Envisioning and Creating the Future for English Language Teaching and Learning

15 – 16 November 2013
Guangdong University of Foreign Studies
Guangzhou, China

TESOL Symposium Program
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Organized by TESOL International Association, in partnership with Guangdong University of Foreign Studies, this symposium provides a unique opportunity for ELT teachers, teacher trainers, and administrators to envision, discuss, and create a positive future for English language teaching and learning.

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Friday, 15 November 2013

08:30 – 13:00  Confirmation of Registration – Easeland Hotel Lobby

11:30 – 12:40  Lunch – The First Canteen, Second Floor

13:00 – 13:45  Welcome/Opening Session (Conference Room, First Floor)
   - Chaired by Professor Liu Jianda, Guangdong University of Foreign Studies, Vice President
   - Welcome from Zhong Weihe, Guangdong University of Foreign Studies, President; China National ELT Advisory Board under the Ministry of Education, Chairman
   - Jennifer Zimdahl Galt, Consul General of U.S. Consulate General Guangzhou
   - Deena Boraie, TESOL International Association, President
   - Rosa Aronson, TESOL International Association, Executive Director

13:45 – 15:15  Plenary Session A – Envisioning the Future (Conference Room, First Floor)
   - The Future of ELT in the World
     Jun Liu
     The future of ELT in the world starts today! From language planning to curriculum design, from methodology to assessment, from teacher development to learner characteristics, everything will be transformed to address the future needs of the field. In this plenary, Liu draws on the most recent data from his research to highlight some salient patterns and themes in ELT that have evolved over the past few decades. Liu considers future trends in ELT research, teacher expectations, and emerging learning styles as English continues as a world language.

   - What Kind of English Do Chinese Students Need to Learn in the Future?
     Wen Qiufang
     With the development of globalization, English is being extensively used as a lingua franca. Chinese learners of English use English to communicate with native speakers of English, but also with other nonnative speakers such as people from Japan, Finland, Belgium, and other non–English-speaking countries. Against this background, the presenter discusses what kind of English Chinese students need to learn in order to communicate effectively in international settings.

   - Discussant: Patsy Duff
• Key Questions:
  o What English (and related knowledge and skills) do our students need to know?
  o What does a quality English language teaching and learning system designed to meet future needs look like?
  o What policies, planning, and professional support are needed to create our envisioned future?

15:15 – 15:30 Networking Tea Break – Conference Room Lobby

15:30 – 17:15 Workshops A—Envisioning the Future (choose one)

Don Snow
How should the training of English teachers in the 21st century differ from what has gone before? This presentation suggests that technological and social changes call for more emphasis particularly in two key areas: preparing future teachers to teach independent language learning skills, and intercultural communication skills. The presentation examines why enhanced teacher training in these two key areas is so important, and suggests approaches that can be used to provide such training. Time is also devoted to demonstration of specific training activities and to discussion.

A209, Second Floor  Workshop A2: Enhancing the Effectiveness of ELT Pre-service Teacher Preparation: A Study of the Learning Processes of Chinese ELT Student Teachers
Zou Weicheng
Chinese pre-service teacher preparation faces a series of challenges, including that our newly reformed curriculum lacks evidence-based studies about how teachers learn to teach during their student teacher training programs. This presentation focuses on a study on student teachers’ learning processes during their mini-teaching assignments with different students. Based on an analysis of teaching videos, interviews, written teaching plans, and oral reflections by the student teachers, the data suggest that many Chinese pre-service programs did not adequately cover key learning processes. Reflections carried out by new student teachers were full of misunderstandings of the dynamic nature of the learning process, showing a need for more effective intervention in teacher training programs.

B302, Third Floor  Workshop A3: Teaching and Learning for an Unknown Future
Kari Smith
A major challenge for policy makers, teachers, and learners is that we are trying to plan, teach, and learn for a future which we really know little about. This raises central questions about the content of teaching, the approach to teaching, and what is worthwhile learning. Creative and self-regulated learners with a strong sense of self-efficacy will probably become more important than learners with strong memorization and imitation skills. This means that current approaches to teaching...
need to be revisited, and detailed preplanned syllabi are likely to become less relevant. In this workshop, we develop scenarios for the future role of teachers and learners. Participants discuss the key concepts of self-efficacy and self-regulation, and how to improve these among learners of English. A number of practical activities for teachers to try out in their classrooms are presented.

B314, Third Floor  
**Workshop A4: Where Is Technology Leading Us?**  
*Wang Haixiao*

For a generation of students for whom computers and the Internet have always been an integral part of their lives, any discussion of English language teaching cannot be complete without looking at how information technology has shaped their mindset and determined how they interact with the language. A good understanding of the influence of technology on younger generations is a prerequisite for current decisions concerning syllabus design, teaching methodology, and materials development, among others. What is more important is to explore the possible directions in which technology will take us as teachers as well as students in the decade to come.

B315, Third Floor  
**Workshop A5: Envisioning the Future of Quality EFL Learning and Teaching Strategically**  
*Deena Boraie*

In today’s highly complex and dynamic global world it is important for everyone working in ELT to be strategic thinkers looking to the future. Strategic thinking involves setting a vision and a strategy. One of the effective strategic tools used to envision the future is scenario planning. Scenarios are stories which describe how English language teaching and learning might look in the future and are used to develop policies and strategies. Participants in this interactive workshop will experience the scenario approach to start to develop a number of possible futures based on identified drivers, events, and trends.

17:30  
**Reception for all registrants – Easeland Hotel, First Floor**

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**Saturday, 16 November 2013**

08:00 – 08:45  
**Networking/Discussions – Conference Room Lobby**

08:45 – 10:15  
**Plenary Session B—Rethinking English Language Teaching and Learning (Conference Room, First Floor)**

- **Rethinking Grammar and Grammar Teaching in ELT**  
  *Cheng Xiaotang*

  Traditionally, grammar is considered as rules of language to be followed to make our language production correct and accurate. Consequently, language teaching has given enormous emphasis to the mastery of structures, with little attention paid to the meanings and functions that these grammar structures express. This presentation reconsiders the value of grammar and grammar...
teaching in ELT. Based on the principle that form and meaning of language are organically interconnected, the presenter makes the point that grammar is not only the means to guarantee correctness in language use, it also construes meaning. The structure of language (lexico-grammar) is not arbitrary. Rather, it is organized according to the function it is designed to express. When teaching grammar, the focus should be on grammar’s meaning-expressing functions rather than the surface forms.

- **Communicative Language Teaching in Context: Chosen, Not Imposed**  
  Andy Curtis  
  Communicative language teaching (CLT) has long been established in many linguistic and cultural contexts as the “best” method—or at least one of the best methods—for teaching and learning languages. However, what works well in one context may not necessarily translate to other settings. CLT may therefore be an example of a methodology developed in one set of teaching and learning contexts that may need to be adapted to local norms and expectations for it to succeed in those transplanted settings. Whether those adaptations should be made and, if so, how they could be brought about, is the focus of this presentation.

- **Discussant: Mao Sihui**

- **Key Questions**
  - How can we effectively bridge the gap between theory and practice in regard to communicative language teaching in the Asian context?
  - What are the key components of an effective, relevant, and integrated ELT curriculum?
  - What are some practical ideas, strategies, tools, and resources you can use to reenergize your ELT classroom today?

10:15 – 10:30  
**Networking Tea Break – Conference Room Lobby**

10:30 – 12:15  
**Workshops B—Rethinking English Language Teaching and Learning (choose one)**

**B106, First Floor**  
**Workshop B1: Extensive Reading in the EFL Classroom**  
**Richard Day**  
The goal of this workshop is to prepare teachers to use extensive reading in their classrooms. Extensive reading (ER) is an approach to the teaching and learning of EFL that involves students in reading large quantities of material to improve their overall language proficiency and their attitudes and motivation for learning. Teachers who complete this workshop will be able to set up an ER program, develop a library of appropriate books, and use ER activities to monitor students’ reading and help them learn English.
### Symposium Schedule

<table>
<thead>
<tr>
<th>Location</th>
<th>Workshop Title</th>
<th>Presenter</th>
<th>Description</th>
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<tbody>
<tr>
<td>A209, Second Floor</td>
<td><strong>Workshop B2: Active Learning and Critical Thinking—Creating a Future for English Teaching and Learning in China</strong></td>
<td>Joseph H.W. Hung</td>
<td>China’s recent emergence as a world economic power has created the need for people who can communicate, negotiate, and market well in English in foreign markets. How should TELF professionals rethink ELT to ensure its relevance and effectiveness in meeting the needs of the business community? This workshop argues for two conceptual frameworks: active learning and critical thinking, which can become the focus of an effective, relevant, and integrated ELT curriculum and bridge the gap between theory and practice in regard to communicative language teaching and learning. Workshop participants also learn about practical ideas and tasks for energizing and stimulating EFL learners.</td>
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<td>B302, Third Floor</td>
<td><strong>Workshop B3: Creating Language Curricula for the Future</strong></td>
<td>Andy Curtis</td>
<td>In many language education programs, including ELT, courses often develop as a result of the interests of the teachers and, in some cases, the interests of the learners. Whereas there are clear motivational advantages to this kind of program development, the result can be a collection of unconnected courses developed in an ad hoc manner by different teachers over time. The focus of this workshop is on moving from this kind of model to a coherent and cohesive curriculum, in which the whole is more than the sum of its parts, and which is focused on the future needs of our learners.</td>
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<td>B314, Third Floor</td>
<td><strong>Workshop B4: Traditions Revisited for EFL Teaching and Learning</strong></td>
<td>Wang Haixiao</td>
<td>In most discussions of English language teaching methodology, the mention of traditional practices often conjures up negative attitudes. However, for any practice to become traditional, there must be a number of people who uphold it and there must be good reasons for their belief in the practice. Furthermore, as times change, some traditions are forgotten or discarded while others remain. It is understandable that we should always break with traditions that are proven to be ineffective for English language learning. But it is no less important to unveil the reasons why certain traditions resist change.</td>
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| B315, Third Floor | **Workshop B5: EFL Writing—Finding Your Voice as a Writer** | Tony Newman | In many universities across China, written work (paragraphs, essays) and spoken assignments (speeches, debates) sound strikingly similar. The latent power of students’ ideas has been reduced due to overuse of unoriginal constructions, repetition of similar grammar mistakes, and lack of an original voice. Students use memorized chunks in the hope of supporting their work; however, the result is often to silence or muffle what could be original, creative, and unique speaking and writing. The presenter shares his research covering 6 years of university teaching across 12 Chinese provinces. He reveals the most common grammar mistakes and overused
clichés and then introduces and guides participants through five very beneficial literary devices. The goal is for Chinese English language teachers to strengthen their own writing and bring that strength back to their classrooms and universities.

**B310, Third Floor**  
**Workshop B6: Challenges and Strategies in Publishing**  
**Jun Liu**  
ELT professionals must publish in order to survive and get promoted. Most of the time, publishing articles and books is a burden or struggle rather than a joy or point of pride. The future of publishing will be dictated not only by what you do, and how you write up what you do, but also how to find the right question to ask and appropriate data to collect. The presenter shares with the participants some secrets regarding publishing and changes that are happening in the publishing world.

**12:15 – 13:15**  
**Lunch – The First Canteen, Second Floor**

**13:30 – 15:00**  
**Plenary Session C—Working Effectively Together to Implement Change**  
(Conference Room, First Floor)

- **Building on Existing Strengths in English Language Education in China**  
  **Patsy Duff**  
The presenter discusses observations from her recent research in China examining best practices in English teachers’ professional development, socialization, and teaching. Her goal is to highlight many of the existing accomplishments in English language teaching and learning and to suggest areas for further development.

- **Shifu, Secrecy, and Survival in High-Pressure Workplaces: Forging Community for Effective Professional Development in the Chinese Sociocultural Context**  
  **Ouyang Huhua**  
English teachers in mainland China today are confronted with unprecedented pressure from an increased workload in teaching and evaluation, and demands for publishing research—demands which are, with almost no exception, caused by top-down initiatives. Informed by Chinese communication processes, this talk shares some principles and strategies to help teachers find a trustworthy senior mentor (shifu) and gain access to the inner-group knowledge (secrecy) of what works in one’s workplace, so as to enhance the sociopsychological well-being in their professional development.

- **We Are Stronger Together Than We Could Ever Be Alone**  
  **Kari Smith**  
Teachers working in isolation are a well-known phenomenon according to the research literature on teachers’ professional development and learning. The presenter discusses the benefits of breaking out of this isolation by creating school-based communities of learning, and by inviting students to become partners in planning the instruction. The case of a 3-year research and
A development project aimed at developing teachers’ assessment competence is presented in support of the argument.

- **Discussant:** Xia Jimei

- **Key Questions**
  - How can we prepare students for the next level, with smooth transitions from primary to secondary to postsecondary to the workforce?
  - How can we effectively integrate English language proficiency and content-area standards and knowledge to maximize student learning?
  - What are the most important teacher training needs?
  - What are some key strategies for implementing and managing change?

15:00 – 15:15  **Networking Tea Break – Conference Room Lobby**

15:15 – 17:00  **Workshops C—Working Effectively Together to Implement Change (choose one)**

**B106, First Floor**  **Workshop C1: Integrated English at Primary School—Creative CLIL Practice in China**
Xiao Jianfang
Integrated English (hereafter IE) is a fruitful 12-year-long experimental bilingual program for teaching English as a foreign language in mainland China and conducted collaboratively by educators of mainland China, the United States, Finland, and Hong Kong. IE abides by three rationales, proposes seven teaching principles, and is characterized by six beliefs in bilingual teaching. IE takes English as a language medium to learn knowledge, and stresses the integration of various teaching approaches and aims to accelerate the development of children’s intelligence, thinking ability, and language competence.

**A209, Second Floor**  **Workshop C2: Making the Most of Opportunities to Improve English Language Teaching and Learning**
Patsy Duff
The presenter builds on her plenary presentation “Building on Existing Strengths in English Language Education in China” by leading a discussion on ways of engaging students and teachers in English education. She provides case studies of several exemplary English teachers and learners in China and discusses how their experiences can inspire others to fulfil their potential as well.

**B302, Third Floor**  **Workshop C3: Task-Based and Content-Based Approaches as Solutions to Change**
Chen Jianping
Rapid social and economic changes in China have brought about discussions on the restructuring of ELT programs at the tertiary level of education. Unlike the traditional classrooms which mainly focused on “language,” ELT programs today are required to
prepare students who will serve different sectors of the economy. The issue is how to meet the needs of learning from the pedagogical perspective, on the one hand, and the needs of socioeconomic development, on the other. The discussion focuses on task-based and content-based ELT approaches as solutions to meet the challenges of socioeconomic development in contemporary China.

**B314, Third Floor**  
**Workshop C4: EFL Materials Design and Development**  
*Richard Day*

This workshop provides an understanding of the theoretical and practical considerations involved in analyzing learner needs, developing learning outcomes, and evaluating, selecting, designing, developing, and adapting materials to achieve the desired learning outcomes. Teachers who complete this workshop will be able to assess the needs of students, develop student learning outcomes to meet their needs, construct appropriate and useful checklists or other forms for evaluating and selecting materials that meet the learning outcomes, and develop and adapt materials to meet the learning outcomes.

**B315, Third Floor**  
**Workshop C5: The Use of English Corpus in English Teaching and Learning**  
*He Anping*

This workshop focuses on theoretical and practical applications of corpus linguistics to EFL education in terms of corpus and EFL teachers’ language awareness raising; pedagogic processing of corpus findings in EFL teaching materials and classroom activities; technical implementation of corpus in EFL classes; evaluation of corpus-informed and -aided teaching and learning; and corpus in teacher education development—from PCK (pedagogical content knowledge) to TPCK (technological pedagogical content knowledge).

17:00 – 17:15  
**Networking Tea Break – Conference Room Lobby**

17:15 – 18:00  
**Closing Ceremony/Summary Session** (Conference Room, First Floor)  
- *Discussion/Q&A*
- *Closing remarks from Professor Liu Jianda,* Guangdong University of Foreign Studies, Vice President

18:30  
**Evening Tour – Optional Sightseeing Program on the Pearl River** (additional fee)
**Deena Boraie** is the Associate Dean for Instructional Affairs at the School of Continuing Education at the American University in Cairo, in Egypt. She is also a language testing expert and an assessment and evaluation consultant and trainer. She currently serves as President of TESOL International Association. She teaches research methods in the MA/PhD Applied Linguistics Program at the Faculty of Arts, English Department of Cairo University.

**Chen Jianping** is a Professor and Vice President at the Guangdong University of Foreign Studies (GDUFS). He majored in English at Guangzhou Institute of Foreign Languages (now GDUFS) and later studied in the Chinese University of Hong Kong (MPhil in Applied Linguistics); Lancaster University (MA in Modern Social History), and Beijing Foreign Studies University (PhD in English Language and Literature). Dr. Chen is a member of the National Foreign Languages Teaching Advisory Board under the Ministry of Education; Vice President of the China English Language Education Association, and Vice Director of the National Research Association of International Business English. His academic interests include research in applied linguistics, sociolinguistics, and ESL/EFL teaching and learning. He has conducted several research projects funded by the National Research Fund for Social Sciences and has published several books and research papers on EFL learning in the Chinese sociocultural context.

**Cheng Xiaotang** is currently Dean and Professor at the School of Foreign Languages and Literature of Beijing Normal University, in China. He holds an MA in language teaching and a PhD in functional linguistics. He teaches and researches discourse analysis, language education, syllabus design, materials development, and teacher education. In the past 10 years he has served as a key member of the English Curriculum Standards Panel commissioned by the Chinese Ministry of Education, and thus has been extensively involved in the ongoing efforts to reform the English curriculum in China.

**Andy Curtis** teaches in the Graduate School of Education at Anaheim University, USA. He received his MA in Applied Linguistics and English Language Teaching, and his PhD in International Education, both from the University of York in England. From 2007 to 2011, Dr. Curtis was the Director of the English Language Teaching Unit at the Chinese University of Hong Kong and a professor in the Faculty of Education there. Prior to 2007, Dr. Curtis was the Executive Director of the School of English at Queen’s University in Ontario, Canada, and a professor at the School for International Training in Vermont, USA. Dr. Curtis has published more than 100 academic articles, book chapters, and books.
Richard R. Day, Professor in the Department of Second Language Studies, University of Hawaii, USA, is the author of numerous publications, particularly on second language reading. He is co-author of *Extensive Reading in the Second Language Classroom*, and co-editor of *Extensive Reading Activities for Teaching Language*. His most recent publications are *New Ways in Teaching Reading* (revised edition) and *Teaching Reading*. Professor Day is also the co-author of *Impact Issues Books 1–3* and *Cover to Cover Books 1–3*. He is co-editor of the online scholarly journal *Reading in a Foreign Language* and cofounder of the Extensive Reading Foundation.

Patricia (Patsy) Duff is Professor of Language and Literacy Education (in TESL) at the University of British Columbia, in Vancouver, Canada. She has worked as an English teacher, teacher educator, researcher, and professor in many parts of the world, including China, for nearly three decades. Her publications examine how people can learn to participate effectively in English-speaking activities and communities through both informal and formal language and literacy education.

He Anping earned her PhD at Victoria University of Wellington, in New Zealand. She is currently a professor of English at South China Normal University, Guangzhou, and Vice Chair of the Corpus Linguistics Society of China. Her current research interests include corpus linguistics, curriculum and teaching material development, and discourse analysis. She has published 11 books and more than 80 articles, covering topics ranging from the application of corpus linguistics to English teaching and learning.

Ouyang Huhua is a professor of English at Guangdong University of Foreign Studies, in China. He is Vice President of the Educational Anthropology Association of China, Vice President of the English Writing Teaching and Research Association of China, a member of the Foreign Language Teacher Education and Development Association of China, and the Associate Editor of *Linguistics and Education: An international Research Journal* (Elsevier). He has published in prestigious journals such as *Anthropology & Education Quarterly* (USA) and *Education and Society* (France) and has guest-lectured in over 50 universities, including Harvard and Cambridge, and presented keynote speeches in many international conferences.
Joseph H.W. Hung is Senior College Tutor of United College, at the Chinese University of Hong Kong (CUHK), Hong Kong SAR, China. He earned a BA (Hons.) in English from CUHK and a MS and PhD in Applied Linguistics from Edinburgh University, in Scotland. He recently served as the Academic Director of the TKP-Chongqing Teacher Training Project (2008–2011). Has been Postgraduate-Undergraduate Coordinator of Applied English Linguistics (CUHK), Dean of Students (United College), Honorary Research Fellow at University College London, Fellow of the Association of Christian Universities & Colleges in Asia, visiting professor at Edinburgh University, and visiting professor, consultant, and invited speaker at major universities in Mainland China. Current interests include TEFL/TESL curriculum design and development in China, business communication, corpus linguistics, and pedagogical grammar.

Jun Liu is Associate Provost for International Initiatives, Senior International Officer, and Professor of Applied Linguistics at Georgia State University, USA. An international educator and leader, Liu is Past President of TESOL International Association, Vice President of ISCLT (International Society of Chinese Language Teaching), and Senior Advisor for Hanban (Office of the Chinese Language Council International). Liu has published extensively in the area of intercultural communication, language education, and teacher development.

Mao Sihui received his BA and MA from Guangzhou Institute of Foreign Languages (now Guangdong University of Foreign Studies), his second MA from University of Lancaster, UK, and his PhD from the University of Hong Kong. After many years of teaching at GUDUFS and then Hong Kong Lingnan University, he is now Professor of English and Comparative Cultural Studies, and Director of the MPI-Bell Centre of English, Macao Polytechnic Institute, Macau SAR, China. He is Vice President of the Sino-American Comparative Culture Association of China, President of the Federation of Translators and Interpreters of Macao, and a Council Member of the International Translators Federation. He has taught undergraduate and graduate courses on topics ranging from communicative English to drama, film, and literature. He is general editor of the New Topics in Contemporary Cultural Studies Series (6 vols.) and co-editor (with Doreen Wu) of a special issue for the journal of Critical Arts, Media Discourses and Cultural Globalisation: A Chinese Perspective (Routledge & UNISA, 2011). He has published over 60 academic articles and book chapters on ELT literary, cultural, and translation studies.
**presenter information**

**Tony Newman** grew up in New York, USA, and graduated from the University of Virginia, USA, with a BA in Spanish Literature. He later pursued graduate work in ELT methodology at UCLA and Marshall University, USA. Over the last 12 years, Tony has contributed to English as a second language pedagogy in the United States and China. He taught academic writing and critical thinking at the State University of New York and the University of Connecticut, USA. He has been a plenary speaker and workshop presenter at several international conferences. He currently serves as the Senior English Language Fellow in Guangzhou, China, at Jinan University, where his teaching and research focus is academic writing. Tony is happy to announce the completion of his book on academic writing and critical thinking.

**Kari Smith** (Professor, PhD) was an English teacher for 18 years before becoming a teacher educator. She recently completed 7 years as the Head of Teacher Education at the University of Bergen, Norway, and is currently the Head of the Board of Directors for the Norwegian National Research School in Teacher Education. She is the founder and head of a research group on professionalism in teaching. Her main research interests are teacher education, professional development, mentoring novice teachers, and assessment for and of learning. Smith is active in the European Association for Research in Learning and Instruction (EARLI), previously as the Coordinator for the Assessment and Evaluation Special Interest Group and currently as the Coordinator for Teaching and Teacher Education Special Interest Group. She has published numerous articles, book chapters, and books. She has given invited talks in Australia, New Zealand, China, USA, Dubai, Korea, Singapore, South America, Europe, Israel, and Norway.

**Don Snow** received his MA TESOL from Michigan State University, USA, and PhD in Chinese Linguistics from Indiana University, USA. He is Director of Shantou University’s English Language Center. His books on language teaching include *More Than a Native Speaker: An Introduction for Volunteers Teaching English Abroad* (TESOL Publications, revised edition 2006), *Encounters with Westerners: Improving Skills in English and Intercultural Communication* (Shanghai Foreign Language Education Press, 2004), *From Language Learner to Language Teacher* (TESOL Publications, 2007), and *Cantonese as a Written Language: The Growth of a Written Chinese Vernacular* (Hong Kong University Press, 2004). He also does research in sociolinguistics, particularly written forms of Chinese vernaculars.
**Wang Haixiao** received his BA from Nanjing University, China, MA from Lancaster University, UK, and EdD from Teachers College, Columbia University, USA, and is currently Professor of English and Chair of the Department of Applied Foreign Language Studies at Nanjing University, China. He is the Secretary General of the College Foreign Language Teaching Advisory Committee of the Ministry of Education in China.

**Wen Qiufang** is currently President of the China English Language Education Association and Research Network Coordinator of AILA. Professor Wen works at Beijing Foreign Studies University as Professor of Applied Linguistics and Director of the National Research Center for Foreign Language Education. Her research interests include second language acquisition, teacher professional development, and national language capacity.

**Xia Jimei** is Professor of the English Education Faculty at Sun Yat-sen University, Guangdong Province, China. Right after her official retirement, she was invited as a visiting professor to Dali College in Yunnan Province, leading a college English reform team and supervising the teacher learning community. She is one of the senior assessment experts and teacher trainers certified by the Ministry of Education in China, and Vice Chair of the National Association of EFL Teacher Development. During over 30 years of her TEFL career at the tertiary level, she has been guest professor and visiting scholar at numerous universities, published over 100 journal essays and newspaper articles, and written more than 20 books and textbooks. Her research interests and teacher training topics include EFL teacher development, methodology reform, course design, educational evaluation, material development, classroom-based techniques, CALL, teaching research, the relationship between teacher and students, comparative education between the West and China, cross-cultural communication study, and gender studies.

**Xiao Jianfang** is currently an associate professor (Ph.D.) at the School of English and Education, Guangdong University of Foreign Studies (GDUFS), in Guangzhou, China. Dr. Xiao is Vice-Dean of School of English and Education (GDUFS). She majored in English language and literature at Hunan Normal University (B.A.) and later majored in Foreign Language Pedagogy at East China Normal University (M.E.) and Nanjing Normal University (PhD in Comparative Education). Her academic interests include research in bilingual education, socio-linguistics and EFL teaching and learning. She has conducted several...
research projects funded by the National/Provincial Research Fund for Social Sciences and has published several books, English textbooks and research papers on bilingual education and EFL learning and teaching practice in the globalised context.

**Zou Weicheng** is a professor and ELT Teacher Preparation Program Leader at the School of Foreign Languages, East China Normal University, in Shanghai, China. Zou graduated from Shanghai International Studies University with a MA in English Language and studied, undertook research, and worked in the Department of Linguistics at the University of Canterbury, New Zealand (1992–1993) and the Division in Language Education at the University of Pennsylvania, USA (2000–2002). He has visited on academic exchange various departments of English and foreign language studies at universities in Canada, France, the United States, and Australia. Zou writes widely in the areas of education and linguistics, second language acquisition, language policy, foreign language teacher education, English curriculum, and approaches to English teaching practice.
Guangdong University of Foreign Studies (GDUFS) is a key provincial, high-tier university in South China known for its global education of international personnel and its research in foreign languages and culture, international trade, and international strategic studies. The university serves 20,454 full-time undergraduate students, more than 2,000 graduate students, and over 13,000 international and continuing-education students.

History
GDUFS was created by a merger in 1995 of Guangzhou Institute of Foreign Languages and Guangzhou Institute of Foreign Trade. The former was established in 1965, one of the three renowned institutes of foreign languages in China under the direct jurisdiction of the Ministry of Education (MOE). The latter, directly under the Ministry of Foreign Trade and Economic Cooperation (now the Ministry of Commerce), was founded in 1980 as one of the first institutions in China offering an academic program in international economy and trade. In October 2008, Guangdong College of Finance and Economics also became part of the university.

Campuses
GDUFS is situated in Guangzhou, the economic hub in South China and a city with a long history and rich cultural legacy. The university boasts three campuses on 153 hectares. The North Campus, covers 63 hectares at the northern foot of Baiyun Mountain; the South Campus, is situated on 73 hectares in Guangzhou Higher Education Mega Center; and Dalang Campus covers 17 hectares in Dalang, Baiyun District. The university enjoys fine surroundings of green trees, crystal streams, scenic bridges, and fresh air.

Teaching Staff
Renowned scholars such as Liang Zongdai, Gui Shichun, and Li Xiaoju have devoted themselves to teaching and scholarship here, accumulating rich spiritual and cultural wealth for the university. GDUFS has a teaching staff of 1173, of which 48.3% are full or associate professors and 86.4% have masters and/or doctoral degrees. The university boasts one member of the Disciplinary Appraisal Panels under the Academic Degrees Committee of the State Council; twelve members of the teaching advisory boards of various disciplines of the Ministry of Education; six teachers enjoying the Government Special Allowance of the State Council; one candidate of the New Century Hundred-Thousand and Ten-Thousand Talent Project at the state level; six candidates of the Program for New Century Excellent Talents of the Ministry of Education; one national distinguished teacher; six provincial distinguished teachers; one distinguished professor of Pearl River Scholar; thirty provincial-level cultivation candidates of Guangdong Thousand Hundred and Ten Project; and, nine Yunshan Scholars. The university also employs over 100 guest professors and nearly 60 foreign experts on a long-term basis.
Disciplinary Development
The university consists of 21 faculties and one self-governing college (South China Business College) that offers 56 undergraduate programs in eight disciplines: literature, economics, management, law, engineering, science, education, and art studies. There are eight national programs with distinctive features and another eight prestigious programs of the Province. With 14 foreign languages offered to students, GDUFS is the only university in South China to offer such a variety of language instruction. The university was accorded the qualification to confer master degrees in 1981 and doctoral degrees in 1986, thereby becoming one of the earliest institutions in China to earn postgraduate accreditation since the country resumed its postgraduate education programs. The university is home to one national key academic discipline, six provincial key disciplines, one postdoctoral research station, one Category I discipline PhD program, seven Category II discipline PhD programs, 10 Category I discipline Master’s programs, 32 Category II discipline Master’s programs, and five professional Master’s programs.

Student Education
The university upholds the motto of “pursuit of integrity, practice and cross-cultural learning” and defines its mission as the training of high-caliber global citizens through the integration of content studies and foreign language training for globally minded graduates with international vision and social responsibility. Students should be well-versed in international norms, excel in ethical cultivation and competence in their chosen fields of study, be strong in cross-cultural communication and hands-on creativity, and be ready to engage in global competition and cooperation. The university is one of the 19 universities worldwide that are qualified to recommend high-end translation professionals to the United Nations, and the only foreign studies–oriented university in the CAMPUS Asia program. The university is home to the MOE-designated Teaching and Research Center for Asian and European Minor Languages, and the MOE's Pilot Scheme for Innovative Mode of Talent Training for cultivation of internationally competitive business professionals. According to MyCos, an educational consultancy firm, the graduation index and entry-level salary of this university's graduates ranked top among the universities across China from 2008-2011, including those under the 985 and 211 categories. The university enrolls applicants from over 20 provinces, autonomous regions, and municipalities directly under the State Council, Hong Kong, Macao, and Taiwan, all in the first-round or early admission category.

Academic Research
GDUFS is home to one of the MOE's national key research centers for humanities and social sciences, i.e., the Center for Linguistics and Applied Linguistics; four provincial-level key research centers for humanities and social sciences in institutions of higher learning in...
Guangdong University of Foreign Studies

Guangdong, i.e., Center for Foreign Language and Culture, Center for International Trade and Economics, Center for Translation Studies, and Research Institute of Cantonese Merchants; and one key research center for humanities and social sciences in Guangzhou Research Institute of Guangzhou International Business and Trade Center. The university also boasts Guangdong Research Institute on International Strategies and Research Institute of International Services Outsourcing, and publishes four academic journals of national impact: Modern Foreign Languages, International Economics & Trade Research, Journal of Guangdong University of Foreign Studies, and Journal of Strategy & Decision-Making.

International Cooperation
GDUFS attaches great importance to a full range of cooperation and exchange in international education. To date, it has established cooperative ties with more than 190 universities and academic or cultural institutions in 32 countries or regions. In addition, the university has co-established three Confucius Institutes overseas at Sapporo University, Japan; Ural State University, Russia; and Universidad Católica de Santa María, Peru.

Teaching Facilities
GDUFS is fully equipped with advanced teaching facilities which are taking the lead among similar universities in the country. It boasts advanced campus network and management platforms, two provincial-level key labs, four provincial-level teaching demonstration centers, and a lab area totaling over 52,000 square meters.

Covering a total area of 50,000 square meters, its libraries in the north and south campuses have a collection of 2.32 million hard-copy books, 1.7 million e-books, 3114 domestic or foreign journals, and 80 Chinese or overseas academic databases, providing network-integrated management for book purchase, classification, cataloging, circulation, and information search on library resources in 16 foreign languages. Its fixed assets stand at about 2.5 billion Yuan.

Development Prospects
The university adheres to the idea of whole-person education and pursuit of excellence, and nurtures a campus culture of diversity, elegance, and flexibility. It pursues substantive development, further reform and innovation, and vigorously promotes the internationalization of education—internationalization of teachers, students, research, and management—in order to be a high-tier international university with distinctive features and excellent quality, while enjoying a highly social reputation.

School of English and Education (SEE)
The predecessor of the School of English and Education (SEE) was the Institute of English Language Education (IELE), which came to be in May 2001 as a result of the education reform at Guangdong University of Foreign Studies. Four years later, with the admission of undergraduates of Education (English Education), the Institute
of English Language Education was renamed School of English and Education.

The school is currently staffed with an excellent faculty of 138 members, of whom 128 are full-time. There are 28 full and associate professors and 100 lecturers; 16 teachers have doctoral degrees and another 16 are presently pursuing one. The teachers with Doctors or Master’s degrees occupy more than 90% of the total staff. In addition, the school hires a number of experienced foreign experts each year.

The five divisions and one department in the school, namely, the Department of English Education, Teaching Division One, Teaching Division Two, Teaching Division Three, Teaching Division Four, and Graduate English Division, take charge of the teaching for English education majors and offer English courses for all non-English major students at the university. The teaching quality at the school, with its prominent teaching teams—College English Teaching Team, College Advanced English Teaching Team, English Writing Teaching Team, and Comparative Education Teaching Team—has been consistently reaching to the next level. The eight research centers of the school carry out academic studies on College English, Content-based English, Teacher Development, Comparative Education, Elementary English Education, Textbook & Pedagogical Studies, Translation, and Language & Culture.

With college English teaching as its foundation and the English Education major as the growth point, SEE adopts a global-vision yet school-based, comprehensive yet individualized way of teaching, while continuing to develop its existing features, i.e., the graded teaching system, internet-based English courses, ESP instruction, English extracurricular activities, and the teacher development program.

Committed to the improvement of teaching quality, the school has launched a series of undertakings including Clinical Supervision, Cooperative Teaching by Chinese and foreign teachers, compilation of school-based textbooks and Teaching Research Innovation. The efforts have yielded fruitful achievements. In March, 2011, SEE was approved by the Ministry of Education to be the State-level Demonstration Site for College English Educational Reform. In September of the same year, College English Serial Courses were awarded the honor “Provincial Quality Course.” Also in the same year, Ms. Zeng Dan won first prize in the Guangdong College English Teaching Contest (Comprehensive Section) and was the runner-up in the national contest. In 2013, Li Huiyin and Chen Yuanyuan won first prizes in a similar contest in both the Comprehensive and Video-Audio-Oral Sections.

A number of teachers staged remarkable performance in a succession of state-, provincial- and university-level English Teaching Planning competitions, and many teachers are undertaking state-, ministry- and province-funded research projects. Liu
Zheng, one of SEE’s excellent students, took first prize in the Guangdong CCTV College Student English Speaking Contest in 2008 (Guangdong Contest Area); Ling Man and Liu Fangtong were enrolled by world-renown Oxford University for postgraduate studies in 2011 and 2012, respectively; and the graduate students of SEE ranked among the top in MyCOS’ GDUFS Employment Competitiveness Table.

The school has been awarded by the university with a series of honorary titles including “Advanced Unit”, “Advanced Unit in Striving for Excellence and Preparing for Evaluation”, “Advanced Community-Level Party Organization”, “Advanced Unit in Basic Consolidation”, and “Advanced Unit in the Work of Labor Union”. The Labor Union of SEE was selected by the Provincial Labor Union as “Advanced Teachers’ Family”.

An ethical principle of “unity, cooperation, progress, reform, and innovation” is taking shape in the school, which is marching on the course of profound and grand reform.

The Faculty of English Language and Culture
The Faculty of English Language and Culture (FELC), formerly the Department of English under Guangzhou Foreign Language Institute, is one of the first faculties/schools of Guangdong University of Foreign Studies.

FELC is committed to producing students with high English language proficiency, broad cultural knowledge, excellent communicative skills in English, and various skills in their areas so that they will be internationally oriented, diversely trained, and professionally competent in such careers as foreign affairs, foreign trade, international cultural and technology communication, education, information industry and international tourism.

The past five decades have seen remarkable development for the faculty, with its full range of academic programs offered, strong and well-established teaching, rich academic resources, and widely recognized research.

As a leading institution of its kind across China, FELC plays a premier role in the south and across the country in both English language teaching and research, with its academic influence felt among its counterparts overseas. Throughout the years, the institution, broadly recognized at home and abroad, has produced a great number of internationally oriented high-caliber graduates, making significant contributions to social and economic advancement of the country.

Center of Excellence for Foreign Language Teacher Development in Universities of Guangdong Province & Center for Teacher Development of GDUFS (CTD)

Founded in November 2012, the Center of Excellence for Foreign Language Teacher Development in Universities of Guangdong Province & Center for Teacher Development of GDUFS (CTD) aims to help foreign language teachers in GDUFS and in
(CTD) aims to help foreign language teachers in GDUFS and in Guangdong Province obtain career enjoyment and satisfaction by providing them with a platform of professional support.

The Center’s mission is to enhance teachers’ teaching quality and research level in GDUFS by pooling all teaching resources to provide them with professional consultation and training. The Center is dedicated to managing and allocating teaching resources, designing professional training programs and developing outstanding teachers. It also seeks to create a refreshing learning environment for teachers by offering a wide range of programs and resources focused on teaching, mentoring, scholarly writing, tenure preparation, technology application, pedagogy and curriculum, and work/life balance.

The Center focuses on the professional development of foreign language teachers in Guangdong Province. Since its establishment, the Center has successfully hosted or co-hosted a number of teaching conferences. Examples include the 2012 Seminar for Innovative Teaching and Quality Course, 2013 Seminar for Innovative Teaching and Quality Course, and 2013 Seminar for Directors of College English Department of Institutes of Higher Learning in Guangdong Province. All these activities have attracted the attention of foreign language teachers across the country whom the Center helps to gain sustainable development by innovating teaching ideas and improving teaching methods.

In the future, we will continue to host various outreach programs. More efforts will be made to enhance teaching quality, improve research capability, and facilitate educational reforms.
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**Higher Education Press**

Founded in 1954, the Higher Education Press (HEP) is a large comprehensive publisher in China, providing a wide range of educational resources and services for higher education, vocational education, adult education, and further education. HEP is the only Chinese press to be one of the top 50 publishers across the world.

HEP’s mission is to improve teaching and learning by delivering customized solutions for teachers and learners. HEP aims to transform from a traditional textbook publisher to an educational resource provider.

Foreign Language Publications is one of the major publishing units of HEP. As an authoritative publishing base, FLP has taken part in English teaching material research and development. FLP has published more than 2,000 kinds of foreign language teaching textbooks at all levels, including graduate, undergraduate, vocational, secondary vocational, general middle and high school, children’s education, as well as adult education and various examination books.

The National Vocational Students Skills Competition for “HEP” Cup of Oral English (Higher Vocational Group) is the key contest for HEP, which draws millions of higher vocational students annually and enjoys a prestigious reputation. As the lead publisher involved in promoting the role of the Ministry of Education’s successive secondary vocational English teaching reform, HEP has undertaken all its previous work of establishing English teaching syllabi and curriculums from the year 2000 till now, as well as publishing the National Planned Textbooks for secondary vocational schools.

The international Chinese teaching and learning resources have been translated into 16 languages and sold to more than 50 countries and regions, meeting the long-term and short-term demands of learners with various learning purposes. *Experiencing Chinese* series textbooks for primary and secondary schools have been successfully included in the list of books recommended by the Department of Education of Thailand. More than 1 million students became users of *Experiencing Chinese* series in the year 2011. The series has become the first Chinese textbooks that enter a foreign country’s mainstream national education system of Chinese teaching.

**Foreign Language Teaching and Research Press**

Founded in 1979 by Beijing Foreign Studies University, Foreign Language Teaching and Research Press (FLTRP) has since grown into the largest ELT publisher and university press in China. FLTRP publishes in more than 40 languages, with the majority of its publications in English and increasing number of works in Chinese. FLTRP aims to develop into a comprehensive provider of educational services by strengthening publishing as our core business while expanding into the fields of educational training and relevant information services.

Higher English Education Publishing (HEEP), the largest publishing division of FLTRP, is committed to providing English teaching and learning materials to higher learning institutes around China. HEEP publishes English course books and supplementary multimedia materials for higher vocational school students, undergraduates and graduates of all majors in colleges and universities, as well as for online education and adult education programs. English readers, examination books and academic works are also available on its catalogue. For the better use of the course books, HEEP provides supporting materials and training to college English teachers. At present, more than 50% of colleges and universities in China adopt HEEP English course books.

To promote academic exchange between colleges and universities and to push forward the reform and development of English teaching in the higher education section, HEEP organizes conferences and symposiums on language teaching and research at various levels, such as The 16th World Congress on Applied Linguistics (AILA 2011), the International Conference on ELT in China, and annual national conferences on reform and development of teaching English to majors and non-majors. HEEP also publishes three academic journals, *Chinese Journal of Applied Linguistics*, *Foreign Language Education in China*, and *Chinese Journal of ESP*. With their influence reaching far and wide, the journals have become efficient platforms for teachers to share information on language education, exchange teaching experience and hold discussions on academic topics.