Perceptions of Chinese Students on the Issues of College English Teaching and its Curriculum

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Abstract. Existing studies mainly focus on the teaching strategies of College English from the perspective of instructors. Current College English reform also emphases on following well-accepted principles, such as learner-centered and task-based teaching. However, various purposes and needs of studying College English, the suitable teaching strategies are little investigated and interpreted. This study conducted depth interviews with those non-English majors in two Chinese universities to identify their purposes of learning College English and accordingly their responses towards teaching strategies. The result of this study revealed that studying overseas for further education is one of the main purposes of studying English among non-English majors. Based on this aim, the reform on the curriculum and teaching strategies required to be considered and conducted.

Keywords: teaching strategies; College English; curriculum reform.

1. The background information of College English and its teaching

College English, a compulsory subject for all non-English major students, is primarily designed to improve the language proficiency of College English students in Chinese universities. This chapter will examine whether the College English teaching can provide a sound preparation for students to respond to the pedagogical challenges they face in English-speaking universities. The College English curriculum in China has experienced remarkable changes since it was first taught in the late 1970s in Chinese universities, pertaining to its curriculum (syllabus) requirements and instructional practices (Li, 2012). These can be seen in the sequence of four guideline documents: the College English Teaching

Syllabus (1985/1986); the College English Teaching Syllabus (1999); College English Curriculum Requirements Trial (2004); and the most recently issued College English Curriculum Requirements (2007). The latest published document China's Standards of English Language Ability (2018) elaborated the different levels of English ability in terms of listening, speaking, reading and writing. This is an innovation in terms of the requirements of College English, including teaching and studying. However, what is the role of College English and how the curriculum better serve the Chinese College English students, who intend to pursue further education in English-speaking countries have not been answered. With regard to teaching, this study employed Killen's framework (2007, 2013) which described the teaching strategies that are commonly used. The framework includes seven teaching strategies: direct instruction, classroom discussions, small-group work, cooperative learning, problem solving, student research and performance activities. Based on this framework, this study categories the seven teaching strategies into three sub-groups according to their characteristics and teaching activities (Table 1):

Table 1：The classification of teaching strategies

Presentation-based teaching strategies	direct instruction (teacher) and (student) performance activities
Interaction-based teaching strategies	classroom discussions, small-group work and cooperative learning
Inquiry-based teaching strategies	including problem solving and student research

2. The fieldwork

The roles and characteristics of College English were determined by qualitative interviews. The investigation covered two major perspectives: the attitudes and responses of Chinese university students. These two perspectives assisted the researcher to identify the strengths and weaknesses of the College English teaching and learning, so that this study can propose recommendations for reform of the College English classrooms to respond to the students' pedagogical challenges in Anglophone universities. In details, 13 male students and 12 female students from these two universities (university A and University B) were interviewed. They were studying different majors and various grades in the universities (Table 2). The on-site records of the classroom observations included the teaching content, teaching activities and strategies, and the details of student engagement.

Table 2: The profiles of student participants

The code of participants	Gender	Grade	Major	Age
A1MEN	male	Freshman	Engineering	19
A2FIB	female	Senior	International Business	22
A3MEE	male	Sophomore	Electronic Engineering	20
A4MMA	male	Junior	Marketing	21
A5FVA	female	Junior	Visual Arts	21
A6MCE	male	Senior	Chemical Engineering	22
A7FHR	female	Freshman	Human Resources	20
A8MCS	male	Freshman	Computer Science	19
A9FCH	female	Junior	Chemistry	21
A10MAD	male	Senior	Architecture Design	22
A11MMA	male	Sophomore	Mathematics	21
A12MEC	male	Freshman	Economics	19
A13FAC	female	Sophomore	Accounting	20
A14MHR	male	Junior	Human Resources	21
A15FEC	female	Freshman	Economics	19
B16MCS	male	Senior	Computer Science	22
B17FBI	female	Sophomore	Biology	20
B18MED	male	Junior	Education	21
B19MEN	male	Senior	Engineering	22
B20FED	female	Freshman	Education	18
A21FHI	female	Sophomore	History	19
A22MCS	male	Sophomore	Clinic Science	19
A23FBE	female	Sophomore	Business English	19
A24FAR	female	Junior	Archeology	18
A25FEN	female	Junior	Engineering	18

3. Results of the fieldwork

The qualitative result of this study can be identified into two major themes: the roles of College English and responses of College English students towards teaching strategies. The results of this study have provided information from

student perspective, which can consequently facilitate College English better serve its target group College English students.

3.1 The Roles of College English in Preparing Students for Cross-national Education

The interview data showed College English only provide either for first or second year university students. No student participant indicated that they taught third and fourth year English classes. It reflected that only two years of formal teaching are provided for university students, leaving a gap for the third and fourth-year university students to improve their English language skills. As can be seen from the interviews, junior and senior students both provided their substantial concerns with regard to the two year gap. One concern was about the significance of College English, because China has an increasing integration in global affairs. For example, senior student A2FIB highlighted the significance of the English language in the Chinese context:

> *"English is very important in China …We are part of the global village and we need to use English to communicate with people from other countries and we have business relationships with them." [A2FIB, interviewed on 12/01/2017]*

Socio-economic forces have been mentioned by Jacka, Kipnis and Sargeson (2013), who argued that the education of the English language in China has been developed to respond to the country's strong international relations with other countries, including business, social and cultural exchange links. Similarly, Nunan (2003) conducted a research project in the Asia-Pacific region. It demonstrated that the Chinese participants generally believed that joining the World Trade Organisation (WTO) and being awarded the 2008 Summer Olympic Games further contributed to the significance of English language education in China. As such, the communications with English-speaking countries, companies and communities are in constant increase. The students of College English demonstrated their aspirations for improving their English proficiency for personal development. For example, participant A4MMA expressed a strong desire to have further English education classes for in one of the Anglophone countries, either Australia or America:

> *"I want to study economics in Australia or America after graduation. [I] have not decided yet. But [we don't have] no English class now … I have to pay extra fees outside for private English language training." [A4MMA, interviewed on 17/01/2017]*

As can be seen, an aspiration to learn English is a pre-requisite for future planned study, work and travel. Often the aspirations of the students in third and fourth year were higher than those in the first and second year. A similar result was found from the research conducted by Wang and Shan (2006), who interviewed a cohort of Chinese students studying in America. The results suggested that these learners considered that a higher English proficiency contributes to their future occupations. However, the current College English programs only provide two years of teaching. This practice does not respond to the Chinese students having the desire to learn English, particular those junior and senior students with strong aspiration of learning English for their future career development or cross-national education.

The student participants acknowledged that there are differences in their purposes for learning English. More than half expressed their passion for having cross-national education. A sophomore participant, A21FHI, was an example, stating as follows:

> "I planned to go abroad and have IELTS training this semester. Actually, I had IELTS training in my high school, but I have not joined the exam yet. But now I start to memorise the vocabulary. "[A21FHI, interviewed on 14/09/2017]

This participant had developed a plan for further education in Anglophone countries, and passing the IELTS test is one of her concerns. In this case, a student described desire for practising listening and speaking, which are components of IELTS test:

> "[I] really want to improve listening and speaking. Yet the teacher did not teach listening and speaking. We have to be a self-study student to pass the IELTS. However, I don't know how to improve speaking myself, because I need someone to speak with me. For listening, I usually listen to the VOA and ABC news. Another thing is I want to get high marks when I study overseas, [I think I] need to get familiar with their way of teaching." [A21FHI, interviewed on 14/09/2017]

Participant A21FHI, as a potential international student, reflected one of the issues of College English teaching. The teaching focuses more on reading and writing, rather than listening and speaking. This reinforced the findings of a study that Chinese students have limited English proficiency in listening and speaking when they transfer from being 'language learners' to 'language users' (Liu, 2013, p. 8). From this perspective, the language preparation may be a part of the preparations for the students' readiness for studying in English-speaking countries. In addition, this participant also showed an aspiration for higher

academic achievement, which she acknowledged needs her to be acquainted with the different ways of teaching in overseas universities. With regard to the ways of teaching, Wang, Taplin and Brown (2011, p. 23) termed these as 'technical teaching', which includes a combined set of lectures, tutorials, classroom discussions and resources. This is an external factor that can also influence the Chinese students' satisfaction with the studying abroad experience. Therefore, the aims of College English cannot only be limited to improving the students' language proficiency, even only the perspectives of reading and writing. The College English teachers should be expected to consider 'technical teaching' in order to better serve this group of students, who plan to undertake academic study in overseas universities.

While some participants having plans for subsequent education in Anglophone countries, other participants suggested that their purpose is for career development, since these students regard English as a linguistic advantage. For example, a senior participant B16MCS, acknowledged as follows:

> *"I want to improve my English … then I can go to an international company in Chengdu, such as IBM. The international company paid much higher than the local computer companies." [B16MCS, interviewed on 03/12/2017]*

Clearly, this purpose of learning English is different from the having further education outside of China. The third type of purpose for learning English found in the interviews was for postgraduate study in China. A junior participant, A5FVA, stated this purpose for studying College English:

> *"The national postgraduate entrance exam has an English test. So I need to learn College English, even though I don't like it. At least, it helps me to improve my English language proficiency." [A5FVA, interviewed on 13/11/2017]*

These three purposes identified that the College English learners are not only studying to improve their English proficiency. The current stratified education system can improve the teaching practices of College English to some extent, but the information reflected by the interviews further indicated that College English can conduct deeper reforms, especially in regard to advance College English for sophomore, junior and senior students. These reforms need to carefully consider the different purposes for learning English, even though these purposes shared some of the same characteristics, for example, improving English language proficiency. This research project focuses on a group of students who are seeking postgraduate degrees in English-speaking universities. In College English, as a formal channel for English language education, the reforms are expected to

respond to the purposes of students undertaking cross-national education in Anglophone countries.

The current College English programs are situated within the trend for increasing numbers of Chinese students planning to study in Anglophone universities. From this perspective, the English language teaching should be for academic purposes (EAP), in particular EAP courses for preparing students with cross-national education. In the latest 2007 curriculum requirements, the objectives of College English are described as follows:

> *"The objective of College English is to develop students' ability to use English in a well-rounded way, especially in listening and speaking, so that in future studies and careers as well as social interactions they will be able to communicate effectively." (2007 Curriculum Requirements, p. 25)*

From the description of the curriculum requirements, it can be seen that the objectives of College English teaching consider the different purposes of language learning. These purposes include future studies, career and social interactions, which are similar to the results of the interview data in this study. In regards to the students who want future study, the curriculum requirements do not explicitly describe the objectives of having cross-national education in English-speaking countries or postgraduate study in Chinese universities. The teaching objectives are an outcome statement that captures specifically what knowledge, skills and attitudes that learners should be able to exhibit after instruction (Davies and Pearse, 2002). Due to the unclear description in the curriculum requirements, the teaching practices may not effectively meet the differentiated purposes of students learning College English. The interview data about the students' responses to the teaching strategies further suggested that if a group of Chinese students planned to undertake studies in Anglophone countries, they could experience the pedagogical challenges in various teaching strategies. The teaching objectives do not provide concrete descriptions about providing sufficient preparation for the group of students who plan to study in Anglophone countries. As a consequence, this study aims to investigate what teaching strategies are often used in College English, and to what extent College English can prepare a group of students who plan to seek postgraduate degrees in Anglophone countries.

3.2 The University Students' Responses to the Teaching Strategies

College English students show different perspectives towards these teaching strategies. The result of this study further suggests deep reasons of their attitudes and preferences to participate in teaching strategies.

3.2.1 The students' responses to presentation-based teaching strategies

Direct instruction was the most frequently used teaching strategy in the classrooms covered by this research. However, student participants showed their dissatisfaction with this teaching strategy, where teachers talk most of the time in classes. A typical comment is from participant A7FHR:

> *"[As a university student,] it seems that I am still in the middle school classrooms. The teacher talked a lot, and I am taking notes about the language points … I want to practise how to pronounce and speak, but no chance [to have practice]. "[A7FHR, interviewed on 09/01/2017]*

Here, the teacher took a role of delivering linguistic knowledge and the student was a knowledge receiver. This description indicated the passive position of the student and she did not have much opportunity to practise the target language. The English language is a foreign language in China and this EFL learning environment limits the learners' exposure to the target language. Krashen and Terrell (1983) argued that the acquisition of, and competence in, a second language is through "real communication and learning" contexts, namely, "natural approach". But this is often the case when learning a foreign language, as most of the time the learners need to learn the target language in classrooms, rather than in the "real communication and learning situation" (p. 12). This unfavourable learning environment reinforced the belief that in College English classrooms, the teachers are supposed to deliberately create regular opportunities for students to practise the target language.

However, other College English classes were found where direct instruction was mostly teacher-talk and one-way interaction. Chinese students often do not have an adequate English language proficiency in speaking, partially due to the few chances to practise in classrooms. For example, participant B19MEN expressed concern about the current College English, stating that:

> *"[I haven't found] much use for College English. Even though I passed the College English Test Band six, I can't speak fluently … understand English native speakers when they talk with me … My English is just on paper, little chance to talk in the classrooms. [I] only listen to the teacher."*
> *[B19MEN, interviewed in 13/01/2015]*

This statement represents a common issue for College English teaching in China, which has been said to generate "dumb and deaf" learners (Gao, 2013, p. 12). This is a metaphor to describe the learners' incapacities in communicative competencies, particular in listening and speaking. For example, participants B11MMA and B15FEC admitted that speaking and listening were the skills that they needed to improve most:

"Well, my English is good in reading, as I practised a lot. Speaking needs improvements. However, in College English classrooms, it doesn't give me much chance to speak. "[B11MMA, interviewed on 02/12/2017]
"I think it's hard to say which skill is the best. The most needed improved skill will be listening, as we don't have listening training for three years. Gaokao does not contain a listening test after the 2008 Earthquake."
[B15FEC, interviewed on 04/12/2017]

As can be seen, the EFL teaching environment in China often does not respond in a way that creates a more favourable learning environment for students using English in the classrooms. Another participant, B22MCS, stressed this issue as follows:

"… in the classrooms of universities, I think the teacher should put more emphasis on listening and speaking. In real situations, we have little chance to practise listening and speaking. But in the classes, teachers should provide the chance for us to learn." [B22MCS, interviewed on 18/09/2017]

This statement indicated that practices of listening and speaking in College English should be expected to be given more consideration from teachers, given the EFL learning environment in China. However, the teachers' direct instruction in College English is often in the form of the teachers' domination, with little opportunity for students to practise their language skills, speaking in particular. As such, in the use of direct instruction, teachers need to consider greater interaction with students, providing them with more opportunities to practise listening and speaking.

3.2.2 The students' responses to interaction-based teaching strategies
Interaction-based teaching strategies include classroom discussions, small-group work and cooperative learning. Most students were willing to participate in these sorts of strategies. For example, participant B12MEC expressed his ideas about the teaching strategy of classroom discussions:

"[Classroom discussion is] better than when the teacher keeps talking. I like this way of teaching, but sometimes, I feel a little bit embarrassed if the teacher asked me to answer while I don't know it." [B12MEC, interviewed on14/01/2017]

This participant showed an appreciation of classroom discussions as involving more interactions with teachers than in didactic teaching. One issue that should

concern College English teachers is that students sometimes may experience embarrassment when they fail to answer a question. In these circumstances, teachers need to create more friendly environments and allow students to voluntarily answer the questions. Using appropriate questioning techniques requires the College English teachers to consider carefully, allowing students to answer voluntarily or to distribute the question to a particular student or, alternatively, use a combination of these two prompting techniques. For example, participant A25FEN acknowledged that classmates did not actively engage in the classroom discussions:

> *"Ideally, we answer voluntarily. Normally most students just keep silent. We don't have the confidence to speak English. We are not familiar with speaking English in public. The teacher calls our names; it can give the student a chance to practice. But I still think we'd be better to answer actively." [A25FEN, interviewed on 16/09/2017]*

This was a distinctive class where hesitant students accounted for the majority of the class. In this case, the teacher may need to consider distributing the questions to particular students to increase their accountability, which is the way to include the unengaged students. In terms of Chinese students' reticence to speak in classes in Anglophone countries such as the US, the UK and Australia, this has been attributed to aspects of their culture (Liu, 2009; Nguyen, Terlouw & Pilot, 2006). For example, Nguyen et al. (2006) argued that because of the power distance between the teachers and students in Chinese classrooms, students from China usually do not challenge lecturers in the classroom discussions, but heartily embrace the knowledge imparted by them. Participant A25FEN further stressed that cultural beliefs are not the only reason for Chinese students' reticence in classrooms, but that it also relates to previous learning experiences. This fact implies that if students have sufficient experience of public speaking or discussions, they may have confidence and actively participate in classroom discussions.

Two other interaction-based teaching strategies, small-group work and cooperative learning, mainly encourage interactions among students. College English learners expressed their willingness to participate in these interaction-based teaching strategies. For example, participant B12MEC opined as follows:

> *"The English classes do not often organise activities for us, I mean students … to work together. I wish to practise my skills of communicating with other people in English. The teaching in my class was not for this … so shame." [B12MEC, interviewed on 02/12/2017]*

This narrative demonstrated that the College English classrooms did not often organise interaction-based teaching strategies, but this participant showed a desire to engage in such teaching strategies. Many scholars have recommended that teaching strategies, such as small-group work, can promote the students' interpersonal skills, including negotiations in verbal conversation and peer cooperation (Killen, 2007). However, this teaching strategy was not often observed in College English classes for the sake of developing student-student interactions. Student participants were provided with few opportunities to start a conversation or offer feedback to other students in the process of the classroom instruction. This finding was partly consistent with the studies conducted by Hammond and Gao (2002), who investigated the Chinese classroom interaction style between the teacher and student. They argued that classrooms in China appeared to be led by teachers due to the teachers' authority position. However, the learning tended to be "fragmented, linear and competition-oriented" (Hammond & Gao, 2002, p. 288). They postulated that Chinese students focused more on competition than cooperation, compared with their Western counterparts. Similarly, Nguyen, Terlouw and Pilot (2006) found that that many Chinese learners can work individually better than when working in groups, in the context of Confucius collectivism. They cast doubt on whether collectivism actually acted as a culturally supportive background for the students' group-working spirit. Agelasto (1998) likewise argued that, in terms of teaching pedagogy, competition in China is generally more highly valued than is cooperation. The participant B12MEC, on the contrary, showed appreciation for the interaction-based teaching strategies.

This interesting fact can be interpreted through a typical social context in China, specifically its population policy, as contributing to the participation of students in cooperative learning. For example, B13FAC stated as follows:

> "*I don't know how to work with others, because from the children to the adults, I am more familiar with competing with other students, but I don't know how to cooperate with other people.* " [B13FAC, interviewed on 03/09/2017]

This participant (B13FAC) was challenged by having to cooperate with other people. The "one-child policy", as a part of family planning, was the population control policy in China introduced between 1978 and 1980, and which began to be formally phased out in 2015. This policy basically limited a couple to having one child. In these circumstances, the child was often called "little emperor", having become over indulged by their two parents and four grandparents as they were the only child. They did not have the opportunity to learn how to cooperate with other peers at home. In the schools, due to the population pressure, these children have had to compete with other students to acquire education

opportunities, in particular if the students want to enter high ranked universities or acquire decent jobs. As such, children were often trained to be competitive with other peers. It has been found that China's "one-child policy" has a direct influence on the preparation for, and participation in, interaction-based teaching strategies. A previous study focused on the influence of the "one-child policy" in the perspectives of environment, society, economy and politics (Feng, Cai, & Gu, 2013). This study further indicated that the "one-child policy" has somewhat had an influence on education, in particular the students' responses to teaching strategies that require peer interaction. These responses included their preferences and participation.

3.2.3 The students' responses to the inquiry-based teaching strategies

Inquiry-based teaching strategies include problem solving and students research. Some College English students expressed a lack of acquaintance with inquiry-based teaching strategies. This omission implied that these inquiry-based teaching strategies are seldom used in the classrooms of College English, which confirmed the results from the teacher self-report surveys. For example, participant B16MCS stated unfamiliarity with the teaching strategy of student research:

> "It sounds very challenging, for example, how to select and evaluate materials. Yet I haven't experienced this kind of teaching strategy before. In our College English classrooms, the teachers usually talk a lot."
> [B16MCS, interviewed on 04/12/2017]

The teaching strategy of student research emphasises that new ideas and concepts stimulate curiosity, thought and interest (Binson, 2009). In this teaching strategy, the students are expected to be inspired and become responsive receptors of the teaching materials. Teachers are often a facilitator or co-learner in these classrooms. The student and teacher have changed from a hierarchical relationship to a more equal status. Because of the changing roles and shared responsibilities of teachers and students, this participant (B16MCS) was challenged by student research.

Similarly, student participants also showed that they were unfamiliar with the teaching strategy of problem solving. However, student participants showed their appreciation for this teaching strategy. For example, participant A9FCH observed as follows:

> "It is a nice of way to learn. We use the knowledge to do something. This will make me know what I have already understood and what I need to learn. By using the old knowledge and new knowledge is to solve the problems. Under this circumstance, the learning goal is clear. Also

learning for dealing with problems makes the learning more interesting than just listening to teachers. We are learning English for passing the exams. It's so boring." [A9FCH, interviewed on 18/11/2017]

This participant perceived that the teaching strategy of problem solving can make the learning process more interesting than when the teacher just talks. This information reflected that students are more willing to learn when driven by their interests. The advantages of problem solving, as this participant suggested, are that it helps learners to progress from what they already understand to what they need to understand. This kind of process is also encouraged by Killen (2013) as cultivating the meta-cognitive abilities of students, deliberately building on the students' new knowledge through their existing knowledge. In fact, the Chinese educational culture also encourages gaining new insights through reviewing the known knowledge (translated as "wen gu er zhi xin, ke yi wei shi yi"). It can be concluded that both Western and Eastern educational ideologies promote the motivated and creative learning of students.

However, participant A9FCH asserted that the teaching is exam-oriented, with little use of inquiry-based teaching strategies in the College English classrooms. The exam here refers to the College English Test (CET), which is a national English test in China. The purpose of the CET is to examine the English proficiency of undergraduate and postgraduate students and to ensure that Chinese undergraduates reach the required English proficiency levels specified in the National College English Teaching Syllabuses. With regard to the influence of CET, it has been described as having a "wash back effect" due to the possible influence that English language tests have on the language teaching and learning (Alderson & Wall, 1993; Green, 2013). These influences include the teaching focus, contents, and the ways of teaching and learning (Green, 2013). The statement of participant A9FCH indicated that the learning focus was for passing exams. Therefore, the teaching in the College English classrooms is usually focused on delivering the linguistic knowledge to assist students with the exams, rather than simulating the students' interests and cultivating their meta-cognitive abilities.

Aside from the exam-oriented teaching focus, another possible reason could be that College English teachers may consider that inquiry-based teaching strategies are not appropriate for the subject. Participant A6MCE expressed experience of student research in chemistry classes:

> *"The procedure was used in our Chemistry classes. I never have such practice in our College English classes. I would like to try this kind of teaching strategy in my English language classes. It not only the teacher teaches us, but we can have motivation to learn by ourselves."* [Participant A6MCE, interviewed on 15/11/2017]

Even though Killen's (2013) theoretical framework suggested that teaching strategies are universal, and can be used in any subject, College English teachers seldom use teaching strategies such as problem solving and student research. This participant suggested that other subjects like Chemistry, provided students with pedagogical experience in inquiry-based teaching strategies. The interview results further suggested that students in science have more experience of inquiry-based teaching strategies than those from the arts disciplines. This information may imply that in university classes, the lecturers have some misconceptions that inquiry-based teaching strategies should be used in science disciplines, rather than in the arts disciplines. Future preparations can consider this difference and increase the preparation in inquiry-based teaching strategies, particularly to the students from the arts disciplines.

Based on the evidence above, it is clear to conclude that there is a clear gap between the students' needs and teachers' practice in College English classes, especially in those inquiry-based teaching strategies. This finding is supported by Lin, Lin and Hu (2014), in which they found mismatches between non-English speaking teachers' teaching approaches and students' preferences and experiences in six Colleges of Technology in central Taiwan.

4. Recommendations and further study

There are four identified characteristics of teaching and learning in College English classrooms. Firstly, College English are only provided for two years for College students; Secondly, College teachers widely used one of the presentation-based teaching strategies, which was direct instruction from the teacher. From the perspective of the preparation in pedagogical strategies, the College English teachers provided adequate opportunities for students to be exposed to this teaching strategy. Yet, interaction-based teaching strategies were only used in a limited way in College English classrooms. Therefore, College English students were gaining insufficient preparation in these teaching strategies. Finally, inquiry-based teaching strategies were rarely used in College English classrooms, and students were thereby unfamiliar with these strategies, especially the students from the arts disciplines.

Based on these characteristics identified in this study, several proposed recommendations have been put forward for better serving college students, especially the emerging group of students who plan to undertake cross-national education in Anglophone universities. College English could be extensive, in terms of three key stages: from English for General Purposes (EGP) to English for Specific Purposes (ESP) and English for Academic Purposes (EAP). This recommendation argues that EAP, as a sub-branch of ESP, should be included because, in the global context, a cohort of Chinese students is emerging who need English courses to prepare for their tertiary studies in English-speaking

universities, with academic environments different from their home country. In addition, College English teachers could use different kinds of teaching strategies to prepare university students not only in language but also teaching strategies. Because this study mainly focuses on the students, further study can extend the research into interaction between teachers and students, to closely investigate the issues and difficulties when potential international Chinese students participate in these teaching strategies. In this case, College English in China is able to better prepare the students who will study overseas, and also enrich the scope of College English, for students with different purposes and different levels.

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