An Innovation Research on the Foreign Language Teaching Theory with Chinese Characteristics Based On Whitehead's Process Philosophy

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Abstract

Since China's reform and opening up, foreign language teaching(hereafter: FLT) in China has achieved rapid development under the guidance of foreign language teaching theories at home and abroad. However, problems such as 'time-consuming and inefficient foreign language learning' and 'dumb foreign languages' in FLT in China have not been fundamentally solved. Based on Whitehead's process philosophy, this research aims to put forward feasible solutions to the existing problems in FLT in China in order that the level of FLT in China can be promoted by discussing the purpose, contents, processes and stages of FLT, the relationship between teachers and students in FLT and FLT evaluation system.

1. Introduction

- Researches on FLT theories in China have experienced three important phases, namely, the introduction, local transformation and development and innovation phases of FLT theories. Many researchers have emerged and produced a huge number of research outcomes on FLT theories with their research contents including ideas, evaluation, methods and reform of FLT, foreign language learners' learning strategies and motivation, etc. Especially since the reform and opening up, more and more foreign language researchers have been becoming increasingly interested in the researches on FLT theories with the combination of the FLT practice in China. A series of theoretical achievements have been obtained, such as Zhengdong Zhang's *The Three-dimensional Approach to FLT*(Zhengdong Zhang, 1999), Sizhong Zhang's *16-Chinese-character FLT Method*(Sizhong Zhang, 2006), Tianren Bao's *The Four-in-one Model of FLT*(Aiping Pei, 2006), Chuming Wang's *The Length-in-writing Approach to Foreign Language Learning*(Chuming Wang, 2005), Cheng Ma's *The Three-in-one Model of English Teaching*(Cheng Ma, 2011), Qiufang Wen's *Production-oriented Approach to FLT*(Qiufang Wen, 2015) and Jianzhong Zhang's *Ten-Chinese-character Model or Five-factor Model of English Teaching*(Jianzhong Zhang, 2016).
- These achievements have provided a solid theoretical basis for the practice of FLT in China and greatly promoted the development of that in China. However, the current problems existing in FLT in China have not been fundamentally solved. Considering this, this research, based on China's national condition, foreign language teaching and learning situation, aims to put forward new theoretical insights into FLT with Chinese characteristics from the perspective of Whitehead's process philosophy.

2. Methodology

Literature study methodology is applied in this present research. It starts out from the analysis of quite a few FLT theories with Chinese characteristics with the revealing of their important roles in improving the practice of FLT in China. Then works related to the current situation of FLT in China were studied. It has been found that there still exist obvious problems in FLT in China, for example, 'time-consuming and inefficient foreign language learning' and 'dumb foreign languages', etc. Those are not conducive to the

fulfillment of the purpose of FLT in China. Also, that indicates that these theories haven't offered an effective guidance for the practice of FLT in China.

Considering this, it is necessary to conduct a research on theories of FLT from a new point of view so that feasible solutions to the existing problems can be found. With the intention of solving the problems, I have comprehensively studied Whitehead's process philosophy and related academic works on it, finding that it can bring great enlightenment to education. Therefore, this research aims to get enlightenment from Whitehead's process philosophy to FLT in China.

Finally, based on Whitehead's process philosophy, this research aims to put forward feasible solutions to the existing problems in FLT in China in order that the level of FLT in China can be promoted by discussing the purpose, contents, processes and stages of FLT, the relationship between teachers and students in FLT and FLT evaluation system. It is stated that these systematic theoretical insights into FLT will provide effective guidance for the practice of FLT in China.

3. Literature Review Of Flt Theories With Chinese Characteristics

Since China's reform and opening up, the Chinese researchers of foreign language teaching theories have realized that simply introducing FLT theories from abroad has been unable to meet the real needs of the practice of FLT in China. Many researchers have combined their researches on FLT theories with China's national condition and FLT teaching learning situation and put forward a series of FLT theories with Chinese characteristics.

Zhengdong Zhang constructed his theoretical framework of FLT by integrating his views on the FLT environment in China, the nature of foreign language learning, the cultural differences between China and foreign countries, the economic development that affects the effectiveness of FLT, and the teachers who play homeostasis roles in FLT. The main arguments of this theory are the psychological view of FLT, and that of foreign language learning, five elements, system and teachers' homeostasis roles.

In order to solve the problem of Chinese students' inability to use foreign languages fluently and accurately in real life although they had learned them for many years, professor Chuming Wang proposed a new teaching model named *The Length-in-writing Approach*. This is one way to promote foreign language learning in a writing way. With designed tasks to stimulate students to write essays as its teaching focus, this model, complying with the foreign language learning rules, helps students break through the limits of foreign language learning and express their true feelings in the writing and thus their senses of achievements and confidence in foreign language learning can be greatly enhanced by way of gradually adjusting the length of the compositions and increasing the amount of writing. Then students' foreign language knowledge can be transformed into their language application abilities in a much quicker way. Chuming Wang holds the view that *The Length-in-writing Approach* can help the students overcome their psychological barriers in foreign language learning; it can help them enhance their senses of achievements and self-confidence; it can consolidate their learned language knowledge and transform

it into their application abilities more quickly; and it can stimulate students to give full play to their potentials (Chuming Wang, 2005; Qiufang Wen, 2005).

Through decades of foreign language teaching practice, Sizhong Zhang formed the *16-Chinese-character FLT Method*, namely, “appropriate concentration, repeated circulation, reading the original works, and individualizing the teaching approach to each student’s aptitude” (Sizhong Zhang, 2006). ‘Appropriate concentration’ refers to the centralized processing of language knowledge and skills with its emphasis that it is easy to find out teaching and learning rules in such a way, through which teaching effect can be improved. ‘Repeated circulation’ aims to help students strengthen their memories of the language knowledge through the high repetition rate of that knowledge by means of different memorial methods. Sizhong Zhang believes that ‘reading original works’ is an important approach to foreign language learning, which can not only cultivate students’ good reading habits and consolidate their foreign language knowledge, but also enrich students’ foreign cultural knowledge and improve their interest in foreign language learning. ‘Individualizing the teaching approach to each student’s aptitude’ means that a duplex teaching method is used to creatively handle the differences between students, to ensure a good teaching effect according to different teaching and learning situations and teaching materials.

Tianren Bao’s *The Four-in-one Approach to FLT* takes ‘step by step, emphasis on stages, intensive teaching and practising, five skills(i.e., listening, speaking, reading, writing and translating) with equal importance’ as the teaching principles. This approach is student-centered with teachers playing the guiding roles. It also advocates the view that foreign languages should be learned with the consolidation and improvement of students’ basic language knowledge and skills as its teaching focus.

Cheng Ma’s *The Three-in-one Model of FLT* contains two parts. One is called *The Minor Three-in-one Model of FLT* referring to the teaching of characters, phonemes and phonetic symbols. The minor model emphasizes the importance of phonetics teaching in helping students speak foreign languages. The other one is named *The Major Three-in-one Model of FLT* denoting the teaching of vocabulary, grammar and reading. The major one attaches great importance to the order of FLT and holds that FLT should be conducted in accordance with the best order of vocabulary, grammar and reading in order to achieve the ideal teaching effect.

Qiufang Wen(2015) proposed the brand new FLT theory “Production-oriented Approach”. This theory takes ‘Learning-centered Principle’, ‘Learning-using Integrated Principle’ and ‘Whole-person Education Principle’ as its teaching ideas. It advocates that FLT should help students learn languages effectively, integrate language learning and using, and finally achieve the goal of improving students’ comprehensive abilities to use foreign languages. Also, this approach emphasizes the important roles of language output and selective learning in foreign language learning.

Jianzhong Zhang put forward *Ten-Chinese-character Model or Five-factor Model of FLT*. It refers to the learning process in which the students, with a strong will and relaxing emotion, actively and effectively participate in communication activities in specific language cognitive contexts by using foreign languages with the language structures and grammatical rules being practised and generalized and

meanwhile take appropriate study strategies for self-monitoring, and self-adjusting. This model is made up of five factors, i.e., language cognitive contexts, students' emotions, language structures, communication activities and study strategies.

These theoretical achievements of FLT with Chinese characteristics have made FLT in China more localized, meeting the real needs of the practice of FLT in China. With their guidance, FLT in China has been greatly promoted. However, the existing problems in FLT indicate that these theories haven't offered an effective guidance for the practice of FLT in China. In fact, they are not systematic for foreign language education. Hence, new researches on FLT theories with Chinese characteristics are badly needed to be conducted.

4. Present Situation And Existing Problems Of Flt In China

Since China's reform and opening up, FLT in China has obtained brilliant achievements. Not only have FLT courses and [syllabuses](#) been being constantly improved, but also FLT materials have made great progress in both quality and quantity. However, there still exist many problems in FLT in China. They can be generally [summarized](#) as follows.

4.1 Prominent Problems like Time-consuming and Inefficient Foreign Language Learning and Dumb Foreign Languages

Many Chinese students have learned foreign languages for more than ten years, yet they are still unable to express their ideas in idiomatic and fluent foreign languages. In fact, their comprehensive abilities in listening to, speaking, reading, writing and translating foreign languages have not been effectively improved.

4.2 Insufficient Researches on FLT Theories

FLT has its own rules. The practice of FLT should be carried out based on a full understanding of FLT rules, objects and methods. Regrettably, there still lack serious, comprehensive and profound researches on FLT theories. This directly hinders the improvement of FLT in China.

For one thing, professional researchers on FLT theories are insufficient in China. At present, authoritative FLT research institutions are not enough in China. Besides, the majority of the researchers are not full-time ones. Most of them do their researches on FLT theories just out of interest without proper research plans. Furthermore, researches on FLT theories cannot get adequate support from middle schools or colleges. This is not conducive to the achievements FLT theories.

For another, most teachers do not attach much importance to FLT theories. Some hold that FLT doesn't need any guidance from the FLT theories. So they don't apply any FLT theory to their teaching. Besides, others view that FLT theories are too abstract and idealistic to guide the practice of FLT in China.

4.3 Less Qualified Teachers

The qualification of the teachers is a key factor to FLT. Nowadays, the number of foreign language learners in China is increasing rapidly while the teachers are in short supply. To meet the real needs of the language learners, teachers of different levels of qualification are employed. Some teachers have low foreign language literacy and competence in language teaching. They can hardly provide the learners with accurate and effective help. Some other ones, due to the heavy teaching load, find it difficult to spare time to study the rules of FLT. As a result, the prospect of improving the quality of FLT becomes slim.

4.4 Backward Teaching Theory and Unitary Teaching Method

At present, the teaching approaches and method cannot meet the needs of the practice of FLT in China. FLT is still knowledge-centered. The teachers just attach great importance to imparting language knowledge to the learners rather than valuing their abilities in language application. What's more, the most prevalent teaching method is the grammar translation method. Although some other teaching methods are also used, for example, listening and speaking method, communicative method, task-based teaching method, yet most teachers, due to the pressure of exams believe that the grammar translation method is the most effective one.

4.5 Exam-oriented Teaching

Currently, the effectiveness of FLT at all levels in China is mainly evaluated through exams. The ultimate purpose of FLT seems to help the learners pass these exams. Therefore, language learners are always bothered by all kinds of exams. They learn foreign languages just by spending huge amounts of time doing exercises so that they can pass the exams. This is undoubtedly not quite useful for the learners' true mastery of foreign languages because of its inconsistency with the rules of FLT.

5. Whitehead'S Process Philosophy

5.1 The Principles of Whitehead's Process Philosophy

Alfred North Whitehead(1861–1947) was an outstanding logician, mathematician, philosopher and educator in the 20th century. He was the founder of process philosophy. His process philosophy has exerted a great influence on researches on modern philosophy and pedagogics. Also known as the philosophy of organism, process philosophy contains several principles, namely, the principles of process, prehension, relativity, subjectivity and relativity, which has brought enlightenment to foreign language education in China.

Process is the core category of Whitehead's process Philosophy. According to the principle of process, "the actual world is the becoming of actual entities", "how an actual entity becomes constitutes what that actual entity is" and thus "its 'being' is constituted by its 'becoming'"(David Ray Griffin&Donald W. Sherburne, 1978, p.22&p.23). Process is the way of an actual entity's being, without which no actual entity can exist, let alone develop itself.

A prehension, also named a concrete fact of relatedness, refers to the process of an actual entity's appropriation of a particular element. The principle of prehension holds that each actual entity is not an independent being but a relevant one originating from its prehension. There are two species of prehensions, namely, positive prehensions which are termed 'feelings' and 'negative prehensions' which are said to 'eliminate from feeling'. All actual entities are positively prehended.

Whitehead's principle of relativity holds that relativity is the common nature of every actual entity. No actual entity exists by itself. It is relevant to other actual entities. "The whole physical world is held together by a universal relationship, which forms it into an extensive continuum" (Fubin Yang & Jay McDaniel, 2018, p.271) .

According to the principle of subjectivity, "the whole universe consists of the elements disclosed in the analysis of various subjects' experiences and process is the becoming of experience" (Fubin Yang & Jay McDaniel, 2018, p.284). Whitehead points out that only actual entities' experiencing activities could be regarded as actual and that "apart from the experiences of subjects there is nothing, nothing, nothing, bare nothingness" (David Ray Griffin & Donald W. Sherburne, 1979, p.167)

The principle of creativity holds that creativity is the intrinsic nature of all actual entities in the universe, i.e., actual entities' intrinsic power of self-generation. Creativity, being the form of every becoming, is the ultimate cause of all actual entities' becoming and also the power of all novel entities. No actual entity can exist without creativity. The whole universe is a creative process, "a creative progress towards novelty" (Fubin Yang & Jay McDaniel, 2018, p.312).

5.2 Whitehead's Philosophy of Education

While in London, Whitehead became involved in many practical aspects of tertiary education. By linking his ideas on education with his process philosophy, Whitehead developed his own philosophy of education, which is embodied in his representative book, *The Aims of Education and Other Essays*.

5.2.1 The Aims of Education

Whitehead's philosophy of education holds that the whole aim of education is the production of active wisdom and that "education is not a process of packing articles in a trunk" (Whitehead, 1967, p.33). Whitehead points that education should aim at imparting to students the most intellectually nourishing knowledge and skills, just as living organisms absorb the nutrients of food, so that ultimately their wisdom can be developed. Students, in Whitehead's opinion, are active living organisms with creativity. Therefore, it is the purpose of education to stimulate and guide each student's self-development. The true value of education lies in enlightening the learners' wisdom instead of merely imparting knowledge. Thus, Whitehead opposes uniform exams. He argues that when learners become the machines and slaves of examinations, they will become "bookworms" who lack intelligence, imagination, and creativity. As a result, their wisdom can hardly be enlightened.

5.2.2 The Process View of Education

Whitehead believes that the actual world is a constantly changing and dynamic process and thus the educational process should be emphasized. Whitehead holds that “life is essentially periodic”(Whitehead, 1967, p.17) and he conceives of the learner’s educational process of self-development as an organic and cyclic process in which each cycle consists of three stages: first the stage of romance, then the stage of precision, and finally, the stage of generalization. Also, he holds that “education should consist in a continual repetition of the threefold cycles of the romance, precision and generalization stages” and that the students will enjoy some fruition if the teacher stimulate in exact proportion to his or her success in satisfying their rhythmic cravings (Whitehead, 1967, p.19). According to Whitehead, the romance, precision and generalization stages are at present throughout a education. But the point is that there is an alternation of dominance, which constitutes the threefold cycles.

5.2.3 Whitehead’s View on Knowledge

Whitehead advocates active education. He holds that “education is the acquisition of the art of the utilisation of knowledge”(Whitehead, 1967, p.4) and “for successful education there must be a certain freshness in the knowledge dealt with, which must either be new in itself or be invested with some novelty of application to the new world of new times since it doesn’t keep any better than fish”(Whitehead, 1967, p.98). Therefore, Whitehead emphasizes that knowledge should be kept alive and prevented from becoming inert, which is the central problem of all education.

6. The Enlightenment Of Whitehead’s Process Philosophy To FLT With Chinese Characteristics

6.1 FLT Should Focus on Cultivating Students' Wisdom in Using Foreign Language Knowledge.

According to Whitehead, the aim of education is the production of active wisdom rather than packing articles in a trunk. Thus, the ultimate aim of foreign language education lies in cultivating students' wisdom in using foreign language knowledge,i.e., cultivating their comprehensive abilities in foreign language application instead of flooding them with huge mounts of knowledge.

However, FLT in China still emphasizes language knowledge input without attaching due importance to students’ abilities in using it in real contexts under the great influence of the exam-oriented teaching model. That leads to the phenomenon that students learn foreign languages through obtaining language knowledge from the teachers. In fact, in the practice of FLT, the teaching of language knowledge occupies most of the class hours, but the training of students’ practical ability of using foreign languages has not been given due attention. That can surely account for Chinese students’ time-consuming and inefficient foreign language learning and dumb foreign languages. Considering this, FLT in China should get rid of the exam-oriented model, value foreign language input and output, and shift its focus from the cultivation of students’ abilities for exams to that of their foreign language application wisdom in order to stimulate and guide their self-development.

6.2 FLT Should Value the Processes and Stages of Language Teaching and Learning.

The processes and stages of language teaching and learning should be given more attention. Whitehead holds that “the actual world is the becoming of actual entities”, “how an actual entity becomes constitutes what that actual entity is” and thus “its ‘being’ is constituted by its ‘becoming’”(David Ray Griffin—Donald W.Sherburne,1979,p.22—p.23). Process is the way of an actual entity’s being, without which no actual entity can exist, let alone develop itself. ‘Teaching’ and ‘learning’ in FLT are two actual entities. They can only exist and be developed in processes. Therefore, foreign language teachers should pay more attention to the changing and developing processes of the interrelationship and interaction between the relevant elements in foreign language teaching and learning. Besides, attention should be given to the key events and students’ ‘personalized participation’ and ‘dialogic participation’ in their learning process so that favorable conditions can be created to promote the realization of the objectives of FLT.

Foreign language education should follow the threefold cycles of romance, precision and generalization. Whitehead points that education has its rhythm and divides the rhythm of education into three stages: first the stage of romance, then the stage of precision, and finally, the stage of generalization. Also, he holds that “education should consist in a continual repetition of the threefold cycles of the romance, precision and generalization stages”(Whitehead, 1967, p.19). Foreign language education, of course, should follow this rhythm. In the romance stage, proper guidance should be offered to arouse students’ initiative in foreign language learning, stimulate their interest in learning foreign languages, and let them freely and romantically experience the fun of foreign language learning. Consequently, students’ lasting passion for foreign language learning can be generated. In the precision stage, attention should be given to grammar learning and the accuracy of language knowledge. In the generalization stage, great importance should be attached to the improvement of students’ comprehensive abilities in using foreign languages. Favorable conditions should be created to help students use their learned language knowledge in real situations. In such a way can they truly improve their foreign language application abilities. Consequently, the cyclic cycles of the three stages should be reflected in FLT so that the ultimate purpose of foreign language education can be realized.

6.3 The ‘Teachers and Students Community’ and ‘Cooperative Learning Mode’ Should Be Constructed in FLT.

The relationship between teachers and students is a special interpersonal relationship, “in which human educational activities are carried out and completed” (Shanchun Wei, 2017, p.16). Without teachers and students, educational activities will be like water without a source. In the FLT practice, it is very important to clarify the relationship between teachers and students. However, influenced by ‘substantial thinking’, the current teaching models such as ‘teacher-oriented teaching model’ and ‘student-oriented teaching model’ clearly reveal the binary opposition in the teacher-student relationship. In the teaching activities, teachers and students are always staying in a closed learning environment, isolated from each other, which seriously restricts their growth. That is not conducive to the realization of the purpose of FLT.

The ‘teachers and students community’ should be constructed. Process philosophy holds that the ultimate actual entities of the world are interrelated organisms. An organism is a continuum in

continuous processes of becoming, changing and perishing. Organisms come into their beings by prehending each other. Existing in interdependent events, they integrate into a broader, and interactive community. Teachers and students are the basic actual entities in FLT. They are interdependent and prehending each other, constituting a community. Therefore, as the active participants of equal status in FLT, teachers and students should solve the problems occurring in the processes of teaching and learning on an equal footing.

FLT is the process of mutual prehending between teachers and students, i.e., learning from each other. It does not simply contain teachers' teaching and students' learning. In the community of FLT, teachers and students are cooperative and mutually promote their growth. Neither teachers are the authorities to impart knowledge, nor students are the passive receivers of knowledge. Hence students' one-way learning mode has been unable to meet their practical needs of FLT. Considering this, a new cooperative learning mode should be constructed. For one thing, teachers should stimulate students' initiative and interest in foreign language learning and guide them to experience the process of discovering foreign language knowledge so as to promote their desire for further foreign language learning. For another, teachers should pay more attention to students' real needs of foreign language learning, actively cooperate with them to explore various schemes of teaching and learning and help them solve the problems that they encounter in the process of foreign language learning. Such cooperative learning mode is indeed conducive to the improvement of both foreign language teaching and learning, which will ultimately produce the teaching effect of ' $1 + 1 > 2$ '.

6.4 The Contents of FLT Should Be Life-oriented.

The contents of FLT ought to be related to students' real life. Whitehead advocates active education. He emphasizes that knowledge should be kept alive and prevented from becoming inert since "it doesn't keep any better than fish" (Whitehead, 1967, p.98). He also argues that life is the only source of education by pointing that "there is only one subject-matter for education, and that is life in all its manifestations" (Whitehead, 1967, p.67). Therefore, the contents of FLT should be closely related to students' life. Only the real events in their life can truly draw their interest, which "is the sine qua non for attention and apprehension" (Whitehead, 1967, p.31). Unfortunately, at present, the contents of FLT in China mainly come from the outdated teaching materials that cannot keep up with students' life. Those can hardly arouse students' interest. As a result, they cannot be quite helpful to students' foreign language learning. The contents of FLT should be connected with students' real life, which can help themprehend the materials related to the teaching topics with great interest in order to boost students' mastery creative transformation of foreign languages and thus improve their comprehensive foreign language literacy.

6.5 A Pluralistic and Dynamic Evaluation System Should Be Constructed in FLT.

Teaching and its evaluation accompany each other. There are no teaching activities without any evaluation. Teaching evaluation is about measuring and judging the value of teaching activities through certain evaluation standards based on the teaching objectives. For a long time, the teaching evaluation in China has been regarded as isolated and static under the great influence of substantive thinking. It,

separated from the processes of teaching and learning, does not pay attention to specific teaching situations or the interrelationship between the teaching elements. At present, the evaluation of FLT in China is mechanical and static with its unitary subject and one-sided content. That cannot comprehensively reveal the real processes of foreign language teaching or learning, which, to a large extent, hinders the improvement of the quality of FLT in China.

The construction of a pluralistic and dynamic evaluation system of FLT should be completed. That can involve the following aspects. First, more subjects should participate in the evaluation process. The evaluation of teaching and learning cannot be confined to teachers' unilateral behavior. Multiple subjects should take part in the evaluation process. Process philosophy holds that both subjects and objects are generated through the processes of the interaction between actual entities. Hence the subject and object of the evaluation process are generated through the process of language teaching and learning, which may shift each other under certain conditions. Either teachers or students may become the subject or object of the evaluation process. Therefore, both teachers and students ought to participate in the evaluation process as the subjects. Besides, other subjects can be involved. They may be experts in foreign languages or staff in charge of teaching and learning. Multiple subjects in the evaluation process will make it more objective and comprehensive. Second, the evaluation methods should be diversified. The summative evaluation based on exams mainly focuses on the outcome of students' foreign language learning but neglects their learning process. That cannot comprehensively reveal how students learn foreign languages. Students' learning process of foreign languages should become the focus of the evaluation. The evaluation methods can take in various forms, for example, classroom activities, self-study files, etc. Third, the content of the evaluation should be more inclusive. Currently, the evaluation content mainly includes the evaluation of students' mastery of foreign language knowledge, but excludes other important factors such as teachers' and students' personalities, emotions, psychologies and attitudes. The evaluation content should involve not only students' mastery of language knowledge but also their learning attitudes, learning strategies, interests, emotions, classroom performance and abilities in using foreign languages. Furthermore, the evaluation should be in a dynamic process. According to process philosophy, the whole world is **constituted** by organisms existing in the processes with mobile and rheological properties. As an organism, the evaluation should exist throughout the whole process of teaching and learning with its objective, content, method, and subject dynamically changed.

7. Conclusion

In summary, a research on theory of FLT with Chinese characteristics is a necessity for its practice. As is known to all, theories can be applied to guide practice. Hence, a theory of FLT will play an important role in guiding its practice. However, the characteristics of FLT vary in different countries. Researches on FLT theories with Chinese characteristics can obtain achievements only by exploring the unique teaching and learning situations in China. Based on Whitehead's process philosophy, this paper has discussed the purpose, content, processes and stages of FLT, the relationship between teachers and students in FLT and FLT evaluation system. Several theoretical views have been put forward. They will contribute to the solutions to the existing problems in FLT in China and its improvement.

Abbreviations

‘FLT’ in this article is the abbreviation of foreign language teaching.

Declarations

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