

#EmergingEnglish

Understanding the Implications of
the 2022 Primary & Junior High
English Curriculum

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English Programmes, British Council China



2022 China Primary & Junior High English Curriculum: New Initiatives and Implications

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Introduction

- The newly issued ***English Curriculum Standards for Compulsory Education (2022 Edition)*** has designated a new shift of goals from developing students' **Overall Language Ability** to cultivating students' **Core Competencies** through the subject English.
- Such a shift serves as **a new guiding compass** for advancing China's English education at the school level.
- Along with the new goals, both the **curricular content** and **instructional approaches** have been restructured.
- The **most urgent task** is to support teachers **to transform the English curriculum blueprint** into classroom practice.



Main content

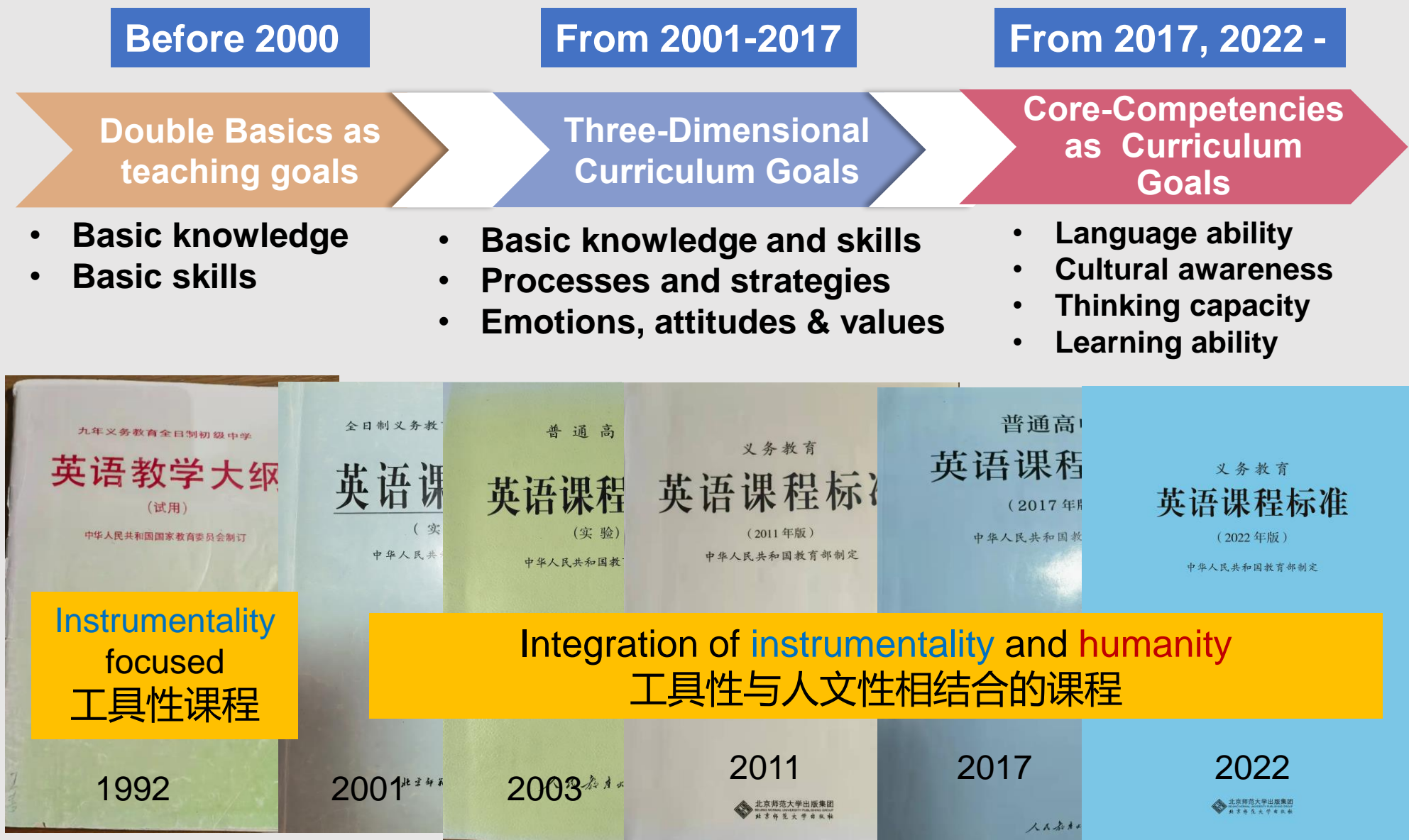
1. **An overview** of ELT Curriculum changes since the 21st century
2. **Issues** in English teaching remain to be solved
3. **Major changes** of the new English curriculum
4. **Challenges & implications**



1. An overview of English Curriculum changes over the past 20 years



An Overview of the changes



Rationale behind the dual nature of the English curriculum

- Language is **not only a tool** to enable communication and thinking, but also **a carrier of culture**.
- Each language carries the lifestyle, customs, social etiquette, values, and **a wide range of knowledge of humanity and science** of the society in which it is used.
- The purpose of learning English **is more than** just using it **for communication**. Learners should also acquire **the knowledge of science and culture of different countries and nations** the language carries, make correct judgements about the underlying ideas, opinions, attitudes, and values, and strengthen **their own national identity and cultural confidence**.



2. Key issues



Key issues in current English language teaching

01

The instrumental and humanistic nature of the curriculum has been put forward for over 20 years, however, ELT practices in China remain **fundamentally instrumental** due to factors, such as exams-orientation. Typically reflected in classroom are **superficial, fragmented, and modular teaching**.

02

Focus on **how to teach** outweigh **what to teach**. There is a gap of understanding of **what kind of knowledge constitutes core content of the English curriculum**.

03

There is a lack of understanding of **formative assessment** as well as effective approaches and methods to implement it.

04

Teaching research and teacher training are not as effective as they should be, and **fail to genuinely address pressing challenges in classroom teaching**.

3. Major Changes

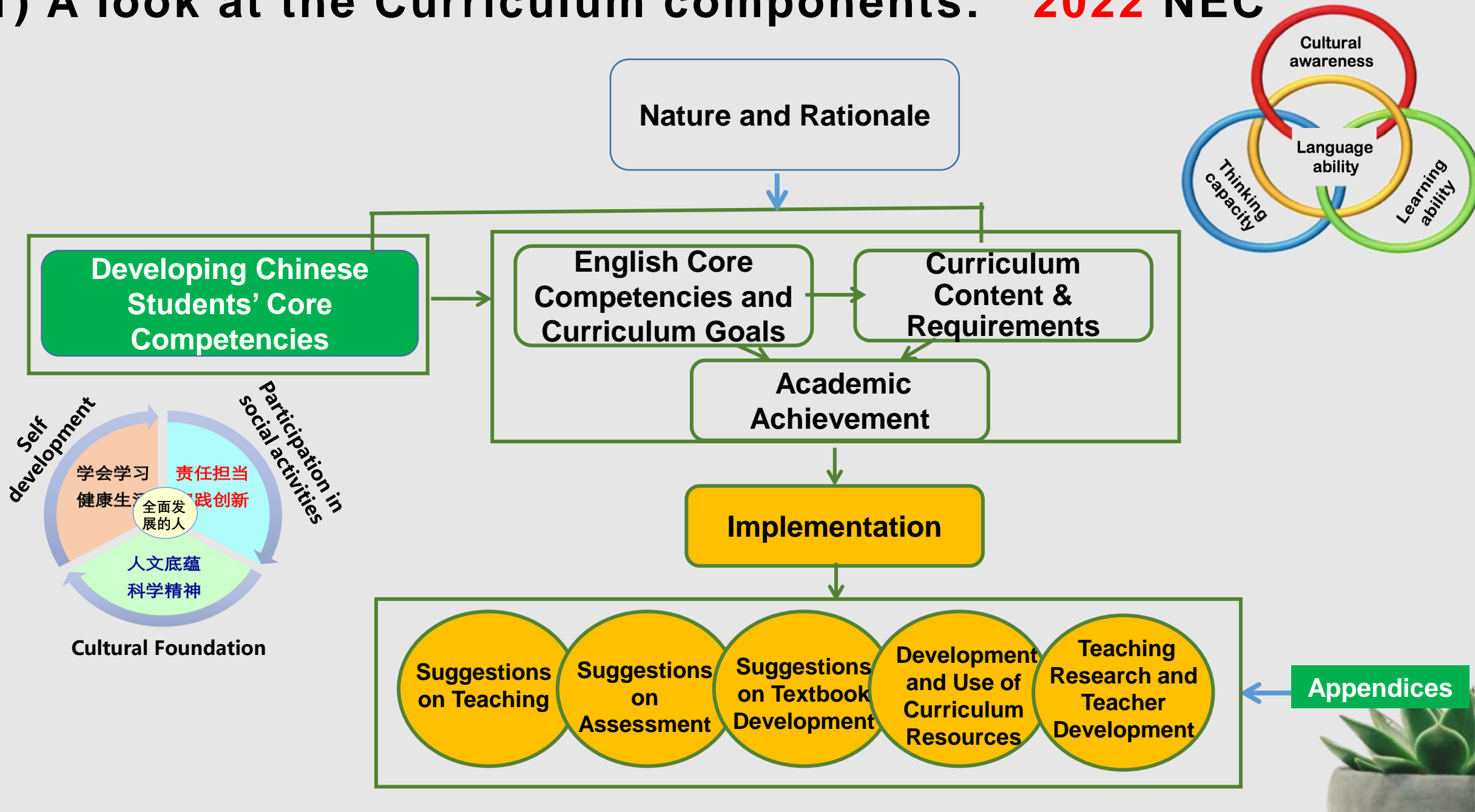


Major changes of 2022 National English Curriculum(NEC)

- 1) A look at the curriculum components of 2022 NEC
- 2) A look at the nature of the curriculum: 2022
- 3) Changes of the goals
- 4) Changes in content structure
- 5) Changes in content selection
- 6) Suggestions for implementing teaching delivery



1) A look at the Curriculum components: 2022 NEC



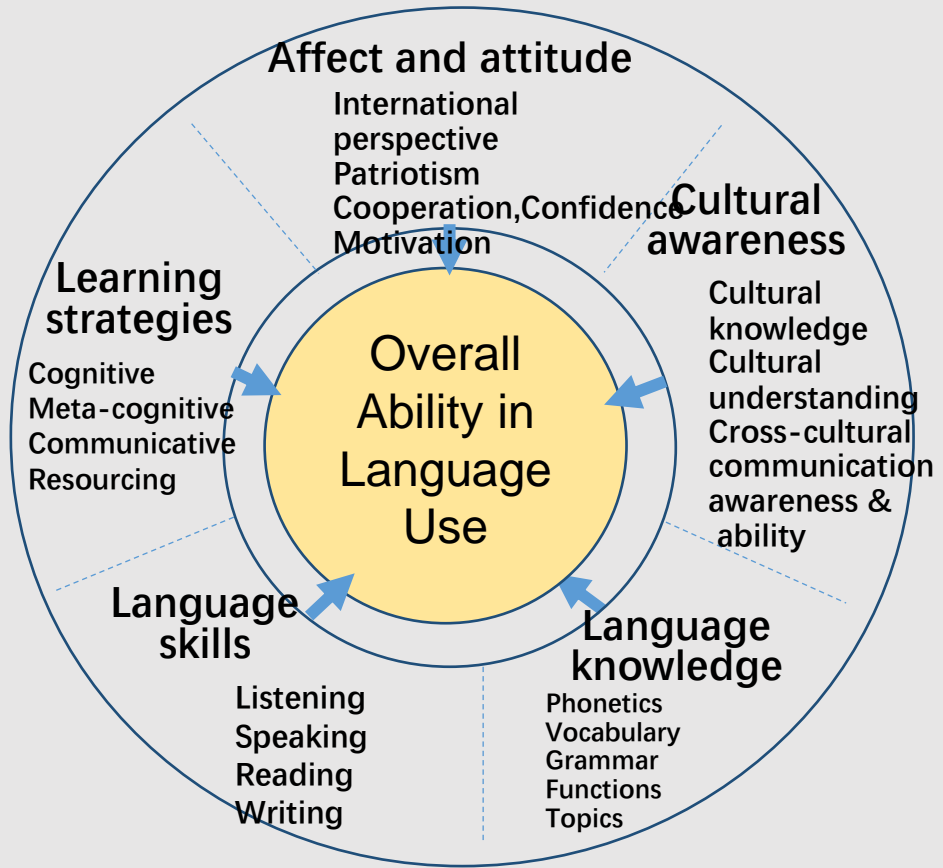
2) A look at the nature of the curriculum (MOE, 2022)

An integration of **instrumentality** and **humanity**

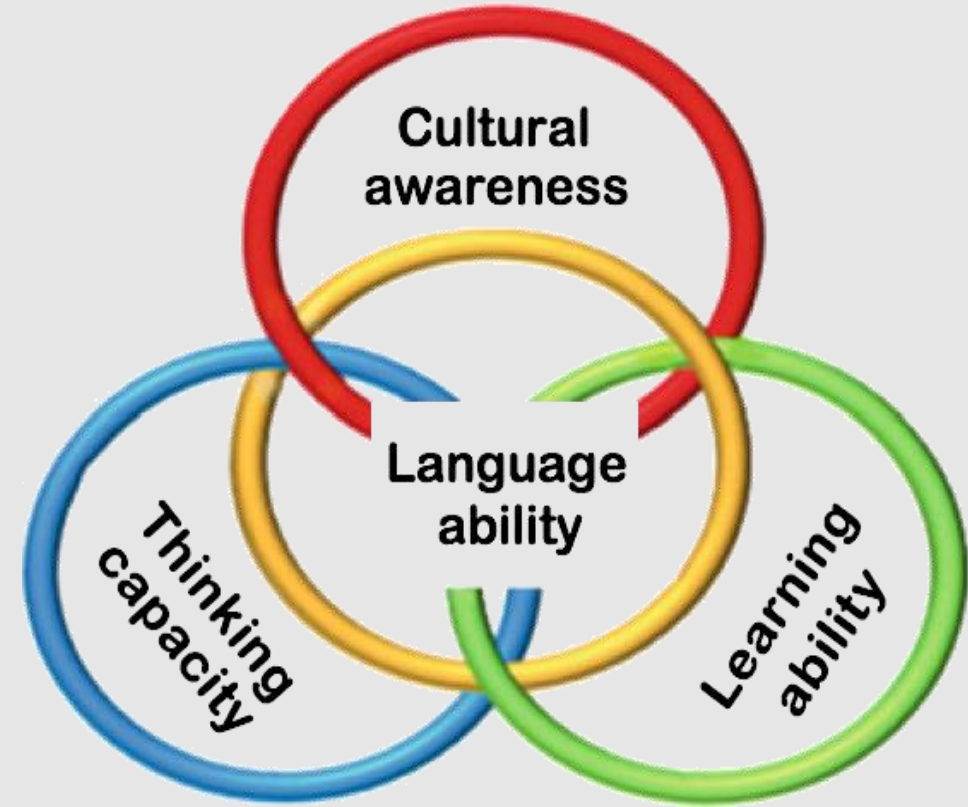
- **Learning and using English** provides an opportunity for students to **learn about different cultures, conduct cross-cultural comparisons, and capture the best of world cultures.**
- It enables them to **develop an awareness and ability to engage in cross-cultural communication and exchange, learn to perceive the world objectively and sensibly, and shape their international perspectives.**
- It helps the learner **develop more understanding of, and love for, his/her family and country, enhance his/her personal cultural confidence, form correct world views, life views, and values,** thus laying a foundation for students' life-long learning and future success.



3) Changes of the goals



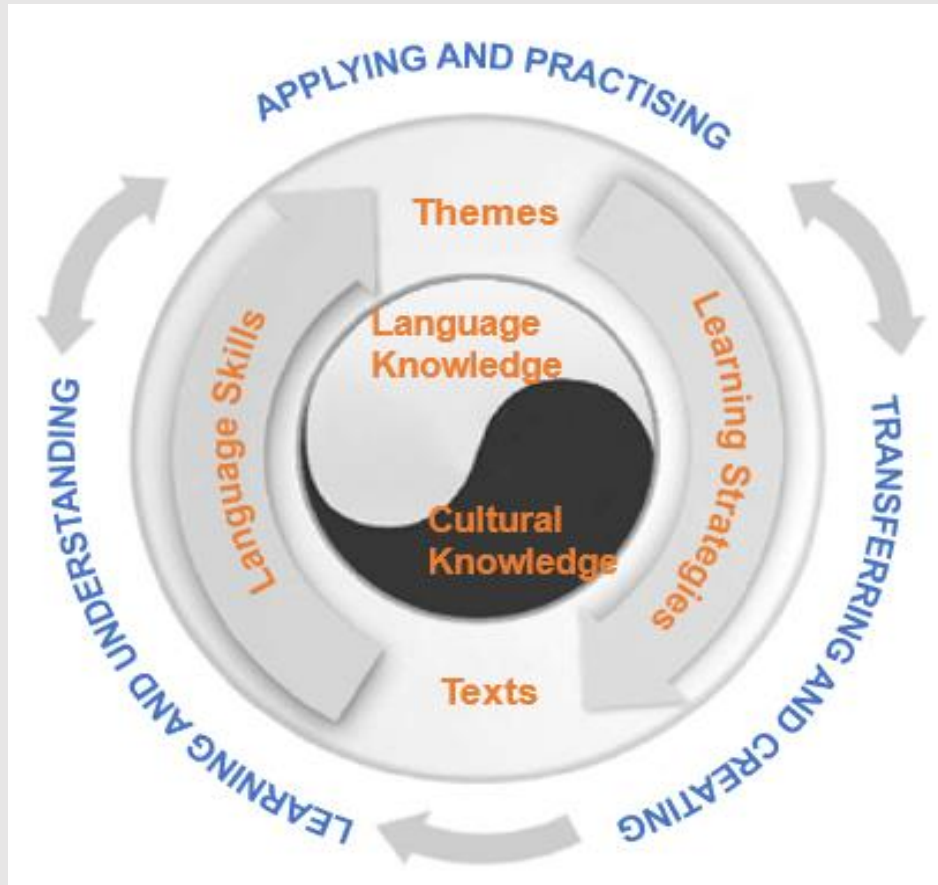
Curriculum goals
(MOE, China, 2001, 2003, 2011)



Curriculum goals
(MOE, China, 2017, 2022)



4) Changes in content structure



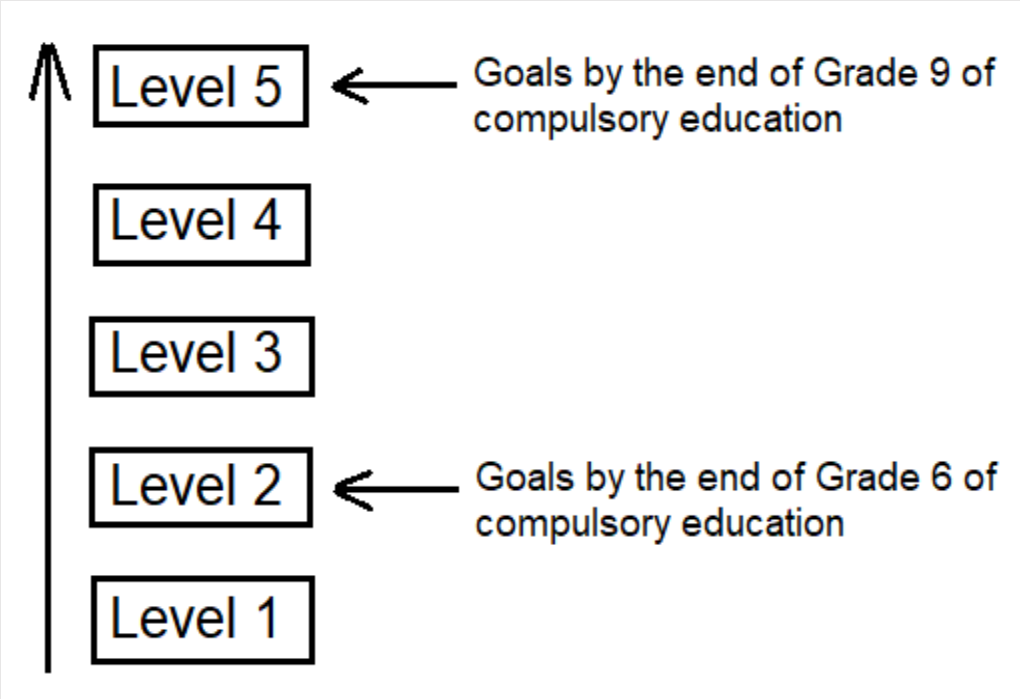
English Curriculum Content Structure for
Compulsory Education (MOE, 2022)

- Themes
- Text types
- Language knowledge
- Cultural knowledge
- Language skills
- Learning strategies

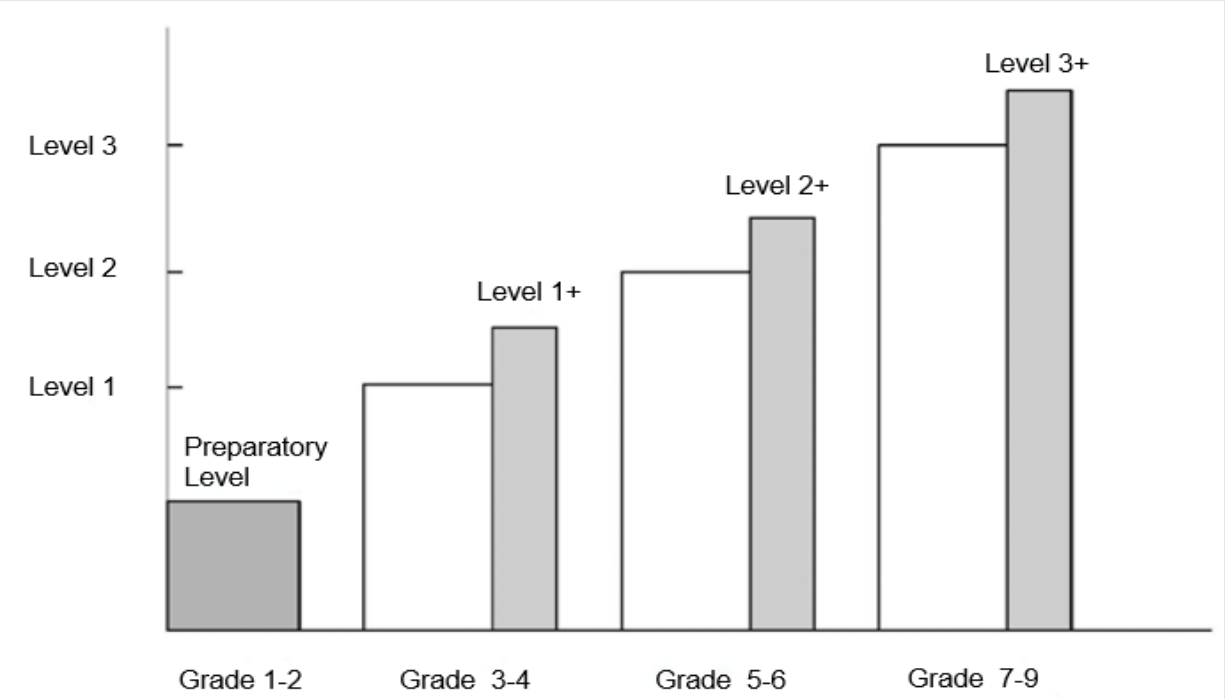
Key points

- Teaching should be **guided by themes** and **supported by different text types**.
- Students learn language and cultural knowledge **in an integrated manner through activities**
- The content should enable students to use the language and cultural **knowledge, skills and strategies** they have learned to express **personal views and attitudes** around the theme, **solve real world problems**, and fulfill the purpose of cultivating their core competencies.

Changes in the Levels for Compulsory Education



English Curriculum Goals by Level (MOE, 2011)



English Curriculum Content by Level (MOE, 2022)



An Outline for Content Requirements (By Levels)

Themes and sub-themes

- **Man and self**
- **Man and society**
- **Man and nature**

Text types

- **Continuous & non-continuous texts**
- **Spoken or written multimodal texts**

Language knowledge

- **Phonetic Knowledge**
- **Vocabulary Knowledge**
- **Grammar Knowledge**
- **Discourse Knowledge**
- **Pragmatic Knowledge**

Cultural knowledge

- **Material cultures**
- **Spiritual cultures**
(philosophy, science, history, language, literature, art, education, as well as values, customs and traditions, etc).

Language skills

- **Receptive skills**
listening,
reading
viewing
- **Productive skills**
speaking
writing

Learning strategies

- **Metacognitive strategies**
- **Cognitive strategies**
- **Communication strategies**
- **Affective strategies**



5) Changes in content selection

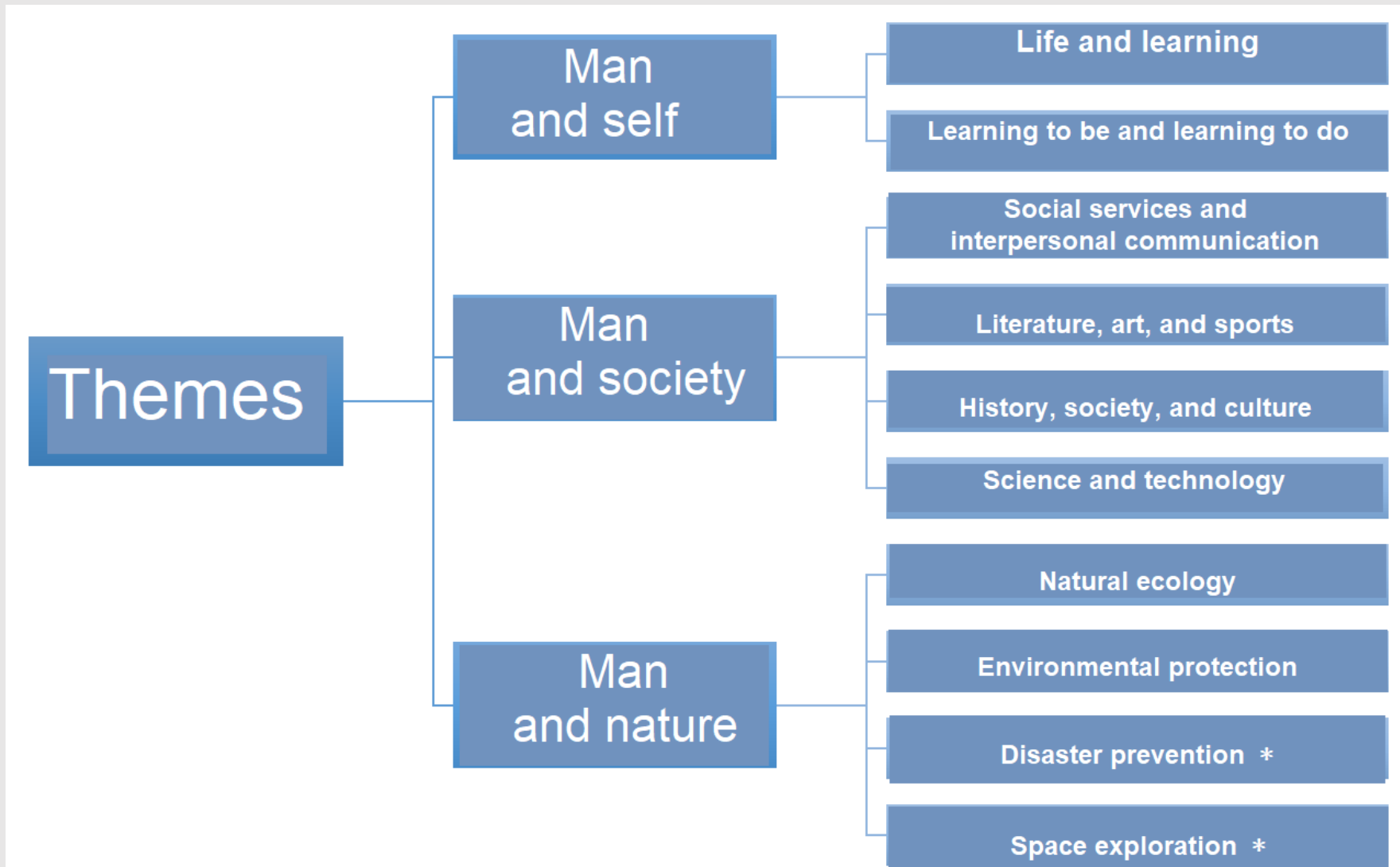
Themes

Text types

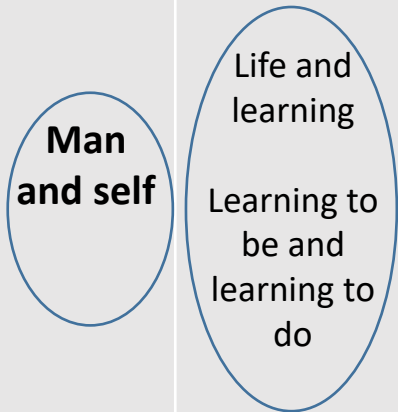
**Cultural
knowledge**

Others

Themes: provide a selection of resources for language learning and student development




Themes, thematic clusters, and sub-themes with a clear student development orientation

Themes	Thematic clusters	Sub-themes (Level 1)	Sub-themes (Level 2)	Sub-themes (Level 3)
 <p>Man and self</p>	<p>Life and learning</p> <p>Learning to be and learning to do</p>	<ol style="list-style-type: none"> Things and environment around oneself; Time management; <u>Self-care and hygiene habits;</u> <u>Expressing personal preferences and emotions;</u> <u>Family and home life;</u> <u>School and classes; school life and personal feelings;</u> <u>Diet and health.</u> 	<ol style="list-style-type: none"> <u>Self-management of study and daily life;</u> <u>Eagerness to learn; effective learning; frequent reflections, and learning to learn;</u> <u>Well-mannered behaviours and healthy lifestyles;</u> <u>Sports and games; safety and safeguarding;</u> <u>Self-confidence and optimism; self-compassion and empathy;</u> <u>Emotions and feelings; regulation and management of emotions and behaviours;</u> <u>Challenges, issues and solutions in life and study;</u> <u>Use of pocket money, responsible consumption, and awareness of cost saving;</u> <u>Habits and skills of engaging in physical work; passion for participating in physical work.</u> 	<ol style="list-style-type: none"> <u>Living an enriched, fulfilling, and positive life;</u> <u>Living a colourful, safe, and meaningful school life;</u> <u>Physical and mental health; resilience to setbacks; cherishing life;</u> <u>Positive learning experiences; appropriate learning methods and strategies; diligence in learning and thinking;</u> <u>Self-awareness, self-management, and self-improvement;</u> <u>Future career tendencies and professionalism;</u> <u>The practice of physical work; work ethics and craftsmanship;</u> <u>General knowledge of currencies; awareness of financial management; responsible consumption; credit maintenance;</u> <u>Diligence in, and willingness to, practise, and innovate on one's own initiative.</u>



Themes, thematic clusters, and sub-themes

with a clear student development orientation

Themes	Thematic clusters	Sub-themes (Level 1)	Sub-themes (Level 2)	Sub-themes (Level 3)
 <p>Man and society</p>	<p>Social services and interpersonal communication</p> <p>Literature, art, and sports</p> <p>History, society, and culture</p> <p>Science and technology</p>	<ol style="list-style-type: none"> 1. <u>Class and school rules; awareness of rules;</u> 2. <u>Team activities and communal living; sense of participation and collectivism;</u> 3. <u>Campus and community environment and facilities; caring for public facilities;</u> 4. <u>Peer interaction; mutual respect; be friendly to each other and helping each other;</u> 5. <u>Respect for the elderly and love for the young; sense of gratitude;</u> 6. <u>Common sports, physical exercises, and staying healthy;</u> 7. <u>Traffic regulations and safety awareness;</u> 8. <u>Common occupations and people's lives;</u> 9. <u>Common festivals and cultural experiences.</u> 	<ol style="list-style-type: none"> 1. <u>Environmental protection on campus and in the community; voluntary work and public services;</u> 2. <u>Self-respect and self-discipline; well-mannered behaviours; honesty and integrity; filial piety and respect for parents and the elderly;</u> 3. <u>Personal emotions and opinions; listening to and understanding others; being inclusive and forgiving;</u> 4. <u>Student clubs of sports, arts and culture; exploring personal talents and potentials;</u> 5. <u>Public figures with outstanding contributions to society, and their deeds;</u> 6. <u>Knowledge about and experience of visiting famous sites and places in China and other countries in the world;</u> 7. <u>Traditional festivals in major countries; cultural experiences;</u> 8. <u>Life-changing science and technology.</u> 	<ol style="list-style-type: none"> 1. <u>Good interpersonal relationships and social interactions;</u> 2. <u>Harmonious family life and community life;</u> 3. <u>Volunteering and public services;</u> 4. <u>Communication and collaboration; teamwork spirit;</u> 5. <u>Changes in one's hometown and in society; historical developments; aspirations for the future;</u> 6. <u>Cross-cultural communication and exchange; language and culture;</u> 7. <u>Cultural values embedded in Chinese and foreign films, television, drama, music, dance, paintings, architecture and other art forms, and appreciating such works; acclaimed artists and their artistic achievements;</u> 8. <u>Daily sports activities, key sports events, and sportsmanship;</u> 9. <u>Significant writers and their works in Chinese and world literature;</u> 10. <u>Cultural customs, cultural phenomena, festivals, and celebrations in major countries;</u> 11. <u>Public figures with outstanding contributions to the world, their country, the public and the overall social development;</u> 12. <u>Public order, legislations, and regulations; awareness of personal information safety and national security;</u> 13. <u>Identity and cultural confidence;</u> 14. <u>Hot issues in society and international affairs;</u> 15. <u>Science, technology, and engineering; inventions and innovations.</u>

Themes, thematic clusters, and sub-themes

with a clear student development orientation

Themes	Thematic clusters	Sub-themes (Level 1)	Sub-themes (Level 2)	Sub-themes (Level 3)
 Man and nature	 Natural ecology Environmental protection Disaster prevention Space exploration	<ol style="list-style-type: none">1. <u>Weather and everyday life</u>;2. <u>Characteristics and changes of seasons</u>; seasons and life;3. <u>Natural phenomena and ecological environment</u> around oneself;4. <u>Common animals, and their physical features</u> and natural habitats.	<ol style="list-style-type: none">1. <u>Geographical locations and natural environment</u> of one's hometown and major cities in China;2. <u>Names, geographical locations, and natural landscapes</u> of major countries in the world;3. <u>The interdependence of man and nature</u>; concept and practice of sustainable living;4. <u>Planting greens and breeding animals</u>; showing love and kindness to all living creatures;5. <u>Natural disasters and personal safety</u>; general knowledge of disaster prevention;6. <u>Exploration of the Earth and the universe</u>.	<ol style="list-style-type: none">1. <u>Geographical locations of world's major countries</u>; <u>ecological features and natural landscapes</u> in different regions;2. <u>Love and reverence for nature</u>; living in harmony with nature;3. <u>Environmental pollution and its causes</u>; <u>awareness and practice of environmental protection</u>;4. <u>Natural disasters and preventive measures</u>; <u>personal safety and self-protection</u>;5. <u>Exploration of the Earth and the universe</u>; development of aerospace industry. <hr/>

Text types: carriers of language and cultural knowledge

highlighting education with a purpose

Level 1	Level 2	Level 3	Level 3+
<ol style="list-style-type: none"> 1. <u>Ballads, songs, and children's rhymes;</u> 2. <u>Monologues and short everyday dialogues;</u> 3. <u>Illustrated stories and narrative diaries;</u> 4. <u>Introduction to people, things, and places;</u> 5. <u>Letters, event notices, operating instructions, birthday and New Year cards, and invitation cards;</u> 6. <u>Other text types, such as signage, notice boards, restaurant menus, shopping lists, simple diagrams, pictures, and videos.</u> 	<ol style="list-style-type: none"> 1. <u>Monologues and simple everyday dialogues;</u> 2. <u>Narrations, such as illustrated stories, narrative diaries, biographical stories, fables, humorous stories, and fairy tales;</u> 3. <u>Expositions, such as short explanation of things, short science introductory texts, short written instructions, and operating procedures;</u> 4. <u>Practical texts, such as greeting cards, invitation cards, letters, event notices, announcements, event arrangements and plans, promotional posters, rules, and questionnaires;</u> 5. <u>New media texts, such as simple social media messages, web pages, and emails;</u> 6. <u>Other text types, such as songs, rhymes, scripts, charts, diagrams, pictures, and videos;.</u> 	<ol style="list-style-type: none"> 1. <u>Monologues and everyday dialogues;</u> 2. <u>Narrations, such as stories, simplified novels, biographies, and fairy tales;</u> 3. <u>Expositions, such as short introductory texts, explanations of procedures or phenomena, explanations of things, written instructions, operating instructions, and user manuals;</u> 4. <u>Practical texts, such as diaries, personal letters, promotional posters, brochures, notices, event arrangements and plans, rules, and questionnaires;</u> 5. <u>News reports, such as newsletters and feature stories;</u> 6. <u>Reference books such as dictionaries and grammar books;</u> 7. <u>New media texts, such as common online media texts, e-mails, and social media messages;</u> 8. <u>Other text types, such as songs, poems, plays, advertisements, pictures, tables (charts) and diagrams, weather forecast, and programmes on radio, television, and the internet.</u> 	<p>Simple expository essays.</p>

**Focus on customs & etiquette
(English-Speaking countries)****Focus on people-development
(China and other countries)****Level 2:**

1. Know the most basic titles, greetings, and expressions to bid farewell;
2. Respond appropriately to general praise, requests, apologies, and so on;
3. Know the mainstream cultural, entertainment, and sports activities in the world;
4. Know names of typical food and drinks in English-speaking countries;
5. Know the capitals and flags of key English-speaking countries;
6. Be aware of major symbols/icons in key English-speaking countries, e.g. Big Ben in the UK;
7. Be aware of key festivals and holidays in English-speaking countries;
8. Develop an initial awareness of similarities and differences between Chinese and foreign cultures in English learning and everyday communications.

Level 2:

1. People's behaviours, customs, dietary habits, etiquette of receiving people, and taboo topics in conversations in different cultural backgrounds;
2. Names, dates, and celebrations of key Chinese and foreign festivals and their cultural connotations;
3. Simple outstanding English literary works (such as fairy tales, fables, and biographical stories) and the moral lessons or values they embody;
4. Significant figures from China and other countries who have made outstanding contributions to the development of human society and their life stories;
5. Mainstream sports activities and key sports events in China and other countries; outstanding athletes and their achievements; sportsmanship;
6. Acclaimed artists from China and other countries and their works;
7. Basic information about major countries in the world (such as capitals, flags, and languages spoken), tourism culture (such as important cultural symbols), and customs; perception and experience of cultural diversity.

Cultural awareness(2011)

Focus on **customs & etiquette**

Cultural knowledge(2022)

Focus on **people-development**

Cultural awareness

NEC 2011

Level 5:

1. Understand commonly used body language in English communication, such as hand gestures and facial expressions;
2. Use the titles, greetings, and expressions to bid farewell in English appropriately;
3. Know and differentiate commonly used names and intimate ways to address people in English for different genders;
4. Know dietary customs in English-speaking countries;
5. Respond appropriately to praise, requests, and apologies from others;
6. Use appropriate ways to express praise, requests, and so on;
7. Develop an initial knowledge of geographic locations, climates, and history of English-speaking countries;
8. Know the inter-personal communication customs in English-speaking countries;
9. Know mainstream cultural, entertainment, and sports activities in the world;
10. Know key festivals and holidays and their celebrations in the world;
11. Pay attention to similarities and differences between Chinese and foreign cultures, and strengthen understanding of the Chinese culture;
12. Introduce key festivals and common cultural customs in China in English.

Cultural knowledge

NEC 2022

Level 3:

1. Basic manner and etiquette of receiving people in major countries of the world; cultural heritage and mutual respect among people;
2. Significant figures with valued character traits from China and other countries and their deeds;
3. Outstanding Chinese and foreign artists and their representative works, as well as the moral values of these works;
4. Outstanding Chinese and foreign scientists, their main contributions, and the humanistic and scientific spirit they embody;
5. Names, celebration customs, typical activities, and historical origins of significant Chinese and foreign festivals;
6. Chinese and foreign table manners, typical food, and any cultural connotations;
7. Names, basic information (such as capital, geographical location, key language(s), and climate), and social development of the world's major countries; locations, characteristics, and the symbolic meaning of important landmarks in these countries;
8. Life stories and inspirational quotes of famous figures from China and other countries and the moral lessons they embody;
9. People's attitudes towards, and perceptions of, health and safety in different cultures;
10. People's concepts and ways of finance management in different cultures, and their implications.
11. Names, facts, historical development, outstanding figures, and sportsmanship of large-scale sports events in China and other countries.
12. The practice of physical work and the work ethic of people in different cultures;
13. Learning style and life style of young people in different countries.

Other key changes in content requirements - NEC 2022

Emphasis on contextualised teaching of phonetic, vocabulary, and grammar knowledge;

New requirements for discourse knowledge and pragmatic knowledge as a foundation for effective comprehension and expression

More specific requirements for grammar knowledge at Level 1, 2 and 3 included in the appendixes

Vocabulary requirements

Level 2 500 (+ 100-300)

Level 3 1600 (+100-300)

Quantified requirements for out-of-class reading

Level 1 1500-2000

Level 2 4500-5000

Level 3 150,000 (in total)

Learning strategies - highlighting the importance of metacognitive strategies and adding in affective strategies



Academic Achievement Overall Description

Level 1 (Grade3 ~ 4)

Within the framework of **the themes** required at this level, with regard to the **relevant thematic clusters and sub-topics**, and according to the **content requirements of language and cultural knowledge**, students should be able to: start **using language skills** of listening, reading, speaking, and writing and **learning strategies**; **perceive different linguistic and cultural phenomena** based on text types of Level 1 content; **obtain basic information**; **carry out short and simple communication with others**; **develop an initial awareness of questioning**; try to **reflect on how they learn**; possess curiosity about learning English; take active part in classroom activities, and be keen to collaborate and communicate with peers.



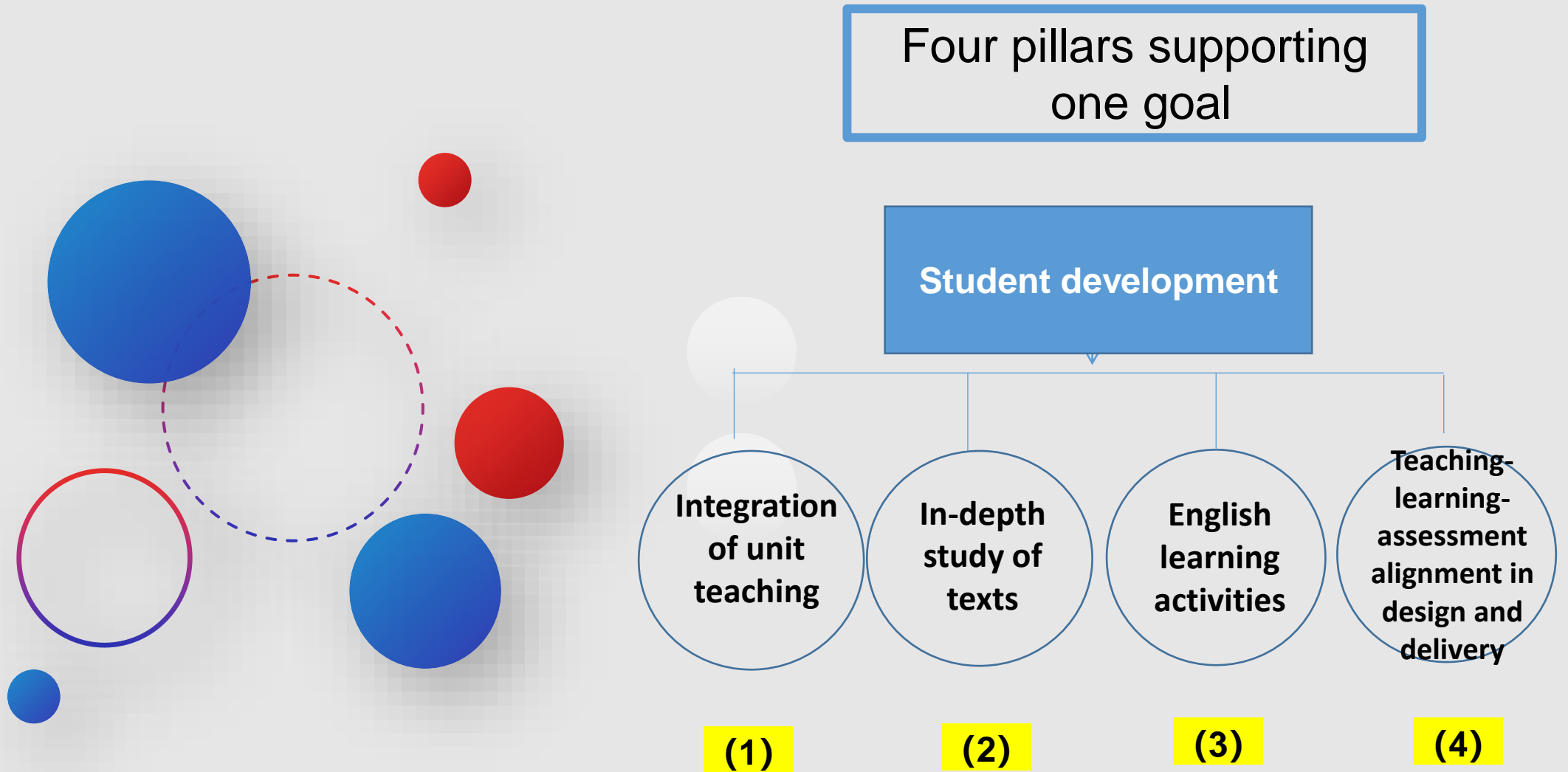
**Academic
Achievement:
Specific Descriptions**

**Level 1
(Grade3 ~ 4)**

No.	Academic Achievement Descriptions
1-1	Can understand and respond to greetings in everyday life and use the language generally appropriately.
1-2	Can interact with others and respond to praise, apologies, and acknowledgments using polite language.
1-3	Can understand and respond to simple instructions with the help of pictures, gestures, and so on.
1-4	Can learn about local customs of major countries in the world through simple animations, illustrated stories, and other types of text.
1-5	Can possess curiosity about the English language, think actively when reading simple texts such as illustrated stories and dialogues, and try to ask questions about things they do not understand.
1-6	Can imitate the pronunciation and intonation of speakers when following short audio and video materials.
1-7	Can use simple language to introduce basic information about themselves and familiar things (e.g., personal preferences, school life, and so on).
1-8	Can recognise or name typical Chinese and foreign cultural symbols when reading about and seeing them.
1-9	Can write words and sentences they have learned correctly.
1-10	Can model examples to write simple sentences.
1-11	Be willing to observe linguistic and cultural phenomena in life, and try to look at things from different perspectives.
1-12	Be willing to participate in classroom activities, and learn English with peers through imitation and performance.

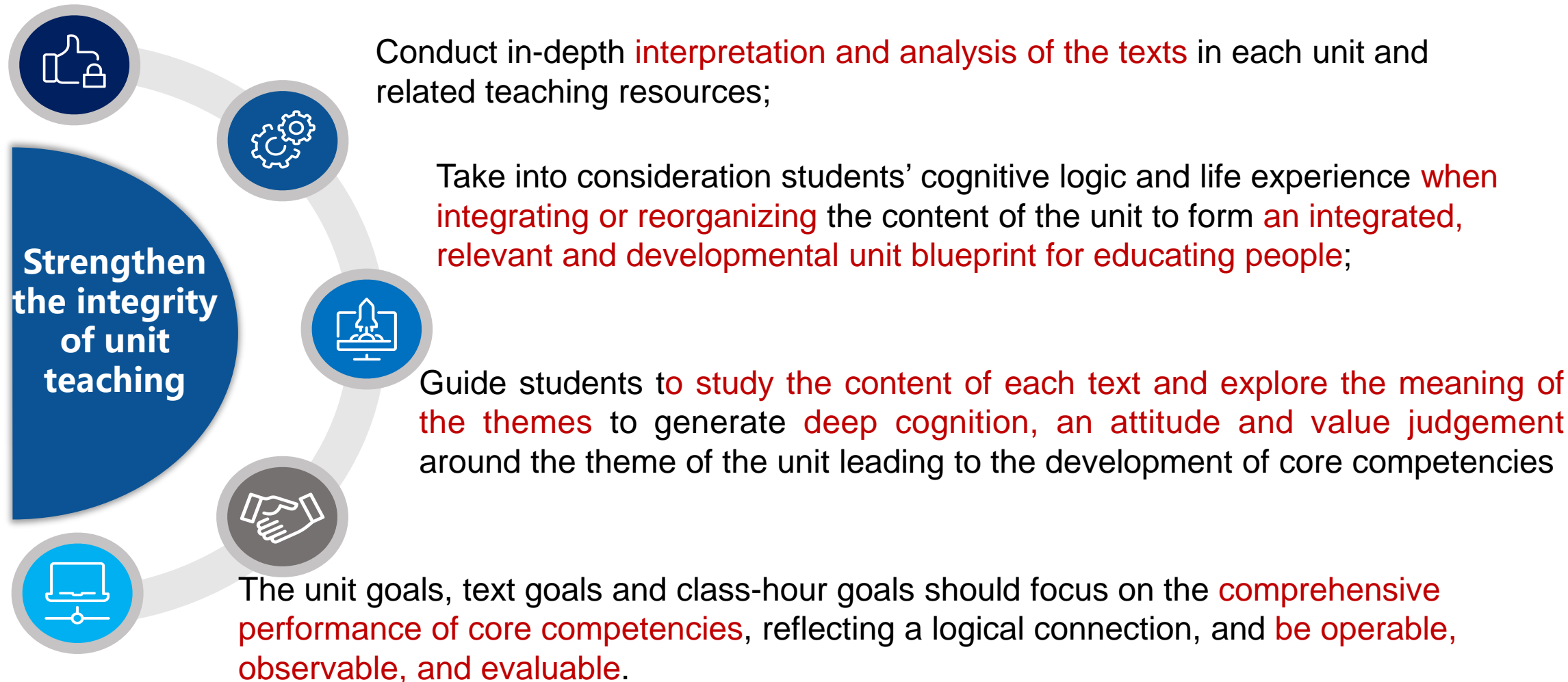


6) Suggestions for implementing teaching delivery



(1) Strengthen the integration of unit teaching

fully tap the value of educating people and establishing main lines of teaching;





Integrated Unit Design: “Save the Planet” (Grade 7-9) An example

Unit Overview

1. Expository text (Reading)

15-year-old Jim and his family come across environmental protection issues around them.

2. Interview (Dialogues)

Jeremy talks about an incident of river pollution in the community, including location, time, what happened, and his personal feelings.

3. Feature report (Reading)

A story of two national heroes who are committed to tree-planting over the years to tackle deforestation.

Logical clues in the text

Information is organised in the sequence of “raise the problem - solve the problem”.

Event is described in Q&A format to cover time, place, people, cause, process, and result.

Narration and story-telling are used to present problems and measures, to introduce the characters and their stories, and to propose something for the future.

Key language expressions

For environmental pollution problems:

create pollution, air pollution, water / noise / light pollution, dirty air / water pollution

This causes problems.

There are still some problems to solve.

The water is / was polluted.

Land that was once covered with forest has changed greatly.

For environmental pollution causes:

produce rubbish, decaying waste causes air pollution, cut down trees

For environmental pollution impacts:

cause health problems and global warming, affect the climate, cause animals to move or die, cause deserts to expand

For environmental protection solutions:

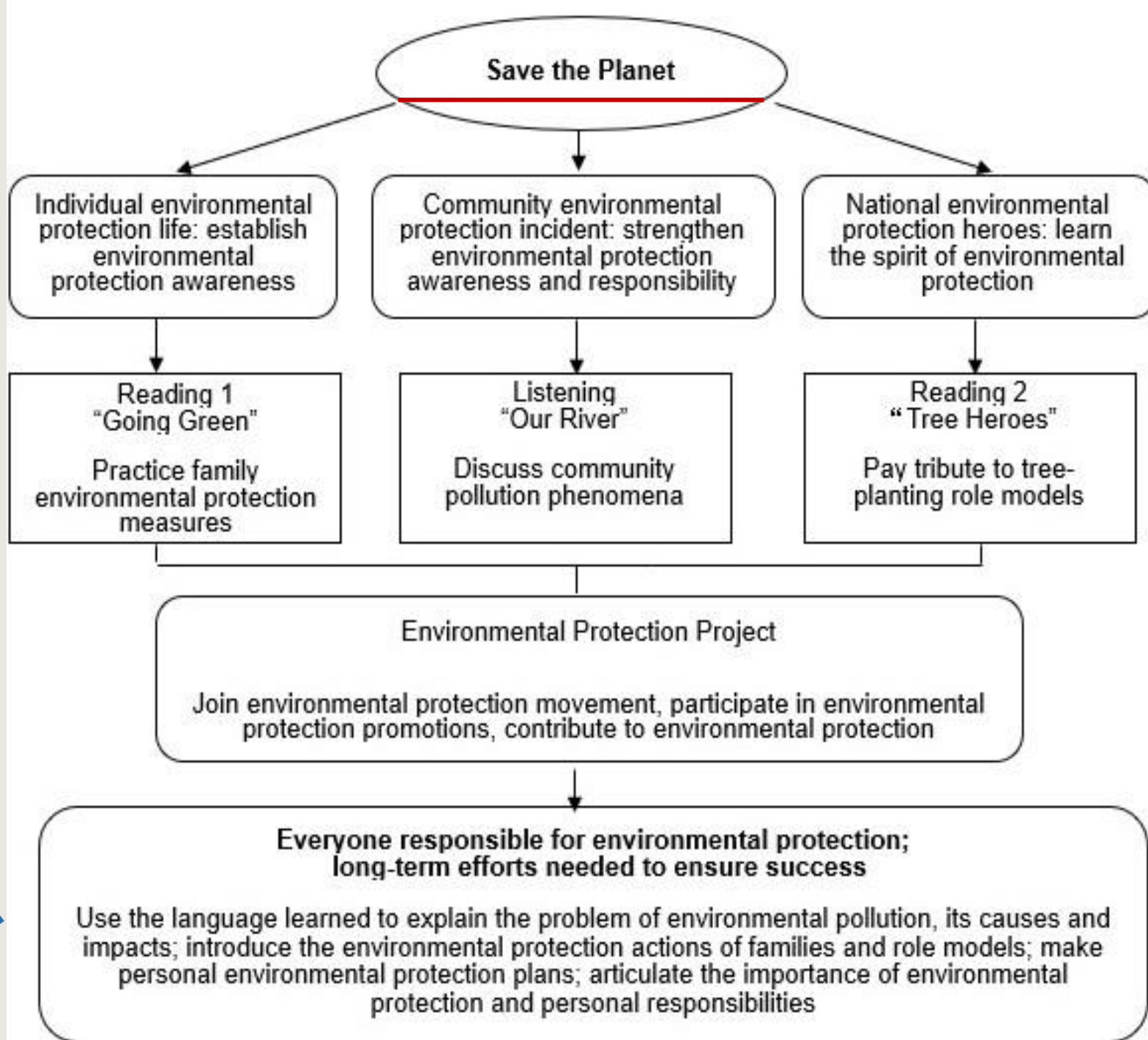
recycle, reduce the waste, save energy / electricity, use low energy light bulbs, use cars less, grow vegetables, keep hens, put into different bins, plant trees, prevent deserts from getting larger, stop global warming

Student development blueprint of this unit

Students learn the language in a holistic way and develop structured knowledge based on the unit theme and the sub-themes of each text.

Goals of core competencies development:

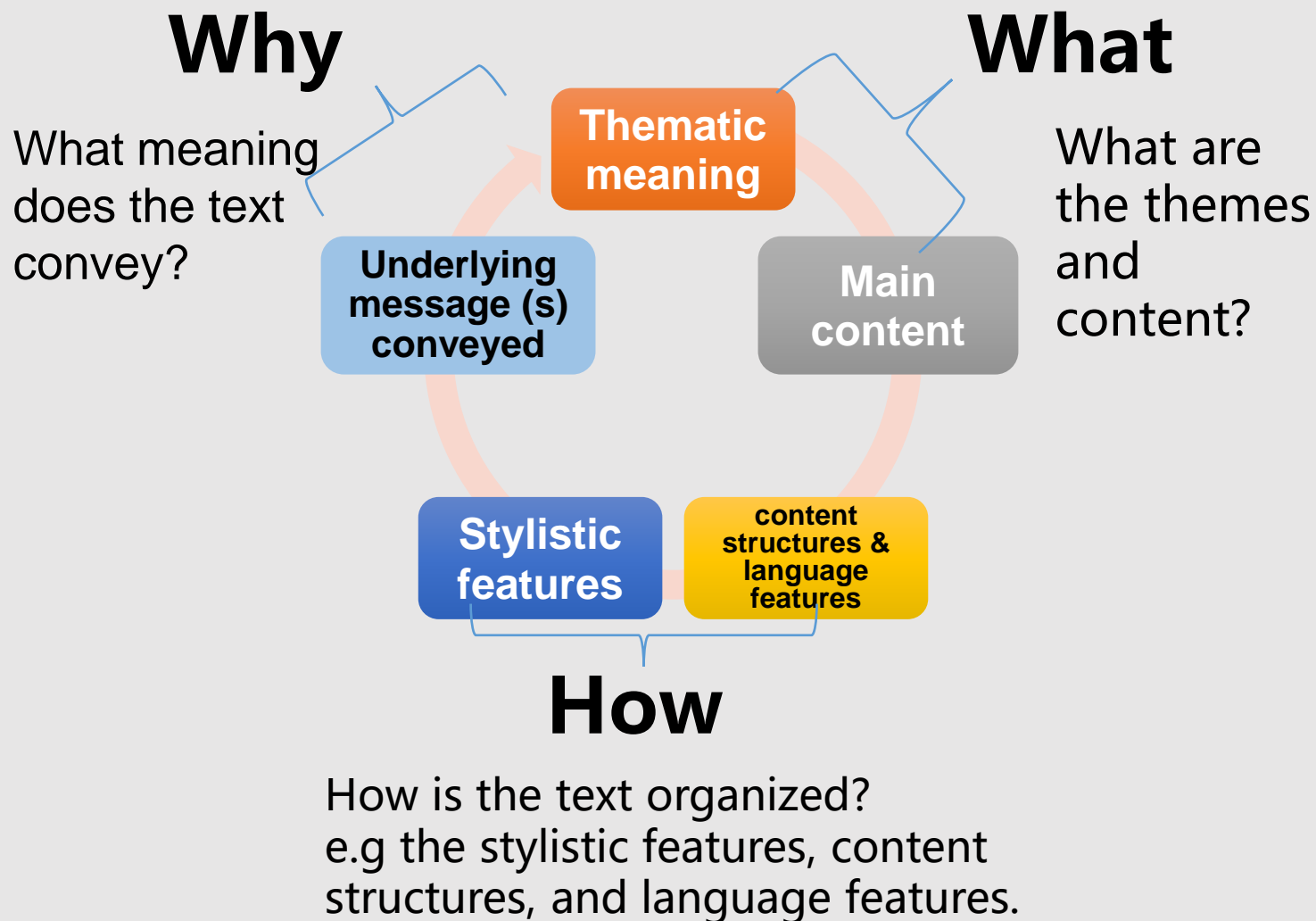
Students can use learned language & cultural knowledge, ideas, methods, and strategies to solve real-life problems, demonstrating correct attitudes and values on the topic, so they can use what they know to guide what they do.



Teaching objectives of the unit

Teaching objectives - By the end of this unit, students will be able to:	Text types and allocated lessons
1. talk about common environmental issues in everyday life, give examples to explain the importance of behaviours of individuals and family to protect the environment, and exchange ideas of actions individuals can take to protect the environment.	1. Expository text “Going Green” (2 class-hours)
2. design an interview guide, interview to investigate pollutions in their peers’ community, and complete a brief report.	2. Interview dialogue “Our River” (2 class-hours)
3. talk about the heroic deeds of the tree-planters, reflect on the significance of environmental protection activities, and share their personal plans to get involved in environmental protection.	3. Feature report “Tree Heroes” (2 class-hours)
4. work in groups to design environmental projects and participate in class competition for outstanding environmental projects.	Unit project: Project Design (2 class-hours)

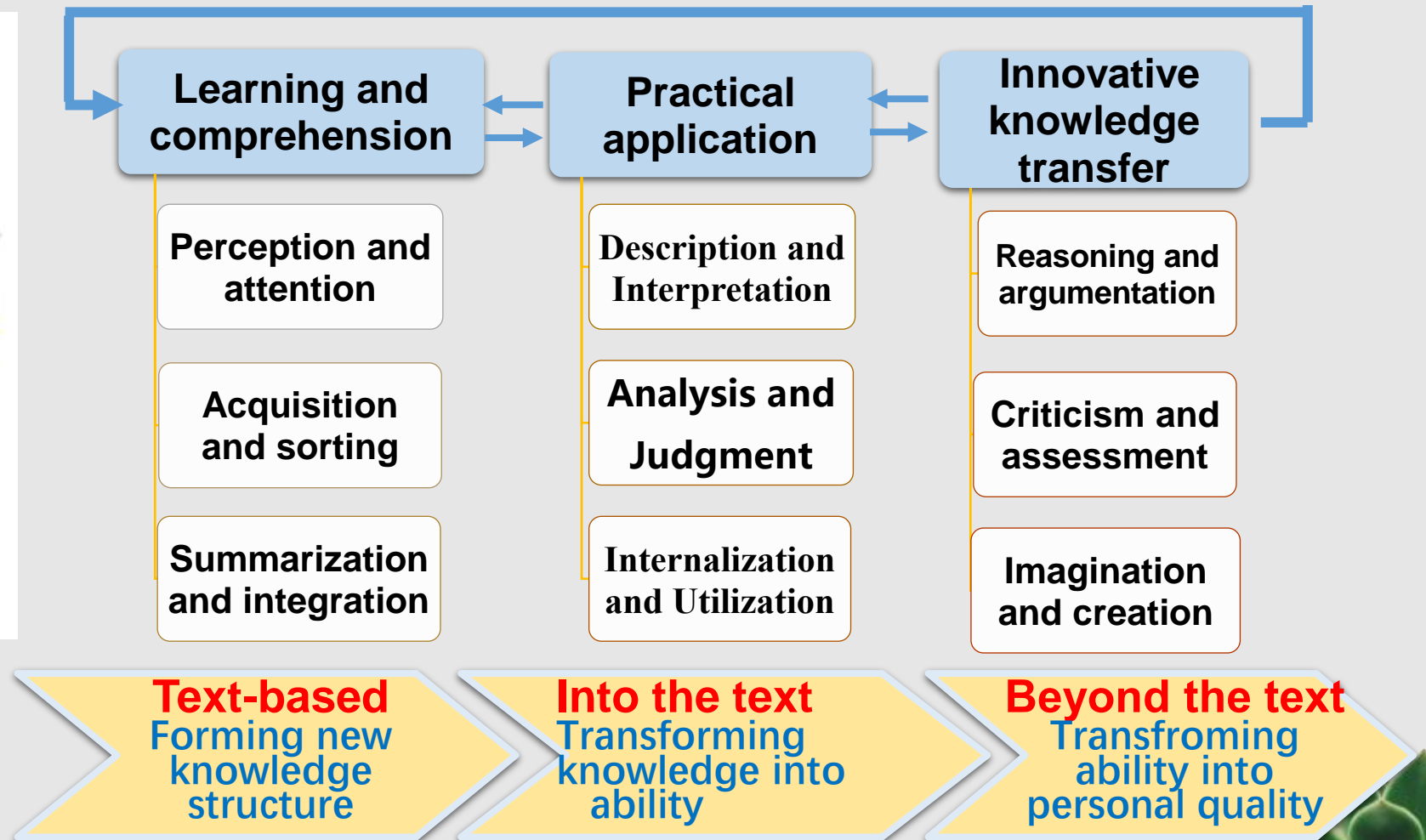
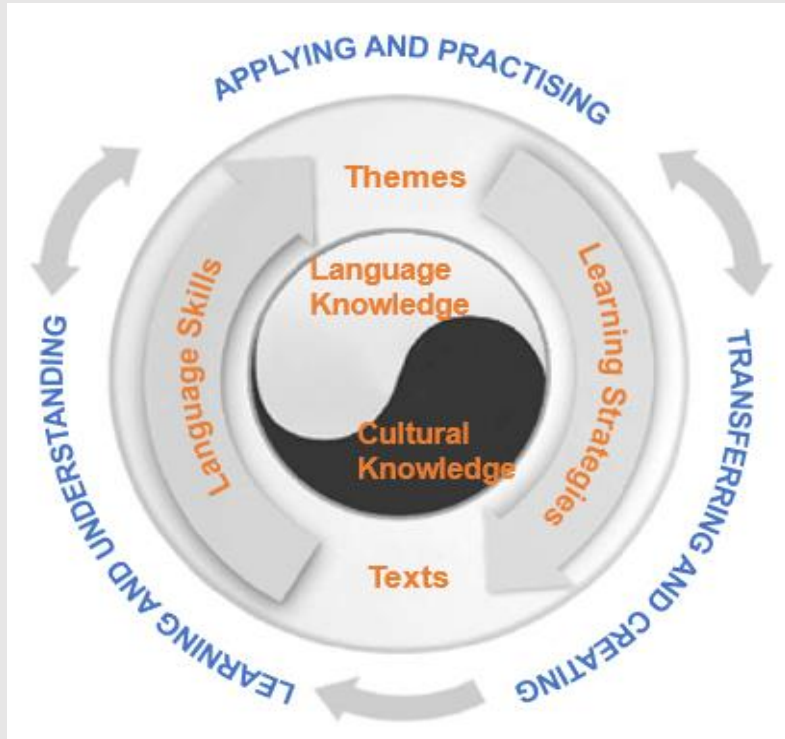
(2) In-depth study of texts



Teachers should take text study as a logical starting point to carry out effective teaching design, fully understanding the important role of discourses in conveying cultural meaning, leading value orientation, promoting thinking development, and serving language learning, comprehension and expression.
(MOE, 2022:48)



(3) The proposed methodology: from task-based to English learning activities



(4) Promote the integrated design and implementation of teaching, learning, and evaluation

“Teaching” is mainly reflected in the teaching objectives and activities designed on the basis of core competency goals and content carriers, determining the direction and basic methods of education and directly affecting the effect of education.

A

“Learning” is mainly reflected in a series of language practice activities which are based on teachers’ instructions and involve the participation of students as subjects, determining the effect of education.

B

“Evaluation” is mainly aimed at monitoring the process and effect of teaching and learning, providing reference and support to the promotion of teaching and learning.

C

Teachers should accurately grasp the different functions of teaching, learning and evaluation in the process of educating people, taking it as a holistic concept, emphasizing the interdependence, mutual influence and promotion of the three in order to exert their collaborative function and realize education goals.

4. Challenges & implications



Challenges facing language teachers and teacher educators & Implications

2022 NEC serves as a guiding compass for advancing English education at the compulsory education stage in China's new era.

Challenges:

- To support teachers to transform the English curriculum blueprint into classroom practice.
- The projected curriculum content with six elements & proposed teaching methodology as well the assessment requirement all pose great challenges to English teachers, e.g.
 - 1) the integrated unit design
 - 2) text/discourse analysis
 - 3) learning-activity based approach, and
 - 4) enhancing teaching-learning-assessment alignment, as well as
 - 5) deepened integration of ICT *and English* language teaching

Implications

- Areas where materials might be developed & CPD offers could be created
- Collaborative research on and development of tests for assessing core competencies.

Thank You !