

Educational Technology in English Language Teaching in China: A Review of Policy, Practice and Problem

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Abstract—The past four decades have seen English Language Teaching (ELT) in China some major and historical transformations in terms of instructional approaches and practice under the influence of Educational Technology (ET). In order to popularize ELT and improve its quality, ET has been increasingly widely employed in English classrooms. This paper presents an overview of the application and evolution of ET in ELT at the secondary level in China, which was based on an analysis of the key national policies and a review of thirteen editions of English syllabi since the late 1970s. The historical evolution of ET in China's secondary ELT can be divided into three stages, with unique characteristics at each stage in revolutionizing and modernizing the way of teaching and learning. This paper also sketches the influence of ET on China's ELT, including the major benefits that the technology has brought to ELT and some challenges both teachers and students are confronted with.

Keywords—educational technology, English Language Teaching (ELT) in China, policies, practice, problem

I. INTRODUCTION

Educational Technology (ET) is the theory and practice of optimizing education by designing, developing, utilizing, evaluating, and managing processes and resources for learning under the guidance of modern educational theory and Information Technology (IT) [1]. It includes three essential components: developing learning resources, innovating instructional approach and practice, optimizing teaching result. Over the decades, the field of ET has kept on changing as new technologies, theories and practice emerged. China has restored English Language Teaching (ELT) in 1978 with the policy of Reform and Opening-up after ten years' absence of normal and nationwide foreign language education during the Cultural Revolution period, when the economic, scientific, educational and social development all came to a halt. Basically, ELT in China covers three levels: elementary level, secondary level and tertiary level. The past four decades from 1980 to 2020 have witnessed ELT

in China's secondary schools a rapid development and noticeable achievements. Some major and historical changes have been seen in ELT at the secondary level in various aspects. One of the salient changes was the innovation in ET, which has led to many pedagogic reforms on the instructional approach and practice. On the one hand, China's ELT has been promoted and accelerated along with the development of ET that has been employed in and outside the classroom. Some major benefits brought by the technology such as enriching curriculum resources, expanding learning opportunities, increasing students' interest and enhancing students' independent learning are of great significance in the advancement of ELT. But on the other hand, the changes in the learning tool and media have also posed great challenges for both teachers and students and produced some problems in utilizing ET in English teaching and learning.

Since the late 1970s, many Chinese domestic scholars and some foreign researchers have drawn great attention to the development of China's ELT [2, 3]. Extensive researches have been conducted in this field which yielded fruitful results. However, to date, most of the literature on China's ELT at the secondary level mainly focuses on English curriculum evolution which usually covers the development of teaching materials and resources, instructional approaches and methods, English language assessment, and English language teacher development as well. The application and evolution of ET in ELT at the secondary level remains, however, under-researched. This study was based on an analysis of the key national policies and a review of thirteen editions of English syllabi, aiming to address the following research questions:

- (1) The shift in China's national policies on ET in ELT over a time span of 40 years;
- (2) The historical evolution of ET in China's ELT at the secondary level;
- (3) The changes in pedagogic approaches and practice in ELT under the influence of ET, mainly emphasizing the benefits brought by the technology and the challenges teachers and students are faced with;

- (4) The future prospects for China's ELT in the context of ET.

II. EVOLUTION OF ET IN CHINA'S SECONDARY ELT

China's education experienced a breakdown during the Cultural Revolution Period from 1966 to 1976. However, since 1978 when China mapped out the strategy of invigorating China through the development of science and education, paramount importance has been accorded to education. Over the past four decades, the central government has formulated, promulgated and innovated its national educational policies at the macro level along with the changes in educational theory and practice. Guided by these macro educational policies, the government launched several rounds of reforms in English curriculum at the secondary level with the release of thirteen editions of English syllabi (the name "syllabus" was changed for "curriculum standards" since 2001). And the last 40 years also witnessed tremendous and swift changes in the application of ET in the secondary English classrooms, which were reflected in the stipulations of English syllabi and curriculum standards. Basically, the development of ET in China's secondary ELT can be divided into three stages, namely, (1) audiovisual ELT stage (1980–1997), (2) network-based ELT stage (1998–2009) and (3) the integration of IT and ELT stage (2010 till now). In the following discussion, I will introduce the historical evolution of ET in China's secondary English curriculum, its characteristics, application and challenges both teachers and students have to encounter and tackle.

A. Audiovisual ELT Stage (1980–1997)

Shortly after ELT was restored in China's nationwide schools, three significant macro policies to revive and promote foreign language education were announced (See Table I). In March 1979, the Ministry of Education (MOE) issued *Guidelines for Strengthening Foreign Language Education (the 1979 Guidelines)*, ushering in an epoch in the history of China's foreign language education. One of the major undertakings stipulated in *the 1979 Guidelines* was the development of audiovisual teaching, which included putting audiovisual equipment in place in schools, researching on audiovisual teaching, cultivating teachers' ability to operate the equipment and developing audiovisual resources [4]. Following the release of *the 1979 Guidelines*, in July 1982, MOE promulgated *Guidelines for Strengthening Foreign Language Education in Secondary Schools (the 1982 Guidelines)*, which encouraged schools to cooperate with TV & broadcasting department to expand foreign language teaching [5]. In October 1986, *Guidelines for Reforming and Strengthening Foreign Language Teaching in Secondary Schools (the 1986 Guidelines)* was released mainly aiming to remedy the problems of ELT in the previous years, and how to equip all the secondary schools with audiovisual equipment is one of the major concerns. These three guidelines set specific requirements for ELT at the secondary level and made a clear plan for the subsequent ELT reforms in the 1980s.

In 1978, China began to adopt the policy of Reforming and Opening Up, but its interaction with the outside world remained quite limited. China's international cooperation with foreign countries in trade, economy, education and other areas was inadequate, which led to the limited opportunities to communicate with native English speakers. For students, English is the language that is taught and learned only in schools, but not used in real-life settings. During this period, six English syllabi at the secondary level were issued which stipulated the use of audiovisual teaching (See Table II). The primary purpose to utilize audiovisual teaching is to create better English learning environment [6–11]. The main tools employed in audiovisual teaching included slides, broadcasts, audio and video recordings, televisions, movies and computers, which intended to help students better understand what they learned in the classroom and imitate standard pronunciation and intonation to express themselves in English [6–11].

TABLE I. KEY NATIONAL POLICIES ON ET DURING THE AUDIOVISUAL ELT STAGE

Date of Issue	Name of Policy
March 1979	Guidelines for Strengthening Foreign Language Education
July 1982	Guidelines for Strengthening Foreign Language Education in Secondary Schools
October 1986	Guidelines for Reforming and Strengthening Foreign Language Teaching in Secondary Schools

TABLE II. ENGLISH SYLLABI DURING THE AUDIOVISUAL ELT STAGE

Date of Issue	Name of Syllabus	Educational Technology
January 1978	English Syllabus for Full-Time Ten-year Primary and Secondary Schools (initial edition)	recorder players, cable broadcasts, slides and short films
May 1980	English Syllabus for Full-Time Ten-year Primary and Secondary Schools (revised edition)	
May 1988	English Syllabus for Full-Time Junior High Schools in Nine-Year Compulsory Education (initially approved edition)	slides, tape recorders, televisions and movies
February 1992	English Syllabus for Full-Time Junior High Schools in Nine-Year Compulsory Education (trial edition)	slides, audio and video recordings, televisions, movies and computers
May 1993	English Syllabus for Full-Time Senior High Schools (initially approved edition)	
May 1996	English Syllabus for Full-Time Senior High Schools (trial edition)	

The audiovisual ELT stage saw a blend of Grammar-Translation Method (GTM) and the audiolingual method as the main instructional approaches and practice. Since the focus of the above six syllabi was placed on building students' language foundation and developing students' separate language skills like grammar, reading, listening and speaking, it was imperative to adopt more than one pedagogy to achieve the teaching objectives. Basically, the traditional GTM was used in teaching vocabulary,

grammar and reading sections, while listening and speaking sections were usually carried out by using the audiolingual method in the language teaching lab. Restricted by the reality that students have very little access to the authentic English learning materials at that time, cassettes, videos, English radio and TV programs were the main sources of acquiring listening and speaking competence. But the audiolingual method had the greatest impact on classroom teaching at this stage as language teaching labs were set up in China for pedagogic use and most of the speaking and listening classes were carried out in the language teaching labs [2].

In 1985, the State Education Commission (later changed its name into MOE) launched a national investigation into ELT at the secondary level among more than 57,080 students and 1614 teachers from 140 secondary schools in 15 provinces and municipalities. One of the questions investigated was the use of audiovisual equipment in ELT. The findings of the survey reflected quite a few problems. In the areas of underdeveloped economy, there was a severe shortage of audiovisual equipment, especially in rural schools [12]. While in cities with faster economic development and better educational resources, most of the surveyed schools were equipped with audiovisual equipment, but the problem was that the equipment wasn't fully employed in ELT [13]. Till the late 1990s, there was an extensive coverage of audiovisual equipment in secondary schools, especially in senior high schools [14]. Some advanced equipment of the time such as computers or computer-assisted teaching software, video recordings and closed-circuit television also found their way into the English classrooms. But there still existed a wide gap in the application of audiovisual equipment between key schools and ordinary schools, between urban schools and rural schools. Regional imbalance of audiovisual ELT was the main problem at this stage. Generally speaking, the tools that could be used in the English classrooms were limited to those listed in Table II. Restricted choices of technology and traditional pedagogic methods were the salient characteristics in the audiovisual ELT stage.

B. Network-Based ELT Stage (1998–2009)

In the late 1990s, the Internet began to alter the way people work, learn and live in China. And education was one of the important areas that was significantly influenced by the Internet. With the increasing application of the Internet on the educational area, ELT in China underwent drastic changes. Table III presents the key national policies issued during the network-based ELT stage. In December 1998, MOE formulated another guiding document, *Action Scheme for Invigorating Education towards the 21st Century (the 1998 Action Scheme)*, which was seen as a blueprint for China's educational reform and development in the coming 21st century. It aimed to implement "Modern Distance Education Project" and build up an open education network by noting clearly that:

Modern distance education is a new type of education that has come into being with the

development of modern IT... The "Modern Distance Education Project" implemented on the basis of existing distance education facilities and making full use of modern IT can effectively take full advantage of available educational resources [15]. (MOE, 1998)

The 1998 Action Scheme aimed to expand and popularize distance education by means of modern IT and satellite-relayed television education programs, which became one of the focuses in China's educational development for the new millennium. The next year, in June 1999, the State Council issued *Decision on Deepening the Educational Reform and Promoting Quality Education (the 1999 Decision)*, specifying the important role of IT in assisting education, which stipulated:

Great efforts should be taken to modernize education through IT and improve E-education... The government will support modern distance education based on CERNET (short term for China Education and Research Network) and satellite video system... We should continue to carry out diversified audiovisual teaching and computer-assisted teaching by taking the advantage of the existing resources and audiovisual materials. In senior high schools, well-equipped junior high schools and primary schools, computer use and education on IT among the students should be popularized. Effective measures should be taken to develop high-quality educational software [16]. (State Council, 1999)

The above two national policies stressed four points: (1) modern distance education was a significant part in the whole educational system, which should be implemented and promoted on the nationwide basis; (2) China intended to expand the coverage of its education and research network through government support; (3) great importance would be attached to software development in the educational area due to its positive role in teaching; (4) knowledge would be accessible to more learners in more regions in China since on-line courses were available which could overcome the constraints of time and space.

TABLE III. KEY NATIONAL POLICIES ON ET DURING THE NETWORK-BASED ELT STAGE

Date of Issue	Name of Policy
December 1998	Action Scheme for Invigorating Education towards the 21st Century
June 1999	Decision on Deepening the Educational Reform and Promoting Quality Education

Accordingly, the English curriculum experienced dramatic changes with four editions of English syllabi released by MOE (See Table IV). In 2000, two English syllabi (both were trial edition revised) were issued, which were targeted for students in junior high schools and senior high schools respectively. The subsequent year, in 2001, China's basic education was undergoing a comprehensive campaign for reform initiated by MOE

with the term “syllabus” replaced by “curriculum standards” [2]. *English Curriculum Standards for Full-Time Compulsory Education and Senior High Schools (experimental edition)* was issued in July, 2001 and *English Curriculum Standards for Senior High Schools (experimental edition)* was released in April, 2003. Four main characteristics were reflected as follows. (1) Some new concepts were introduced for the first time in the English curriculum as a result of the ever-changing scientific and technological advancement based on IT. The first new concept was “modern ET”, which was considered as an important means to expand learning opportunities and develop educational resources of various kinds. Teachers were encouraged to develop software through the use of modern ET [17–20]. The second new concept was “autonomous learning” and the third one was “the network”. Students were encouraged to carry out autonomous learning through the use of broadcasts, networks and distance teaching programs [17–20] (2) Traditional audiovisual equipment like slides, recordings, televisions, movies and CD, VCD, DVD players was still playing a pivotal role in ELT, and there was a wider variety of technologies besides the above ones. Audiovisual classrooms, multimedia classrooms and networks were added to the list of ET [17–20]. (3) Creating a better English learning environment [18] and expanding learning opportunities remained the primary purpose of using technology [17, 19, 20], which was also noted in the 1980s and 1990s English syllabi. (4) The two editions of *English Curriculum Standards* underscored reinforcing teaching effect and boosting learning efficiency and effectiveness through the use of modern ET [19, 20].

TABLE IV. ENGLISH SYLLABI DURING THE NETWORK-BASED ELT STAGE

Date of Issue	Name of Syllabus	Educational Technology
March 2000	English Syllabus for Full-time Junior High Schools in Nine-Year Compulsory Education (trial edition revised)	language teaching laboratories, television, video recorders, computers, CD, VCD, DVD players, audiovisual classrooms, multimedia classrooms, software, broadcasts, networks, distance English teaching programs
October 2000	English Syllabus for Full-time Senior High Schools (trial edition revised)	slides, tape recorders, televisions, movies, computers, CD, VCD, DVD players, software, broadcasts, networks
July 2001	English Curriculum Standards for Full-Time Compulsory Education and Senior High Schools (experimental edition)	audiovisual products, computers, multi-media software, broadcasts, televisions, networks
April 2003	English Curriculum Standards for Senior High Schools (experimental edition)	

As to the pedagogic approaches and practice, Task-Based Language Teaching (TBLT) was the mainstream and dominant teaching method adopted in English

classrooms, which advocated learning by doing, a way of experiential learning and discovery learning. Compared with the traditional GTM which emphasized language forms and the basic rules of language, TBLT stressed more on students’ communicative competence and all-rounded ability in listening, speaking, reading and writing. As ET became more diversified, ELT gained more flexibility in directing students in learning and helping teachers in arranging classroom activities, which highlighted both the process and the product of learning. The teaching contents were designed in various forms of tasks which required students to complete after teachers provided them with the necessary language input. Meanwhile, personalized learning and autonomous learning emerged with the advent of the Internet, which maximized learning opportunities with abundant learning resources available to the students.

At this stage, ELT was going through a dramatic shift of teaching objectives, approaches and outcomes under the influence of IT. The network-based teaching methodology aroused the interest and attention of some domestic researchers and in-service teachers. They carried out surveys and researches on the effectiveness of this new type of teaching methodology and discovered some problems. Until 2005, the total number of websites targeted for English learners at the primary and secondary schools was 58, which mainly functioned as the bank of teaching resources and supplementary exercises, on-line dictionaries, communication platforms between teachers and students, entertainment channels with English songs, cartoons and games [21]. Multimedia and network-based ELT was extensively employed by secondary school teachers. In one of the national projects, it was reported in one of the southwestern experimental regions that learning and teaching English through the on-line courses were beneficial both to the students and the teachers. As for the students, their interest in learning English was stimulated and hence language competence was improved as well as independent and cooperative learning being developed [22]. Some students commented:

I began to learn English on-line courses last year. Now my spoken English, listening and writing competence were improved. [22]

When learning English on-line courses, students performed English dramas, which enhanced the exchange and cooperation among students, promote their friendship and expand their thinking. [22]

As for the teachers, they were reported to shift from teacher-centered to student-centered model, from standardized and uniformed textbooks to diversified curriculum resources, from the traditional teaching methodology to a variety of teaching modes through the use of modern ET [22]. Teachers’ capabilities of integrating on-line resources into teaching and applying networks into teaching were greatly enhanced [22]. To a large extent, the spoon-fed teaching style was overturned when carrying out on-line classes [22].

In another research conducted in 18 primary and secondary schools in southeastern China on the

application of multi-media and network in ELT. Most of the surveyed teachers acknowledged that multi-media and network-based technology played positive roles in many aspects, such as stimulating students' thinking, enriching teaching resources, enhancing students' independent learning and improving the efficiency of classroom learning [23]. However, on the other hand, some problems arose as a result of the use of multi-media in network-based ELT. It was reported that students were very likely to be distracted from what they were learning if the technology was used overly or improperly [23]. Compared with the traditional audiovisual ELT which made it easy and possible for the students to keep up with the pace of the class, modern IT quickened the pace of the class to an extent that the students found it hard to keep track of the class [23]. And teachers' role was somehow undermined as students over-relied on what was displaying on the network or multimedia courseware [23]. It could be seen that the network was a double-edged sword, and therefore the proper and sensible use of the new technology was the core issue which determined the effectiveness and efficiency of network-based ELT.

C. The Integration of IT and ELT Stage

China has been constantly modifying its strategic planning in various areas so that the policies can be suited and tailored for the reality in the Chinese context. Two key policies at the macro level were released which marked a new stage in the development of China's education (See Table V). In July 2010, MOE promulgated *National Plan for Medium- and Long-Term Education Reform and Development (2010–2020)* (the 2010–2020 Plan), which was a new guideline set for the educational development in China at the new stage. It specified that the Chinese government will accelerate informatization in education by speeding up information infrastructure construction, developing and applying more quality education resources and building state education information management system. *The 2010–2020 Plan* stated that:

By 2020, all schools in urban and rural areas shall be covered by a nationwide online educational service network, so as to promote modernization of teaching contents, pedagogy and methodology... IT shall be put into intensive use, teachers' proficiency in applying such technology raised, their pedagogic approaches updated, and their teaching results bettered. Students shall be encouraged to make use of IT as a means for study and become more capable of analyzing and solving problems. The application of IT shall be popularized among the entire population at a higher speed [24]. (MOE, 2010)

The 2010–2020 Plan set goals in informatizing China's education and it underlined the great impact on teaching and learning approaches brought by IT. Based on *the 2010–2020 Plan*, a national policy tailored for ET was released in March, 2012, namely, *Ten-year Development Plan for Education Informatization (2011–2020)* (the 2011–2020 Plan), which formulated

detailed regulations in promoting informatization in China's education [25]. The two national policies gave explicit instructions on the future trend of ET development.

TABLE V. KEY NATIONAL POLICIES ON ET DURING THE INTEGRATION OF IT AND ELT STAGE

Date of Issue	Name of Policy
July 2010	National Plan for Medium- and Long-Term Education Reform and Development (2010–2020)
March 2012	Ten-year Development Plan for Education Informatization (2011–2020)

TABLE VI. ENGLISH SYLLABI DURING THE INTEGRATION OF IT AND ELT STAGE

Date of Issue	Name of Syllabus	Educational Technology
January 2012	English Curriculum Standards for Compulsory Education (2011 edition)	audiovisual products, multi-media, network, broadcasts, televisions, distance educational resources
January 2018	English Curriculum Standards for Full-time Senior High Schools (2017 edition)	multi-media, network, distance educational resources, virtual reality, artificial intelligence, big data
May 2020	English Curriculum Standards for Full-time Senior High Schools (2020 revised edition)	

Along with the issuing of *the 2010–2020 Plan* and *the 2011–2020 Plan*, great changes took place in China's secondary ELT with three editions of English curriculum standards launched (See Table VI). *English Curriculum Standards for Compulsory Education (2011 edition)*, *English Curriculum Standards for Full-time Senior High Schools (2017 edition)* and *English Curriculum Standards for Full-time Senior High Schools (2020 revised edition)* were introduced in January 2012, January 2018 and May 2020 respectively. *The 2017 Curriculum Standards* and *the 2020 Curriculum Standards* were exactly the same in term of the application of ET. In *the 2011 Curriculum Standards*, a combination of audiovisual equipment and modern ET was recommended to be applied in ELT in order to rectify the problems caused by the improper or excessive use of modern technology as appeared in the second stage [26]. It pointed out in particular that teachers should use multi-media appropriately and sensibly to achieve the teaching objectives and multi-media cannot replace the face-to-face exchange between teachers and students in language, thinking and emotion [26]. Compared with *the 2001 Curriculum Standards*, the focus of the application of modern ET was shifted from making full use of the technology to making sensible and proper use of the technology. How to take the advantage of a combination of traditional audiovisual equipment and modern IT was a primary question that to some extent determined the outcome and effect of technology-enhanced ELT.

The 2017 and 2020 Curriculum Standards noted in details the transformation in the pedagogic approaches brought by IT, advocating "online and offline" blended

teaching mode that integrated IT and classroom teaching [27, 28]. These two editions of Curriculum Standards incorporated the latest kinds of IT, like virtual reality, artificial intelligence and big data and their application in ELT [27, 28]. They classified some major benefits that were expected to be achieved through the application of IT. The network can help to expand learning opportunities and improve learning efficiency by providing updated and personalized resources and by building autonomous learning platforms [27, 28]. Based on the technical support and service, IT can direct students to active, individualized and exploratory learning activities [27, 28]. Two points were worth noting. Teachers should ensure what was available on the network must be safe, healthy and usable [27, 28]. Teachers' role in communicating with students cannot be neglected as described in *the 2011 Curriculum Standards*.

In the context of IT, new pedagogic models of various kinds have attracted intensive attention among China's domestic researchers and in-service teachers. Flipped classroom, MOOC, micro lecture, SPOC and mobile learning are some of the representative pedagogic models carried out in the current English classrooms in China, indicating a deep integration of IT and secondary ELT. Continuing efforts are being taken in constructing information infrastructure, updating on-line resource platforms and developing digital products for English learning. It is not a whether-or-not question now but rather a how-to-do-better issue. Major findings from these studies revealed the advantages and drawbacks of the newly introduced technology. It was discovered that few of the English on-line resources were complete sets of curriculum-based digital products. Most of these on-line resources were confined to explanation on the course contents, keys to exercises or additional tests. The teaching and learning process is not taken into account when these resources were designed [29]. Another problem is the inadequate use of these digital products in teaching. When probing into the question of teachers' technological literacy, it was found that most of the English teachers used PPT with pictures, videos, audios and texts displayed in classroom teaching, but only a very small proportion of the teachers used latest IT such as Blog, Podcast and WeChat. Most of the resources came from the Internet, not from self-made materials, thus making what is being taught rather alienated from the students [30]. The biggest problem was a lack of mutual exchange between teachers and students as teachers dominated the class by delivering the lesson with the aid of PPT for most of the time, leaving students accepting what is being taught passively [30]. The teaching contents may not be targeted and tailored for the students, which may in turn undermine the effect of teaching.

III. DISCUSSION AND CONCLUSION

ELT has evolved rapidly since English was identified as the dominant foreign language taught in China in 1978. The evolution of ELT has encompassed drastic changes in teaching objectives, textbook compilation, pedagogic approaches, ET and language assessment. Among these

changes, the reform on ELT brought by ET has been pervasive and far-reaching, as ELT cannot do without the application of technology at present and in the future. Fruitful outcomes have been yielded through the use of technology in popularizing ELT, expanding learning opportunities, enriching resources as well as modernizing the way of teaching and learning. The ultimate goal of applying technology in ELT is to improve learning efficiency and effectiveness. However, there have been a variety of factors that can affect the result of technology-enhanced ELT. Some of the key influencing factors are information infrastructure, quality education resources, instructional design and teachers' technological literacy. Based on the tentative attempts made during the past 40 years, China's educational reform will continue to be implemented to achieve a high-quality education system. In March 2021, the National People's Congress passed *Outline of the 14th Five-Year Plan (2021–2025) for National Economic and Social Development and Vision 2035 of the People's Republic of China*, marking the beginning of a new chapter in China's development. *The 14th Five-Year Plan* has envisioned a digital China with smart education backed by the industries of the digital economy which will integrate "socialized, high-quality and on-line course resources into the public teaching system" [31]. The future ELT in China will be more closely related to the sophisticated IT like cloud computing, big data, artificial intelligence and virtual reality. The language teaching labs in secondary schools will shift from multi-media and network-based type to VR- or AI-based type in assisting teaching listening, speaking, vocabulary, writing and other skills. The effective integration of IT with ELT will continue to be one of the key issues in ELT. Some critical factors to be addressed in the future include investment in education funding, balanced development in different regions, teachers' technological competency and optimization of technology-enhanced ELT.

CONFLICT OF INTEREST

The authors declare no conflict of interest.

AUTHOR CONTRIBUTIONS

Both authors contributed substantially to the work. Yilin Cao discussed the three stages of ET in China's ELT by analyzing its characteristics, influence and problems. Shangrong Li sorted out the national policies and English syllabi at the three stages. Both authors had approved the final version.

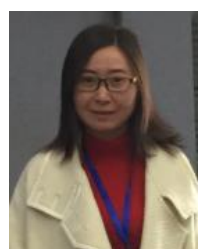
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