

## Development, Problems and Solutions: A Critical Review of Current Situation of College English Language Education in Mainland China

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### **Abstract**

This paper critically reviews current situation of College English Language education in Mainland China. It firstly briefed the history of College English language education which reveals that its development is intertwined with China's political situation and language policies. It then commented on the problems concerning curriculum, assessment, English teachers and their teaching methodologies, and teaching materials and textbooks of current College English language education. These problems indicate that current College English language education in China has failed to meet the need for a good English proficiency at the national and individual levels. Based on the review, this paper proposed that an individualised curriculum, which takes into account the rules of language teaching and learning and Chinese characteristics, and an English as the Medium of Instruction (EMI) education, be advocated in the Chinese EFL context.

**Keywords:** College English Language Education; Problems; Mainland China

## Introduction

English language education in Mainland China began to develop at an increasing rate since China endorsed the reform and opening-up policy in 1978 (Hu, 2009; Li & Moreira, 2009). China has the largest English-learning population of the world (Crystal, 2008). As reported by *China Daily* in 2010, there were around 400 million English language learners in China (Bolton & Graddol, 2012). Undoubtedly, with China's growing economic and political integration into the rest of the world in recent years such as the 2008 Beijing Olympics (Hu & Alsagoff, 2010), this nationwide fashion of learning English will continue to increase in future. Another testimony of the development of English language education in Mainland China is that English has become a pivotal component in the Chinese educational system. As required by the Ministry of Education (MOE) of China, a student receives English language education from primary school to university. Students are expected to learn English at Grade 3 in primary schools and to learn English for the entire 3 years in junior and senior middle schools respectively. When attending university, they are required to learn English in the first 2 years. Aggregately, a student may have been learning English for at least 12 years when he/she graduates from university.

Although great development has been achieved, present College English language education in Mainland China is continuously criticised for failing to meet the public's demand for good English proficiency. This paper aims to review the criticisms which mainly centre on College English curriculum, College English test, College English teachers and teaching methods, and teaching materials and textbooks. In order to better understand these criticisms, it is essential to briefly review the history of College English language education in Mainland China.

## College English Language Education in Mainland China

College English language education in Mainland China is closely intertwined with China's political situations and language policies (Lam, 2002; Hu, 2008). Lam (2002) divides foreign language education in China into three periods with six phases (Table 1).

**Table 1 Six Phases of Foreign Language Education in Mainland China**

Historical Period	Phase in Foreign Language Education	Time
Before the Cultural Revolution	1. The interlude with Russian	Early 1950s
	2. The back-to-English movement	1957-65
During the Cultural Revolution	3. Repudiation of foreign learning	1966-70
	4. English for renewing ties with the west	1971-6
After the Cultural Revolution	5. English for modernization	1977-90
	6. English for international stature	From 1991

\*Adapted from Lam (2002).

During the first phase (early 1950s) of the interlude with Russian, the newly founded People's Republic of China was in urgent need of political and economic support from the former Soviet Union-led communist camp. These political and economic reasons made Soviet Union exert a great influence on China (Ford, 1988). The close relationship with Soviet Union made Russian the primary foreign language for Chinese university students in early 1950s (Scovel, 1995). Although other foreign languages were designed into university curricula, College Russian seemed to dominate exclusively in Chinese universities in early 1950s (Yan & Zhang, 1995).

Foreign language education in China came into the back-to-English phase (1957-1965) when the Sino-Soviet relations tensed in the late 1950s (Lam, 2002). At this short period, the primary status of English teaching as a foreign language in China was temporarily restored. Many English programmes for college students of arts, sciences, and engineering had been designed in universities. However, the primary status of English was soon cut by the upheaval of the Cultural

Revolution in 1966.

The Cultural Revolution made learning of anything foreign unpatriotic and anti-revolutionary (Lam, 2002). As a result, foreign language learning was repudiated from 1966 to 1970 in China (Lam, 2002). During this period, Chinese tertiary education was halted and all universities stopped recruiting new students (Sun, 1996). Therefore, there was no College English language education, though English was taken by the government as a means to renew its ties with the West when China regained its membership in the United Nations in 1971 and China's diplomatic talks with the United States in 1972 halfway through the Cultural Revolution.

College English language education came into a brand new phase (1977-1990) after the Cultural Revolution ended in 1976. College English resumed in China when higher education restarted to recruit new students in 1977 and undertook the mission of the nation's modernization when China endorsed its reform and opening policy to the world in 1978. Since then, College English teaching began to invigorate in China (Yan & Zhang, 1995). Many efforts were taken to develop better teaching materials and design textbooks. However, due to China's long-term isolation from the outside world, college English teaching still faced some problems (Ford, 1988). The national college English teaching curriculum was not well implemented throughout the country. Grammar-Translation approach remained the main teaching method in college English classroom.

English language education in China had a new mission after the 1990s. The disintegration of the former Soviet Union in 1991 made China face a new international situation in which "the balance of power in the global arena made it possible for China to adopt a more international stance" (Lam, 2002: 247). Its pursuit of an international stature requires further openness to outside world. This requirement is further enhanced by China's continuing involvement in the international arena, such as the entry into the World Trade Organization in 2001 and the 2008 Beijing Olympics. This increasing engagement demands more versatile international professionals who have a good proficiency of English. Facing this new domestic and international situation, College English language education in China needs innovations in various aspects like teaching objectives, teaching contents and teaching methodologies. Accordingly, College English language education in Mainland China underwent consecutive reforms in the 1990s and early 2010s. College English language education in Mainland China entered into an innovative period in 1990s onwards, which has brought into great developments and also caused criticisms.

## **Criticisms of College English Language Education in Mainland China**

### ***College English Curriculum***

College English curriculum has been reformed several times since 1978. With English becoming a compulsory subject in the national college entrance examination in 1980, a national College English curriculum for students of science and engineering (hereinafter referred to as 1980 Curriculum) was drafted by the MOE. Later in 1986, as a response to the general guiding principle issued by Chinese government that education should serve the construction of socialism, a national College English Curriculum was mandated for non-English majors of arts and science (hereinafter referred to as 1986 Curriculum). With the intensification of the Reform and Opening up in 1990s, the previous curriculum could not meet the requirements of the fast developing economy and society. Reform was thus necessary in the existing College English curriculum. Accordingly, in 1999, the MOE issued a new College English curriculum (hereinafter referred to as 1999 Curriculum). Coming into the 21<sup>st</sup> century, China entered into a

new era where its economy continues to develop fast and it is more actively engaged in the global arena. The country's internationalisation put further requirements for foreign language education. The MOE therefore initiated a new round of reform in College English in 2003 and issued a trial edition of the College English Curriculum Requirements in 2004. This trial issue was made a final curriculum in 2007 after 3 years' piloting in some universities (hereinafter referred to as 2007 Curriculum). All together, there are four College English curricula (Table 2) in Mainland China since 1980.

**Table 2 Four College English Curricula from 1980 to 2007**

	1980 Curriculum	1986 Curriculum	1999 Curriculum	2007 Curriculum
Aim	To provide students with capability to gain some information through English	To provide students with capability to gain some information through English for their professional needs	For students to be capable of exchanging information in the target language	For students comprehensive ability to use English to communicate effectively and to study independently, and to improve their cultural awareness in international exchanges
Objective	No specific description	Proficiency reading ability, certain listening ability and elementary speaking and writing ability	Strong reading ability and fairly good ability for listening, speaking, writing and translating	Competent in using English in a well-rounded way, especially in listening and speaking
Methodology	Teacher centred, grammar translation	Learner centred (grammar translation and audio-visual approach in practice)	Learner centred (grammar translation and audio-visual approach in practice)	Learner-centred in combination with modern technology (grammar translation and audio-visual approach in practice)
Vocabulary	From 1,500 to 1,800	From 1,600 to 4,000	From 4,200 to 6,500	From 4,500 to 6,500

A comparison of these four curricula reveals some obvious changes in terms of aims, objectives, teaching methodologies and vocabulary. The most obvious aspect is the shift of the teaching aims. The priority of College English teaching aim is switched from linguistic competence to communicative competence. Teaching objective is changed from emphasising the proficiency of English reading to all-round language proficiency in the four skills with a particular focus on listening and speaking. There was no clear specification of the objectives in English reading, writing, listening, speaking and translation in the 1980 Curriculum. The 1986 Curriculum mainly emphasised proficient reading ability and the 1999 Curriculum highlighted strong reading ability with English listening, speaking, writing and translating fairly required. In contrast with the previous three ones, an all-round linguistic proficiency was required in the 2007 Curriculum, with particular attention to English speaking and listening. There is also a shift in teaching methodology from teacher-centred in the 1980 Curriculum, to learner-centred in the 1986 and 1999 curricula, and to the learner-centred in combination with modern information technology in the 2007 Curriculum.

These four curricula made their due contributions to the construct of socialist modernisation in history. However, it cannot be denied that they bear some shortcomings. One of the main problems is that they were not well-implemented in practice. A variety of reasons, like students

and teachers' beliefs towards English teaching and learning, shortage of teaching staff, teaching materials and facilities were the obstacles for the national curricula to be well implemented. Consequently, College English teaching in China has been time-consuming with low efficiency (Cai, 2010; Wang, 2002).

Another major problem is that current College English curriculum is criticised for being unable to reflect social needs of development in a context of internationalisation and globalisation in China (Cai, 2010, 2012; Zhang & Margaret, 2010). For instance, the 2007 Curriculum is pointed out to fail to truly reflect the nation's requirements for foreign language professionals (Xie, 2009). The course design embodied in current curriculum cannot meet the social needs of professionals who have good English proficiency in the field of a particular profession (Cai, 2012). This problem was mainly caused by the quickening process of globalisation.

Given these problems existing at present College English curricula, doubts have been increasingly raised nowadays in China: is the extant curriculum really appropriate to the actual need of the situation in China in a context of internationalisation and globalisation? A curriculum which could well reflect the need in the global context may be more appropriate to China (Zhang & Margaret, 2010).

### ***College English Test***

In order to evaluate the efficiency of College English language education, a national College English language proficiency test, College English test (CET), has been established for non-English majors. The College English Test is composed of four parts (Table 4): listening comprehension (35%), reading comprehension (35%), cloze (10%) and writing (15%) and translation (5%) (Zheng & Cheng, 2008). English tests such as the CETs (Band 4 and Band 6) are of paramount importance to Chinese tertiary students. They are perceived as the key to success (Cheng, 2008). For non-English majors, passing the CET Band 4 is one of the prerequisites to obtaining a degree upon graduation. Further, success in the CETs might give them a competitive edge in future employment market (Jin & Cortazzi, 2002).

On the other hand, the current College English test is under severe criticism. Firstly, it is accused of overemphasising students' reading skills but neglecting to test their communicative competence (Chen, 2008; Xie, 2009). 45% of the questions of the CETs are concerned with students' reading ability. Moreover, it is criticised for leading to examination-oriented learning and teaching (Jin, 2008). In Han, Dai and Yang's (2004) survey of attitudes towards the CET system among 1194 English teachers in 40 colleges and universities, they found that 37.7% of the teachers believed that their universities evaluated their teaching performance on the basis of the CET passing rate in the class they taught. In addition, the CET was found to mainly test students' knowledge about vocabulary and grammar. As a result, teachers mainly focused on the teaching of these two aspects with a purpose of helping more students pass the CET (Qiao, Jin & Wang, 2010).

Examinations under such an evaluation system emphasise learning results rather than the learning process (Jin, 2008). Consequently, this examination-oriented teaching made students lose interest in learning English (Chen, 2008). Therefore, a formative assessment method, which not only tests students' reading skills, but also tests their communicative competence, is in need.

### ***College English Teachers and their Teaching Methods***

The continuing expansion policy of higher education has increased the number of College English teachers in Mainland China since 1999. However, this expansion policy has resulted in a

severe shortage of experienced College English teachers (Cai, 2006). In a national study, Dai and Zhang (2004) discovered that 32.4% of the surveyed teachers had no more than 5 years' teaching experience. Many of them did not have a good academic qualification (Zhou, 2005). Moreover, many College English teachers have a weak awareness of the importance of linguistic theories, psychology, and pedagogy (Cheng & Sun, 2010). Inadequate knowledge of modern language education thinking will definitely constrain these teachers from selecting appropriate teaching methods. Therefore, a teacher-centred, textbook-reliant, grammar-translation teaching method is often found to prevail in English classroom at universities in China (e.g., Cortazzi & Jin, 1996; Rao, 2006). In such a traditional class, teachers primarily focus on vocabulary and grammar, while students listen to them passively and memorise every item of knowledge their teachers provide (Liao, 2000). As a result, these traditional English teaching methods have failed to cultivate Chinese EFL learners' communicative competence (Hu, 2002).

In order to foster students' communicative competence, Communicative Language Teaching (CLT) has been increasingly advocated for the Chinese EFL classroom since the late 1980s (Liao, 2004). However, due to some constraining factors, the CLT method has not been well implemented. One of the constraints relates to English teachers' misconceptions about CLT (Xiao, 2011). Some teachers mistake CLT as "less 'teacher talk' and more 'student talk' regardless of 'nature' and 'spontaneity' of the talk *per se*" (Xiao, 2011, p.56). Large class size is another constraining factor. It is commonly found that an English class has between 50 and 70 students in China, which makes it difficult to organise communicative activities (Ding, 2007). Thirdly, as noted above, the examination-oriented evaluation system, the CET in particular, is considered to be an obstacle to the adoption of the CLT in class (Rao, 2006).

### ***Teaching Materials and Textbooks***

College English teaching materials and textbooks have come into a new phase of development. Communicative competence has been increasingly emphasised in these textbooks. A variety of English textbooks were developed, such as *New College English*, and *New Horizon College English*. Different from previous ones which primarily focused on reading, the recent published textbooks lay much emphasis on comprehensive communicative competence. The task-based approach is also integrated into the design of these textbooks. Apparently, there has been great improvement in these textbooks in terms of quality and pedagogical philosophies (Liu & Dai, 2003).

However, College English textbooks are considered to be problematic. For instance, a national investigation revealed that over 20% of the surveyed College English teachers thought that the present College English textbooks were inappropriate for the reform of College English teaching (Liu & Dai, 2003). The reasons are that these textbooks still emphasise reading and that the exercises in these textbooks still mainly focused on vocabulary and grammar. They are structuralist in nature rather than communicative. Accordingly, textbooks designed in this manner definitely cannot meet China's requirements for educating professionals with a comprehensive communicative competence in the context of internationalisation.

### ***Chinese Students in English Classrooms***

Chinese students bring an array of characteristics into the English class. A large majority of them have been found to be highly motivated in learning English (Jin & Cortazzi, 2002). They hold a utilitarian attitude towards the learning of English. For them, learning English well means good educational opportunities, passing various examinations, obtaining a university degree, ideal

career prospects, better access to the latest information in modern science and technology, making foreign friends, and fulfilling social responsibility (Gao & Trent, 2009; Liu, 2007).

Though highly motivated to learn English, Chinese students are found to be passive in the English class (Campbell & Li, 2008; Wang, 2010). They are particularly found to be reticent in discussion activities (Jackson, 2002; Trent, 2009). One of the reasons for their reticence might be their inadequate English proficiency (Evans & Green, 2007). Their limited language proficiency results in a lack of confidence in expressing themselves fluently in class. Contextual reasons are also perceived to be responsible for Chinese students' reticence in class. In a case study of a Chinese student in London, a lack of basic understanding of the UK educational context and culture might result in the student's silence in class (Wang, 2010). Coupled with Chinese students' strong motivation but reticence in class, they have also been reported to be obedient and respectful to their teachers. This characteristic is argued to be associated with Confucian thinking in Chinese culture (Biggs & Watkins, 2001; Li, 2003). Confucian thinking highlights obedience and respect to authorities. As a result, Chinese students are expected to highly respect their teachers as authoritative and to memorise what they are taught in class (Ho, 2001).

A good understanding of these characteristics of Chinese EFL learners would be helpful for the improvement of the efficiency of College English teaching. However, the traditional teacher-centred and grammar-translation teaching methods, being rigid and mechanical, neglect these characteristics and provide few opportunities for students to interact and communicate in class (Leng, 1997). Additionally, the examination-oriented teaching makes students receptive rather than productive in learning English (Tang, 2001). The present English teaching does not take these characteristics into full consideration, which constrains the reform of English teaching in Mainland China.

In summary, the above sections have reviewed current College English language education in Mainland China and the characteristics of Chinese EFL students in the English classrooms. It has been revealed that current College English language education is inefficient in meeting the societal needs for international professionals with good English language proficiency. Current College English language education has also been found to fail to take into account the characteristics of Chinese EFL students. As a result, current College English language education has dissatisfied university students, resulting in their loss of interest and their passivity in English classroom (Cai, 2012). The present situation of College English teaching and evaluation systems ignore Chinese students' characteristics in English class and thus constrain the reform of College English teaching in China. Therefore, a new teaching model that fully takes Chinese students' features into account is desirable in the 21<sup>st</sup> century in China.

### **Potential Solutions to the Reform of College English Language Education**

The above literature has briefly reviewed the main issues regarding College English language education in Mainland China. It has indicated that College English language education is closely related with the changes of the Chinese governmental policies and the development of Chinese society and economy. It has also revealed that, though top-down initiatives have been made consecutively by the Chinese government to reform College English teaching to tackle the problems restraining the development of English language education, there is still space to be improved. Since 2003 when the MOE launched a latest reform of College English language teaching and learning, there have been some solutions proposed and debated concerning where College English language education should go. These solutions are mainly concerned with such aspects as the reform of curriculum, evaluation system, teacher education, teaching model and

bilingual education.

### ***Calling for an Individualised Curriculum***

With English having become established as a lingua franca (Gui, 2010), it is not any more appropriate to treat English as a foreign language, but a global language (Zhang & Margaret, 2010). English has penetrated into every aspect and plays a critical role in education in China. The objective of College English education, therefore, should be set to foster students' comprehensive English communicative competence (Wang, 2008). However, this goal, as claimed by some researchers (e.g., Cai & Xin, 2009; Xiao & Shi, 2008), may be unattainable under a uniform curriculum through the country, but possible if there are individualized ones.

Cai & Xin (2009) argued that the uniform College English Curriculum Requirements for all universities in China will unavoidably bring about some problems that may constrain the development of College English language education while the multi-dimensional society calls for multi-dimensional and individualised education. They claimed that the uniform requirements cannot be attained in reality because of the following reasons: first of all, the enrolment expansion in universities since 1999 sharpened the varieties in English proficiency among students at different universities and made the uniform College English Curriculum inappropriate for all universities all around the country. Secondly, there is an increasing number of universities coming into existence with various orientations in recent years in China. This multiple types of universities thus required an individualised English curriculum, rather than a nationally uniform one. Thirdly, a uniform language proficiency requirement does not apply to all professions since different professions need different graduates with different English proficiency levels. Finally, different regions at different development levels may also need graduates with different English proficiency levels. Therefore, given these institutional and regional disparities, an individualised curriculum is essentially suggested.

### ***Pursuing an Effective Teaching model***

With the development of computer and information technology in 21<sup>st</sup> century, and the development of pedagogies and linguistic theories, some teaching models have been proposed to improve the effectiveness and efficiency of College English language education in China (e.g., Wen, 2008; Xie, 2009; Xiao & Shi, 2008; Ouyang, 2009).

In order to improve the effectiveness of College English teaching, some shifts of beliefs about English teaching are called for. Wang (2007) maintained that the model of College English teaching should be innovated from the following aspects: teaching method should be changed from the traditional grammar-translation approach to the approach of Style and Strategy-Based Instruction (SSBI). A shift called on is about the beliefs of the role of modern computer and information technology in English teaching. Modern computer and information technology are suggested to be employed to optimise current College English teaching model. Wang (2008) expounded that computer technology should be incorporated into classroom English teaching. Another shift is also called on to build up a dynamic, process-based formative evaluation system, rather than the traditional summative assessment approach (Jin, 2008).

In tandem with proposals for the shifts in teaching beliefs, Chinese characteristics are also claimed to be an important element in an effective College English teaching model. Xie (2009) argued that the time-consuming but low efficient, exam-oriented evaluation system and lagging behind language policies are the major problems that inhibit the healthy development of foreign language education in China. Considering the current international situation in the 21<sup>st</sup> century,

she proposed that the medium-long term policies for foreign language education in China should manifest Chinese characteristics, which is supported by some other researchers (e.g., Wang, 2007; Xiao & Shi, 2008).

A model that reduces teaching hours is also recommended to be effective under some conditions. As analysed by Wen (2008), there are two main problems existing in present College English teaching in China: firstly, the two-year duration of English class at universities is too loose to maintain students' interest and motivation in learning English. The other problem is that current College English class in such a loose arrangement of teaching hours cannot meet the needs of those students who have a good foreign language learning ability. Previous experiences in foreign language learning and training abroad and at home (Xie, 2009), for instance, the special language training courses for U.S. army during the Second World War in American universities, and the summer camps of English held by Chinese universities, have a common feature that all these programmes had a tight arrangement of teaching hours. Wen (2008) therefore proposed that it may be also applicable for Chinese universities to reduce teaching hours and enhance the intensity of College English teaching.

### ***Advocating an English-medium Education***

In recent years, there has been a craze for bilingual education in Chinese universities in Mainland China (Gu & Dong, 2005; Hu, 2009). Bilingual education has two forms in China: the blended form of English with Chinese in classroom instruction, the other being English as the Medium of Instruction (EMI) (Cai, 2010; Yu, 2008).

While there are advocates for EMI education, there are also cautions of the negative consequence it may bring about. Gu & Dong (2005) reviewed the practice of bilingual education in Hong Kong which has a more appropriate context, in terms of language environment, social political background and economy, than Mainland China for bilingual education. According to them, Hong Kong did not achieve success in, or even paid a lot for its bilingual education experience. They therefore cautioned that EMI education should not be blindly promoted in Mainland China. They also contended that the promotion of EMI education needs some prerequisites, such as relevant policy support and a good English proficiency level among both teachers and students. By contrast, there are studies justifying the feasibility of EMI education in Mainland China (Cai, 2010; Yu, 2008; Han & Yu, 2007). First of all, there is a need for EMI education in Mainland China. With an increasing international communication in education, there are more and more foreign experts and professor coming into China (Cai, 2010). Secondly, there is an increasing number of Sino-foreign cooperative educational programmes and institutions. These situations make EMI not only possible but also indispensable in Mainland China (Cai, 2010). There are also some successful practices of EMI education in Mainland China, which provide evidence for the applicability of EMI education for Chinese universities. Cai (2010) pointed that the experience at Fudan University proved that it is feasible to carry out EMI teaching under certain conditions. For instance, it could be profitable to students if they have got good scores in the CET 4 or pass the CET 6 (Han & Yu, 2007). In his study, Cai (2010) found that at least 75% of year 1 students at Fudan University were at this threshold of language proficiency requirement for EMI education.

However, in their investigation, Han & Yu (2007) discovered that only 27.37% students from a national key university were at that threshold. They thus called on a transition period that EMI education is applicable to those universities whose students and teachers are at a good English level. Students also need to changes their beliefs about language learning; teachers need to adapt

their teaching beliefs; curriculum should be designed to adapt EMI education (Cai, 2010). And in-service education for teachers should be given due importance (Cheng & Sun, 2010; Xia, 2007; Zhou, 2005).

As an adaptive step, the status of College English language education is suggested to be defined. Wang (2007) maintains that the place of College English teaching should be gradually transited from English for general purposes (EGP) to English for academic purposes (EAP) and English for specific purposes (ESP). There are also appeals for attention to students' needs of English at the post College English period and the development of the corresponding textbooks (Qiao, Jin & Wang, 2010). The English study at the post College English period in Mainland China is actually the study of English for specific purposes (ESP). Apparently, EAP and ESP teaching has been viewed as a significant direction and an indispensable element for the reform of College English language education in Mainland China (Cai, 2007; Zhang, 2006).

### Conclusion

This paper has critically reviewed College English language education in Mainland China. This review mainly manifested the following issues: 1) The development of College English language education is closely intertwined with the political situations and language policies in China; 2) Current College English curriculum cannot truly reflect the need of Chinese society for foreign language professionals; 3) The present evaluation system leads to the exam-oriented learning and teaching, and neglects to test their communicative competence; 4) The traditional grammar-translation still prevails in present current College English class; 5) The teaching materials and textbooks cannot meet China's requirements for professionals of a comprehensive English communicative competence in the context of internationalisation; 6) College English teachers have a limited proficiency of English language and an inadequate knowledge of updated linguistic theories, psychology and pedagogy; and 7) The characteristics of Chinese students do not receive enough attention in College English class.

The various problems, as reviewed in the literature, have constrained the reform of College English language education in Mainland China and resulted in Chinese students' low level of English communicative competence. Given these constraints, debates over how to reform College English teaching never stop in Mainland China. The review of these debates revealed that 1) an individualised curriculum may be more appropriate for College English education in Mainland China; 2) a College English teaching model that follows the rules of language teaching and learning and embodies Chinese characteristics may be more effective in Chinese EFL context; and 3) an EMI education is feasible for those universities whose students and teachers are at a good English proficiency level.

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