

<<西语东渐与中国社会思想演变>>

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内容概要

This study takes a political approach to English Language Teaching (ELT) in China. It was prompted by two parallel developments in China during the past twenty years or so : the expansion of ELT and changes in ideology. The study looks into the hitherto scarcely explored political aspects of ELT and finds that ELT has significant impact on both the official ideology and the people's belief system. It fills in a gap in the research of contemporary Chinese politics by revealing the political consequences and implications of ELT. Findings of the study on the one hand de-mythologize the political innocuousness of ELT, and on the other hand throw light on the more general questions regarding the causes and process of ideological change.

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章节摘录

So on the one hand there is the expansion of ELT and on the other hand there is change in ideology, both of which appear very impressive. It is the need to interpret, to define the connections between these two developments that had prompted this study. As a starting point, the present author makes the hypothesis that there is a cause-effect relationship, between ELT and ideological change, with the former being the cause and the latter being the effect. Put in the form of questions, the hypothesis involves the following: What is the relationship between these two parallel developments?

Is there a cause-effect relationship between them?

If there is one, which development is the cause and which is the effect?

In what way and to what extent does ELT have an impact on ideology?

And is the ELT case typical of ideological changes in China in general?

While a more common approach may regard political and ideological changes as crucial for the expansion of ELT, thus being the cause for the latter, this study approaches the issue the other way round. As shown above, it poses the question whether it is also possible that ELT is the cause in the relationship, namely the spread of ELT has been an important factor contributing to ideological changes in China. This hypothesis does not reject the view that political and ideological developments in China have shaped ELT as it is, rather, it suggests a due recognition of the complexity and interaction involved in such a relationship. Therefore the study sets out to find theories and evidence that would support the above hypothesis.

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