

# The Washback Influence on College English in China

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## Abstract

College English in China is an intricate subject. Besides helping their students to learn and eventually understand English, teachers must expose their students to their upcoming standardized test(s) which they need to pass to graduate. Thus, making the balance between teaching the language and teaching the test much more complicate. Suggested by many researchers (Li, 2009; Zhan & Andrew, 2014; Jin & Yan, 2006), a college English teacher need to truly be aware of what one is teaching, what does one want his or her students learn from this course are the critical issue while composing one's lesson plan. This research aims to figure out how does college teachers think about those standardized tests, such as CET-4, and how do they adapt their teaching methods and process according to the complicated circumstance under the system. Supported by the theories and conclusions of many other researches on this topic, this research would like to go over and discuss some phenomenon with actual college English teachers in Guangzhou. By interviewing with some college English teachers and going to their classes, the discussions and observations are valuable to solve the issue of what is the most optimal way to design and teach a college English course.

**Keywords:** College English Test, standardized tests, Washback Influence, bilingual education

## 1. Introduction

This paper will examine and analyze the current state of the curriculums of the college English teachers within Chinese public-school system. English acquiring is rather unusual in China comparing that of what educators normally believe. Some may argue that this system is flawed and needs some drastic reformation in order to truly educate students (Ma, 2014). This paper does not necessarily disagree with this kind of thinking, however, the social, cultural, and many other complicated issues with the system and this country is way beyond the reach of any educator; there are many complicated issues other than education playing major roles

in the design of the system due to China being such a diverse country with various cultures, classes, and even languages (Feng, 2007). This kind of complication may be a headache for many scholars who wish to perfect this system, but therefore researchers need to do more study on these problems and try to find the best way to teach English in China. One of the purposes of this paper is to try its best to analyze some issues or phenomenon in the system that deserve more attention and by fixing or patching them acquiring English as a second language would no longer as difficult as it is right now. Inspired by the paper Li, this paper will also touch upon the issues and effects come along with the CET and elaborate on the

conclusion drawn by Li (2009). By analyzing the CET, the teachers, the students, and the curriculum respectively with various methods such as interviews, and classroom inspections, this paper would like to unravel the true issue with the CET, and the washback effect from a teacher's point of view. And the tried to analyze some teaching skills and the linguistic differences between Chinese and English, thus understanding the gap between the studies and the teaching.

## 2. The CET and the Literature Reviews

The main target and subject of this research are closely relevant with college English teachers in China. This means that the research will not be able to ignore the CET, because this standardized national test is so important to the students thus important to the teachers (Jin & Yang, 2006). Even though, in Li's research, there is not strong evidence that indicate the CET will directly influence the teacher's curriculum and teaching plan, the CET after all, is a major concern for the students (2009). And if a teacher really wishes to academically help a student, there should be some works that need to be done thus allowing the teachers to help the students to be prepared for the test while acquiring English as a language efficiently and effectively. Some argue that the CET is a burden and unnecessary for a college student to acquire English in general, but to change the CET, which is a useful mean to make students in college to take English seriously, in the slightest will require much more than a research or two since it would be a systematical change that could possibly affect millions of people, and we should never ignore the positive result the CET has on the SLA in China (Ma, 2014). Therefore, that will not be the theme of this research, and it is only sensible to figure out what could an individual do that do not contradicting the CET whilst teaching the students what they need to learn about the language.

Even though this paper agrees with Li's conclusion on the influence of the CET to the curriculum, there are still something missing in Li's paper, which include the indirect influence of the CET, the motivation of the students, the linguistics analysis of the CET and the curriculums. These issues will be discussed in this paper, but they will not receive that much attention simply due to them being not so easy to get clear answers and conclusions by one research. Talking about these issues serves the

purpose of clarifying the effects the CET has on the curriculum. Thus, this paper may proceed much more carefully after having the knowledge of the CET may or may not cause further but subtle effects on the main subjects of investigation which are the curriculum and the linguistics features in the teaching process (Zhan & Andrew, 2014). As mentioned in the introduction of this proposal, the CET is one of the unique products that could only be found within Chinese public-school system, which is created and maintained because of many social, cultural and even global fashions. It is not fair to make a conclusion of its nature without understanding and researching the context of the CET. And educators or researchers should learn to accept the fact of the existence of the CET and based the teachings and researches on the fact that the CET is inevitable and has influence on the topics (Feng & Baker, 2007). In Li's article, the writer imports the idea of "washback" from Gu's previous article. Since this concept is such an essential discussion in Li's article and this research would like to base some sections upon Li's article, it is only rational for this research to devote some effort into this idea when doing interviews and survey (2009).

## 3. Classroom Observation

The researcher has the chance to observe an introductive level college English class before the interviews. The student demographic of this course does not particularly match the subject of this research, but the theory, the design, and the way this course preform are interesting and inspiring by its nature. Thus, this observation and analysis should provide some better and clearer idea about college English. The students in this classroom are not the same as those who are survey and researched by scholars such as Li in their paper; these students are at a rather lower language proficiency level comparing to those from prestige university. They are not required to past the CET-4 and CET-6 before they graduate, which means that this classroom does not completely fit the criteria of this research. However, these students also must pass two standardized exams designed for them before graduation, therefore, courses like this are necessary and the conflict between the liberty of the college teachers and the influence of the standardized exams can also be found; the fundamental problems that presents in Li's paper are also affecting these college teachers. Something unexpected yet inspiring occurred

during this eighty-minute classroom observation.

Besides being a great opportunity to observe and analyze the issues related to this research's essential questions, this course is also an experimental classroom assigned by the classroom reformation committee. Due to many issues besides education, this classroom is trying a new method to teach three classrooms at once. The first classroom is conducted by the instructor herself at the main classroom; the second classroom is the live stream of the first classroom at a satellite classroom, which is often right next to the main classroom, and this classroom has an assistant answer questions and provide instructions at the same time; the third classroom is a live stream of the first classroom conducted online which the instructor can communicate via streaming platform. This odd and complicated design is a rather radical change, but each classroom is designed such a way with its purposes. The instructor and the assistant shared their brief thoughts and understandings with the researchers after the observation and during the interview. And these conversations are combined with the following observation record.

The researchers arrived ten minutes before the lesson begin. After greeting the instructors, the researchers are allowed to sit at the back of the main classroom for the first half of the lesson and of the satellite classroom for the second half of the lesson. The first thing the instructor did was ask her students to repeat out loud the vocabularies and terms after a volunteer student while she took attendance. Since all the students are freshman, and they at a beginner proficiency level, even though they were trying and participating, they are lacking on pronunciation. After this practice, the instructor explained what they would do for this unit; they usually learn each unit, which have one main topic, within six lessons, and each lesson is divided by different language skills that maybe used while discussing the topic in their real life. This was the first lesson of a new unit on exhibition. Since each unit the instructor will discuss a brand-new topic that are unfamiliar for the students, it is fair to say that this course is a content-based instruction. After the instructor had told them the topic, she asked both the main classroom and the satellite classroom if they have any question. The lesson began with basic idea, vocabularies, terms, and phrases related to the

topic; the instructor asks the students to fill in these essential elements in a sentence to provide some contents for her students. After she believed they have enough information on what they are talking about, she tried to make conversations with her students from the main classroom to test their output. However, because her students are at a lower English proficiency level and they were well-prepared. The conversation activity did not go as well as she anticipated, and she had to pause the progress to help them to get the basic idea of this topic. After this activity, she gave them another activity, which is rather inspiring. Every student is able to log in to his or her school account during classes. And this school has already developed an application for them to share their writing online with their classmates. The instructor asked all her students from three classroom to share information they found about any exhibition they like. This activity allowed her to see every entry from her students on the same platform thus checking the progress. She then chose some answers to share with the rest of the class, and then proceeded to giving them more information on how exactly an exhibition works until the end of the first half of the lesson. During the ten minutes break, the researchers relocated to the satellite classroom for the rest of the lesson.

The second half of the lesson was conducted under the guidance of an assistant. In the future, if this model works for these introductory English courses, the committee wish to have teacher assistants who just graduated from college to work along with the main instructors, but for now and for providing quality lessons, these assistants are also experienced instructors. However, the assistant will not try to teach the lesson, they will hold their position only as an assistant. When the researchers arrived the satellite classroom, it was clear that it was disconnected with the main classroom. Even though they were causing disorder in the classroom, they were not fully concentrated on the lecture itself; they were easily distracted. The content of the lesson was projected on the broad and all the students receive the same information, but the instructor could not see their reaction and get their response right away thus there were barely any feedback. The second half of the lesson began with explaining new terms and abstract ideas of exhibition. This was a struggle to all the students since they do not

have previous relatable knowledge that help them to understand with context. This is a foreseeable issue with content-based instruction. This second half of the lesson contained much more topic related information. Since the satellite classroom was not directly observed and monitored by the instructors, when there was no activity or any other mean to get feedback from her students, even though the assistant tried to help those students to remain focus to the lesson, some of them lost track of the lesson and began to play with their phones. At the end of the lesson, she asked if any student has any question and got no respond, not even from those who clearly lost track of the lesson who should have some questions for the instructor. She then gave them their homework and, according to the feedbacks she got during the lesson, told them what they need to improve after class.

After the lesson, the researchers got a chance to talk about this classroom reformation and get their opinions as teachers and assistant. The instructors told the researchers that there are many things she need to change for this complicated teaching environment. She needs to design activities that also allow students not in the main classroom to join, and use multiple tools and resources to get feedback from her students as frequent as possible while not interrupting the lesson progress, she also has to make sure her teaching plan could match the goal the committee assigned to her and improve different language skills of her students whenever she got the chance. The assistant, who is also an experienced instructor for another course, explain to the researchers that this reformation committee wishes to find a way to cut the cost, minimized the teacher resource, and achieve the same teaching goal for the future. The assistant told the researchers that this complicated teaching environment does undermined the quality of their teaching as expected and there are much more prerequisite work, such as building satellite classrooms, needs to be done to make it possible, but she also believes that for the long term after they have collected enough sample and data, have more experience, and adapted their teaching plan and methods according to this goal, this reformation will definitely be the better option to conduct introductive level courses.

#### **4. Data Collection**

The research had contacted with five English

teachers from a tier-2 college in Guangzhou which the instructor and the assistant from the observed class. This data collection is critical for this research not only because it provides the necessary data for getting the answers of the essential questions, but also the nature of the interview and the college the researcher chose are shocking and inspiring. When the researcher was looking for essential questions related materials, most of the other researchers and books have based their data collection and analysis on prestige university like Tongji university; rarely any research has been done on a tier-2 college or a vocational college. Unfortunately, the majority of students from these school are not required to pass the CET-4 and CET-6 before graduation, which means that the mindset while preparing the interview questions are not accurate. In fact, in many researches, the researchers often overlooked this group of people when they drew their conclusions, but that is rather inconsiderate because their study only cover for about 18 percent of college students. This unforeseen surprise requires the researcher of this paper to find a different approach during the interview and the data analysis. Fortunately, the teachers who will participate in the focus group interview are very experienced. Some of their students also will take the CET-4 and the rest of them are also require taking other lower difficulty standardized test. All these teachers are currently teaching at least one English course this semester, but the difficulty of their courses vary from beginner level to intermediate level. Since each of them have their own academic schedule and their family, it would be inconveniencing to make appointments with each of them during their free time, therefore, they agreed to have a focus group interview during the noon recess while none of them have a full schedule for the afternoon. Before the interview, the researcher had already made some calls with them to give them the general idea on the interview, thus giving them some extra time to be prepare for the upcoming questions.

After informed the teachers that this interview will be recorded, and they should read and sign the consent form to verify their rights and duty. The data collection process began with the researcher sitting in the middle while five teachers sitting around the center to make sure to record this interview as clear as possible. The



researcher had designed eight questions for this interview and wish to get some answers for the essential questions of this research after analyzing their responses. These questions are closely related to their classes, the college, the CET or any other standardized test, and the system.

### 5. Data Analysis

Since the data collection process was conducted in the form of a focus group interview, the data analysis will not be able to get an answer from every teacher for every question. They might just agree with the answer from another teacher and not provide their thoughts when they are similar. This is the disadvantage of analyzing a focus group interview, but at the same time, this format also helps the researcher to eliminate some degrees of subjectivity that may occur in an individual interview or made it more detectable, since other teachers can add on or provide different perspectives for the same question.

The entire focus group interview took 90 minutes to complete. It includes 8 semiconstructed questions, and each of them would like to get the opinions from these teachers on the essential questions.

### 6. The CET or Any Other Standardized Tests

Standardized tests are necessary and there is nothing wrong with developing standardized tests under China's circumstance. Since 1987, the Chinese government decided that college students must have a certain level of English proficiency before they may graduate, thus it had developed the CET, and ever since that, the CET becomes the standardized test that is backed by the government and has strong influence on the students and the teachers within the system. Some researches claim that the CET has an overall positive washback effect on Chinese students, and this test is a reliable accurate indication for students' English proficiency level and their listening comprehension, reading comprehension, speaking and writing language skills (Jin & Yang, 2006). These are the purpose and expectation to the CET back when it was created, and the researches and surveys conducted by the Ministry of Education have shown that the strong and brute policy of implementing the CET has increased the English proficiency level from some perspectives. These are the pros of the standardized tests within the system,

however, there are some cons that need to be acknowledged. All the teachers clearly know the positive influence these standardized tests, but apparently some of them also have something else they want to say about them. Teacher 3 told the researcher her problems with the CET on what standardized test in China fail to do in general:

"For Chinese students, CET is appropriate for them for sure. However, when such a standardized test is put on the world scale, it fails to reach the goal of broad applicability. In my opinion, standardized tests in China should benchmark and keep pace with other tests worldwide. Some international language tests, it has a scientific standard and balanced proportion for each part in the test. However, CET focuses more on reading. CET measures the English proficiency level of students. But it cannot measure whether students can use English well or whether they can put what they have learned into practice."

Teacher 3 provided an enlighten account on how educators should understand these standardized tests: what are the purposes of them and how to adjust these goals while the world, the language, and the needs are changing constantly? Because of her inspiring answer and the advantage of a focus group interview, teacher 1 also gave her opinion on this question based on teacher 3's account:

"In China, there is a rationality for standardized tests such as CET to exist. Although it cannot provide the most scientific standard and practical usage for students, the experience during preparing CET can help students a lot. So, we cannot conclude that CET is merely an outcome of the domestic tests system, it has some merits though. It is not a useless test, nor a perfect one."

This is a rather interesting opinion. Besides the apparent and direct effects of these tests, there are many indirect but also crucial factors behind the scene. This answer may seem off-topic and too general, but it demonstrates that essential question(s) for a research that would like to study standardized test in general.

### 7. The CET/Standardized Test's Washback Effect on the Curriculum

This interview question is a direct reference to the essential question of this research. Since every participant in this focus group interview is currently instructing at least one course this

semester, and each of them all has more than ten years of teaching experience, they ought to provide their valuable accounts on the washback effect on their teaching process. The classroom observation a great representation on how these teachers design their lessons, and the researcher may also guide the participants to analyze their own teaching plans and see the direct and indirect, positive and negative washback from those tests.

The principle and restriction for designing their curriculum are as follow. Compares to everyone else in the public-school system, college teachers have the most freedom to adjust their teaching plans, and each college has its rights to give freedom or restriction to its teachers. In this case, this research will solely discuss the washback issue within this facility. Even though the problems these teachers encountered in their school do not represent all the college, this research will analyze these issues and see the essence of them to try to figure out the nature of the washback influence.

Every teacher has his or her own goals, which depends on the topic of the course and the department one belongs to, that need to be achieved by the end of the semester. The course that is mentioned previously is an introductory level course. For this course, instructors are given a textbook and a final exam that is designed by the department. With these included in the teaching plan, teachers have the freedom to choose their methods to teach their students and prepare them for the exam. Although it seems like teachers have some good opportunities to help their students to improve their English proficiency level, the nature of their textbook and the expectation from the school limited what they can do with their own curriculum. Besides these criteria that must be fulfilled, teachers also face a critical issue, that is the content based instruction are beyond the English proficiency level of most of the students. And the CBI is required since the textbook was developed under the principle of teaching the students something "practical" for them to use the language. This is a great foundation that should of work well on paper, but that fail to consider how these CBI would affect teachers like my participants and their students.

These discussions are not closely related with the interview question, but they provide the researcher a more complete and in-depth understanding on the issue of the freedom of a

college teacher. When designing their curriculum, teachers already have way too many factors they need to take under consideration if they really wish to teach a language while meeting those requirements. Therefore, something needs to be left behind. In the case of an introductory course in a non-tier-one college, tracking the progress and feedback are often being sacrificed. Coming back to the issue of the washback effect of those standardized tests, these teachers did not express much discomfort toward it, since the textbook itself is also guiding the teachers to prepare their students for the upcoming test. Therefore, according to teacher 5, beside designing a teaching plan that match the standard of the department and the textbook, what she needs to do to help her students to pass the standardized test is to provide them with some related practices whenever the textbook gives them a chance to overlap what they are learning and what the test may expect.

### **8. The Difficulty of the CET**

The CET is divided into four sections, and the researcher would like to know which section gives their students the most problems; in the other words, what language skill are they lacking in general. This is a complex question to answer since the interconnection between the school, the CET, the teachers, and the students need to be analyzed based on a specific case. However, theoretically speaking, the score for each section of the CET does reflect the ability of the students' language skills for most of the time (Jin & Yang, 2008). When analyzing the nature of each section and the designed of the CET, there are some discoveries that are worth mentioning. The washback and the training of test-taking strategies must be considerate when discussing any standardized test. The used of the test-taking strategies and the influence on the score should be good indications for the quality of the test and the relevance between the test and the language (Xiao, 2014). These researches give the researcher of this paper some expectations to the answer from the participants, and if these answers matched the expectation, they become the evidence to support those theories on a microscopic level. But the result from this interview suggest that there is something these scholars are apparently overlooked. Teacher 1 replys to the question as such:

"I think writing is the most difficult for my

students. In my class, there are some students who did well in the first three parts but handed in blank sheets in the writing session. They have no idea how to write. Even after memorizing good phrases and sentences, they cannot put what they had learned into their own writing process."

The respond from teacher 1 matches the expectation since the writing section has quite a lot of differences compares to the other three sections. There are no specific test-taking strategy that allows the students to solely improve the grade on the test while does not do much for the language proficiency; students must get better at understanding and using the language linguistically to get a better grade on the writing, since this section test the output of the students, thus requires the students to express their idea in proper English (Xiao, 2014). After Teacher 1 delivered her thought with the researcher, Teacher 4 also would like to share her experience on what she had observe throughout her years of teaching:

"In my class, some students have difficulty in reading. They cannot comprehend the topic or the main idea of the reading even if they know every word in the passage. So, I tell my students that English learning is not only a process of acquiring a language but a process of learning a different culture and way of thinking. A language is not merely a combination of each word."

That seems to be contradicting with the theory of some scholars (Xiao, 2014; Ma, 2014) because they have suggested that sections like read comprehension can be improved by practicing without gain skill on the language itself, and the CET as a standardized test allows the students to practice test-taking strategy to get a higher score on these sections. However, what they have mentioned in their studies are not the same cases as the students of Teacher 4. In Xiao's conclusion of his paper, he acknowledges that "A series of factors, such as society, school education, individual differences and the test itself, may exert an influence on students' learning. Interactional effects may also exist" (2014). This is what happened in Teacher 4's case; her students are at a level of language proficiency that the strategy of how to take a test is not their priority but rather how to understand English words as a sentence. They are at a beginner level of language proficiency, and their teacher should adjust his or her

curriculum to help them with these basic language skills before they can take on the standardized test.

## 9. The Linguistic Problem(s)

This paper aims to collect the authentic issues with college English teachers and wish to figure out some practical suggestions with the teachers to understand the fundamental obstacles of their students while learning/acquiring English. The first issue has been mentioned and discussed after the classroom observation, which is the difficulty comes along with the content-based instruction. The problem with the CBI is out of the reach for an individual teacher to solve since it is a systematic issue that requires facilities and institute from higher order to change it. But what can a teacher do with his or her classroom to help one's students on a microscopic level? Under the suggestion from the other studies (e.g., Nakata, 2015; Ghanem, 2015; Feng, A., & Baker, C., 2007), the interview questions would like to guide the participants to fuse their teaching with these theories on how to teach a bilingual classroom, and how to tackle the issues caused by the linguistic differences between Chinese and English. When asked their understanding on the linguistic problems in their classroom, the researcher started with the phenomenon of Chinese and English often do not share the grammar, for example, there no such a thing as past perfect tense in Chinese. And this could be a reason why some students struggle with these grammar issues (Lucas, T., & Villegas, A, 2013). Teacher 3 provided an astonishing response to the question:

"There is no such thing as linguistic in Chinese, especially in traditional Chinese. There wasn't punctuation in Chinese. People used to have pauses before the introduction of punctuation. Including punctuation, grammar, and much more linguistic concepts, these are all product of the modernization of the Chinese language. Therefore, it is not fair to say that because of the differences between Chinese and English grammar students would have a hard time when Chinese is not a language with a proper and complete grammar system. If you must make it a case of the differences being the main obstacle, you are not wrong, but that is not the priority concern of teachers like them."

Teacher 3 mentioned something that is often ignored or overlooked by linguistics and educators who published articles on how to

teacher a bilingual classroom, and that is Chinese students know more about the English grammar than Chinese grammar. And in this case, students from the participants' courses also need something other than grammar lessons; for their students, it would be more helpful to give them an environment and chances to use English rather than forcing them to memorize all the difficult grammar and linguistic rules. Teacher 2 talked about how she done that in her classroom:

"As you may have seen at the beginning of my lesson, I tries my best to have my students learn the required material while practice their skills whenever I got the chance; I break the unit into different parts and arrange them according to what kinds of activities I can transfer them into. For example, when the unit would like my students to know how to use those technical terms in communication, I will plan an interactive activity that asks my students to write their dialogue with those terms and then act them out as if they are really in such a situation. And this can have a better effect if I could give them an English-speaking environment that is as authentic as possible during the lesson. This is something meaningful for my students even though it means that a lot of guiding and scaffolding are needed during this process."

This closed-off environment is brilliant; it only allows the students to answer and to question in English, Teacher 3 also would only response and give instruction in English, even when they are in a discussion they are also required to use English only. What Teacher 3 tried to build in her classes does not only give her students an authentic experience with speaking English but also teaches her student the culture of English-speaking country (Ghanem, 2015), and this may only accomplish via Teacher 3's tremendous English ability, which will qualify her as a native speaker, according to the given standard.

The researcher shared the theories of how long after the answer should the teacher gives the students their feedback with Teacher 3. According to the observation, the responses and the feedback to her students are often immediate, which is not the most optimal way to do it (Nakata, 2015); when trying to give feedback to the students, the timing often depends on several factor: material and the ability, therefore, a teacher should analyze one's teaching plan and

material and assign appropriate feedback time on different subjects. The theory and the outcome of those researches show that it is an effective practice that could eventually help the students to improve their language skills. But Teacher 3 argues that they know many practices could be beneficial, they are not practical. She believes that a great tool or suggestion should come from the teachers' perspective with the principle of giving the best to the students.

## 10. Conclusion

The result is mixed; some meet the expectation, for example, teacher does spend their in-class time and sometimes out-of-the-class time to help his or her students to be ready for their upcoming standardized tests, but some responses surprise the researcher, for example, the CET is not as common as many people believe, and the skills from some studies are not practical (Nakata, 2015). Nonetheless, the interview and the discussion shown that the CET or any other standardized tests manage to influence the curriculum making process and the teaching process when college English teachers like them already have limited freedom on designing their lesson plan. It may sound like teachers dislike these standardized tests since they raise so many concerns on them, but that is not the case. Just as Ma has suggested in the paper, these teachers also believe that the CET has its positive influence on the entire SLA system (2014), and some innovations and further development on making the CET acknowledge by those English-speaking countries. On the matter of the washback effect on their curriculum, these teachers are not as frustrated as the researcher anticipated before the interview; although they agree that the washback influence could cause some issues when they are designing the curriculum, they also tried to fit in some related lesson into the teaching plan because they understand that it is important for their students, and the nature of the CET are corresponding to some of the major language skills.

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- (Q3) The CET is a standardized test, which part of this test is the most difficult for your students, and what are the critical aspects of learning English is not included in this test which are also necessary for acquiring this language?
- (Q4) How to let your students practice and improve those language skills that are not important or even used in the test, if necessary?
- (Q5) Chinese and English have many differences linguistically speaking. What gives your students the most trouble according to your experience?
- (Q6) What do you think you may add or improve to solve that previous problems, thus helping your students to acquire this language?
- (Q7) Would you like to share some of the language related interesting events you have observed when teaching? And what does these events mean to you?
- (Q8) Let's talk about those ideas we mentioned. Are they practical, necessary, useful? And how may we include them in our teaching process that fit the current curriculum?

## Appendix A

### Interview Questions

- (Q1) What are the CET'S pros and cons?
- (Q2) How does the CET influences your teaching process and method (maybe sharing some examples)? How do you understand these influences?