

## Learner Standards

As indicated in the chart below, the TESOL learner standards grow from seeds in the Chinese Ministry of Education's (2001) *English Curriculum Standards*, and form an overlay that is harmonious with the MOE's standards. The overlay combines the five MOE objectives into three, yet accounts for all five.

The TESOL learner standards emphasize the notion of *doing*, of not only possessing knowledge of English, but also of applying it in real situations. This emphasis reflects a direction that Chinese educational leaders have expressed a desire to realize more fully in the future. The MOE's *English Curriculum Standards* calls for a change from teaching methods that focus merely on grammar and vocabulary teaching to methods that value developing and using language (Ministry of Education, 2001). The introduction to the Language Skills Objectives states that "the main content for language skills is to make sure 'they [the students] can do' at each level" (Ministry of Education, 2001, p. 9). And at Level 8, the Description of Objectives notes that a learner should, among other behaviors:

- 1 Converse with native speakers fluently on familiar topics
- 2 Write coherent and well-structured essays
- 3 Plan, organize, and implement various language practice activities
- 4 Evaluate one's learning effectiveness and develop effective learning strategies (p. 8)

The chart below demonstrates how the TESOL overlay accounts for all of the original MOE domains. By combining language knowledge and language skills, it recognizes the Chinese philosophical tradition that seeks unity between knowing (知 *zhi*) and doing (行 *xing*) (Gu & Zhu, 2000, p. 12). In naming the three domains *language*, *learner*, and *world*, it approximates three areas identified in current Chinese systems theory: *wuli* 物力(knowledge), *shili* 事力(behavior), and *renli* 人力(relationships). TESOL's choice of three domains also echoes a western view, as seen in Stern's three categories: focus on language, focus on learning and the learner, and focus on social context (Graves, 2000, pp. 52–53).

TESOL Overlay	Original MOE Goals	Comments
The Learner: <i>The learner will cultivate attitudes and strategies that result in effective language learning.</i>	<ul style="list-style-type: none"> <li>• learning strategies</li> <li>• preferences and attitudes (excluding patriotism and international view)</li> </ul>	These attributes reflect what the learner brings to the learning process.
The Language: <i>The learner will use English effectively in a variety of settings and for a variety of purposes.</i>	<ul style="list-style-type: none"> <li>• language skills</li> <li>• language knowledge</li> </ul>	Grouping these two categories underscores the belief that language skills and language knowledge are acquired in conjunction with one another.
The World: <i>The learner will think, communicate and act in ways that show understanding of cultural contexts.</i>	<ul style="list-style-type: none"> <li>• cultural consciousness (moving patriotism and international view to here from emotions and attitudes")</li> </ul>	With the exception of having absorbed international view and patriotism, this goal stands as originally written in the

		MOE's <i>Standards</i> .
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The TESOL learner standards follow. They are intended to provide a concise, clear, and complete statement of the outcomes toward which Chinese EFL teachers may guide their students. As previously indicated, they are consistent with the MOE's existing *English Curriculum Standards*. They offer teachers a supportive structure along with the freedom to pursue the outcomes in their own creative ways and through whatever resources—extensive or limited—are at their disposal.

#### Domain 1. The Learner

Goal: The learner will cultivate attitudes and strategies that result in effective language learning

Specifically, learners will:

- be motivated to learn, use, and enjoy English, and have the courage to overcome challenges in learning
- use English for critical thinking and creative expression
- seek and apply a variety of language-learning strategies, both individually and in cooperation with others
- develop and use a range of strategies to derive, express, and clarify meaning in reading, writing, speaking, and listening to English

#### 学习者

目标：学习者应形成有效的语言学习态度和语言学习策略  
具体地说，学习者

- 应具有学习和使用英语的愿望及兴趣，有勇气克服学习中所遇到的困难
- 应能够运用英语独立思考，进行创造性思维
- 应能独立地或协同他人一起探索、应用各种语言学习策略
- 应能在英语的读、写、说、听过程中运用各种策略，理解、表达和阐明交际的意义

#### Domain 2. The Language

Goal: The learner will use English effectively in a variety of settings and for a variety of purposes

Specifically, learners will

- use text (including images) and spoken language from a variety of sources to acquire, comprehend, and process information in English
- convey information, attitudes, and ideas effectively, both in speech and in writing, in a variety of settings and for a variety of purposes

- understand and effectively use the sounds, vocabulary, and grammar of English, as well as many of the idioms and gestures of English-speaking peoples

### 语言

目标：学习者能根据语言使用环境与交际目的有效地使用英语  
具体地说，学习者

- 应能从各种英语文本(包括图像)和口语中获取、理解和处理信息
- 应能用口头和笔头英语有效地传达信息、态度和思想，完成各种交际任务
- 应能理解并有效地使用英语语音、词汇、语法，使用英语国家人民的习惯用语和身体语言

### Domain 3. The World

Goal: The learner will think, communicate, and act in ways that show understanding of cultural contexts.

Specifically, learners will

- show continually expanding knowledge, understanding, and appreciation of the cultural features and shared assumptions of both English-speaking and Chinese-speaking peoples
- acquire a growing understanding of the relationship between any language and its cultural contexts
- recognize the varying cultural contexts in which English is used and communicate in socially and culturally appropriate ways with native-English-speaking and nonnative-English-speaking individuals

### 世界

目标：学习者应在思考、交际和行动中表现出他们对文化习俗的理解  
具体地说，学习者

- 应不断增进对英语国家文化特性及其与中国文化共性认识、理解和欣赏的能力
- 应逐步加深理解语言与文化情境的关系
- 应能识别不同文化情境下英语的使用，并能得体地使用英语与英语母语者或他语者交流

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