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13   ISBN   9787560088129

10   ISBN   7560088120

         2009-8

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It is the practice of China English Language Education Association CELEA to hold annual conferences which are smaller in scale and more focused in topics on the English education in China than its grand international conference every three years. In October 2005 therefore Xi'an International Studies University formerly Xi'an Foreign Languages University had the privilege of hosting the 2005 annual conference with the general theme of Directions of China's English Education. Since this was too broad for discussion sub-themes or topics were developed for relatively in-depth discussions in papers submitted before the conference and group sessions during the conference. These include China's English education past present and particularly its reform endeavors across the country directions in the teaching methodology and strategies for Chinese learners and teachers of English. Since it was proposed to be an annual conference we made preparations for a scale of 100 participants which would be good for both the discussion and logistic considerations. But the abstracts submitted from teachers in the fields numbered over 300 far more than we had expected. This meant that we as organizers had to work harder in the selection of papers and to plan for a conference with a much bigger attendance. While we had to cope with extra work we felt happy and excited because the response well demonstrated the big strides in China' s ELT over the years as a result of the painstaking work on the part of the practitioners in the field across the country. The conference was held October 14-18 with over 150 participants across China and scholars from overseas. We were fortunate to have Professor Hu Wenzhong chairman of CELEA who has figured prominently in China' s ELT and been instrumental in China' s accession to AILA. The insights he offered in his opening remarks and the good tidying that China will host the 2011 AILA World Congress inspired all the participants and ensured the success of the ensuing plenary and group sessions.

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PrefacePlenary AddressesAsian realities in English learning　The case of SingaporeEmotional intelligence in language learning　The reconstruction of the architecture of the self in the new languageTest impact　Scopes problems and solutionsA variational approach to translation as a method of English TeachingEnglish Education Teaching Methods　Curricula and Education TechnologyForeign language planning　The neglected sociolinguistic aspect of ELT in ChinaPractice makes perfect?—— Implications of Singlish for Chinese EFL educationPragmatic competence cultivation deserves a place in college English teachingA multi-focused approach to ESP teacher educationThe role of teachers as mediators in teaching English as a foreign languageRoles we develop by　A case study of EFL teacher rolesin the curriculum innovations in ChinaAn empirical investigation of English majors' needs directed to school-based EGP curriculum development inChongqing Educational CollegeAn empirical study of the "English plus minor courses" programCommunication strategies and English teaching materialsA discourse analysis of the EFL teacher's questioning strategiesProblematic issues in current specialized English for architecture teaching in ChinaMaking sense of college English teaching—— A survey on how to use and organize the classroom　students　materials to maximize learningResearch on task-based language teaching in middle school in ChinaReflections on multimedia-assisted teachingStudy on affective factors in college English teaching mode based on computer and InternetSecond Language Acquisition and Learning StrategiesUnderstanding the importance of notice in second languageacquisition from the cognitive perspectiveThe semantics of the English progressive and its L2 acquisitionOn the relationship between big-five traits and English learning achievements of university students　A case studyApplication Of cooperative learning to college English teaching—— A study report on the effectiveness of cooperative learningLearner training Considerations and steps in preparing learners for the self-access language learningAn investigation of receptive vocabulary size and productive vocabulary size of some college students in BeijingListening　Speaking　Reading　Writing and TranslationA quantitative study on learning strategies used by Englishmajors in listening comprehensionMotivating students in an EFL listening courseTeachabilities of L2 listening and speaking strategies -.A novel approach to marking oral language proficiencyA research on evaluating the effectiveness of strategy training for reading in an EFL contextIncorporating discourse analysis into the teaching of English newspaper reading to undergraduate English majors in the EFL contextA Remedy for College English ReadingThe features of rhetorical patterns in the English expository essays by undergraduates of English majors at four Chinese universitiesTeaching writing for Chinese college EFL learners in a large multilevel class——A solution from designing an interactive ICT-based writing taskThe teaching of translation as a processTesting and AssessmentAn analysis of three testing tasks from the perspectives of validity and reliabilityImproving the test tasks to improve the authenticity of TEM listening sub-testsEnglish language test-taking strategy training in China　An investigation of training status & an empirical study of training effects in IELTS reading test

Second in the part of student activities ucy acted as a facilitator. She had much less class control in this part than any part in her pre-reform class. The students were talking in pairs and groups and they almost took no notice of Lucy. But if they needed help Lucy would give ready help. Third in the part of teacher-student interaction Lucy's roles were complicated. She had control over the floor in other words she had chosen one student speaker at one time in turn. And she often spoke in her imperative tone. Thus it was inferred that Lucy had strong class control over the students in the teacher-student interaction part in terms of the floor. Fourth in the part of the whole-class speaking her students only gave answers to Lucy's questions and she played a dominant role performing as a judge or expert of knowledge. As can be seen her teaching format in her reform class was quite different from that in her pre-reform class. Different parts served as different settings in which Lucy's teacher roles were different. Lucy's teacher roles in her pre- reform class were mainly those of a knowledge imparter a judge and an authority indicating a teacher-centered classroom whereas her roles in different parts in her reform class were different. The results showed that in her reform class teaching in terms of her class time allocation the teacher-student interaction ranked the first student activities the second Lucy's instruction the third and whole-class speaking the last and that Lucy's teacher roles changed in her reform class in terms of her class time allocation as compared with her pre-reform class. The results showed that the total amount of time taken by teacher was less than that taken by her students which indicated Lucy's teacher roles in her reform class were moving from teacher-centeredness towards student-orientedness in terms of her class time allocation. ......

Page 6

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