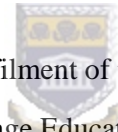


Additive Bilingualism or ‘Straight-for-English’? The linguistic and cultural impact of different approaches to the teaching of English on children in two Chinese schools.

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A mini-thesis submitted in partial fulfilment of the requirement for the degree of Master in Applied Linguistics/Language Education in the Faculty of Education at the University of the Western Cape, South Africa

Supervisor: Prof. Charlyn Dyers

October 2005

Declaration

I declare that *Additive Bilingualism or 'Straight-for-English'? The linguistic and cultural impact of different approaches to the teaching of English on children in two Chinese schools* is my own work and all sources quoted have been acknowledged by means of complete references.

October 2005

Ma Chunyan



Dedication

This mini-thesis is dedicated with love to my parents: Wang Xiupei and Ma Guiyuan, and my boyfriend: Wang Zongxiang for their encouragement and support.



Acknowledgement

I express my gratitude to many people who contributed to the completion of this work.

I express my gratitude to my supervisor, Prof. Charlyn Dyers, for her patient contributions and guidance. She has always encouraged me forward.

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Last, I also acknowledge my brother: Ma Aimin and my niece: Ma Mingze for their love and encouragement.

Abstract

This study examines the impact of two different models of teaching English to Chinese children, to see whether it meets learners' needs. These two different approaches appear to lead to different result for children. The results of the analysis appear to show that this teaching programme is failing the children at Z'SL. Therefore, the course needs to be reviewed and improved.

Four research tools were used in this study: interviews, questionnaires, classroom observation, and document analysis. Interviews and questionnaires were distributed to coordinators and teachers at both schools. Questionnaires were also distributed to the parents of students. Classroom observation was done during normal class time by the researcher. The document analysis dealt with the analysis of the textbooks.



The results of the study appear to show that the teaching programme in English at Z'SL has failed to meet the children's needs. The materials are not designed for young learner's needs. They just emphasize the four skills of English in an English environment, but neglect the relatively unstable language situation of the children. The teaching methodology emphasized the direct method, but neglected children's needs. Children should be taught to know how to use a language in the society they live in and to learn a second language effectively for actual use.

This study concludes that two-way bilingual education and the cognitive developmental approach are most effective to develop dual language proficiency for Chinese children in their native language and English in order to bring up the children as members of Chinese society. Additive bilingualism education is also appropriate for Chinese children when the home language is a majority language and the school is adding a second minority or majority language. Another consideration is that collaboration between parents and teachers is more effective to provide opportunities

for children to maintain their own language and culture while children acquire a second language.



TABLE OF CONTENTS

Declaration.....ii

Dedication.....iii

Acknowledgement.....iv

Abstract.....v

Table of contents.....vi

List of tables.....ix

List of appendices.....x

Chapter 1: Introduction.....1

1.1 Chinese culture and history.....1

1.2 The sociolinguistic situation in China.....2

1.3 English in China.....3

1.3.1 English education in China.....4

1.4 Background and rationale of the study.....6

1.5 The research problems.....8

1.6 Research methodology.....8

1.7 Conclusion.....

Chapter 2: Literature review.....11



2.1 The significance of culture in second language acquisition.....	11
2.1.1 Children’s second language acquisition: the problem of cultural transfer.....	12
2.2 Additive versus Subtractive Bilingualism.....	14
2.3 The Implications of Acculturation in productive Bilingualism.....	19
2.4 Language planning for society.....	22
2.5 Conclusion.....	26


Chapter 3: Research methodology.....27

3.1 Research design and methodology.....	27
3.1.1 Ethics.....	28
3.1.2 Instruments used.....	29
3.2 Research sites and sampling.....	30
3.3 Data collection techniques.....	31
3.3.1. Interviews.....	31
3.3.2. Classroom observation.....	33
3.3.3. Document analysis.....	34
3.4 Conclusion.....	35



Chapter 4: Presentation and analysis of data.....36

4.1 Findings and analyses of interviews and questionnaires.....	36
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4.1.1 Coordinator’s views.....	37
4.1.1 Information obtained from direct Interviews.....	37
4.1.2. Teacher’s views.....	44
4.1.3 Parents’ views.....	58
4.2 Presentation and analysis of the teaching materials.....	61
4.2.1 Presentation of grade three of <i>Starting Line</i> at TZS.....	61
4.2.2 Analysis of grade three of <i>Starting Line</i> at TZS.....	63
4.2.3 Presentation of grade one of <i>Super Kids English Textbook</i> at Z’SL.....	64
4.2.4 Analysis of grade one of <i>Super Kids English Textbook</i> at Z’SL.....	66
4.3 Conclusion.....	67
	
Chapter 5: Recommendations and conclusion.....	69
5.1 Recommendations.....	71
5.1.1 Effective Instruction for Young learners.....	71
5.1.2 Appropriate Learning Environments for young learners.....	74
5.2 Conclusion.....	75
References.....	76
Appendices.....	82

List of tables

Table 4.1 Profile of the teachers and coordinator in the English language programme at TZS.....37

Table 4.2 Profile of the teachers and coordinator in the English language programme at Z'SL.....37

Table 4.3 Teachers' view at TZS and Z'SL on the objective of Bilingual Education.....50

Table 4.4 Teachers' views at TZS and Z'SL on language choice in the classroom.....51

Table 4.5 Teachers' view on evaluation of both languages for children.....54

Table 4.6 Teachers' view on the effect of English on the first language.....54

Table 4.7 Teachers' views on the problems learners experience with the course.....55

Table 4.8 Teaching method used by teachers.....57

Table 4.9 Profile of parents and their children at TZS and Z'SL.....58

Table 4.10 Age and experience in learning English.....59

Table 4.11 Parents' views about whether English learning affects children's first language and their native culture.....60

List of appendices

APPENDIX 1: Interview transcript from TZS and Z'SL, and parents.....82

APPENDIX 2: Questionnaires from teachers and coordinators' view at TZS and
Z'SL.....98



CHAPTER ONE: INTRODUCTION

At the end of World War II the communist leadership of China believed that the USSR would be the most significant economic super-power of the world and China's most important trading partner. To prepare China's economic infrastructure for this trade alliance, the Russian language was taught in every major university throughout China.

Following the dismantling of the Russian federation, the Chinese leadership realized that, in the 21st century, major economic powers from predominately English speaking nations like the United States of America and the European Block would evolve to become China's most important trading partners.

In the past twenty years, the demand for English language has reached fever pitch in some economic free zones of China and this demand has spread across the vast continent of China, impacting on Chinese primary schools, middle schools, universities and colleges of higher education. Everyone in China is being exposed to the English language in one form or another (Niu and Martin, 1999)

1.1 Chinese culture and history

Chinese history began about five thousands years ago. China went through a total of 115 Dynasties and was ruled by many different Emperors. The revolution in 1911 led by Dr. Sun Yat-sen overthrew the Ching Dynasty, ending over 2000 years of feudal monarchy, and established the Republic of China.

Throughout the imperial period in Chinese history, Confucianism was the official philosophy. Confucianism influenced Chinese ideals. In particular, it believed that language and religion connect a culture.

The Chinese culture is amongst the world's oldest cultures, with the Chinese civilisation extending back over 5 000 years. Even today, the Chinese are still deeply rooted in tradition, which manifests itself in different situations, such as behaviour across social

group, language, class, age, gender and geography and so on. The Chinese culture can be divided into traditional and modern culture. Like other cultures of the world, the Chinese culture is changing in accordance with China's social development, especially during the 20th century.

Before the mid-1900's, traditional Chinese culture was affected by traditional values and beliefs as well as old teachings and ways of life. However, after the political change in 1949, the modern Chinese culture started to develop into a combination of traditional and modern culture. Today, the ways of life of the urban Chinese people may seem similar to those of the United States or Europe.

However, traditional customs are still being maintained in China, such as festivals, art, the ways of life and so on. In the rural areas, especially, traditional culture is more prominent, and village people maintain the old customs.

According to social scientists, there are four chief factors that cause a culture to change: changes in the environment, contact with other cultures, invention, and the further development of the culture itself. The last three have proved to be the key factors in China's cultural change from old to new, as China began opening its doors to the world (China, an Inner Realm, 1998).

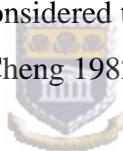
1.2 The sociolinguistic situation in China

The Information Office of the State Council of the People's Republic of China (1999) notes that China is a united multi-ethnic nation of 56 ethnic groups. The majority of the population belongs to the Han ethnic group. China's 1.3 billion people speak over 80 different languages. There are more than 80 languages currently used in China but since more than 98% of the people in China belong to the Han ethnic race, the "Han" language predominates in China. China's more than 80 minority languages are classified into different levels based on their social functions. Some languages have maintained their own traditional writing systems, e.g. Mongolian, Tibetan, Uygur, Kazak, Korean, Yi and Dai. Other languages, such as Zhuang, are only used in limited areas of life.

Different languages and dialects predominated in different regions. However, in order to solve the communication problems resulting from the use of different spoken languages, the Chinese government made Mandarin the official language in 1954. Mandarin was based on the Northern Dialect and thus had a very close relationship with that dialect in terms of pronunciation, vocabulary and grammar.

1.3 English in China

In the seventeenth century, the British gained a foothold in the Canton region of China. During the eighteenth century, with British control of Hong Kong beginning in 1841, merchants, missionaries, and government officials began to arrive in China in large numbers. As Britain asserted its control along the coast and on some inland areas, English spread as well. However English did not expand as far as in Africa and South Asia, because the British colonized only limited areas such as Guangzhou (Canton), Shanghai, and Fuzhou (Foochow). The Chinese considered the British to be culturally inferior, and English was seen as an evil language (Cheng 1982; Pride and Ru-Shan 1988; cited in Tollefson 1991).



In 1949, following the rise of Chairman Mao, the use of English in China began to decline, as China reduced contacts with Western governments and businesses. The Cultural Revolution, which lasted from 1966 until the Ninth Party Congress in April 1969, further reduced English language training and use. Foreign books and periodicals were burned and people were punished if they were caught reading English. After Mao's death and the overthrow of the Gang of Four in 1976, China's new leaders shifted to a policy of fostering scientific and technological modernization. The goal of the Modernization programme was to access Western science and technology, which led in the late 1970s to new priorities for China's system of foreign language instruction, namely: (1) educating students in the national languages of countries with diplomatic relations with China; (2) training a sufficient number of interpreters and translators; and (3) teaching reading skills in at least one foreign language to all educated Chinese (Light, 1978, cited in Tollefson 1991:92-93). In order to meet these needs, China began to

develop exchange programmes and to employ language teachers from other countries, such as Britain, Canada, the United States, Australia, etc.

However, the Chinese commitment to teaching English in order to improve access to science and technology was soon supplanted by the policy of encouraging direct foreign investment and privately owned enterprise in China (Tollefson, 1991:93). From 1984 to 1987, universities from English-speaking countries sent teachers and other academic specialists to China, while thousands of Chinese scholars and teachers enrolled in universities abroad. Under the new economic policy, English became the commonly studied language across China.

1.3.1 English education in China

In 1862, under the Great Qing Dynasty, the first English Language School was officially opened by the Chinese Government to train ten men for the newly created diplomatic corps (Deyi, 1992 cited in Niu and Martin, 2004). Over the past ten years, there has been a tremendous increase in the emphasis on English as a Foreign/Second Language (EFL/ESL) in China.

By 1988, almost all middle-school students selected English to fulfil their foreign language requirement, and over 1.5 million college and university students studied English as a required subject. Up to 100,000 graduate students studied English, and, in addition to the work being done by 320,000 Chinese teachers of English, radio and television classes in English reached millions of listeners (Tollefson 1991: 94). All this exposure to English, coupled to the new economic policy, allowed for the spread of Western cultural symbols such as Coca Cola, beauty contests, rock concerts and golf (Schell 1984, 1988 cited in Tollefson 1991:94).

Niu and Martin(2004) report that “the teaching of English as a Foreign/Second Language (EFL/ESL) in China has become a nationwide endeavor pursued at all academic levels, from the kindergarten to the University”. In the past ten years there has been an explosion

in the development of public school English programs and private English language schools throughout China. EFL/ESL has become very big business in China (China Daily, HK Edition, October 9, 2002 cited in Niu and Martin, 2004). Reports also show that ESL has become a 10-billion yuan business in China and the 37 billion yuan annual book sales, ESL takes up as much as 25% of the market share. And a few ESL teachers in Shanghai command an hourly rate of 1,000 yuan (US\$120). Even on average, a student pays 10-20 yuan (US\$1.2-2.4) for one hour of ESL training.

Now, China annually recruits 100,000 “Foreign Experts” (FE) to teach English as a Foreign/Second Language (EFL/ESL) (www.Chinatefl.com cited in Niu and Martin, 2004) with an accompanying 10 billion Yuan price tag (China Daily, Hong Kong Edition, October 9, 2002 cited in Niu and Martin, 2004). According to one Internet recruiting web site, there are 150,000 foreign ESL teachers working in China (www.AbroadChina.com cited in Niu and Martin, 2004). The People’s Daily reports that in 2001 the industry made a 700 million yuan (US\$8,700,000) profit in Beijing alone (People’s Daily, January 23, 2002 cited in Niu and Martin, 2004). Public middle schools, high schools and universities throughout China have developed and implemented English-language programs. Private EFL/ESL schools (kindergartens, primary, middle, high and college) have proliferated to such an extent that according to statistics from the Education, Science, Culture and Health Committee of the NPC, about 54,000 private schools had been set up in China by the end of 2000, with 6.93 million registered students (People’s Daily, May 23, 2001 cited in Niu and Martin, 2004).

It may appear that China has made a concerted effort to adopt English, the international language of commerce, as its second language. Beijing is striving to reach its goal of teaching citizens to speak English to improve its image as an international metropolis. Beijing wants its 13 million residents to speak English to enhance its image as a cosmopolitan metropolis (China Daily, October 5, 2002 cited in Niu and Martin, 2004). China’s Ministry of Education wants all young people of China to learn English due to China’s World Trade Organisation (WTO) membership and China’s hosting of the 2008 Olympic Games (China Daily, October 5, 2002 cited in Niu and Martin, 2004). Certain

municipal governments in China require all of their civil servants to learn some English (China Daily, October 5, 2002 cited in Niu and Martin, 2004).

1.4 Background and rationale of the study

China's entry to the World Trade Organisation (WTO) and Beijing's success in its 2008 Olympic Games bid have aroused mass enthusiasm throughout the country for learning English. An increasing number of primary schools have begun, or plan to introduce, bilingual teaching, and recently, most of the kindergartens began teaching English to Chinese children who are about three years old, because most research indicates that children acquire a second language more easily than adults. Therefore most private schools and experimental schools realise that this point is important for their school or their benefit. Shanghai has established 100 experimental bilingual teaching schools, and by 2003, there were 200 primary and middle schools in Shanghai conducting bilingual teaching. It has also introduced English teaching in the curriculum of all primary schools. In the near future, all senior middle school graduates will be able to communicate in fluent English. Currently, 30 percent of middle school teachers in Shanghai can teach classes entirely in English.

Shanghai's kindergartens have started teaching English, showing that demand is high for English-language training from an early age. For example, about a fifth of all kindergartens provide English-language lessons and some kindergartens even advertise themselves as English-only, prompting the Shanghai education authorities to step in. Goh (2004) assesses that the education commission has had to make it clear that 'the mother tongue is still the basis for teaching in kindergartens'. This growing business opportunity has not been lost on Western educational publishers. In a partnership with the city of Shanghai, Oxford University Press has created English teaching materials designed specially for its primary schools.

Language acquisition, however, does not only involve the acquisition of the grammar, vocabulary, reading, writing and speaking skills of the target language, but also the

acquisition of its culture. How do we retain our Chinese culture while acquiring English at an early age? This question has sparked much public debate, as the following quotations will show:

- “Was there a need to learn so much English, as it was not useful locally in some instances?” (senior student).
- ‘What is more, because of a lack of an environment for learning English in most places, the result of hard work by the students is often not good, it is useful to know some English but the Chinese language should come first’ (teacher).
- ‘How can one use English to explain clearly about mathematics, Chinese classic poems and other subjects?’ (teacher).

The reason for this debate is that, in many parents’ view, it is a waste of time to read Chinese classics and learn the rites, righteousness and fidelity that are the cornerstones of Chinese culture. English language learning is closely related to their children’s access to the best schools, and even for their future. In some Beijing bilingual primary schools, students cannot even write a coherent paragraph in Chinese, but they excel in writing letters in English. Now Chinese students have to learn English right through their school years.

All this ignorance of our native language and culture is the result of an encroachment of western culture. Is this phenomenon advantageous or not to the new generation of Chinese? The current situation has led to the rationale for this research: to examine the impact of two different models of teaching English to Chinese children. One model is based on the ‘additive bilingualism’ approach in which children’s home languages and culture are maintained and valued, while at the same time providing a platform on which the second language can be acquired. The other model is based on the ‘direct method’ where the children are taught all their subjects in English only from a very early age, with little or no reference to their home languages and cultures. The findings from this research could be useful to: teachers of English language, young learners and parents; curriculum development specialists and textbook writers; and teachers at experimental schools and bilingual schools.

1.5 The research problems

The aim of this research is to examine the two approaches to the teaching of English in China today outlined in the previous paragraph. The apparent rapid encroachment of English/Western culture on China at present is giving rise to concern in educational circles. As a Chinese teacher in a Chinese primary school, I have realized that children need to maintain their native culture whilst they are acquiring a second language in order to ensure that they do not lose their own or their national identity and pride in themselves and their nation. The approaches used in two Chinese schools will be compared and contrasted. These two schools are an experimental primary school and a normal primary school.

The primary research question is:

What approaches do teachers and parents think can enable Chinese children aged 5-7 to acquire English while maintaining their cultural roots?

The secondary research questions are:

- a. What are the approaches currently in use?
- b. How effective are these approaches?
- c. What other approaches can be used?

1.6 Research methodology

This study used qualitative research methodology, drawing on classroom observation, and questionnaires, interviews, and documents analysis as research methodology. The research took place in two Chinese primary schools. In the one school, the teaching of English appears to be leading to a loss of Chinese culture among the children. But in the other one, they are learning English while still strongly maintaining their culture.

Classroom observation was done in three classes. One class is at a normal primary school; another two classes are at an experimental primary school. The main purpose of the

classroom observation was to see what was happening in class. In particular, classroom observation helped me in comparing what teachers did in class, and what different kinds of teaching methodologies they used.

Questionnaires were distributed to four teachers and two coordinators from the two Chinese primary schools. Three of the four teachers were English language support teachers, and the fourth one taught other subjects, such as mathematics. The two coordinators were also language support teachers. The questionnaires were also used for the interviews. The same teachers and coordinators were also interviewed. In addition, four Chinese families were interviewed in order to compare the learners from the different families. The findings from the questionnaires were intended to provide information on whether the curriculum was useful or not for the learners. I also analysed the teaching materials to see whether the contents could help learners to achieve their objectives.

1.7 Conclusion



This chapter discussed Chinese history and culture, the sociolinguistic situation in China, and the impact of English in China. English education in China has shown that the English language is not only taught as a subject in school but is also used in society for social and economic development. Different educational methods appear to achieve different outcomes in terms of maintaining the Chinese language and culture. Therefore, this study aims to find an approach that will facilitate English language acquisition among Chinese children whilst allowing them to maintain their culture and language.

The other chapters are as follows: Chapter Two is the Literature Review. This chapter will be shaped by theories on additive versus subtractive bilingualism, the implications of acculturation in productive bilingualism, and language planning for society. Chapter Three describes the research methodology. Chapter Four will describe the data

presentation and data analysis, and Chapter Five will provide the conclusion and recommendation.



CHAPTER TWO: LITERATURE REVIEW

The previous chapter focused on the background of the English language in China and the cultural impact of English on Chinese children acquiring English language in current China.

This chapter presents a review of theories on the significance of culture and cultural transfer in second language acquisition (SLA), additive versus subtractive bilingualism, acculturation in productive bilingualism and language planning for society.

2.1 The significance of culture in second language acquisition

Goodenough (1957) writes that ‘a society’s language is an aspect of its culture.’ Hudson maintains that a language system is a set of remembered concepts, which are items of language, together with the concepts or propositions that constitute their meanings, and other concepts that define their social distribution. Therefore one could argue that most of language is contained within culture. Valdes (1986) contends that since language is never value-free (i.e. culture-free), learning a foreign language – for whatever purpose – inevitably has cultural implications.

The concept of ‘culture’ represents differing scopes of human behaviours, products, and institutions to people with differing individual backgrounds. “To the anthropologist, the ethnographer who describes and explains the life-ways of diverse groups of people, culture includes all of the rules for appropriate behaviour which are learned by people as a result of being members of the same group or community, and also the values and beliefs which underlie overt behaviours and are themselves shared products of group membership” (NCELA, 2004). Therefore, the scope of culture must be understood, accepted, and accounted for in the process of second language acquisition.

Bilingual Education programs usually integrate culture with content. As a language is an important aspect of its culture, students' success in learning a new language is directly dependent on their new cultural behaviours, as well as their attitudes towards the second language.

2.1.1 Children's second language acquisition: the problem of cultural transfer

Wong Fillmore (1991:325) contends that children, who are aged 3 or 4, are in a language-learning mode: They learn whatever language or languages they hear, as long as the conditions for language learning are present. By the time that they are 5, the reasoning goes, they will be speakers of whatever target language they have been taught. Younger children, depending on their circumstances and particular conditions appropriate for language learning, appear to be faster learners of new languages than older ones. Krashen (1982: 43-44) notes that age is not in itself a predictor of second language rate or attainment, and that everything reduces down to the quantity of comprehensible input and the level of the affective filter. As this affective filter strengthens after puberty, children appear to have a natural language acquisition capacity.

However, in second language acquisition, Wallace Lambert (1975, 1977, 1981) cited in Wong Fillmore (1991:323) observes that children's acquisition of English in school resulted not in bilingualism, but in the erosion or loss of their primary language. According to Goodenough (1957) 'culture' is socially acquired knowledge, frequently expressed through language. Does this mean that younger children who acquire English in school will inevitably lose their culture? And how young is too young for bilingual education?

Xiongli (2001 cited in Beijing Review, 2001) notes that learning a foreign language at a too young age is likely to affect the development of children's normal way of thought. When thinking in their mother tongue, the foreign language may emerge and

interfere with their thoughts, which may even cause logical confusion. Some scientific experiments have proven this, although the theory is yet to be confirmed. For most people, a foreign language is merely a tool of communication. It is enough if they can use it to communicate, and there is no need for them to unduly pursue their foreign language proficiency to reach the same level as their mother tongue.

Despite these arguments, Baker (2001: 402) notes that an individual can successfully hold two or more cultural identities, an individual one and a social one. For example, it is possible for an individual to define him/herself culturally as both Chinese and Malaysian. Socially, therefore, the individual might function effectively in Malaysian culture, speaking Malay, but individually, the individual might remain deeply rooted within Chinese culture and language.

In Chinese minority communities, there are many dialects, but the Chinese majority language is Mandarin. As we know, language is useful to communicate with others and the world, but the dilemma that China faces is the possible assimilation of minority languages by the majority language, which might result in the disappearance of minority native cultures.

Each language is a bearer of its culture, and the language also indicates the native spirit. In my country, if we fail to protect the dialects, Mandarin will impact the dialects and their native cultures. This situation will not only affect the continued existence of these dialects, but also the development of the dialectal community. Some Chinese language researchers (Wu, Feng and Wang, 2003) note that it is impossible to understand basic knowledge without one's mother tongue, but that it is also impossible (especially for children) to acquire modern knowledge in some mother tongues.

Various theories have been developed in relation to culture and second language acquisition. In the history of the world, human beings have realized that singleness

generates weakness; while multiplicity generates stability. Therefore, I want to relate this point to my conceptual framework, which argues that a language is never culture free, but always a mirror of its culture. English is a tool of culture and a conveyor of ideology. Chinese culture should not be replaced by English acquisition among Chinese children, and Chinese languages should be protected by society.

2.2 Additive versus Subtractive Bilingualism

The implication of the problem outlined above in section 2.1.1, is that children must first learn to read and write in their native tongue and should begin training in English literacy only after they have mastered their first language. Programs that deviate from this sequence violates a fundamental theory of bilingual education, in other words, all children must attain a good command of their first language in order to avoid cognitive disadvantages, while the developmental interdependence, and the development of skills in a second language is facilitated by skills already developed in learning the first language. Therefore, these programs should be fit the theoretical model of bilingual education since the children learn to read and write first in English and the native language.

Wong Fillmore (1991:342) conducted research on English as a high-status language. When the younger children encounter these assimilative forces, it has a strong effect on their primary languages, which is problematic for children in the preschool period (under the age of 5). At this age, children have not reached a stable enough command of their native language not to be affected by contact with a language that is promoted as heavily as English is in Chinese society. English is a high-status language in China; it is the mark of people who have 'made it' in society. Although young children neither know nor care about prestige and status, they do care about belonging and acceptance. Fillmore argues that children should not be required to learn a second language like English until their native languages are stable enough to handle the inevitable encounter with English and all it means.

In bilingual education, there are two kinds of bilingual programs, namely, additive and subtractive bilingual programs, which are also present in China. Baker (2001:114) notes that the concepts of additive and subtractive bilingualism are important contextual concepts, which help explain the kind of second language desired by particular learners.

Different researchers have pointed out different theories about additive and subtractive bilingualism. Baker points out: “When a second language and culture have been acquired with little or no pressure to replace or reduce the first language, an additive form of bilingualism may occur. When a second language and culture have been acquired with pressure to replace or demote the first language, a subtractive form of bilingualism may occur” (Baker, 2001: 114). Lambert (1974, cited in Baker, 2001:114) notes that the distinction between additive and subtractive bilingualism has been used in two different ways. First, additive bilingualism is used to refer to positive cognitive outcomes resulting from being bilingual. Subtractive bilingualism refers to the negative affective and cognitive effects of bilingualism. However, Landry *et al.*, (1991 cited in Baker 2001:115) suggest that:

“...this first use is too narrow, with a second use of additive and subtractive bilingualism being more appropriate. This wider use of additive and subtractive bilingualism relates to the enrichment or loss of minority language, culture and ethnolinguistic identity at a societal level. In additive bilingualism, language minority members are proficient in both languages, have positive attitudes to the first and second language, with ethnolinguistic vitality in the language community” (Landry *et al.*, 1991, cited in Baker, 2001:115).

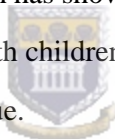
I agree with Landry, because Baker (2001:115) notes that the social and cultural background of language learning indicates that children may be influenced by the beliefs, values and culture of the community in which they are placed (e.g. Gardner, 1985; Hamers & Blanc, 1982, 1983, 2000; Siguan & Mackey, 1987). For Chinese people living in China, the belief is that the ‘universal’ Chinese language (Mandarin)

is all that is required; I think bilingualism is seen as unnecessary by many Chinese people, who get by from day to day only in their mother tongue. In contrast, the children in many Chinese immigrant minority communities in the United States of America must learn the language of that society in order to take full advantage of the opportunities offered by it. As Baker (2001:115) puts it "...bilingualism and biculturalism reflect the values of the society, neighbourhood and school in the language community".

Laubeova (2000) describes additive and subtractive bilingualism as follows: "...when students' first language is valued and recognised, the development of the second language is more effective. However it is the subtractive bilingualism that prevails, when the first language has been edged out of the classroom and schools environment". Lambert (1975) points out that additive bilingualism is what results from a program in which students maintain their first language and acquire their second language. However, subtractive bilingualism characterizes the situation in which students lose their first language in the process of acquiring their second language. Cummins (1981) notes that, "...students who experience additive bilingualism will show cognitive benefits. These might include greater meta-cognitive ability and greater mental flexibility. Subtractive bilingualism typically has a negative effect on students' educational experience. It should be noted that programs may have the stated goal of additive bilingualism, but for a variety of reasons may not achieve that goal".

According to the National Association for Language Development in the Curriculum (Naldic, 2004), 'additive bilingualism' occurs when 'balanced bilinguals' have age appropriate competence in both languages. Hamayan (1990) contends that in additive bilingualism, learners who have attained the expected level of proficiency in their first language simply add on a second language to their existing repertoire in the first language. In contrast, Baker (2001:58) notes that the learning of a majority second language may undermine a person's first language and culture, thus creating a

subtractive situation. In bilingualism, the development of proficiency in the second language has inhibiting and sometimes detrimental effects on the first language. Subtractive bilingualism may even result in skills that are below the expected levels of proficiency in both languages, especially in academic areas - a state that some researchers refer to as 'semi-lingualism'. The educational strategy that best overcomes subtractive bilingualism and the resulting semi-lingualism is that of valuing and allowing the development of the students' native languages (Cummins, 1986). Leung and Franson (1989:470) point out that semi-lingual learners will never become successful and independent scholars. Therefore, it is important to maintain and develop the student's native languages, as well as their culture. This is particularly relevant for Chinese language learners in China today. There are not enough English language environments in current China, where the universal language is Mandarin, and this situation should, in theory, promote additive bilingualism. However, as my research has shown, in some schools there is also the danger of subtractive bilingualism, with children being forced to learn English before they have mastered their mother-tongue.



Cook (1999 cited in Wu, 2005) contends that, "Learning another language makes people think more flexibly, increases language awareness and leads to better attitudes towards other cultures. Indeed these have often been seen as among the educational benefits of acquiring another language...learning another language changes people in many ways. The languages exist side by side in the same person, affecting both the two languages and the person as a whole. The benefits of learning a second language are becoming a different kind of person, not just adding another language". Similarly, foreign language learning entails learning about the culture as well as cognitive growth and personality development (Gao, 2001, cited in Wu, 2005). However, at the socio-psychological level, bilingualism brings unfavourable consequences to the learner. This is where learners' language attitudes, motivation and cultural identities exert an impact on learning outcomes (Wu, 2005).

According to Lambert (1980, cited in Baker 2001: 58), an additive bilingual situation is where the addition of a second language and culture is unlikely to replace or displace the first language and culture. Diaz (1985) found that additive bilingual programs directly influence the cognitive and academic development of learners. Therefore, some researchers (Cummins, 1978a, 1978b; Cummins & Gulutsan, 1974; Cummins & Mulcahy, 1978) report "...a positive association between additive bilingualism and students' linguistic, cognitive, or academic growth". They are supported by Landry (1987:110 cited in Wu, 2005), who defines "...the phenomena of complete additive bilingualism as:

- (a) a high level of proficiency in both communicative and cognitive-academic aspects of L1 and L2;
- (b) maintenance of a strong ethnolinguistic identity and positive beliefs toward one's own language and culture while holding positive attitudes toward the second language; and
- (c) the opportunity to use one's first language without diglossia."



Additive bilingualism is normally present in immersion language learning programmes. Baker (2001:360), notes that immersion provides an additive bilingual environment, and the term 'immersion education' is best reserved for an additive rather than a subtractive environment. Baker also points that this approach is appropriate only when the home language is a majority language and the school is adding a second minority or majority language.

In maintenance programs, the learners are transitioned into English content classes, and are given support in their first language, as in transitional programs. However, they also receive language arts in their native language, enabling them to become literate in that language, and they continue to receive content area classes in their first language as well, so that they become literate in both languages (Roberts, 1995: 369-378). The goal of maintenance bilingual programs is to promote bilingualism and

biliteracy; this model promotes pluralism. Languages other than English are seen as resources. Because it promotes the development of two languages, the outcome is additive bilingualism, which is associated with positive cognitive benefits (Cummins, 1981).

The next section deals with acculturation in productive bilingualism in order to investigate the relationship between the language learning and the effect of culture.

2.3 The Implications of Acculturation in productive Bilingualism

According to Schumann's acculturation model (1978, cited in Wu, 2005), there are three types of acculturation: assimilation, preservation and adaptation, which are determined by the varying degrees of social and psychological distances between the learner and the target language culture. Assimilation happens when the learner embraces the target language and culture, totally abandoning his or her own life style and values; Preservation is the opposite of assimilation in that the learner maintains his or her first language and identities. However, the social context model by Clement (1980 cited in Wu, 2005) assumes that second language learning includes not only the learning of language skills but also the adoption of other patterns of behaviour. I agree with this point, and I also want to add one which is particular in culture, because researchers such as Baker (2001:115) point out that language is one aspect of culture, and the relationship between the language community of the learner and the second language community is important in second language acquisition.

Schumann's "assimilation" and "adaptation" and Clement's "assimilation" and "integration" indicate that when second language learning involves the assimilation of a second culture and the replacement of a learner's first cultural identity, it results in "subtractive bilingualism". However, when the learner maintains his or her identity while acquiring a second language, the learning results in "additive bilingualism".

According to some Chinese Second Language Acquisition researchers, a self-actualising L2 learner possesses the following characteristics:

- a. An open attitude, a genuine desire to understand the new culture and to improve one's native culture;
- b. Excellent linguistic and communicative competence;
- c. Critical evaluation of both first culture and second culture;
- d. Incorporation of different cultures - not a split personality, but a multicultural person with a strong native culture identity;
- e. Creativity - capable of using L2 and C2 as an instrument to fulfil creative potentials.

(Gao, 2001: 65-66 cited in Wu, 2005).

Therefore, some Chinese researchers suggest that “productive bilingualism” takes into account the interaction between two cultural systems, and emphasizes the favourable development of learners who are both creative and integrated, who possess linguistic, communicative and critical competence, embracing the foreign culture while retaining their own cultural heritage (Wu, 2005). This means that “productive bilingualism” is the process in which learning another language and related culture leads to the learner's personality becoming more open and integrated at the same time” (Wu, 2005).

Clement (1980, cited in Wu, 2005) assumes that L2 learning includes not only the learning of language skills but also the adoption of other patterns of behaviour of the second culture (C2) community. Consequently, L2 learning is bound to result in changes of self-identity (Gao, 2001:40 cited in Wu, 2005). Gao defined the two opposing forces as “integrativeness---the desire to become an accepted member of the other culture” and “fear of assimilation---the fear that such belonging might result in the loss of the first language and culture” (Gao, 2001:40-149 cited in Wu, 2005). According to Gao, these two forces are closely related to ‘additive bilingualism and

subtractive bilingualism'. When the learner retains C1 identity while acquiring a C2 identity, the learning results in "additive bilingualism". Kornakov (1997) contends that "bilingualism is connected with the different status the two languages in a society. If both languages are useful and valued, additive bilingualism occurs; if one, say English, dominates the other, it will replace L1, thus subtractive bilingualism occurs". In Gao's opinion, the acculturation models suffer from such weaknesses as limitation in the type learning environment, i.e. L2 with high status, a static view of culture values, learner's lower level needs and defective personality outcomes, such as a split and alienated self-identity, a lack of accounts of the interaction between C1 and C2 (Gao, 2003:50 cited in Wu, 2005). Therefore, "productive bilingualism" must consider the interaction between two culture systems, and develop the learners' linguistic competence, communicative competence as well as critical competence, embracing the foreign culture while maintaining their own culture.

In my opinion, 'productive bilingualism' is a development of additive bilingualism. According to Gao, 'productive bilingualism' refers to "...the command of the target language and that of the native language positively reinforce each other; deeper understanding and appreciation of the target culture goes hand in hand with deeper understanding and appreciation of the native culture. In the process of learning another language and related culture, the learner's personality becomes more open and integrated at the same time" (Gao, 2003 cited in Wu, 2005).

2.4 Language planning for society

An essential component of safeguarding languages and their associated cultures is Language Planning. Baker suggests that language diversity requires planning and care. The solution to avoiding language death involves language planning, a deliberate intervention to arrest the decline of a language (Baker, 2001:53).

Eastman (1983, cited in Schiffman, "adapted from the internet the year is not available") points out that language planning is necessarily future-oriented, meaning

that plans are made in the present for certain things to be accomplished in the future. If plans are not made, or if funds are not made available, and if teachers or administrators or school boards are not held accountable for sticking to a timetable, language policies will fail to be implemented.

Wurm (1996 cited in Baker, 2001: 90) estimates that 50% of the world's languages are endangered. The US Summer Institute of Linguistics (cited in Baker, 2001:90) calculated that in 1999, 51 languages in the world only had one speaker, and 500 languages had fewer than 100 speakers. Krauss (1995:4 cited in Baker, 2001:90) also contends that "...it is a very realistic possibility that 90 percent of mankind's language will become extinct or is doomed to extinction'. According to Baker (2001:90) these figures are based on the argument that 50% of the world's languages are no longer being reproduced among children, and languages are also being threatened by economic, social and political changes. In the light of these figures, Baker argues that language-planning measures are essential to maintain linguistic and cultural diversity (Baker, 2001:91).



In China today, language development is like a tornado, strongly influencing Chinese society. Many indigenous languages and cultures are being diluted, due to the rapid expansion of the majority languages in the country, particular Mandarin and English. However, social and cultural maintenance are probably best done in the local languages, because the indigenous code is already finely attuned to the society and its culture.

Traditionally, researchers (Hornberger, 1994; Wiley, 1996b; Kaplan & Baldauf, 1997; Dogancay-Aktuna, 1997 cited in Baker, 2001:55) point out that language planning involves three goals in terms of policy and cultivation:

"... status-planning (e.g. raising the status of a language within society across as many language –domain institutions as possible), corpus planning (e.g. modernizing terminology, standardization of grammar and spelling) and acquisition planning

(creating language spread by increasing the number of speakers and uses by, for example, interventions with parents, health visitors, midwives (Welsh Language Board, 1998; Evans, 2000 cited in Baker, 2001:55), language learning in school, adult language classes, literacy)...”

In status planning, Baker (2001:55) points out those status-planning attempts to conserve revitalize or spread a language. Special attention is often given to modernization to ensure that the language is used in modern, influential spheres. Baker also argues that while individuals may be influenced by such changes in status of a language, it is no guarantee for maintaining a language. Status planning has to affect everyday usage in the home and street, family and work relationships, and not just official usage, to influence language change” (Welsh Language Board, 1999 cited in Baker, 2001:56).

Baker writes that corpus planning is a typical part of language planning when languages “...are precarious and when they are resurgent” (Baker, 2001:56). Baker gives an example from the United Kingdom (UK): “...in the UK, speaking ‘Queen ‘s English’ with a ‘high class’ accent connects with power and position, upward mobility and affluence. To speak non-standard or dialect English in the UK often relates to being seen as less intelligent, inferior, less educated and cultured, and less trustworthy...” (Baker, 2001: 56). In China, similar patterns are present, especially in urban areas. Therefore, Spolsky (1998 cited in Baker, 2001:56) points out that “...when corpus planning is about purity and normalization, there is a danger that linguistic policy becomes political, with power and status going to those with the purity of language”.

Acquisition planning, according to Baker (2001:56), is concerned with language reproduction in the family and language production at school. In the USA, some Chinese immigrant families use Chinese languages with their children, but others use the majority language (English) with their children; in contrast, in China, every Chinese family uses Chinese languages with their children, but in bilingual schools,

learners are taught in English and Chinese. According to Baker, acquisition planning is a principal and direct cause of language shift due to the perceived economic or educational advantages of speaking English, or achieving a higher status in the neighbourhood (Baker, 2001:56).

According to Baker (2001:56), languages (and together with them, cultures) decline when speakers drop in number and the daily usage of such languages diminishes. Therefore, language planning has to relate to everyday language life as enacted in homes, streets, communities, workplaces and leisure activities. I agree with this point, because language allows us to interact in a community with others, and it is also relevant for the development of society. The existence of language and culture depends on their society, and it also depends on human beings' everyday life in their inherent environment.

According to Cooper (1989:45 cited in Baker, 2001:55), "...language planning, called language engineering, refers to 'deliberate efforts to influence the behavior of others with respect to the acquisition, structure, or functional allocation of their language codes'. In order to understand language planning, Cooper (1989 cited in Baker, 2001:92) asks a series of key questions:

- **What actors** (e.g. elites, influential people, counter elites, policy implementers)
- **attempt to influence what behaviors** (e.g. the purposes or functions for which the language is to be used)
- **of which people** (e.g. of which individuals or organizations)
- **for what ends** (e.g. overt (language- related behaviors) or latent (non-language-related behaviors, the satisfaction of interests)
- **under what conditions** (e.g. political, economic, social, demographic, ecological, cultural)
- **by what means** (e.g. authority, force, promotion, persuasion)
- **through what decision-making processes and means**
- **with what effect or outcome?**

The Office of Educational Accountability (OEA, 2003) suggests that the planning and implementation of interventions for bilingual students must also be based on the knowledge of theory and research in language development, second language acquisition, and effective language strategies. They show that some of this basic knowledge includes:

1. The most effective strategies for helping bilingual students learn a second language incorporate activities where language is used within natural, meaningful interactions.
2. "More language" (i.e. more English) is not necessarily better; what is important is exposure to comprehensible input in the second language.
3. Bilingual children can develop high levels of literacy and proficiency in both languages.
4. High levels of proficiency and literacy in a first language can facilitate learning a second language because of the common underlying proficiency or interdependence across languages, which facilitates the transfer of knowledge from one language to the other (Cummins, 1984 cited in OEA, 2003).

Fillmore (1991) points out that children who have the opportunity to speak two languages should be encouraged to maintain both, so that they can enjoy the benefits that may accompany bilingual status. Children from homes where English is not the native language should be encouraged to cultivate their home language as well as English. In some cases, the parents of these children are unable to speak English. If the children do not maintain their home language, they risk losing the ability to communicate well with their family members. In order to be effective in helping preserve the indigenous languages and cultures, Fishman (1968 cited in Tsao, 2001) agrees that the mother tongue is the best language for literacy. He also strongly recommends that the use of mother tongue education be extended to as late a stage as possible. Most Chinese educators are in full agreement with this recommendation.

Therefore, effective language planning may safeguard Chinese languages and culture despite the growth of English as a second language in China.

2.5 Conclusion

This chapter has focused on the links between bilingual education cultural maintenance or loss among young Chinese schoolchildren in preschool and primary schools. Educators must provide effective, nurturing environments and offer developmentally and linguistically appropriate instruction for all learners. This instruction should take into consideration the characteristics of young English language learners and their language development, and these kinds of approaches that are useful for Chinese children to acquire a second language without losing their culture.



CHAPTER THREE: RESEARCH METHODOLOGY

This chapter describes and discusses the qualitative research design and methods that were used in this project. According to Jacob (1987), methods with a qualitative design attempt to present the data from the perspectives of the subjects or observed groups in order to avoid researcher's cultural and intellectual biases, which can distort the collection, presentation, or interpretation of data.

3.1 Research design and methodology

LeCompte and Preissle (1993:46) note that qualitative research methods may provide useful tools for bridging the gap from research to practice. Qualitative methods can have both strengths and weaknesses. They are often regarded as "...soft, subjective, and inferior to hard quantitative research" (LeCompte and Preissle, 1993: 46).

However, Nunan (1992) and LeCompte and Preissle (1993:46) found that qualitative methods are often the most appropriate methods in researching language teaching and learning because they deal with comprehending human behaviour. Language is at the heart of human life, and language is also the fundamental condition of a culture, and culture is an integral part of the interaction between language and thought. Both transmit beliefs, values, perceptions and norms. Language expresses the human thinking behind the culture as well as its worldviews. Therefore, language teaching and learning should be related to human ideology and behaviour, because language development indicates human civilization and thinking processing.

My aim was to acquire feedback from language teachers, coordinators, parents, and learners on their views, opinions, and feelings about how a second language is taught to, and learnt by, Chinese children in two Chinese schools. Therefore qualitative research methods were the most appropriate to gain understanding of these processes, because according to Murphy, Dingwall, Greatbatch, Parker and Watson (1998: 16) note that "qualitative methods are useful in the exploratory stages of a research project, where they will often help to clarify or even set the research question, aid

conceptualisation and generate hypotheses for later research. Qualitative methods may also be used to interpret, qualify and to test hypotheses. Qualitative research is particularly useful to policy makers and planners by providing descriptive information and understanding of the context in which policies will be implemented”.

Other factors, which have been considered in this research design, are comparability and translatability. LeCompte *et al.* (1993) argue that both notions should be considered. ‘Translatability’ is when research methods, analysis, and informants are explicitly identified to allow the comparison to be meaningful to the concerned group of people and the subject being investigated. ‘Comparability’, on the other hand, consists of ensuring that the directly or indirectly concerned informants under study are clearly defined and that there is a way to make the comparison with similar or different groups, with the intention to clarify, generalize, and validate the study. In my research, the comparability applies to the two schools, where different methods of teaching English either result in the maintenance or loss of Chinese culture among the children. A comparison was made of their answers to interviews and questionnaires. Translatability was achieved through qualitative research methods, including the analysis of textbooks, based on the principles from the literature review, as well as my choice of coordinators, teachers, parents and learners chosen as respondents.

3.1.1 Ethics

In the research process, ethics need to be taken into account in order to avoid issues, which can infringe on informants’ right and freedom. Therefore, I negotiated with informants, and did my best to ensure confidentiality of reporting for my respondents and the schools involved. I respected their right to privacy and to choose whether or not to answer research questions. I also avoided using respondents’ personal identities.

My general responsibility was to respect respondents' social and personal positions, and to treat their direct and indirect involvement in this research project with the utmost respect and privacy.

3.1.2 Instruments used

The choice of instrument, which can be used to facilitate the processes of self-examination, goal setting and feedback, gives it added value. The instrument's instructions and layout also needed to be straightforward to allow people without research experience, such as group leaders or teachers, to administer the instrument consistently across different groups. In this context, a combination of research instruments, namely interviews, questionnaires, classroom observation, and document analysis, were used.

Nunan (1992:149) argues that the semi-structured interview has the advantage that it gives the interviewee a degree of power and control over the course of the interview; it gives the interviewer a great deal of flexibility, and most profoundly, this form of interview gives one privileged access to other people's lives.

However, interviews can be biased due to non-consistency of questions, bias in answers, and inaccuracy. To prevent this and to be sure that my interview questions were consistent and accurate, I first sent the draft of the questions to my supervisor before I administered them, and tried to present information from respondents fairly and accurately.

The semi-structured interviews were used to determine the experiences and perceptions of these participants. Interviews were done face-to-face, and questionnaires were a mixture of closed and open-ended questions. Open-ended questions were used to allow informants to express their ideas more fully. Closed questions, on the other hand, although they contained short answers, were also used because they are easier to collect and to analyze, and they also enable the researcher to gain a sense of emerging patterns, which can be further investigated.

Questionnaires were distributed to teachers and coordinators. The questionnaires were administered to teachers and coordinators who are English language support teachers, and the other subject teachers. I had to consider carefully how to administer the questionnaire, and establish and explain the purpose of the survey. The length of the questionnaire had to be appropriate. In order to obtain accurate relevant information, I had to give some thought to what questions were asked, how they were asked, the order in which they were asked, and the general layout of the questionnaire.

The classroom observation described the classroom environment and built on the children's experiences. Classroom observation was chosen to supplement the questionnaires in order to observe interpersonal behaviour and to gain an understanding of the context. The main purpose was to observe what was happening in class, how the students interacted and participated in the class, and how the teacher managed the class.

Finally, I chose document analysis, because according to LeCompte and Preissle (1993), textbooks and other forms of teaching materials are stable and can be reviewed. However, document analysis also has some weakness in that it can be biased and selective when it does not include all materials. Therefore, I checked the course content of the teaching textbooks to gain an overview of their contents and to evaluate the curriculum and language teaching approach. This enabled me to evaluate the extent to which these textbooks were appropriate and useful for both the learners and the teacher.

3.2 Research sites and sampling

My study was carried out in the full-time classes at Tianjin Zhong Shan Primary School (TZS) and Z'S Land Language School (Z'SL) in Tianjin, China. I negotiated with the directors who are from both schools, and I was allowed to do my research by them. At both schools, I decided to interview four teachers and two coordinators from the two Chinese primary schools. Two of the four teachers were English language

support teachers, and the other two taught other subjects, such as mathematics. The two coordinators were also language support teachers. The Parents of four families were also interviewed in this process.

Learners were between 5 and 7 years old. The difference between Tianjin Zhong Shan Primary School and Z'S Land Language School were that Tianjin Zhong Shan Primary School taught the standard Chinese educational programme, with English language as one of the courses of this programme. In addition, the teachers were all Chinese. Z'S Land Language school, on the other hand, taught most of its subjects in English, and also had British teachers.

3.3 Data collection techniques

3.3.1. Interviews

I interviewed teachers, coordinators and families. Four teachers and two coordinators from the two Chinese primary schools were interviewed. Two of the four teachers were English language support teachers, and the other two taught other subjects, such as mathematics. The two coordinators were also language support teachers. The Parents of four families were also interviewed in this process.

From the teachers, I wanted to know:

- Their expectations regarding ways of improving their teaching,
- What they wanted to modify or change, and
- Their understanding of language teaching methodology.

Language teachers are central to improving English language teaching. Freeman and Johnson (1998 cited in Cheng and Wang, 2004) argue that the core of language teacher education must centre on the activity of the teaching itself, the teacher who does it, the context in which it is done, and the pedagogy by which it is done.

This information was crucial to understand the professional development of teachers in the context English as a foreign language. The findings from this information also provided an understanding of their professional development needs.

From the coordinators, I wanted to find out about:

- The available teaching material
- The impact of the curriculum on the failure or success of the learners, and
- What they planned or organized in order to make the programme successful.

The finding of the information will give me about their opinions on whether the needs, materials, and the methodologies used in language teaching to the learners' needs and expectations.

From the families, I wanted to find out:

- What the different outcomes were for learners from different families
- What language/s the children used in the family and in public, and
- What influenced such choices for the children.

This information will help me to compare the outcomes from different families, and also provide some information in which language application and language influence of development in society from different children.

The main purpose of the interviews was to find out the main objective of the different approaches and programmes of the two schools, and the main successes or failures of these programmes. I also wanted to know whether the materials encouraged and promoted different kinds of learning, and whether these approaches influenced the learners' success in achieving assigned goals.

When I planned the questionnaires, I considered the ideas of Nunan (1992:143) who said that while responses to closed questions are easier to collect and analyze, one often obtains more useful information from open questions. Therefore, my

questionnaires were a mixture of open and closed questions. The questionnaires were in Chinese, which I later translated into English for the presentation data.

I combined interviews and questionnaires to obtain as much information possible from the teachers, coordinators and families regarding the learners' needs, the teaching material, and the methods used in the teaching.

3.3.2. Classroom observation

The classroom observation aimed to investigate the relationship between learners and teachers, how the classroom was organized, and the type of methodology teachers used in this interaction.

The classroom observation was done in three classes in different ways. One class was in Tianjin Zhong Shan Primary School and the course was English in grade three; another two classes were in Z'S Land Language School in Tianjin, where one course was English in grade three and the other course was mathematics in English in grade two. I tried to talk to the teacher both before and after the class, but the teacher was a very busy person, and had many duties and constraints, which got in the way of her/his spending much time with me. During various periods in three classes, I focused on the lesson structure - picking out the different phases of the lesson, and noting how different activities occurred at different moments, and to see how the teachers made the transition from one phase to the next, and from one activity to the next. Secondly, I focused on the four language skills to find out how the teachers managed learners and got them to listen, to speak, to read, and to write. Thirdly, I focused on the treatment of errors, to find out how the teachers dealt with different types of errors.

The results of this observation contributed to the evidence collected from the questionnaires and interviews. I compared the answers from teachers and coordinators

to some questions in relation to what I observed in order to get more evidence on some of the answers.

3.3.3. Document analysis

To analyze textbooks or teaching materials, I did a careful study of the course content and how it was taught, to see to what extent it was appropriate, efficient, and useful for the learners under investigation.

In this section, my analysis of the data was on the theories or principles from the theoretical framework in my literature review. More details of this will be provided in the data analysis, and a checklist follows on pages.



The checklist for the analysis of the documents was as follows:

i) The bilingual approach to education

- a) What are the learning objectives of the programme?
- b) Do these objectives suit the children?
- c) What kinds of methodology do teachers use?
- d) Does the methodology allow the learners acquire the English language successfully without losing their culture?
- e) Is there an additive or subtractive bilingualism approach in the teaching process?

ii) The productive Bilingualism approach

- a) Does the teaching involve acculturation?
- b) Are learners given an opportunity to deal with exercises about both language (L1 and L2) and both cultures (C1 and C2)?

- c) How does the programme promote learners' linguistic and communicative competence?
- d) Do the ways taught provide opportunities for learners to use the language effectively?

iii) Language planning for society

- a) Which aspect of language planning is most important to Chinese teachers?
- b) Do the teachers, administrators or school consider language-planning measures to maintain linguistic and cultural diversity in language education?
- c) What is the influence on the learners of the language planning of the school?
- d) Are the learners adequately prepared for their future lives as Chinese citizens and citizens of the world?

3.4 Conclusion



This chapter has described the qualitative research design and methods used in this project. Interview, questionnaires, classroom observation, and document analysis were the main instruments. The aim was to acquire feedback from language teachers, coordinators, parents, and learners on their views, opinions, and feelings about the different programmes and approaches in the two schools where the research was carried out.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

The previous chapter discussed the research methodology used in this study. This chapter presents and analyzes data from interviews, questionnaires, classroom observations, and document analysis. The main focus of this chapter is on teachers', coordinators' and parents' views on the content and methods of English language teaching in the two schools where the research was carried out: TZS and Z'SL. It also establishes the extent to which learners are learning the kind of English that meets their needs.

The findings and analyses of the data are based on the answers from the interviews and questionnaires. The findings of the classroom observations add to our understanding of what is actually happening in class. These findings and analyses also provide information on whether the teaching materials and methodology are appropriate for the needs of the learners.



4.1 Findings and analyses of interviews and questionnaires

The interview questionnaires were distributed to two coordinators and four teachers: one coordinator and two teachers from TZS and another coordinator and two teachers from Z'SL. During the same period, I also interviewed four parents. The eleven questions used in the questionnaire also formed the basis of the interviews. This section examines the responses obtained.

The main aim of the interview was to establish how teachers and coordinators viewed second language learning at their school, and its level of success in relation to their learners' needs. While the questionnaire sought answers to the same questions, it also investigated some other issues.

The following table shows the profiles of the coordinators and teachers.

Specification: TE: Teacher; CO: Coordinator.

TZS	Field of study	Highest qualification	Teaching, Experience	Gender	Age	Teaching hours per week
CO	ELT	Bachelor	15	F	33	18
TE	ELT	Bachelor	17	F	35	15
TE	Chinese Language Teaching	Diploma	5	F	25	14

Table 4.1 Profile of the teachers and coordinator in the English language programme at TZS

Z'SL	Field of study	Highest qualification	Teaching, experience	Gender	Age	Teaching hours per week
CO	ELT	Bachelor	14	F	32	18
TE	ELT	Diploma	2	F	23	13
TE	ELT	Bachelor	5	F	26	14

Table 4.2 Profile of the teachers and coordinator in the English language programme at Z'SL

4.1.1 Coordinator's views

4.1.1 a. Information obtained from direct Interviews

This section analyzes the interviews with the two coordinators, and compares these with the classroom observations. Both taught English, one at the normal primary school (TZS) and the other at the bilingual primary school (Z'SL). The organization of findings will be based on questions asked during face-to-face interviews.

a. 1 Course objectives

In line with the limitations of this study pointed out in the preceding chapter, I analyzed their responses with regards to the way in which the English courses satisfied learners' academic needs.

For the course objectives, the literature review stated that when the learners are transitioned into English content classes, they are given support in their first language, as in transitional programs. However, they also receive language arts in their native language, enabling them to become literate in both languages. The goal of bilingual programs is to promote bilingualism and bi-literacy. Languages other than English are seen as resources. Because the courses promote the development of two languages, the outcome is additive bilingualism, which is associated with positive cognitive benefits (Cummins, 1981 cited in Wu, 2005). However, the comparison of the outcome indicates that different practices prevail at the two schools.



According to all the teachers in both schools, the main objectives of the English programme, is to enable children to know and speak simple everyday conversations.

An evaluation of the success of the programmes, and recommendations for improvements, were given by the two coordinators from the TZS and Z'SL schools, who are referred to here as CELTZ and CELZS.

Both emphasized that making the programme materials interesting would “help children to acquire a second language effectively” (CELTZ) and would “influence children’s success in language learning” (CELZS). CELTZ further felt that “...teachers should encourage children and help them to have aspirations to acquire knowledge from another language. This process should be learned by themselves, in the other words, if the children are positive, the teacher becomes more of an assistant in the process (of language learning)”. However, CELZS prefers to build an English

environment to influence children to learn English language. She says, “My success is that I can only use English language to teach children in the class, but not use Chinese language to teach them. So the children can understand and acquire knowledge from me (in English)”.

About what teachers want to change or improve if they could, the CELTZ thought “...teacher should enlighten children to know how to acquire information or knowledge by their hands, and not to depend on a teacher only. At the same time, the teacher or parents should help children in this process”. ‘She emphasizes making children more independent of the teacher, by encouraging them to use resources like the Internet and their parents to find the meanings of English words taught in the classroom, and all of these processes is supported by the Chinese language (Mandarin), ‘...because children can understand deeply in their first language firstly’. CELZS says, “...we need to develop materials, which are not limited to English teachers. The materials should motivate and interest the children, such as games, English songs, English stories, and so on. I would like to adapt the programme to meet children’s needs”.

From these responses, it appears that the TZS lays stress on making the programmes interesting and developing children’s skills in both languages, which are Chinese and English. At the Z’S L, the emphasis is on creating an English environment as well as an interesting programme.

My classroom observation took place as follows. One class was a grade three English class in the TZS. The other two were in the Z’S L: a grade three English class and a grade two Mathematics class taught in English. At the TZS, the teacher taught in both languages, using Chinese Mandarin to explain the meaning of English words or English content from the textbook. At the Z’S L, both classes were taught in English only. The mathematics teacher explained that, “...children can understand mathematics in English, because they live in an English environment everyday in our

school, they have a little basic knowledge of English, and so they can adapt to this educational system of English”.

It is very clear that the TZS and Z'SL have different way of teaching English to children. At TZS, the Chinese language is the main language in the English classroom and the teacher wants to use Chinese to help children to understand English clearly. On the other hand, the Z'SL wants to build an English environment to influence children to acquire English skills faster.

a. 2 Children's needs

The next question was aimed at finding out whether bilingual education is effective for young children.

On the question of when children should learn another language, the CELTZ felt that “...children should learn a second language when their mother tongue is stable, nine years old or ten years old is better to learn a second language”. She explained that “...in China, that is compulsory to learn Chinese language in public primary school, but the Chinese letter is similar with English letter, sometime children confuse easily between both”. However, the CELZS thinks that it is better to learn a second language when children are two or three years old, because “...when children are two or three years old, they have a strong ability of acceptance and ability of memory. At the same time, these are best ages to acquire one or two languages”.

However, Wong Fillmore (1991:342) points out that when the younger children encounter these assimilative force where English is seen as a high-status language, it has a strong effect on their primary languages, which is problematic for children in the preschool period (under the age of 5), because at this age, children have not reached a stable enough command of their native language. It is clear that the CELZS has not taken this issue into consideration.

On the benefits of early language learning, the CELTZ and CELZS both thought that “...early language learning is useful for children to learn a language, the advantage is that enable children to be confident”. The CELZS also believed that “...children can accept the English atmosphere at early age”.

About how bilingual education is effective for children, the CELTZ thought that “... bilingual education not only develop skill of L1, but also useful for children acquire L2 and develop their thought”. The CELZS’ position was similar to that of the CELTZ, that “...bilingual education is positive for children, and bilingual education can be transitional to help children to learn English”. However, she also emphasized that English language should be more important than the mother tongue at an early age.

While both informants stress the importance of bilingual education, the CELTZ emphasizes the status of the mother tongue in L2 learning, while the CELZS clearly favors the direct method of learning the second language (English).

In the literature on bilingual education, Wallace Lambert (1975, 1977, 1981) cited in Wong Fillmore (1991:323) observes that children’s acquisition of English in school results not in bilingualism, but in the erosion or loss of their primary language. Xiongli (2001 cited in Beijing Review, 2001) also notes that learning a foreign language at a too young age is likely to affect the development of children's normal way of thought. When thinking in their mother tongue, the foreign language may emerge and interfere with their thoughts, which may even cause logical confusion. Xiongli also says that a foreign language is merely a tool of communication. It is enough if they can use it to communicate, and there is no need for them to unduly pursue their foreign language proficiency to reach the same level as their mother tongue. Therefore, it is significant that CELZS’s point does not agree with these findings.

On the key question on whether children are also learning the culture of the language they are acquiring, the CELTZ and the CELZS both believe that children are also learning the culture of the language when they acquire a second language. The CELTZ felt that children are more interested in the differences between the two cultures and lifestyles, which help children to understand the L2 deeply. The CELZS said that, "...we are not only teaching language to children, but also the relationship between two countries and two cultures".

a. 3 Methodology

On the question of what kind of methodology is used in the programme, both coordinators found it difficult to specify a particular method, apart from wanting to instill a love for the second language in their children. However, the CELTZ said that she prefers the Cognitive Approach, and the CELZS said that she prefers the Direct Method.



The Cognitive Approach lays stress on transfer from the mother tongue and based on meaningful acquisition of grammar structures followed by meaningful practice.

However the CELZS prefers the "Direct Method" and the principle of "Direct Method" lays stress on spoken language and excludes mother-tongue. (The direct method simply means that a language is taught to learners without any translation from the mother tongue.)

Some Chinese language researchers (Wu, Feng and Wang: 2003) note that it is impossible to learn another language without relying on, and translating from, one's mother tongue. Therefore, the CELZS appears to be denying an essential support for second language learning to the children at her school.

The questions dealing with the relationships between L1 and L2 also led to some interesting comments. The CELTZ thinks that "...teachers should educate children to love their own country and own culture, if Chinese children can not learn Chinese language and culture much better, in the same time; they can not also learn other language much better". The CELZS wants to find the intersection between two of these, and "...help children to build a bridge to deal with the situation".

As the literature review shows, several researchers note that additive bilingualism is a suitable approach for Chinese children to develop their language skills. They not only learn a second language efficiently; but also develop their native language and culture. Laubeova (2000) contends, "When students' first language is valued and recognized, the development of the second language is more effective". The CELTZ appears to be applying this principle in English language teaching.

The CELZS lays stress on "bridge building" between the two languages. Some Chinese researchers suggest that "productive bilingualism" takes into account the interaction between two cultural systems, and emphasizes the favourable development of learners who are both creative and integrated, who possess linguistic, communicative and critical competence, embracing the foreign culture while retaining their own cultural heritage (Wu, 2005). The principle of "productive bilingualism" meets the CELZS's needs on this question.

a. 4 Materials

On the question of what kind of materials seems to encourage effective learning for children, the CELTZ thought that, "...the materials should focus on children, be motivating and interesting". She prefers a series known as "Starting Line". She thought that this book is appropriate for children, because "...the pictures and topics of this textbook are very interesting, and it is also including the knowledge of culture which is Chinese culture and foreign culture for children". The CELZS prefers to use

a text book called “Super Kids English textbook” to teach English for children, because “...this textbook was just made for Asian children, particular for children who lack the environment of English language, and it also made children to be confident when they join the class”.

According to both coordinators, there are positive aspects to both textbooks. “Starting Line” motivates children to like English, and children will be interested in this textbook. In addition, it takes account of the differences between C1 and C2. “Super Kids English textbook” is designed for Asian children who lack the environment of English, and helps children to be confident in the process of English language learning. However, I think that the “Super Kids English textbook” also has some weaknesses. It lays stress on the ability to master the English language, but takes no account of the transitional processes between L1 and L2, C1 and C2.

Landry (1987:110 cited in Wu, 2005), defines “...the phenomena of complete additive bilingualism as: first, a high level of proficiency in both communicative and cognitive-academic aspects of L1 and L2; second, maintenance of a strong ethnolinguistic identity and positive beliefs toward one's own language and culture while holding positive attitudes toward the second language”. In my opinion, “Super Kids English textbook” does not take account of these factors and needs to be improved.

4.1.2. Teachers' views

a) Information obtained through direct Interviews

I interviewed two teachers from TZS (TETZ1 and TETZ2), and two from Z'SL (TEZS1 and TEZS2).

a. 1 Course objectives

On the question about the main objective of the programme, TETZ1 thought that the objective of the programme is to enable children to use language to resolve some problems; in other words, a teacher should help children to know how to communicate with others. TETZ2 said that teachers should encourage children to use basic language to express their thinking.

TEZS1's opinion was that she wanted to help children to learn English language in a happy atmosphere. TEZS2 wanted to enable children to learn knowledge of culture, ability and emotion from an English course.

TETZ1 and TETZ2 had similar opinions, viz. that the main objective is to enable children to use language to communicate with others. However, at Z'SL, the two teachers had different opinions. TEZS1 thought that atmosphere is important for children to learn English, while TEZS2 thought that children should learn different skills from an English course.

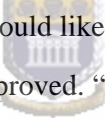
The question on the factors that influence children's success in language learning also elicited interesting responses. TETZ1 said two factors were an excellent textbook and a good environment, because "...an excellent textbook can help teacher to definite goals; and the good environment of family and good parents can help children for learning". TETZ2 agreed with TETZ1: "...good environment and enough time will help children to learn English language, the school and teachers should have responsibility to plan or organize for children to learn English language".

All the teachers thought that a good environment is important for children to learn English language, and that environment is a factor that influences children's success in language learning.

The teachers described their main successes as follows. TETZ1 felt satisfied when children could speak simple English words. TETZ2 felt that her successes were that she was strict when she taught children to learn English. For example, she made English cards to help children to read repeatedly until they memorized the words on the cards.

TEZS1 thought that her success was that she could use the English language effectively to teach children learning English in her class. TEZS2 said: “My students can understand some daily words of English and vocabularies, even they can speak them”.

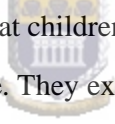
From the above answers by the four teachers, it is clear that all experience some level of success, although they use different approaches.

On the question about what teachers would like to change or improve if they could, TETZ1 felt three aspects should be improved.  “First, the textbook should be changed to be suitable for children’ situation, second, the educational system should be improved to be interesting and motivational for children; third, the system of examination should be changed.” She explained that “the (examination) marks are not important; teacher should help children to develop their ability in a language”. TETZ2 said: “First, we should have a close relationship with our children, and encourage them to like the English language; second, I think that the teaching hour is not enough, the teaching hour should be increased”.

TEZS1 thought that at present, in China, bilingual education was still not clearly defined. TEZS2 said: “I hope our school will build a multimedia classroom for children to learn English that will be interesting and motivational for children”.

a. 2 Children's needs

On the question about when children should learn another language, TETZ1 thought that it is better for children to learn a second language at nine years old which is grade four, because "...in grade one, children has to learn Chinese letter which is called PinYin, the PinYin is similar with English letter, especially in writing, so it made children to be confused". She emphasized that children should learn a second language after their first language is stable. TETZ2 thought that seven years old is a better age at which to learn a second language, because "...the organ of development of a young child is not stable, it will influence their first language, however, English language is very different with Chinese language in pronunciation, so it is better to learn a second language when children have a stable situation to learn another language".

However, TEZS1 and TEZS2 agree that children should start learning a second language from the ages of two or three.  They explained that this age is a sensitive period of language development, when young children have a strong ability to accept and memorize a new language.

It is significant that the two teachers at TZS had the same opinions that children should learn a second language after their first language is stable. However, the other two teachers at Z'SL felt that it is better to learn a second language at a young age.

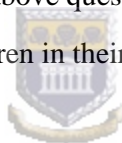
As regards the benefits of early language learning is, the four teachers all believed that early language learning is better for children. Three teachers thought that young children could learn language easily; one teacher thought that it is good for developing children's ability to remember and recognize new chunks of language.

The next question dealt with the effectiveness of bilingual education. TETZ1 thought that bilingual education "...is better for development of L1 and L2, it not only

improves ability in the first language, but also develop their ability of thinking”. TETZ2 commented that, “bilingual education is important for children to learn English language, because we should communicate with the world, and we should cultivate our students to master the ability of communication”. However, she thought that is not necessary to learn a second language at very young age.

TEZS1: “Bilingual education is positive for children to learn a second language, first, our goal is to enable children to master English language such as mother-tongue, but the problem is that family and society have not environment for learning English, therefore, I think that bilingual education can be transitional system for children to learn English”. TEZS2 believed that bilingual education would help children to adapt the impact of culture in their career of future.

As can be seen in the answers to the above question, the four teachers thought that bilingual education is useful for children in their life.



The question on cultural transfer via language learning elicited similar responses. TETZ1 and TETZ2 believed that children are learning the culture of the language from them. TETZ1 gave one example: “I want children to know the English word such as “Christmas”, first, I want children to answer the question what the different is between Christmas and Chinese Spring Festival, this question will be interesting for children, I asked children to check some information from internet or other sources, and then children can explain in Chinese in our classroom about “Christmas”, so the culture of English was learned by children”. TEZS1 and TEZS2 also believed that children are learning the culture of the language they are learning from teachers of English.

a. 3 Methodology

On the question of what kind of methodology was used in the programme, TETZ1 and TETZ2 said that they used a “task-based” approach to language teaching. They tried to create an environment that was as real as possible, and linked with other knowledge in real life for the children, which they believed would stimulate the children and help them to learn faster.

TEZS1 and TEZS2 used the “Direct Method”, and the “Audio- Lingual Method” was also employed by them. They said that they tried to develop the ability of thinking in the L2 in the children, so that they did not use the mother tongue in the class.

Another question dealt with handling the relationship between L1 and L2, and C1 and C2. TETZ1 said that she used L1 to explain L2 and C2 to children, because the children are Chinese, and have therefore been influenced by the Chinese traditional culture. She helped the children to understand the differences between the languages and the cultures, so that they did not become confused. TETZ2 thought that L1 and C1 are important for children: “Children should learn Chinese language and culture to be better first”. She encouraged children to learn Chinese classical culture from an early age. She regarded English as a bridge and an instrument, for communication with the outside world.

TEZS1 and TEZS2 said that they tried to find the intersection between L1 and L2, C1 and C2, and help children to understand the difference between L1 and L2, C1 and C2, in order to avoid confusion between them.

a. 4 Materials

On the question of what kind of materials seem to encourage effective learning for children, TETZ1 and TETZ2 agreed that “Starting Line” was appropriate and

interesting to the children, but they thought that the vocabulary was difficult and the content was not sufficient. TEZS1 and TEZS2 used “Super Kids”, but they thought that the textbook should be improved and simplified.

b) Information obtained from written responses to Questionnaires

b. 1 Objective of Bilingual Education

The table below shows what teachers think the objective of Bilingual Education is:

TZS	Objective of bilingual education	Z'SL	Objective of bilingual education
CO	Be able to communicate with others	CO	Be able to adapt to society
TE1	Be able to communicate	TE1	Be able to speak English fluently
TE2	Be able to communicate	TE2	Be able to teach children to learn English

Table 4.3 Teachers' view at TZS and Z'SL on the objective of Bilingual Education.

It is clear that the teachers at TZS agreed that the objective of bilingual education is to be able to communicate with others, while the teachers at Z'SL had a range of objectives for bilingual education, which intersect with one another. The three teachers of TZS stressed developing the skill of communication in children by teaching them to use language appropriately in different situations. They also appeared to feel that there was no need for the children to become as proficient in English as they were in their mother tongue. They were aware of the phenomenon of cultural intrusion in the process of second language learning.

There were also differences on the question about whether bilingual education is necessary for young learners. Of the three TZS teachers, only one felt that it was necessary for very young children, while the three teachers at Z'SL all felt that it was necessary. Baker (2000:15) notes that, “language is sometimes seen as a barrier to communication and friendship across social groups and countries. Bilinguals in the

home, community and society, can lower such barriers”. He believes that bilinguals “... can be bridges within the family, community, and across societies. Those who speak two different languages personify this bridging of gaps between peoples of different color, creed, culture and language”. This emphasizes the value of bilingual education for children. However, Leung and Franson (1989:470) point out that it is important to maintain and develop the student’s native languages, as well as their culture. This is particularly relevant for Chinese language learners in China today, where the universal language is Mandarin, and where there are not enough English language environments. Therefore, researchers such as Fillmore argue that children should not be required to learn a second language like English until their native languages are stable.

b. 2 Language choice and Status

The questions asked which language/s were used with young learners. Responses are presented in the table below.



TZS	Use English or Chinese in the classroom	Which language you want to use	Z'SL	Use English or Chinese in the classroom	Which language you want to use
CO	Both	Both	CO	English	English
TE1	Both	Both	TE1	English	English
TE2	Both	English	TE2	English	English

Table 4.4 Teachers’ views at TZS and Z’S L on language choice in the classroom.

It is significant that most teachers at TZS preferred the use of both languages to teach English, while only one wanted to use English only. All teachers at Z’S L used and wanted to use English only in their teaching.

When asked whether the status of English was higher than Chinese at both schools, the three teachers at TZS disagreed; but at Z'SL it clearly enjoyed a higher status than Chinese Mandarin. From the above answers, we can see that both schools had their own approach to the teaching of English, and that English enjoyed a much higher status at Z'SL.

English is a high-status language in modern China. However, for Chinese people living in China, the belief is that the 'universal' Chinese language (Mandarin) is all that is required. Children are socialized into their communities, learn how to interact in society, and develop self-esteem through their parents and families. Baker (2001:115) notes that the social and cultural background of language learning indicates that children may be influenced by the beliefs, values and culture of the community in which they are placed (compare e.g. Gardner, 1985; Hamers & Blanc, 1982, 1983, 2000; Siguan & Mackey, 1987). Despite the higher status enjoyed by Chinese over English in China, it is significant that at Z'SL, the status of English is higher than that of Chinese.



Asked whether the growth of the English language in China threatened the Chinese culture and language, all the teachers disagreed. This appears to coincide with the belief that the 'universal' Chinese language (Mandarin) is all that is required in China.

In response to the question about how to face the dominance of English in education, the two teachers at TZS said that children should learn more English, but, at the same time, the Chinese language should be loved and protected by them. Another teacher said that English should be an instrument for life and work in society. At Z'SL, the teachers all had their own opinion. One teacher said, "Our purpose is that English should be used to teach the whole course in our school, and teachers should supply an excellent environment for children". The other said that "English is only a tool like Chinese; we should develop the languages to be balanced"; and another teacher thought that it did not affect her teaching.

From the above answers, it appears that the teachers at both schools support better teaching and learning of English in their schools, but they appear undecided about the role of Chinese in Chinese society. The practices at Z'SL appear to correspond with 'subtractive bilingualism', which occurs when the first language has been edged out of the classroom and school environment.

Children' motivation and success

Asked about whether age and language learning are related, all the teachers agreed. One teacher at TZS added, "...before three years old, it is a better period to learn a language, but this period should learn mother-tongue". She emphasized that if the first language is developed, it is good for children to learn a second language. However, one teacher at Z'SL felt that it is better to learn a second language at an early age, because children can distinguish aspects such as grammar and tense between the two languages if they learn a second language at an early age.

On the question about when young learners should learn a second language, three teachers at TZS answered that it should be introduced at grade four (about nine years old), after the children have learned in their first language only. Then they will have the ability to learn a second language, otherwise, children will be confused between two languages, because Chinese letters (PinYin) are similar to the English alphabet in spelling. The other three teachers at Z'SL thought that young children can learn a second language easily, and could start much earlier at ages 2 or 3.

The table below shows the teachers' views on the question asking if the learners could use both languages correctly in different environments:

TZS	Can use both language correctly	Z'SL	Can use both language correctly
CO	Yes	CO	Yes
TE1	Yes	TE1	Yes
TE2	Yes	TE2	Yes

Table 4.5 Teachers' view on evaluation of both languages for children.

All the teachers thought that children could use both languages correctly in different environments. When their learners meet a foreign teacher in their school, they can communicate with the teacher in English, but at home, they speak Chinese with their parents.

When asked about whether an English education affects the first language, teachers responded as follows:

TZS	English education affects the development of first language	English affects the position of first language	Z'SL	English education affects the development of first language	English affects the position of first language
CO	No	no	CO	Yes	No
TE1	No	no	TE1	No	Yes
TE2	No	no	TE2	No	No

Table 4.6 Teachers' view on the effect of English on the first language.

This table shows that most of the teachers felt that an English education does not affect the development of the first language. They felt that in China, the main language environment is Chinese. With one exception, they also tended to disagree that English affected the position of the first language in China.

On children's motivation at the beginning and at the end of a course, all the teachers said that stimulating interest in the children at the beginning of the course would encourage children to complete the course.

On the question about what children need to learn most, three teachers at TZS answered that the first language should be learnt most, because they felt that if children have a strong ability in understanding and speaking their first language, it will help them to learn a second language. However, the other three teachers at Z'SL answered that children should focus on English listening and speaking more than Chinese. As can be seen, each school has its attitude to this question. TZS is a public school, where it is felt that the skill of first language is important for children; Z'SL is an experimental school, which believes that skills in English are more important for children.

The table below shows responses to the question about the problems learners experience with their English courses in the different schools:

TZS	What problems do learners experience with the course?	Z'SL	What problem do learners experience with the course?
CO	Too much content; the pronunciation of some words is difficult.	CO	The pronunciation is not correct, and the skill of listening is not good.
TE1	Children are always confused between two languages.	TE1	Children lose interest.
TE2	Children are always confused between two languages.	TE2	The pronunciation is difficult.

Table 4.7 Teachers' views on the problems learners experience with the course.

Through these answers from six teachers, it can be seen that the big problem is that children do not have enough ability to distinguish between both languages at a young age, and their first language is still not stable when they start to acquire English.

On the question about what teachers do when learners seem to lose interest in the programme, all of them felt that when learners lose interest, teachers should motivate and encourage children, and find out easy ways to meet their needs. At Z'SL, one teacher said that when learners seem to lose interest, it was important to engage in discussion and communication with the learners. When children meet difficult situation in language learning, such as when they cannot understand some words or grammar, they will lose interest and confidence. In addition, children's ways of thinking and their responses to their language difficulties need to be understood by their teachers.

Materials

All the teachers said that the materials needed be adjusted to the children's needs. This indicates that the materials are not completely appropriate for teacher's contexts and learner's needs.



Methodology

On the question about the appropriate methodology for teaching young children to acquire English without losing their first language, three teachers at TZS said that children should learn a second language after their first language is stable. They argued that, "... the facts have already proved that if children could not learn their first language well, they could not learn a second language effectively". At Z'SL, two teachers said that children could learn a second language as fluently as their mother tongue. At same time, they never forgot or lost their mother tongue, because of the language, cultural and social environment in China, which exerts such a powerful influence. Another one teacher said that children could not lose their first language, because children learn English at school, and speak Chinese at home.

The table below presents the method teachers claim to use.

TZS	What the kind of method you use	Z'SL	What the kind of method you use
CO	Cognitive Approach and Task-based	CO	Direct and Audio-Lingual Method
TE1	Task-based	TE1	Direct and Audio-Lingual Method
TE2	Task-based	TE2	Direct and Audio-Lingual Method

Table 4.8 Teaching method used by teachers.

The “Cognitive Approach” lays stress on the mother tongue and based on meaningful acquisition of grammar structures followed by meaningful practice, while the “Task-based” approach organizes learning and activities are around real life situations. The “Direct Method” lays stress on spoken language and excludes the mother tongue, while the “Audio-Lingual Method” lays stress on imitation and repetition, and the instruments of modern teaching are also used in classroom, such as the television and tape- recorder. It is clear that both schools follow different language teaching approaches.

This is what I noted during the classroom observation in one class at TZS. The teacher used the task-based approach to teach English. First, the children watched a lesson on TV, which showed a child and his mother at the zoo. The mother explained what each animal was called to the child. Next, the teacher explained the lesson in Chinese, and helped children to understand the new words and particular grammatical structures in the lesson, such as “What is this? It is a lion.” The dialogues and exercises were then practiced repeatedly. Finally the children worked on an activity aimed at giving them further practice and application, e.g. the teacher chose two learners to perform a dialogue identifying the animals in a zoo. At Z'SL, two classes used the direct method in the classroom, i.e. the English language was used in the classroom, and the teachers did not use the first language to explain the problem. Instead of the translation,

pictures and cards used at TZS, the teachers at Z'SL said that they tried to create a proper English environment in their classrooms, and their pupils did not need to translate from Chinese in their minds.

None of the teachers at TZS had ever heard about additive and subtractive bilingual education or productive and other forms of bilingual education. At Z'SL, two teachers had heard these types of education, but clearly were not influenced by them, and did not apply them in their teaching. However, at TZS, although the teachers did not know about these forms of bilingual education, they were in fact applying some of the methods of bilingual education, such as using the first language to explain the meaning of the English language, and recognizing the importance of the first language in acquiring a second one. In other words, their teaching was in line with Laura's (2000) description of additive bilingual education: "When students' first language is valued and recognized, the development of the second language is more effective".



4.1.3 Parents' views

Interviews

This section will analyze the interviews from the four families, which helped me to compare the outcomes for their children, as well as the way in which the children were being influenced as members of society by the different ways in which they were being taught English. The table below presents a profile of the parents:

Specification: P: Parent

	Gender	Occupation	Level of education	Age	Child's age	Child's school
P1	Female	Nurse	Diploma	35	7 years old	TZS
P2	Female	Officer	Degree	33	6 years old	TZS
P3	Male	Teacher	Degree	40	8 years old	Z'SL
P4	Female	Teacher	Degree	36	9 years old	Z'SL

Table 4.9 Profile of parents and their children at TZS and Z'SL.

The question asked whether it is necessary for children to learn English at an early age. P1 and P4 said that it was not necessary. P1 explained that it was not good to learn a second language at early age when children's brains were still immature. P4 felt that Chinese was the dominant language in China, and therefore his child did not need to learn English at an early age. However, P2 and P3 believed that it was necessary to learn a second language at an early age. They said that it was better to learn a second language as early as possible. Although it was not necessary to teach a deep knowledge of the language to young children, such children had the ability to imitate the correct pronunciation of a second language, which adults often found very difficult.

The table below identifies at what age the children started to learn English and for how long they had been learning the language.

	Age child was when starting to learn English	How long child has learned English
P1	Six	One year
P2	Five	One year
P3	Five	Three years
P4	Five	Four years

Table 4.10 Age and experience in learning English.

As can be seen from the table, three children learnt English from five years old, and another from the age of six. We note that P4, despite earlier having said that it was not necessary to start learning English at an early age, actually had a child who had been learning English for four years. P3's answer correlated with the response above, but P2's child had only learnt English for one year at TZS, despite P2's belief that children should start learning English at an early age. I continued to interrogate these conflicting responses.

All the parents said that children spoke Chinese in their family, but sometimes, if parent spoke English with their children, the children would respond in English. All four parents could speak a little English.

All the parents said that their children's competency in Chinese (Mandarin) was stronger than in English. P3 and P4 said that although their children studied at Z'SL, they could communicate with their foreign teachers in English, but were not very good at reading and writing in English. Despite being at an immersion school, their Chinese was still stronger than their English.

Every parent said that the environment influences the language choice made by their children. Children speak their mother tongue (Mandarin) when they are at home, but when children go to their school they speak Mandarin with others.

The key question for this study was whether English language learning affects the development of children's first language and their native culture. The table below shows parents' responses to this question.

	Whether English learning affects child's first language and their native culture
P1	No
P2	No
P3	Yes, sometimes my child gets confused between L1 and L2.
P4	No, because the English environment is not strong enough in China; in the school, teachers do not have the necessary skills to teach every course in English.

Table 4.11 Parents' views about whether English learning affects children's first language and their native culture.

The TZS parents, whose children attended the Chinese public school, as well as P4, whose child attended the experimental immersion school (Z'SL) disagreed that English affects the development of children's first language and their native culture. Only one parent, P3, felt that this had an impact. P3's child studied English language from five years old and has had three years' experience of English learning. P3 explained that his child gets confused between L1 and L2, and felt that the main reason for this was that the first language of his child was still not stable when the child started to learn English.

4.2 Presentation and analysis of the teaching materials

The aim of this section is to present and analyze the course books *Starting Line* and *Super Kids English textbook* as effective in meeting children's needs at TZS and Z'SL. Included in this is an analysis of the teaching methodology used.



4.2.1 Presentation of grade three of *Starting Line* at TZS

Starting Line was written by the Chinese Teaching Material Institution-English Teaching Material Research Center and Beijing Hai Dian District Teacher Training College. This book is a grade three course, each level of which includes a student's book, a teacher's book, teacher's class cassettes and student's cassettes. I am only concerned here with the Student's Book, because it is the only book used by the grade three learners with whom I was doing my research.

The book contains two books for one year; each book is for one semester. The course is divided into eight blocks for each book, six lessons for each block. Each block includes poetry, speaking, singing, games, etc. After eight blocks, there are vocabulary lists.

Here is an extract from *Starting Line Student's Book* (2003:56-57)

(INSERT)



Looking at the sample, it is clear that this material is focused on cultural communication and the content focuses on listening and speaking. On the other hand, it is an everyday topic and enables children to develop their skill of communication. This material also helps children to discover the difference between China and foreign countries in order to develop their thought and imagination.

4.2.2 Analysis of grade three of Starting Line at TZS

This textbook was passed by the Chinese Evaluation Committee on Textbooks for Secondary and Primary School for the first examination in 2003 and was published in 2003. This book emphasizes cultivating the skills of language application for young learners, based on the theory of applying language in social activities. Baker (2001:115) notes that the social and cultural background of language learning indicates that children may be influenced by the beliefs, values and culture of the community in which they are placed (e.g. Gardner, 1985; Hamers & Blanc, 1982, 1983, 2000; Siguan & Mackey, 1987). In the Chinese context, the Chinese language and culture is at the centre of Chinese society, and many Chinese people deem bilingualism and biculturalism as unnecessary. Therefore, developing the skill of applying language in social situations and the skill of communication in real life are important for Chinese children.

The book seems to provide some knowledge and skills for learners. The book introduces foreign culture and some content to help children to develop their skills of imagination and observation and so on. Task-based teaching is the main method in this textbook, which enables children to use language in real life. Grade Three is a transitional period for children, and is based on listening, speaking, reading, and using language with the contents of other subjects, such as handiwork, natural science and so on. It also encourages learners to work and create with their hands, and encourages young learners to like the English language and to enjoy speaking it. The book also commences with writing skills in English. This textbook depends on a stable first

language, and enables children to understand English language effectively. Therefore, the choice of the teaching content is appropriate for children's needs.

4.2.3 Presentation of grade one of *Super Kids English Textbook* at Z'SL

Super Kids English Textbook is published by the Pearson Education Group of America. The composition of this book shows that its primary audience is intended to be Asian children, particularly children who lack an English environment. The content is related to children's daily lives, such as family, clothing, food and so on. Each block includes core words, basic sentences, and simple conversation. The four skills are integrated in this textbook, which also contains spelling lists. This course book includes a teacher's book, a student's book, teacher's cassettes, student's cassettes, teacher's card and student's card.

Here is an extract from "Super Kids English Textbook" (2003: 69-70)



(insert)



Looking at the sample, we note that this material focuses on a foreign culture, festivals, and customs. It involves the process of repetition and embedding, and enables children to acquire correct pronunciation in this process.

4.2.4 Analysis of grade one of *Super Kids English Textbook at Z'SL*

Published in 2003, this book emphasizes the “Whole Language” basic educational theory, which argues that children should learn English in an appropriate environment. This environment should help children to absorb English faster and motivate them to learn the language. This book also increases the chances of the children to accept the English language. Learner-centred teaching is the main method in this textbook. This book seems to provide for the teaching of the four skills by exercises on core words, basic sentences and conversation; it assists children to understand the relationship between spelling and pronunciation, and the texts also encourage children to be confident. The focus of this book is to get in touch with the English language and English culture.



In the literature about the acculturation model, Schumann’s concepts of “assimilation” and “adaptation” and Clement’s “assimilation” and “integration” show that when second language learning involves the assimilation of a second culture and the replacement of a learner’s first cultural identity, it results in “subtractive bilingualism”. However, the literature appears to favour additive bilingualism as a suitable approach for Chinese children to develop their language skills, and Baker (2001:360) also points out that “additive bilingualism” is appropriate only when the home language is a majority language and the school is adding a second minority or majority language. On the other hand, according to Cummins (1984 cited in OEA, 2003): “...high levels of proficiency and literacy in a first language can facilitate learning a second language because of the common underlying proficiency or interdependence across languages, which facilitates the transfer of knowledge from one language to the other”. Fishman (1968) believes that, “...the mother tongue is the best language for literacy”. He also

strongly recommends that the use of mother tongue education be extended to as late a stage as possible.

Accordingly, I would suggest that the choice of the teaching content at Z'SL does not suit the children's needs, because the method denies the reality of the children's actual language environment and culture.

4.3 Conclusion

This chapter has dealt with the analysis and presentation of data from interviews, questionnaires, classroom observations, and an analysis of the textbook. In this analysis, the main question was to investigate the teaching programmes in use at TZS and Z'SL. The results of the analysis appear to show that this teaching programme is failing the children at Z'SL.



The reason appears to be mainly that the materials are not designed for young learner's needs. The materials just emphasize the four skills of English in an English environment, but neglect the relatively unstable language situation of the children.

Another failure of the programme may lie in the teaching methodology, with its emphasis on the direct method. Although teachers emphasized that children should use the ways of learning the first language to learn a second language, they neglected to point out the difference between L1 and L2, which confused the children. Second, they emphasized building up the relationship between the English language and the children's environment, but they abandoned the mother tongue. This clearly made it harder for the children to understand English. Third, while the skill of speaking English may be not having been too difficult for the children, they clearly struggled with reading and writing English.

The task-based methods used at TZS tend to be more successful in language learning and teaching. Widdowson (1984) points out that language should be taught for communication and as communication, and that both need skills and strategies that enable learners to use the language effectively and appropriately within varied social and cultural contexts. In addition, the teachers' emphasis at TZS is that, with young learners, the first language is important for learning a second language. As Fillmore (1991) suggests, young children should learn a second language after their first language is stable.

To summarize this chapter, the contrasts drawn from the research carried out at TZS and Z'SL show that different methods lead to different outcomes for learners. As teachers of English as a second language in China, we should help children to know how to use a language in the society they live in and to learn a second language effectively. The following chapter will focus on the conclusion and recommendations.



CHAPTER FIVE: RECOMMENDATIONS AND CONCLUSIONS

This thesis is based on a comparison of two kinds of approaches to English teaching used with young Chinese learners: one emphasizing native language development in bilingual education (TZS); the other one emphasizing an English-only approach at Z'SL. The purpose of the research was to investigate whether these two approaches effectively equip the young learners to learn English effectively without losing their first language and culture. The research findings have shown that the children in both schools still appeared to maintain their first language and culture. However, the approach in use at TZS does appear to be more effective than the approach in use at Z'SL. This finding is supported by the following evidence.

First, the comparison of guiding principle used at TZS and Z'SL. De Houwer (1999) writes that educators must keep in mind that young children do not have a fully developed native language on which to base the learning of a second. The means that children may not know certain vocabulary words, grammatical structures, or other language features in their native language before they learn them in English.

Chomsky (1969) demonstrated that children between 5 and 10 years old are still acquiring the structures of their first language. For children younger than 5, many aspects of their first language have not yet fully developed. At TZS, the English language teachers appeared to be aware of this in their teaching, but at Z'SL, the dominant notion was that an English-only approach is the most effective way of teaching English, and they appeared to lose sight of the importance of the mother tongue in second language development.

There is also the issue of the way in which children are socialized into the use and practices of a language. Society influences children's thinking and behavior, as well as their application of language. In China, it is obvious that the use of bicultural and bilingual practices is not necessary for most Chinese people; in other words, Chinese

language and Chinese culture cannot be substituted by a second language and culture. Coltrane (2003) points out that children need to develop their native language along with English. Coltrane suggests that educators must consider that young English language learners' primary mode of communication with their parents, extended families, and community members is their native language. Just as Chinese children are socialized into Chinese communities, they learn from their society and their family. Therefore, children's first language and culture may influence the way they acquire English. Children should be provided with opportunities for meaningful interaction in both languages by teachers. At TZS, children have plenty of opportunities to interact in, and to develop, their native language while learning English as a subject, but at Z'SL, every subject is taught in English, with the consequent neglect of the mother tongue.

The different teaching methodology used at TZS and Z'SL also influenced the learners. TZS teachers used a Task-based methodology, and used the first language to support English language teaching, while Z'SL teachers favored the Direct and Audio-Lingual Method. Willis (1996) points out that task are useful vehicles for activities focusing on real communication. And Cummins (1998) also points out that strong promotion of students' primary language literacy skills not only develops a conceptual foundation for academic growth but also communicates clearly to students the value of the cultural and linguistic resources they bring to school. At TZS, the teachers provided activities in which learners were encouraged to contribute and participate in order to gain an understanding of the knowledge in real life. The teachers also continued to develop the learners' skills in their first language while they were learning the English language. Their approach, in my view, met the children's needs and was appropriate for them.

However, at Z'SL, the Direct, as well as the Audio-lingual, method was used with the young learners. Although the Direct method emphasizes that the way of learning the L2 should be like learning the L1, it neglects the differences between L1 and L2.

Second, this method undermines the mother tongue and its positive contribution to learning an L2. Third, teachers could not explain some questions in the first language, and this situation affected their young learners' ability to understand the target language deeply. On the other hand, the teachers at Z'SL also employed the "Audio-Lingual Method" in the classroom, such as imitation and repetition, the instruments of modern teaching (like the TV and tape-recorder). But this method also limits the use of the mother tongue in language teaching, and the constant repetition caused boredom among the young learners. It is my contention that the teachers at Z'SL had not found an appropriate approach for English language learning by young learners.

We also need to take account of the different teaching and learning materials used at TZS and Z'SL. At TZS, the goal of the material was to enable learners to apply language in social activities, and it emphasized dual acculturation. The aims were not only for learners to understand C2, but also to use L2 to communicate with others. Therefore, when learners communicated with foreigners, they were not only listeners, but also participants in dual acculturation. However, at Z'SL, the goal of the material was to enable young learners to get into an English environment; it emphasized the process of repetition and immersion in English, but they neglected the development of the children's native language.

Based on the above findings, I would like to make the following recommendations for teachers at TZS and Z'SL to meet their young learners' needs appropriately.

5.1 Recommendations

In order to achieve the objective of effective bilingual education in China, the following recommendations are offered.

5.1.1 Effective Instruction for Young learners

a) China needs to promote Two- way bilingual education programs

According to the National Center for Research on Cultural Diversity and Second Language Learning (1994), two-way bilingual programs work towards academic, language, and affective goals. Valverde (1999) contends that two-way bilingual education develops dual language proficiency by instructing students in their native language, as well as in English. Valverde also argues that two-way programs provide all of the students with a different experience and create an environment that fosters academic excellence in both languages, and it also promotes a positive attitude toward both cultures.

Other researchers, like Calderson and Minaya (2003) point out that two-way bilingual education helps children maintain their cultural language as well as learn a new language - an invaluable skill in an increasingly integrated world. They explain that two-way bilingual education programs provide essential elements to help students gain literacy in two languages, increase cross-cultural understanding, and achieve in all academic areas. They point out that an effective two-way bilingual program for school administrators, teachers, and parents:

1. Promotes native-language literacy skills and balanced bilingualism;
2. Provides a standards-based education while promoting proficiency in two languages; and
3. Helps all students gain cognitive and linguistic benefits from academic tasks that call for creativity and problem solving.

These findings indicate that two-way bilingual education programs not only provide opportunities to learn a second language like English, but also enhance learning through native languages. The additive bilingual environment supports the development of both languages and enhances students' self-esteem and cross-cultural

understanding (Christian, 1994 cited in National Center for Research on Cultural Diversity and Second Language Learning, 1994).

I believe that the two-way bilingual education program is also suitable in China, because in China, the majority language is Mandarin, but English is also currently the most important target language for economic and social development. Bilingual immersion and dual language programs can develop both language and cross-cultural understanding. Therefore, I think that the two-way bilingual programs not only develop children's bilingual skills, but also help them to acquire bicultural knowledge, while maintaining their own culture.

In accordance with the above researchers' viewpoints, I think that the two-way bilingual education program is one of the best approaches for Chinese children to learn a second language but still maintain their culture.

b) Programmes need to make use of the Cognitive developmental approach



Teachers of young English language learners need to be able to understand learners' linguistic and other needs, prepare effective lessons, provide appropriate instruction, and should engage in appropriate practices that take into account the cognitive and social needs of young children. According to Greenburg (1990 cited in Coltrane, 2003) the cognitive/developmental approach is generally considered to be the most effective, as it considers what children may be able to do at various stages of development. This approach involves different types of learning, such as social learning, physical learning and play, emotional learning, and intellectual and academic learning. Therefore, for young learners, this approach is effective and useful, because children should be helped to develop their thinking and to adapt to their community and society by teachers. Nissani (1990 cited in Coltrane, 2003) summarizes this approach as one in which "...children are encouraged to become involved in purposeful and creative activities with other children; to make major choices among hands-on learning activities; to initiate and accomplish self-motivated

tasks in a rich environment; and to construct knowledge at their own individual pace by discovering and engaging in open-ended activities that reflect all areas of their development”. This kind of approach is student centred and keeps children’s developmental needs in mind; it allows children to learn at their own pace and in their own learning styles. Through this process, children will be motivated and developed, and be more confident. English language learning is an important subject for young Chinese learners, but the social needs of children is beyond the acquisition of language skills.

5.1.2 Appropriate Learning Environments for young learners

a) Preference needs to be given to Additive bilingual education

Lambert (1974, cited in Baker, 2001:114) notes that additive bilingualism is used to refer to positive cognitive outcomes resulting from being bilingual. Baker (2001:360) also points out that an additive approach is appropriate only when the home language is a majority language and the school is adding a second minority or majority language. It is obvious that the additive approach is appropriate for bilingual education in China.

b) Parents need to be involved

Nissani (1990 cited in Coltrane, 2003) points out that, “...the home and school should ideally work effectively together and support one another in the job of nurturing and educating young children”. Therefore, collaboration with parents is effective to provide opportunities for children to maintain their own language and culture while children acquire a second language. Because parents are their children’s primary teachers, they should be given opportunities to provide input into their children’s education. It is important for programs that serve young English language learners to

build collaboration between parents and teachers. Teachers should share information with parents about the standards, curriculum, and instructional methods that are used in their child's class, and help parents to understand the results of these methods that are used in the classroom.

c) Ensuring teacher quality

Echevarria (1998 cited in Coltrane, 2003) points out that “...teachers of young English language learners need to be able to understand their linguistic and other needs, prepare effective lessons that will meet those needs, provide appropriate instruction, and be able to assess how well students are comprehending what has been taught”. This means that teachers should understand children's development, and consider the cultural backgrounds of children and their parents, in order to design appropriate instruction and promote positive home-school relationships.




5.2 Conclusion

As young English language learners enrol in preschool and primary school programs, educators must provide effective, nurturing environments and developmentally and linguistically appropriate instruction for young language learners. My recommendations take account of appropriate instruction for young learners and the creation of an appropriate learning environment, which considers the characteristics of young English language learners, their language development, and the learning environment.

In the instruction of young language learners, two-way bilingual education and the cognitive developmental approach are proposed as most effective; in the learning environment for young learners, additive bilingual education, involving parents, and

teacher quality are further recommendations. These will be most effective in meeting the needs of young Chinese learners of English.

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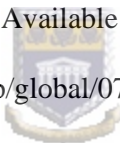
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List of appendices

APPENDIX 1: Interview transcript from TZS and Z'SL, and parents

Interview 1:

CO: Coordinator (interviewee)

TE: Teacher (interviewee)

INT: Interviewer (Ma Chunyan)

Interview transcripts from TZS

Interview 1. Face-to face interview



INT: My name is Ma Chunyan, I am a Masters student in Applied linguistics/Language Education at the University of the Western Cape in South Africa. I am doing research in English learning of young learners and I would like to ask you some question if you do not mind.

Co: I am glad you are here, and I will tell you about your questions.

INT: When should children learn another language? Why?

CO: That is better to learn a second language when children are nine years old or ten years, because in my school, that is compulsory to learn Chinese language, but the Chinese letter is similar with English letter, sometime children confuse easily between both, for example, the Chinese letter “n” is same with the English letter “n” in the

writing, however, there are different in the pronunciation. Therefore, I think that children should learn a second language when their mother tongue is stable.

TE1: It is better for children to learn a second language at nine years old which is grade four, because in grade one, children has to learn Chinese letter which is called PinYin, the PinYin is similar with English letter, especially in writing, so it made children to be confused, I think that children should learn a second language after their first language is stable.

TE2: I think that seven years old is better to learn a second language, because the organ of development of a young child is not stable, it will influence their first language, however, English language is very different with Chinese language in pronunciation, so it is better to learn a second language when children have a stable situation to learn another language.



INT: What are the benefits of early language learning?

CO: Early language learning is useful for children, young children is easy to learn a language, if parents give a good environment of language to influence children from early, children will be confident, this is advantage for children.

TE1: I think that young children can learn language easily.

TE2: Young children can learn a language easily and to be confident.

INT: How effective is bilingual education?

CO: In China, until now, Chinese educational authority has not definite system for bilingual education, it is just experimental period, but I think that bilingual education

not only develop skill of L1, but also useful for children acquire L2 and develop their thought.

TE1: At present, we have not definite system about bilingual education in China; it is just experimental period, but I think that bilingual education is better for development of L1 and L2, it is not only exalt the ability of first language, but also develop their ability of thinking.

TE2: I think that bilingual education is important for children to learn English language, because we should communicate with the world, and we should cultivate our students to master the ability of communication, but it is not necessary to learn a second language at very young age. For example, I studied English language at grade five, I were interesting about English language, so I think that if I have the ability of studying, I can learn a second language at anytime.



INT: What is the main objective of your programme?

CO: The objective of English programme is to enable children to know and speak simple everyday conversations.

TE1: English language is important in China, but the marks of English are not important, we should teach children to use language to resolve some problem, in the other words, we should help children to know how to communicate with others.

TE2: In our school, the students are from different area and different environment; therefore, they have different ability to learn knowledge, I do not want to give them so much stress, I just want to encourage them to use basic language to express about their thinking.

INT: What kind of methodology do you use in you programme?

CO: There is no definite method which I use, but I prefer “Cognitive Approach”.

TE1: I used “task-based” in the teaching language. I try to create an environment to be real and link with other knowledge in real life for children.

TE2: I used “task-based” in my classroom; I thought that children will be interesting and learn fast.

INT: Do you believe that your children are also learning the culture of the language they are learning from you? How?

CO: Of course, when children learn a language, they also learn the culture of the language. For example, when children learn the English song, which is called “the flower of snow”, children cannot understand the meaning of the song, children thought that why the meaning of the words is different with Chinese words, and then, I explained the background of western country and life to children in Chinese, children are more interesting about that, so I think that culture is important for learning a language.

TE1: Yes, children acquire the culture of the language when they learn the language, for example, I want children to know the English word such as “Christmas”, first, I want children to answer the question what the different is between Christmas and Chinese Spring Festival, this question will be interesting for children, I asked children to check some information from internet or other sources, and then children can explain in Chinese in our classroom about “Christmas”, so the culture of English was learned by children.

TE2: Of course, children learn a culture when they learn a language, because a culture affects a language application.

INT: How do you deal with the relationship between L1 and L2, C1 and C2?

CO: I think that is important to love own country and own language, as a teacher, I should educate children to love our country and our culture, if Chinese children can not learn Chinese language much better, in the same time, they can not also learn other language much better, if Chinese children can not understand our culture deeply, they can not also learn and accept a second culture and language deeply. Therefore, I think children should love own language and culture.

TE1: I use L1 to explain L2 and C2 to children, because children are Chinese, they have been influenced by the Chinese traditional culture, therefore, children can not confuse between L1 and L2, C1 and C2, in other words, children can understand deeply about L2 and C2 by a teacher who use L1 to explain to them.

TE2: I think that L1 and C1 are important for children, children should learn Chinese language and culture to be better first; I encourage children to learn Chinese classical culture from early age, however, English is just a bridge and an instrument, the goal of English is just for communication with the world.

INT: What kinds of materials seem to encourage effective learning in your learners? Would you like to change some of your current materials?

CO: The materials should focus on children motivation and interesting, but not focus on the marks, according to the feedback from our children, I think that “Starting Line Students’ Book” is appropriate for children, it was organized by Textbook of English Course Research Center of China and Canada Lingo Media international group, because the pictures and topics of this textbook is very interesting , and it is also including the knowledge of culture which are Chinese culture and foreign culture for children, I think that it is useful for children to learn English language and English culture, I prefer this kind of textbook. However, most teachers of English language

thought that “Starting Line” is difficult for children to understand clearly, because some words and grammar are difficult, therefore, our school will change the textbook, and our school will use a textbook that is called “Harbinger English” for children in next term, but I felt that “Harbinger English” is easy for children, may be is good for children of kindergarten. However, I still prefer “Starting Line”.

TE1: I use the textbook which is called “Starting Line”. I thought that this textbook focus on the act for children, children were interesting by it. However, sometimes, I felt that the vocabulary is difficult for children.

TE2: I also use the “Starting Line”, but I thought that the vocabulary is difficult and the content is not abundant.

INT: What might be some of the factors that influence learners’ success in language learning?



CO: Interesting will help children to acquire a second language effectively.

TE1: First, the excellent textbook can help teacher to definite goals; second, the good environment of family and good parents can help children for learning.

TE2: Good environment and enough time will help children to learn English language, because in some family, some parents do not understand English language, so they have not enough ability to help children to learn English language, therefore, the school and teachers should have responsibility to plan or organize for children to learn English language.

INT: What would you like to improve or change if you could?

CO: Teacher should enlighten children to know how to acquire information or knowledge by their hands, and not to depend on a teacher only. At the same time, the

teacher or parents should help children in this process, making children more independent of the teacher, by encouraging them to use resources like the Internet and their parents to find the meanings of English words taught in the classroom, and all of these processes is supported by Chinese language, because children can understand deeply in their first language firstly.

TE1: First, the textbook is limited, we should change the textbook to be suitable for children' situation, in the other words, the textbook can help teacher to design suit curriculum for children; second, at present, the educational system of English learning is rigid, we should change the system, I hope the system to be interesting and motivational for children; third, I hope to change the system of examination, we should help children to develop their ability of language.

TE2: First, we should keep close relationship with our children, and encourage them to like English language; second, I think that the teaching hour is not enough; the teaching hour should be increased.



INT: What do you feel are your main successes?

CO: Let children to like English language that is successful, teachers should encourage children and help them to have aspiration to acquire knowledge from other language, this process should be learned by themselves, in the other words, children is positive, teacher is assistant.

TE1: I have taught English language for three years, in my classroom, children were caught by my gesture, my intonation and my behavior in the process of English learning, children were encouraged by my words, and children like English language very much, I am satisfied when children can speak simple English words, I felt accomplishedly.

TE2: I am strict for children to learn English, for example, children is difficult to remember and read, therefore, I made English cards to help children to read repeatedly in order to children to remember them. I knew that my way is rigid, it is not interesting for children.

Interview transcripts from Z'SL

Interview 2. Face-to face interview

CO: Coordinator

TE: Teacher

INT: My name is Ma Chunyan, I am doing research in English learning of young learners and I would like to ask you some question if you do not mind.



CO: I am glad you are here, and I will tell you about your questions.

INT: When should children learn another language? Why?

CO: I think that is better to learn a second language when children are two or three years old, because when children are two or three years old, they have a strong ability of acceptance and ability of memory, in the same time, there are best time to acquire one or two language during two or three years old.

TE1: Two or three years old are better for children to learn a second language, because this age is sensitive period of language development, young children can learn and hold a second language fast.

TE2: I think that three years old is better for children to learn a second language, because at this moment, children have strong ability to accept and memory language.

INT: What are the benefits of early language learning?

CO: It is useful for children to acquire a second language in the early age ; children can accept the English atmosphere at early age.

TE1: It is better that children learn a language at early age, because children have strong ability to accept a second language as mother-tongue, therefore, when children join the environment of the second language, they can adapt fast to this environment of language.

TE2: It is better to train the ability of memory for children.



INT: How effective is bilingual education?

CO: Bilingual education is positive for children, our aim is to enable English to be important as mother-tongue for our children, we have to help children to communicate fluently with others in English, however, due to Chinese family and Chinese environment which most person speaks Chinese, so the society could not like our school which has a English environment for children, therefore, I think that bilingual education can be transitional to help children to learn English.

TE1: Bilingual education is positive for children to learn a second language, first, our goal is to enable children to master English language such as mother-tongue, but the problem is that family and society have not environment for learning English, therefore, I think that bilingual education can be transitional system for children to learn English.

TE2: Bilingual education will help children to adapt the impact of culture in their career of future.

INT: What is the main objective of your programme?

CO: It is to enable children to know and speak simple everyday conversations.

TE1: I want to help children to learn English language in happy atmosphere.

TE2: Children can learn knowledge of culture, ability and emotion from an English course.

INT: What kind of methodology do you use in you programme?

CO: I prefer the Direct Method , and Audio-lingual method is also employed in my classroom.



TE1: I use Direct Method and Audio-lingual method in order to motivate children in English language learning.

TE2: I prefer Direct Method, because I tried to develop the ability of thinking in the L2 in the children, so that I did not use the mother tongue in the class, at the same time, Audio-lingual method was also employed in my classroom.

INT: Do you believe that your children are also learning the culture of the language they are learning from you? How?

CO: Of course, we are not only teaching language to children, but also the relationship between two countries and two cultures”.

TE1: I believed that children are learning the culture of the language they are learning from teacher of English language.

TE2: Of course, children are not only learning a language, but also the culture, because a language and its culture could not be separate.

INT: How do you deal with the relationship between L1 and L2, C1 and C2?

CO: I try to find the intersection between two of these, and help them to build a bridge to deal with the situation.

TE1: I tried to find the intersection between L1 and L2, C1 and C2, and help children to understand the difference between L1 and L2, C1 and C2, in order to avoid confusion between them.



TE2: I try to build a bridge between L1 and L2, C1 and C2 to help children to know the relationship of them, and help them to transit this process.

INT: What kinds of materials seem to encourage effective learning in your learners? Would you like to change some of your current materials?

CO: I prefer to use a text book called “Super Kids English textbook” to teach English for children, because this textbook was just made for Asian children, particular for children who lack the environment of English language, and it also made children to be confident when they join the class.

TE1: I use “Super Kids”, but I thought that the textbook should be improved to be sample and existing for children.

TE2: I use “Super Kids”, but I felt that this textbook should be changed to be interesting and close with children.

INT: What might be some of the factors that influence learners’ success in language learning?

CO: It is to build an English environment to influence children to learn English language.

TE1: English environment is important for children acquire English language.

TE2: Environment is important, for children, I think that grammar, spelling and tense are not necessary for children to learn, it is enough that enable children to converse with others. In some family, they have not environment to help children to learn English language, because some parents could not speak English, therefore, this reason will influence the speed of English learning for children, and it also influence the success of English learning

INT: What would you like to improve or change if you could?

CO: We need to develop materials which is not limited for teachers of English teaching, the materials should motive enough interesting for children, such as game, English songs, English story so on. I would like to adapt the interesting programme to meet children needs.

TE1: At present, in China, bilingual education is not be defined, so I try to research some system of English education.

TE2: I hope our school to build a multimedia classroom for children to learn English that will be interesting and motivational for children.

INT: What do you feel are your main successes?

CO: I prefer to build English environment to influence children to learn English language. My success is that I can only use English language to teach children in the class, but not use Chinese language to teach them, in the same time, the children can understand and acquire knowledge by me.

TE1: I can use English language to teach children learning English in my class, but it is not in mother-tongue, and children can also understand what they learned from me.

TE2: My students can understand some daily words of English and vocabularies, even they can speak them.



Interview transcript from parents

P: Parent (interviewee)

Interview 3. Face- to face interview

The table below presents the profile of parents and their child at TZS and Z'SL

	Gender	Occupation	Level of education	Age	Child's age	Child's school
P1	female	nurse	diploma	35	7 years old	TZS
P2	female	officer	bachelor	33	6 years old	TZS
P3	male	teacher	bachelor	40	8 years old	Z'SL
P4	female	teacher	bachelor	36	9 years old	Z'SL

INT: Is it necessary for children to learn English at early age?

P1: It is not good to learn a second language at early age when the development of children's organ is not mature.

P4: There is not big environment of English language in China, even though my child learns English language at early age, but there is not English environment to influence him in China, so I think that it is not meaningful for children to learn a second language at early age.

P2: It is necessary to learn a second language at early age. It is better to learn a second language as early as possible.

P3: I think that is necessary to learn a second language at early age, but it is not necessary to teach the profound knowledge of language to young children, but young children have an ability to imitate the correctly pronunciation of a second language than adult such as mother-tongue.

INT: When child start to learn English, and for how long language to learn English?

(The table below identifies to when and how long the children to learn English.)

	When child start to learn English	How long child learn English
P1	Six	One year
P2	Five	One year
P3	Five	Three years
P4	five	Four years

INT: Which language does your child use in your family?

P1: Of course, my child speaks Chinese language in my family.

P2: My child speaks mandarin in my family, but sometimes, if we speaks English with my child, my child will speak English to us too.

P3: Yes, my child speaks mandarin in my family.

P4: Of course, Chinese language is spoken in my family.

INT: How competency is your child in the different languages she/he is learning?

P1: For my child, he competency of Chinese language is stronger than English.

P2: My child at TZS, every course is in Chinese, except English course, in the other hand, when my child go back to home, my child also speaks Chinese (Mandarin) in my family, of course, their skills of Chinese are stronger than English.

P3: Although my child study at Z'SL and can communicates with foreign teachers in English language, but children can not writing and reading in English pretty good.

P4: My child's first language is stronger than English language, even if my child studies English language at Z'SL.

INT: What influences the language choices made your child?

P1: Environment influences the language choice made by my child.



P2: I think environment influences the language choice made by my child.

P3: Environment is important, because it affects the language choices for children.

P4: I think that environment is a factor which influence the language choices made by my child.

INT: Does English language learning affects your child's first language development and their native culture.

(The table below shows about this question)

	Whether English learning affects child's first language and their native culture
P1	No
P2	No
P3	Yes, sometimes my child confuse between L1 and L2.

P4	No, because English environment is not enough in China; in the school, teacher has not enough ability to teach every course in English.
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APPENDIX 2: Questionnaires from teachers and coordinators' view at TZS and Z'SL

Note: Six teachers in total, three teachers from TZS and three teachers from Z'SL

Question 1. What is objective of bilingual education?

TZS	Objective of bilingual education	Z'SL	Objective of bilingual education
CO	Be able to communicate with others	CO	Be able to adapt the society
TE1	be able to communicate	TE1	Be able to speak English fluently
TE2	Be able to communicate	TE2	Be able to conduct children to learn English

Question 2 and 3. What kind of language do you use in the classroom? And what kind of language do you want to use for young learners?

TZS	Use English or Chinese in the classroom	Which language want to use	Z'SL	Use English or Chinese in the classroom	Which language want to use
CO	both	both	CO	English	English
TE1	both	both	TE1	English	English
TE2	both	English	TE2	English	English

Question 4. Are English position higher than Chinese in your school?

The three teachers at TZS said “no”; but the other three teachers at Z'SL said “yes”.

Question 5. Is the Chinese culture and language facing the danger?

All the teachers (or 100%) answered “no”.

Question 6. How to face the trend which English is stronger in society in education?

Two teachers at TZS said that children should learn English better, and Chinese language should be loved and protected by them, and another teacher said that English should be an instrument for life and work in the society. At Z'SL, one teacher said that English is to be an education of whole course in our school, teacher should supply an excellent environment for children; the other said that English is the only tool like Chinese; we should develop the languages to be balanced; and another teacher thought that it does not affect her for teaching.

Question 7. Are age and language learning are related?

All the teachers said “yes”. One teacher at TZS added that “before three years old, it is a better period to learn a language, but this period should learn mother-tongue”.

One teacher at Z'SL feels that it is better to learn a second language at an early age, because children can distinguish aspects such as grammar and tense between the two languages if they learn a second language at an early age.

Question 8. When young learners should learn a second language?

Three teachers at TZS answered that grade four (about nine years old) is better to learn a second language, because children should learn first language better first, and then they will have ability to learn a second language, otherwise, children will be confused between two language, because Chinese letter (PinYin) is similar with English alphabet in spelling, so children always confuse between two languages. The other three teachers at Z'SL answered that two or three years old are better to learn a second language, they thought that young children can learn a second language easily.

Question 9. Do the learners can use both languages correctly in different environment?

TZS	Can use both language correctly	Z'SL	Can use both language correctly
CO	Yes	CO	Yes
TE1	Yes	TE1	Yes
TE2	Yes	TE2	yes

Question 10 and 11. Is the English education affects the development of first language? And is it English education affects the position of first language in society?

TZS	English education affect the development of first language	English affect the position of first language	Z'SL	English education affect the development of first language	English affect the position of first language
CO	no	no	CO	yes	no
TE1	no	no	TE1	no	yes
TE2	no	no	TE2	no	no

Question 12. How motivated are the learners at the beginning and at the ending of the course?

All the teachers said that stimulate interesting for children at the beginning of the course, and encourage children at the ending of the course.

Question 13. Is the bilingual education necessary for young learners?

Of the three TZS teachers, only one felt that it was necessary for very young children, while the three teachers at Z'SL all felt that it was necessary.

Question 14. What do you think about children need to learn most?

Three teachers at TZS answered that the first language should be learnt most, because they think that if children have strong ability in understanding and comprehension of

their first language, it will help them to learn a second language. The other three teachers at Z'SL answered that children should learn English listening and speaking most.

Question 15. What problems do learners meet in the course?

TZS	What problem do learners meet in the course?	Z'SL	What problem do learners meet in the course?
CO	Too much content; the pronunciation of some words is difficult.	CO	The pronunciation is not correct, and the skill of listening is not good.
TE1	Children are always confused between two languages.	TE1	Children lose interest.
TE2	Children are always confused between two languages.	TE2	The pronunciation is difficult.

Question 16. What teachers do when learners seem to lose interest in the programme?

Three teachers at TZS as well as two teachers at Z'SL felt that when learners lose interest, teachers should motivate and encourage children, and find out easy ways to meet their needs. At Z'SL, one teacher said that when learners seem to lose interest, it was important to engage in discussion and communication with the learners.

Question 17. Whether the materials are appropriate for the learners?

All the teachers said that the materials needed be adjusted for their needs.

Question 18. What approach is appropriate for teaching young children to acquire English without losing their first language?

Three teachers at TZS said that children should learn a second language after their first language is stable. At Z'SL, two teachers said that children could learn a second language as fluently as their mother tongue. At same time, they never forgot or lost their mother tongue, because of the language, cultural and social environment in China, which exerts such a powerful influence. Another one teacher said that children could not lose their first language, because children learn English at school, and speak Chinese at home.

Question 19. What kind of method to English teaching do teachers use?

TZS	What the kind of method you use	Z'SL	What the kind of method you use
CO	Cognitive Approach and Task-based	CO	Direct and Audio-lingual method
TE1	Task-based	TE1	Direct and Audio-lingual method
TE2	Task-based	TE2	Direct and Audio-lingual method

Question 20. Have you heard about additive and subtractive bilingual education, and productive bilingual education or others? If yes, which one do you think are appropriate for learners?

None of the teachers at TZS had ever heard about additive and subtractive bilingual education or productive and other forms of bilingual education. At Z'SL, two teachers had heard these types of education.

