaire 59
3.4 Other Data Used 61
3.5 Statistical Analysis 61

IV. RESEARCH FINDINGS 63

4.1 Characteristics of Community EFL Programs for Adult Students 64
4.1.1 Demographics of Community Schools 64
4.1.2 Types of EFL Programs in Community Schools 65
4.1.3 Teaching Materials Used in Community EFL Programs 66
4.1.4 Community EFL Programs Aims 69
4.1.5 Language Skills or Areas the Programs Concentrate on 69
4.1.6 Personal Outcomes 71
English level 71
Attitude 74
Personal image 76
Practical benefits 77
4.1.7 Other Program-Related Factors 79
Tuition fees 79
Length of programs and weekly class time.....79
Source of instructors and hiring criteria 79
Number of students per class ...80
Teaching facilities and equipment 81
Evaluation of students, instructors, teaching quality, and programs 81
4.1.8 Students' Assessment of the Courses 82
Organization 84
Instruction 84
Instructor 85
Facility 85
General 86
4.1.9 Administrators' Assessment of the Programs 86
4.1.10 Problems Facing Community EFL Programs 87
4.1.11 Future Prospects 88

4.2 Characteristics of Adult EFL Students in Community Schools 89
4.2.1 Demographic Factors 89
Age 89
Marital status 90

Gender 90
Occupation, employment and jobs 90
Education background 92
4.2.2 Foreign Language Study Experience 92
Starting time and places 93
Years of learning English and self-estimated level 94
English language development ...95
4.2.3 Experience in the Current Program 96
Reason for Choosing the Current Program 96
4.2.4 Motives for Studying English 97
4.2.5 Means of Studying 100
4.2.6 Attitude Towards English and Personal Views on the TEFL Situation in Beijing 103
4.2.7 Problems 105
Situational problem 107
Personal problem 107
4.3 Summary 109

V. DISCUSSION AND CONCLUSIONS 110

5.1 Community EFL Programs 110
5.1.1 Funding 111
5.1.2 Educational Rationale 112
5.1.3 Course Offering 113
5.1.4 Admission 113
5.1.5 Contract System 114
5.1.6 Language Skills Emphasis 116
5.1.7 General Remarks 118
5.1.8 Program Offerings 121
5.1.9 Program Marketing 123
5.1.10 Academic Exchange of Information 124
5.1.11 Instruction 125
Presentation mode 126
Instructor Feedback to students 129
Teaching culture 130
5.2 Adult EFL Students in Community Schools 132
5.2.1 Strong Points 132
5.2.2 Weak Points 134
5.2.3 Student Training 135

5.3 Suggestions for Further Research 138
5.4 Conclusions 139

REFERENCES 141

APPENDIX A: STUDENT QUESTIONNAIRE 145

STUDENT QUESTIONNAIRE (CHINESE) 158

APPENDIX B: ADMINISTRATOR QUESTIONNAIRE 164

ADMINISTRATOR QUESTIONNAIRE
(CHINESE) 170

LIST OF TABLES

TABLE 4.1 SOME FACTORS OF THE COMMUNITY SCHOOLS AND TEACHERS OF EFL PROGRAMS 65

TABLE 4.2 TYPES OF EFL PROGRAM FOR ADULT STUDENTS IN C.S. 66

TABLE 4.3 TEACHING MATERIAL USED IN EFL PROGRAMS ...68

TABLE 4.4 GOALS OF ADULT EFL PROGRAMS IN C.S. 69

TABLE 4.5 SKILLS AND AREAS OF INSTRUCTION OF COMMUNITY EFL PROGRAMS CONCENTRATE ON 70

TABLE 4.6 CONCENTRATION OF SKILLS AND AREAS ACROSS THREE TYPES OF COURSES 70

TABLE 4.7 GENERAL AGREEMENT WITH STATEMENTS CONCERNING LEVELS OF DIFFERENT SKILLS IN ENGLISH STUDY BY THE STUDENTS 72

TABLE 4.8 STUDENTS' DEVELOPMENT IN ENGLISH LANGUAGE BY PROGRAM GROUP 73

TABLE 4.9 GENERAL AGREEMENTS WITH STATEMENTS CONCERNING STUDENTS' ATTITUDE 75

TABLE 4.10 GENERAL AGREEMENTS WITH STATEMENTS CONCERNING PERSONAL IMAGE IMPROVEMENT 76

TABLE 4.11 GERNERAL AGREEMENTS WITH STATEMENTS CONCERNING PRACTICAL BENEFITS OF LEARNING ENGLISH 78

TABLE 4.12 NUMBER OF STUDENTS PER CLASS IN EFL PROGRAMS IN C.S 81

TABLE 4.13 GENERAL LEVEL OF STUDENTS' SATISFACTION WITH COMMUNITY EFL PROGRAMS 83

TABLE 4.14 ADMINISTRATORS' ASSESSMENT OF THE PROGRAMS 87

TABLE 4.16 STUDENTS' OCCUPATIONS 91

TABLE 4.17 HIGHEST LEVEL OF EDUCATION ACHIEVED 92

TABLE 4.18 SECOND FOREIGN LANGUAGE LEARNED BY THE STUDENTS 93

TABLE 4.19 TIME ENGLISH STUDY BEGAN 93

TABLE 4.20 PROGRAMS IN WHICH THE STUDENTS STARTED TO LEARN ENGLISH 94

TABLE 4.21 YEARS SPENT LEARNING ENGLISH 95

TABLE 4.22 SELF-ESTIMATED ENGLISH LEVEL 95

TABLE 4.23 STUDENTS' ATTITUDES TOWARDS ENGLISH LANGUAGE SKILL DEVELOPMENT 96

TABLE 4.24 REASONS FOR CHOOSING THEIR CURRENT PROGRAMS 97

TABLE 4.25 IMPORTANCE ATTACHED TO MOTIVATION FOR LEARNING ENGLISH 99

TABLE 4.26 MEANS OF STUDYING ENGLISH 101

TABLE 4.27 TOP TEN MEANS OF STUDYING RATED "THE MOST EFFECTIVE" BY THE STUDENTS 102

TABLE 4.28 STUDENTS' ATTITUDE TOWARDS ENGLISH LANGUAGE AND VIEWS ON THE TEFL SITUATION IN BEIJING 104

TABLE 4.29 DIFFICULTIES AND PROBLEMS CONFRONTING THE STUDENTS 106

TABLE 4.30 MEAN AGES OF STUDENTS GROUPED ACCORDING TO PROBLEMS ASSOCIATED TO EFL STUDY 108

TABLE 5.1 THE BENEFITS OF COMMUNITY EFL PROGRAMS 120

CHAPTER ONE: INTRODUCTION TO THE SURVEY

Since there are bosom friends all over the world, the remotest parts might seem like a nearby neighbourhood. (Chinese proverb)

1.1 INTRODUCTION

English has been taught in China for about two centuries. From the beginning of the history of teaching foreign languages in China, the status of English has been much higher than that of any other foreign language. Since the open-door policy was adopted in China in 1978, the study of English has grown with remarkable rapidity. Today, China has more people learning English than people speaking English in the U.S.(Zhou, 1989; Ford, 1988). It is not unreasonable to say that there is a mass English learning movement in China. In this movement, community adult English programs run by social forces[1] have an important place and have made a vital contribution to the development of EFL education in general.

Compared to the amount of information available on Teaching English as a Foreign Language programs in higher education and secondary education institutions,

the existing information on TEFL in adult education community settings is very limited. The purpose of this study, therefore, is to describe and analyze the community adult English programs in Beijing.

This report is based on a survey which was carried out in September of 1991 among 140 students and ten administrators of English programs in 15 community schools in Beijing, China.

1.2 PROBLEM STATEMENT

What are the characteristics of Beijing's community adult English language programs and the students who participate in them according to the perspective of selected adult EFL students from these programs and administrators from the community schools?

1.3 RESEARCH SIGNIFICANCE

Community EFL programs have a history of more than ten years in China. Unfortunately they have attracted very little attention from researchers.

Until now, most of the studies of TEFL in China concern programs in institutions of higher education and secondary schools. Despite their acknowledged

In the literature on adult education in China, there is also a notable lack of information on adult community TEFL programs. It is important to conduct systematic studies of this aspect of adult education. The present study, a survey of English programs in community schools in Beijing, was designed and conducted for this purpose.

This study has considerable practical significance. First, it contributes information to studies of worldwide patterns of adult EFL education.

Since the establishment of the People's Republic of China in 1949, adult education has played a very important role both as a method of enhancing the level of education of the population and as a way of reducing inequality by offering opportunities to those who have not fully benefited from education. Adult EFL education, the study of English by large numbers of adult students, however, emerged in the post-1978 period when the country set itself the goal of realizing the four modernizations: the modernizations of agriculture, industry, national defence, and science and technology. This goal meant a change in orientation to the outside world and to the future. Despite its

very important component in the development of human resources in China today. Community English language programs constitute an increasingly important aspect of adult EFL education in China. Such English language programs deserve the attention of China itself and the attention of the rest of the world.

Secondly, the study is important for educators interested in improving EFL programs in China. At present, two major tasks face Chinese EFL educators: to explore the characteristics of adult EFL students and to explore the existing strengths and weaknesses of community English programs. It is necessary for the instructors to be aware of their students' characteristics and to adapt their instruction accordingly. This study was designed to provide the requisite information. It is hoped that the findings cited here will help EFL educators in community schools provide better opportunities for students to study more effectively and successfully.

This research will also provide foreign EFL instructors with practical information on Chinese students and community EFL programs. Since 1978, inviting foreign teachers to China has been one of the main forms of international exchange. In recent years,

countries have been invited to teach in China either on a long-term basis or as short-term lecturers. Sharing their experience in teaching English, their knowledge of language teaching, the introduction of their native cultures, these teachers of language, literature and linguistics have contributed tremendously to the development of TEFL in China. However, owing to the limited knowledge of the social, cultural, educational settings and the limited understanding of the characteristics of EFL students in China, some of these foreign experts and teachers, despite considerable investment of time and energy, are not as successful as anticipated. Many of them even found great difficulties, contradictions and frustrations (Wu, 1983). Therefore, it is important for those who will be teaching English to adult students in China, especially those who will be teaching English to adult students in community schools, to understand the characteristics of community EFL programs and adult students enroled there.

The research will also be of interest to ESL instructors in English speaking countries. In recent years, an increasing number of people from the People's Republic of China have come to study in these

U.S. Department of State issued about 56,000 visas to visiting scholars and students from China (Orleans, 1988). Many of them decided to remain in these countries. In the case of Canada, since 1989, a great number of students have been accepted as immigrants in Canada; their spouses have been admitted to Canada as part of the family reunification program. Although the majority of these people had some language training in China, their grasp of English is insufficient for integration into the culture of Canada. Many of these individuals are currently enroled in adult ESL programs. In order to help these students learn more effectively, it is important for both the instructors and administrators of North American ESL programs to have some background information on Chinese adult EFL students.

It is hoped that this study, which will be reported to both Chinese EFL educators and ESL educators in North America, will facilitate an understanding of the current situation of adult EFL programs in community schools in China for those who are interested in different worldwide patterns of adult EFL education, those interested in adult EFL education in China in particular, those teaching English in

those who plan to go to China to teach English as a foreign language and those in the west who teach ESL students from the People's Republic of China. It is hoped that this study will stimulate discussions on the strengths and weaknesses of such English programs to promote and contribute to the future development of community English programs in adult education, and add to the literature on EFL education and adult education in China.

1.4 DELIMITATIONS OF THIS STUDY

Geographically, the scope of the research was limited to the urban districts of Beijing. Community EFL programs for adult students in rural districts or in other cities of China were not investigated.

The subjects in this study were limited to 140 adult students and 15 administrators in community English language programs. Opinions of instructors in community English language programs were not sought. Information regarding adult EFL students in programs other than community English language programs was not included.

1.5 LIMITATIONS OF THE STUDY

The following list represents some of the major limitations of this study:

1. Not all existing forms of community EFL programs in China are represented in the sample.

2. The research was conducted through written questionnaires. Therefore the study is subject to the normal weaknesses associated with nonresponse or unusable data.

1.6 DEFINITION OF TERMS

The following terms are used throughout.

TEFL --- Teaching English as a foreign language

TESL --- Teaching English as a second language

EFL students --- Students who study English as a foreign language

ESL students --- Students who study English as a second language

EFL programs --- programs for the teaching and learning of English as a foreign language

ESL programs --- programs for the teaching and learning of English as a second language

China --- The People's Republic of China

TOEFL --- Test of English as a Foreign Language, which is required of all foreign students who are not

native speakers of English by most universities in North America as the primary evaluation instrument to certify English language proficiency.

GRE --- Graduate Record Examination

Community schools --- Schools sponsored and run by social forces rather than government agencies at any level

Social forces --- Includes democratic political parties, non-governmental mass organizations, religious organizations, academic associations and individual persons, etc.

AQ --- Administrator Questionnaire

SQ --- Student Questionnaire

C.S. --- Community school

1.7 CHAPTER OUTLINE

Chapter 2 presents brief overviews of the history and development of EFL education in China, the history and status of adult education within the whole Chinese educational system, EFL programs for adult students, as well as community schools and their EFL programs in Beijing. The research design and method are described in Chapter 3. Chapter 4 presents the results of the research. The conclusions of this study appear in Chapter 5. Findings of the study are discussed

Recommendations, implications and suggestions for further research are also presented.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter explores the history and development of EFL education in China, the status of adult education within the whole educational system, EFL education within the adult education framework, English programs in community schools with the whole structure of adult EFL education in China, and the development and scale of EFL programs of community schools in Beijing.

2.1 HISTORY AND DEVELOPMENT OF EFL EDUCATION IN CHINA

EFL education has a history of more than two hundred years in China. Chronologically speaking, according to Wang (1981), English teaching can be roughly divided into three periods. The first period spans the years from the late 1800's to 1922; the second period covers the years between 1922 and 1949; the third period of English teaching is from 1949 to the present. Since TEFL in China after 1949 has experienced significant fluctuations because of major political events, the author further divided the third period mentioned by Wang into three separate periods--- the period between 1949 and 1966; the period between

1966 and 1976; and the period between 1976 and the present.

2.1.1 Prior to 1922

Teaching English in China started possibly as early as 1786 when the first seminary was set up by Lazarists in Peking (Beijing). In 1807, an English protestant missionary, Robert Morrison, exchanged language lessons in Guangzhou with local Cantonese traders. In 1835 in Macao, Morrison started the first school that taught English, the Gutslaff School. In 1839, an American missionary, Samuel Brown, started the first American school in Macao.

In 1862, Wenxiang and Prince Gong[2] obtained the court's permission to open a government foreign language school, Tong Wen Guan, in Beijing (Spence, 1990). This was the first Chinese-run foreign language school training interpreters, translators and diplomatic personnel for the government. Outstanding graduates of Peking Tong Wen Guan's three-year program could be recommended for official positions in the

---

[2] Prince Gong was an uncle of the reigning boy emperor Tongzhi and the leader of the controlling board of the five senior officials of the Zongliyamen (the Office for the Management of the Business of All Foreign Countries). Wenxiang was the second-in-command of the

metropolitan bureaucracy (Fairbank, 1978). At first, only students chosen from the Eight Banners[3] could attend the school to learn English and French. But later, this system spread rapidly and was not limited to Manchus[4]. "New government-sponsored language schools opened in Shanghai, Canton, and Fuzhou" (Spence, 1990, p.202). From 1867, foreign instructors had been hired in these schools (Spence, 1990).

Mission schools also grew rapidly toward the end of nineteenth century and the beginning of twentieth century. By 1918, there were 13,000 foreign-run schools and 12 institutions of higher education in China. Most of the missionaries could not speak Chinese, therefore all their instruction was in English. In the 1870's, there emerged a demand for English among the Chinese urban middle class who could get relatively well-paid jobs in foreign firms if they knew English. Knowing English was a symbol of higher status and education. Even the last emperor of the Qing dynasty, Puyi, had an English tutor in his palace. The fall of the Qing dynasty in 1911 accelerated the rush on these mission

---

[3] The Eight Banners were a military organization in the banner system of the Qing dynasty. They also functioned as the social administrative organization.

schools. "By 1924, more than half a million Chinese were enroled in foreign schools, 8 percent of all students in China. At least half of them studied English" (Ford, 1988).

Paralleling the foreign schools was the Chinese school system set up by the Chinese government in 1903 based on the model of Japan. All students at the secondary and tertiary levels were required to study a foreign language. Most students chose English (Donald, 1988). These Chinese schools adopted the grammar-translation approach to EFL. Lectures were in Chinese, and the study of grammar was paramount (Wang, 1981).

2.1.2 Between 1922 and 1949

In 1922, China became more open to the outside world and a "New System in Education" was put into practice. Instead of following the Japanese model in education as it did in the middle part of the first period, China adopted the American system of education. "An overall change took place in teaching programs, textbooks and methodology used" (Wang, 1981, p.655). In this period Chinese education took on a new look with the government's taking over most of the foreign primary and secondary schools and gaining more control

increasingly popular and was the language most often chosen for foreign language study in China. English teaching and learning developed rapidly in this period. For instance, in addition to the establishment of new EFL programs, textbooks on a variety of subjects in English were used in universities and colleges. In many schools, the study of English received more attention than the study of Chinese. In middle schools, the aim of teaching English was to enable the students to gain a practical knowledge of the language. Missionary schools and organizations such as the YMCA carried out various community and social activities. "The study of English became so widespread that even rickshawmen in Shanghai spoke some pidgin English" (Wang, 1981).

In this period, the methodology and linguistics of Western countries were introduced to China. The direct method was used widely and took the place of the grammar-translation method in many classrooms. TEFL in this period emphasized speaking, listening and the practical use of the language (Wang, 1981).

2.1.3 Between 1949 and 1966

In 1949, the People's Republic of China was founded. According to the Common Program that was

People's Political Consultative Conference, the new republic redirected the fundamental goals and priorities of China's educational policies toward the following goals: training for national construction and developing the ideology of serving the people; reforming the old educational system both in terms of subject matter and teaching methods; and moving the nation toward the universalization of education as a means of meeting the needs of national construction (Price,1979). The new government took over all foreign colleges and religious teaching was forbidden.

The international exchange policy was also readjusted because of the Cold War and the Korean War. Sino-American relations broke down. Many western nations cut off their relations with "Red China" (Zhuang, 1984). "Learn from the Soviet Union" was the slogan in this period; the influence of the Soviet Union reached its peak in the 1950's. This decisive political realignment produced significant changes in foreign language policy.

There appeared a high tide of borrowing and learning from the educational experiences of the Soviet Union. In the educational field, Soviet materials and curricula were translated for reference and for use as [illegible] in formulating Chinese equivalents;

sometimes they were simply copied directly. As Fairbank (1978) said, books translated from Russian accounted for 38 to 45 percent of all books published in China during the years 1954-1957. By 1956, approximately 1400 textbooks had been translated from Russian into Chinese, including some for primary and secondary schools. The foreign language in greatest demand was Russian. The study of English, which heretofore had been the leading foreign language, was reduced dramatically at all levels of education and was replaced by the study of Russian (Hu, 1976). In many schools and universities, English was dropped from the curriculum altogether (Malcolm, 1987).

During the early half of the 1960's, attitudes toward English teaching began to change because of the Sino-Soviet split. Also, China realized through its failure in the Great Leap Forward in 1958, that it was necessary for China to learn the advanced science and technology of the more developed countries for economic development, rather than relying merely on human labour and revolutionary enthusiasm (Zhuang, 1984). In 1964, the Ministry of Education set a seven year program for the teaching of foreign languages, giving English top priority in recognition of its increasing popularity around the world (Scovel, 1982). Teaching English as a

foreign language developed rapidly in this period. At first, Russian and English received equal attention, but gradually, English study took a more important position. English once again became the number one foreign language in the curricula of middle schools and universities. Most Chinese language instructors of Russian in the universities, colleges, and in middle schools had to be retrained in order to teach English. They were assigned to learn English in order to meet the need of such a swift change of foreign language policy. Some foreign language schools were set up in big cities such as Beijing, Tian Jing, Shanghai, Guang Zhou, etc. with English as the primary focus. Instructors from England, Canada, the United States, and Australia were invited to teach in these foreign language schools.

2.1.4 Between 1966 and 1976

The Cultural Revolution (May 1966 - October 1976), which has been labelled as "the decade of disaster", seriously disrupted the functioning of, and inflicted heavy losses on the Chinese education. As a consequence, English teaching was greatly interrupted. English teachers were not only criticized as bourgeois intellectuals, but were also accused of being

worshippers of foreign capitalist, running dogs of imperialism or even American spies (Zhuang 1984). English textbooks were criticized as "poisonous weeds."

In the early 1970's, China made more contact with the outside world. In 1971, the legitimate place of the People's Republic of China was restored in both the United Nations and UNESCO. In 1972, Sino-American relations resumed with President Richard M. Nixon's visit to China and the signing of the Shanghai Communique.

Although English teaching once again was emphasized in China, it remained difficult to teach English before 1976. It was pointed out by the Chinese Communist Party that foreign languages should be useful tools for tasks such as publicizing Marxism-Leninism and Mao Zedong's Thought, and supporting the worldwide struggles against imperialists, revisionists, and reactionaries. English texts then were full of revolutionary slogans and quotations of Chairman Mao. For instance, in the English Department of the Beijing Foreign Language Institute, the materials used from 1973 to 1976 were English translations of the news of the Xinhua News Agency, editorials from *the People's Daily* or *Hongqi* (The Red Flag---A Journal of the Communist Party), journals by visiting foreigners to

China, etc. Original works of English or American literature were not allowed to be used as materials in class or out of class. In listening classes, programs from Radio Beijing were mostly used while only the news part of Voice of America was selectively used. In a primary school in Shanghai, students were taught to sing revolutionary songs in English such as "The East Is Red" and " Internationale." Among their lessons were "We Love Chairman Mao Arduously", "Study Well and Improve Ourselves Everyday" (A quotation of Chairman Mao), "People of the World Unite To Overthrow Imperialism!", etc.(Hu, 1976).

2.1.5 Between 1976 and Present

With the death of Mao Zedong and the fall of the Gang of Four in 1976, a new era in Chinese politics began. The development goal set by Mao Zedong in 1965 and reiterated by Zhou Enlai in 1975 was reemphasized as "The Four Modernizations" (modernization of agriculture, industry, national defense, and science and technology) by Deng Xiaoping in 1977. In 1978, China adopted the open door policy --- a new policy in favour of increasing contacts with other countries by promoting scientific, educational and cultural exchange. Deng stressed in May of 1978 at the National

Conference of Science that:

> ....Backwardness must be recognized before it can be changed. One must learn from those who are most advanced before one can catch up with and surpass them. Of course, in order to raise China's scientific and technological level we must rely on our own efforts, develop our own creativity and persist in the policy of independence and self-reliance. But independence does not mean shutting the door on the world, nor does self-reliance mean blind opposition to everything foreign. Science and technology are part of the wealth created in common by all mankind. Every people or country should learn from the advanced science and technology of others....(Deng, 1984, pp.106-107).

Since then, China has moved back into the international community (Hayhoe, 1989). China has indeed created a whole range of channels through which scientific and technical knowledge, experience, and information have been flowing into the country and making economic and social changes. In 1978, China made the decision to resume the sending of students abroad for study. The Understanding on Educational Exchanges, an agreement which provided for study and research by undergraduate students, graduate students, and visiting scholars, was signed (Orleans, 1988). In January 1979, Sino-American diplomatic relations were fully resumed. At the same time, cultural, educational, and scientific relations between the United States and China were carried out under the terms of a series of agreements negotiated

since 1979 (Hayhoe, 1989). In addition, Sino-Canadian relations, Sino-British relations, Sino-German relations, Sino-French relations all developed greatly in this period. The agreements for cultural, scientific, and technical cooperation between China and Britain were signed in 1978 and 1979 (Hayhoe, 1987). In 1983, a development assistance agreement, a "significant turning point in Sino-Canadian educational relations" (Hayhoe, 1989, p.130), was signed between the Canadian International Development Agency (CIDA) and the Chinese Ministry of Foreign Economic Relations and Trade (MFERT) (Hayhoe, 1989).

In October of 1983, Deng wrote for Beijing Jingshan School an inscription:" Education should be oriented to modernization, to the world and to the future" which delineated the direction of China's educational undertaking. As Huang (1987) pointed out, the "Three Orientations" implied further international exchanges in the fields of education, science and culture, further international understanding, and it implied "a call for Chinese scholars and students to learn from foreign countries what is advanced, valuable and relevant for China's modernization efforts" (p.228).

Premier Zhao Ziyang stated in his report delivered to the Sixth National People's Congress in 1986:

> ....China attaches great importance to contacts among people of different countries. To further mutual understanding and friendship among the people of the world, the Chinese Government encourages mass organizations, nongovernmental associations and people from all work of life to have contacts with those of other countries and supports cooperation between them in the economic, cultural, scientific and technological fields and in matters relating to the press, public health and sports....

The emphasis on learning from foreign countries and absorbing knowledge in the broadest sense put a new demand on the study of foreign languages. As Xu Guozhang, a distinguished professor of English in China, said in his article China's Modernization and its English Language Needs:" Since this updating is most advantageously done through English, one might say there is an inbuilt relatedness between modernization and English language needs" (Malcolm, 1987, p.71). Therefore English is considered the most useful foreign language in the process of modernization. And "EFL has become one of the most popular programs that is urgently needed by the society and widely preferred by adult students" (Zhao, 1989 p.79). In describing the British policies towards Chinese education in this

period, Hayhoe (1989) pointed out:

> As for cooperative educational activities within China itself, the British official focus has been on strong support for English language teaching, both through providing teachers and materials for various Chinese university centres that train college-level English teachers for the whole nation and through support for the programming of English language series on the Chinese Television University.... The vision of a broad dissemination of opportunity for English language learning demonstrates a sensitivity to the fundamental cultural dynamics of knowledge transfer. Language contains the key to an understanding of the cultural and social context of the technology China is importing from Western countries, and this sustained and careful provision for effective teaching of English should have long-term benefits (pp.121-122).

Another social phenomenon that has effected TEFL in China greatly is the "chuguo chao" (the going abroad trend). The sending of privately-sponsored students and government-sponsored students and scholars abroad for degrees and research has been an important part of China's educational policy and "Open Door" policy since 1978. This is a policy "to upgrade the educational system and provide the nation with the professional manpower necessary to meet the goals of modernization" (Orleans, 1988, p.9). According to "Certain Interim Provisions of the State Education Commission on the Work of Sending Personnel To Study Abroad" made by the State Education Commission in 1987,

> To send Chinese citizens to study in institutions of higher learning and research organizations in foreign countries through various channels and in various forms is a component part of China's policy of opening to the outside world. The practice is an important way to learn advanced science and technology, applicable economic and administrative management experience, and other useful knowledge from foreign countries, and to train our highly specialized personnel. it helps develop friendship and exchanges between the Chinese people and the people of other countries. Therefore, we must continue, for a long time to come, the practice of sending personnel to study abroad in various forms in a planned way to meet the needs of our building socialist material and spiritual civilizations (Orleans, 1988, p. 124).

In addition to the political qualifications[5] and vocational qualifications, this document also gives the statement of foreign language requirements:

> Personnel studying abroad should have a good command of the language of the host country. They should be able to read professional books and periodicals in the foreign language with relative ease; to comprehend, speak, and write the foreign language to a certain degree; and to carry out academic exchanges in the foreign language after a short period of training. Personnel studying abroad as undergraduates should be able to receive lectures in the foreign language (Orleans, 1988, p. 128).

---

[5] "They must be personnel who ardently love the motherland and socialism; have good ideological and moral qualities; have distinguished themselves in practical work and study; and have actively served socialist modernization" [State Education Commission Issues Provisions on Study Abroad (Orleans, 1988, p.128)]."

In order to assess whether they have met these requirements, all people going to English speaking countries are supposed to pass TOEFL or other standardized examinations[6]. The number of people who take TOEFL has increased dramatically. According to the figures given in the Guangming Daily, when the examination was first held in Beijing in 1981, there were 285 candidates. In 1983, the figure had risen to 2,500. In 1985, 8,000 candidates registered; and in 1987, an estimated 26,000 people applied. Tests were held in other cities such as Shanghai, Tianjin, etc. Therefore, the figures for TOEFL candidates on a national basis is actually far higher (Cherrington, 1991, pp.100-101).

Today, the scope of TEFL in China is the widest in the world. As Malcolm pointed out (1987):

> .... Apart from the 25,000 taking majors in English in institutions of higher education, there are some one and a half million tertiary students in science and engineering for whom English is usually a compulsory subject. Thousands more are trained in English in six-month intensive courses as a preparation for going abroad to study. Others are enrolled in the Central Broadcasting

> estimated to reach up to six million viewers (Flower,n.d.:1). And there are many more who teach themselves from textbooks, perhaps with the help of the radio or night school classes. Alongside these adult learners there are the students in middle schools across the country who have English as a part of their curriculum at least for the last three years (p.73).

Since 1977, all the applicants are tested on a foreign language in university entrance examinations (Hu, 1987). In 1978, at a national conference of foreign language teaching held by the Ministry of Education in Beijing, it was pointed out that in order to realize the Four Modernizations, the teaching of foreign languages at all school levels should be intensified; scientists and technicians must master foreign languages in order to read the literature of advanced technology and management from developed countries; and a large number of students and scholars should be sent abroad for advanced studies. It was even claimed by some delegates that if a student failed to master a foreign language, it should be considered a political rather than a professional failure (Wang,

and technology, and for English courses in universities and colleges of liberal arts.

With the establishment of distance education in TEFL in 1979, the number of EFL students increased dramatically. Various "English by Radio" programs, produced by the Central People's Broadcasting Station and Beijing People's Broadcasting Station, are on the air for half an hour three times every weekday. English programs such as BBC's "Follow Me" and "Sadrana Project", which are not associated with any formal education system, are on TV regularly. English programs offered by the Central Radio and Television University (CRTVU) and PTVUs (Provincial Radio and Television universities, which are connected to the formal Chinese higher education system, are also available to EFL students.

Since 1979, major national TEFL conferences have been held annually. Different new text books have also been produced by either Chinese universities or foreign publishing houses according to the new TEFL curriculums. At the same time, a large variety of EFL

Ministry of Education of China launched a three-year teacher retraining project in order to raise the level of English teachers in universities and colleges (Wu, 1983). Besides, a large number of English teachers from various English speaking countries have been invited to either teach students at high levels or to train the staff. At the same time, many young Chinese EFL teachers and the core members of English departments of universities and colleges have been sent abroad by the Chinese government to study as students or visiting scholars.

Reviewing the history and development of EFL education in China, we can see clearly that TEFL in China has experienced considerable flux in the last two hundred years, especially in the last forty years. It has been greatly influenced by both the global context, and the social and political circumstances within the country. Since 1978, along with political and economic reforms in China and the open-door policy practised, TEFL in China has developed significantly and has reached its acme. "English fever has swept the country"

2.2 TEFL IN CHINA

The present day TEFL in China was introduced by many foreigners who were short term visitors or who worked as foreign English teachers for a year or longer in China. Some Chinese scholars in this field have also written articles which provide a descriptive overview of TEFL in China. However, these are not based on systematic research.

English Teaching in China: A Recent Survey (1979) is a research report of a survey conducted by a team of four specialists: Cowan, Light, Mathews and Tucker who were sponsored by the U.S.International Communication Agency. The article depicts aspects of language teaching policy in China, English curricula, teaching materials, teaching methodologies used at various levels of English instruction, teacher training and the roles of foreign experts. According to the authors, "Foreign language teaching, and English language teaching in particular, occupies a prominent role in Chinese education" (p.466). A composite of grammar-translation, the direct method and the audiolingual method was noted at all levels. Teacher education was

and textbooks which would present "opportunities for students to engage in meaningful communication"; a lack of systematic teacher training in methodology; the "ill- prepared" foreign experts whose "only qualification being their native speaker competence." etc. The authors stated in their conclusion that they "observed an impressive commitment to the teaching of English in the People's Republic of China," and that "there is evidence the Chinese were making new viewpoints on English language teaching." This is a straightforward report concerning the TEFL situation at the end of 1970s.

In her dissertation (1982), Scovel studied the changes in TEFL curriculum from 1949 to 1982. EFL programs in five selected tertiary level institutions as well as a wide variety of individuals and programs involved with TEFL in China were examined. Her data sources included her own teaching experiences as an English teacher in Tianjin Foreign Language Institute in China during the 1979-1980 school year, interviews with American specialists on China and visiting Chinese scholars in the United States, and a questionnaire sent

teaching. Pedagogical practices have not changed very much in China since 1949. Those Chinese visiting scholars were reluctant to introduce more modern teaching methods when they returned home because of social pressures to maintain the traditional practices and the feeling that practices suitable to the United State might not work in China.

Ford's book The Twain Shall Meet: The Current Study of English in China (1988) is a report of his research conducted in the academic year of 1984-1985 on the opinions of Chinese administrators, teachers and students regarding the English curriculum in one institution. Ford collected 152 questionnaires and conducted 23 one-on-one interviews with administrators, teachers and students in the English department of a teachers' university in the People's Republic of China. The survey was done "to investigate in detail the purposes and practices of the English curriculum in one institution in China so as to better understand what motivates Chinese to study English, what methods they use and how well they are learning it" (p.2). Through this research, the author found that the students were

administrators were mildly satisfied. The students' dissatisfaction was attributed to several factors, including the mismatch between students' preferred learning styles and the actual teaching styles employed by instructors, the lack of student interest in becoming teachers and the subsequent forced employment of graduates in the teaching profession, and the general lack of student decision-making power. In the area of curricular decision making, both administrators and teachers had fairly clear realms of authority while students made very few decisions about the curriculum or other aspects of their school life. As for the purposes of learning English, Ford concluded that Chinese study English "with one overriding purpose: to help China realize the four modernizations" (Ford, 1988, p.180).

Chinese Teachers' View of Western Language Teaching: Context Informs Paradigms is a research report by Burnaby and Sun (1989). They conducted a survey of Chinese EFL teachers' team teaching with Canadians in the China/Canada Language Training Centre in the University of International Business and Econ-

of Chinese teachers on communicative methods and the traditional EFL teaching methods used in China, the professional status of Chinese teachers of English in China, the needs of EFL students, examination forms, etc. The Chinese teachers felt strongly that communicative methods were only beneficial for those students who planned to go to English-speaking countries to live and study. They felt that the purposes and learning contexts of students who would remain in China were sufficiently distinct so as to merit other methodologies. Secondly, communicative methods were beyond the expertise of Chinese teachers, all of whom were nonnative speakers of English. In addition, the class size and schedules, resources and equipment in Chinese schools, and the examination system made it difficult to implement communicative methods successfully. The researchers argued that the fact that western methods are effective in the teaching of ESL in Canada does not necessarily mean they are exportable. "Perhaps it would be more fruitful to look at what works in foreign language teaching at home as a possible model for export to China. Indeed, English-

domestically" (p.236). This research is very helpful in understanding the current EFL situation in China and the prevailing opinions and views of Chinese teachers of English on the western methodologies in teaching English.

In order to assess the English language proficiency of Chinese students studying in America, the Study Steering Committee from the Committee on Scholarly Communication with the People's Republic of China (CSCPRC) sent a "Questionnaire for American University and Colleges" to 391 institutions of higher education. From the 216 responses, the researchers became aware of two aspects of the overall language proficiency of Chinese students who were accepted by the institutions. First, "nearly one-half of the university and college respondents, most of whom were foreign student advisors, felt that 'most' or 'virtually all' of these students 'require additional English training through coursework after arriving at the institution'" (p.127). Second, since 1981, the universities and colleges in the U.S. have used standardized tests such as the TOEFL and the MTELP (the Michigan Test for English Language Proficiency) to

undertaking of a systematic survey and evaluation of language study programs in China (Lampton, 1986).

In summary, the review of the literature on TEFL in China has shown that the importance of teaching and learning the English language has been very much emphasized by the government since 1978. TEFL has played a prominent role in Chinese education and has developed a great deal in scale in China since then. EFL students in China have great enthusiasm for studying English.

The findings of these studies also illustrate some characteristics of EFL programs. Among them are: 1) the traditional methodology maintained in classrooms and preferred by Chinese instructors, 2) EFL students have little say in program planning and they are dissatisfied with the major elements of the curriculums, 3) The lack of variety in course offerings, of academic freedom, of qualified teachers, poor physical resources. Clearly, more systematic comprehensive research on TEFL in China is needed.

2.3 ADULT EDUCATION IN CHINA

Adult education in China is a mass undertaking guided by set policies of the Communist Party and Government. It has been given a high priority. It is carried out through face-to-face instruction, correspondence courses, radio, television, and self-study programs in an organized, purposeful, and planned way. In describing adult education in China, a survey team from the World Bank stated:

> The Chinese non-formal education system is very well established and efficient. It is closely related to the training and education needs of the course participants....(It) is probably the best and the most comprehensive in the developing world, and it should continue to be a very important factor in China's human resources development. (World Bank, 1981, p.48)

2.3.1 Functions

The major functions of adult education in China are to heighten citizens' political consciousness and ethical levels, to improve productive and vocational skills of labourers, and to raise the scientific and cultural levels of individuals (Zhou, 1986 p.2). The Communist Party is committed to the notion that unless

industry and agriculture will be difficult to realize. Besides, cadres[7] at all levels are supposed to be more open-minded, younger in average age, better educated and more professionally competent[8].

Yao Zhongda, the assistant Chief of the Adult Education Department of Chinese Ministry of Education was cited by Hu & Seifman (1987) as saying:

> ....The situation is very incompatible with the rapidly developing economic construction. To adjust to the growing demand of the broad masses and cadres to learn current affairs and policies, cultural knowledge, and science and technology, we must give attention to problems in the following aspects in adult education:
>
> 1. We must actively expand the range of education...
>
> 2. Adult education must be linked with the building of the two civilizations...
>
> 3. On the basis of the overall planning of political, cultural and technical education, we should make different demands of students of different educational backgrounds and uphold the principle of multilevel and multiform education...
>
> In face of the challenge of a world wide new technical revolution, people generally feel that education will become a lifetime endeavour. Therefore, adult education has a vast prospect of development.... (Hu & Seifman, 1987. p.176).

---

[7] In Chinese literature, the word cadre means all levels of administrative officials including government officials, party officials and those administrators involved in institutions, workplace, communes, and mass organizations, etc.

2.3.2 Position

Adult education in China has a vital position in the whole educational framework. It is important for several reasons. First, secondary schools do not recruit adult students. Second, it is very difficult for adult students to be admitted to regular colleges and universities, because selection of students is based on highly competitive college and university entrance examinations. Fewer than one in ten thousand Chinese have the opportunity to obtain a university education. The higher education enrolment system has also established additional guidelines for conditions of enrolment. For instance, according to the Rules on the Enrolment of Students in Ordinary Schools of Higher Learning, besides the political requirement[9],

> (the applicants should) ... be high school graduates, ... single, physically healthy, and not over 25 years of age.... Applications for foreign-language should not be over 23. Workers who are with a state or collective enterprise cannot apply without the approval of their enterprise.... Teachers can only apply for teacher-training institutions....
>
> Candidates should combine their choice with the country's need. Their personal interest should give way to the country's need....
>
> The principle of conducting an overall

> assessment on the candidate's morality, intelligence and physical fitness and selecting the outstanding candidates should be implemented in a conscientious manner (State Council Bulletin, No.7, Aprial 30, 1984).

Third, it is easy for adult students to get into adult education programs. There is no age limit or working years limit for those who apply for study in their spare time.

The fourth factor which has stimulated the evelopment of adult education in China is the higher-education self-study examinations which are conducted by the higher-Education Self-Study Examination Guidance Committee in various provinces, autonomous regions and municipalities directly under the central government, with state authorization. These are state examinations for self-taught students (Zhao, 1988). As the Education Ministry reported, the tentative regulations governing the examinations for advanced self-taught students was to "arouse the masses' enthusiasm for study, develop higher education by various approaches and speed up the training and selection of professionals to meet the needs of China's socialist

regulations, those who have passed the required examinations for four-year degree courses, three-year diploma courses or single courses will be issued a Bachelor degree, a diploma, special-course certificates and single-course certificates respectively. Those who are already working will have their jobs adjusted according to their new qualifications. Those who have never worked are recruited as equivalents to graduates from regular higher institutions. All citizens of the People's Republic of China may apply for the examination regardless of occupation, age, educational background, marital status, or the number and combination of subjects (Yu & Xu, 1988, pp.28-29). The flexibility and openness of the system is widely appreciated by the vast population of adult students.

Finally, some of the phenomenal changes in Chinese society in the post-Mao period have affected the position of adult education too, and have stimulated adults' learning motivations. First, with the practice of "Big Public Pot"[10] and "Iron Rice

---

[10] The Chinese parlance "Big Public Pot" indicates a practice

Bowl"[11] being broken in many enterprises, managers have the right to decide whom to hire and whom to fire, whom to reward and whom to punish. Second, agencies such as the Qualified Personnel Bank, Scientific and Technological Development and Exchange Centre, Qualified Personnel Service Company, and Employment Agency have been set up to make known the skills and talents of potential employees who are available and to redistribute them according to the working units' requirements. These agencies hold job fairs to provide opportunities for people to seek jobs more suited to their interests and talents. And third, knowledge and education have gained significant value in the whole society of China today. More and more people are trying to upgrade their skills and raise their education levels for self-fulfilment.

2.3.3 The Government's Policies on Adult Education

The government's policy on adult higher and specialized secondary education can be found in the Five-Year Plans of the People's Republic of China for Economic and Social Development. For instance,

---

[11] This version indicates no matter how lazy or inefficient a worker or staff member was, he would always get the fixed wages—

according to section three (Adult Higher and Specialized Secondary Education) of the Sixth Five-Year Plan (1981-1985), "adult education should proceed from the actual needs of economic development, and also satisfy the masses' demands for acquiring knowledge" (Hu & Seifman p.132). In order to fulfil the task, the government decided to formalize a system of rotating cadre training; to train workers and staff on a rotational basis; to develop radio and television universities; correspondence universities; evening universities; worker and staff universities and to promote and encourage self-study (Hu & Seifman pp. 132-133).

The Seventh Five-Year Plan (1986-1990) once again stressed that "We should continue to expand adult higher education, through such varied forms as radio, TV and correspondence and evening courses, and to improve its quality" (Hu & Seifman p.211).

At the Chinese National Adult Education Conference held in 1986, one of the objectives stressed was the mobilization of all positive forces including governmental institutions, economic organization and units, enterprises, universities, research institutions, democratic parties, social agencies and

education programs (Pan, 1989).

2.3.4 Organizers

In China today, the strength and efforts from all sectors in the society have been mobilized to run schools and conduct educational activities. These sectors include central and local governments, institutions of all levels, state-owned enterprises, collective community-owned enterprises, democratic political parties[12], academic associations, churches, and individual persons, etc.

2.3.5 Categories and Structures

In China, a wide network of adult education has been formed. This network is characterized by its "multi-administrative levels, multi-structures and multi-alignments" (Pan, 1989).

It is difficult to identify exactly all the levels of adult education, but generally speaking, there are basically four categories of adult education: programs of higher education, programs which are

---

[12] The democratic parties are: Revolutionary Committee of the Kuomintang, China Democratic League, China Democratic National Construction Association, China Association for Promoting Democracy, Chinese Peasants' and Workers' Democratic Party, China Zhi Gong Dang, Jiu San Society, Taiwan Democratic Self-government League and

roughly equivalent to both secondary education and primary education and basic literacy programs.

It is also difficult to identify exactly all the various structures of adult education, but they tend to fall into the following four major types of programs:

1) the "full-release" mode,

2) the "partial-release" mode,

3) the "spare-time" mode,

4) the "self-study" mode.

In the "full-release" mode, students are released from work to do full-time study. Students are examined politically[13] and approved by their respective units. They are paid their full salaries during the study period, and their tuition fees and accommodation are paid either by their units or by the government.

In the "partial-release" mode, students work and study according to a specific timetable, for example, working and studying on alternate days or in alternate sessions of the same day. The studies are either organized by the workplaces which are responsible for the full cost of the study, or by education departments of different administrative levels. In order to get

---

[13] Students are supposed to be morally and ideologically qualified. They should adhere to the Four Cardinal Principles---the

into programs organized outside the workplace, the students must be examined politically and obtain written comments from their workplace. Students are paid their full salaries.

In the "spare-time" mode, students attend classes only after working hours. Usually they pay the tuition themselves.

In the "self-study" mode, students study by listening to the radio, watching T.V., studying textbooks, etc. by themselves without attending any kind of class. Self-study has been promoted recently by the national examination system for self-study students (Yu & Xu, 1988).

2.4 COMMUNITY SCHOOLS

"Walking on Two Legs" [14] has been the policy of operating schools in China for a long time. To

---

[14].This policy is an important practical rationale of many of China's problems. In education, the government stated the policy of "Walking on Two Legs" in the following phraseology:

> We are guided by the principle of the coordination of uniformity and diversity, of popularization and acceleration of standard, and overall planning by the central authorities and delegation of power to the localities. We have put into effect a program with equal emphasis on schools operated by the state and those operated by factories, mines, enterprises, governmental organs, civic bodies, armed forces, people's communes, cities, and street organization; on full-time, part-time, and spare-time education; on

encourage and rely on social forces to administer schools in different forms has always been the policy and tradition of the Communist Party. But since the founding of the People's Republic of China in 1949, the educational system has basically been part of the administrative system, on the model of the Soviet Union. Running community schools had not been considered seriously as a practical policy that should receive support and encouragement from the government at all levels and from society itself. During the Cultural Revolution, all community based schools were suspended with the criticism that they provided a "Bourgeois Double Track System." Only after 1976 were community schools allowed to develop again. The nineteenth item of The Constitution of the People's Republic of China, which was adopted on December 4, 1982, stipulates that "the state encourages collective economic organizations, state enterprises and undertakings and other social forces to set up educational institutions of various types in accordance with the law" (Hu, 1987). This speeded up the development of community schools. For instance, in Beijing, there were 40 community schools before the Cultural Revolution. During the Cultural Revolution, all of them were closed down. In "the Decade of Reform

and Openness[15]" (1978-1988), according to the statistics of the Beijing Adult Education Bureau, the number of C.S. increased from zero to 407. These schools offered more than 100 majors with approximately 100,000 students studying in them. The admissions to these schools totalled 580,000. Besides the schools offering face-to-face instruction, there were 30 correspondence schools offering courses for more than one million students all over the country. In the academic year of 1988-1989, the number of C.S.s in Beijing increased to 460 (Zhao, 1989). A fairly complete social educational system is being shaped.

Community schools are run under the guiding principles set by several authorities. For instance, in Beijing, the guiding principles and basic policies for community schools run by social forces were formulated by the Beijing Adult Education Bureau, the Beijing Education Bureau and the Beijing Higher Education Bureau in April of 1984. According to the principles set in the document,

---

[15] This is a set version indicating the decade after the year of 1978 in which the Third Plenum of the Eleventh Central Committee, which was a major landmark in the political and economic life of the post-Mao era, was held in Beijing. On the conference, a series of key reform decisions accelerating economic development and opening

> Education run by social forces is part of the socialist education cause. It is an important addition to the education run by the state, collective organizations and enterprises.... The People's government and educational executive department at all levels should implement conscientiously the policy of encouraging the operation of schools by social forces and should mobilise different political parties, organizations, and persons to conduct various educational undertakings that meet the needs of the Four Modernizations according to respective conditions and specialities.... Social force-run schools should adhere to the Four Basic Principles (belief in the socialist system, the leadership of the Communist Party, the people's democratic dictatorship, and Mao Zedong Thought) and serve the construction of the Four modernizations.... State institutions, community organizations, educational enterprises at higher, secondary and primary levels, and all aspects of the society should actively support schools run by social forces.... Funds for these schools should be raised on their own by units or personnel who run the schools (Zhao, 1989, pp.5-6).[16]

2.5 EFL PROGRAMS FOR ADULT STUDENTS

EFL, one of the major subjects in adult education in China, is offered at higher and secondary levels, in the four modes mentioned in 2.3.5 , by all the organizers mentioned in section 2.3.4.

Generally speaking, there are nine different types of EFL programs for adult students:

1) English training programs for people who are going abroad to work or study, sponsored by the government or foreign institutions;

2) TV programs from the CRTVU (The Central Radio and TV University) or PTVU (Provincial TV Universities) for CRTVU and PTVU students and free viewers;

3) Radio programs for self-study students;

4) Training programs for staff and workers in workplace;

5) Upgrading programs for English Teachers;

6) Programs for students in local universities and colleges for staff and workers;

7) Programs run by institutions of higher education for students from different workplaces;

8) Correspondence English programs;

9) English programs in community schools run by social forces for students from all walks of life.

2.6 COMMUNITY EFL PROGRAMS

English programs in community schools run by social forces are different from other categories of English programs in their administration, organization, and assignment systems. They are guided by the principles and regulations set for community schools by local government. According to the statistics from the

Branch of Education by Social Forces of the Beijing Adult Education Bureau and the school advertisements in Beijing's papers in 1990, in the academic years of 1989 and 1990, there were about 138 community institutions (30 % of the total adult educational institutions) which offered EFL programs in Beijing (Zhao, 1989).

According to the information offered in the book "Beijing Shehuililiang Banxue Gaikuang" (An Introduction on Community Schools Run by Social Forces in Beijing) (Zhao,1989), the organizers of EFL programs in community schools include educators in higher education, members of academic associations, members of democratic parties, retired teachers, members of religion organizations, overseas Chinese, etc. Students come from all walks of life. Full-time programs, evening classes, and weekend classes are offered. The programs are for different levels of students and meet different needs. Courses such as TOEFL, listening and speaking, writing, tourist English, hotel English, foreign trade English, medical English, and others are offered. Furthermore, some EFL programs in community schools hold various activities such as "English Corner" "Sunday Seminar", etc. for English learners from the society to practice English for free (Beijing Evening, 1985).

Some effective measures to improve EFL programs have been adopted by these schools. For instance, in some schools, students can have trial classes before registration. In other cases, students are allowed to choose textbooks and instructors freely. Measures such as make-up-for-missed-classes, skip-level, and join-in-class are practised in some programs. If students decide to drop out or quit because of schedule problems or dissatisfaction, the tuition fee will be refunded to them in some schools. In order to encourage EFL students, some schools offer scholarships or other rewards such as waived tuition (Zhao, 1989).

During the past few years, EFL programs in community schools have made great achievements and have contributed a lot to the development of TEFL and development of human resources in China. For instance, in October of 1986, twenty-seven students from Guanghua Foreign Language School took the TOEFL examination, twenty two of them achieved 600 or higher scores. From 1984 to 1987, more than 350 students from the International Trade Association, the International Trust and Investment Company, and the Foreign Affair Personnel Service, took the English program at this school. These places of employment were very satisfied with the achievement of their students (Zhao, 1989).

The Yaohua Foreign Language School trained many foreign language personnel for CCTV, the Ministry of Foreign Affairs, the Ministry of Foreign Trade, Chinese People's Bank in 1987 and 1988. In the case of the Zhanke Foreign Language School, more than 400 waiting-for-job youths obtained satisfactory jobs because of the English learned. Thirty students have been accepted by foreign language universities. More than 500 have passed the self-study examinations and obtained single-course certificates. About 70 students have gone abroad to study. More than 200 students have been transferred to work in enterprises that need English speaking staff (Zhao 1989). The Jingdong Foreign Language School has trained a great number of hotel staff and workers for the International Hotel, the Taiwan Hotel, the Olympic Hotel, and many other hotels in Beijing (Beijing Evening, 1987).

2.7 SUMMARY

In this chapter, the history and the development of TEFL in China, the position and present situation of adult education, community schools and their EFL programs, were discussed.

The literature review has shown that few systematic studies on TEFL in China have been

undertaken and that none on TEFL in community schools exist in North America. As for the work of Chinese educators or researchers, it is difficult to access outside of China.

The following chapter will describe the research framework and the methodology for this study.

CHAPTER THREE: RESEARCH METHOD

The purpose of this study was to identify major characteristics of contemporary EFL programs in community schools in Beijing as well as to describe the major characteristics of adult EFL students in these programs. The research was based on a cross-sectional survey which was conducted through written questionnaires given to EFL students and administrators of EFL programs in community schools in Beijing from September to October of 1991.

3.1 SAMPLING

3.1.1 Definition of Population

The target population of this research was EFL adult students and administrators in community schools in Beijing.

3.1.2 Sampling Procedures

In this study, the schools were selected from a list of all community institutions which provide English programs for adult students. Fifteen schools

number of schools in each urban district (six districts in total) was decided according to the total number of schools in the district. Then the schools in the district were selected randomly.

3.1.3 Sample Number

In order to obtain a sufficient sample to represent the characteristics of the population, between five and fifteen subjects from each institution were selected according to the size of the institutions and the number of courses offered. The number of subjects in each class was no more than five. The total number of the sample was 140.

3.2 CONSTRUCTION OF THE QUESTIONNAIRE

The format and the content of the student questionnaire were set on the basis of the content derived from the problem statement:

1. What are the major characteristics of community English language programs with regard to:

a. program types,
b. textbooks and other resources used in the programs,
c. course length and times,
d. class size,
e. course content focus,
f. aspects of administration such as the purposes of EFL programs, source of instructors and rationale for hiring instructors, teaching facilities and equipment, means of evaluation, etc.
g. aspects of instructional practices that are employed in various programs,
h. problems facing EFL programs,
i. future prospects?

2.What are the major characteristics of adult EFL students in community schools with regard to:

a. demographic information,
b. motivation,
c. means of studying English outside the classroom,
d. personal views on English teaching and learning in Beijing and on available

e. personal outcomes in studying English,
f. perception of the problems facing English programs in community schools,
g. perception of the problems facing the students themselves in their studies?

Both the student questionnaire and the administrator questionnaire contained checklists, open-ended questions, and ranking scales.

The questionnaires went through several drafts. In order to get the content-related validity evidence, various versions in both English and Chinese were sent for comment to people with special interests in ESL in Canada and EFL in China.

To assess the clarity of the questions, before setting the final form of the questionnaire, a pilot study was carried out by the researcher among ten people in Edmonton who were formerly students in adult EFL programs in China. In addition to responding to the questionnaire, these people were asked to identify ambiguous wording, and to comment on the structure and the content of the questions. On the basis of the pilot results, revisions including textual changes and translation changes were made for the final draft (see

spouse" was left out while "Tutoring children" was put in. There were two changes of the Chinese versions. The pilot result was not included in the report of the study.

Following the revisions to the pilot document, the questionnaire was retranslated into English by a native Chinese speaker in the linguistics department at the University of Alberta. This procedure was undertaken to ensure that English and Chinese versions were equivalent. The final form of the questionnaire for students in Beijing was in Chinese only.

A cover letter was attached to each questionnaire to introduce the purpose of the study, to request the cooperation of the students, to protect the respondents anonymity, and to assure the respondents that their responses would be confidential (see Appendix A).

3.3 DISTRIBUTING THE QUESTIONNAIRE

The final version of the questionnaire was distributed to 140 adult EFL students in community schools in Beijing by two of the researcher's colleagues, neither of whom was an instructor or administrator of these EFL programs. They were given the names of the institutions chosen from each of the nine districts in Beijing, and were asked to contact

the administrators first. They obtained a formal agreement from administrators in most of the institutions before collecting data from the students. In two institutions where the administrators were reluctant to offer formal permission because of the lack of introduction letters from an upper Chinese authority, data collection took place without the formal agreement of the administrators. However, the data was collected with their full knowledge. Two institutions refused to allow data collection to avoid "political troubles." They were replaced by alternate institutions.

Since names of subjects were not asked in the questionnaire, students in these programs were all willing to operate. The number of students in each class was decided first according to the size of class. Students were then selected randomly. In order to get a high return percentage, the questionnaires were administered to subjects immediately after class. Questions about the items or instructions were answered or explained on the spot. The completed questionnaires were either collected then or at the next class.

The questionnaires were returned to Edmonton by a professor at the University of Alberta who had been visiting Beijing.

The response rate was 93.8 %, that is 131 returned questionnaires out of a total of 140 distributed. Nine questionnaires were not returned because some students took the questionnaires home to complete and forgot to bring them back.

3.4 OTHER DATA USED

In addition to the results of the student questionnaire, the researcher also drew information from a less structured, much shorter questionnaire (see Appendix C) distributed to 15 administrators of EFL programs in the same community schools. The questions on the administrators' questionnaire were more open-ended. Ten responses were received. After 40 days, the researcher mailed a follow-up letter to the five administrators who had not responded. No further responses were received.

3.5 STATISTICAL ANALYSIS

The research data were analyzed and summarized using descriptive statistics. Frequency tables and graphs, percentages and proportions of the variables in the study, measures of central tendency and measures of correlation were all employed.

All responses to open-ended quotations were

reviewed and placed in categories appropriate to both analytical aims and the nature of the responses themselves. Responses which did not fit into clear categories were labelled miscellaneous.

The data were entered into a mainframe computer for data analysis using the SPSS-X program. System-missing values were used. The frequencies, percentages, means, standard deviations, ranges, etc. of all individual variables were identified. Crosstabs and chi-squares were used to illustrate the distributions of two or more variables.

The results are presented and interpreted in detail in the next chapter.

CHAPTER FOUR: RESEARCH FINDINGS

In this chapter, the results of the study are presented in two sections. Section one contains the results from the student and administrator questionnaires designed to answer the first part of the research question "What are the characteristics of Beijing community adult EFL programs?". In section two, the research question "What are the characteristics of adult EFL students who participate in these programs?" is addressed. The findings reported here are based on 131 student and 10 administrator questionnaire returns.

The following points should be mentioned in regard to the tables in the report:

1. The percentages have been rounded off to one decimal place or to the nearest whole number. Consequently, some columns (or rows) do not sum to exactly 100 percent.

2. Blank spaces where a variable was expected are automatically treated as missing (M).

3. The symbol * means that the valid percentage is provided. In most cases, the missing cases are shown in numbers.

4.1. CHARACTERISTICS OF COMMUNITY ADULT EFL PROGRAMS FOR ADULT STUDENTS

This section reports the results of questions concerning characteristics of community adult EFL programs from both student and administrator questionnaires.

4.1.1 Demographics of Community Schools

The administrator questionnaire contained questions with regard to the year in which the institution in question was founded, funding, location of classes, and numbers of full-time and part-time teachers in EFL programs.

As can be seen in table 4.1, community schools are a relatively recent phenomenon. Fully seven of the ten programs surveyed were established no earlier than 1987. Four of the institutions were funded by societal contributions. Four operated solely on tuition fees. Only one of the ten schools received government funding from the local government[17]. One was funded by the administrator himself. Only the government funded school had its own premises, the remainder operated in

[17] Government funding indicates allocations made by a local government at different levels to adult education according to local needs, available resources, and educational plans after having paid a certain portion of the gross income in tax to the state.

middle or primary schools. There was a preponderance of part-time teachers (83%) rather than full-time instructors (17%) (See Table 4.1).

Table 4.1 Some Factors of C.S.and Teachers of EFL Programs in C.S.

SCHOOL NO.	YEAR	FUND SOURCE	PLACE	F.T. NO.	P.T. NO.
1.	1987	T.fee	M.sch.	2	3
2.	1989	Soc.	M.sch.	2	5
3.	1988	Soc.	P.sch.	3	20
4.	1984	T.fee	P.sch.	0	6
5.	1980	Gov.,T.fee	Own	6	3
6.	1990	Self	M.Sch.	0	20
7.	1988	T.fee	M.Sch.	1	6
8.	1987	Soc.	P.sch.	2	7
9.	1987	Soc.	M.sch.	0	7
10.	1985	T.fee	M.sch.	1	6
				17	83

Note. T.fee = Tuition fee
Soc. = Society[18]
Gov. = Government[19]
M.sch.= Middle school
P.sch.= Primary school

4.1.2 Types of EFL Programs in Community Schools

Table 4.2 indicates that 13 types of EFL programs were identified. These types were grouped into four categories: Examination preparation, listening and speaking skill development, ESP, and general EFL.

[18] Society here indicates industrial enterprises, institutions, associations, community organizations, religious organizations, political parties and individual persons.

[19] Government here refers to local governments.

Table 4.2 Types of EFL Program for Adult Students in C.S.

Type	%
Examination Preparation	
TOEFL	18.0
English for Self-study examination	1.6
GRE	0.8
Speaking & Listening Skill Development	
Modern American English	11.7
Oral English	1.6
English for Specific Purposes	
Scientific English	1.6
General EFL	
Xu Guozhang English	16.4
TVU English	16.4
Adult English major	11.7
Elementary English	8.6
Intermediate English	5.5
Adult Intensive English	3.1
Fu Zhonghan English	3.1
Note.*	100.0

M = 3

4.1.3 Teaching Materials Used in EFL Programs in Community Schools

Although there was a variety of textbooks across programs, ninety percent of the respondents mentioned only one set of teaching material while ten percent mentioned two. Table 4.3 presents the teaching material, textbooks or handouts used in each program type.

The most popular teaching material was Xu Guozhang[20] (21%). The next most popular was TVU English by Chen Lin[21] (14.8%). Both were written and edited by Chinese English professors from the Beijing Foreign Language Institute (Beijing University of Foreign Studies). The third and fourth ranked were TOEFL test papers (12.8%) and Modern American English (12.1%), a situationally-based textbook written by American teachers in China and Chinese EFL teachers.

---

[20] This is a comprehensive English language textbook called "English" written by Xu, GuoZhang in the 1960s that was issued again after 1978. Book one is for beginners concentrating on English pronunciation and an introduction of the English language. Book two is for low intermediate students concentrating on basic English grammar. Book three is for intermediate students concentrating on more complex rules of structure, translation and understanding western culture. Book four is for high intermediate students concentrating on English and American literature. Books five and six were written by Yu, Dayin for advanced students concentrating on English and American literature as well.

[21] This is a comprehensive English language textbook called "English" written by Chen, Lin in early 1980s for students who watched an English program called "English On TV".

Table 4.3 Teaching Material Used in C.S. EFL Programs

Type	Teaching Materials (Noted below)
Examination Preparation	
TOEFL	2,3,5,9,14,15,16
GRE	4,19
English for Self-study examination	6,14
Speaking & Listening Skill Development	
Oriole English	6,12
Modern American English	8,17
English for Specific Purposes	
Scientific English	14,16
General EFL	
Xu Guozhang English	6
Elementary English	7,11,13
Intermediate English	1,6,10,11,13
Adult Intensive English	6,7,13,15
Adult English Major	14,15,17,20
TVU English	13,14
Fu Zhonghan English	4

Note. 1 = New Concept English
2 = TOEFL 600 Listening
3 = Reader's Choice
4 = Fu Zhonghan
5 = TOEFL test papers
6 = Xu Gouzhang
7 = English textbooks in junior high
8 = Modern American English
9 = Cliffs' Test of English as a Foreign Language preparation guide
10 = American Scene
11 = Step by Step
12 = Situational English
13 = TVU English
14 = College English(Shanghai Jiaotong University)
15 = English (Beijing Foreign Language Institute)
16 = English (Jilin University)
17 = Living Learning in the West
18 = American New English
19 = Handouts
20 = English (Beijing University)
*
M = 7

4.1.4 Community EFL Program Aims

The administrator questionnaire listed seven goals of EFL programs. The administrators were asked to indicate how important they regarded each goal with reference to their own programs. Table 4.4 shows the findings. To meet social needs and the need of the Four Modernizations were the two most frequently mentioned goals.

Table 4.4 Goals of Adult EFL Programs in C.S.

Purpose	NI	NV	U	I	VI
Basic skill development	0	0	20	30	50
Social need	0	10	0	0	90
Cultural need	0	0	20	70	10
Pedagogical need	0	0	50	50	0
Personal development	0	0	20	20	60
Financial need	0	10	10	30	50
Need of the Four Modernizations	0	0	10	0	90

Note: NI = Not important
NV = Not very important
U = Undecided
I = Important
VI = Very important

4.1.5 Language Skills or Areas the Programs Concentrate on

According to the students, EFL instruction in different courses provided training in different skills and areas in language development with a primary focus on listening and speaking (see Table 4.5).

Table 4.5 Skills and Areas of Instruction of Community EFL Programs Concentrate on

Skills & Areas	% of total
Listening	61.1
Speaking	55.7
Reading	42.7
Grammar	28.2
Vocabulary	26.0
Writing	25.2
Examination Skills	11.5
Translation	6.9
Understanding Western Culture	3.8

Note. M = 3

Table 4.6 Concentration of Skills and Areas Across Three Types of Courses

Skills and areas	Exam. %	L.S. %	General %
Listening	61.5	76.5	57.6
Speaking	11.5	76.5	64.7
Reading	42.3	17.6	48.2
Writing	7.7	5.9	34.1
Grammar	38.5	5.9	30.6
Vocabulary	42.3	5.9	25.9
Western Culture	0.0	17.6	2.4
Translation	3.8	0.0	9.4
Exam. skills	50.0	0.0	2.4

Note. M = 3
Exam. = Examination preparation courses
L.S. = Listening and speaking courses
General = General courses

The extent of concentration in each area across the three types of courses is shown in Table 4.6. Since the percentage of English for Specific Purposes courses is too small for statistics (1.6%), this type of

program was categorized into the general EFL.

Chi square analyses indicated that there were significant differences of concentration on speaking (X^2=26.285 p=0.001), writing (X^2=11.236 p=0.0036), vocabulary (X^2=7.051 p=0.0294), examination skill (X^2=46.293 p=0.001) and target culture (X^2=10.154 p=0.[illegible]) across the three different course types. There were no significant differences in the other skills.

4.1.6 Personal Outcomes

This section is concerned with the students' personal outcomes of English study. The outcomes are grouped into four categories: English level, attitude, personal image and practical use. Each category contains several statements. The students were asked to indicate the extent of their agreement with each statement.

English Level

The first category on the questionnaire contains several statements concerning the enhancement of the students' level of various English skills. Table 4.7 shows students' degree of agreement with each statement. Of the ten skills or areas of English study listed, vocabulary was the area in which the largest

percentage of respondents (76.2%) reported that in their perception they had made progress through taking EFL programs in community schools. Reading ability (73.8%) and listening ability (72.2%) were the areas in which the second and third largest percentage of respondents felt they had made progress. Speaking ability was the fourth area (62.7%) and grammar was the fifth (61.1%) area. Over 59% felt they developed a better understanding of the cultures of English-speaking countries.

Table 4.7 General Agreements with Statements Concerning Levels of Different Skills in English by the Students

Statement	SD,D %	U %	A,SA %	M
My listening ability has improved	8.7	19.0	72.2	5
My speaking ability has improved	7.9	29.4	62.7	5
My reading ability has improved	3.2	23.0	73.8	5
My writing ability has improved	16.9	49.2	33.9	7
My grammar has improved	5.6	33.3	61.1	5
My examination skills have improved	17.2	43.4	39.3	9
My translation skills have improved	18.7	42.3	39.0	8
My interpretation skills have improved	13.8	45.5	40.7	8
I have a larger English vocabulary	4.0	19.8	76.2	5
I have a better understanding of the cultures of English-speaking countries	10.3	30.2	59.5	5

Note. SD,D = Strongly disagree and disagree
U =Undecided
A,SA = Agree and strongly agree
*
M = Missing case

There was substantial variation across different types of programs. A meaningful part of this variation can be explained by differences of objectives in different programs (Table 4.8).

Table 4.8 Students' Development in English Language by Program Group

Development area	Exam. %	L.S. %	General %
Listening	66.7	80.0	72.6
Speaking	26.1	87.5	67.9
Reading	75.0	50.0	78.3
Writing	30.4	25.0	36.6
Grammar	73.9	25.0	64.3
Exam.skills	83.3	18.8	29.1
Translating	21.7	12.5	49.4
Interpreting	17.4	56.3	44.4
Vocabulary	75.0	53.3	79.8
Western Culture	54.2	87.5	54.2

Note. Exam. = Examination programs
LS = Listening and speaking programs
General = Elementary, intermediate and advanced levels of general EFL programs
*

In the examination preparation programs, the development areas the respondents felt they had improved in most were examination skills (83.3%), reading (75%), vocabulary (75%), grammar (73.9%) and listening ability (66.7%).

In the listening and speaking skills programs, the development areas in which the respondents felt they improved most were cultural knowledge (87.5%), speaking

ability (87.5%), listening ability (80%), and interpreting (56.3%). About half of the respondents in this group thought they had made progress in vocabulary development (53.3%) and reading (50%).

In the general EFL programs, vocabulary development (79.8%), reading ability (78.3%), listening ability (72.6%), speaking ability (67.9%), grammar (64.3%) and cultural knowledge (54.2%) were the areas in which most of the respondents thought they had improved.

The results of Chi Square tests shows there were significant differences in speaking (X^2=20.457 p=0.001), grammar (X^2=18.364 p=0.001), examination skills (X^2=32.175 p=0.001), and translation skills (X^2=12.686 p=0.013) across the three different program types while there were no significant differences across the other areas.

Attitude

The second section contained statements concerning the attitude of students towards English, the study of English, English-speaking countries, the people and cultures of English-speaking countries, etc. Table 4.9 shows the extent of students' agreement with these statements.

Table 4.9 General Agreements with Statements Concerning Students' Attitude

Statement	SD,D %	U %	A,SA %	M
I have a greater interest in western literature	18.5	33.9	47.6	7
I have a greater interest in the science and technology of advanced countries	17.9	37.4	44.7	8
Learning English has broadened my mind	8.0	20.8	67.9	6
I have more enthusiasm for learning English	5.6	20.2	74.2	7
I have greater interest in international affairs	13.7	40.3	46.0	7
I have a greater interest in western culture	7.9	32.5	59.5	5
I listen to foreign broadcasts more often than before	9.4	29.1	61.4	4
I am more willing to communicate with people from English speaking countries	6.4	35.2	58.4	6
English seems easier	15.1	33.3	51.6	5
I have a better understanding of the importance of English language	8.8	23.2	68.0	6

Note. SD,D = Strongly disagree and disagree
U =Undecided
A,SA = Agree and strongly agree
*
M = Missing case

Chi Square tests show that the statement concerning attitudes towards western culture had substantial variation across different types of programs, (X^2=9.759 p=0.04). There were no significant differences in other statements across the programs.

The overall impression gained from the responses

to these statements is that the EFL programs in C.S. have had a great influence on students' attitudes towards English-related concerns.

Personal Image

The students were presented with a list of statements concerning the improvement of personal image by taking community EFL programs (See Table 4.10).

Table 4.10 General Agreements with Statements Concerning Personal Image Improvement

Statement	SD,D %	U %	A,SA %	M
I have higher self-confidence when using English	7.1	28.3	64.6	4
I have higher self-esteem	7.1	42.9	50.0	5
I have more enthusiasm in my work	14.3	42.9	42.9	5
I have met new people and made new friends	12.1	31.5	56.5	7
I have fewer personal problems than before	24.2	51.6	24.2	7
I am happier than before	14.3	19.0	66.7	5

Note. SD,D = Strongly disagree and disagree
U = Undecided
A,SA = Agree and strongly agree
*
M = Missing case

Practical Benefits

The final section on personal outcomes concerned the practical benefits the students gained by using English learned in the EFL programs. There were 15 statements. Table 4.11 presents the respondents' degree of agreement with these statements.

Chi Square tests show that the statement "I have got or will get higher scores in my TOEFL or EPT or other English proficiency tests" is significantly different (X^2=17.477 p=0.002) across different types of programs. In the examination group, half (50%) of the respondents agreed with the statement while only 8.3% disagreed. In the listening and speaking group, 30.8% agreed while 46.2% disagreed. In the general group, only 14.3% agreed while 37.7% disagreed (ESP group was again grouped with General EFL). No other significant differences emerged across program types.

Table 4.11 General Agreements with Statements Concerning Practical Benefits of Learning English

Statements	SD,D %	U %	A,SA %	M
I have got or will get higher scores in my TOEFL or EPT or other English proficiency tests	31.6	44.4	23.9	14
I have got or will get a more satisfying job because of my English	27.5	55.0	17.5	11
I have been or may be promoted because of my English	36.1	50.8	13.1	9
I have got or may get a higher salary because of my English	41.7	47.5	10.8	11
I have got or may get a higher academic position because of my English	38.3	51.7	10.0	11
Using my English, I can work better than before	30.5	40.7	28.8	13
I have obtained or will obtain a certain certificate because of my English	34.7	50.0	15.3	13
My spare-time is more enjoyable because of my English	11.2	20.0	68.8	6
I can seek higher education now	15.6	32.0	52.5	9
I have more opportunities to make money	34.5	40.3	25.2	12
I will be able to go abroad to seek higher education	28.1	45.5	26.4	10
I will be able to go abroad to work or do research work	33.9	49.2	16.9	13
I can or will be able to understand reference material in English	12.6	31.1	56.3	12
I will be able to contribute more to the modernization of China	20.0	31.3	48.7	16

Note. SD,D = Strongly disagree and disagree
U = Undecided
A,SA = Agree and strongly agree
*
M = Missing case

4.1.7 Other Factors Concerning EFL Programs in C.S.

Tuition Fees

According to the administrators surveyed, the average tuition fee for one hour (45-50 minutes) was 50 Chinese cents (roughly 10 Canadian cents). Ninety percent of the students surveyed reported that they paid the fees themselves. Eight percent had their tuition paid by their working units, and two percent relied on their parents for tuition money.

Length of Programs and Weekly Class Time

The number of instructional hours differed from one school to the next ranging from one to fifteen hours per week. Twenty-one percent of the students were in class four hours each week. Twenty-eight percent studied for six hours in class. Fourteen percent had 10 hours. Four hours, six hours and 10 hours were the most commonly mentioned hours per week. The mean was 6.7 hours per week.

The length of each program varied from 90 hours to 250 hours.

Sources of Instructors and Hiring Criteria

Most instructors taught full-time in English departments in foreign language institutes, English or

foreign language departments in other universities, colleges, or middle schools, and were moonlighting in community schools. Some worked full-time in foreign language working units, while others were graduates who had been assigned by the government to teach in the community schools as full-time English teachers.

Administrators reported taking the following information into consideration when hiring instructors:

1. English proficiency level,
2. Attitude towards teaching in community EFL programs,
3. Instruction quality,
4. Previous teaching experience.

Number of Students Per Class

The number of students per class differed greatly, ranging from 10 to 60. Some administrators indicated that the minimum class size was 10, while the figures from the students' questionnaire indicate that most classes were substantially larger (See Table 4.12).

Table 4.12 Number of Students Per Class in EFL Programs in C.S.

Number of students in each class	%
10-19	20.2
20-29	38.7
30-39	16.8
40-49	10.9
50-60	13.4
	100.0

Note. *
M = 12

Teaching Facilities and Equipment

The administrators reported that most (90%) of the community schools had no library for adult EFL students, although 40% did have sound labs. Fully 90% had some recording equipment and TV sets were used in some schools. Half of the administrators expressed dissatisfaction with the teaching facilities and hoped that they would be able to generate more financial support to improve conditions.

Evaluation of Students, Instructors, Teaching Quality, and Programs

According to the administrators, both formal and informal evaluation strategies were used in all EFL programs to assess the English level of the students

for placement and for achievement. Formal tests included both written exams, oral exams and classroom observation. Informal evaluation included questions and answers in class.

Students' opinions of instructors, teaching quality, and the programs as a whole were gathered through student-administrator conferences or evaluation sheets. Administrators also reported that they observe instructors in class. In addition, students' achievement tests and the extent of students' improvement were also taken into consideration.

4.1.8 Students' Assessment of the Courses

There are a number of statements in the questionnaire that were designed to provide an indication of the general level of students' satisfaction with their programs. These statements include satisfaction with the programs as a whole, the administration, the instruction, the attitude of the instructors towards teaching and students, the teaching facilities, etc. Table 4.13 shows the level of satisfaction indicated by the students.

Table 4.13 General Level of Students' Satisfaction With Community EFL Programs

Statements	SD,D %	U %	A,SA %	M
Program				
The program is very well organized	11.4	33.3	55.3	8
The tuition fee is reasonable	11.0	25.2	63.8	4
The curriculum is appropriate	12.6	35.3	52.1	12
The program is suitable for adult students	10.5	25.8	63.7	7
The size of class is suitable	20.8	16.8	62.4	6
The administrators and instructors are willing to listen to suggestions from students	9.8	42.3	48	8
Class activity and instruction				
Class activities are well organized and arranged	8.8	25.6	65.6	6
The teacher does most of the talking	15.0	13.3	71.7	11
Small group discussion and working in pairs are encouraged	27.9	23.0	49.2	9
The class atmosphere is active	20.2	31.5	48.4	7
The amount of homework is suitable	15.8	32.5	51.7	11
The types of homework are suitable	16.0	33.6	50.4	12
The homework is well checked	22.6	36.5	40.9	16
We have many opportunities to practice English in class	13.8	30.9	55.3	8
Instructor				
The instructor is well prepared	8.0	26.4	65.6	6
The instructor's knowledge of English is very good	3.2	20.2	76.6	7
The instructor's teaching methods are effective	7.2	29.6	63.2	6
The instructor's attitude towards teaching in a community program is good	0.8	13.9	85.2	9
The instructor's attitude towards the students is good	2.4	12.9	84.7	7
Teaching facility				
The teaching equipment is good	36.7	33.3	30.0	11
The teaching materials that we use in class are suitable	6.5	28.5	65.0	8
General				
I am satisfied with the program	2.4	29.4	68.3	5
If I have the opportunity and time, I will take other English programs like this one in the future	8.1	29.3	62.6	8

Note. SD,D = Strongly disagree and disagree
U = Undecided
A,SA = Agree and strongly agree

Organization

Looking first at the various dimensions of the programs, it can be seen that fairly high levels of satisfaction were expressed by the respondents regarding the organization, tuition fee, curriculum, the class size and appropriateness for adult students. One dimension of the program had a different response pattern from the others: the willingness of administrators and instructors to listen to suggestions from students. A large number of students (43%) were undecided, and only 48% were faisfied with the current situation.

Instruction

Looking at the dimensions of the class activities and instruction, it can be seen that most respondents were satisfied with the organization and arrangement of class activities (65.6%), and opportunities to practice English in class (55.3%). About half of the respondents were satisfied with the class atmosphere (48.4%), amount of homework (51.7%), type of homework (50.4%) and the degree of encouragement of small group discussion and working in pairs in class(49.2%). The dimension that afforded the least satisfaction was the checking of homework by the instructors, 22.6% were

strongly dissatisfied or dissatisfied. Only 40.9% were satisfied or very satisfied. Over one third (36.5%) of the students were undecided. 71.7% agreed or strongly agreed with the statement "The teacher does most of the talking " while 15% disagreed or strongly disagreed. Another 13.3% were not sure.

Instructors

The respondents expressed very high levels of satisfaction with their instructors, including the preparation of instruction (65.6%), knowledge of English (76.6%), teaching methods (63.2%), attitude towards teaching in a community program (85.2%) and attitude towards the students (84.7%). Very few respondents were dissatisfied with the instructors. Regarding the effectiveness of teaching methods, 7.2% were dissatisfied or strongly dissatisfied, while a substantial portion (29.6%) were neither satisfied nor dissatisfied.

Facility

The students respondents expressed a fairly high level of satisfaction with the teaching materials used in class (65%). Only 6.5% were not satisfied. But regarding teaching equipment, only 30% were satisfied.

36.7% were not satisfied while 28.5 had no opinion. The dimension produced the highest proportion of dissatisfied respondents among all the aspects concerning the adult EFL programs in C.S. The results of the student questionnaire are similar to that of the administrator questionnaire in this respect.

General

The responses to the statement "I am satisfied with the program" indicated that 68.3% agreed or strongly agreed. A further indication of the levels of satisfaction was obtained by the responses to the statement "If I have opportunity and time, I will take other English programs like this one in the future." 62.6% agreed or strongly agreed to the statement while 8.1% did not agree. The overall impression gained from these responses is that most of the students were satisfied with the programs. Less than 10% were expressly dissatisfied. About 30% of students were neither satisfied nor dissatisfied.

4.1.9 Administrators' Assessment of the Programs

Table 4.14 indicates the administrators' assessment of their programs.

Table 4.14 Administrators' Assessment of the Programs

Statement	SD %	D %	U %	A %	SA %
The curriculum of each English course in our institution is well designed and applied	0	0	20	70	10
The teaching quality is good	0	0	0	20	80
The education facilities are good	0	30	20	30	20
The teaching materials are good	0	10	0	60	30
I am satisfied with the adult EFL programs in our institution	0	0	30	50	20

Note. SD = Strongly disagree
D = Disagree
U = Undecided
A = Agree
SA = Strongly agree

4.1.10 Problems Facing Community EFL Programs

With regard to the problems facing adult community EFL programs, the administrators cited the following:

1.Lack of social support,

2.Too few students,

3.Lack of practice opportunities for students,

4.Absenteeism caused by students' work schedules,

5.Transportation problems.

4.1.11 Future Prospects

When asked the future holds for their programs, the administrators cited the following:

1. Put more emphasis on the practical use of English,
2. Improve instruction,
3. Offer English major programs for adult EFL students,[22]
4. Send more qualified students to working units which need English speaking personnel.

---

[22] English major programs are programs for people who plan to major in English and to write the national English self-study examinations.

4.2 CHARACTERISTICS OF ADULT EFL STUDENTS IN COMMUNITY SCHOOLS

This section reports on the characteristics of adult EFL students in community schools.

4.2.1 Demographic Factors

Age

The youngest respondent was 12 years old, while the oldest was 68. The average age of respondents was 27.3 years old. Most (92%) of the respondents were between the age of 16 and 40 years (See Table 4.15). Although community schools are basically intended for adults, there were some young students in attendance.

Table 4.15 Age of Adult EFL Students in C.S.

Age group	%
Under15	4.2
16 - 20	10.9
21 - 25	31.1
26 - 30	25.2
31 - 35	14.3
36 - 40	10.9
41 - 45	1.7
46 - 50	0.8
51 - 60	0.0
61 and over	0.8
Note. Mean = 27.3	100.0
* M = 12	

Marital Status

Sixty percent of the students surveyed were unmarried.

Gender

There were almost equal numbers of male (48%) and female (52%) students in the programs surveyed.

Occupation, Employment and jobs

Nearly 82% of the respondents had full-time employment. Two percent were waiting-for-job-youths[23]. Students were engaged in many diverse occupations, which can be categorized into 11 groups (See Table 4.16). Interestingly, 16% were students who were still studying English in universities or middle schools.

---

[23] This is a term in the Chinese literature which indicates those graduates from senior high who have not yet been assigned to work by the state.

Table 4.16 Students' Occupations

Occupation Group	%
Cadre	
Cadres from institutions and working units	19.3
Student	
Students from universities, colleges, junior and senior middle schools	16.0
Worker[24]	
Worker, driver,	12.6
Staff Member[25]	
Accountant, librarian, typist, secretary, office worker	15.1
Teacher	
Teacher, lecturer	5.0
Medical worker	
Doctor, nurse	4.2
Technical personnel	
Technician, data processing worker, engineer	14.3
Foreign language personnel	
Translator, interpreter, foreign trade worker	4.2
Legal personnel	
Lawyer, judicial personnel, policeman	3.4
Unemployed	
Waiting-for-job youth, temporary worker	2.5
Other	
Editor Artist	3.4
Note. * N = 12	100.0

[24] "Workers" here refers to those who are directly involved in physical labour.

[25] "Staff member" refers to those who are not directly involved in production.

Education Background

Table 4.17 indicates students' highest level of education achieved through formal education in regular education institutions and other educational institutions whose certificates are recognized by the government.

Table 4.17 Highest Level of Education Achieved

level of education	%
Post graduate study	1.6
University	32.0
College	18.4
Polytechnic	12.0
Senior high	30.4
Junior high	5.6
	100.0

Note. *
M = 6

4.2.2 Foreign Language Study Experience

The students' questionnaire contained several questions that were designed to provide information on the foreign language study experiences of the respondents. The survey indicates that English was the the first foreign language of 91% of the respondents. Table 4.18 shows the second foreign language learned by the respondents.

Table 4.18 Second Foreign Language Learned by the Students

2nd F.Lang.	%
English	2.7
Russian	5.3
Japanese	16.8
French	4.4
Other	3.5
None	67.3
Note.*	100.0

2nd F.Lang.= Second foreign language learned

M = 18

Starting Time and Places

Table 4.19 shows when and Table 4.20 shows where or in what programs respondents started to learn English.

Table 4.19 Time English Study Began

Time	%
before 1969	2.3
1970-1977	25.3
1978-1986	60.9
1987-present	11.5
Note. *	100.0

M = 44

Table 4.20 Programs in which the Students Started to Learn English

Place or program	%
Elementary	11.8
Junior high	61.3
Senior high	7.6
Polytechnic	0.8
University	3.4
Adult Eng. programs	1.7
Eng. programs on radio	4.2
Eng. programs on TV	5.9
Self-study	2.5
At work	0.8

Note.*
M = 12

Years of Learning English and Self-Estimated Level

The average number of the years spent learning English in total was just over seven (Table 4.21), ranging from half a year to 26 years. Forty-five percent of respondents estimated their English level to be "intermediate" (Table 4.22). There was substantial variation across different programs. This variation can be partially explained by differences in required qualifications for the program areas.

Table 4.21 Years Spent Learning English

Years in total	%
Under 5	24.6
5 - 9	44.3
10 -14	26.2
14 - more	4.9
Note: *	100.0
M = 9	

Table 4.22 Self-Estimated English Level

Self-estimated English level	%
Beginner	17.8
Low intermediate	24.0
Intermediate	45.0
High intermediate	12.4
Advanced	0.8
Note.*	100.0
M = 2	

English Language Development

The students were asked to express their perceptions of their linguistic strengths and weaknesses, as well as their preferences in studying English. Table 4.23 shows the findings.

Table 4.23 Students' Attitudes Towards English Language Skill Development

Asp.of Eng.	M. %	L. %	Str. %	W. %	Like most %	D.like most %	M.N.to impro. %
Listening	63	8	12	37	31	7	60
Speaking	55	6	8	32	41	7	60
Reading	26	8	26	6	30	5	17
writing	22	10	15	13	14	5	17
Grammar	20	8	20	11	5	17	17
Vocabulary	29	6	6	15	8	9	28
U.W.C.	5	21	1	10	12	2	4
Translating	13	16	8	9	12	15	14
Exam.skills	9	31	4	11	3	21	10

Note. U.W.C.= Understanding of western culture
M.= Most important skill
L.= Least important skill
Str.= Strongest area
W. = Weakest area
Like most= Preferred area
Dislike most= Disliked most area
M.N.impro.= The area in which the student most needs to improve
*

4.2.3 Experience in the Current Program

Seven percent of the respondents reported taking two English programs in community schools simultaneously and thirty-six percent had taken English programs in community schools before.

Reasons for Choosing the Current Program

As for the reasons for choosing the current programs, the questionnaire presented the respondents with a list of possible factors and invited them to

indicate as many as applied (Table 4.24). The students were allowed to choose more than one reason. Most of the respondents gave several reasons for attending the EFL programs in community schools.

Table 4.24 Reasons For Choosing the Current Programs

Reason	% of resp.
The school is close	35.1
The program is useful for me	29.0
The course is at a suitable level	26.7
The class schedule suits me	22.9
The teaching quality is good	16.0
Low tuition fee	9.9
Other people recommended it to me	6.1
I cannot get into other programs	0.8
Other	1.5
Do not know	3.8

Note.*

4.2.4 Motives for Studying English

Students were asked to rank the importance of various motivating factors. Table 4.25 shows the importance of each motivation in studying English.

In the knowledge goal group, the item of "become better informed" was definitely a goal for a large proportion of respondents (82%). Forty-five percent considered it to be very important or most important. The second most popular motivation was to "satisfy my interest in the English language" (72%). Forty-four

percent rated this motivation as very important or the most important.

In the personal goal motivations, to "seek higher education" was the item that most of the respondents thought to be important (63.5%). Forty-four percent considered it to be very important or most important. To "go abroad" was the second most popular motivation (46%) in this group.

To "enhance personal image" in the personal fulfilment category (59%), to "fulfil a requirement of work" (54%) and to "read reference materials in English" (49%) in the obligation fulfilment group and "fill spare time" (46%) in the social goals group were the items considered to be important by many respondents. The majority of the respondents (55%) considered the item "contribute more to the Four Modernizations" to be unimportant.

Table 4.25 Importance Attached to Motivation for Learning English

Motivations	NI %	SI,I %	VI,MI %	M
Knowledge goals				
Become better informed	18.1	37.0	44.9	4
Satisfy curiosity	89.4	8.1	2.4	8
Satisfy my interest in English language	28.2	27.4	44.4	7
Satisfy my interest in western art and culture	57.5	20.8	21.7	11
Satisfy my interest in the science, technology and research of other countries	48.0	21.1	30.9	8
Personal goals				
Get a new job	63.7	12.9	23.4	7
Advance in my present job	65.3	15.3	19.4	7
Get a certificate	66.1	15.7	18.2	10
Pass a self-study examination	71.5	11.4	17.1	8
Get the required scores of TOEFL, or the EPT, or the GRE or other standardized examination	60.3	11.2	28.4	15
Seek higher education	37.5	18.3	44.2	11
Make up missed middle school courses	71.2	13.6	15.3	13
Go abroad	54.0	14.5	31.5	7
Obligation fulfilment				
Fulfil a requirement of my work	45.9	20.5	33.6	9
Read reference materials in English	51.3	25.2	23.5	12
Tutor children	63.2	15.4	21.4	14
Contribute more to the Four Modernizations	54.7	30.8	14.5	14
Personal fulfilment				
Satisfy myself	54.8	25.8	19.4	7
Enhance my personal image	41.5	24.4	34.1	8
Social goals				
Seek a boyfriend or a girlfriend	94.9	1.7	3.4	14
Meet new people	71.1	19.0	9.9	10
Get away from routine	86.2	6.0	7.8	15
Fill spare time	53.4	28.0	18.6	13
Other				
Sent by my working unit	77.3	10.0	12.7	21

Note. NI = Not important
SI,I = Somewhat important, important
VI,MI= Very important, Most important
M = Missing case

4.2.5 Means of Studying

The survey questionnaire presented students with a list of activities that they may have utilized in their English study. The students were invited to indicate how often they employ each method (Table 4.26). They were also asked to indicate up to three means which they thought to be most effective (Table 4.27) and one or two means which they thought were effective but that were not available to them. Since English is not an environmental language in China, the means of learning English by EFL students in China are different from the means of learning English by ESL students in Canada. Therefore, some effective means that are very commonly used in English-speaking countries by ESL students (e.g., attending content courses aside from ESL programs) are not possible for EFL students in China. Such methods were not included in the list.

Table 4.26 Means of Studying English

Means of studying	N,R %	S %	F,A %	M
Watching English TV courses	53.9	28.1	18.0	3
Listening to English programs on the radio	42.6	37.2	20.2	2
Watching CCTV English programs for foreigners in the evenings	51.6	38.3	10.2	3
Listening to Radio Beijing	57.2	27.8	15.1	5
Listening to foreign broadcasts	65.9	23.0	11.1	5
Listening to tapes of English programs	24.8	28.8	46.4	6
Doing English examination papers	44.7	23.6	31.7	8
Translating articles or books	58.0	16.0	26.0	12
Practising with other Chinese who can speak English	57.3	29.0	13.7	7
Practising with foreigners from English speaking countries	80.2	9.1	10.7	10
Reading original English publications	63.4	22.8	13.8	8
Reading translated English publications	65.6	20.8	13.6	6
Reading the China Daily	66.4	20.3	13.3	3
Reading periodicals	68.5	24.2	7.3	7
Practising at work	62.2	15.7	22.1	4
Having a private tutor	89.5	7.3	3.2	7
Participating in different English activities (eg.English Corner,etc.)	87.0	8.9	4.1	8
Studying other English textbooks	52.4	25.4	22.2	5
Memorizing dictionaries	82.1	14.6	3.2	8
Attending English programs	32.0	34.4	33.6	6

Note. N,R = Never, Rarely
S = Sometimes
FO,A = Fairly often, Always
*
M = Missing case

Table 4.27 Top Ten Means of Studying Rated "the Most Effective" by the Students

Means of studying	%
Attending English programs	25.4
Practising with foreigners from English speaking countries	21.6
Listening to tapes of English programs	14.7
Listening to foreign broadcasts	13.7
Listening to English programs on the radio	13.7
Watching English TV programs	12.7
Reading original English publications	12.7
Watching CCTV English programs for foreigners in the evening	10.8
Practising with other Chinese who can speak English	10.8
Practising at work	8.8

Note: *
M = 29

When the responses of the sometimes, frequently and always categories were combined, the study method cited most was "Listening to the tapes of English programs" (75%). The second was "Attending English programs" (68%). "Listening to English programs on the radio" (57%) and "Doing English examination papers" (55%) were the third and the fourth most frequently used means.

Of those who thought there were ways that were effective but that were not available to them, most of the respondents (55%) chose "Practising with foreigners from English speaking countries." The next most mentioned (17.4%) was "Practising with other Chinese

who can speak English." The third (15.4%) was "Having a private tutor."

"Attending English programs" was the most frequently mentioned as the most effective means. It should be remembered that, in the context of this statement, the respondents represented a biased sample: they were all students who were attending English programs.

"Practising English with foreigners from English speaking countries" was the second most frequently mentioned means as the most effective, but it was also among the most frequently mentioned effective but unavailable methods.

4.2.6 Attitude Towards English and Personal Views on the TEFL Situation in Beijing

The questionnaire contained several statements regarding the students' attitude towards English and their views on the TEFL situation in Beijing. The students were requested to indicate the extent of their agreement with each statement (Table 4.28.).

The students' attitude towards English was rather positive. Over three-quarters (79%) of the respondents thought English was very important for the modernization of China. Seventy-nine percent thought

the open door policy made it popular, while a strong majority (82%) thought the amount of English learned at schools (formal learning institutions) was inadequate.

Only forty-seven percent of the respondents thought that there were enough English programs in Beijing.

Table 4.28. Students' Attitude Towards English Language and Views on the TEFL Situation in Beijing

Statements	SD,D %	U %	A,SA %	M
English is very important to the modernization of China	8.7	11.9	79.4	5
English study is very popular in China	13.5	11.9	74.6	5
The open-door policy made English study popular	8.9	12.1	79.0	7
People are more interested in English than in other foreign languages	10.3	21.4	68.3	5
The English learned in formal learning institutions[26] is insufficient	3.2	15.1	81.7	5
There are enough English programs available for adult students in Beijing	13.6	39.2	47.2	6

Note. SD,D = Strongly disagree and disagree
U = Undecided
A,SA = Agree and strongly agree
*
M = Missing case

[26] Formal learning institutions here indicate middle schools, universities, etc.

4.2.7 Problems

In the final part of the questionnaire, the respondents were presented with a list of possible areas in which they might encounter difficulties in pursuing English studies. The respondents were asked to indicate if they had experienced any of the problems listed and if so, how serious they were. Table 4.29 shows the findings.

Table 4.29 Difficulties and Problems Confronting the Students

Problem Area	N %	Minor %	Major %	M
Situational problems				
Limited spare time	16.5	37.8	45.7	4
Home responsibilities	35.7	43.7	20.6	5
Job responsibilities	15.2	44.8	40.0	6
Transportation	35.2	44.8	20.0	6
Class schedule	34.4	50.8	14.8	9
Out-of-class tutoring	23.4	44.4	32.3	7
Lack of support from friends or family	56.3	31.0	12.7	5
Expense	40.9	40.9	18.1	4
Child care	60.5	21.9	17.5	17
Lack of support from the working unit	34.1	32.5	33.3	8
Out-of-class practising opportunity	16.4	32.8	50.8	9
Personal problems				
Age	48.0	30.4	21.6	6
English level in the past	24.8	52.0	23.2	6
Afraid of being laughed at	64.8	27.9	7.4	9
Confidence in my ability	49.6	39.5	10.9	12
Energy and stamina	29.8	45.2	25.0	7
Interest in studying English	51.6	37.9	10.5	7
Don't know what it would lead to	57.0	27.3	15.7	10
Study methods	17.1	58.5	24.4	8

Note. N = No problem
Minor = Small problem, medium problem
Major = Serious problem, very serious problem
*
M = Missing case

Situational Problems

The combination of the results of minor and major problems shows that among the items in the 'situational problems' category, lack of child care and support from friends or family, were not problems for most of the respondents. The rest of the items presented problems for some of the respondents.

Out-of-class practising opportunity was the biggest problem mentioned by most of the respondents (83.6%). Limited spare time was the next biggest problem (83.5%). Difficulties arising from job responsibilities were felt by an even larger proportion of respondents (84.8%). The problem of out of class tutoring, and lack of support from the working units were the other frequently mentioned problems.

Personal Problems

In the personal problems category, lack of sufficient study methods was a problem for a very large proportion of students (82.9%). Over 75% thought that their English level in the past was a problem for them. Energy and stamina was the next big personal problem. (70%). About half (50.4%) considered confidence in their ability a problem. " Afraid of being laughed at", " Don't know what it would lead to" , and "interest in

studying English" were not problems for most of the respondents.

There are some connections between the age of the respondents and the choices they made in some of the items. Generally speaking, the younger the respondent was, the more likely he or she was to select "no problem." Table 4.30 shows the mean age and standard deviation in these items. The mean age of the learners was 27 years.

Table 4.30 Mean Ages of Students Grouped According to Problems Associated to EFL Study

Problems	None		Minor		Major	
	$\bar{X}$	Std.	$\bar{X}$	Std.	$\bar{X}$	Std.
Time	22	7.2	28	6.0	28	7.0
Home R.	23	7.0	28	6.4	32	6.0
Job R.	22	7.4	27	5.2	29	7.4
Child Care	24	6.1	32	10.0	32	6.1
S.W.Unit	24	6.7	29	6.5	27	6.9
Practice	24	7.8	26	5.9	29	7.0
Age	23	7.0	31	5.2	30	7.4
English Level	22	4.7	28	6.8	30	6.5
Energy	23	5.6	28	6.8	31	6.2

Note. None = No problem
Minor = Small or medium problem
Major = Serious or very serious problem

$\bar{X}$ = Mean age
Std. = Standard deviation
Home R.= Home responsibility
Job R. = Job responsibility
S.W.Unit = Support from working unit
*
Missing cases omitted

4.3 SUMMARY

This chapter presents the findings of a student questionnaire distributed to 131 adult EFL students in community schools in Beijing and the findings of an administrator questionnaire distributed to 10 administrators of these programs. The data collected have contributed to the investigation of the major areas of concern. The results of the data analysis have been used to address the research questions posed earlier. Section one of this chapter presents the findings on the characteristics of community EFL programs while section two details the characteristics of adult EFL students in community schools.

The following chapter contains a discussion of the findings, conclusions, and recommendations. It also addresses the issues arising from this work for further research.

CHAPTER FIVE: DISCUSSION AND CONCLUSIONS

The purpose of this study was to identify the characteristics of community EFL programs in Beijing and the characteristics of adult EFL students who were directly involved in these programs. In this chapter, I will discuss the findings of the study and will draw some conclusions based on this research. Recommendations, implications and suggestions for further research will also be presented.

5.1 COMMUNITY EFL PROGRAMS

The information and opinions provided by the students and administrators reveal that community EFL programs, the most recent type of EFL programming in China, are unique in many ways compared with all other types of EFL programs in China. Sources of funding, education rationale, course offerings, admission requirements and short contracts are all characteristics which differ markedly from other EFL offerings.

5.1.1 Funding

In China, funds are allocated to formal educational institutions by the National Education Commission in close coordination with the State Planning Commission and the Ministry of Finance according to the size of the student body and key status[27] (Lofstedt, 1986). Therefore, EFL programs in these institutions are completely operated or sponsored by the government. In contrast, community EFL programs enjoy a wide range of sponsorship from non-governmental organizations such as the Democratic Parties, religious organizations, academic associations, etc. One administrator in this study even used some of his own money towards the funding of the program. In addition, unlike programs in formal institutions which do not charge tuition fees, these programs charge tuition fees. Because of their limited budgets, these programs make do with whatever is available and suit measures to local conditions. Middle schools and primary schools serve as the location for most of the programs. Administrators are responsible for raising funds, pooling resources, finding suitable locations and

---

[27] In China, educational institutions are ranked according to their academic position on the national level, provincial level and municipal level. There are national key universities, provincial key universities and municipal key universities. The secondary educational institutions are ranked only on the municipal level.

hiring qualified instructors on a very limited budget.

5.1.2 Education Rationale

In China, it has always been the case in formal educational institutions that the government decides what specialties should exist and how many people trained in a specialty are needed to meet demands. As a result, formal EFL programs have long been gearing their planning to the country's needs. Individual needs and interests have hardly entered into consideration in these programs.

In community EFL programs, on the contrary, the traditional practice in program design is not applied. The rationale behind program planning, course offerings, curriculum design and choice of teaching materials is based on the English-related demand of both society and the needs of the students. It is the students' demands, values, needs and wants rather than the government's educational plan that are taken into account and more strongly valued; they are addressed in a manner which is congruent with the needs of modernization in China. This is more closely related to the western approach to education and is a notable phenomenon not only in EFL but also the whole educational field in China.

5.1.3 Course Offerings

Instead of the homogeneous teaching and learning environment found in formal EFL programs where nation-wide unified EFL curricula[28] are applied and students have no choices in terms of EFL course at all, community EFL programs are characterized by their diversity of offerings. Students of different English proficiency levels can find suitable classes in these programs; the students' choice of course type depends on their own aims and interests. In addition to general EFL courses, community EFL programs also offer courses that are seldom available in formal institutions, such as examination preparation courses, speaking and listening skill development courses and English for special purposes courses. This results in more relevant educational experiences and provides a freedom which is valued by adult EFL students.

5.1.4 Admission

Unlike the regulations set for the EFL programs in formal institutions, the ones set for community EFL programs are characterized by few conditions for

---

[28] In China, three nation-wide unified EFL curricula made by the National Educational Commission for students of science and technology, students of liberal arts and students of English major are being used.

student admission. The programs are accessible to adult students from a variety of educational backgrounds who are in all sorts of occupations. Political examinations and the approval of the working units are not necessary for enrolment in community EFL programs, neither is there an age limit. Instead of the competitive entrance exams held for the formal EFL programs, placement exams are held in community programs. Therefore, admission to these programs is open to a much larger extent. With this flexibility, it is easier for adults to enrol and study in community EFL programs than in other EFL programs.

5.1.5 Contract System

The contract system practised in community EFL programs is absolutely different from the state job assignment system which applies in all other EFL programs. In government-run institutions, once people have been assigned to teach English, they will continue to teach it with no regard to how well they teach and how much English they know. Many instructors in formal institutions are undereducated for their work, either in the English language itself or in pedagogy (Scovel,1983; Ford,1988, etc.). The administrators are not able to fire, or for that matter, hire instructors.

This factor has had a profound effect on the quality of formal EFL programs.

In community EFL programs, on the contrary, the contract system is exercised. Teachers are hired according to their previous teaching experience and their English competence in different skills to give the most beneficial outcome to the students in different courses. Procedures for evaluating the quality of instruction are in place. Administrators have the right to hire or fire on the basis of the student-administrator conferences or student evaluations. It should be noted that in some schools, students are able to choose their own instructors. They can sit in on several instructors' classes and then make a final choice. The "Big Public Pot" and the "Iron Rice Bowl"[29] are not practised here. A "qualified teacher" is not just a name but a reality. This leverage in staffing guarantees higher quality instruction in community EFL programs than in that of many formal EFL programs.

---

[29]Those who contribute more get the same as those who contribute less. Both eat from the "Big Public Pot". "Big Pot" was manifested in the distribution system and "Iron Rice Bowl" in the labour system (Pan, 1989).

5.1.6 Language Skills Emphasis

Community EFL programs are unique in China in their approach to language skills concentration. EFL programs in formal institutions have been described by some researchers (Price, 1979; Scovel,1983; Mu,1987; Ford,1988. etc.) as programs whose ultimate objective is reading facility, taught with a heavy component of grammatical analysis, "to the exclusion of development in other language skills" (Mu, p.136). One major conclusion made by Scovel (1983) regarding EFL in China is as follows: "The longstanding Confucian emphasis on language structure and memorization of textual material along with the more recent influence of the Soviet system of education established during the 1950s continue to affect the way the Chinese teach and learn English" (p.109).

Community EFL programs, on the other hand, help students in developing different language skills such as listening, speaking, reading, writing, knowledge of grammar, understanding of the cultures of English speaking countries, translation skills, examination skills, vocabulary enlargement, etc. The findings of this study show that listening and speaking, the two language skills that have been almost entirely ignored in formal EFL programs, are the top two areas of

concentration in community EFL programs. Some community programs focus primarily on particular skills while still covering other language skills. Even in general EFL community programs, which most closely parallel formal EFL programs, grammar, reading comprehension and translation do not constitute the major content of the curriculum. Instead, listening and speaking are heavily concentrated upon. This is absolutely congruent with the students' interests and needs (described later) in language skill developments. It might be concluded that in community EFL programs, the Chinese traditional way of intensive study of language structures has been combined with the concern of acquiring communicative skills. This is a significant change in the EFL field in China.

Several factors might have influenced the change. First, with the open-door policy currently in place in China, communicative competence in the English language now carries more weight. The situation in which "A student has the impression that learning grammar means learning the language itself" (Wang, 1981) is no longer dominant. There is a strong need to master the communicative competence among the EFL students. Second, in community EFL programs, the weighty tradition of testing is not practised. Both students

and instructors here are free from the pressure of the nation-wide unified English examinations which place a heavy emphasis on structure and which have great influence on the teaching and learning of English in formal EFL programs. The third reason might be the flexibility of teaching methods using in classrooms. Individual initiative is encouraged here. Instructors are free to use whatever methods they think are suitable for the course objectives. Finally, the instructors in community EFL programs are more competent in communicative language skills and have more confidence in using those skills than many teachers in formal EFL programs.

5.1.7 General Remarks

The findings of this study show that the operation of community EFL programs is an effective means of upgrading and retraining adult EFL students. The schools' functions can be identified as a) helping students to supplement the English taught in middle schools or universities, b) facilitating students' learning of English needed in their work and raising their occupational competence, and c) providing students with personal enrichment.

Compared with the findings of the case study Ford

conducted in 1985, we can see more clearly the significant difference between formal EFL programs and community EFL programs.

The findings of Ford's study showed that in China, students in formal universities could not choose their own major, the courses they took, or the instructors. "All of these things, as well as their living arrangements and even their future employment, are decided for them by university or government officials" (Ford, 1988, p.179). The students in his study showed strong dissatisfaction with the curriculum design, the courses they took, the teachers who taught them and the lack of control over their lives. They also rated textbooks among their least favourite sources for learning English. The problem areas cited in Ford's study include outdated textbooks, lack of course offerings, lack of academic freedom, poorly trained teachers, ineffective teaching methods, inefficient management, top-heavy decision making, and poor physical conditions (Ford, 1988, p.169).

The sharply different findings in the present study show that, except for the poor teaching facilities, the other areas were not rated as problems in community EFL programs. Instead, some key areas such as academic freedom, qualified teachers, efficient

management and varied course offerings, gained a high level of satisfaction from both administrators and students of community EFL programs. Different class schedules and convenient locations also contribute to their popularity.

Community EFL programs are beneficial to both the society and individuals. The benefits of community EFL programs are shown in table 5.1.

Table 5.1 The Benefits of Community EFL Programs

To the Society:	
	--- train English language personnel for economic development
	--- promote social development
	--- reduce financial pressure on adult education
	--- reduce pressure of the need for EFL programs in China
To the Individual:	
	--- offer opportunity to improve different English language skills
	--- improve possibility of employment prospects
	--- enhance educational prospects
	--- provide more meaningful leisure opportunities
	--- enhance self-image

In a way, community EFL programs offer a short-cut to reducing the pressing need for EFL which cannot be efficiently dealt with by formal institutions. Since

most programs are partially operated on students' fees, the students are encouraged to make more careful choices about the courses they take, and to avoid wasting time and resources concentrating on skills that they are not interested in or are unlikely to use.

With all the merits mentioned above, it is not an exaggeration to say that community EFL programs have become a significant player in TEFL in China. Despite their relatively new arrival on the TEFL scene, these programs should not be regarded as inferior alternatives to regular formal TEFL education. On the contrary, they can, in some respects, offer a more worthwhile and effective educational experience.

5.1.8 Program Offerings

The results of this study indicated that the demand for community EFL programs is high. Because of the characteristics of the programs, access to EFL programs for many people is only possible in community schools. It is important, however, to remember that only about fourteen percent of the students and thirty percent of the administrators thought that there were not enough English programs available for adult students in Beijing, and the lack of students was

already mentioned by the administrators as a problem facing community EFL programs. Therefore, it is reasonable to assume that the number of community EFL programs in Beijing is sufficient and it might not be appropriate to increase the number unless urgently needed. Decision makers are advised to adjust or revise the course offerings within the existing programs according to school-related data such as current facilities available, enrolment trends, and funds available, and community-related dat. such as social demands, labour market demands, availability of other community EFL programs in the community.

Some of the administrators mentioned offering more courses in their programs in their future plans. It is suggested that before actually starting any courses, a comprehensive needs assessment be carried out. Course capacity, current enrolment and trends should be studied. The current dropout rate should also be surveyed in detail to provide some insight as to what may be done to improve the situation. Input from community groups and opinions of students should receive appropriate review as well.

5.1.9 Program Marketing

The flexibility and openness of the community EFL programs, those very features which allowed it to quickly become a prominent component of TEFL in China, are the very reasons why they are welcomed by adult EFL students. But so far, the merits of community EFL programs have not been seen clearly enough and recognized seriously enough by the government and the society because of the traditional prejudice against the non-formal educational institutions. Besides, some administrators in this study already regarded student source as a problem facing the programs. Under this circumstance, effective marketing turns to be vital.

Up to now, the advertisements for community EFL programs are restricted to some local papers. The content of these advertisements consists of only course lists, tuition fees and the locations. As for the goals of the programs, objectives of the courses, methodologies and their rationales, teaching materials, the evaluation process, the achievement of existing students and graduates, the assessment of the programs by students, etc., these are very seldom mentioned. This might affect the potential support of the society and potential students. Therefore, program marketing is an important aspect the administrators should bear in

mind. More concerted advertising of the programs through different mass media would gain more efficient and practical support from the society, and would aid in the recruitment of students.

Some promotional alternatives for community EFL programs include: ads in the local newspapers, ads on television and radio, communication exchanges between institutions and organizations, posters, informational bulletins sent to communities and neighbourhoods, etc. Former students are also good source of promotional activities. Such marketing would not simply fill the seats in the courses, but also to assist in bringing about more concern from the society and governments at different levels.

5.1.10 Academic Exchange of Information

Another approach to making community EFL programs more effective and to enhance their position would be to encourage and strengthen the exchange of information among administrators and instructors of community EFL programs. According to the administrators' responses, information exchange is confined to conferences on adult education generally, or conferences on TEFL.

Since community EFL programs have their own characteristics, and there are so many community

schools in Beijing, it is strongly recommended that a Community EFL programs Association be established in order to promote further development of community EFL programs. Activities such as regular seminars and workshops could be presented where administrators and instructors have an opportunity to present ideas and exchange experiences on administration, academic management, curriculum design, course planning, methods, materials, study counselling, evaluation, research, academic staff development and other effective strategies in running community EFL programs. An association could also provide EFL teacher training which is vital for successful language instruction to students in community EFL programs. A staff development program would allow instructors to gain further insights into the characteristics of adult students and adult education. Such programs might be limited within each individual institution. In addition, an association could also help in fund raising, and support seeking from the government and the society.

5.1.11 Instruction

The experiences of the respondents indicated generally a high level of satisfaction with the instruction provided by the programs. But there are

still some aspects that could be improved in the future. The following discussions and recommendations are based on the opinions offered by the students and the findings on the characteristics of the students.

Presentation Mode

The findings showed that the instructor-centred mode was the one that was mostly practised in the classroom of community EFL programs. This is contradictory to the needs and aims of most of the students whose greatest interest and urgent demand was to enhance the listening and speaking abilities.

The teacher-centred mode predominates for several reasons: first, it has been the traditional mode of instruction in China. Second, the instructors have little or no training in methodology of foreign language teaching and in adult education. Third, classroom activities are seldom considered to be a key component in evaluation. Fourth, the class size in the programs is generally large. Fifth, the materials used in some of the programs may encourage a teacher-centred approach. And finally, the students are accustomed to teacher-dominated classes and expect the teacher to deliver knowledge of a foreign language to them rather than to facilitate mastery of the language skills

through learner-centred activities.

When pointing out the problems facing the programs, the administrators mentioned the lack of practice opportunities for students, and the students remarked on the lack of encouragement for small group discussions and working in pairs, and classroom atmosphere. They both realized that the instructors' imparting knowledge of English to the students should not be the only feature of language class activities. Ongoing and dynamic interaction between instructor and students, between students and their peers while accomplishing class tasks should also be included.

Effective language teaching reflects "the degree to which the teacher is able to successfully communicate his or her intentions, maintain students' engagement in instructional tasks, and monitor students' performance on tasks." (Richards, 1990, p.42).

To solve the problems of lack of practice opportunities and the dominant instructor-centred presentation mode, the following alternatives are suggested:

1. Staff development and training could be required and offered before and during the programs so that instructors might understand the nature of the

learners and the expected presentation mode and methodologies. Short-term training programs and faculty seminars might be suitable for such staff training.

2. Presentation skills and classroom activity management should be considered as key criteria in hiring staff and performance evaluation,

3. If language practice activities cannot be managed in big classes, pair work discussions, peer evaluation, partner tutoring, etc. should be encouraged,

4. Help students to find partners in their classes and encourage them to practice together both in and out of class. Group work and pair work might be assigned for homework.

5. Organize after class activities such as English parties, English evenings, English socials, English corners (places where students can go to practice English), seminars and workshops to provide opportunities and places for students to practice what they have learned in class and exchange experiences in study.

6. Gradually introduce learner-centred methods to the students and help them understand their role in a language classroom.

Instructor Feedback to Students

In order to make learning activities both encouraging and effective, feedback should be provided to students, for it offers both a form of assurance and an indication of where performance can be improved. This is especially true in adult education. The results of this study show that most of the students were dissatisfied with feedback on their performance. Many students reported, for example, that their instructors don't give them enough homework, and what homework they do hand in is not evaluated. It is safe to assume that the reason for this comes from the fact that most of the instructors in community EFL programs are full-time workers in other educational institutions and work only part-time in these programs. They usually don't have enough time to mark the homework of these adult EFL students. To solve this problem, the feedback in these programs could be carried out in various forms within class. Activities such as explaining in class the common mistakes which appeared in the homework, peer evaluation, group discussion or pair discussion on common mistakes, self-evaluation, etc. could be used. In this way, teachers could save a lot of time after class checking the homework and the students would obtain effective feedback.

Teaching Culture

The findings of the study show that culture teaching and culture learning have not been formally considered as part of the curriculum design and that the importance of understanding culture in language learning has not been completely recognized by administrators, instructors and EFL students in community schools.

As Damen (1987) pointed out,"language learning implies and embraces culture learning" (Damen, p.4). She also pointed out,

> While cultural guidance is seldom part of the stated curriculum of the ESL, EFL, or any language classroom, it is nonetheless often a part of the hidden agenda, a pervasive but unrecognized dimension, coloring expectations, perceptions, reactions, teaching and learning strategies, and is, more often than not, a contributing factor in the success or failure of second or foreign language learning and acquisition (Damen, p.4).

"Facilitating culture learning as a process and developing intercultural communicative skills can and should be part of any language curriculum" (Damen, p. 237). This is particularly true for ESL students from mainland China and EFL students in mainland China whose culture is very different from English-speaking cultures. Besides, about 46% of the students in this

study plan to go abroad, 54% are required to use English in their work, 39% are going to take western culture oriented examinations such as TOEFL, GRE etc. The learning of culture has significance for these students. In order to assist students to learn English more effectively, culture learning should be considered in these community EFL programs.

To facilitate culture learning, first of all, the program planners and instructors should develop culture awareness. The purpose of culture teaching should be clearly specified in the curriculum of the programs. Second, materials from English-speaking countries which present cultural content, if they are not the basic course materials, should be used in combination with materials produced in China so as to provide more opportunities for culture teaching and learning. Third, culture teaching and learning should be an important criterion in evaluating students' achievements, instructors' teaching quality, and the success of the whole program. How well and how much does a student understand culture? To what degree is the instructor aware of cultural implications and how well does he or she associate target language learning with culture learning? Does the EFL program help the students in developing culture awareness? These might

be the questions asked in an evaluation.

The aim of culture learning for these EFL students is to promote understanding of new cultural themes, patterns and behaviours in order to help them learn English more effectively. Methods and techniques to present culture information might be case studies, explanations, discussions, implications in class or as homework. Culture workshops might also be offered by the programs to help students become aware of the importance of culture learning in language learning as a whole.

5.2 ADULT EFL STUDENTS IN COMMUNITY SCHOOLS

Adult EFL students in community schools are a unique group. They represent a wider range in age, occupation, special needs and interests than EFL students in formal educational institutions and in other adult EFL programs. They are, for the most part, personal-goal oriented.

5.2.1 Strong Points

The students have very good educational backgrounds. Their motivation to learn English is high. Besides taking courses in the programs, many of them learn through independent study by various means. Their

attitudes towards the English language, English-speaking people, and western culture are positive. Compared with adult ESL students in English speaking countries, these students don't have social and psychological barriers to language study. They don't have the task of joining a target language community as a "neodomestic" and undergoing "dealienation" or "redomestication" (Larsen & Smalley, 1972)[30]. They don't have to adjust their own repertoire of problem-solving and coping mechanisms to an acculturation process. They are free from culture shock and culture stress.

One of the interesting findings of the study is that most of the students are interested in the people who speak English. They showed a very strong desire to master comprehensive communicative abilities although English does not have immediate social and communicative functions for most of the students. Grammar and structure are not of dominant concern to them. Instead, their interest in listening and speaking abilities is the greatest no matter what type of programs they are in. This contradicts some conclusions

---

[30]Larsen and Smalley view the learner entering the new culture as an "alien," and the people belonging to the new culture as "domestics".

made by other authors who claim that grammar is the keen interest of EFL students in China (Wang, 1981, Scovel,1983, etc.). It maybe the case that these researchers reached this conclusion based on the curriculum in formal EFL programs, which has a very heavy grammatical focus. Since the national EFL exams also have a grammatical focus, students in formal programs have little choice but to concentrate on grammar.

5.2.2 Weak Points

Some common problems mentioned were: job responsibilities, home responsibilities, limited spare time, and lack of support from the working unit. These problems are out of the control of community programs. However, there are some other problems that should be the concern of both administrators and instructors in the programs.

First, the students need help in selecting the right strategies to further the learning process. Many students realized the importance of learning strategies in their studies.

Second, these students bring to the classroom some inappropriate styles of learning that they had developed from their previous learning experience. On the one hand, they have a strong desire to master

communicative skills, but on the other hand, they are quite accustomed to being passive listeners in the classroom. Therefore, they need an introduction to the role of learners in the language learning process and how they are expected to learn within the program. They need to be trained to take greater responsibility for their own learning.

Third, many students lack self-confidence in learning English.

Fourth, they have no English input from everyday life at all. They have limited access to native English speakers. Therefore, they rely heavily on the practising opportunities that might be offered only by the programs.

5.2.3 Student Training

"Learners should not be thrown into a classroom and be expected to perform well, without training in learning how to learn a language" (Sawkins,1987, p.60). This is more true for adult EFL students who have had the experience of learning English previously in China where the structural or grammatical syllabus is fundamental middle schools and universities.

As Richards said, "Successful learning is viewed as dependent upon the teacher's control and management

of what takes place in the classroom. However, what the teacher does is only half of the picture. The other half concerns what learners do to achieve successful learning" (Richards,1990, p.42). In order to help students to take more responsibility, to help them become better learners, it is necessary to offer student training as part of the curriculum in these programs.

Several aspects should be included in the training. First, students should be briefly introduced to second language acquisition and the characteristics of good language learners. They might be told about some of the research having to do with learning styles, strategies of learning, etc.

Second, they should also be helped to gain an understanding of the nature of language, and language learning as well as how and why their language course is being conducted through certain specially-designed activities.

Finally, language learning strategies should be introduced and taught. The students would benefit from training in direct strategies, i.e. memory strategies (grouping, structured reviewing, etc.); cognitive strategies (highlighting, reasoning, analyzing, etc.), compensation strategies (guessing intelligently,

getting help, using a synonym, etc.), indirect strategies, i.e. metacognitive strategies (identifying the purpose of a language task, self-evaluating, seeking practice opportunities, etc.), affective strategies (lowering anxiety, self-encouraging, etc.) and social strategies (asking questions, cooperating with other, etc.)[31]. The students should be offered suggestions as to how to make the most of the learning opportunities that are available to them and learn independently and effectively after class and after their course is finished. Suitable TV and radio English programs, tapes of English programs, English publications, periodicals, etc. should also be introduced. The instructor should help them to see language learning as a problem solving process, and encourage them to remove defensive behaviours such as shyness, lack of confidence, keeping silent, etc. that prevent them from taking risks or seizing opportunities to practice and learn.

Three points should be noted here. First, this kind of student training should be provided at the outset and throughout the whole course in order to remind the students of alternative ways of learning to

---

[31] The Diagram of the Strategy System in Oxford's Language Learning Strategies (1990) was referred to.

give them opportunities and time to adjust. Second, the training should be done in a two-way format. The students' voice on the topics should be heard. The instructor's function in the training should be "facilitator, helper, guide, consultant, adviser, coordinator, idea person, diagnostician and co-communicator" (Oxford, 1990, p.10). The teacher's task is to help students, on the basis of an understanding of the nature of language learning, to discover the most effective strategies for their personal learning styles and learning objectives. Third, the training could be conducted in different ways. Workshops, consultations might be held. It could also be directly integrated into the language class. However it is conducted, this kind of training should be considered as part of the curriculum in community EFL programs.

5.3 SUGGESTIONS FOR FURTHER RESEARCH

With regard to adult community EFL programs, this study was designed to investigate the characteristics of the programs and the characteristics of adult EFL students involved in them. The findings have answered the two main research questions. However, there are still other aspects that are not clear with regard to community EFL programs and students. Future research is

needed in the following areas:

1) What are the characteristics of good program management in community EFL programs?

2) What is the drop-out rate in community EFL programs and the reasons for the drop-out?

3) What are the characteristics of the instructors in community EFL programs and their perspectives on community adult EFL programs and adult EFL students?

4) What are the differences in the characteristics of adult EFL students across different types of EFL programs in community schools?

Further studies inspired by these questions should develop a better understanding of the community EFL programs and the students involved in the programs.

5.4 CONCLUSIONS

The results of this study show that community EFL programs for adult students are a unique type of EFL programming in China.

Compared with formal government-sponsored EFL programs, they are unique in areas such as funding, educational rationale, course offerings, admission, hiring systems and language skill emphasis.

The students in the programs too are a unique group. They have a wider range in age, occupation,

special needs and interests than EFL students in formal programs. They are personal-goal oriented. Their motivation to learn is high. They have a very strong desire to master comprehensive and communicative competence. They display many characteristics of good language learners yet they need assistance in learning strategies and to be offered more opportunities for practice in the new language.

The primary instruction mode is teacher-centred, but specific linguistic structures have to a large degree been wedded with communicative goals.

Except the poor teaching facilities, other key areas such as academic freedom, qualified teachers, efficient management and course offerings, gained a high level of satisfaction from both administrators and students.

With more than one hundred community institutions offering adult EFL programs in Beijing alone, and even more in other major cities, programs like these are obviously providing a much-needed component to EFL in China.

It is reasonable to conclude that community EFL programs for adults offer a worthwhile and effective educational experience to individuals and Chinese society alike.

REFERENCES

Burnaby, Barbara & Sun, Yilin. (1989). Chinese teachers' views of western language teaching: Context informs paradigms. TESOL Quarterly, 23, 219-238.

Cheng, Heping, (1988). Teaching English as a foreign language in China. TESL Canada Journal, 5, 88-93.

Cherrington, Ruth (1991). China's students---The struggle for democracy. Landon: Routledge.

Cowan, J.Ronayne, Light, Richard L., Mathews, B.Ellen & Tucher, Richard (1979). English Teaching in China: A Recent Survey. TESOL Quarterly, 13, 465-483.

Damen, Louise. (1987). Culture learning: The fifth dimension in the language classroom. Reading, MA: Addison-Wesley Publishing Company.

Das, Bikram K. (1987). Language education in human resource development. Singapore: SEAMEO Regional language Centre.

Deng, Xiaoping (1984). Selected works of Deng Xiaoping 1975-1982. Beijing: Foreign Languages Press.

Fairbank, John K.(1978). The Cambridge history of China. Cambridge: Cambridge University Press.

Ford, Donald J.(1988). The twain shall meet: The current study of English In China. Jefferson: McFarland & Company, Inc..

Hayhoe, Ruth & Bastid, Marianne (1987). China's education and the industrialized world. New York: M.E. Sharpe, Inc.

Hayhoe, Ruth (1989). China's universities and the open door. New York: M.E. Sharpe, Inc.

Hu, Shi Ming & Seifman, Eli (1976). Toward a new world outlook. New York: AMS Press.

Hu, Shi Ming & Seifman, Eli (1987). Education and socialist modernization. New York: AMS Press.

Huang, Shiqi (1987). Contemporary educational relations with the industrialized world: A contemporary view. In Hayhoe, Ruth & Bastid, Marianne (Ed.), China's education and the industrialized world (pp.225-251). New York: M.E.Sharpe, Inc..

Jing Dong Waiyuxuexiao [Jing Dong foreign language school]. Beijing Evening.(1987, June 28). In Zhao, Tian, Beijing shehui liliang banxue gaikuang (pp.267-269). Beijing: Educational Science Press.

Lampton, David M. (1986). A relationship restored--Trends in U.S.- China educational exchanges, 1978-1984. Washington: National Academy Press.

Larsen, D.N. & Smalley, W.A. (1972). Becoming bilingual, A guide to language learning. CT: New Canaan.

Lingrenchengdaode waiyubyxiban [The Popular Foreign Language School]. Beijing Evening. (1985, June 15). In Zhao, Tian, Beijing shehui liliang banxue gaikuang (pp. 260-261). Beijing: Educational Science Press.

Lofstedt, Jan-Ingvar (1986). Educational planning in China. Stockholm, Sweden: Institute of Education, University of Stockholm.

Malcolm, Ian G. (1987). The role of language education in developing China's human resources. In Das, B. K. (Ed.), Language education in human resource development (pp.70-86). Singapore: SEAMEO Regional Language Centre.

Mu, Hai (1987). Characteristics of Chinese ESL learners in MBA. Unpublished Ph.D's thesis, University of Alberta, Edmonton.

Orleans, Leo A. (1960). Professional manpower and education in communist China. Washington: National Science Foundation.

Orleans, Leo A. (1988). Chinese students in American--- Policies, issues, and numbers. Washington: National Academy Press.

Oxford, Rebecca L. (1990). Language learning strategies: What every teacher should know. New York: Newbury House.

Pan, Julia Nai-Rong (1989). Adult education and the current modernization movement in China: 1978-1986. Unpublished master's thesis, University of Alberta, Edmonton.

Price, R.F. (1979). Education in modern China. London: Routledge and Kegan Paul.

Richards, Jack C. (1990). The language teaching matrix. Cambridge: Cambridge University Press.

Rules on the enrolment of students in ordinary schools of higher learning. State Council Bulletin, No.7, April 30, 1984. In China Report, No.82, December 6, 1984, 31-42.

Sawkins, Maureen (1987). Training for independence in learning. TESL Canada Journal 5, 59-71.

Scovel, Janene (1982). Curriculum stability and change: English foreign language programs in modern China (Doctoral dissertation, University of Pittsburgh). Dissertation Abstracts International, 44, 63A.

Scovel, Janene (1983). English teaching in China: A historical perspective. Language Learning and Communication, 2, 105-109.

Scovel, Thomas (1983). The impact of foreign experts, methodology and materials on English langauge study in China. Language Learning and Communication, 2, 83-91.

World Bank (1981). China: Socialist economic development. Manila: World Bank.

Yu, Bo & Xu, Hong Yan (1988). Adult higher education: A case study on the workers' colleges in the People's Republic of China. Paris: Unesco: International Institute for Educational Planning.

Wang, Kun (1981). English and other foreign language teaching in the People's Republic of China. College English, 7, 654-662.

Wu, Jingyu (1983). Quchang buduan---A Chinese view of foreign participation in teaching English in China. Language Learning and Communication, 2, 111-115.

Zhao, Tian (1989). Beijing shehui liliang banxue [An introduction of schools run by social forces in Beijing]. Beijing: Educational Science Press.

Zhao, Yuhui (1988). A case study taken under the UNESCO project on the study of Asian institutions making large-scale use of communications technologies for educational purposes. In UNESCO, Developments in distance education in Asia: An analysis of five case studies (pp.93-110). United Nations Educational, Scientific and Cultural Organization.

Zhou, Nanzhao (1986). Adult education in China: An overview. Georgia: College of Education, University of Georgia.

Zhou, Nanzhao (1989). Adult education in China: Recent development. OK: Oklahoma Research Centre For Continuing Professional and Higher Education, University of Oklahoma.

Zhuang, Jiaying (1984). English teaching in China's colleges. Paper presented at the Annual meeting of the California Association of Teachers of English to Speakers of Other Languages. San Jose, CA.

Appendix A

STUDENT QUESTIONNAIRE

August 1991

Dear Participant:

I am a graduate student in the Department of Adult Career& Technology Education at University of Alberta in Canada. I am conducting a survey of English programs for adult students as my thesis research.

I am requesting that you participate in this study. The purpose of the survey is to gather information from adult EFL students in Beijing which will help us gain a better understanding of the characteristics of community English language programs for adults. It is hoped that the study will contribute to the future development of teaching English as a foreign language and will help the outside world to understand the significance of community adult English programs in China.

The value of this survey is highly dependent upon the completeness of your responses. I seek your cooperation in answering and returning the questionnaire. Your responses, together with those of students in other programs, will provide an accurate representation of community language programs in Beijing. The questionnaire will take approximately 10-15 minutes of your time.

If you wish to share additional comments or suggestions about anything concerning English programs in adult education in China, please feel free to do so in the comments section at the end of the questionnaire.

Your involvement is voluntary. All the completed questionnaires will be carried in person from Beijing to Edmonton Canada. Your responses will be treated with complete confidentiality and your anonymity is guaranteed. It will not be possible to trace the responses of individuals. No names will be used and programs will be referred to by numeric code only. The administrators of the community English programs will

be given a summary of the results but no individual program statistics will be released.

Thank you very much for your cooperation. Your participation is very much appreciated.

Sincerely,

Xie Mianmian

Graduate Student
Department of
Adult Career &
Technology Education
University of Alberta
Canada

QUESTIONNAIRE

Part I BACKGROUND INFORMATION

Please complete the following statements by circling or filling in the appropriate blanks.

1. My age is _____.
2. My sex is male
   female.

3. My marital status is single
   married.
4. My occupation is _____.
5. My highest level of formal education is _____.
6. English is my first foreign language.
   second
   third
   fourth

7. My second foreign language is: English.
   Russian.
   Japanese.
   French.
   Others(please specify).
   None.

8. I started learning English in the year of _____
   in primary school.
   in Junior middle school.
   in Senior middle school.
   in polytechnic school.
   in University.
   in adult English programs.
   through English programs on radio.
   through English programs on TV.
   by myself.
   at work.

9. I estimate that I have studied English for _____ years in total.
10. The course I am now taking is called _____.
11. The textbook(s) used in this program is/are _____.
12. There are _____ students in my class.

13. The tuition fee is paid by me.
working unit.
government.
Others(please specify)_____.

14. I have ____ hours of class each week in this program.

15. Besides this program, I am /am not taking other English program(s). If yes, it is/they are_____.

16. I am taking this particular program because:
the school is close.
the class schedule suits me.
the program is useful for me.
the teaching quality is good.
other people recommended it to me.
I cannot get into other programs.
low tuition fee.
it's at a suitable level.
Other(please specify)_____.
I don't know.

17. This is the 1st time that I have taken an English
2nd
3rd
4th
5th
program since graduating from school.

18. My English level is beginning.
low intermediate.
intermediate.
high intermediate.
advanced.

The list below identifies some aspects of English language development. Please complete the following statements by circling the number or numbers of the categories listed here:

1.listening
2.speaking
3.reading
4.writing
5.grammar
6.vocabulary
7.understanding western culture
8.translating
9.Examination skills

	L	S	R	W	G	V	U	T	E
19. My program concentrates primarily on	1	2	3	4	5	6	7	8	9
20. For me, the most important aspect(s) of English is(are)	1	2	3	4	5	6	7	8	9
21. For me, the least important aspect(s) of English is(are)	1	2	3	4	5	6	7	8	9
22. My strongest area(s) is(are)	1	2	3	4	5	6	7	8	9
23. My weakest area(s) is(are)	1	2	3	4	5	6	7	8	9
24. The area(s) I like most is(are)	1	2	3	4	5	6	7	8	9
25. The area(s) I dislike most is(are)	1	2	3	4	5	6	7	8	9
26. At present, the area(s) that I most need to improve is(are)	1	2	3	4	5	6	7	8	9

Part II MOTIVATION

Below are some motivations for learning English. Please circle the appropriate number to indicate how important each motivation is to you personally.

1.Not important/not relevant
2.Somewhat important
3.Important
4.Very Important
5.Most Important

	NI	SI	I	VI	MI
1.to become better informed.	1	2	3	4	5
2.to satisfy curiosity.	1	2	3	4	5
3.to get a new job.	1	2	3	4	5
4.to advance in my present job.	1	2	3	4	5
5.to get a certificate.	1	2	3	4	5
6.to pass a self-study examination.	1	2	3	4	5
7.to pass the TOEFL, or the EPT, or the GRE or another standardized examination.	1	2	3	4	5
8.to seek higher education.	1	2	3	4	5
9.to fulfil a requirement of my work.	1	2	3	4	5
10.to read reference materials in English.	1	2	3	4	5
11.to get away from routine.	1	2	3	4	5
12.to fill spare time.	1	2	3	4	5
13.to make up missed middle school courses.	1	2	3	4	5
14.to satisfy myself.	1	2	3	4	5
15.to go abroad.	1	2	3	4	5
16.to satisfy my interest in English language.	1	2	3	4	5
17.to satisfy my interest in western art and culture.	1	2	3	4	5
18.to satisfy my interest in the science, technology and research of other countries.	1	2	3	4	5
19.to seek a boyfriend or a girlfriend.	1	2	3	4	5
20.to meet new people.	1	2	3	4	5
21.to tutor child(children).	1	2	3	4	5
22.to contribute more to the Four Modernizations.	1	2	3	4	5
23.to enhance my personal image.	1	2	3	4	5
24.I have been sent by the working unit.	1	2	3	4	5
25.other(please specify) _____.	1	2	3	4	5

Part III MEANS OF STUDYING

Below are several statements indicating the means of studying English. Please circle the appropriate number to indicate how often you use each method.

1.Never
2.Rarely
3.Sometimes
4.Fairly Often
5.Always

	N	R	S	FO	A
1.I watch English TV courses (eg.Follow me etc.)	1	2	3	4	5
2.I listen to English programs on the radio.	1	2	3	4	5
3.I watch CCTV English programs for foreigners in the evenings.	1	2	3	4	5
4.I listen to Radio Beijing.	1	2	3	4	5
5.I listen to foreign broadcasts such as VOA and BBC.	1	2	3	4	5
6.I listen to tapes of English programs.	1	2	3	4	5
7.I do English examination papers.	1	2	3	4	5
8.I translate articles or books. (E-C or C-E).	1	2	3	4	5
9.I practice with other Chinese who can speak English.	1	2	3	4	5
10.I practice with foreigners from English speaking countries.	1	2	3	4	5
11.I read original English publications.	1	2	3	4	5
12.I read translated English publications.	1	2	3	4	5
13.I read the China Daily.	1	2	3	4	5
14.I read periodicals such as "English Study" "College English", etc.	1	2	3	4	5
15.I practise at work.	1	2	3	4	5
16.I have a private tutor.	1	2	3	4	5
17.I participate in different English activities (eg. English Corner,etc.)	1	2	3	4	5
18.I study other English textbooks.	1	2	3	4	5
19.I memorize the dictionary.	1	2	3	4	5
20.I attend English programs.	1	2	3	4	5
21.Other(please specify)_____.	1	2	3	4	5

I think No.___ ___ ___ of those listed above is(are) most effective for me. There are /are not ways listed above that I think are effective but that are not available to me. Such as No.___ ___ ___.

Part IV PERSONAL VIEWS ON THE TEACHING ENGLISH AS A FOREIGN LANGUAGE SITUATION IN BEIJING AND AVAILABLE ENGLISH PROGRAMS

Please circle the appropriate number to indicate the extent of your agreement with each of the following statements regarding your views on the English teaching and learning situation in Beijing and the English program you are now taking.

1.Strongly Disagree
2.Disagree
3.Undecided
4.Agree
5.Strongly Agree

1.ENGLISH TEACHING AND LEARNING IN CHINA

	SD	D	U	A	SA
1.English is very important for the modernization of China.	1	2	3	4	5
2.English study is very popular in China.	1	2	3	4	5
3.The open-door policy made English study popular.	1	2	3	4	5
4.There are enough English programs available for adult students.	1	2	3	4	5
5.People are more interested in English than in other foreign languages.	1	2	3	4	5
6.The English learned at school is insufficient.	1	2	3	4	5

7.Other comments:

_____

_____

_____

2.YOUR ENGLISH PROGRAM

1.The program is very well organized.	1	2	3	4	5
2.The tuition fee is reasonable.	1	2	3	4	5
3.The curriculum is appropriate.	1	2	3	4	5
4.The administrators and instructors are willing to listen to suggestions from students.	1	2	3	4	5
5.The program is suitable for adult students.	1	2	3	4	5
6.Class activities are well organized and arranged.	1	2	3	4	5
7.The teacher does most of the talking.	1	2	3	4	5
8.small group discussion and working in pairs are encouraged.	1	2	3	4	5
9.The teaching equipment(i.e.tapes; sound lab,etc.) is good.	1	2	3	4	5
10.The class atmosphere is active.	1	2	3	4	5
11.The amount of homework is suitable.	1	2	3	4	5
12.The types of homework are suitable.	1	2	3	4	5
13.The homework is well checked.	1	2	3	4	5
14.The size of class is suitable.	1	2	3	4	5
15.The instructor is well prepared.	1	2	3	4	5
16.The instructor's knowledge of English is very good.	1	2	3	4	5
17.The instructor's teaching methods are effective.	1	2	3	4	5
18.The instructor's attitude towards teaching in a community program is good.	1	2	3	4	5
19.The instructor's attitude towards the students is good.	1	2	3	4	5
20.The teaching materials that we use in class are suitable.	1	2	3	4	5
21.We have many opportunities to practice English in class.	1	2	3	4	5
22.I am satisfied with the course.	1	2	3	4	5
23.If I have the opportunity and time, I will take other English programs such as like this one in the future.	1	2	3	4	5

24.Other comments:

_____

_____

Part V PERSONAL OUTCOMES

Below are four sets of statements concerning the personal outcomes of English study. Please circle the appropriate number to indicate the extent of your agreement with each statement.

1.English level	**SD**	**D**	**U**	**A**	**SA**
1.My listening ability has improved.	1	2	3	4	5
2.My speaking ability has improved.	1	2	3	4	5
3.My reading ability has improved.	1	2	3	4	5
4.My writing ability has improved.	1	2	3	4	5
5.My grammar has improved.	1	2	3	4	5
6.My examination skills have improved.	1	2	3	4	5
7.My translation skills have improved.	1	2	3	4	5
8.My interpretation skills have improved	1	2	3	4	5
9.I have a larger English vocabulary.	1	2	3	4	5
10.I have a better understanding of the cultures of English-speaking countries.	1	2	3	4	5
11.others(please specify)_____.	1	2	3	4	5

2. Attitude	**SD**	**D**	**U**	**A**	**SA**
1.I have a greater interest in western literature.	1	2	3	4	5
2.I have a greater interest in the science and technology of other countries.	1	2	3	4	5
3.Learning English has broadened my mind	1	2	3	4	5
4.I have more enthusiasm for learning English	1	2	3	4	5
5.I have greater interest in international affairs.	1	2	3	4	5
6.I listen to foreign broadcast more often than before.	1	2	3	4	5
7.I am more willing to communicate with people from English speaking countries	1	2	3	4	5
8.I have a greater interest in western culture.	1	2	3	4	5
9.English seems easier.	1	2	3	4	5
10.I get a better understanding of the importance of English language.	1	2	3	4	5
11.Other(please specify) _____.	1	2	3	4	5

3.personal image

	SD	D	U	A	SA
1.I have higher self-confidence when using English.	1	2	3	4	5
2.I have higher self-esteem.	1	2	3	4	5
3.I have more enthusiasm in my work.	1	2	3	4	5
4.I have met new people and made new friends.	1	2	3	4	5
5.I have fewer personal problems than before.	1	2	3	4	5
6.I am happier.	1	2	3	4	5
7.others(please specify)_____.	1	2	3	4	5

4.practical use

	SD	D	U	A	SA
1.I will get higher scores in my TOEFL or EPT or other English proficiency tests.	1	2	3	4	5
2.I have got or will get a more satisfying job because of my English.	1	2	3	4	5
3.I have been or may be promoted because of my English.	1	2	3	4	5
4.I have got or may get a higher salary because of my English.	1	2	3	4	5
5.I have got or may get a higher academic position because of my English.	1	2	3	4	5
6.Using my English,I can work better than before.	1	2	3	4	5
7.I have obtained or will obtain a certain certificate because of my English.	1	2	3	4	5
8.My spare-time is more enjoyable because of my English.	1	2	3	4	5
9.I can seek higher education now.	1	2	3	4	5
10.I have more opportunities to make money.	1	2	3	4	5
11.I will be able to go abroad to seek higher education.	1	2	3	4	5
12.I will be able to go abroad to work or do research work.	1	2	3	4	5
13.I can or will be able to understand reference material in English.	1	2	3	4	5
14.I will be able to contribute more to the modernization of China.	1	2	3	4	5
15.Others(please specify)_____.	1	2	3	4	5

Part VI PROBLEMS

Below are two sets of problems facing some adult students who study English as a foreign language. Please indicate if any of these are problems for you personally according to this scale:

1.No problem
2.Small problem
3.Moderate problem
4.Serious problem
5.Very serious problem

1.Situational problems

	NP	SP	MP	SE	VSE
1.limited spare time	1	2	3	4	5
2.home responsibilities	1	2	3	4	5
3.job responsibilities	1	2	3	4	5
4.transportation	1	2	3	4	5
5.class schedule	1	2	3	4	5
6.out-of-class tutoring	1	2	3	4	5
7.support from friends or family	1	2	3	4	5
8.expense	1	2	3	4	5
9.child care	1	2	3	4	5
10.support from the working unit	1	2	3	4	5
11.out-of-class practising opportunity	1	2	3	4	5
12.others(please specify)_____.	1	2	3	4	5

2.Personal problems

1.age	1	2	3	4	5
2.English level in the past	1	2	3	4	5
3.afraid of being laughed at	1	2	3	4	5
4.confidence in my ability	1	2	3	4	5
5.energy and stamina	1	2	3	4	5
6.interest in studying English	1	2	3	4	5
7.don't know what it would lead to	1	2	3	4	5
8.study methods	1	2	3	4	5
9.others(please specify)_____.	1	2	3	4	5

Part VII ADDITIONAL COMMENTS

亲爱的同学：

我是加拿大亚省大学成人教育系研究生，我研究论文的课题是中国的成人英语教学．目前正在进行有关调查．

希望这项调查能够得到您的合作．这项调查，目的是了解北京民办学校成人英语学习的一些情况，进而了解和研究北京社会力量办学中英语教学的特点．我相信，这对于今后社会力量办学中英语教学的发展，对于促使更多的国家了解中国社会力量办学中英语教学的状况及意义，都能够有所贡献．

我所做的调查和研究的质量如何，主要将依赖于您对调查的反应和答复．希望您能合作，填写并交回这份调查表格．您和其他同学的答复合在一起，会为北京社会办学成人英语教学提供一份准确的情况．填写所有问题只需大约十至十五分钟．

如果在调查表所提问题之外您还有其他评论的话，请在调查表最后部分自由发表意见．

这项调查持自愿原则．所有调查表将由专人从北京带回加拿大亚省大学．我保证：对您填写的所有内容绝对保密，不作它用；任何个人意见不被公开；不要求您填写姓名；本调查在统计归纳资料时用数码代替校名及班名；学校负责人仅可得到一份调查总结．

最后，由衷地感谢您的支持与合作．此致

敬礼！

加拿大亚省大学
成人教育系
谢绵绵
一九九一年八月

调查表

Ⅰ．基本情况（请在下列空格处填写相应内容或划圈）

1．年龄：___ 2．性别：男／女 3．婚姻状况：未婚／已婚 4．职业：___

5．文化程度：_____

6．英语是我 第一／第二／第三／第四 外语．

7．我的第二外语是： 英语／俄语／日语／法语／其他（请注明）_____／没有

8．我开始学英语是在_____年在小学／初中／高中／中专／大专／大学／成人英语班／广播英语／电视英语／自学／工作中进行的．

9．我估计我学英语总共_____年．

10．我现在参加的英语班叫作_____．

11．我班所用教材是：_____．

12．我班有学生_____人．

13．我的学费是 我自己／我单位／政府／其他（请注明）_____负责．

14．这个英语班每周课时是_____小时．

15．除此之外，我还 参加／不参加 其他英语班．如参加，请列出班名_____．

16．我参加这个班是因为 学校近／上课时间合适／教学内容有用／教学质量好／他人推荐／无法入其他班／学费低／程度适合／其他（请注明）_____／不知道

17．这是我从学校毕业后 第一／第二／第三／第四／第五 次上英语班．

18．我的英语程度是 初级／低中级／中级／高中级／高级

下列九项英语学习重要方面，请在相应号上圈出一项或几项．

1听；2说；3读；4写；5语法；6词汇；7西方文化了解；8翻译；9考试技巧

	听	说	读	写	语	词	西	翻	考
19．我班教学侧重	1	2	3	4	5	6	7	8	9
20．对我最重要的方面是	1	2	3	4	5	6	7	8	9
21．对我最次要的方面是	1	2	3	4	5	6	7	8	9
22．我的最强方面是	1	2	3	4	5	6	7	8	9
23．我的最弱方面是	1	2	3	4	5	6	7	8	9
24．我最喜欢的方面是	1	2	3	4	5	6	7	8	9
25．我最不喜欢的方面是	1	2	3	4	5	6	7	8	9
26．我目前最需要提高的是	1	2	3	4	5	6	7	8	9

II.学习目的

下列数项学习英语目的.请根据你的情况.按其重要性在相应号码上画圈.

1.不重要 2.较重要 3.重要 4.很重要 5.最重要

1.增加知识 1 2 3 4 5
2.满足好奇心 1 2 3 4 5
3.找新工作 1 2 3 4 5
4.提职 1 2 3 4 5
5.拿证书 1 2 3 4 5
6.通过自学考试 1 2 3 4 5
7.考TOEFL或GRE;EPT等 1 2 3 4 5
8.继续深造 1 2 3 4 5
9.工作需要 1 2 3 4 5
10.参考英文资料 1 2 3 4 5
11.摆脱日常活动 1 2 3 4 5
12.充实业余时间 1 2 3 4 5
13.补初高中课程 1 2 3 4 5
14.自我满足 1 2 3 4 5
15.出国 1 2 3 4 5
16.喜好英语 1 2 3 4 5
17.喜好西方艺术与文化 1 2 3 4 5
18.学习发达国家科学技术研究 1 2 3 4 5
19.找对象 1 2 3 4 5
20.结识新人 1 2 3 4 5
21.辅导子女 1 2 3 4 5
22.为四化贡献 1 2 3 4 5
23.提高自我形象 1 2 3 4 5
24.单位派送 1 2 3 4 5
25.其它(请注明) 1 2 3 4 5_____

III.学习途径

下列一些学习途径.请根据你的采用情况在相应号码上画圈.

1.未用过 2.很少用 3.有时用 4.较常用 5.经常用

1.看电视英语课程 1 2 3 4 5
2.听广播英语 1 2 3 4 5
3.看CCTV晚间英语 1 2 3 4 5
4.听Radio Beijing 1 2 3 4 5
5.听外台如VOA;BBC 1 2 3 4 5
6.听英语教程磁带 1 2 3 4 5
7.做试题 1 2 3 4 5
8.翻译(中-英英-中) 1 2 3 4 5
9.与会英语中国人练习英语 1 2 3 4 5
10.与外国人练习 1 2 3 4 5
11.阅读原版读物 1 2 3 4 5
12.阅读英译中国读物 1 2 3 4 5
13.阅读China Daily 1 2 3 4 5
14.订阅英语期刊 1 2 3 4 5
15.工作中使用英语 1 2 3 4 5
16.请私人辅导 1 2 3 4 5
17.参加各种英语活动如英语角 1 2 3 4 5
18.自学其它教科书 1 2 3 4 5
19.背字典 1 2 3 4 5
20.参加英语班 1 2 3 4 5
21.其它(请注明) 1 2 3 4 5_____

我认为上列方法 第____ ____ ____最有效.

上列方法中有 /没有 我认为有效但无条件采用的方法. 如: 第____ ____ .

IV.关于英语学习与英语班

请按对下列看法的同意程度在相应号码上画圈.

1.很不同意 2.不同意 3.未确定 4.同意 5.很同意

一.中国英语教学

1.英语对四化很重要. 1 2 3 4 5

2.英语学习很流行. 1 2 3 4 5

3.开放政策便其流行. 1 2 3 4 5

4.北京已有足够成人英语班. 1 2 3 4 5

5.人们对英语比对其它外语更感兴趣. 1 2 3 4 5

6.学校学习的英语不够用 1 2 3 4 5

7.其它评论

二.关于所在英语班

1.教学组织管理好. 1 2 3 4 5

2.学费合理. 1 2 3 4 5

3.教纲制定与执行好. 1 2 3 4 5

4.学生意见受重视. 1 2 3 4 5

5.适合成人特点. 1 2 3 4 5

6.课堂安排组织好. 1 2 3 4 5

7.课上主要听教师授课. 1 2 3 4 5

8.小组讨论与双人练习经常进行. 1 2 3 4 5

9.教学设备好. 1 2 3 4 5

10.课堂气氛活跃. 1 2 3 4 5

11.作业量适当. 1 2 3 4 5

12.作业形式适当. 1 2 3 4 5

13.作业批改好. 1 2 3 4 5

14.班级大小合适. 1 2 3 4 5

15.教师备课充分. 1 2 3 4 5

16.教师英语水平好. 1 2 3 4 5

17.教学方法有效. 1 2 3 4 5

18.教师教学态度好. 1 2 3 4 5

19.教师对学生态度好. 1 2 3 4 5

20.教材选用适当. 1 2 3 4 5

21.课上练习机会多. 1 2 3 4 5

22.我对本英语班满意. 1 2 3 4 5

23.如有机会和时间,我将会再次参加这样的成人英语班. 1 2 3 4 5

24.其它评论:

V.关于个人收获

下列四组关于英语学习个人收获的看法．请按对每项看法的同意程度在相应号码上画圈．

1.很不同意 2.不同意 3.未确定 4.同意 5.很同意

一.英语语言方面

1.听力有提高 1 2 3 4 5
2.口语有提高 1 2 3 4 5
3.阅读有提高 1 2 3 4 5
4.写作有提高 1 2 3 4 5
5.语法有提高 1 2 3 4 5
6.考试技巧有提高 1 2 3 4 5
7.笔译技巧有提高 1 2 3 4 5
8.口译技巧有提高 1 2 3 4 5
9.词汇量有增加 1 2 3 4 5
10.对说英语国家文化有进一步了解 1 2 3 4 5
11.其它(请注明) 1 2 3 4 5

二.兴趣与态度方面

1.对西方文学兴趣提高 1 2 3 4 5
2.对发达国家科学技术兴趣提高 1 2 3 4 5
3.眼界更开扩 1 2 3 4 5
4.学英语热情提高 1 2 3 4 5
5.对国际事务兴趣提高 1 2 3 4 5
6.更经常收听英语广播 1 2 3 4 5
7.更愿与说英语国家人交流 1 2 3 4 5
8.对西方文化兴趣提高 1 2 3 4 5
9.感觉英语比以前容易 1 2 3 4 5
10.对英语的重要性有进一步的认识 1 2 3 4 5
11.其它(请注明) 1 2 3 4 5_____

三.个人形象与感觉方面

1.使用英语时自信心更高 1 2 3 4 5
2.自尊心有所提高 1 2 3 4 5
3.工作热情提高 1 2 3 4 5
4.认识新人,结交新友 1 2 3 4 5
5.生活中问题少于以前 1 2 3 4 5
6.我比以前愉快 1 2 3 4 5
7.其它(请注明) 1 2 3 4 5_____

四.已得到的或将得到的实际收获

1.TOEFL或其它水平考试成绩有所提高	1	2	3	4	5	9.可以继续深造	1	2	3	4	5
2.已(将)得到满意工作	1	2	3	4	5	10.挣钱机会更多	1	2	3	4	5
3.已(将)晋升职务	1	2	3	4	5	11.可以出国深造	1	2	3	4	5
4.已(将)提升工资	1	2	3	4	5	12.可出国工作或搞科研	1	2	3	4	5
5.已(将)晋升职称	1	2	3	4	5	13.可看懂英语参考资料	1	2	3	4	5
6.比以前工作更好	1	2	3	4	5	14.可为中国现代化做更大的贡献	1	2	3	4	5
7.已(将)获得证书	1	2	3	4	5	15.其它(请注明)	1	2	3	4	5_____
8.业余时间更愉快	1	2	3	4	5						

VI.问题

下列两组成人学习英语所面临的问题. 请根据您的体会按其大小程度在相应号码上画圈.

1.没问题 2.小问题 3.中问题 4.大问题 5.特大问题

一.客观环境条件方面

1.时间	1	2	3	4	5	7.朋友或家人的支持	1	2	3	4	5
2.家务事	1	2	3	4	5	8.经济花费	1	2	3	4	5
3.工作重	1	2	3	4	5	9.孩子	1	2	3	4	5
4.交通	1	2	3	4	5	10.单位的支持	1	2	3	4	5
5.课时安排	1	2	3	4	5	11.课外练习机会	1	2	3	4	5
6.课外辅导	1	2	3	4	5	12.其它(请注明)	1	2	3	4	5_____

三.个人方面

1.年龄	1	2	3	4	5	5.精力	1	2	3	4	5
2.英语基础	1	2	3	4	5	6.学习兴趣	1	2	3	4	5
3.怕别人嘲笑	1	2	3	4	5	7.学习目的	1	2	3	4	5
4.对自己能力所报信心	1	2	3	4	5	8.学习方法	1	2	3	4	5
						9.其它(请注明)	1	2	3	4	5_____

VII.其它意见和建议

APPENDIX B

ADMINISTRATOR QUESTIONNAIRE

August, 1991

Dear Administrator:

Your institution has been chosen as a sample unit in a survey of English programs for adults. The purpose of this survey is to gather information from adult students in Beijing which will help us to have a better understanding of the characteristics of English as Foreign Language programs in community institutions in Beijing. It is hoped that the study will contribute to the future development of English teaching and learning and will help the outside world understand the significance of community adult English programs in China.

Up to now, most of the studies with regard to English teaching and learning in China have concerned programs in institutions of higher education. Very little attention has been paid to community English programs for adult students. But as we all know, community adult English programs have become a very important component in the development of English teaching and learning in China, hence the study.

It is reported by Beijing Adult Education Bureau that your institution, together with other community institutions, has contributed significantly in teaching English as a foreign language for adults. Therefore,I sincerely seek your cooperation and support in this study.

I would appreciate it if you would take a few minutes to complete the attached questionnaire and mail it directly to me in the enclosed self-address,stamped envelops by Oct. 15. I assure you that your responses will be treated with complete confidentiality and your anonymity is guaranteed.No names will be used and programs will be referred to by numeric code only.

In addition, approximately 10-15 students in your institution will be asked to complete student questionnaires. A colleague of mine will be responsible for the collection of the student questionnaires. I also assure the students that their responses will be kept confidential. A summary of the findings of both the student and administrator questionnaires will be mailed to you when the survey is complete.

Your participation ,cooperation and support are very much appreciated.

Sincerely,

Xie Mianmian
Graduate student
Department of Adult Career
&Technology education
University of Alberta,
Canada

QUESTIONNAIRE

Part I BACKGROUND INFORMATION

Please complete the following statements by checking or filling in the appropriate blanks.

1. My age is _____.
2. My sex is _____.
3. My highest level of formal education is _____.
4. I have _____ years teaching experience.
5. I have _____ years administration experience.
6. I ____have/____have not taken educational administration courses before. If yes, they are_____.
7. Our institution was first founded in the year of _____.
8. Our institution is funded by_____.
9. The classes are held at _____.
10. All the English courses that have been offered at our institution are _____.
11. The English courses that are currently offered are: _____

Part II PURPOSES

Below are eight aims of English programs. Pleases circle the appropriate numbers to indicate how important you regard each goal.

1.Not at all Important
2.Somewhat important
3.Important
4.Very Important
5.Most important

	NI	SI	I	VI	MI
1.basic skill development	1	2	3	4	5
2.social need	1	2	3	4	5
3.cultural need	1	2	3	4	5
4.pedagogical need for students	1	2	3	4	5
5.personal development	1	2	3	4	5
6.need of the four modernizations	1	2	3	4	5
7.training qualified people for the nation	1	2	3	4	5
8.other(please specify)_____.	1	2	3	4	5

Part III PERSONAL VIEWS ABOUT THE ENGLISH TEACHING AND LEARNING SITUATION

Please check the appropriate space to indicate the extent of your agreement with each of the following statements.

1.Strongly Disagree
2.Disagree
3.Undecided
4.Agree
5.Strongly Agree

	SD	D	U	A	SA
1.English is very important for the modernization of China.	1	2	3	4	5
2.English study is very popular in China.	1	2	3	4	5
3.There are enough EFL programs available for adult students.	1	2	3	4	5
4.The curriculum of each English course in our institution is well designed and applied.	1	2	3	4	5
5.The teaching quality is good.	1	2	3	4	5
6.The educational facilities are good.	1	2	3	4	5
7.The teaching materials are good.	1	2	3	4	5
8.I am satisfied with the English programs in our institution.	1	2	3	4	5

Please give short answers to the following questions:

1. How much is the tuition fee for each student for one course?

2. How many part time teachers and how many full-time teachers work in the English program?

3. What are the qualifications of the teachers?

4. What are the teacher resources (eg.retired teachers, university teachers, etc.)?

5. What are the criteria for admitting new students to your program? Do you have a waiting list?

6. How do you evaluate students? (placement exam; final exam, etc.)? If you have tests, how are they administered (written exam, oral interview, etc.)?

7. Are educational facilities such as a library, a language lab,tape recorders,etc. available?

8. How do you choose text-books for the courses?

9. How do you evaluate teachers?

10. How do you evaluate the effectiveness of a course?

11. Do you have academic exchanges with other institutions? Please give details.

12. In what ways are you satisfied and dissatisfied with the English courses in your institution?

13. What are the major problems facing your English program?

14. Do you think these difficulties can be resolved? If yes, how?

15. In what ways do you think the English program in your institution will change in the future?

Part IV ADDITIONAL COMMENTS

学校负责人：

贵校被选为成人英语教学抽样调查单位．这项调查的目的是了解北京市民办学校成人学生英语学习的一些情况，这将有助于我们更好的了解和研究北京社会力量办学中英语教学的特点．希望这项工作对于促进今后社会力量办学中英语教学的发展，对于促使更多的国家了解中国社会力量办学中英语教学的状况及意义，能够有所贡献．

迄今为止，有关中国英语教学状况的研究大多集中在高等院校，而对社会力量所[illegible]中的成人英语教学，却很少有人问津．但如所共知，社会力量办学中的英语教学已经成为中国英语教学发展的一个重要组成部分．所以我们认为有必要进行这项研究．

据北京是成人教育局有关资料，贵校和其他民办学校一道，为成人英语教学做出了重要贡献．因此，我们衷心希望得到您的支持与合作．

随信寄去一张调查表和一个写好地址帖好邮票的信封，如果您能在百忙之中抽出几分钟填写调查表，并用此信封在十月十五号之前直接寄给我，我将十分感激．我保证，所填内容绝对保密，不作他用；不要求您填写姓名；本调查在归纳资料时用数码代替校名及班名．

此外，还拟请约十至十五名贵校学生填写调查表．我将请专人负责收集调查表．我保证他们填写的所有内容也绝对保密．在调查结束后，我们会给您寄去一份学校和学生调查的总结．

最后，感谢您的支持与合作． 此致

敬礼！

加拿大亚省大学成人教育系 谢绵绵

一九九一年八月

I.基本情况

请在下列空格中划勾或填写：

1.年龄:_____ 2.性别:_____ 3.文化水平:____

4.教学经验_____年 5.办学经验_____年

6.我学习_____/没学习_____ 过教育管理课程．如学习过，这些课程是:_____

7.我校建于_____年.

8.我校资金来源是_____.

9.教室设在_____.

10.建校以来开设的所有英语课程有:_____

11.现在开设的英语课程有:_____

II.开课目的

下列几个办英语班目的．请根据您的办学经验按其重要性给各目的打分．

1.不重要 2.较重要 3.未确定 4.重要 5.很重要

1.基本技能培训	1	2	3	4	5	5.提高人的素质	1	2	3	4	5
2.社会需要	1	2	3	4	5	6.四化需要	1	2	3	4	5
3.文化需要	1	2	3	4	5	7.为国家培养人材	1	2	3	4	5
4.教学需要	1	2	3	4	5	8.其他(请注明)	1	2	3	4	5 _____

III.关于英语及英语教学

请按下列标准注明您是否同意以下几种观点.

1.很不同意 2.不同意 3.未确定 4.同意 5.很同意

1.英语对四化很重要	1	2	3	4	5
2.学英语在中国很流行	1	2	3	4	5
3.北京已开设足够成人英语班	1	2	3	4	5

4.我校英语各班教纲设定与执行
情况良好 1 2 3 4 5

5.我校教学质量高 1 2 3 4 5

6.我校教学设备齐 1 2 3 4 5

7.我校选用教材好 1 2 3 4 5

8.对我校英语教学我很满意 1 2 3 4 5

III.请简短回答下列问题：

1.学生参加一期英语班的学费大约是多少？

2.英语班有多少全职教师？多少兼职教师？

3.选聘教师的标准是什么？

4.教师来源是什么？

5.招生原则是什么？是否有因名额限制不能或等待入学的学生？

6.对学生英语水平如何评价？有无分班考试及期末考试？

7.如有考试，如何进行？（口试，笔试，等）

8.是否备有图书室，语音室，录音设备等教学设备？

9.怎样选教材？

10.如何评价教师及教学质量？

11.如何评价课程？

12.您与其他学校有无学术交流？如有，怎样进行？

13.您对您校英语班哪方面满意？哪方面不满意？

14.您校开设英语班面临的主要问题是什么？

15.您认为这些问题是否可以解决？如可以，怎样解决？

16.贵校英语班今后在哪方面将有改变？如何改变？

IV.其它有关观点与看法