

The Difficulties of CLT Implementation in the Chinese Primary English Classroom



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Chapter 1: Introduction

1.1 Background and Research Problems

Since 1970, Savignon proposed CLT, which has caused a sensation in language teaching worldwide. It has always been a famous word in EFL teaching. And Butler (2005) points out that "CLT has become the goal in many Asian countries." Yet, for some English teachers arriving in Asia, expectations of using CLT in the classroom differ significantly from what occurs (Bax, 2003). Nevertheless, most Chinese English teachers have followed the previous grammar translation method in English teaching since the first grade of compulsory education. Grammar translation is an old teaching method, and its advantage is enabling students to read and understand quickly.

Emphasis is placed on recognizing and grasping the overall structure of sentences and translating them. This teaching method is more suitable for students with a certain level of cognition, such as middle school students. In primary school, the age at which English is first introduced is more suitable for cultivating listening and speaking skills based on the second language acquisition theory. Introducing and initiating CLT will make the classroom more diverse and active.

In China, teachers who teach traditional skills are more respected than those who teach oral skills at a high level. Because, in the context of the Chinese English national college entrance examination, communicative skills are not as crucial in the execution of the exam. Many parents in China prefer dogmatic teaching methods, and the lack of a one-on-one teaching belief makes many activities introduced by CLT not recognized and promoted.

Combining these internal factors. The cultural and historical reasons in China have led to students being highly obedient and hesitant to resist the authority of teachers, such as arguing, criticizing, and proposing different viewpoints, which are marginalized in China's cultural and educational environment. To improve Chinese students' speaking skills in the future, they should also enhance their communicative skills early during their second foreign language studies.

1.2 Abstract

In previous studies, the most common focus was on applying CLT with a background of college students, including why it is not widely used in universities. Two changes have caused a sensation in Chinese universities in the past few decades. One is that more and more students are enrolling in universities, and the other is that the reform of English education has introduced the communicative approach into university classrooms. But these two factors are contradictory, with an increasing number of students leading to a lack of teacher resources and higher requirements for qualifications. The lack of funding has also led to stagnation in the introduction of CLT, and overall, the implementation of the communicative approach in China has not been better than expected. Some international kindergartens require the teachers and teaching assistants in the class to speak English. However, when this is really required, some Chinese teachers have limited vocabulary and hesitate to speak. The quantity and quality of daily communication with children are also greatly reduced. The original intention was to let the children learn English, but for the sake of the micro-development of the second language, they even gave up the vigorous

development of the first language. Therefore, for the international kindergarten class, it is not necessary to force all the teachers in the class to speak English. The bishop has free control, but he can organize an English corner for the secondary school teachers every week to give every teacher the opportunity to improve their language. Because an all-English environment is not a necessary condition for CLT classes. A multilingual environment is indeed beneficial to children, but a natural, safe and comfortable environment is even more important. To sum up, it can be briefly summarized that CLT under the guidance of the school's public education bureau has difficulty in implementing CLT due to class hardware, differences in the beliefs of students, teachers, parents, and incomplete understanding and confusion of teaching methods. When learning English in foreign training institutions, the teachers are uneven, and even foreign teachers have many disadvantages. NETs may not be more suitable for CLT classes. Whether inside or outside the school, this is indeed an issue that requires thinking and continuous improvement of classroom teaching abilities. Therefore, this research survey was carried out with questionnaires from students and parents.

Keywords: *difficulties beliefs NETs students parents*

Chapter 2: Literature interview

2.1 The Implementation of CLT in China

With more and more people going abroad to study in English-speaking countries, creative skills like writing and speaking are more critical. Chinese English Curriculum Standard of primary schools from Grade One to Grade 3 was renewed in 2021. At the same time, the Chinese Ministry of Education tends to change the English textbook for a long time, like ten years. However, the book just changed a little. This is the new English Competency Standard in 2021.

Table 1. Standard Language Skills L1 (Grade1-3) (China National edition 2021)

Skills	Content
Listen-Act	1. Recognize the picture and real objects with listening assistance; 2. Response on orders from teachers; 3. Follow simple instructions to act; 4. Understand the small story with the visual picture aid.
Speak-Sing	1. Imitate by recording aid; 2. Mutual simple greetings abilities; 3. Talk about the simple information (E.g., Age Name); 4. Feelings and emotions express; 5. Guess meanings and words by acting aid; 6. Sing simple English songs (10-15); 7. English-speaking by picture and text aids.

Play-Act	1. Simple social communication and play simple English games; 2. Act simple role-play; 3. Act simple English songs and Fairy tales.
Read-Write	1. Recognize and read words with visual aids; 2. Understand small stories with picture aids; 3. Write simple words and alphabet letters correctly.
Visual-Listen	1. Understand simple English cartoons by listening; 2. More than 10-hour Visual-listen practice every academic year.

2.2 CLT and ECS

Analyze the match between the content and skills of this new standard course. Although the target content is written down, this is not how the class is done. In listen-act, it may be possible to recognize words within a specific range of nouns. However, responding to the teacher's English instructions is usually only in a particular link specified by the teacher in class; performing through simple instructions also exists in the classroom. The teacher mentions one specific aspect of teaching for money rather than real life; the last item tells a short story through visual pictures. According to many students, this classroom environment is rarely trained and cultivated.

The problem is the same as the first item in the Speak-sing session. Either it is restricted song and spoken output through previous learning in a specific range, which is not the case in real life. For example, when introducing themselves, most people say they like eating apples instead of pasta and steak. Although the fact is that they like pasta and steak, due to the scope of knowledge taught by the teacher, they only require simple vocabulary. The latter three abilities are incremental compared to the first two. If the first two contents can be experienced 50% in a real classroom, then the last three may only be experienced 10% in a real classroom. In Chinese cities, schools vary considerably. The above discussion is about the actual curriculum of ordinary public primary schools. After discussing ECS, let's define CLT and ECS differences and conflicts.

2.2.1 Classroom Management

Many experts and scholars have defined CLT and repeatedly described it through many examples. It is challenging to choose a simple and perfect definition. Canale & Swain (1980) pioneered the concept of communicative competence, initially proposing grammatical competence (involving vocabulary, syntax, and semantics), sociolinguistic competence (involving sociocultural appropriateness and discourse rules), and strategic competence (involving the resolution of language barriers). Method). communicate). Bachman (1990) further refines this by separating discourse competence from sociolinguistic competence, and Hedge (2000) also includes fluency as a fifth component.

To help students better adapt to CLT, here are some principles to help define CLT. CLT class comprehensively covers listening, speaking, reading, and writing for students. Many people compare the traditional grammar translation method and think CLT is only about listening and speaking. This idea is wrong. While improving communicative skills, you will also get involved in semantics and syntactic rules. These are the scope of grammar, but its teaching path differs from the traditional grammar-translation method. The traditional grammar-translation method is to tell the formula and then construct a sentence, while CLT uses the actual words in real life and then

thinks about how to build the sentence. The starting point and learning path are different. In this way, many of the sentences constructed by the traditional grammar-translation method have no real meaning but are set up to experience this grammar formula. The CLT classroom is less teacher-centered, and the teacher's role is to organize and set up activities. Task-based and content-based teaching are two examples of methodologies in CLT; they are the two teaching strategies under the CLT umbrella. There should be deliberate efforts by teachers to encourage input from the students instead of assessing them. Teachers in CLT should allow students to work with the language, support some instructions without limited content, and relinquish control.

Nevertheless, many teachers are quite familiar with a less controlled role. Still, they lack communicative competence and confidence, which means they should not only be skilled with the proficiency in L2 use but also show no hesitation to speak L2 in a public chat like in class. Therefore, when most English teachers have insufficient communication proficiency and oral skills, the implementation of CLT is also significantly hindered.

2.2.2 Syllabus

Another obstacle is course design. Although ECS was mentioned earlier, it has been analyzed as insufficient, and there is no method and mechanism to examine these abilities. Some people think that CLT teaching only covers listening and speaking in English listening, speaking, reading and writing skills. Despite misconceptions that CLT only focuses on oral skills, it includes all four skills and focuses on all components of communicative competence (Brown, 2007). But for most young students, listening and speaking skills must be developed first before reading skills. It means that learners must learn to speak the language before they can read and write the language. The ECS design focuses on cultivating listening and speaking skills between grades one to three, but this design is very unscientific. First-year students can achieve abilities beyond this in many private schools with small class sizes. China's primary school system has a six-year plan. In primary school's upper grades, students start learning reading and grammar. English learning begins in the first grade in major developed cities, but most people start learning English in the third grade. The new curriculum standards include the general. The outline says: The curriculum objectives are flexible and holistic. The specific curriculum design states that level 2 should meet the elementary school curriculum standards, level 5 should meet the junior high school curriculum standards, and level 9 should meet the high school curriculum standards. It must be explained here that China's compulsory education is nine years, including six years of primary school and three years of junior high school. The form is as follows.

Table 2. The Correspondence between the Level System and the Grade System in China

Primary School	Work Towards	Note
Grade 3	Level 1	Students should start studying English in Grade 3
Grade 4	Level 1	
Grade 5	Level 2	
Grade 6	Level 2	The require standard for the end of primary school
Junior Middle School	Work Towards	Note
Grade 7	Level 3	
Grade 8	Level 4	
Grade 9	Level 5	The require standard for the end of junior middle school
Senior Middle School	Work Towards	Note
Senior 1	Level 6	
Senior 2	Level 7	
Senior 3	Level 8	The require standard for senior middle school graduation
	Level 9	An extension level for specialist schools and able students

“...The curriculum follows the international practice of dividing the general objectives into different ability levels. When designing these nine levels consideration was given to the following:

The nature of language development;

The different needs of different age groups;

The needs of different ethnic groups and areas The economic imbalances that exist in China...”

You can refer to the fact that most primary school graduates and even college graduates go through ordinary public primary schools until they reach an undergraduate degree. With the support of the 12-year new curriculum standard, they cannot communicate in English until graduation. It shows that the new curriculum standards are only superficial and popping on the surface, and they have not experienced large-scale experiments and have not been taken seriously. However, the new curriculum standards, goals, and resource provision's overall design demonstrate comprehensive development and respect for individual differences.

“...The curriculum promotes task-based learning whereby, under the guidance of the teacher, the students gain a sense of achievement by reaching the goals of the task. Task completion will involve the following types of learning:

- Sensory
- Experiential
- Hands on/practical
- Participatory
- Cooperative

In order to improve their ability to use language for real communication, students should also be able to:

- Adjust their learning strategies and control their emotions
- Form positive attitudes towards learning...”

It is a huge contradiction. The content in ESC is excellent and aligns with the principles of communicative law. Due to the large number of students in the class, many in remote and inland areas only start to be exposed to English in the third grade when they are around 9. According to the sensitive period hypothesis, this age does not have the advantage of learning spoken language. Moreover, a restricted scope is clearly stated in the above table. This category can only be benchmarked against the content of school English textbooks. Textbook content and course standards, but the course standard content is not sufficient to meet the above ESC requirements. Let's talk about experiential learning, which can be classified as a learning method of CLT. If they have been involved in these learning methods in school, many students can communicate in English freely in supermarkets and on buses, but this is not the case.

2.2.3 Student learner

Students studying L2 in school will be in different learning states in grades 1-3 because the textbook content is monotonous and boring. One type is children who have received additional language training outside. Although these learners participate in knowledge learning outside of school, they will give their guardians the illusion of knowing knowledge in advance. Students sometimes feel very confident in their classroom performance, and sometimes they think bored because language needs to be meaningful and authentic. There is also a type of children who experience experiential scene learning outside. Learners who aim at communication usually feel that the knowledge they learn is simple after entering elementary school and have many ideas, which secondary school teachers rarely accept. They only like specific answers and specific conversational ways of learning the language. In fact, according to the laws of language acquisition, there is no need to teach a specific range of knowledge at this stage. However, learning knowledge within a particular field and solidifying the knowledge within a specific spectrum has always been the common goal of many guardians and teachers. It can be called a teaching goal, but it cannot be used as a language-learning goal. Language learning is all-inclusive and may have specific ability requirements at a certain age. For example, a four-year-old learner can learn speaking skills but cannot yet carry out writing skills training, instead of a seven-year-old teacher who only stipulates How are you today? The answer is only "I am fine." However, this is the content of our curriculum standards. These reasons may be caused by the mismatch of teachers or teaching cognitive resources.

2.3 The Key Principles of CLT

As explained earlier, the features of CLT classroom management have formed. But Nunan argued in 1987 that the communicative method required in most classrooms does not meet its requirements. Most classrooms apply the communicative approach when the teacher asks the students to answer in the prescribed sentence pattern. But the core of CLT is honest communication, and genuine transmission means the answer is not a standard answer within the scope. CLT classes should be designed to allow students to communicate in the target language as realistically as possible rather than speaking superficially.

Authentic communication also requires students to express their opinions and ideas instead of always unthinkingly obeying the teacher. School assignments should also focus on authentic communication, and the assignment content must also be a comprehensive model that tolerates different assignment results. The most embarrassing point is that when communicating as a real scenario, family members are introduced to each other as people they already know, and the target content is treated as the result of teaching rather than the application of the actual scenario. On the contrary, many students will only say that they like eating apples. The real meaning is not that they only like eating apples but that they have not learned about other fruits and can only copy the same answers.

2.3.1 The Difference Between GTM and CLT

Teaching methodology has always been an essential part of both ESL and EFL. In order to clarify the application of the communicative method, it can be compared with the traditional grammar-translation method. The Grammar Translation Method is also called SA elsewhere. If you want to compare these two teaching methods, the most important thing is to clarify the differences in the principles of the two methods. The difference between the two is mainly reflected in the teaching process, teaching resources and instructions, controlling learners' emotions and attitudes, and the teacher's feedback on students' mistakes.

Although the grammar-translation method is relatively outdated in today's teaching methods, CLT is more trendy. But, many old-school teachers still prefer the grammar teaching method.

Generally, the grammar-translation method is more concerned with students' literacy goals and has no oral communication skills. In other words, the grammar-translation method aims to understand the meaning of the target language. Regarding the teaching process in the classroom, the grammar-translation method has always emphasized syntax, sentence pattern translation, and formulaic sentences without observing and incorporating students' emotional attitudes into the classroom design. CLT always pays attention to students' emotions during the teaching process. The main goal in the classroom is to enhance students' oral communication skills. However, the misunderstanding mentioned above is that CLT has no grammar teaching. It doesn't seem right, but teachers teach grammar differently.

At this point, we have to talk about the difference in error feedback. In grammar-translation, veterans will point out students' mistakes and ask for corrections.

But in CLT, teachers usually do this:

S: Karen go to the library once a week.

T: Yes, Karen goes to the library once a week.

The overall situation in Chinese schools is that children in primary school are more exposed to the CLT teaching method. Still, they are more exposed to the traditional grammar-translation method after junior high school. I once had a friend's child who studied in a bilingual private elementary school. When he graduated from elementary school, he had mastered proficient English listening, speaking, reading, and writing skills. However, after entering junior high school, the teacher's English pronunciation was not standard, and the child did not understand the grammar. However, In primary school, he had learned more advanced grammar.

Why does this happen? One is due to the format of junior high school exams, and the other is the increasing number of students in the class. If the teacher-to-student ratio of this student's school at that time were 1:15, it would be impossible to implement it in many schools. So this situation arises. When students don't understand it, there aren't many teachers to guide them individually. Therefore, the large number of students is also a problem that CLT cannot implement.

In contrast to China's junior high school education, which has wholly relied on examinations, the core of CLT's teaching method is honest communication, which was proposed by Nunan scholars in 1987 when they described a classroom that demonstrated CLT. Many documents indicate that authentic materials can be used as the carrier of teaching content, whether it is listening, speaking, reading, or writing. Another difference between CLT and traditional grammar classes is that students can object to the teacher, and the error correction methods are generally different in response to China's overall teaching plan. The best way is to fully design courses in grades 1-3 of primary school to improve students' oral communication skills. It is the best path and plan for learning English in China.

2.3.2 Primary school English education in China

We have already mentioned the new curriculum standard's English requirements, scope, and design outline. However, it was also analyzed earlier that there are significant deviations in the content of these three curriculum standards. Primary school education now focuses on quality education. China's education system is six years of primary school quality education, followed by three years of junior high school education. The junior high school entrance examination is an examination-oriented education stream, and whether you can proceed to the next stage of high school study is entirely determined by your scores. You will enter a vocational school if you do not meet the standard score.

According to the long-standing concept in China, everything is of inferior quality; only reading is good. Being shunted out in the third year of junior high school is equivalent to being eliminated, and most parents believe that in elementary school, we should form a front-running mode to strive for high scores in the English high school entrance examination. Test-oriented English has standards and scope, and these standards and size are precisely contrary to CLT teaching. The syllabus has prescribed vocabulary, prescribed sentence patterns, and prescribed grammar. Even most cities' English high school entrance examination papers are objective questions.

Unified marking can also reduce labor costs. However, the final result of China's universal English

test and nearly 12 years of English learning is mute and English with high scores and low ability.

In this way, language and test-taking abilities can reach the same goal through different paths. Due to the vast differences in interpretations of the new curriculum standards, the language evaluation system is full of loopholes and inconsistencies, and the teaching ability of most teachers is worrying. The differences in educational concepts among teachers, students, parents, teachers' beliefs, and cultural traditions all have a greater or lesser impact on these issues.

There are also bilingual schools in Chinese primary schools, but they are constrained. Among the bilingual schools, the higher-ranking schools have relatively mature teaching and research systems. Teachers have a lot of time to teach and research, polish classes, and change teaching methods occasionally. There will also be continuous teaching plans to deal with different situations and periods. However, most teachers in public schools do not have time to teach and research. An old English book can be used for ten or even 20 years. Without innovation, it is difficult to change the scope of the exam syllabus and knowledge points because the syllabus is the same for different students, and the same exam can be examined every batch of students. Exam-oriented education is like many standard industrial products; every knowledge point can be found in textbooks. Except for these knowledge points, it will not expand to more complex or creative problems. China's exam-oriented education, obsessed with standard answers, is inconsistent with language, which seems to have no definitive answer. But if you learn language skills well, you can be good at both exams and language.

2.4 China's Off-campus English Training

Children's English training is based on market demand, and steady development is an important task that the current children's English training industry should do. Training institutions should seek more significant development in a market-oriented manner in terms of training concepts, product innovation, marketing strategies, management mechanisms, etc., and improve the quality of talent training in the first place. A good training institution should tailor learning plans for students. Children's English training is a course or project for children aged 3 to 12. Because the age of 3 to 12 is the golden period for children's English training. Missing or delaying this period will leave children with regrets, so choosing a formal, government-recognized unit is necessary.

Since 'Teenagers' English entered China 20 years ago and the first Teenagers' English training school was opened, Chinese educational institutions have also begun to realize the necessity of English education, grasp the rules of English education, and set the age group for students to learn English. Gradually decreasing, from middle school to primary school to preschool education, many teaching models and methods suitable for children to learn English have been produced and introduced. Children's English training is divided into preschool children's English training and primary school English training. Through the sensitive period hypothesis proposal, preschool children's brains have considerable potential, and their areas responsible for language activities are in constant development and change. They not only have the ability to learn foreign languages but also have apparent abilities in speech discrimination, imitation, etc. Advantage. Although preschool children are at a lower level in terms of learning purpose, persistence, and understanding than older children or adults, it is undeniable that they have good potential in language learning. In the research report on the development of China's children's English training industry, it is written:

"...First, preschool children should be cultivated to be interested in learning foreign languages and initially possess the language application ability to communicate in simple life and daily activities. The focus is to accumulate a large amount of listening experience, and on this basis to initially develop oral expression skills, and the recitation of letters, the spelling of words and the memorization of sentence patterns should not be the main content of learning."

At this point, parents should remain sufficiently clear-headed and patient; tolerate their children's silence, accept their delayed imitation behavior, and do not urge or force their children to "speak," "recognize this word," "write quickly" from the beginning "Alphabet", so as not to dampen children's enthusiasm for learning and regard foreign language learning as a chore and a burden. These statements are efficient and scientific for learning English, but in the eyes of many parents and teachers, this is a dream. Although language learning is something that can last a lifetime, English learning in China has a time limit.

Secondly, the above also introduces that preschool children's foreign language learning should be integrated with children's daily life and game activities; on the one hand, the content of learning must be exciting and familiar to children, such as painting, playing house, eating cold drinks, and visiting each other. ; The learning process should fully mobilize children's visual, auditory, and physical activities. It seems that CLT teaching can be vividly demonstrated in the classroom of a native English teacher, but is the truth actual? According to anecdotal experience, most of the students whose daily learning courses are taught in English, 80% of which are international school students, have much better oral skills than ordinary public students. But what we want to study now is the situation of foreign teachers in public primary schools. According to the class schedule provided by a parent of a primary school student, each class has a CET class of 45 minutes once a week. Let's not talk about the teacher's teaching skills. Just rely on this time and amount. The following is a description of a trial of foreign teachers in a primary school in South Korea:

"...To promote the practice of English communication, NET uses English almost exclusively with students, and when students use Korean, they are encouraged to think about how to explain themselves in English. Although NET insists on interacting with students only in English, due to the reluctance of students and teachers, the concept of authentic communication is compromised by communicating with the NET in English. While an English-only policy is not necessarily a feature of CLT, genuine communication is crucial to the success of CLT. Although the network encourages this, students are not perceived to speak English as a need rather than a practice, which is related to students' lack of motivation, so Korean remains the dominant language in the classroom. However, providing students with fun activities to motivate them may help to make CLT more Doable. Examples might include games that require each student to ask a student leader a question in English or role plays that utilize authentic tasks, such as a restaurant role play in which one group of students takes another group's order and then provides them with real snacks. Learning English in China, where Mandarin is the primary language, can cause anxiety for many families. Although Chinese is the preceding language in most regions, the demand for international culture and English has gradually increased as China rises on the global economic stage.

Therefore, many families also focus on English education for their children from early childhood to ensure they do not feel illiterate in international interactions.

Under such circumstances, many schools have opened international classes. The teachers in the international courses must be foreign teachers. The types will use all English teaching, creating an immersive learning environment for the children and stimulating their interest and motivation in learning English... At the same time, families are also encouraged to provide bilingual resources and do more English games and activities at home. As a kindergarten principal, he said: "I have been working in early childhood education for many years. I also have children myself. Although they are now in junior high school, I understand parents' anxiety as a parent who needs English. I will combine the two aspects below. Let's talk about the current situation."

2.5 Recruitment NETs

Before the pandemic, it was difficult to recruit high-quality foreign teachers in China because domestic salaries were already very high compared to secondary school teachers. Still, foreign incomes were average, and even fewer certified teachers were recognized by the Education Bureau. Very few. Since you can get a well-paid job in your country, why go across the ocean and start your own business in a foreign country? You must know that the requirements of the Foreign Experts Affairs Bureau of China are stringent. You must hold an international teacher qualification certificate and have at least two years of experience in public education in your home country. The most important thing is that only a few nationalities in the world meet the requirements of China. According to anthropology, the golden age of language is the preschool stage. In the first few years of life, children are susceptible to the language of the environment, and their learning efficiency is also high. Children who have been immersed in a bilingual environment since childhood are better than those who are entirely monolingual. Children who grow up in a language environment have certain advantages in developing advanced cognitive functions, such as self-control, memory, creativity, etc. It is indeed a very beneficial thing for children to have the opportunity to immerse themselves in a multi-lingual environment. Some kindergarten foreign teachers only leave after class, and most children only have a few hours a week to communicate with the foreign teachers. This kind of language learning is not enough.

In addition, when dealing with inexperienced children, how to communicate with them is also a problem. After the foreign teacher speaks a sentence, the Chinese teacher needs to translate the foreign teacher's words again. The foreign teacher can only express himself with exaggerated body language if there is no Chinese teacher. Intention, whether in Chinese translation or physical expression, interferes with children's direct acceptance of language stimulation from foreign teachers. After taking this foreign teacher class, you can only learn isolated words like APPLE/BIRD. When they meet, they will say, "Nice to meet you," and know how to answer, "How old are you?" if you want them to complete It is still not practical to express myself in English.

What is unique about CLT educational approach is integrating education into daily life. In this approach, learning happens in the classroom and everyday life. Therefore, in the teaching of international classes, foreign teachers should incorporate the CLT education concept. They encourage children to express themselves and teach one-on-one. Children's language development will be best achieved when they have real communication needs. Although some foreign teachers in international classes in private kindergartens have high English proficiency, they do not participate in child care. They are only responsible for teaching some preset courses to the children. On the contrary, the lower-level childcare workers are closest to the children and

participate in their daily activities such as eating and sleeping. The main criterion of CLT is sincere communication. Sincere communication in early childhood certainly includes prerequisites such as emotional resonance, trust, and comfort. CLT will be difficult to implement if a relatively relaxed condition is not created.

Chapter 3: Research methodology

The study was guided by the following research questions:

1. What are the difficulties and challenges of CLT adoption in Chinese English classroom?
2. What are the different perception on CLT among learners, parents?
3. How to improve the CLT adopting efficiency in English classroom?

This is a quantitative study. For the purpose of this study, The target participants I chose are 40 children and 40 adult parents. The children are 5-12 years old, roughly kindergarten and primary school students. The kindergartens chosen are all with children who have participated in English learning or training outside of class or at school.

The main purpose of a questionnaire is to collect evidence. This questionnaire is divided into two parts, one is for students and the other is for parents.

The main purpose is to investigate students' feelings and beliefs about CLT in class.

The student questionnaire involves 9 questions, each of which revolves around a certain principle of CLT. Whether the answers to these questionnaires can reveal the problem needs to be concluded in the subsequent discussion. Analysis uses Statistical Package Social Science (SPSS) version.

3.1 Findings--Parents

Parents' Beliefs towards Chinese English Class and English Teachers

Table 3 The descriptive analysis of the parents' beliefs towards based on items.

No	Item	Disagree	No idea	Agree
P1	English communication skills are important.	0	1	39
P2	Children's freedom of speech will affect the authority of teachers.	30	2	8
P3	A strict teacher is better than an amiable teacher.	32	3	5
P4	Students boldly point out the teacher's mistake in class.	7	0	33
P5	Children really enjoy language classes.	0	10	30
P6	The child has achieved my expected standard of language communication.	9	8	23
P7	Children and teachers have equal communication	5	0	35

rights in class.

P8	I can accept the English class which has no coursebook.	10	2	28
P9	Children who will become a mute English user if they are never trained in a English training center.	16	4	20

The report in Table 3 analyzes parents' awareness and perception of CLT classes. On the issue of whether English communication skills are essential, many parents think it is. It shows that although the school does not provide such an environment for most students, there is general agreement that communication skills are important.

Second, will it affect the Teacher's authority if students speak freely? In other words, will students speak freely, and will it reduce the Teacher's power? Most parents don't think so, and this is true in the experience of many teachers and professors,

All the parents I surveyed were from first-tier cities, and their awareness of their children's education is relatively high. Most of them believe that children's right to speak freely will not affect the authority of teachers in class. There may not be such a high degree of freedom for traditional Chinese language and mathematics subjects, but the release of English language subjects will be affected by Western culture.

But a question arises again. Is a less authoritative teacher a good or bad thing for younger students in the CLT classroom?

3.1.1 Authority of the teachers

The issue of authority is worth discussing:

A saying handed down from ancient China: Lord of Heaven and Earth, Lord, Master. The Lord of Heaven and Earth, the Lord, the Lord, the Lord, and the Master are the objects of worship in Chinese Confucianism. Many tablets or banners of the Lord of Heaven and Earth, Lord and Master, are enshrined in the central hall. It synthesizes ancient folk sacrifices such as worshipping heaven and earth, worshipping ancestors, and worshipping saints. It is also the traditional value orientation of respecting heaven and ancestors, being respectful to relatives and obedient to elders, being loyal to the emperor and patriotism, and respecting teachers and teaching. The thought of the Lord of Heaven, Earth, Lord, Lord, and Teacher originated from Guoyu and was formed in Xunzi. It was pretty popular in the ideological and academic circles of the Western Han Dynasty. Since the late Ming Dynasty, the belief in the Lord of Heaven, Earth, Lord, Lord, and Teacher has become even more popular. Sacrifice to heaven and earth originates from the worship of nature. In ancient China, heaven was regarded as the supreme god who dominated everything, matched the world with heaven, and nurtured everything. Sacrifice to heaven and earth meant obeying heaven's will and thanking creation. A gift to the king originated from the concept of the divine right of kings.

Since the king was the country's symbol in feudal society, offering sacrifices to the king also meant praying for peace and prosperity for the country and the people. Relative worship is also

ancestor worship, which developed from primitive ancestor worship. Heaven, Earth, Lord, Prince, and Master are the legality and reasonable basis for ethics and morals in traditional society. Because they are deeply rooted in people's hearts, they significantly impact all aspects of people's material and spiritual lives. The five words "Heaven, Earth, Lord, Lord, Master" have become the object of worship for a long time, fully expressing the Confucian people's gratitude to heaven and earth, their respect for their Lord and Master, and their nostalgia for their elders. At the same time, it also reflects the "Chinese people's respect for Heaven."

The value orientation of "respecting the land, filial piety and obedience to elders, loyalty to the emperor and patriotism, respecting teachers and respecting education". These words reflect the ultimate concern of the Chinese people and are the basis for the legitimacy and rationality of ethics and morality in traditional society. It is deeply rooted in people's hearts and has dramatically impacted all aspects of people's material and spiritual lives. It makes Chinese people different from Westerners and Chinese culture different from Western culture.

Changes in the Heaven and Earth Guoqin Shishi came from the changes after 1912. The country was also divided between southern and northern China. Generally, the South had more Tiandi Guoqin Shishi, and the North had more Tiandi Junqin Shishi.

The idea of "the king of heaven and earth, the master, the master" originated from "Guoyu" and was formed in "Xunzi". The well-organized saying "the king of heaven and earth, father and teacher" appeared in the Taiping Jing during the Eastern Han Dynasty. In the early Northern Song Dynasty, the expression "Heaven and Earth, Lord, Prince, Master" had officially appeared. Since the late Ming Dynasty, the belief in "the Lord of Heaven and Earth, the Lord, the Lord, the Master" has been widely popular among the people, and it has become relatively common to use it as an object of sacrifice.

In the early Yongzheng years of the Qing Dynasty, for the first time in the name of the emperor and the country, the order of "Heaven, Earth, Lord, Prince, Master" was determined and its significance was explained, with special emphasis on the status and role of 'Master'. Since then, "the king of heaven and earth, his relatives and his master" has become a popular sacrificial object throughout the country. Through Mr. Xu Zi's words, we can clearly understand that the origin of the tablet of "Heaven and Earth, Lord, Prince, Master" has a great relationship with Confucianism.

At the same time, the official's strong admiration for "the king of heaven and earth, the master, the master" shows that the value system of "the king of heaven and earth, the master, the master" is conducive to the government's management of society at that time, to stabilize the social order ideologically. From this point of view, , this value system also has excellent reference significance for today's society. "Guoyu" was written by Zuo Qiuming in the late Spring and Autumn Period.

There is such a record: "The people's nature is based on three things, and the things are the same. The father gives birth to them, the Teacher teaches them, and the king feeds them. Without the father, there is no life, food, or growth. It is a tribe that does not know how to live without teaching, so it is the same thing." Zuo Qiuming did not mention "heaven" and "earth" here but emphasized the meaning of "jun", "kin" and "teacher." As the saying goes, "the people's nature is three, and everything is the same." Later, Xunzi talked about "Heaven" and "Earth" in "Xunzi" and elaborated on the five "Heaven, Earth, Lord, Prince, Master", as recorded in "Xunzi-Lun":

"Heaven and Earth are the foundation of life. Ye: Ancestors are the foundation of the species; rulers and teachers are the foundation of governance. Without evil in heaven and earth, without evil ancestors, without wicked rulers and teachers, if the three are partial, there will be no peace for the people.

"The ancient rituals serve the heaven above and serve the earth below. They respect their ancestors and honor the emperor as his Teacher. These are the three basic principles of ritual." It can be seen that the concept of "the king of heaven and earth, the king, his teacher" can be traced back to the Warring States Period, where Xunzi lived, a famous master of Chinese traditional culture. Mr. Qian Mu once pointed out: "The five words "Heaven and Earth, Lord, Personal Teacher" first appeared in Xunzi's books. These five words have been deeply rooted in people's hearts and often spoken of for the next two thousand years. Its significance and value in Chinese culture and Chinese life are so great that it can be imagined."

It can be seen that the authority of teachers has been circulating in China for a long time, but the new generation of teachers have different understandings of authority.

When schools appear as educational professional institutions and teachers appear as educational professionals. However, education becomes increasingly dependent on schools and teachers, the degree of monopoly of knowledge by schools and teachers becomes less and less, and the relationship between teachers and students The colors of seniority and ethics are getting weaker and weaker.

With the emergence of paper and printing technology, especially with the rapid development of information technology, the possibility of monopolizing knowledge has become smaller and smaller, especially the general and public knowledge spread in school education. Become the object of monopoly again. Therefore, teachers no longer have trust in ability, so teachers will not enjoy authority because of their monopoly on knowledge; at the same time, the indifference to family ties and personal feelings between teachers and students, the emphasis on the equal relationship between teachers and students, and the lack of trust in the role of teachers The recognition of the professional status of knowledge imparting makes it difficult for teachers to enjoy authority because of seniority and ethics.

As a result, teachers' authority increasingly relies on their professionalism in the teaching and learning process, and the love and respect teachers win for caring for students. It is a realistic portrayal of the current teacher-student relationship.

For education and teaching work, the emphasis on teacher authority is even more practical than the emphasis on teacher love. For a Teacher's pet, as long as the Teacher is willing to give, he can give it to the students; but for authority, it is not something that teachers can get just what they want. It requires teachers to have enough ability and charm to win. Although students have the same respect for teachers' authority, the types of authority teachers have over students are different, and correspondingly, the ways and means for teachers to win power from students are also different. When teachers use different types of authority, the teaching effects will be different because different types of authority form different learning feelings and learning models in students' minds. We use Weber's classification of authority types to analyze the categories and formation of teacher authority from traditional, legal, and charismatic authority.

Traditional authority is authority based on hereditary or cultural traditions. Traditional authority accounts for the largest proportion of authority teachers enjoy over students, but it is also declining the fastest. Since this kind of authority is traditional, it means that obtaining this kind of authority is achieved through inheritance rather than hard work. Students should respect teachers. This is a cultural tradition of respecting teachers and teaching. If students don't respect teachers, teachers can't do anything about them. Teachers want students to respect themselves naturally, and there seems to be no other way. Therefore, traditional authority changes with the changes in social and cultural traditions, and the effectiveness of individual teachers' efforts in this changing process is shallow. Therefore, when teachers face the decline of traditional authority, they need tolerance and openness to adapt rather than blind complaints and feelings.

Legal authority is authority based on institutional appointment or legal authorization. There is no direct superior-subordinate relationship between teachers and students, so teachers have never enjoyed authority based on institutional mandates. On the contrary, between teachers and students, with the consolidation of students' consumer status and teachers' clear status of education service providers, the status advantages gained by students at the institutional level are becoming more and more apparent. However, teachers have gained authority for some time based on parents' authorization. When the author was young, parents often said to teachers, we send our children to you; you can hit them if you want, and scold you if you want. Anyway, it's all for the good of the child. We still want to thank you even if you beat and scold him. Just think of it as helping us educate him.

But the good times did not last long. With the implementation of the one-child policy, when there were fewer and fewer children in the family, they became more and more precious. Not only did the parents themselves not want to hit and scold them, but they also did not want the teachers to hit and scold them. Children, there is no such thing as authorization. Therefore, in terms of legal authority, whether it is based on institutional appointment or legal authorization, it is in decline, and this is an irreversible process.

Charismatic authority is authority based on professional abilities and quality of life. Teachers are teachers because they have more professional knowledge and life experience than students, and the reason why students are willing to be students is because they can have such professional expertise and life experience through the education and teaching process. Therefore, although the core of teacher authority was traditional authority before, with the changes in cultural traditions and the evolution of teacher-student relationships, it has become an inevitable trend for formal authority to give way to charismatic authority. However, traditional authority is enjoyed naturally and is hard to win and acquired, while charismatic authority is completely acquired. From the above description of charismatic authority, we can see that if teachers want to increase the proportion of charismatic authority, they need to continuously provide their professional capabilities, mainly to enrich their professional knowledge and improve their education and teaching standards; they also need to become students in their daily lives. A mentor becomes a guide for students in terms of life quality so that students are willing to accept the guidance of teachers in life development.

To sum up, CLT allows students to speak freely, which is at least a plus point for charismatic authority. But there may be points lost against traditional authority. In terms of P2, nearly 75%

parents deny the traditional authority of teacher. Although teachers will still live in the memory of traditional authority and legal authority in the past, these memories no longer have any specific educational value other than making us complain more about today's teacher-student relationship. But apart from the complaints, we can find the direction of teachers' professional development, which is to use the increase of charismatic authority to make up for the decrease of traditional power and legal authority. This will not only win students' respect for their own authority but also improve their professional level. There has been further development in the taste of life. In the short term, it is imperative to win students' respect for one's authority, but in the long time, promoting the improvement of teachers' self-professional level and life taste through the growth of one's charisma and authority is one of the professional development methods that is responsible for both students and themselves.

3.1.2 Emotional Encouragement

P 3: Do strict teachers help students more than amiable teachers?

This issue is highly controversial, and no survey has shown which of the two types of teachers has the advantage. Education is a very complex thing. There is no good or bad, only whether it is suitable or not. We are talking about CLT classroom teaching for young age groups, which requires students to learn in a loose and dynamic environment. In the classroom, emotionally stable teachers with a strong sense of rules are needed. It also illustrates the need for teachers who are strict in requirements but amiable in the teaching process. There is a kind of motivation method called emotional motivation, and the premise of emotional motivation is a friendly teacher for younger students. The foreign education community currently defines emotional motivation as "a kind of emotional support and emotional trust established at work, as well as the resulting task authorization and goal motivation." Mayes believes that emotional stimulation is the improvement of people's satisfaction and emotional satisfaction. Used for business management colleagues and also suitable for classroom student motivation. Scholar Shen Laijin believes that emotional stimulation is a process that affects the emotions of the motivational object through certain forms and channels, thereby making it glow with inner spiritual power.

Starting from the above ideas, the understanding of emotional motivation should be understood from a broader perspective, that is, in addition to examining the external triggering mechanism of emotional motivation, we should also look at the emotional motivation object, especially the positive interpretation and internal interpretation of the motivational stimulus within the object. Respond to dialectical understanding.

In emotional stimulation, pay attention to "emotion," but it does not mean indulgence, protection of shortcomings and accommodation. You should always have strict requirements and strict management. Of course, you must be strict with the "degree". If the "degree" is exceeded, the "emotion" will be destroyed. In addition, when evaluating students, we should pay attention to the foundation, development, and overall situation, overcome prejudices, and abandon the "stereotyping effect." We should fully affirm the students' shortcomings and mistakes and use positive inspiration and guidance to point out the direction of efforts.

In short, the bridge of the soul must be built with emotion and enriched with respect, trust, consideration, and care. Emotional motivation is a kind of power, quality, and an indispensable

part of CLT success.

As far as P4 is concerned, if most teachers directly point out children's mistakes, most teachers still prefer the traditional grammar-translation method in English classes. Perhaps in the teaching of counting, the Teacher does not have much time to guide the children to discover their problems and can only point out the mistakes as quickly as possible.

In the case of, P5 is that children like language classes. This data shows that most students still want language classes for various reasons.

The P6 is that in the eyes of most parents, English teaching in schools does not meet their requirements. It shows that parents' vision has improved their understanding based on many English cowboys, but the English in schools is still within the traditional goals.

3.1.3 English Textbook or Not?

The P7 in the core definition of CLT is that the Teacher has a less-centered role, meaning that students and teachers must have an equal say in a student-centered classroom. In other words, students can question the Teacher's words and express their opinions. According to the data reported by parents, this is more difficult to achieve in English classes in China than allowing students to have the right to speak because the number of people who disagree exceeds the number of people in P2.

As for P8, according to the research of Long and Crookes(1986), more emphasis should be placed on using "referential" instead of "display" in the classroom. If there is a lot of referential content, the Teacher does not know the answer to this content. Since the Teacher does not know the content of the definite answer, it means that the Teacher needs guidance but does not need to teach the content. This kind of referential content can stimulate a large amount of efficient genuine classroom communication. All this kind of content can't appear in textbooks. Many traditional English textbooks are sentence practice exercises, limited subject vocabulary learning, vocabulary lists, etc.

The absence of teaching materials does not mean the lack of an outline. It seems that many parents can still accept the absence of teaching materials, but a quarter of parents still find it difficult to accept the absence. Because traditional public primary schools must have teaching materials that match the knowledge content, it can be seen that this view of language teaching that requires teaching materials to rely on is deeply rooted. In the opinion of many parents, book knowledge is a good carrier of knowledge. No matter how long you study in extracurricular training classes, you will get a textbook when you return to see if the students can read it. Most parents use this to determine whether their children have learned well.

But in Canada, for grades one to three of Canadian elementary schools, the curriculum is basically focused on learning English, with some simple math education. My cousin moved Canada and she has two children. She told me that. However, since the children are still young, they mainly use painting and play to increase their language skills. For grades four to six, In the future, primary school students will have other learning subjects such as geography, history and science. While volunteering in the classroom, she personally experienced many different educational perspectives and teaching methods between China and the West, but English teaching surprised her the most. In

Canada, there are no standard English textbooks at all, from kindergarten to high school graduation. When learning English from a young age, there are English vocabulary textbooks, English grammar textbooks, English reading textbooks, and English writing textbooks. However, Canadian children have not had an English book since childhood. How do they learn English?

The most crucial educational course for Canadian kindergarten teachers is Phonics (English pronunciation). They often use English alphabet cards and lively Phonics Song (English alphabet pronunciation song) to teach children to recognize the 26 English letters and their pronunciations. Among them, consonants, such as b, p, t..., etc., usually have only a single accent, and the pronunciation is similar to the pronunciation of the letters themselves, so they are relatively easy to learn. The five vowels a e i o u have two accents, long and short. Long sounds have the same pronunciation as the letters, so they are easy to remember, while harsh sounds have different pronunciations, which are more challenging to remember. Foreign teachers usually use simple English words to remind children, such as cat, bed, pig, top, and hug.

After using English alphabet cards and Phonics Songs to learn the 26 English letters and their different pronunciations, foreign teachers will use the picture English word books prepared in the classroom to teach children to recognize more English words. , these elementary picture storybooks usually have only one English word on a page, and the pictures related to this word are drawn next to it, which are used to help children understand and remember this newly learned word. Children in elementary school's first and second grades learn most effectively through visual learning, so using simple picture storybooks to teach children more English words is an exciting and efficient teaching method.

For primary school students with solid learning abilities or advanced grades, in the education system without standard English textbooks, how do foreign teachers help students learn more English words and increase their reading ability? The answer turns out to be - English storybooks.

Public libraries in Vancouver, Canada, all have children's book sections displaying various graded English storybooks, from fairy tales to astronomy and geography, and English picture reading series written on multiple themes. From one page to a simple English sentence, such as dog runs (dog is running), to a page with a simple story, such as I have a dog. Her name is Mary. She loves to run with me in the park. (I have a dog, his name is, he likes to run in the park with me). As the level of reading ability increases, the pictures in the storybook gradually decrease, and the informative English reading content increases gradually, integrating English vocabulary, grammar, and reading into graded picture English storybooks. With good English reading skills, you can learn science, history, geography, and other knowledge through reading.

Foreign teachers do not need to use boring English textbooks. As long as they entirely use excellent graded reading storybooks, they can easily teach children to learn English and develop a good habit of reading from an early age. When her children enter middle school, different English teachers will choose other English literary works and discuss them with everyone in class. Afterward, the students will write their reflections on various issues. She curiously picked up their English novels to read and was surprised to find that most of the stories were about moral decay, institutional corruption, and other strange plots. It was completely different from the textbooks she used in middle school in China. The contents were stories of great people determined to make progress. I couldn't help asking my children worriedly, do all English teachers allow such novels

to be read? What can be learned from this kind of novel?

Unexpectedly, her daughter told her with certainty that reading novels is to learn more about different people's thoughts and living environments. Only by reading excellent dystopian novels can you learn to analyze things from different perspectives and avoid being confused. Repeat the wrong life described in the novel. On the other hand, the main purpose of this no-textbook model is not to care about the form of content but to cultivate abilities.

3.1.4 English Proficiency in China

As for the issue of P9, in 2014 EF EPI (EF English Proficiency Index) ranks 63 countries and territories on English fluency based on test data from 750,000 adults who took EF English tests, making it the most comprehensive global survey of adult English proficiency.

Some of the following conclusions were drawn:

- Mainland China's English fluency ranks 37th, which is low proficiency, but is steadily improving;
- The top 10 countries are Denmark, the Netherlands, Sweden, Finland, Norway, Poland, Austria, Estonia, Belgium, and Germany, all from Europe;
- Asia has seen the most significant improvement in English proficiency;
- Countries in Latin America, the Middle East, and North Africa have low or deficient levels of English fluency;
- Women have higher English proficiency than men;
- Mid-career people have the highest English proficiency;
- The English fluency of college graduates needs to be improved;
- English proficiency is highly correlated with indicators such as income, quality of life, ease of doing business, network coverage, and average years of education.

In the 2014 EF EPI, China ranked 47 out of 112 countries, while Hong Kong, and China ranked 32. There are many reasons involved. For example, the number of Chinese studying abroad in English-speaking countries increases yearly. With the development of the economy and society, more and more parents pay more attention to English education. But regardless of the ingenuity of the Chinese people or the money and energy spent, this result is extremely disproportionate, even if there is a slight improvement.

Is there any fundamental fluctuation in the English training in compulsory education in China? The answer is no. According to Xinhua News Agency, 95% of Chinese undergraduates cannot communicate fluently in spoken English. Spoken English can be said to be the weakest link in learning English for Chinese students. According to surveys, less than 10% of college students can communicate fluently in English. For Chinese college students, most of the process of contacting and learning English begins in junior high or elementary school. However, most students only apply the knowledge they have learned to the test papers and lack the initiative to practice English speaking skills. As the language of international communication, English is becoming increasingly

important as international exchanges become more and more intensive. In today's era, with the deepening of interactions between countries, English is ubiquitous in people's study and life. Whether working, studying, or traveling abroad, you need to use English for oral communication. At present, various English proficiency examinations are paying more and more attention to the assessment of students' oral English. This change has also made Chinese college students gradually realize the importance of oral English.

Therefore, half-half of parents agree that school education cannot solve the problem of mute English. At least in the current middle and high school stages, solving the problem of silent English is doubtful. Even if they study English majors in college, most students cannot graduate. Communicate in spoken English.

3.2 Findings--Students

Let's take a look at some basic perceptions of CLT classes from the student questionnaire:

Table 4. is data about students' feelings in English classes and whether they match or strongly mismatch with their feelings in CLT classes.

No	Items	Never	Sometimes	Often
P1	Have you ever got some English jokes from your English class?	18	20	2
P2	Do you have a deep impression on your Chinese English teacher?	20	8	2
P3	Are you happy with spontaneous questions by your Chinese English teacher?	20	12	8
P4	Are you worried when you are given a task or oral homework?	4	28	8
P5	Are you bored with drilling and repeating in a language class?	7	18	15
P6	Have you experienced an inter-reactive language lesson?	6	24	10
P7	Are you happy with immersion language learning situation?	25	14	3
P8	Does the teacher interrupt you without thinking because of a mistake?	6	30	4
P9	Do you feel intimidated by speaking up?	3	8	29

According to this data, the questionnaire respondents are all 5-12 years old, and many have just entered primary school. The first grade of primary school in China is about seven years old. The results may be completely different if the age is 12-14 years old, probably middle school students.

Children new to language teaching have different feelings from those who have received such teaching for a long time; most primary school teaching methods differ entirely from those of middle school.

Looking back at the student survey results, how do most students feel about the classroom? In today's language teaching, most teachers still have a sense of humor rather than being a machine

that only teaches knowledge. However, few students are impressed by their language teachers, which shows that emotional connection is insufficient.

Regarding P3, more than half of the students did not like spontaneous questions. In other words, they did not like questions without correct answers. As mentioned above, communication in CLT classes is closer to the most authentic communication when the teacher does not know the answer. More than half of the students don't like it because few teachers have ever asked, and when the teacher passes it on to the students, they always have to answer the corresponding correct answer dialogue. Such spontaneous questions are meaningless and unnecessary for teachers. Another constraint may be that there are too many students. Spontaneous issues are a big problem for class control. One person has one sentence, and one person has one opinion, which is very confusing.

According to the feedback of many parents, even children who have attended English training classes for a long time before elementary school, When they first entered first grade, the teacher asked them to do oral homework. It takes a period for many children to adapt to this kind of homework. If this kind of oral homework is complex, the school usually assigns imitation reading. It shows very few fundamental oral communication tasks in the classroom.

What is the difference between actual oral communication assignments and imitation reading schools assign? It is the difference between the 'referential' and 'display' questions proposed by Long and Crookes. But now, schools' oral assignments are stuck in the display problem stage. For example, there is no standard answer to high-quality verbal communication.

“Homework 1:

Try to describe a person who you like the best.

How to work 2:

Try to read the dialogue on P12.”

The second homework is more like the homework often assigned by schools.

On the question of P5, more students in the younger age group have just come into contact with language classes, practicing in the language class is a manifestation of power for students to listen to the teacher. No matter what the teacher teaches and how to teach the students, they all listen to the teacher. Many traditional parents don't have much controversy with these. If they feel bored, it may be the student's fault under the authority of their parents, so some children understand the logic. It is called hiding oneself, and it is also part of the family education of most families in China. Most parents like to hide their emotions, which leads students to like to hide their feelings. Opinions that are not recognized and widely accepted need to be hidden, even if they do not harm the interests of others. With respect to P6, it is evident that there is no highly interactive classroom, at least because of the limit on the number of people. In terms of P7, the question is whether you like it or not. Children who have never experienced it will not like it. If they have experienced it but the teacher did not conduct it ideally. Children's feelings and emotions are significant in CLT teaching. Even if the teacher's knowledge points in this class are excellent, if they do not match the students' emotions and experiences, students will not like it, especially primary school students. But immersion language learning refers to being immersed in a language for a long time. Although monolingualism is not the core principle of CLT, this question can roughly conclude that most

children have not experienced similar classes and do not like similar courses.

Regarding P8, I want to mention the method of error correction. Some teachers are straightforward, directly pointing out grammatical errors. In the CLT class, directly pointing out errors and pursuing the uniqueness of grammar makes students dare not speak out. This method is rarely recommended starting from the first or second grade, but some teachers still use this traditional method to point out the teacher's problems directly. Regarding P9, one result shows that it is not difficult for most students to speak English boldly if they have received classroom training or training through CLT.

From a junior high school student's self-report: The elementary school I attend is a bilingual private school. The school's foreign teachers teach once daily, with 15 students in each class. Secondary school teachers also teach once a week. In elementary school, the teacher required us to do after-school homework, complete timetables, make plans, work on more essential theme projects, work in groups and teams, etc. After studying in the first to sixth grade, I could communicate fluently with foreigners when I graduated from the sixth grade.

Our primary school grammar is all taught in English, but I understand it very well. In junior high school, I also went to one of the top junior high schools in the city. There were also 30 students in the class. It was a small class system with about the same number of students as an elementary school. But there are no 15 classes, and there are no foreign teachers. Most of the students in this school will take the Chinese college entrance examination. When I first went to school, I complained that the English teacher's pronunciation was inaccurate and that the learning conditions were not good. Even this school is a dream school for many students. The English classes in top private elementary schools differ significantly from those in public elementary schools regarding class size, curriculum design, and teaching methods. I was invited to watch a foreign teacher's class during the above student's primary school life. It is a high-quality language class. The class is 100% interactive. The students are centered. The teacher has never heard of drills to train words and sentence patterns. All students answered their understanding of this word. If it is a more difficult question, 15 people are divided into three groups to discuss it. It is a very smooth and diverse lesson that fully mobilizes students' emotions and curiosity.

Chapter 4: Discussion

4.1 The limitations

Regarding the limitations of the questionnaire survey, there may be sampling errors. If a random sampling method is used, the sample may not be enough to represent the population, resulting in sampling errors in the results. Response bias Respondents may be unwilling or afraid to answer the actual situation for some reason or provide false information, resulting in response bias. The sample data belongs to a minimal range, likely only to represent students from one region or city. Areas with more apparent advantages than regions. Some parents may feel that achieving a low expectation in English learning is enough, but specific questions in the questionnaire do not meet the standards of other students. Sample distortion may occur if the sample contains atypical or unrepresentative groups, such as people from certain socioeconomic classes, geographic regions,

or cultural backgrounds. Suppose some parents have their perceptions of English communicative ability itself.

There is also due to question design bias. If the question is not designed correctly, it may lead to inaccurate or incomplete answers from the respondents or introduce bias or misleading in the question formulation. Respondents may be affected by certain factors, such as personal emotions, social environment, etc., which may lead to response bias in the data.

4.2 Possible Solutions and Future Research

Parents' perception of CLT is vague and uncertain. The research data on the above questions show that ordinary parents still strongly perceive CLT teaching method. They know the requirements of sincerity but do not know its importance in teaching and do not know that it matches certain content. It shows that some parents feel that teachers and students have equal rights to speak, but they raise questions when textbooks are not used in class. It is some perception, but not thorough perception. Parents are in the perception of CLT teaching, such as the perception of teacher authority. Some parents rely entirely on the teacher's traditional authority. The teacher can never do anything wrong, only the students; some parents rely on the teacher's personality or emotional charm, which will generate students' motivation and interest in learning. They advocate happy education too much and focus on children. The mood is the main factor; some parents will consider and think based on the situation of their children. But no matter what kind of parent you are, you must pay attention to a critical point in CLT classes: letting your children be seen and presenting their valuable and meaningful ideas.

4.2.1. To the teacher--Break the stereotype of teachers

Teachers should view students with a growth mindset and break the traditional authority stereotype of teachers. At the same time, teachers must also break the stereotypes about students.

School is not only a place for students to grow and learn, it is also a place for teachers to grow and learn because many teachers also have a fixed mindset and tend to label students. For example, they will say: "This student is naughty, and that student loves to be lazy!" If this is the case, it won't be easy to promote students' progress, and teachers will not be able to experience the happiness brought by their profession. Therefore, teachers must break the stereotypes about students. When facing problem children, the first thing that comes to mind is not whether they can teach them, but how to teach them and how to teach them to make them better. At this time, great changes will occur in education.

4.2.2. Master the method of complimenting in CLT class

Especially when learning in language classes, it is difficult to speak without guidance. Even if you hum a word, you will be praised by a piece of music. Correct praise is not about praising intelligence or results; it is about paying attention to their learning process and the methods they adopt and affirming their efforts and the good qualities they show. For example: "You took a lot of hints to overcome the difficulty of performing on stage. I like your persistence and hard work." Another example: "This output was difficult and took a long time, but you have been very focused. I admire you very much!" That's it; let the child realize that his success in speaking and his progress are all due to choosing the right method and continuous efforts.

4.2.3. Conduct diversified evaluations

In the process of educating children, evaluation is diversified. There can be encouragement as well as criticism, but criticism is not sarcasm or sarcasm, nor is it insult or corporal punishment. Criticism contains encouraging guidance to help children analyze problems, find causes, teach methods, and point out the direction. For students who don't listen in class. Every child's vulnerabilities are different. Some children have poor pitch but good rhythm, and some children have poor rhythm but good pitch. Additional suggestions are given for other children. When students hear such comments, they can quickly adjust their state and focus on learning. Because such evaluation is an invisible encouragement, encouraging children to focus on learning.

4.2.4. Set communication skills as a necessary skill for young language teachers

The role of the communicative approach in preschool education teaching. The issue of communicative competence of young teachers was discussed. Understand teachers' communication skills and the nature of communication skills. The communicative competence of young language teachers is an essential component of CLT teaching. The characteristics of CLT education teachers' teaching activities always set tasks of a communicative nature, that is, interpersonal interaction. The extent to which these teaching tasks are implemented depends on the degree of development of the teacher's social and psychological abilities. The relevance of developing the communicative competence of preschool teachers is due to the necessity and importance of forming competent communicative competence in professional teaching activities within the framework of the preschool education process. The effectiveness of the preschool education system that implements modern improved standards directly depends on the professional teaching ability of teachers, which is in turn reflected by basic measures such as teacher communicative competence through the teacher's ability to fully perceive, accept, understand and support children while teaching him communicative culture.

Through the theoretical analysis of modern research on the formation of communicative competence in preschool teachers it can propose a contradiction in that, on the one hand, the professional standards of educational organizations require teachers to develop critical professional competencies, including communicative competence. Still, on the other hand, preschool teachers face various difficulties regarding communicative stereotypes presented in educational methods, forms and techniques of working with children and parents. The contradictions revealed to determine the relevance of research on the communicative competence characteristics of teachers in preschool education organizations. In Lisina's research, the role of communicative factors in the development of preschool children was studied. She highlights some of the aspects that influence language formation and development. Therefore, the author has established that the connection between speech development and the content of communication needs is undeniable. The role of emotional communication based on activity methods in the development and teaching of preschool children is emphasized. Some scholars theoretically confirmed the systematic position of communicative practices in solving educational problems in foreign language teaching. Although preschoolers occasionally learn foreign languages, a communicative component in this situation is undoubtedly present. Many scientists have demonstrated that language development programs for young preschoolers are impossible without considering age-related patterns of child mental development.

Chapter 5: Conclusion

5.1 Introduction

In terms of requirements for language teachers, it is not only preschool teachers who have such requirements. This ability should be included in the assessment standards for English teachers. The term "communicative competence" was first used in social psychology and is considered the ability to establish and maintain effective connections with those around you based on internal resources. Domestic scientific theories have no generally accepted unified definition of communicative competence. According to the Russian educational psychologist e.n. Team communication ability is a system of a person's psychological and behavioral characteristics. On this basis, successful communication is established; the practical and emotionally reasonable communication goals are achieved between the parties during the communication process.

Teachers believe that achieving mutual understanding between communicators and a deep understanding of the situation and the subject of communication characterizes an effective communication process. It is an indicative factor in solving problems and achieving communication objectives with the minimum expenditure of available resources. Konovalenko proposes communicative competence as a socially conditioned competence through people's ability to perceive, evaluate, achieve mutual understanding, influence those around them, and establish their behavior according to the requirements, prescriptions, and expectations of certain behaviors, where People themselves can be understood and accepted by others. Regarding teachers' communicative competence, it is worth emphasizing that the performance of teaching communicative knowledge, communicative skills, and communicative competence should occur in all teaching activities. This statement makes it possible to single out the components of teaching competence.

At the same time, it would be a mistake to view instructional communication only as transmitting information through one transmission system or receiving information through another. Compared to the usual information flow process Academic Research in Educational Sciences, it suggests that each communication partner needs to consider its communication partner's goals, motivations, and attitudes to convey the message. In this regard, it is necessary to study the nature and characteristics of communicative competence as an essential component of the profession of kindergarten teachers since in the activities of preschool education specialists, not only communicative knowledge, skills, and abilities but also in the professional requirements of kindergarten teachers are constantly increasing The ability to organize professional activities in a communicative context. Communicative activities are considered a structural component of teaching professional competence, as well as activity and personal components. The communication component is expressed through communication flexibility, tolerance of uncertainty, optimism, and developing self-control in communication.

5.2 The regulations of CLT classroom management

Therefore, in addition to the English subject ability of the English teacher, communication is considered the most critical factor affecting the success of CLT. If teachers do not have a sufficient level of communication skills, cannot flexibly manage the interactive process in the

implementation of education and education, are not familiar with effective communication techniques that promote mutual understanding, etc., they will not be able to implement modern individual education standards, models and technologies. For a teacher in a preschool organization, communicative competence is the leading professional competence that is manifested at all levels of his activities and has a significant impact on the results of all teaching work, without exception. In the context of education and education, teachers' communicative qualities become most valuable when their interaction with children is intentionally organized and mediated by the content of the educational process.

The communicative teaching method combines multiple theories, and no definition can define its connotation so far. Linguistic circles in the United Kingdom, the United States, and Europe believe that some past teaching methods have ignored language's creativity, functionality, and communicative potential. They all agree that communicative ability should be the core of language teaching, including learning to use language and using language to learn. The communicative method in language teaching starts from the theory of language as communication and language teaching aims to cultivate communicative ability. Language is a system for expressing meaning. The primary function of language is to allow interaction and communication. The structure of language reflects the functionality and communicative nature of language. The basic language units are grammatical and structural features and functional and communicative meaning categories in discourse.

There are three principles of CLT theory: (1) Communicative principle: activities involving honest communication promote learning. (2) Task principle: Activities that use language to complete meaningful tasks promote learning. (3) Meaning principle: Language meaningful to learners supports learning.

As for the objectives, the communicative approach has five levels of goals:

1. Comprehensive and content level (language as a means of expression);
2. Language and tool level (language as a symbolic system and learning object);
3. The emotional dimension of interpersonal relationships and behavior (language expressing values and judgments about oneself and others);
4. Personal learning needs level (remedial learning based on error analysis);
5. The overall educational dimension of the additional language objectives (language learning within the school curriculum).

As for the syllabus, in communicative language teaching, discussion of the nature of the syllabus has been central and widespread. In communicative language teaching, there are several suggestions and models for the syllabus: structural syllabus, functional syllabus, conceptual syllabus, interactive syllabus, task-based syllabus, instrumental syllabus, and student-independent syllabus. The communicative language teaching method that being discussed now is a mixed syllabus doped with the above categories, at least the first four or five. For the types of learning & teaching activities, the scope of exercise types and activities is unlimited as long as these exercises enable learners to achieve the communicative goals of the course, engage learners in communication, and require the use of communicative processes such as information sharing,

meaning negotiation, and interaction. For example, in puzzle reading, learners have unique sets of information that they must interrogate each other to obtain complete information to complete the task. Conversations, role plays, simulations, and debates are some more examples.

In CLT classroom, the learner's role as negotiator - the role between self, learning process, and learning object - arises from and interacts with the part of co-negotiator. It means that the learner should contribute to the best of his ability and thus learn interdependently. Successful communication is a shared achievement and recognition. The teacher has two leading roles: The first is to facilitate the communication process between all participants in the classroom and between these participants and the various learning activities and texts. The second role is as an independent participant in a learning-teaching group. Other functions include organizing learning resources, guiding classroom procedures and activities, researcher, needs analyst, consultant, and team process manager.

Regarding instructional material, teaching materials influence interaction and language use in the classroom. Materials, therefore, have the primary function of promoting communicative language use. There are (1) text-based materials; for example, two texts contain different information, which requires the development of role plays and other matching activities. (2) Task-based teaching materials include exercise manuals, prompt cards, activity cards, paired communication practice materials, and student interaction practice manuals. (3) Use authentic real-life interiors in the classroom: signs, magazines, advertisements, newspapers, and brochures as a basis for building communicative activities. As for the class procedure, since communicative principles can be applied to any skill at any level, it is not feasible to describe the typical teaching process in a CLT classroom due to the diversity of classroom activities and types of exercises. For example, a rough teaching process might include introducing teaching points into a conversation, isolating grammatical items from them for controlled practice, and then providing more accessible activities. Pair and group work is recommended to encourage learners to use and practice a variety of functions and formats.

Chapter 6: Bibliography

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Chapter 7: Appendix

PARTICIPANTS CONSENT FORM

PARTICIPATION IN THIS RESEARCH STUDY IS VOLUNTARY

Thank you for considering taking part in this research. You will be given a copy of this Consent Form to keep and refer to at any time.

I confirm that I understand that by ticking each box I am consenting to this element of the research. I understand that it will be assumed that unpicked boxes mean that I DO NOT consent to that part of the study. I understand that by not giving consent for any one element I may be deemed ineligible for the research.

	YES	NO
I agree to take part in the study.	☐	☐
I confirm that I have read and understand the information sheet for the above research. I have had the opportunity to consider the information and asked questions which have been answered satisfactorily.	☐	☐
I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason. Furthermore, I understand that I will be able to withdraw my data up to one week after my interview.	☐	☐
I consent to the processing of my personal information for the purposes explained to me. I understand that such information will be handled in accordance with the terms of the UK GDPR2018.	☐	☐
I understand that the confidentiality and anonymity will be maintained and it will not be possible to identify me in any publications.	☐	☐
I agree that the researcher may record my schooling information.(Age, School name and English textbook)	☐	☐
I agree that the researcher may use my unidentifiable data for further research.	☐	☐
I understand that the information I have submitted will be published as a report and I can get a copy of it when I asked.	☐	☐
I consent to my interview being audio recorded if necessary.	☐	☐

Name of Participant: _____ Date: _____ Signature: _____

Name of Researcher: _____ Date: _____ Signature: _____

If you need any further information, you can contact my supervisor Dr. Jessica Clapham j.clapham@uwtsd.ac.uk

Participant Information Sheet

The Difficulties of CLT Implementation in the Chinese Primary English Classroom

I would like to invite you to participate in this research project which forms part of my Professional Postgraduate research. Before you decide whether you want to take part, it is important for you to understand why the research is being done and what your participation will involve. Please take the time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information.

What is the purpose of the research?

The purpose of my research activity is to know about the opinions of students and parents of CLT adopting in the English Chinese classroom. In particular, I would like to find out the barriers that prevent efficiency of CLT implementation in primary school, and seek teaching strategies and solutions to CLT adopting better.

Why have you been invited to take part in my research?

I am inviting parents who has 3-12 yrs children. Because they have many perspectives for define what CLT is and what kind of teacher they hope for. I am also inviting students of those parents who are experiencing the CLT and their feelings about that.

What will happen to you if you take part in?

To parents who agreed to take part in my research, you have to sign a consent form. Then all the parents would fill a investigation PS form to tick some questions I list out in the PS form. After that, students would be given the SS form to tick some questions I list out in the SS form. They will need the parents' help if they are too young to tick.

To students who agreed to take part in my research, the schooling background information will be recorded by me. The information of the students will be recorded by me and notes would be taken down anonymously.

Do I have to take part in?

Participation is entirely voluntary. Please note that, even you signed the consent form, you can withdraw from my research at any time.

What are the possible benefits and risks of taking part?

There are no known risks of taking part.

Possible benefits to parents:

Parents may be given some more teaching strategies which can benefit for their children. It will give them some suggestions when they choose the English trainers for their children.

Possible benefits to students:

Students may overcome the barriers that prevent them from mute-English. With efficiency CLT adopting, students may have more motivation and develop their communicative skills more easily.

Data Storage, Retention, Destruction and Future Use

No data will be accessed by anyone other than me. Anonymity of the material will be protected by using anonymous participant ID numbers. Electronic files containing confidential data will be password-protected and deleted after data collection, and entries are complete.

What will happen to the results of the research?

A report of the main findings will be made available to you if you request it. And the results of the research will also be used in my postgraduate dissertation. Then the report would be emailed to the supervisor Dr Jessica J Clapham of Institute of Education and Humanities, University of Wales Trinity Saint David (UWTSD), Lampeter Campus.

Who should I contact for further information?

If you have any questions or require more information about this research, please contact me using the following contact details: Kuailiu2022@163.com

Blank Questionnaire

No	Item	Disagree	No idea	Agree
P1	English communication skills are important.	☐	☐	☐
P2	Children's freedom of speech will affect the authority of teachers.	☐	☐	☐
P3	A strict teacher is better than an amiable teacher.	☐	☐	☐
P4	Students boldly point out the teacher's mistake in class.	☐	☐	☐
P5	Children really enjoy language classes.	☐	☐	☐
P6	The child has achieved my expected standard of language communication.	☐	☐	☐
P7	Children and teachers have equal communication rights in class.	☐	☐	☐
P8	I can accept the English class which has no coursebook.	☐	☐	☐
P9	Children who will become a mute English user if they are never trained in a English training center.	☐	☐	☐

No	Items	Never	Sometimes	Often
P1	Have you ever got some English jokes from your English class?	☐	☐	☐
P2	Do you have a deep impression on your Chinese English teacher?	☐	☐	☐
P3	Are you happy with spontaneous questions by your Chinese English teacher?	☐	☐	☐
P4	Are you worried when you are given a task or oral homework?	☐	☐	☐
P5	Are you bored with drilling and repeating in a language class?	☐	☐	☐
P6	Have you experienced an inter-reactive language lesson?	☐	☐	☐
P7	Are you happy with immersion language learning situation?	☐	☐	☐
P8	Does the teacher interrupt you without thinking because of a mistake?	☐	☐	☐
P9	Do you feel intimidated by speaking up?	☐	☐	☐

APPLICATION FOR ETHICAL APPROVAL

RESEARCH STUDENTS

This form is to be completed by the student within **SIX** months for full-time students and **TWELVE** months for part time students, after the commencement of the research degree or following progression to Part Two of your course.

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

This document is also available in Welsh.

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

1	Full Name:	Kuai Liu			
2	Tick all boxes that apply:	Member of staff:	☐	Honorary research fellow:	☐
	Undergraduate Student	☐	Taught Postgraduate Student	☒	Postgraduate Research Student
					☐

3	Institute/Academic Discipline/Centre:	Education and Humanities
4	Campus:	Lampeter
5	E-mail address:	2210238@student.uwtsd.ac.uk
6	Contact Telephone Number:	+8615019290760
For students:		
7	Student Number:	2210238
8	Programme of Study:	Teaching English to Speakers of Other Languages
9	Director of Studies/Supervisor:	Dr Jessica Clapham

SECTION B: Approval for Research Activity

1	Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)	YES	☒	NO	☐
					Date
2	If Yes, please indicate source of approval (and date where known): <i>Approval in principle must be obtained from the relevant source prior to seeking ethical approval</i>	Research Degrees Committee	☒		
Institute Research Committee		☒			
Other (write in)		☐			

SECTION C: Internal and External Ethical Guidance Materials

	Please list the core ethical guidance documents that have been referred to during the completion of this form (including any discipline-specific codes of research ethics, location-specific codes of research ethics, and also any specific ethical guidance relating to the proposed methodology). Please tick to confirm that your research proposal adheres to these codes and guidelines. You may add rows to this table if needed.	
1	UWTSD Research Ethics & Integrity Code of Practice	☐
2	UWTSD Research Data Management Policy	☐
3	<i>[List any other relevant documents here] External guidance</i>	√

SECTION D: External Collaborative Research Activity

If there are external collaborators then you should gain consent from the contact persons to share their personal data with the university. If there are no external collaborators then leave this section blank and continue to section E.

1	Institution					
2	Contact person name					
3	Contact person e-mail address					
4	Is your research externally funded?	YES	☐	NO	☐	
5	Are you in receipt of a KESS scholarship?	YES	☐	NO	☐	
6	Are you specifically employed to undertake this research in either a paid or voluntary capacity?	Voluntary	YES	☐	NO	☐
7		Employed	YES	☐	NO	☐
8	Is the research being undertaken within an existing UWTSD Athrofa Professional Learning Partnership (APLP)?	If YES then the permission question below does not need to be answered.	YES	☐	NO	☐
9	Has permission to undertake the research has been provided by the partner organisation?	(If YES attach copy) If NO the application cannot continue	YES	☐	NO	☐

Where research activity is carried out in collaboration with an external organization

10	Does this organisation have its own ethics approval system?	YES	☐	NO	☐
	If Yes, please attach a copy of any final approval (or interim approval) from the organisation (this may be a copy of an email if appropriate).				

SECTION E: Details of Research Activity

1	Indicative title:	Parents-Students Investigation Sheet		
2	Proposed start date:	September 17th	Proposed end date:	September 23th
	Introduction to the Research (maximum 300 words per section) Ensure that you write for a <u>Non-Specialist Audience</u> when outlining your response to the points below: <i>Purpose of Research Activity</i> <i>Proposed Research Question</i> <i>Aims of Research Activity</i> <i>Objectives of Research Activity</i> Demonstrate, briefly, how <u>Existing Research</u> has informed the proposed activity and explain <i>What the research activity will add to the body of knowledge</i> <i>How it addresses an area of importance.</i>			
3	Purpose of Research Activity In China, teachers who teach traditional skill-based are more respected than those who teach oral skills because, in the context of the Chinese English national college entrance examination. CLT means communicative language teaching. Nevertheless, communicative skills are not as crucial in the execution of the exam. Many parents in China prefer dogmatic teaching methods, and the lack of a one-on-one teaching belief makes many activities introduced by CLT not recognized and promoted. In previous studies, the most common focus was on applying CLT with a background of college students, including why it is not widely used in universities. With the globalization of the economy, the importance of communication skills for Chinese students is also increasing. But it can be seen that students in the younger age group who are not college students are also trying to introduce CLT in EFL learning. In China's more developed education regions, there are also attempts to break through the previously spoken mute English. In the 21st century, there are also good ways to achieve the expected introduction of a communicative approach under different social education backgrounds of the younger age group, but it is rare. (this box should expand as you type)			

4	Research Question 1. What are the difficulties and challenges of CLT adopting in Chinese English classroom? 2. What are the different opinions on CLT among learners, parents and teachers? 3. How to improve the CLT adopting efficiency in English classroom? (this box should expand as you type)
5	Aims of Research Activity 1. Make Chinese English classrooms more active and diverse 2. Enhancing the Communicative Skills of Chinese Students 3. Develop Chinese students' intercultural communicative competence by adopting CLT (this box should expand as you type)
6	Objectives of Research Activity The practice of CLT in the Chinese English classroom doesn't provide the expected results. A lack of knowledge rules of the target language causes the student's communicative skills to be deficient. The main focus is to explore the factors that can successfully apply CLT in the classroom and what may hinder the further development of CLT. (this box should expand as you type)
	Proposed methods (maximum 600 words) Provide a brief summary of all the methods that may be used in the research activity, making it clear what specific techniques may be used. If methods other than those listed in this section are deemed appropriate later, additional ethical approval for those methods will be needed. You do not need to justify the methods here, but should instead describe how you intend to collect the data necessary for you to complete your project.
7	A questionnaire survey is used to determine possible outcomes and difficulties based on surveys with parents and students, The questionnaire survey on students is as follows: Questionnaire For Ss(5-12yrs) Have you ever got some English jokes from your English class? Never Sometimes Often Do you have a deep impression of your Chinese English teacher? No Part of them Most of them Are you happy with random questions from your Chinese English teacher?

	No Sometimes Often Are you worried when you are given a task or oral homework? Often Sometimes No Are you bored with drilling and repeating in a language class? Often Sometimes No Have you experienced an interactive language lesson? No Sometimes Often Are you happy with the immersion language learning situation? No Sometimes Often The questionnaire survey regarding parents is as follows: Questionnaire for Ps English communication skills are essential. Disagree No idea Agree Children's freedom of speech will affect the authority of teachers. Agree No idea Disagree A strict teacher is better than an amiable teacher. Agree No idea Disagree Students boldly point out the teacher's mistakes in class. Disagree No idea Agree Children enjoy language classes. Disagree No idea Agree The child has achieved my expected standard of language communication. Disagree No idea Agree Children and teachers have equal communication rights in class. Disagree No idea Agree (this box should expand as you type)
	Location of research activity Identify all locations where research activity will take place.
8	Futian area, Shenzhen, China.

	(this box should expand as you type)
	Research activity outside of the UK If research activity will take place overseas, you are responsible for ensuring that local ethical considerations are complied with and that the relevant permissions are sought. Specify any local guidelines (e.g. from local professional associations/learned societies/universities) that exist and whether these involve any ethical stipulations beyond those usual in the UK (provide details of any licenses or permissions required). Also specify whether there are any specific ethical issues raised by the local context in which the research activity is taking place, for example, particular cultural and/or legal sensitivities or vulnerabilities of participants. If you live in the country where you will do the research then please state this.
9	There is no specific ethical issues in mainland China. You can collect the data and interview the people who agreed to do so. Because the content of my investigation is not about specific personal information. (this box should expand as you type)

10	Use of documentation not in the public domain: Are any documents NOT publicly available?	NO	☒
		YES	☐
11	If Yes, please provide details here of how you will gain access to specific documentation that is not in the public domain and that this is in accordance with the current data protection law of the country in question and that of England and Wales. (this box should expand as you type)		

	Does your research relate to one or more of the seven aims of the Well-being of Future Generations (Wales) Act 2015?	YES	NO
12	A prosperous Wales	☐	☒
13	A resilient Wales	☐	☒
14	A healthier Wales	☐	☒
15	A more equal Wales	☐	☒
16	A Wales of cohesive communities	☐	☒
17	A Wales of vibrant culture and thriving Welsh language	☐	☒
18	A globally responsible Wales	☐	☒
19	If YES to any of the above, please give details:		

	(this box should expand as you type)
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SECTION F: Scope of Research Activity

	Will the research activity include:	YES	NO
1	Use of a questionnaire or similar research instrument?	☒	☐
2	Use of interviews?	☐	☒
3	Use of focus groups?	☐	☒
4	Use of participant diaries?	☐	☒
5	Use of video or audio recording?	☐	☒
6	Use of computer-generated log files?	☒	☐
7	Participant observation with their knowledge?	☒	☐
8	Participant observation without their knowledge?	☐	☒
9	Access to personal or confidential information without the participants' specific consent?	☐	☒
10	Administration of any questions, test stimuli, presentation that may be experienced as physically, mentally or emotionally harmful / offensive?	☐	☒
11	Performance of any acts which may cause embarrassment or affect self-esteem?	☐	☒
12	Investigation of participants involved in illegal activities?	☐	☒
13	Use of procedures that involve deception?	☐	☒
14	Administration of any substance, agent or placebo?	☐	☒
15	Working with live vertebrate animals?	☐	☒
16	Procedures that may have a negative impact on the environment?	☐	☒
17	Other primary data collection methods. Please indicate the type of data collection method(s) below.	☐	☐
	Details of any other primary data collection method: (this box should expand as you type)		

If NO to every question, then the research activity is (ethically) low risk and **may** be exempt from **some** of the following sections (please refer to Guidance Notes).

If YES to any question, then no research activity should be undertaken until full ethical approval has been obtained.

SECTION G: Intended Participants

If there are no participants then do not complete this section, but go directly to section H.

	Who are the intended participants:	YES	NO
1	Students or staff at the University?	☐	☒
2	Adults (over the age of 18 and competent to give consent)?	☒	☐
3	Vulnerable adults?	☐	☒
4	Children and Young People under the age of 18? (Consent from Parent, Carer or Guardian will be required)	☒	☐
5	Prisoners?	☐	☒
6	Young offenders?	☐	☒
7	Those who could be considered to have a particularly dependent relationship with the investigator or a gatekeeper?	☐	☒
8	People engaged in illegal activities?	☐	☒
9	Others. Please indicate the participants below, and specifically any group who may be unable to give consent.	☐	☒
	Details of any other participant groups: (this box should expand as you type)		

	Participant numbers and source	
	Provide an estimate of the expected number of participants. How will you identify participants and how will they be recruited?	
10	How many participants are expected?	A total of 80 people participated in the questionnaire survey. (this box should expand as you type)
11	Who will the participants be?	There are 40 adult parents, and then 40 children aged 5-12, and these adult parents and children are not necessarily a family. (this box should expand as you type)
12	How will you identify the participants?	Parents in need can be identified in nearby community cluster school clusters. (this box should expand as you type)

	Information for participants:	YES	NO	N/A
13	Will you describe the main research procedures to participants in advance, so that they are informed about what to expect?	☒	☐	☐
14	Will you tell participants that their participation is voluntary?	☒	☐	☐

15	Will you obtain written consent for participation?	☒	☐	☐
16	Will you explain to participants that refusal to participate in the research will not affect their treatment or education (if relevant)?	☒	☐	☐
17	If the research is observational, will you ask participants for their consent to being observed?	☒	☐	☐
18	Will you tell participants that they may withdraw from the research at any time and for any reason?	√	☐	☐
19	With questionnaires, will you give participants the option of omitting questions they do not want to answer?	√	☐	☐
20	Will you tell participants that their data will be treated with full confidentiality and that, if published, it will not be identifiable as theirs?	√	☐	☐
21	Will you debrief participants at the end of their participation, in a way appropriate to the type of research undertaken?	√	☐	☐
22	If NO to any of above questions, please give an explanation			
	(this box should expand as you type)			

	Information for participants:	YES	NO	N/A
24	Will participants be paid?	☐	☒	☐
25	Is specialist electrical or other equipment to be used with participants?	☐	☒	☐
26	Are there any financial or other interests to the investigator or University arising from this study?	☐	☒	☐
27	Will the research activity involve deliberately misleading participants in any way, or the partial or full concealment of the specific study aims?	☐	☒	☐
28	If YES to any question, please provide full details			
	(this box should expand as you type)			

SECTION H: Anticipated Risks

	Outline any anticipated risks that may adversely affect any of the participants, the researchers and/or the University, and the steps that will be taken to address them. If you have completed a full risk assessment (for example as required by a laboratory, or external research collaborator) you may append that to this form.		
1	Full risk assessment completed and appended?	Yes	☒
		No	☐
2	Risks to participants For example: sector-specific health & safety, emotional distress, financial disclosure, physical harm, transfer of personal data, sensitive organisational information		
	Risk to participants: Child participants may feel bored, may not understand the meaning of the questionnaire questions, or may feel forced; Adult parent participants may experience anxiety and discomfort; <i>(this box should expand as you type)</i>	<i>How you will mitigate the risk to participants:</i> For adult parent participants, if the content of the questionnaire violates privacy, she can choose to skip this question; if the content of the questionnaire reminds her of bad pictures, she can withdraw from the survey at any time. For child participants, if the time of the questionnaire coincides with the child's nap or meal time, an appropriate time can be reserved in advance; for a group of ten children, the on-site questionnaire may cause some accidents, so precautions should be taken in advance, or some toys should be prepared; It is necessary to appease some fears caused by children. <i>(this box should expand as you type)</i>	
3	If research activity may include sensitive, embarrassing or upsetting topics (e.g. sexual activity, drug use) or issues likely to disclose information requiring further action (e.g. criminal activity), give details of the procedures to deal with these issues, including any support/advice (e.g. helpline numbers) to be offered to participants. Note that where applicable, consent procedures should make it clear that if something potentially or actually illegal is discovered in the course of a project, it may need to be disclosed to the proper authorities		
	The questionnaire has no the topics as above-mentioned. <i>(this box should expand as you type)</i>		
4	Risks to the investigator For example: personal health & safety, physical harm, emotional distress, risk of accusation of harm/impropriety, conflict of interest		

	Risk to the investigator: Since I have little investigative experience, I feel worried and anxious, fearing that my own progress will affect the progress of the entire investigation. <i>(this box should expand as you type)</i>	How you will mitigate the risk to the investigator: Ask more experienced people for advice and communicate more with mentors. <i>(this box should expand as you type)</i>
5	University/institutional risks For example: adverse publicity, financial loss, data protection	
	Risk to the University: Data protection <i>(this box should expand as you type)</i>	How you will mitigate the risk to the University: Ask for some professional device to help to keep the data more safely. <i>(this box should expand as you type)</i>
6	Environmental risks For example: accidental spillage of pollutants, damage to local ecosystems	
	Risk to the environment: I can find nothing in my investigation that can damage the environment. <i>(this box should expand as you type)</i>	How you will mitigate the risk to environment: <i>(this box should expand as you type)</i>

	Disclosure and Barring Service			
	If the research activity involves children or vulnerable adults, a Disclosure and Barring Service (DBS) certificate must be obtained before any contact with such participants.	YES	NO	N/A
7	Does your research require you to hold a current DBS Certificate?	☐	☒	☐
8	If YES, please give the certificate number. If the certificate number is not available please write "Pending"; in this case any ethical approval will be subject to providing the appropriate certificate number.			

SECTION I: Feedback, Consent and Confidentiality

1	Feedback What de-briefing and feedback will be provided to participants, how will this be done and when?
	Tell the participants how far my investigation has progressed. If the investigation is

	completed, inform the participants of their contribution to the research. At the same time, I need to inform who will see this investigation report. The results of the investigation also need to be known to the participants. And tell whether the names of the people inside are anonymous, etc. Always remember to thank participants for their input and contributions to the research. <i>(this box should expand as you type)</i>
2	Informed consent Describe the arrangements to inform potential participants, before providing consent, of what is involved in participating. Describe the arrangements for participants to provide full consent before data collection begins. If gaining consent in this way is inappropriate, explain how consent will be obtained and recorded in accordance with prevailing data protection legislation.
	For adult participants, they will be invited to an online chat group. Of course, the group will be banned and everyone does not know each other or are together. I will send an online electronic questionnaire, which needs to be recycled after a certain period of time. , and inform each adult that it only takes 5-10 minutes to complete the process. Electronic questionnaires make each participant's results cloaked and only viewable by the originator. For child participants, they will be invited to explain the questionnaire face-to-face in my company. There are ten children at a time, but each child will complete the questionnaire on their own. Older child participants who can read need to obtain the permission of their guardians before taking the questions. If the meaning is ambiguous or the situation causes bad memories, they can apply to withdraw from the survey at any time; for children who cannot read, the questionnaire items will be translated so that they can understand. Right choices made under the circumstances. <i>(this box should expand as you type)</i>
3	Confidentiality / Anonymity Set out how anonymity of participants and confidentiality will be ensured in any outputs. If anonymity is not being offered, explain why this is the case.
	Any information collected will be processed strictly in accordance with the consent given and the Data Protection Act 1998. Full names will only be written on the consent form, which will be stored in a locked filing cabinet. Investigations will be conducted using pseudonyms. All data will be stored on privately owned computers and the computer devices of UWTSD, thus fully complying with information governance requirements. The survey will identify participants, but real names, ages, genders and locations will be redacted to avoid identification. Participants will be able to withdraw and delete their contributions by editing the final analysis. <i>(this box should expand as you type)</i>

SECTION J: Data Protection and Storage

	Does the research activity involve personal data (as defined by the General Data Protection Regulation 2016 “GDPR” and the Data Protection Act 2018 “DPA”)?	YES	NO
1	“Personal data” means any information relating to an identified or identifiable natural person (‘data subject’). An identifiable natural person is one who can be identified, directly or indirectly, in particular by reference to an identifier such as a name, an identification number, location data, an online identifier or to one or more factors specific to the physical, physiological, genetic, mental, economic, cultural or social identity of that natural person. Any video or audio recordings of participants is considered to be personal data.	☐	√
	If YES, provide a description of the data and explain why this data needs to be collected:		
2	(this box should expand as you type)		
	Does it involve special category data (as defined by the GDPR)?	YES	NO
3	“Special category data” means sensitive personal data consisting of information as to the data subjects’ – (a) racial or ethnic origin, (b) political opinions, (c) religious beliefs or other beliefs of a similar nature, (d) membership of a trade union (within the meaning of the Trade Union and Labour Relations (Consolidation) Act 1992), (e) physical or mental health or condition, (f) sexual life, (g) genetics, (h) biometric data (as used for ID purposes),	☐	√
	If YES, provide a description of the special category data and explain why this data needs to be collected:		
4	(this box should expand as you type)		

	Will data from the research activity (collected data, drafts of the thesis, or materials for publication) be stored in any of the following ways?	YES	NO
5	Manual files (i.e. in paper form)?	☒	☐
6	University computers?	☐	☒
7	Private company computers?	☒	☐
8	Home or other personal computers?	☐	☒
9	Laptop computers/ CDs/ Portable disk-drives/ memory sticks?	☒	☐
10	“Cloud” storage or websites?	☐	☒
11	Other – specify:	☐	☒
12	For all stored data, explain the measures in place to ensure the security of the data collected, data confidentiality, including details of backup procedures, password protection, encryption, anonymisation and pseudonymisation:		
	All data will be processed by archiving. UWTSD staff and supervisors have access to this data, and the data will be stored on UWTSD's professional computers .Any information collected will be processed strictly in accordance with the consent given and the Data Protection Act 1998. <i>(this box should expand as you type)</i>		

	Data Protection		
	Will the research activity involve any of the following activities:	YES	NO
13	Electronic transfer of data in any form?	☐	☒
14	Sharing of data with others at the University outside of the immediate research team?	☐	☒
15	Sharing of data with other organisations?	☐	☒
16	Export of data outside the UK or importing of data from outside the UK?	☐	☒
17	Use of personal addresses, postcodes, faxes, emails or telephone numbers?	☐	☒
18	Publication of data that might allow identification of individuals?	☐	☒
19	Use of data management system?	☐	☒
20	Data archiving?	☐	☒
21	If YES to any question, please provide full details, explaining how this will be conducted in accordance with the GDPR and Data Protection Act (2018) (and any international equivalents, where appropriate):		

	Participants have the legal right to obtain all information and data related to themselves, and are allowed to correct errors in their personal data. In addition to some information related to national security, commercial secrets or personal privacy, which are regulated by law and cannot be disclosed, the tax authorities are strictly regulated to disclose relevant information of taxpayers to third parties without authorization. If participants want to know anything about the data they are participating in the questionnaire, they should be obliged to tell it. If participants wish to remove and delete their data during this period, they can do so at any time. <i>(this box should expand as you type)</i>		
22	List all who will have access to the data generated by the research activity:		
	UWTSD staff and supervisors have access to this data. <i>(this box should expand as you type)</i>		
23	List who will have control of, and act as custodian(s) for, data generated by the research activity:		
	UWTSD academic supervisors and some related staff. <i>(this box should expand as you type)</i>		
24	Give details of data storage arrangements, including security measures in place to protect the data, where data will be stored, how long for, and in what form. Will data be archived – if so how and if not why not.		
	During the investigation process, it will be saved on a private computer with a password-equipped laptop in the form of an electronic file. Once submitted to the school, it will be saved in the school's database, also in electronic form. The data of the campus is also very safe and protected and it can be archived. If participants wish to remove and delete their data during this period, they can do so at any time. <i>(this box should expand as you type)</i>		
25	Please indicate if your data will be stored in the UWTSD Research Data Repository (see https://researchdata.uwtsd.ac.uk/). If so please explain. <i>(Most relevant to academic staff)</i>		
	It can keep the date more safely there. <i>(this box should expand as you type)</i>		
26	Confirm that you have read the UWTSD guidance on data management (see https://www.uwtsd.ac.uk/library/research-data-management/)	YES	✓
27	Confirm that you are aware that you need to keep all data until after your research has completed or the end of your funding	YES	✓

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants. In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice which is published on the website: https://www.uwtsd.ac.uk/research/research-ethics/		
1	Signature of applicant:	Kuai Liu Date: 4th August

For STUDENT Submissions:

2	Director of Studies/Supervisor:		Date:
3	Signature:		

For STAFF Submissions:

4	Academic Director/ Assistant Dean:		Date:
5	Signature:		

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

☒	I have read the guidance notes supplied before completing the form.
☒	I have completed ALL RELEVANT sections of the form in full.
☒	I confirm that the research activity has received approval in principle
☐	I have attached a copy of final/interim approval from external organisation (where appropriate)
☐	I have attached a full risk assessment (where appropriate) ONLY TICK IF YOU HAVE ATTACHED A FULL RISK ASSESSMENT
☒	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
☒	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Academic Director.

RESEARCH STUDENTS ONLY

Once complete, submit this form via the **MyTSD Doctoral College Portal** at (<https://mytsd.uwtsd.ac.uk>).

RESEARCH STAFF ONLY

All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES

should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.