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英語教學於中國高等教育國際化之角色：

以北京大學為例

The Role of English Teaching in Internationalization of Higher
Education in China: A Case Study of Peking University

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Advisor : Chuing Chou

中華民國 101 年 7 月

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Abstract

This research aims to explore the role of English teaching in internationalization of higher education in China. Internationalization of higher education will both enhance the competitiveness of higher education and strengthen the soft power of a nation. Many factors are contributed to internationalization of higher education, and foreign languages are often considered one of them. Of all foreign languages, English is one of the most commonly used languages in the world. China's higher education has been moving toward internationalization since China's reform and opening in 1980s, and the internationalization of Chinese higher education has strengthened the soft power of China. The roles that English teaching has played in helping achieve internationalization of Chinese higher education is to be explored in this study. This research is intended to: 1) review the development of internationalization of Chinese higher education; 2) explore the policy and implementation of English teaching in Chinese higher education; 3) explore the role of English teaching in internationalization of Chinese higher education; 4) pinpoint the challenges of English teaching in internationalizing Chinese higher education; and 5) provide recommendations for English teaching in internationalizing Chinese higher education. In this study, Peking University is used as an example. The research methods include literature analysis, case study, in-depth interviews, and campus/class observations. The research shows that English teaching has the following roles in internationalizing Chinese higher education: 1) It can help Chinese higher education institutions attract international students, teachers, and researchers for international programs, academic exchanges, etc. 2) It can help Chinese higher education institutions link with higher education institutions worldwide and enhance the academic level of Chinese higher education for the world classes. 3) It can help students absorb new knowledge and participate in international and academic activities. 4) It can help international students expand the global alumni network and enhance the global recognition of Chinese higher education. 5) It can help students and teachers understand and respect each other's cultures, enhance mutual communication and interaction, and reduce misunderstanding and estrangement. 6) It can help reduce language barriers, so foreign students can, without difficulty, participate in international programs in Chinese higher education. It can

also help foreign students achieve inter-department or inter-institution study.

Key Words:

English Teaching, Internationalization of Higher Education, Peking University



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Chapter 1 Introduction

1-1 Research background and motivations

I. Research background

Due to the advances in information technology, the convenience of transportation, and the frequency of culture exchanges, internationalization has become a global trend. Internationalization of higher education is an example. In fact, the level of higher education has a close relationship with the national strength of a country. Internationalizing higher education will not only enhance the competitiveness of higher education but also strengthen the soft power of a nation. That is why many countries are committed to promote the internationalization of higher education. China's higher education has been moving toward internationalization since China's open door policy in the late 1970s (Forest & Altbach, 2006, p.685). According to the statistical data of Ministry of Education of the People's Republic of China, the number of Chinese overseas students has reached 700,000 people since China's reform and opening up (Yang, 2006, p.136). In the past three decades, lots of international faculty or scholars went to China's higher education for teaching or academic exchanges, and many international students also went to China's higher education for study, exchange programs, etc. China became a member of World Trade Organization (WTO) in December of 2001 (Economic Daily News, as cited in Chang, 2002, p.2), which also helped to speed up the internationalization of China's higher education. It is undeniable that the internationalization of China's higher education has a great impact on the rise of China.

II. Research motivations

Many factors, directly and indirectly, are contributed to internationalization of China's higher education and English teaching is one of them. The role of English affects not only higher education policy but also the work of individual students and scholars (Forest & Altbach, 2006, p.127). What roles that English teaching has played in internationalization of higher education in China? This is the question that the researcher is interested to find out the answers. In addition, the researcher is a graduate student in an international program of National Chengchi University (NCCU) in Taiwan. NCCU has been working toward the goal of internationalization for many years. It now has several international programs under different colleges and many international students join those programs. The curricula in those international programs are fully taught in English. After years of effort, NCCU has been one of major international universities in Taiwan. Actually, teaching in English has been a trend in higher education worldwide. Many Asian universities now also offer English

curricula in order to enhance their academic levels (Tian, 2007). This background also inspires the researcher to conduct a research on the role of English teaching in internationalization of higher education in China.

1-2 Research purposes and questions

I. Research purposes

China's higher education has been opened to the world since China's reform and opening up in the late 1970s. Its internationalization had a significant progress after China became a member of WTO in 2001. Many factors are contributed to internationalization of Chinese higher education and English teaching is one of them. The roles that English teaching has played in helping achieve internationalization of Chinese higher education is to be explored in this study. The purpose of this research seeks to:

1. review the development of internationalization of Chinese higher education from the 1980s;
2. explore the policy and implementation of English teaching in Chinese higher education from the 1980s;
3. explore the role of English teaching in internationalization of Chinese higher education;
4. pinpoint the challenges of English teaching in internationalizing Chinese higher education; and
5. provide recommendations for English teaching in internationalizing Chinese higher education.

II. Research questions

Based on the research purposes, the research questions are as follows:

1. What is the development of internationalization of Chinese higher education from the 1980s?
2. What is the policy and implementation of English teaching in Chinese higher education from the 1980s?
3. What is the role of English teaching in internationalization of Chinese higher education?
4. What are the challenges of English teaching in internationalizing Chinese higher education?
5. What are the recommendations for English teaching in internationalizing Chinese higher education?

1-3 Research scope and limitations

I. Research scope

Since China is vast and it has a large number of universities, the researcher decided to have a study case and use Peking University (PKU) as an example in this research. There are several reasons on using PKU as a study case: 1. It is the first comprehensive university in China and has been a leading institution in China's higher education (PKU Website, 2008a). 2. It has been listed on the "211 Project" (PKU Yearbook Editorial Committee, as cited in Tang, 2006) and "985 Project" (Tang, 2006). 3. Its internationalization has been significantly implemented (President's Office of PKU, as cited in Tang, 2006). On the other hand, since China's higher education system was restored at the end of Cultural Revolution in 1976 and the reform and opening-up policy was adopted in 1978 (Yang, 2003, p.8), this research will therefore focus on the period from the 1980s.

II. Research limitations

There are several limitations on doing this research: 1. Due to the limits on the time and funds, the researcher will not be able to go to many universities to do the research. 2. Only PKU is used for study in this research, the research results may not apply to the other universities in China because of the differences between them. 3. Because this research will focus on the functions of English teaching in internationalization of Chinese higher education, it will be subjective, qualitative, and hard to be scientifically validated.

1-4 Definition of terms

I. English Teaching:

In this research, English teaching means that the curriculum of an international program of a higher education institution is fully taught in English and English language is used in different dimensions of internationalization of higher education.

II. Internationalization of Higher Education:

Basically, scholars and researchers have different definitions on the term of internationalization of higher education. In this research, internationalization of higher education is defined as a policy or practice of governments or higher education institutions which can promote international movement of students, teachers, researchers or academic staff among different countries and the cooperation or exchanges in teaching, research, service, or other works between two higher education institutions in two different countries in order to bring the benefits to each other. There are many different dimensions included in internationalization of higher education. Because the main purpose of this research is to explore the role or

functions of English teaching in internationalizing Chinese higher education, the researcher will focus on four dimensions of internationalization of Chinese higher education – administrative support, international programs, faculty members, and international and domestic students. These four dimensions will be explored with the inbound area instead of the outbound area.

III. Higher Education in China:

China's higher education includes three levels: college, university, and graduate school. The period of study for college level is two years, for university level is four to five years, and graduate school level is three to five years (Chou, 2002, p. 25). This research will cover all these three levels in national higher education in China, not include higher education in Hong Kong and Macao Special Administrative Regions. In this research, PKU will be used as a study case.

IV. Peking University:

Peking University (PKU) is the first national comprehensive university in China. It was founded in 1898 and originally known as the Imperial University of Peking. In 1912, the university had its present name. For a long time, PKU maintains its leading position in China's higher education. At the end of the 20th century, PKU was promoted by Chinese government and to be built a world-class university in the 21st century. In 2000, PKU merging with Beijing Medical University, the disciplinary structure of PKU was again strengthened (PKU Website, 2008a).

Chapter 2 Literature Review

2-1 The theory of internationalization of higher education

Before we explore the internationalization of China's higher education, we need to have some ideas about the theory of internationalization of higher education and find out the importance that internationalization is to the development of higher education. We will review several areas including the definitions of internationalization of higher education, the purposes of internationalization of higher education, the dimensions of internationalization of higher education, and the concept of globalization.

I. Definitions of internationalization of higher education

Internationalization is often heard in many areas, but what is the definition of the term of internationalization? Knight (Forest & Altbach, 2006, p.211) pointed out that internationalization was not a new term, it had been used for a long time in the area of political science and governmental relations, but had been used more popular in the educational area since the early 1980s.

Many scholars have different definitions on internationalization of higher education, it is not easy to give a precise definition on internationalization of higher education. Here we can see some of the examples.

Arum and Van de Water (Bridges to the Futures: Strategies for Internationalizing Higher Education, as cited in Forest & Altbach, 2006, p.213) proposed the term of internationalization as “the multiple activities, programs and services that fall within international studies, international educational exchange and technical cooperation.”

Harari (The international encyclopedia of higher education, as cited in Forest & Altbach, 2006, p.685) pointed out that “internationalization combines three main elements: international content in the curriculum; the international movement of scholars and students; and international cooperation programs.”

Yang (2002, p.82) stated that “internationalization is relatively more closely tied to the specific history, culture, resources and priorities of the specific institutions of higher education.”

Harman (Ninnes & Hellsten, 2005, p.120) indicated that “internationalization of higher education can be defined simply as a process of integrating international or inter-cultural dimensions into the teaching, research and service functions of higher

education institutions. It is a process by which higher education is developed in a more international direction.”

Altbach (Forest & Altbach, 2006, p.123) stated that “Internationalization refers to specific policies and programs undertaken by governments, academic systems and institutions, and even individual departments to support student or faculty exchanges, encourage collaborative research overseas, set up joint teaching programs in other countries or a myriad of other initiatives.”

Among the different definitions on internationalization of higher education, the definition from scholar Jane Knight is often cited. Knight (International Higher Education, as cited in Turner & Robson, 2008, p.5) stated that “internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of postsecondary education.”

II. Purposes of internationalization of higher education

Next, let’s see the purposes of internationalization of higher education. Some researchers have expressed their views.

Xie (2007, p.19-23) indicated that there were several reasons for internationalizing universities. They are as follows: 1. The academic nature of universities. If we see the historical development of universities, we can find that the phenomenon of academic exchange and student mobility started very early, and academic exchange and student mobility are both important features of internationalization of universities. 2. The need of professional manpower. There is a large demand for international, cross-culture, and multilingual professionals in the manpower market of 21 century. 3. The exchange of social culture. The frequent contacts among countries have strengthened mutual understanding of each other’s social cultures. 4. The business opportunities in the educational market. The economic benefits in the higher education market have promoted the internationalization of universities.

From the past international experiences of the internationalization of higher education, Xiao (2006, p.35) indicated that there were two purposes for internationalizing higher education. One is a competition on exporting higher education services. From the point of view of economic competitiveness, higher education is regarded as a part of the economic and trade services. The examples are from the English speaking countries such as United State of America, Canada, Australia, United Kingdom, etc.

The other one is regional cooperation of higher education. In order to promote student mobility among regions, the activities of regional cooperation of higher education include adjusting implementation measures of higher education, adopting certification system on teaching quality, standardizing higher education levels among countries, reducing the difficulties on conversion of educational system among countries, etc. The examples are from non-English-speaking countries in Europe.

III. Dimensions of internationalization of higher education

What dimensions or indicators should be included while measuring internationalization of universities? So far there is still no common view and scholars have their own views (Jiang, 2011).

Harman (Ninnes & Hellsten, 2005, p.120-121) stated that internationalization of higher education usually referred to some activities, such as “the international movement of students between countries, the international movement of academic staff and researchers, internationalization of higher education curricula, international links between nation states, bi-lateral links between governments and higher education institutions in different countries, multi-national collaboration, and export education where education services are offered on a commercial basis in other countries.”

After exploring the studies on the indicators for internationalization of universities in Taiwan and at abroad and the practice of promoting the indicators for internationalization of universities in Taiwan, Xie concluded that there were eight dimensions on indicators for internationalization of universities. They are as follows: international student enrollment, domestic student’s international awareness, source of the faculty, academic achievements, academic exchanges, international relationship, teaching contents, and administrative support. (Xie, 2007, p.74, 81-82)

Jiang (2011, p.58-73) mentioned eight dimensions of internationalization of universities after she did a review on the components of internationalization of universities. The eight dimensions are as follows: internationalization of students, internationalization of teachers, internationalization of curricula, internationalization of research, internationalization of administrative support system, internationalization of transnational higher education, foreign relations and agreements, and international atmosphere and international academic reputation of school.

Since there is no definite conclusion on what dimensions should be included while

measuring internationalization of universities, de Wit (Internationalization of higher education in the United States of America and Europe: A historical, comparative, and conceptual analysis, as cited in Jiang, 2011, p.74) reminded that the researchers needed to give a focused definition on internationalization of universities based on the research purposes and needs.

Because the main purpose of this research seeks to explore the role of English teaching in internationalization of Chinese higher education, it will focus on four dimensions of internationalization of higher education with inbound area – administrative support, international programs, faculty members, and international and domestic students.

IV. The concept of globalization

People often get confused with the concept of internationalization and globalization. It is necessary to have some ideas about globalization after reviewing the concept of internationalization.

Yang (2002, p. 57, 61-68) pointed out that “globalization is a highly differentiated phenomenon involving domains of activity and interaction as diverse as the political, military, economic, cultural, migratory and environmental.” “The impact of globalization on higher education includes economic pragmatism, financial crisis, global(ised) learning and teaching, and lack of regulation.” “Globalization is a fundamentally market-driven process (or set of processes), which embodies a transformation in the spatial organization of social relations and transactions, and generates transcontinental or interregional flows and networks of activity, interaction, and the exercise of power. It is a highly differentiated process, and finds expression in all the key domains of social activity. It pulls and pushes societies in opposing directions: universalizes while particularizes, fragments and integrates, and engenders cooperation as well as conflict.”

Harman (Ninnes & Hellsten, 2005, p.121) mentioned that “the term globalization is used to refer to systems and relationship that are practiced beyond the local and national dimensions at continental, meta-nation regional and world levels. These relationships can be technological, cultural, political, and economic as well as educational. They can be expressed in flows of ideas, images, and people, or in terms of flows of money, goods, and services. In a broader sense, globalization means simply becoming more global.”

Altbach (Forest & Altbach, 2006, p.123) stated that “globalization is defined as the broad economic, technological, and scientific trends that directly affect higher education and are largely inevitable in the contemporary world. These phenomena include information technology in its various manifestations; the use of a common language for scientific communication; the imperatives of society’s mass demand for higher education (massification) and for highly educated personnel; and the ‘private good’ trend in thinking about the financing of higher education.”

People are often confused with the term of globalization and internationalization. Even globalization and internationalization are related in some areas, they are still two different terms. Altbach and Knight (2007, p.290) pointed out that “Globalization is the context of economic and academic trends that are part of the reality of the 21st century. Internationalization includes the policies and practices undertaken by academic systems and institutions - and even individuals - to cope with the global academic environment.” Xie (Yang’s “University internationalization: Its meanings, rationales, and implications”, as cited in Xie, 2007, p.13) stated that globalization was based on the premise of economic integration and it put emphasis on competition and exploitation, but internationalization concerned about the common interests of mankind and it had more collaboration and mutual sharing in forms. Jiang (Scott’s “The globalization of higher education”, Welch’s “Going global? Internationalizing Australian universities in a time of global crisis”, as cited in Jiang, 2011, p.5) mentioned that internationalization emphasized that cooperation was the essence among the higher education worldwide, but competition was the essence of globalization. To put it simply, based on the above statements, internationalization emphasizes the relationship or exchange is among countries which including academic exchange, cultural exchange, etc. The essence of internationalization is cooperation. Globalization emphasizes the relationship is beyond the countries and to a regional or world level which including the area in economics, politics, culture, technology, and education. The essence of globalization is competition.

After reviewing the definitions of internationalization of higher education, the purposes of internationalization of higher education, the dimensions of internationalization of higher education, and the concept of globalization, we may say that internationalization of higher education is a policy or practice of governments or higher education institutions which can promote international movement of students, teachers, researchers or academic staff among different countries and the cooperation or exchanges in teaching, research, service, or other areas between two higher education institutions in two different countries in order to bring the benefits to each

other. Internationalization of higher education has been the trend of the development of global higher education.

2-2 The internationalization of Chinese higher education

After we have reviewed the theory of internationalization of higher education, we will next review the development of internationalization of Chinese higher education.

Since China's higher education system was restored at the end of Cultural Revolution in 1976 and the reform and opening-up policy was adopted in 1978, this research will therefore focus on the period from the 1980s.

China's higher education includes the following three periods of reform from the reform and opening up in 1978: 1. The first period was in the early 1980s. In this period, the main measures included sending students to study abroad, enhancing cultural and educational exchanges between China and countries around the world, reforming the educational structure, etc. 2. The second period was in the mid-1980s. The measures in this period focused on the educational reform based on Deng Xiaoping's 'Three Orientations'- facing the modernization, facing the world, and facing the future. In this period, the control of higher education institutions was transferred from central government to the local governments and the link between the expertise of university students and job markets was strengthened. 3. The third period came after 1990. Affected by international situations and the passing of Deng Xiaoping, the political passion of teachers and students of higher education reduced, the attitude and behavior of teachers and students of higher education were different from the past (Higher education in Post-Mao China, as cited in Chou, 2002, p.48).

Two aspects of growth in Chinese higher education were impressive after the end of Cultural Revolution. The number of universities in China experienced a substantial growth from 1977 to 1985. In 1977, China had 404 universities. In 1985, the number of universities was increased to 1016. The growth of the number of universities obviously reflected the needs of society at that time (Yang's "Zhongguo deilu wenhuadeigeming hou zhi gaodeng jiaoyu gaige", as cited in Yang, 2003, p.8). On the other hand, the number of university students also experienced exponential growth at that time. The number of university students was increased from 1,080,000 in 1998 to 2,680,000 in 2001. The growth rate could be ranked the top in the world. The expanding of university students also promoted growth in the number of students studying abroad every year and those students were spread over one hundred countries and regions around the world (Yang, 2003, p.10).

Hayhoe and Zha (Forest & Altbach, 2006, p.685) mentioned that China's higher education actively moved toward internationalization after Deng Xiaoping's educational reform for 'Three Orientations', for example, the curriculum materials were taken from different western countries and made to adapt China's needs in development; students were sent to many regions of the world; cooperative relationships in academic exchange and socio-economic development were set up with many countries, etc. In addition, several hundred thousand Chinese students went abroad for study at that time, most of them were in North America and some of them were in Europe, Japan, Australia, New Zealand and elsewhere. Liu (Zhongguo jiaoyu bao [China Education Daily] , as cited in Forest & Altbach, 2006, p.685) stated that based on the officially published statistics that 700,200 had been sent abroad since the late 1970s, but only low rate of them had returned. Wei (Zhongguo jiaoyu nianjian [China education yearbook]1999, as cited in Forest & Altbach, 2006, p.685) pointed out that lots of Chinese students abroad, seeing new opportunities to contribute to higher education and industry in China, had returned to China since the mid-1990s. The faculty in China's best universities was therefore as internationalized in some areas as those in major Western universities (Forest & Altbach, 2006, p.685).

China became a member of WTO in December of 2001. It also had a great impact on the development of internationalization of Chinese higher education. In response to the needs of market economy and free trade, China required more international talents. Chou (2002) mentioned that China's higher education would make the following adjustments on cultivating talents after China joined WTO: 1) Changing the concept on higher education control: because talent competition and international exchanges would become more closely related, the control of higher education would be gradually transferred from the central government to the local governments. 2) Innovating the operating ways of higher education: influenced by marketization and the joining of international school forces, the operating ways of higher education would be changed from the tradition of governmental and private operating, formal and informal operating, to the direction of international participation, Internet and distance learning. 3) Adjusting the teaching modes of higher education: the WTO factor would be included while considering the development of schools. The contents of teaching and research would become more internationalized, and the importance of foreign languages would be even greater. 4) Moving scientific research of higher education toward marketization: the innovating, disseminating, and transforming of knowledge would be more emphasized. Intellectual property rights would be paid more attention. The relationship between universities and businesses or research institutions would become more closely related, and the cooperation between

universities and industries would be sped up. 5) Expanding the international exchanges: under the needs of international talents, countries would open doors for the other countries to set up schools. On the other hand, countries would also enroll international students in order to increase foreign exchange earnings.

2-3 The relationship between English teaching and internationalization of higher education

Foreign languages are often considered to have a close relationship with internationalization. Of all foreign languages, English is the most widely used language for communication in the world. Brown (2001, p.118) mentioned that “English has become a tool for international communication in transportation, commerce, banking, tourism, technology, diplomacy, and scientific research.” Yang (2002, p.157) stated that “English language has nowadays indisputably become the language of international communication. It has official status in sixty countries and has a prominent place in twenty more. It is the main language of books, academic journals, the media, international sports and entertainment, and the international language of the air and of the sea. English is either the single or an official language of every major international organization, and eighty percent of all information stored in the world’s electronic retrieval systems is in English.”

After knowing the fact that English language has an important function in international communication, we will next talk about the relationship between English teaching and internationalization of higher education. In the process of internationalization of higher education, English teaching is often used as a tool in communication, instruction, academic research, academic exchange, international conferences, etc. Altbach (Forest & Altbach, 2006, p.127-128) pointed out that some practices of higher education were related to English, such as English was used for academic and scientific records on Internet; most of international students went to higher education institutions in English-speaking countries; many well-known universities used English for instruction; some countries were offering English academic programs in order to attract international students and improve the English ability of domestic students; English was used in more and more international and regional scientific meetings; English-language products had the most important feature in the international academic market; English-language databases in different areas of knowledge were the most extensively used in the world, etc. From Altbach’s statements, we can see clearly that English teaching has a close relationship with internationalization of higher education.

In order to improve university students' English skills, Zhang Wuchang (Peng, 2008, p.297-298) mentioned that the Department of Higher Education of Ministry of Education in Taiwan had provided the following eight measures: 1. Encourage universities to make plans to promote internationalization and the plans should include the improvement program on foreign language teaching. 2. The indicators for internationalization are included in university evaluation. The qualitative indicator includes the measures to improve students' foreign language skills, the regulations regarding students are required to pass the related English tests, the measures and effects on promoting and improving English or foreign language teaching, etc. The quantitative indicator includes the proportion of courses that are fully taught in English, the proportion of students that have passed the related English proficiency tests, the proportion of foreign teachers, etc. 3. Encourage universities to open courses or programs that are fully taught in English. 4. Encourage universities to hold various English learning activities and create a bilingual learning environment. 5. Encourage universities to establish sister schools with foreign universities, so they can exchange teachers and students regularly. 6. Encourage universities to conduct international academic exchanges. Then students' foreign language abilities will be improved by participating in international academic exchanges. 7. To do a survey regularly on university students' pass rate on English tests. 8. Set up a foreign language center of universities in northern Taiwan in order to integrate the diverse foreign language educational resources from different regions. Zhang's statement once again shows the strong relationship between English teaching and internationalization of higher education.

2-4 English teaching in Chinese higher education

I. The development of public English education

What is the policy and implementation of English teaching in Chinese higher education from the 1980s? Based on Ye's statement (2002, p.134-136), the development of public English education in Chinese higher education can be divided into five periods after the People's of Republic of China (PRC) was established in 1949, and the characteristics of each period are as follows:

- 1) 1949-1956: During this period, China's policies were tended to the Soviet Union. Russian language teaching was therefore focused at schools. Most English departments were revoked or merged. Lots of English teachers changed to teach Russian.
- 2) 1957-1966: The first characteristic on English education in this period was that

English replaced Russian and became the first foreign language because of the growing of economy and the increasing of the number of countries that had diplomatic relations with China. The second characteristic was that English teaching was used as a tool. For example, both the teaching project for English majors promulgated in 1961 and the English teaching outline for industrial universities promulgated in 1962 mentioned that English education was strived for the goal of Socialism and Communism.

3) 1966-1976: Before the first half of 1971, English education was almost detained because of the affection of Nationalism advocated by the Cultural Revolution. China became a member of United Nations in October of 1971 and *Shanghai Communique* was signed in 1972, they both promoted China's international status and connected China with the world. The cultivation of English talents was therefore paid more attention.

4) 1976-1985: This is the period of recovery and reconstruction after the Cultural Revolution. Due to Deng Xiaoping's declaration of the opening-up policy in 1978, the general foreign language education in higher education again received attention. A *Few Comments for Strengthening Foreign Language Education*, which was approved by State Council of PRC in 1979, again mentioned that English was the first foreign language. Under the guideline of *A Few Comments for Strengthening Foreign Language Education*, preparation for future English teaching was carried out during 1979 to 1985.

5) 1986- 2002: In this period, English education in higher education was implemented based on modernization and opening-up policy. English learning, under the framework of globalization, became the education that was responded to the commodity, service, and consumption in the rules of markets. The implementation of the *University English Pedagogy Program* of 1985, 1986, 1999, and College English Test (CET) has contributed the English language education of higher education to the stage of normal development.

From the development of internationalization and English teaching in Chinese higher education, the adoption of the reform and opening-up policy in 1978 was absolutely a critical moment to the higher education in China. This research therefore focused on the role of English teaching in internationalization of Chinese higher education from the 1980s.

II. University English Pedagogy Program

English education of Chinese higher education has been getting more important since the reform and opening-up policy. In order to plan and design college English teaching, the Ministry of Education of PRC formally promulgated *University English Pedagogy Program* at different times. According to Chen's statement (2011, p.174-175, 189-190), *University English Pedagogy Program* at different times is as follows:

- In August of 1980, the Ministry of Education promulgated *English Pedagogy Program* which was for students of four-year science and engineering university.
- In August of 1985, *University English Pedagogy Program* was implemented and it was for higher education institution students who majored in science and engineering.
- In March of 1986, *University English Pedagogy Program (For higher education institution students who major in arts and science)* was approved.
- In 1999, the Ministry of Education revised *University English Pedagogy Program (revision)*.
- In March of 2003, the Ministry of Education formally started the program *College English Curriculum Requirements*. The main point of this program was how college English teaching better met the needs of social development in new era.
- In June of 2004, the Ministry of Education formally promulgated *College English Curriculum Requirements (Pilot Version)*. It stressed that college English curriculum was not only a required language basics curriculum but also a cultural awareness curriculum.

In July of 2007, in order to fully implement reforms in college English teaching and meet the needs of talents from country and society in the new era, the Ministry of Education promulgated *College English Curriculum Requirements*. (Department of Higher Education, 2007)

Under the guidance of *University English Pedagogy Program* and *College English Curriculum Requirements*, all colleges and universities designed and developed their own college English curricula in accordance with their own and students' needs.

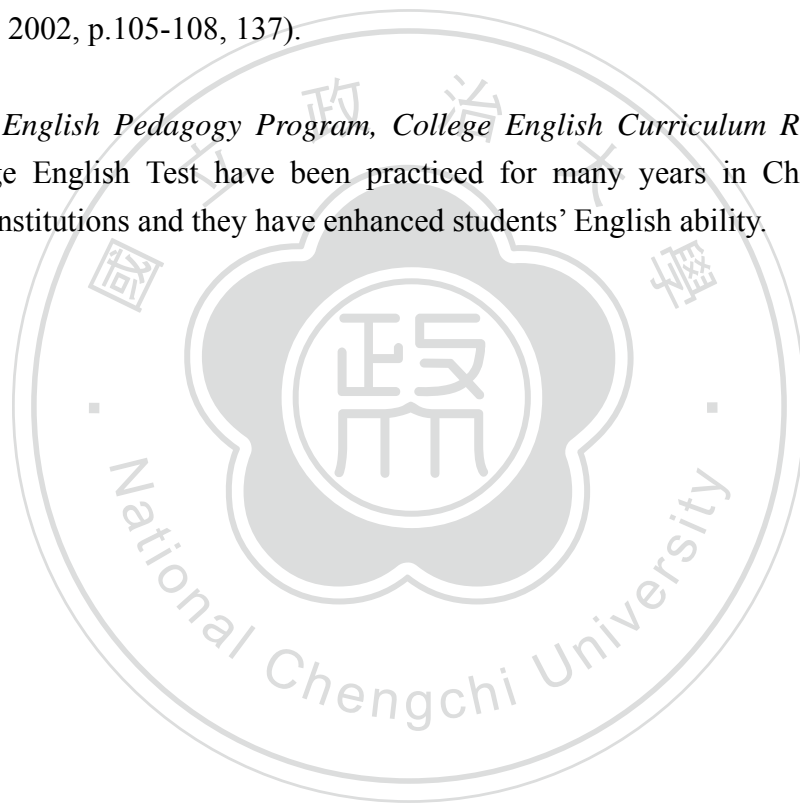
III. College English tests

In addition to *University English Pedagogy Program* and *College English Curriculum Requirements*, English tests also play a very important role in enhancing university students' English ability. According to Ye's statement (2002, p.105), there are two main English tests for testing university students' English proficiency, one is College

English Test (CET) and the other one is Test for English Major (TEM). CET is a six level system for students of non-English major. TEM is a two level system for students of English major. Since this research is not focused on the study of students of English major, the focus of this paper is on CET.

After the *University English Pedagogy Program* of 1985 was put into practice, in order to see the results of implementation of *University English Pedagogy Program*, the Ministry of Education of PRC began English tests, CET-4 and CET-6, in 1987. CET-4 and CET-6 are for higher education institution students who have completed level 4 and level 6 English courses and they are held twice a year. Undergraduate students are required to pass CET-4 and graduate school students are required to pass CET-6 (Ye, 2002, p.105-108, 137).

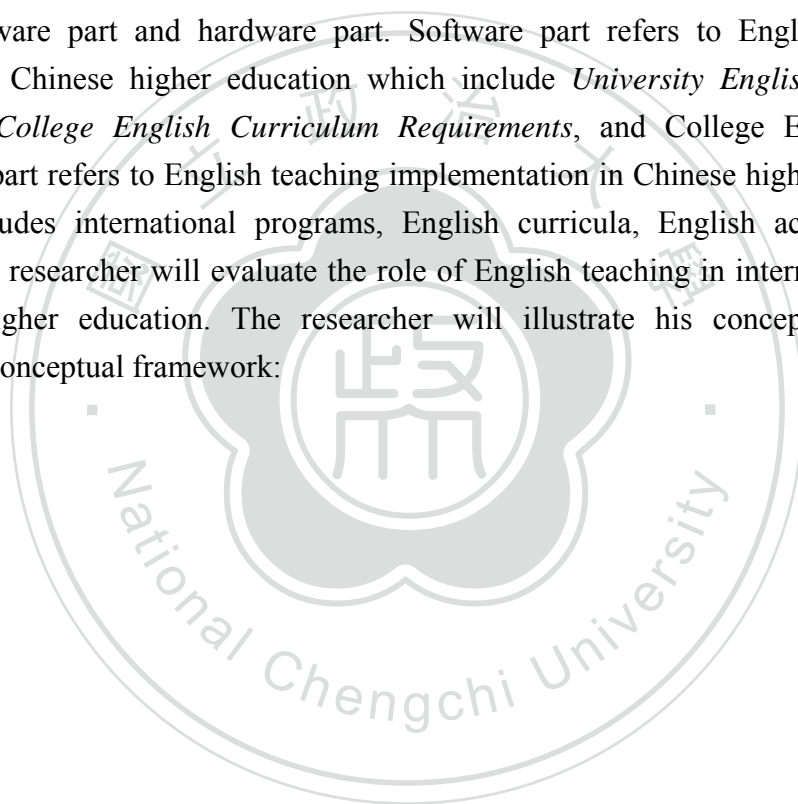
University English Pedagogy Program, *College English Curriculum Requirements*, and *College English Test* have been practiced for many years in Chinese higher education institutions and they have enhanced students' English ability.



Chapter 3 Research Methodology

3-1 Research framework

Before introducing the research framework, the researcher will talk about his concepts about doing this research. Since the main purpose of this research is to explore the role of English teaching in internationalization of higher education in China, the researcher, first of all, will review the concepts of internationalization of higher education and the development of internationalization of Chinese higher education, specifically the period after China's reform and opening up in late 1970s. Then the researcher will explore the policies and implementation of English teaching in Chinese higher education. Basically, the researcher divides English teaching into two parts: software part and hardware part. Software part refers to English teaching policies of Chinese higher education which include *University English Pedagogy Program*, *College English Curriculum Requirements*, and College English Test. Hardware part refers to English teaching implementation in Chinese higher education which includes international programs, English curricula, English activities, etc. Finally, the researcher will evaluate the role of English teaching in internationalizing Chinese higher education. The researcher will illustrate his concepts with the following conceptual framework:



Conceptual Framework

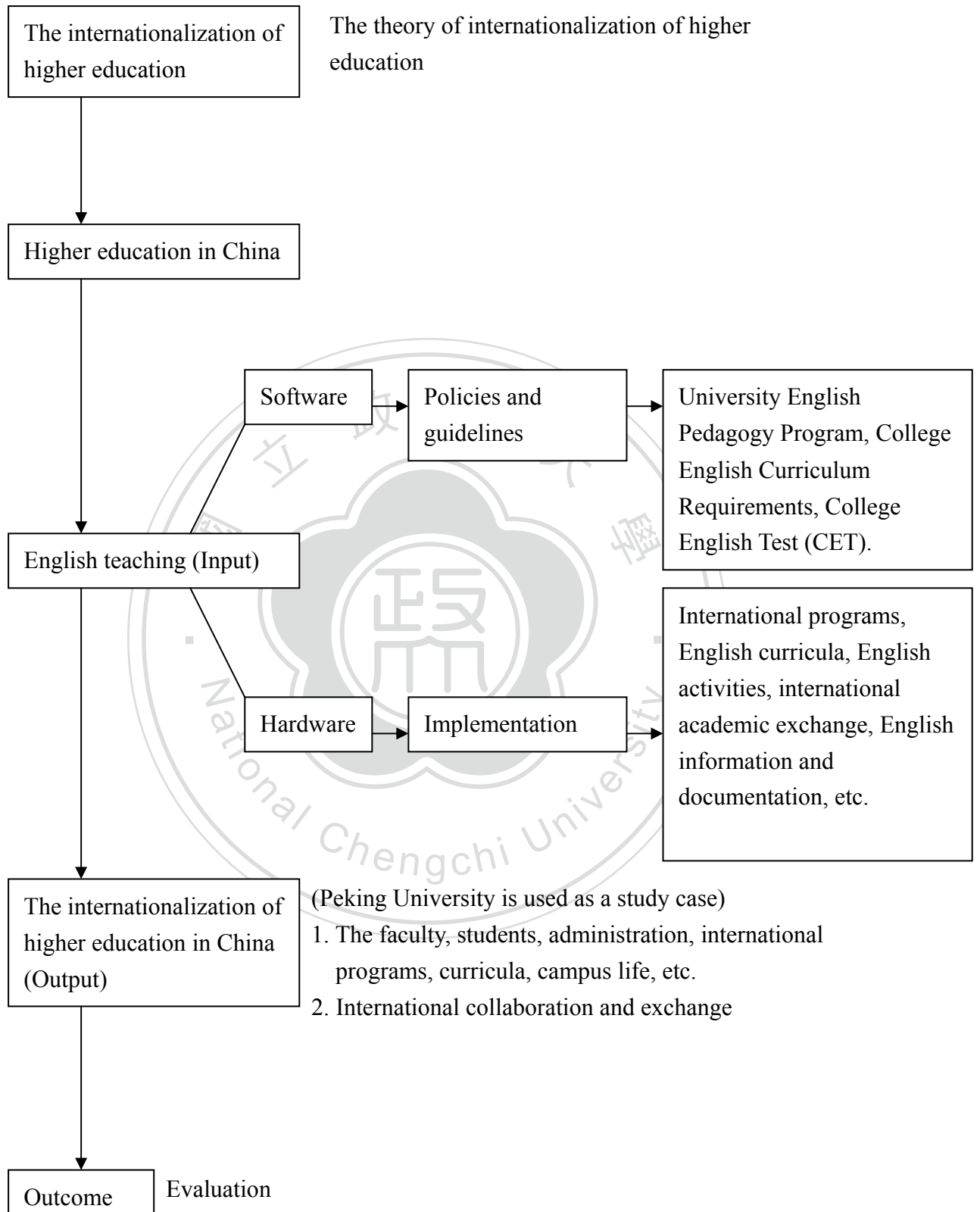


Figure 3-1 Conceptual Framework

Based on the above conceptual framework, the researcher develops his research framework. There are five chapters included in the contents of this research. They are as follows:

Chapter one is introduction. This chapter will deal with the research background, motivations, purposes, questions, scope, and limitations. It will also deal with the definition of different terms.

Chapter two is literature review. This chapter will review the theory of internationalization of higher education, the development of internationalization of Chinese higher education, the relationship between English teaching and the internationalization of higher education, and English teaching in Chinese higher education.

Chapter three is research methodology. This chapter will deal with the research framework, methods, and procedure. The research methods include literature analysis, case study, and in-depth interviews. PKU will be used as an example in this research.

Chapter four is research findings and discussion. Research findings include the implementation of English teaching in PKU and the role of English teaching in internationalization of Chinese higher education. Discussion include Comments on English teaching in achieving internationalization of PKU and challenges on English teaching in internationalizing Chinese higher education

Chapter five is conclusion. Based on the contents of previous chapters, this chapter will give the answers to all research questions. It will also provide the recommendations to the future researches with the similar topics.

Please see the following figure for research framework:

Research Framework

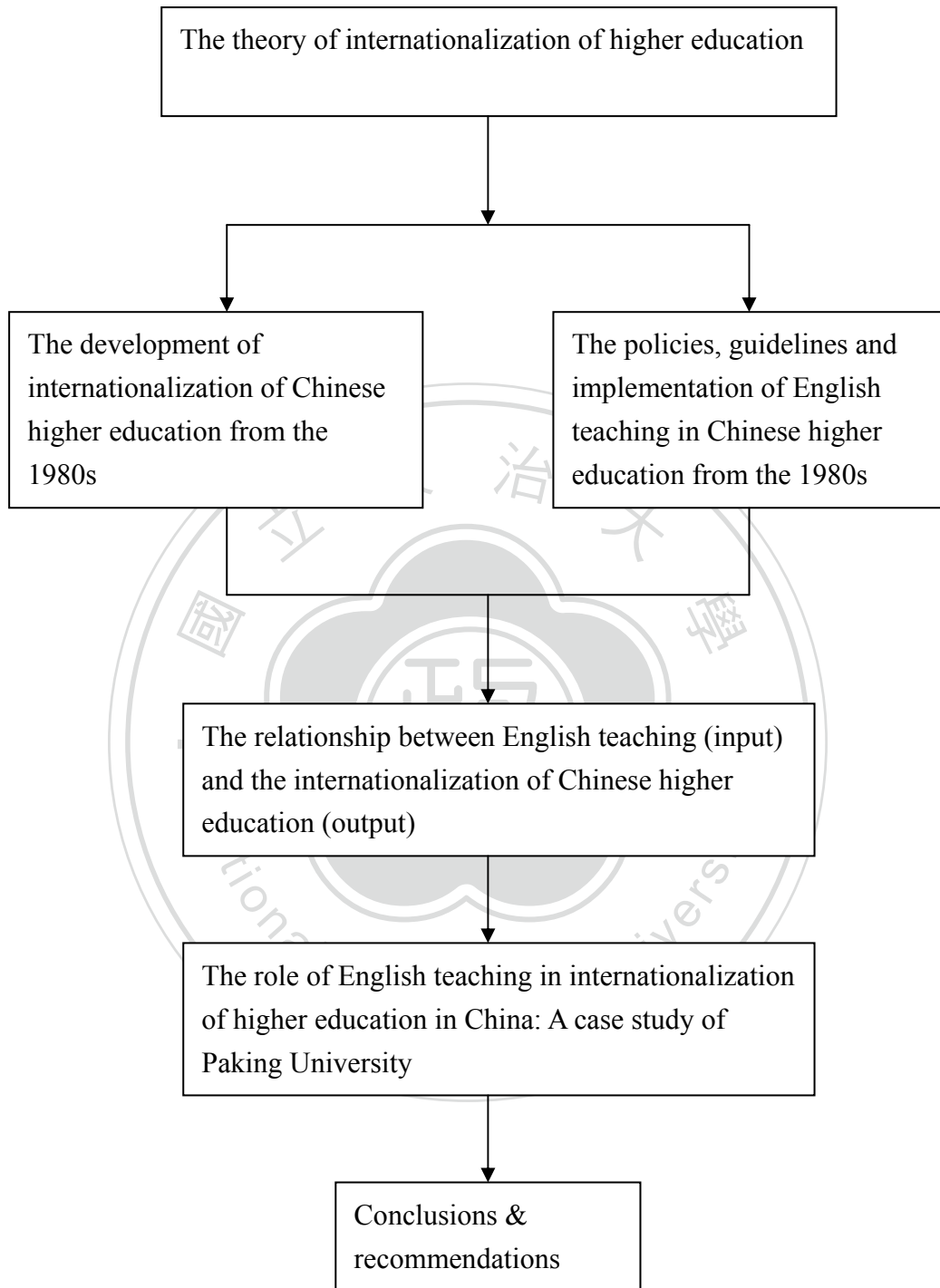


Figure 3-2 Research Framework

3-2 Research methods

The research methods of this study include literature analysis, case study, and in-depth interviews. They are as follows:

I. Literature analysis:

In order to have a background literature review on the theory of internationalization of higher education, the development of internationalization of Chinese higher education, and the policies of English teaching in Chinese higher education, the researcher collected the references from different libraries in National Chengchi University in Taiwan, bookstores in Taipei and Beijing, and the Internet. The source of the references includes books, journals, theses, reports and the information collected from different databases on the Internet.

The websites used in this research include:

Peking University: <http://www.pku.edu.cn/>

Ministry of Education of the People's of Republic China: <http://www.moe.edu.cn/>

College English Test Band 4 and Band 6: <http://www.cet.edu.cn/>

Google Scholar: <http://scholar.google.com.tw/schhp?hl=zh-TW>

National Chengchi University: <http://www.nccu.edu.tw/>

II. Case study:

PKU is used for the case study in this research because it is the first comprehensive university in China founded in 1898 and has been a leading institution in Chinese higher education since it was set up, it has been listed on the “211 Project” and “985 Project”, and its internationalization has been significantly implemented. The implementation of English teaching in PKU and what functions that English teaching has performed in internationalization of PKU will be the main points of this research. Administrative support, international programs, faculty members, and international and domestic students of PKU will be the main targets in this study.

III. In-depth interviews:

In order to have a clear idea on the implementation of English teaching in PKU and what functions that English teaching has performed in internationalization of PKU, the researcher needs to conduct interviews with staff members, faculty members, and international and domestic students of PKU.

1. Interview with staff members

The reason for interviewing administrative staff is to know about the policies and development of English teaching in internationalization of PKU. The researcher has

interviewed five people in this group. Interviewee A is one of the leaders in the Office of International Relations (OIR). Interviewee B is an administrative staff in the Office of Graduate School. Interviewee C is one of the leaders in the English Teaching Research Office. Interviewee D is an administrative staff of Peking University Library. Interviewee E is an administrative staff of College English Research Office. Please see table 3-1 for the information of the interviews.

Table 3-1 Interviews with staff members

| Interviewee Code | Background of Interviewee | Way of Interview | Date of Interview | Place of Interview |
|------------------|---------------------------|------------------|-------------------|-----------------------------------|
| A | Administrative staff | Face to face | 2012/5/14 | Office of International Relations |
| B | Administrative staff | Face to face | 2012/5/14 | Office of Graduate School |
| C | Administrative staff | Face to face | 2012/5/14 | Office of Graduate School |
| D | Administrative staff | Face to face | 2012/5/15 | Peking University Library |
| E | Administrative staff | Telephone | 2012/5/16 | |

2. Interview with faculty members

The reason for interviewing faculty members is to know about the implementation of English teaching in internationalization of PKU. Since Guanghua School of Management (GSM) is the most internationalized school in PKU, the researcher then interviewed two faculty members of GSM. Interviewee A is an assistant professor of the Department of Applied Economics and Interviewee B is an assistant professor of the Department of Finance. Both of the interviewees' highest degrees were granted at abroad. Please see table 3-2 for the information of the interviews.

Table 3-2 Interviews with faculty members

| Interviewee Code | Title | Areas of Expertise | Way of Interview | Date of Interview | Place of Interview |
|------------------|---------------------|--------------------|------------------|-------------------|--------------------|
| A | Assistant professor | Economics | Face to face | 2012/5/15 | Guanghua School of |

| | | | | | |
|---|---------------------|---------|--------------|-----------|-------------------------------|
| | | | | | Management |
| B | Assistant professor | Finance | Face to face | 2012/5/15 | Guanghua School of Management |

3. Interview with students

The reason for interviewing students is also to know about the implementation of English teaching in internationalization of PKU. Since most international programs are included in graduate schools, the researcher then interviewed three graduate students. Interviewee A is an international student, and Interviewee B & C are both Chinese students. All interviewees are from the International Master of Business Administration (IMBA) program of GSM. Please see table 3-3 for the information of the interviews.

Table 3-3 Interviews with university students

| Interviewee Code | Program | Studying Degree | Way of Interview | Date of Reply Email |
|------------------|---------|-----------------|------------------|---------------------|
| A | IMBA | Master | Email | 2012/5/24 |
| B | IMBA | Master | Email | 2012/5/25 |
| C | IMBA | Master | Email | 2012/5/30 |

As to the procedure of interview arrangements, first of all, the researcher asked for help from his advisor to contact PKU for arranging the interviews. Then the researcher prepared his questions for interviews and sent them to PKU. Under the assistance and arrangement of OIR of PKU, the researcher was able to interview staff members, faculty members, and students. The researcher went to PKU to conduct the interviews and campus observation during 2012/5/14-18. The graduate students sent back their replies by email during 2012/5/24-30. Please refer to appendix 2 for the interview records. All the data collected from the methods was analyzed in order to gain findings.

3-3 Research procedure

Regarding the research procedure, first of all, the researcher discussed and decided the title of thesis with his advisor. Then the researcher collected references from libraries, bookstores, the Internet, and different resources. Next, the researcher discussed and worked out the outline of thesis with his advisor. Then the researcher wrote a thesis proposal. After the researcher wrote a thesis proposal, he started to schedule a trip to Peking University for fieldwork. Then the researcher conducted interviews with staff

members, faculty members, and students of PKU. Next, the researcher analyzed the data gained from literature review, case study, and in-depth interviews and drafted the thesis. Finally, the researcher completed the thesis and provided recommendations. Please see the following figure for research procedure.



Research Procedure

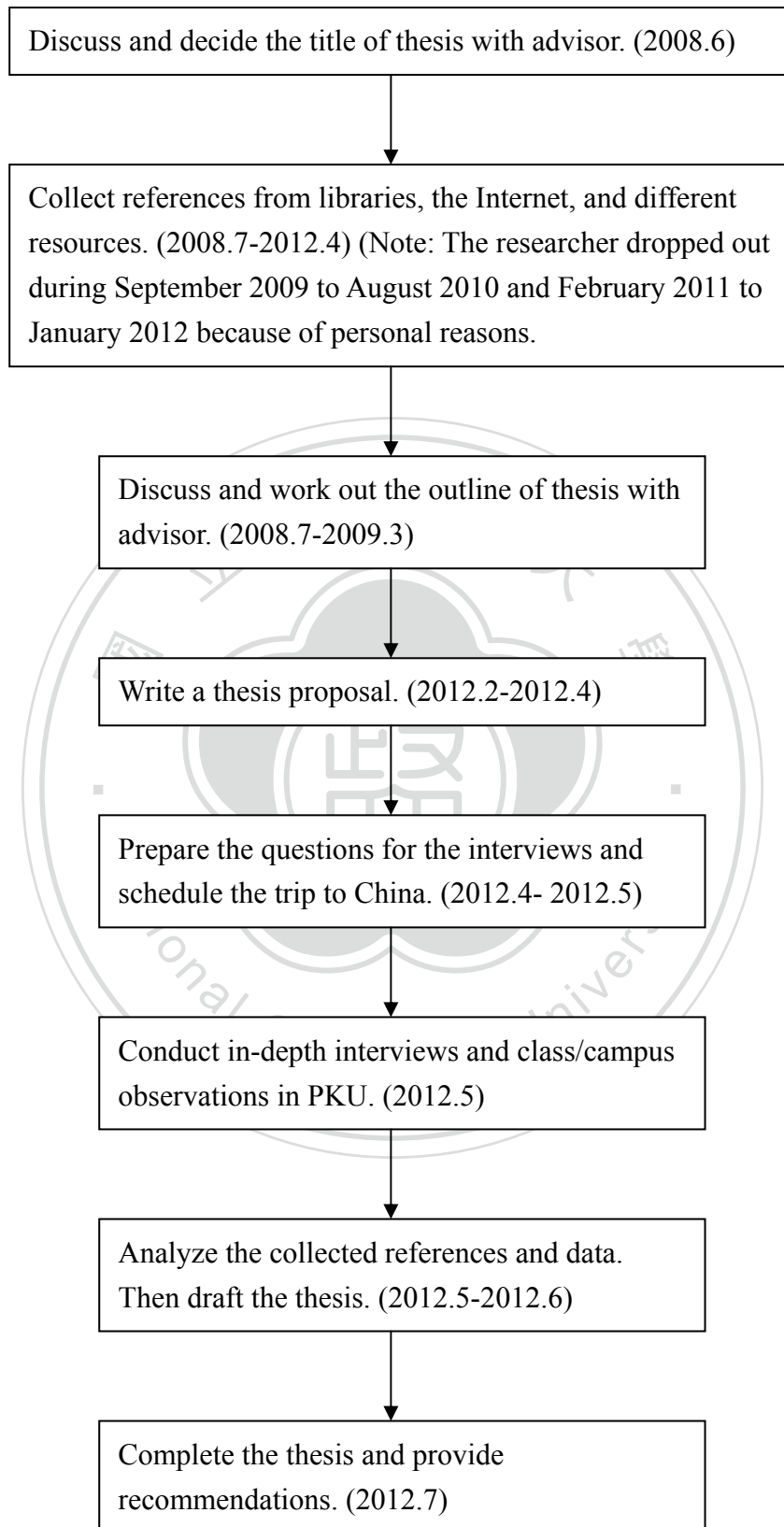


Figure 3-3 Research Procedure

Chapter 4 Research Findings and Discussion

4-1 Research findings

As for the research findings, the researcher will describe them from the following two parts: the implementation of English teaching in Peking University and the role of English teaching in internationalization of Chinese higher education.

4-1-1 The implementation of English teaching in Peking University

PKU is one of the top universities in China. In order to become a world-class university, PKU is committed to achieve internationalization and its development of internationalization may be taken as an index to the higher education institutions in China. Tang (2006) mentioned that one of the eight inherent advantages for PKU to be built a world-class university was internationalization. Tang stated that based on the statistics in October of 2004, PKU had more than 4,000 foreign students from 93 countries which included around 2,000 long term foreign students. Since 1999, PKU had receptions for nearly 30 heads of state and heads of government and nearly 300 principals of world-renowned universities, and invited more than 20 Nobel Prize winners and some renowned scholars in world humanities and social sciences. All the above numbers of people were ranked as the top one in Chinese higher education institutions. In addition, the relationship between PKU and foreign universities and research institutions continued to develop through different forms. Until 2005, PKU built exchange relationship with nearly 240 universities from 49 countries and regions, and hired 1,200 foreign experts in school (President's Office of PKU, as cited in Tang, 2006). From the above description, we can see that the internationalization of PKU has a huge impact to Chinese higher education institutions. In this study, PKU is used as a study case, the researcher will explore the role of English teaching in internationalization of Chinese higher education through the implementation of English teaching in PKU.

PKU is the first national and comprehensive university in China. After more than a century of developing, PKU has been a modern university with many fields such as natural sciences, the humanities, technical sciences, management, education, medicine, linguistics, and modern engineering (PKU Website, 2008b). In order to become one of the world-class universities, PKU has been listed on “211 Project” and “985 Project”. PKU started to further promote its internationalization when the forum of university presidents celebrated the 100th anniversary of PKU in 1998. The internationalization of PKU has made a great progress since 1998. PKU has 31 colleges and 14 departments, which offer 101 undergraduate programs, 224 postgraduate programs,

and 202 doctoral programs (PKU Website, 2008c). In order to explore the role of English teaching in internationalization of Chinese higher education, the researcher will expound the implementation of English teaching in PKU from the following four areas:

I. Administrative support

In the area of administrative support, the Office of International Relations, academic exchange, and international campus will be covered.

1. Office of International Relations (OIR)

In order to response to a broad range of needs of internationalization, PKU set up the Office of International Relations (OIR). OIR is mainly responsible for overseeing the planning of international relations of PKU. It also carries out PKU's policies related to external affairs and the coordination of international academic exchange. Actually, OIR has broad responsibilities on different affairs and we can see them from its five divisions: Division of General Affairs, Division for Exchange Programs, Division for International Student Affairs, Division of Foreign Experts and Overseas Educational Cooperation, and Division for Overseas Affairs (PKU Website. 2008k). In order to achieve a good communication with foreign scholars, staff, and students, the staff of OIR is required to have good English skills. An administrative staff of OIR mentioned at interview that OIR was also responsible for the internationalized practices on administrative operations, for instance, the Division for International Students Affairs of OIR would present orientations on campus to international students. In general, the English abilities of OIR staff are good. The staff also said that the English abilities of the staff dealing with international affairs at different schools or departments of PKU were also good. There is no problem for the staff of Institute of Scientific Research to communicate in English. The English communication ability of PKU's administrative staff depends on their businesses. There is no English training course for administrative staff, but there are some administrative staff exchange programs between PKU and its partner universities or organizations, which can help administrative staff to improve English abilities and develop international perspective (Appendix 2, Interview with staff member A).

2. Academic exchange

PKU has mainly three forms of academic exchange, they are symposiums, research collaboration, and academic exchange visits. PKU sponsored almost 1,000 symposiums from 2001 to 2008, which included more than 300 international symposiums (PKU Website, 2008f). Based on the information from the interview with

an administrative staff of OIR, PKU has now cooperated with around 220 to 240 universities or educational organizations from 80 to 90 countries of the world. PKU has close relationship (with the leadership, the faculty, students, etc.) with 1/3 of the universities or educational organizations, ordinary relationship (with the faculty) with 1/3 of them, and non-active relationship (the two sides have signed an agreement, but do not have many contacts or only have occasional contacts) with 1/3 of them (Appendix 2, Interview with staff member A). Among the different forms of academic exchange, English language is the main tool for communication.

3. International campus

To establish an international campus, PKU offers many international academic lectures and seminars every year. It also holds the International Cultural Festival every October, which is a very important event for cultural exchange and a great chance to present multi-ethnic global vision. In addition to the above activities, Students' International Communication Association (SICA) is mainly involved in the international exchange of PKU such as the reception and interview of distinguished guests to PKU (PKU Website, 2008h). The researcher also did a campus observation and found that the instruction boards in the library were in Chinese/English language in order to serve Chinese and foreigners. The hardware and software equipment of library also provide English language service. Among the different foreign languages, English language is often used in the campus life of PKU.

II. International programs

An administrative staff of OIR pointed out at interview that PKU had started to further promote its internationalization since 1998 when the forum of the university presidents had proposed to create world-class universities (Appendix 2, Interview with administrative staff A). In order to become a world-class university in the 21st century, PKU has made great efforts to promote its internationalization. One of the major works is to promote the international programs. All the international programs are fully taught in English, so it would be more convenient and attractive to international students.

As for the planning of curriculum, the curricula in the university level are planned by the Office of Educational Administration (OEA), and so far there is no English program for degree-granting in the university level. The curricula in the graduate school level are planned by the Office of Graduate School (OGS). OGS has several English programs for degree-granting which have been implemented for about 4 or 5 years (Appendix 2, Interview with administrative staff A)

Regarding the English curricula of the international programs, a staff member mentioned at interview that English curriculum of PKU was based on *College English Curriculum Requirements* that had been promulgated by the Department of Higher Education of Ministry of Education of PRC since 2007, and he said that the English curriculum of PKU had the following three categories: 1) The English curriculum for professional undergraduate students, for example, the English curriculum for English Department. 2) The English curriculum for non-professional undergraduate students, for example, basic English and professional English. 3) Subject professional English curriculum, for example, the English curriculum for Guanghua School of Management (GSM) (Appendix 2, Interview with administrative staff E). In this study, the researcher will focus on the subject professional English curriculum for it is included in the international programs.

So far there are several international programs in different schools of PKU and they are as follows:

- Guanghua School of Management (GSM): International Master of Business Administration Program (IMBA Program), MBA Dual-Degree Programs.
- School of International Studies (SIS): Master's Degree Program in International Relations (MIR Program), LSE-PKU Double Masters Degree Program, and Sciences Po-PKU Dual Masters Degree Program.
- School of Government: Master Program in Public Policy (MPP Program).
- Law School: Master of Laws (LL.M.) Program in Chinese Law.

Please see the following table for more information:

Table 4-1 International programs of PKU

| | | | | |
|--------------------------|---|---|--|---|
| | 2009 Master's Degree Program in International Relations (MIR Program) | Master Program in Public Policy (MPP Program) | The Master of Laws (LL.M.) Program in Chinese Law (LL.M. Program in Chinese Law) | 2010 IMBA Program & Dual-Degree Programs |
| School/ Department | School of International Studies | School of Government | Law School | Guanghua School of Management |
| Students to be recruited | International students and the applicants from | Non-Chinese citizens or permanent | Non-Chinese-nationality and the applicants | Non-Chinese citizens. Hold bachelor degrees |

| | | | | |
|---|---|---|---|---|
| | Taiwan, Hong Kong, and Macao. | residents of Hong Kong, Macao and Taiwan. Under the age of 45. | from Taiwan, Hong Kong, and Macao. Under the age of 40. | and have relevant work experience. Competitive GMAT Score. |
| Duration of Program | 2-year full-time academic program | 2 years | 2 years | 2 years |
| Curriculum | See the course list for MIR Program for 2012-2014 at appendix 1 | See the required courses for MPP Program at appendix 1 | See the course list for LL.M. Program in Chinese Law at appendix 1 | See the course list for MBA Sample Program Calendar at appendix 1 |
| Degree to be granted | Master | Master | Master | Master |
| English requirements (for the applicants who are not native English speakers) | IELTS 7.0 or TOEFL 627 paper, 263 cbt, 107ibt | TOEFL 627 or better (Paper Based Test), TOEFL 263 or better in CBT (with at least 5.0 in TWE), TOEFL —iBT 107 or better, IELTS 7.0 or better (with at least 7.0 in Writing) | A minimum score of 580 (Paper Based Test) or 240 (Computer Based Test) in TOEFL with 5.0 in TWE, or 92 in TOEFL IBT, or 6.5 in IELTS with 7.0 in IELTS writing. | |
| Tuition Fee | RMB 60,000. a year | RMB 80,000 for the whole program | RMB 160,000 for the whole program | RMB 148,000 Paid half each year, covers 2 years |

Resource: The table is produced by the researcher based on the information on PKU Website (2008b)

Apart from the MIR Program, SIS also offers the other two international programs. They are PKU-LSE double masters degree program (which is a collaborative degree program of International Affairs organized jointly by the Centre for Study of International Affairs, Diplomacy and Grand Strategy of London School of Economics

and Political Science and SIS of PKU) and Sciences Po-PKU dual masters degree program (which is a collaborative program of Sustainable Development and International Relations where students spend the first year at Sciences Po in Paris, and the second year at PKU in Beijing) (PKU Website, 2008i). Please see the course list for LSE-PKU Program for 2012-2013 and the course list for Sciences Po-PKU Program for 2012-2013 at appendix 1.

GSM could be the most typical case in internationalization of school in PKU. It began MBA program in 1994 and International MBA (IMBA) program in 2000. From 2001, it started to enroll overseas students and began exchange programs with foreign business schools. It has begun to offer Double MBA Degree Program with overseas universities since 2001. In 2004, it began to enroll overseas exchange students. Its MBA Program has been ranked “the most influential MBA programs in China” for several times (Guanghua School of Management, 2011).

There are two types of MBA programs in GSM. One is Academic Program and the other one is Double-MBA Degree Program. Please see the following two tables for information:

Table 4-2 2010 MBA Academic Programs

| Programs | Language | Duration | Location |
|------------------|-----------------|-----------------|-----------------|
| FMBA (Full-time) | Chinese | 2 years | China |
| PMBA (Part-time) | Chinese | 3 years | China |
| IMBA (Full-time) | English | 2 years | China |

Resource: PKU Website (2008b)

Table 4-3 2010 MBA Dual-Degree Programs

| Dual-Degree Programs (Two years, English) | Partner Schools | Location |
|--|--|-------------------|
| GSM-NUS MBA | National University of Singapore | China & Singapore |
| GSM-ESSEC MBA | ESSEC Business School | China & France |
| GSM-Schulich MBA | Schulich School of Business, York University | China & Canada |
| GSM-McCombs MBA | McCombs School of Business, University of Texas at Austin | China & USA |
| GSM-SNU MBA | Graduate School of Business, Seoul National University | China & Korea |
| GSM-Yonsei MBA | Graduate School of Business, Yonsei University | China & Korea |

| | | |
|------------|---|-------------|
| GSM-UW MBA | Michael G. Foster School of Business, University of Washington | China & USA |
|------------|---|-------------|

Resource: PKU Website (2008b)

From the above two types of MBA programs, we can see that IMBA Program and all Double-MBA Degree Programs are taught in English.

The MBA brochure of GSM indicates that the average age of the enrolled IMBA students in 2010 was 28.7 years old and in 2011 was 31 years old, and the average working experience of the enrolled IMBA students in 2010 was 4.4 years and in 2011 was 5.7 years (Guanghua School of Management, 2011). It also shows the source countries of overseas students of IMBA Program in 2010 and 2011. Please refer to the following table:

Table 4-4 Source countries of overseas students of IMBA Program

| Source Countries | 2010 | 2011 |
|------------------|------|------|
| Singapore | 10% | 5% |
| Hong Kong | 5% | 3% |
| Taiwan | 10% | 5% |
| Macao | 2% | |
| Korea | 12% | 39% |
| Japan | 5% | |
| Thailand | 12% | 3% |
| Kyrgyzstan | 2% | |
| Australia | 5% | 3% |
| France | 7% | 3% |
| Italy | 2% | |
| Canada | 7% | 11% |
| USA | 21% | 16% |
| Austria | | 3% |
| Norway | | 3% |
| Israel | | 3% |
| Indonesia | | 3% |
| Total: | 100% | 100% |

Resource: The table is produced by the researcher based on the information on MBA brochure of Guanghua School of Management (2011)

III. Faculty members

In the process of Internationalization of PKU, the faculty also plays a very important role. In PKU, there are some foreign and Chinese teachers who are able to teach, research, or engage in international academic exchanges in English.

The source of foreign teachers is from exchange or visiting scholars. Now the number of foreign faculty, which includes both long-term and short-term teachers, is increasing yearly. Up to 2008, the foreign faculty members amounted to 600 every year, and they were from more than 20 countries and regions of the world. The requirements for the job of language teaching are M.A. degree or above, 3 years of language teaching experience, and excellent in language and literature of his/her own country. The requirements for the job of major course teaching are Ph.D. degree or above (PKU Website, 2008g).

According to the information on PKU Website, we can see that the foreign teachers have positive influence to the internationalization of PKU in history. “Peking University has been inviting foreign experts and teachers to teach and give lectures at the university for more than 100 years, revealing that Peking University's education is up to date, open and international. This tradition also reflects Peking University's emphasis on absorbing the essence of foreign culture, using the foreign experience as a reference, and being in line with international academe. In a world that is quickly globalizing economically and education-wise, retaining foreign teachers is extremely important to our university's continuing competitive participation in international academics, as well establishing ourselves as a world-class university.” (PKU Website, 2008g)

In regard to Chinese faculty, there is high percentage of Chinese teachers whose highest degrees were granted at abroad. Let's take a look at the case of GSM. It shows that more than 50 % of total teachers were granted highest degrees at abroad.

Table 4-5 Number of Chinese faculty members whose highest degrees were granted at abroad

| | Total Number of Chinese Faculty Members | The Number of Chinese Faculty Members Whose Highest Degrees Were Granted at Abroad. |
|---------------------------------|---|---|
| Department of Accounting | 16 | 8(PhD) |
| Department of Applied Economics | 19 | 15(PhD) |

| | | |
|---|-----|-----------------|
| Department of Finance | 22 | 9(PhD),1(MBA) |
| Department of Business Statistics & Econometrics | 8 | 7(PhD) |
| Department of Management Science & Information System | 13 | 6(PhD) |
| Department of Marketing | 13 | 10(PhD) |
| Department of Organization Management | 13 | 7(PhD) ,1(MBA) |
| Department of Strategic Management | 11 | 6(PhD) |
| Total | 115 | 68(PhD), 2(MBA) |

Resource: The table is produced by the researcher based on the information on MBA brochure of Guanghua School of Management (2011)

In regard to the sources of the teachers of international programs, if we use the case of IMBA, a teacher of GSM mentioned at interview that the teachers of IMBA were from both China and the international, and most of them were Chinese teachers, and a small portion of them were foreign teachers (Appendix 2, Interview with teacher A).

IV. International and domestic students

There are four options for international students to study at PKU:

- 1) Undergraduate or graduate degree-granting programs
- 2) Visiting students program (non-degree granting)
- 3) Pre-university program
- 4) Short-term language courses or Chinese studies programs

Basically, the applicants must be non-Chinese citizens and above the age of 18 (PKU Website, 2008d). Regarding the programs of PKU, please see the following table:

Table 4-6 Programs of PKU

| Program | Undergraduate | Master's | Doctorate |
|---|---------------|--------------|--------------|
| Requirements: Degrees or period of completing the curriculum | 4 - 6 years | 2 - 3 years | 4 - 6 years |
| Degree-Granting or Certificates | Bachelor | Master | Doctor |
| Chinese Language | Not required | Not required | Not required |

| | | | | |
|--|---------------------|---|---|---|
| Proficiency Exam | | | | |
| Tuition Per Year | Humanities Subjects | 26,000RMB | 29,000 RMB | 32,000 RMB |
| | Science Subjects | 30,000RMB | 33,000 RMB | 40,000 RMB |
| Program | | Senior Visiting Students | General Visiting Students | Research Scholars |
| Requirements: Degrees or period of completing the curriculum | | Master's degree at least. Period of program is one year. May be extended. | Completed at least one year of undergraduate study at their own universities. | Doctoral degree at least or have the title of Associate Professor or higher. Duration of study is from one month to one year. |
| Degree-Granting or Certificates | | Certificate of achievement | | |
| Chinese Language Proficiency Exam | | Not required if no communication barriers with supervisors | Required | Not required if no communication barriers with supervisors |
| Tuition Per Year | Humanities Subjects | 30,000 RMB | 26,000RMB | |
| | Science Subjects | 34,000 RMB | 30,000 RMB | |

Resource: The table is produced by the researcher based on the information on PKU Website, 2008d

PKU also offers scholarships for students with excellent academic performance. The student candidates include third year undergraduates, masters, and doctoral exchange students. PKU has set up the basic requirements for the scholarships. The values of scholarships are as follows:

- Doctorate Academic Excellence Scholarship:
 - 1st Prize: 10,000 RMB 5 students
 - 2nd Prize: 5,000 RMB 10 students
- Masters Academic Excellence Scholarship:

4,000 RMB 15 students

- Undergraduate Academic Excellence Scholarship:

3,000 RMB 30 students

International students who have been offered scholarships from the Chinese government will not directly be given the scholarship. They will only physically be given a certificate of honor and a souvenir (PKU Website, 2008e).

Over 4000 international students from about 80 countries studied in PKU in 2004, which included 1,825 long-term students and around 2,600 short-term students. Among those students, 1,292 were degree-seeking students and they were for undergraduate, postgraduate and doctoral degree (PKU Website, 2008c). Up to 2008, 1857 graduates from 103 countries and 1240 graduates from Hong Kong, Macao, and Taiwan had joined the Graduate School (PKU Website, 2008b).

Based on the information obtained at the interview with the staff of OIR (Appendix 1, Interview with staff A) and the teacher of GSM (Appendix 2, Interview with teacher B), international programs are also opened for domestic students. International programs can be a very good platform which can help to enhance the interaction and communication, understand and respect each other's cultures between Chinese students and foreign teachers and students. International programs can also help Chinese students to improve English abilities, enhance the academic level, and develop an international perspective.

4-1-2 The role of English teaching in internationalization of Chinese higher education

The results of the study on the implementation of English teaching of PKU, the interview results, and literature review reveal that English is a dominant language in internationalization of Chinese higher education. The results of the study on the role of English teaching in internationalization of Chinese higher education also reveal the following:

1. It can attract more and more international students, teachers, and researchers to go to Chinese higher education institutions for international programs, academic exchanges, etc.

2. It can strengthen the links between Chinese higher education institutions and higher education institutions worldwide and enhance the academic level of Chinese higher education to the world classes.

3. It can facilitate student absorption of new knowledge to participate in international and academic activities. Many international students attend Chinese higher education institutions to study China's economy, politics, laws, etc.

4. It can assist in the expansion of the global alumni network and enhance the global recognition of Chinese higher education by drawing international students who go to China for higher education.

5. It can foster understanding and respect for each other cultures, enhance mutual communication and interaction, and reduce misunderstanding and estrangement between Chinese students and foreign teachers and students.

6. It can reduce language barriers, so foreign students can participate in international programs in Chinese higher education without difficulties. It can also help foreign students to have an inter-department or inter-institution study.

4-2 Discussion

In regard to the dimensions of internationalization of higher education and the indicators of each dimension, scholars and institutions have different ideas. Since the main purpose of this research is to explore the role of English teaching in internationalization of Chinese higher education, the researcher will focus on four dimensions of internationalization of higher education with inbound area - administrative support, international programs, faculty members, and international and domestic students. PKU is used for an example here.

First of all, the researcher will make comments on English teaching in achieving internationalization of PKU. Then the researcher will talk about the challenges on English teaching in internationalizing Chinese higher education.

4-2-1 Comments on English teaching in achieving internationalization of PKU

1. Administrative support

In order to achieve the goal of internationalization, PKU has set up the Office of International Relations (OIR). Since OIR is responsible for the internationalization of

administration and dealing with the international affairs, the staff members of OIR are able to use English to deal with the related matters. The staff members at different offices who are involved in international affairs are also able to communicate in English. Sometimes the staff of PKU may go to the other countries for staff exchange programs, which can also help to improve the staff's English skills. In addition, English is used in many areas of PKU, for example, the facilitation of the library, the website of PKU, the international conferences and lectures, etc. In terms of administrative support, English teaching has helped PKU to achieve the goal of internationalization.

2. International programs

In order to promote internationalization and attract foreign students to study in PKU, PKU has opened some foreign language teaching programs and they are implemented in the university and the graduate schools. So far all the foreign language teaching programs in different graduate schools are for degree-granting and taught in English. From the aspect of international programs, English teaching has also helped PKU to achieve the goal of internationalization.

3. Faculty members

Because the international programs in different graduate schools of PKU are all required to be taught in English, PKU has recruited some foreign and Chinese teachers who are able to teach in English, and among the Chinese teachers, there is high percentage of teachers whose highest degrees were granted at abroad. From the aspect of faculty members, English teaching has played an important role on helping PKU to achieve the goal of internationalization.

4. International and domestic students

As mentioned above, the international programs in different graduate schools of PKU are taught in English. So far those programs have enrolled many international and Chinese students. More international students can also help to build an international campus. In terms of international and domestic students, English teaching has also helped PKU to achieve the goal of internationalization.

4-2-2 Challenges on English teaching in internationalizing Chinese higher education

1. Through internationalization of higher education, higher education institutions have the potential to create more international programs that attract international students, yet there remains one challenge: "Is it easy to find enough teachers who have the

professions and can express themselves well in English?”. The information regarding the source countries of foreign students for IMBA program of PKU reveals that a certain number of foreign students were from English speaking countries. In order to meet the different needs of foreign students, it is possible that higher education institutions in China will need to create more and more international programs in the future. Therefore, it is imperative to find a sufficient number of teachers who have expertise and the ability to express themselves well in English. This may require an incentive policy to encourage teachers to teach in English.

2. The English proficiency of international and domestic students is also an important issue. International programs have established different requirements of English ability, students still experience difficulty understanding class instructions, giving presentations, participating in a group discussions, etc. In addition, the different needs and cultural backgrounds of students bring unique challenges to teaching an English class.

3. Under the trend of internationalization, it is possible that more and more foreign and domestic universities will open international programs in order to attract students. High-quality, creative and practical program will likely attract students. Yet, how does a higher education institution keep its international programs competitive?

4. Compared to the regular graduate school tuition charge, the tuition fee for international programs is more expensive. Even higher education institutions may offer scholarships or Chinese governments may provide subsidies in some cases. However, would that be affordable for non-affluent foreign and domestic students in the international programs?

Chapter 5 Conclusion

5-1 Conclusions

The internationalization of higher education has been a world trend. Many higher education institutions of nations are committed to achieving internationalization. Many factors are contributed to internationalization of higher education. The main purpose of this research is to explore the role of English teaching in internationalization of higher education in China. This study explores the following four research questions: 1. What is the development of internationalization of Chinese higher education from the 1980s? 2. What is the policy and implementation of English teaching in Chinese higher education from the 1980s? 3. What is the role of English teaching in internationalization of Chinese higher education? 4. What are the challenges to English teaching in internationalization of Chinese higher education? In regard to research methods, literature analysis, case study, and in-depth interviews have been used in this study. The fact that English teaching contributes to internationalization of Chinese higher education accords with the theory of internationalization. This research does not intend that internationalization of Chinese higher education is the result of English teaching, but that English teaching has a certain degree of influence on the development of internationalization of Chinese higher education. Please see the following for the results of the four research questions:

I. The development of internationalization of Chinese higher education from the 1980s

China's higher education includes the following three periods of reform from the reform and opening up in 1978: 1. The first period was in the early 1980s. In this period, the main measures included sending students to study abroad, enhancing cultural and educational exchanges between China and countries all over the world, reforming the educational structure, etc. 2. The second period was in the mid-1980s. The measures in this period focused on the educational reform based on Deng Xiaoping's 'Three Orientations' - facing the modernization, facing the world, and facing the future. China's higher education actively moved toward internationalization after 'Three Orientations', for example, the curriculum materials were taken from different western countries and made to adapt China's needs in development; students were sent to many regions of the world; cooperative relationships in academic exchange and socio-economic development were set up with many countries, etc. In addition, a number of universities experienced substantial growth in this period, for example, the number of universities increased from 404 in 1977 to 1016 in 1985.

3. The third period came after 1990. Affected by international situations and the passing of Deng Xiaoping, the political passion of teachers and students of higher education reduced, the attitude and behavior of teachers and students of higher education were different from the past. One thing also needs to be addressed, the number of university students experienced exponential huge growth in this period, the number of university students was increased from 1,080,000 in 1998 to 2,680,000 in 2001. The expanding of university students also promoted growth in the number of students studying abroad every year.

China joined WTO in December of 2001. It also had a great impact on the development of internationalization of Chinese higher education. In response to the needs of market economy and free trade, China required more international talents. China's higher education would make the following adjustments on cultivating talents after China joined WTO: 1) Changing the concept on higher education control: because talent competition and international exchanges would become more closely related, the control of higher education would be gradually transferred from the central government to the local governments. 2) Innovating the operating ways of higher education: influenced by marketization and the joining of international school forces, the operating ways of higher education would be changed from the tradition of governmental and private operating, formal and informal operating, to the direction of international participation, Internet and distance learning. 3) Adjusting the teaching modes of higher education: the WTO would be included while considering the development of the school. The contents of teaching and research would become more internationalized, and the importance of foreign languages would be even greater. 4) Moving scientific research of higher education toward marketization: the relationship between universities and businesses or research institutions would become more closely related, and the cooperation between universities and industries would be sped up. 5) Expanding the international exchanges: under the needs of international talents, countries would open doors for the other countries to set up schools. On the other hand, countries would also enroll international students in order to increase foreign exchange earnings.

II. The policy and implementation of English teaching in Chinese higher education from the 1980s

Due to Deng Xiaoping's declaration of the opening-up policy in 1978, the general foreign language education in higher education again received attention. In 1979, the State Council of PRC approved *A Few Comments for Strengthening Foreign Language Education* in which it again mentioned that English was the first foreign

language. Under the guideline of *A Few Comments for Strengthening Foreign Language Education*, preparation for future English teaching was carried out during 1979 to 1985.

In order to plan and design college English teaching, the Ministry of Education of PRC formally promulgated *University English Pedagogy Program* at different times. *University English Pedagogy Program* at different times is as follows:

- In August of 1980, the Ministry of Education promulgated *English Pedagogy Program* which was for students of four-year science and engineering university.
- In August of 1985, *University English Pedagogy Program* was implemented and it was for higher education institution students who majored in science and engineering.
- In March of 1986, *University English Pedagogy Program (For higher education institution students who major in arts and science)* was approved.
- In 1999, the Ministry of Education revised *University English Pedagogy Program (revision)*.
- In March of 2003, the Ministry of Education formally started the program *College English Curriculum Requirements*. The main point of this program was how college English teaching better met the needs of social development in new era.
- In June of 2004, the Ministry of Education formally promulgated *College English Curriculum Requirements (Pilot Version)*. It stressed that college English curriculum was not only a required language basics curriculum but also a cultural awareness curriculum.

In July of 2007, in order to fully implement reforms in college English teaching and meet the needs of talents from country and society in the new era, the Ministry of Education promulgated *College English Curriculum Requirements*. Under the guidance of *University English Pedagogy Program* and *College English Curriculum Requirements*, all colleges and universities designed and developed their own college English curricula in accordance with their own and students' needs.

Presently, in addition to *University English Pedagogy Program* and *College English Curriculum Requirements*, English tests also play a very important role in enhancing university students' English ability. There are two main English tests for testing university students' English proficiency, one is College English Test (CET) and the other one is Test for English Major (TEM). CET is a six level system for students of non-English major. TEM is a two level system for students of English major. Since this research is not focused on the study of students of English major, the focus of this

paper is on CET.

After *University English Pedagogy Program* of 1985 was put into practice, in order to see the results of implementation of *University English Pedagogy Program*, the Ministry of Education of PRC began English tests, CET-4 and CET-6, in 1987. CET-4 and CET-6 are for higher education institution students who have completed level 4 and level 6 English courses and they are held twice a year. Undergraduate students are required to pass CET-4 and graduate school students are required to pass CET-6.

University English Pedagogy Program, *College English Curriculum Requirements*, and *College English Test* have been practiced for many years and they have enhanced the English ability of students in Chinese higher education institutions.

III. The role of English teaching in internationalization of Chinese higher education

The results of the study on the implementation of English teaching of PKU, the interview results, and literature review reveal that English is a dominant language in internationalization of Chinese higher education. The results of the study on the role of English teaching in internationalization of Chinese higher education also reveal the following:

1. It can attract more and more international students, teachers, and researchers to go to Chinese higher education institutions for international programs, academic exchanges, etc.
2. It can strengthen the links between Chinese higher education institutions and higher education institutions in the world and enhance the academic level of Chinese higher education to the world classes.
3. It can facilitate student absorption of new knowledge to participate in international and academic activities. Many international students attend Chinese higher education institutions to study China's economy, politics, laws, etc.
4. It can assist in the expansion of the global alumni network and enhance the global recognition of Chinese higher education by drawing international students who go to China for higher education.

5. It can foster understanding and respect for each other cultures, enhance mutual communication and interaction, and reduce misunderstanding and estrangement between Chinese students and foreign teachers and students.

6. It can reduce language barriers, so foreign students can participate in international programs in Chinese higher education without difficulties. It can also help foreign students to have an inter-department or inter-institution study.

IV. The challenges on English teaching in internationalization of Chinese higher education

1. Through internationalization of higher education, higher education institutions have the potential to create more international programs that attract international students, yet there remains one challenge: “Would that be easy to find enough teachers who have the professions and can express themselves well in English?” The information regarding the source countries of foreign students for IMBA program of PKU reveals that a certain number of foreign students were from English speaking countries. In order to meet the different needs of foreign students, it is possible that higher education institutions in China will, in the future, need to create more and more international programs. Therefore, it is imperative to find a sufficient number of teachers who have expertise and the ability to express themselves well in English. This may require an incentive policy to encourage teachers to teach in English.

2. The English proficiency of international and domestic students is also an important issue. International programs have established different requirements of English ability, students still experience difficulty understanding class instructions, giving presentations, participating in a group discussions, etc. In addition, the different needs and cultural backgrounds of students bring unique challenges to teaching an English class.

3. Under the trend of internationalization, it is possible that more and more foreign and domestic universities will open international programs in order to attract students. High-quality, creative and practical program will likely attract students. Yet, how does a higher education institution keep its international programs competitive?

4. Compared to the regular graduate school tuition charge, the tuition fee for international programs is more expensive. Even higher education institutions may offer scholarships or Chinese governments may provide subsidies in some cases. However, would that be affordable for non-affluent foreign and domestic students in

the international programs?

5-2 Recommendations

A journal article shows that a high percentage of the world's top 100 academic ranking universities are located in America and Europe (Wang, 2006). Those top universities are often from developed countries with strong soft power, which shows that soft power is closely related to the level of higher education. If a nation can genuinely enhance its level of higher education, it will also strengthen its soft power. Internationalizing is a crucial step in enhancing the level of higher education. How does English teaching help to achieve internationalization of Chinese higher education? Some recommendations follow:

I. On administrative support

The administration is usually the first contact for foreign teachers and students. It is always important for the administration to provide correct, clear, and sufficient information to foreigners' inquirers. It is recommended that all schools and departments of a university provide at least one or two staff who can provide English services and deal with foreign affairs. This service requires that staff members' improve their abilities. Building up an international campus with English services and facilities should be given priority in the process of internationalization of higher education in China.

II. On international programs

Chinese higher education institutions can create more international programs taught in English based on Chinese characteristics and the needs or interests of students. They can create an international program in accordance with their own features or strengths, or create a creative and practical program to attract students. The international programs can be opened not only in the graduate programs but also in the undergraduate programs. Yet, the tuition fee for international programs will need to be evaluated, for, compared to the other programs of a higher education institution, they are still too expensive. If the tuition fee for international programs can be reduced, it will allow more outstanding international and Chinese students with financial limitations to participate in the programs. International distance learning programs can also be considered because they are cost and time efficient.

III. On faculty members

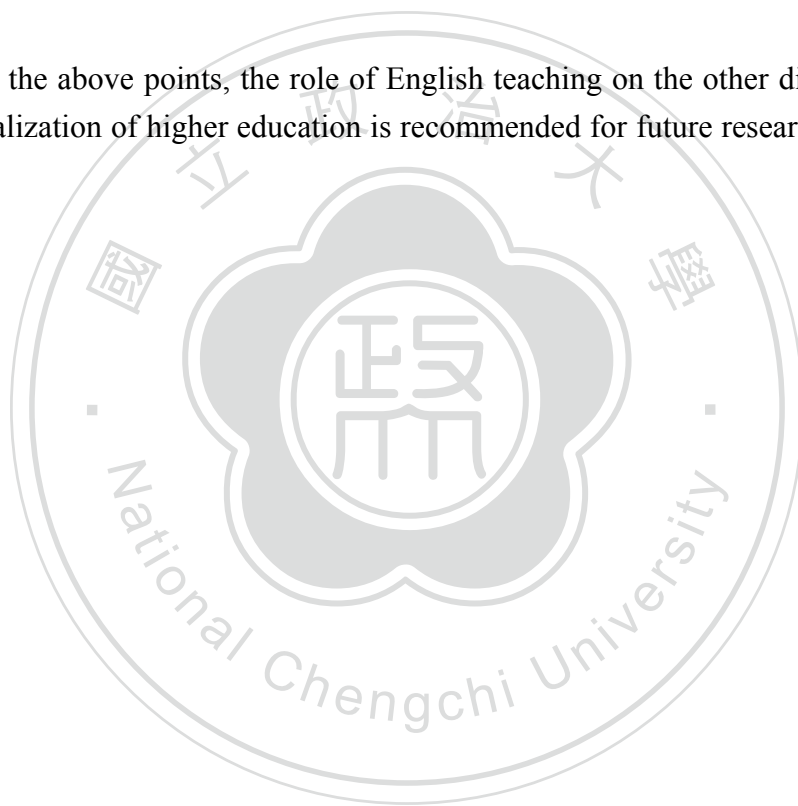
Faculty members usually play a key role in international programs, and they can be the key factor of success or failure of an international program. Students in

international programs are greatly benefited by faculty members who are not limited in their ability to teach professional knowledge in English. In order to provide a good quality course in international programs, an assessment system for English teaching skills is recommended.

IV. On international and domestic students

The international programs of higher education institutions have set English requirements for international students, and yet, some students still have difficulty expressing themselves in English. Therefore, schools should arrange more English extracurricular activities to help improve students' English abilities and promote student exchanges.

Apart from the above points, the role of English teaching on the other dimensions of internationalization of higher education is recommended for future research of similar topics.



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Appendix

Appendix 1 Course lists of PKU programs

1. The course list of MIR Program

| | Compulsory Courses for 19 credits | Credits |
|---|---|---------|
| 1 | Non-traditional Security (First Semester) | 3 |
| 2 | Chinese Foreign Policy (First Semester) | 3 |
| 3 | International Security and China's National Defense (Second Semester) | 3 |
| 4 | Political Economy of Transition in China (Second Semester) | 3 |
| 5 | State and Society in China (Second Semester) | 3 |
| 6 | Chinese Language | 4 |
| | Elective Courses for 12 credits | |
| | Elective Courses in English | |
| 1 | Environmental Diplomacy (Second Semester) | 3 |
| 2 | Foreign Relations of Modern China (1840-1949) (First Semester) | 3 |
| 3 | China's Relations with the Middle East and Africa (First Semester) | 3 |
| 4 | Contemporary China-US Relations (Second Semester) | 3 |
| 5 | Media and International Relations (First Semester) | 3 |
| 6 | International Relations in East-Asia (Second Semester) | 3 |
| 7 | Policy Making Process in China (Politics and Public Policy in China) (First Semester) | 3 |
| 8 | China's Demographic Policy (First Semester) | 3 |
| 9 | Urbanization in China (Second Semester) | 3 |
| | Elective Courses in Chinese | |
| | There are 16 courses on the list. | |

Resource: PKU Website (2008j)

2. The course list of LSE-PKU Program for 2012-2013

| | Compulsory Courses | Credits |
|---|---|---------|
| | PKU Compulsory Courses /Core Courses (7 credits: Chinese students and international students must choose 1&3 and 1&2 respectively.) | |
| 1 | Chinese Politics and Diplomacy | 3 |
| 2 | Chinese Language | 4 |
| 3 | Applied Study Skills in International Relations | 4 |
| | LSE Compulsory Course | |

| | | |
|----|---|---|
| | Paper 1: HY400 Crisis Decision-Making in War and Peace, 1914-1991 | |
| | Elective Courses | |
| | At PKU (choose 5 courses for 15 credits) | |
| | Courses in English (Students must take at least 4 courses in English) | |
| 1 | Nontraditional Security Studies | 3 |
| 2 | International Security: Theory and Practice | 3 |
| 3 | Foreign Relations of Modern China (1840-1949) | 3 |
| 4 | China's Relations with the Middle East and Africa | 3 |
| 5 | Media and International Relations | 3 |
| 6 | Politics and Public Policy in China | 3 |
| 7 | China's Demographic Policy | 3 |
| 8 | Political Economy of Transition in China | 3 |
| 9 | International Relations in East-Asia | 3 |
| 10 | Environmental Diplomacy | 3 |
| 11 | Contemporary China-US Relations | 3 |
| 12 | Urbanization in China | 3 |
| | Courses in Chinese | |
| | There are 17 courses on the list. | |

Resource: PKU Website (2008j)

3. The course list of Sciences Po-PKU Program for 2012-2013

| | Studies: The second year at Peking University | Credits |
|---|---|---------|
| | Core Courses for 13 Credits (4 and 5 are compulsory for international students and Chinese students respectively.) | |
| 1 | Politics and Public Policy in China | 3 |
| 2 | Global Governance and Sustainable Development | 3 |
| 3 | Political Economy of Transition in China | 3 |
| 4 | Chinese Language | 4 |
| 5 | French Language | 4 |
| | Elective Courses for 9 Credits | |
| 1 | China's Demographic Policy | 3 |
| 2 | Energy Issues in Asia | 3 |
| 3 | Urbanization in China | 3 |
| 4 | International Relations in East Asia | 3 |
| 5 | State and Society in China | 3 |
| 6 | China's Relations with the Middle East and Africa | 3 |

| | | |
|---|-----------------------------------|---|
| 7 | Media and International Relations | 3 |
|---|-----------------------------------|---|

Resource: PKU Website (2008j)

4. The required courses of MPP Program

| | General Courses (All following courses are required to take, total 18 credits) | Credits |
|--|---|---------|
| 1 | Public Policy Analysis | |
| 2 | Economics for Public Policy | |
| 3 | Chinese Politics and Public Policy | |
| 4 | China's Economic Reform and Development | |
| 5 | Introduction to China | |
| 6 | Chinese Language | |
| Issue Courses (total 12 credits are needed, at least four of the following courses or similar ones will be offered) | | |
| 1 | Political Philosophy and Public Affairs | |
| 2 | International and Comparative Political Economy | |
| 3 | Special Topics in Ethnic Politics | |
| 4 | Chinese Legal System | |
| 5 | Social Policy Transformation in China | |
| 6 | Public Finance and Tax Policy in China | |
| 7 | Regional Development Strategy in China | |
| 8 | Chinese foreign policy | |

Resource: PKU Website (2008b)

5. The course list of LL.M. Program in Chinese Law

| | Courses | Credits |
|----|--|---------|
| 1 | Chinese Civil Law | 3 |
| 2 | Chinese Contract Law | 2 |
| 3 | Chinese Company Law | 3 |
| 4 | Chinese Economic Law | 3 |
| 5 | Chinese Foreign Investment Law | 3 |
| 6 | Chinese Intellectual Property Law | 3 |
| 7 | Resolution of Civil and Commercial Disputes in China | 3 |
| 8 | Chinese Constitutional and Administrative Law | 3 |
| 9 | Chinese Criminal Law and Criminal Procedure | 3 |
| 10 | Chinese Judicial System | 2 |
| 11 | International Law as Applied in China: Theory and Practice | 2 |

| | | |
|----|------------------------------|---|
| 12 | Chinese Family Law | 2 |
| 13 | Legal Chinese | 2 |
| 14 | General Information of China | 2 |
| 15 | Fieldwork | 2 |
| 16 | Elementary Chinese | 4 |

Resource: PKU Website (2008b)

6. The course list of MBA Sample Program Calendar

| | | |
|---|--|--|
| | Year One | |
| | Fall Semester - | |
| 1 | China in Transition | |
| 2 | Business English | |
| 3 | Financial Accounting | |
| 4 | Managerial Economics | |
| 5 | Statistical Analysis for Business | |
| 6 | Managerial Accounting | |
| 7 | Operation Management | |
| 8 | Programming and Decision-making | |
| | Spring Semester - | |
| 1 | Macroeconomics & Policy Analysis | |
| 2 | Corporate Finance I | |
| 3 | Marketing Management | |
| 4 | Organizational Behavior | |
| 5 | Corporate Finance II | |
| 6 | Strategy Management | |
| | 3 elective courses | |
| | Year Two | |
| | Fall Semester - | |
| | 8 elective courses or attend overseas exchange program (There is a list of elective courses) | |
| | Spring Semester - | |
| | Credits makeup | |
| | Thesis writing/ defense | |
| | Graduation Ceremony | |

Resource: Guanhua School of Management (2011)

Appendix 2 Interview records

Please note that:

1. the researcher has translated the contents of interviews with staff members, faculty members, and student interviewee B into English because the interviews were conducted in Chinese; and
2. the contents of interviews will not be included if they are related to personal matters.

1. Interview with staff members

(1) Interview with staff member A

Interview time: 2012.5.14 10:00 a.m.- 11:20 a.m.

Interview place: Office of International Relations of Peking University

Interviewee: Staff member A

1. Please introduce the development of the internationalization of Peking University (PKU).

A: PKU has been internationalized for a while. It started to actively promote internationalization in 1998 when the forum of the university presidents, which was celebrating the 100th anniversary of PKU, proposed to create world-class universities.

2. What is the focus of internationalization development of PKU? For example, what is the focus in the area of the faculty, students, and curriculums?

A: Regarding the development of internationalization of PKU, the Office of International Relations (OIR) is responsible for the internationalization of administration, and the Office of Educational Administration (OEA) is responsible for the internationalization of curricula. At present the main focus of the internationalization of administration is promoting the internationalization of students, which includes accepting the international students to study in PKU and sending the students of PKU to study abroad. PKU has set up the International Students Division to deal with the affairs regarding the international student studying in PKU. PKU started to promote sending students to study in overseas five years ago. It has also set up the Exchange Students Office to deal with the affairs regarding sending students to study abroad. As for the internationalization of curricula, the curricula in the university level are planned by the OEA, and so far there is no English program for degree-granting. The curricula in the graduate school level are planned by the Office of Graduate School (OGS). OGS has several English programs for degree-granting for around 4 or 5 years, for example, the programs in School of International Studies and School of Government. In addition, there are some summer programs proposed by the cooperation of OIR and OEA, and these programs are taught in English and have been implemented for three years. Furthermore, the teachers of the Institute of Scientific

Research of PKU (which is an administrative unit) also cooperate with the international teachers to do some scientific researches, which have made the research work of PKU moving toward internationalization.

3. What is the present situation of internationalization of PKU? For example, how many universities in the world have exchange programs or partner relationship with PKU?

A: PKU has now cooperated with around 220 to 240 universities or educational organizations from 80 to 90 countries of the world. PKU has close relationship (with the leadership, the faculty, students, etc.) with 1/3 of the universities or educational organizations, ordinary relationship (with the faculty) with 1/3 of them, and non-active relationship (the two sides have signed an agreement, but do not have many contacts or only have occasional contacts) with 1/3 of them.

4. What are the internationalized practices on administrative operations?

A: OIR is mainly responsible for the internationalized practices on administrative operations, for instance, the International Students Division of OIR will present campus orientations to international students.

5. What are the foreign language (especially English) communication abilities of staff members?

A: Basically, we hope international students can speak some Chinese. If necessary, international students can seek help from Chinese students. The English abilities of OIR staff are good. The English abilities of the staff dealing with international affairs at different schools or departments are also good. There is no problem for the staff of Institute of Scientific Research to communicate in English. In general, the English communication abilities of staff depend on their businesses.

6. In response to campus internationalization, will staff receive foreign language (especially English) training courses?

A: There is no English course for staff, but there are some staff exchange programs between PKU and its partner universities or organizations, for example, the staff of PKU went to Melbourne in Australia for a three-week exchange program in order to improve English abilities and develop international perspective.

7. What is the full English-teaching curriculum or program in PKU at present?

A: There are about four or five full English-teaching programs for degree-granting respectively in Guanghua School of Management, Law School, School of

Government, etc. These programs are created based on the interests of international students, and they are also opened for Chinese students, but Chinese students usually do not participate in the programs.

8. Does the implementation of English teaching help to promote the internationalization of PKU?

A: It is for sure.

9. If yes, please describe the role of English teaching in internationalization of PKU?

A: The roles are as follows:

- 1) It can enhance the school's reputation.
- 2) It can attract international students and promote the internationalization of campus.
- 3) The needs of different programs have brought some international teachers. The scientific research strengths of PKU have gained international recognition. Some of the science teachers published their papers in English.
- 4) Even the recruiting of international students can bring some income to the school, but its percentage is not high. It is because PKU will offer scholarships to the students, and the exchange students do not have to pay the tuition fees. If the international students are self-sponsored for an academic degree at PKU, their countries or Chinese Government will support them with scholarships.
- 5) Guanghua School of Management (GSM) is a very international school. It is an independent school with its own undergraduate and graduate school programs. The teachers and administrative work are all arranged by Guanghua School of Management.

(2) Interview with staff member B & C

Interview time: 2012.5.14 15:00 p.m.- 16:00 p.m.

Interview place: Office of Graduate School of Peking University

Interviewees: Administrative staff B & C

1. Why some programs are taught in English? Is it a national English teaching policy or a school policy?

A: English is the first foreign language. English courses and Politics courses are both the required courses and they are also the required courses set by the Ministry of Education. The students in some schools, such as School of International Studies, are required to learn a second foreign language. So far only a few programs, such as the Master of Laws (LL.M.) in Law School, (LSE) in School of International Studies, (EMBA) in Guanghua School of Management, Master in Public Policy (MPP) in

School of Government, are taught in English. These programs are created under the university policy. It can be decided by the university itself. There is no Chinese course in these English programs. The program in Law School and School of Government only recruits international students. The program in School of International Studies and School of Government can grant double degree, and all courses in the programs are taught in English.

2. Please introduce the characteristics of the English teaching curriculum in the above programs.

A: All professional subjects are taught in English.

3. Please describe briefly the faculty of the above English programs.

A: The curricula and teachers hiring of the above programs are all decided by the schools. The Graduate School is mainly responsible for the recruiting of master's degree and doctoral degree students and the planning of research programs of different schools. The recruiting of international students will be dealt by the Division for International Students Affairs of OIR.

4. What are the main challenges on the implementation of English teaching in the programs?

A: We want to encourage different schools to set more English curriculums.

5. What is the overall effectiveness on the implementation of English teaching in the programs? How to further improve performance?

A: The Division for International Students Affairs of OIR has a better understanding of the overall effectiveness because the recruiting of international students is dealt by them.

6. Does the implementation of English teaching help to promote the internationalization of PKU?

A: It is for sure. For example, it can help students to study abroad, obtain double degree, attend international conferences, etc.

7. If yes, please describe the role of English teaching in the internationalization of PKU.

A: The roles are as follows:

- 1) It can help Chinese students to understand international cultures.
- 2) English is an international language and it is helpful to conferences and exchanges.

- 3) It can attract international students.
- 4) It can enhance mutual communication and understanding between Chinese and foreigners, and it can also enhance national strength.
- 5) The Chinese students of PKU can study abroad during the period of study. The number of PKU overseas students is higher than the number of international students.
- 6) At present the using of English literature, English information, and English handouts is very much, but English teaching is not much. In the future, English teaching will be increased.

(3) Interview with staff member D

Interview time: 2012.5.15 13:30 p.m.- 13:40 p.m.

Interview place: Library of PKU

Interviewee: Administrative staff D

How does library serve international students?

A: 1. Many of international students are exchange students, so they can speak some Chinese and communicate with others. 2. If necessary, schools/departments may raise a request, and then library will provide English services. 3. In the beginning of semester, library will provide orientations for using the library. 4 The front page in the computers of the library has English services. It is available for international students.

(4) Interview with staff member E

Interview time: 2012.5.16 11:20 a.m.- 12:00 p.m.

Interview method: telephone

Interviewee: Administrative staff E

1. Why some programs are taught in English? Is it a national English teaching policy or a school policy?

A: According to *College English Curriculum Requirements* issued by the Department of Higher Education of Ministry of Education of the People's Republic of China in 2007, PKU implements its English curriculum.

2. How does PKU plan its English curriculum?

A: The English curriculum of PKU has the following three categories:

- 1) The English curriculum for professional undergraduate students (For example: The English curriculum of English Department).
- 2) The English curriculum for non-professional undergraduate students (For example: Basic English and professional English).

3) Subject professional English curriculum (For example: The English curriculum in GSM).

3. Why some courses are fully taught in English, even all the students are Chinese?

A: The course can be taught in an additional language.

4. What are the main challenges on the implementation of full English teaching curriculum?

A: Students need to have basic English skills. Teachers need to have basic English skills and knowledge of professional English. So far over 90 percent of PKU students are required to pass band 4 of College English Test (CET) before graduation.

5. Does the implementation of English teaching help to promote the internationalization of PKU?

A: It is for sure.

6. If yes, please describe the role of English teaching in the internationalization of PKU.

A: The roles are as follow:

- 1) It can obtain English skills, and then help to absorb knowledge.
- 2) It can help to understand the cultures of English-speaking nations (such as England, USA, Australia, etc.).
- 3) It can combine basic and professional English, and then help to enhance the knowledge of a professional field.

2. Interview with faculty members

(1) Interview with faculty member A

Interview time: 2012.5.15 12:00 p.m.- 13:00 p.m.

Interview place: Guanghua School of Management of Peking University

Interviewee: Faculty member A

1. Why this course is taught in English? Is it a national English teaching policy or a school policy? When did the English teaching program start?

A: International Master of Business Administration (IMBA) is a program of GSM. It is an international curriculum, so it is taught in English. Don't know when it started.

2. Please introduce the characteristics of the English courses in the above program?

A: The students are from all over the world, the degree of internationalization is higher than Japan and South Korea. The teachers are from China and the international, and most of their ages are from 30 to 45. Most of them are Chinese teachers, and a small portion of them are foreign teachers. The teaching materials are in English, and the main courses in the curriculum are business courses.

3. Please describe briefly the faculty of English teaching program.

A: It is case by case on the selection of teachers.

4. What are the main challenges on the implementation of English teaching curriculum?

A: I have taught in GSM for three years. I understand that international students expect to know about China. Hope the curriculum in GSM can offer more China's information to them.

5. What is the overall effectiveness on the implementation of English teaching in the program? How to further improve performance?

A: The overall effectiveness is good. As for how to further improve performance, please contact GSM.

6. Does the implementation of English teaching help to promote the internationalization of PKU?

A: Yes, it does.

7. If yes, please describe the role of English teaching in the internationalization of PKU.

A: GSM can decide its own internationalization. It will have more PKU students to study abroad. The faculty has already been international.

(Remark: The interview was conducted immediately after class.)

(2) Interview with faculty member B

Interview time: 2012.5.15 18:00 p.m.- 18:30 p.m.

Interview place: Guanghua School of Management of Peking University

Interviewee: Faculty member B

1. Why this course is taught in English? Is it a national English teaching policy or a school policy?

A: IMBA is a program decided by GSM.

2. Please introduce the characteristics of the English courses in the above program?

A: I have taught in GSM for a year. The faculty includes Chinese and foreign teachers, but I am not sure about the ratio. The students in my class also include Chinese and foreign students, and 1/3 is from China, 1/3 is from South Korea, 1/3 is from European and American countries. The teaching materials used in the course are in English.

3. Please describe briefly the faculty of English teaching program.

A: I don't know.

4. What are the main challenges on the implementation of English teaching curriculum?

A: The backgrounds, needs, and levels of students are all different.

5. What is the overall effectiveness on the implementation of English teaching in the program? How to further improve performance?

A: I don't know.

6. Does the implementation of English teaching help to promote the internationalization of PKU?

A: It does. Based on my intuition.

7. If yes, please describe the role of English teaching in the internationalization of PKU.

A: It can enhance the interaction between Chinese students and foreign teachers and students, and European and American teachers can also take a class.

(Remark: The interview was conducted immediately after class.)

3. Interview with students

(1) Interview with student A

Date of reply email: 2012. 5. 24

Way of interview: Email

Interviewee: Student A

1. Please advise what program of GSM you are taking now? MBA? IMBA? or EMBA? And what grade you are in now?

A: I am in the first year of IMBA Program.

2. Why do you choose to study in the graduate school of GSM?

A: Because Peking University is a top school in China, which owns local and global recognition.

3. What is the main harvest for taking the curriculum taught in English?

A: To improve fluency in professional/business English skill.

4. What are the main challenges for taking the curriculum taught in English?

A: Sometimes teachers/students can not express themselves very well because they are not native speakers.

5. Any suggestions to the curriculum taught in English.

A: No.

6. Does the curriculum taught in English help to promote the internationalization of Peking University?

A: Yes, it certainly does.

7. If the curriculum taught in English helps to promote the internationalization of PKU, please describe the role of English teaching in internationalizing PKU.

A: By providing programs that are taught in English, PKU can attract more international students to come and study there. In the end, this will expand PKU's global alumni network and enhance their global recognition.

(2) Interview with student B

Date of reply email: 2012. 5. 25

Way of interview: Email

Interviewee: Student B

1. Please advise which graduate school of GSM you are studying in now? And what grade you are in now?

A: I am in the first year of IMBA Program of GSM (The program will take totally two years).

2. Why do you choose to study in the graduate school of GSM?

A: I was an undergraduate student of PKU, so I have a special feeling to PKU. MBA Program in GSM is the best one in Mainland China, so I chose to come back to PKU and study in GSM.

3. What is the main harvest for taking the curriculum taught in English?

A: It can improve my English level and lay a solid foundation for the future work.

4. What are the main challenges for taking the curriculum taught in English?

A: My language ability has not reached my ideal state. In fact, I want to tell the international students in my class the actual conditions of China, and I hope that their understanding of China would not stay what the western newspaper articles and the people they contacted in the school said. Even I tried my best to talk about more examples related to China in small group or class discussions, I still feel it is not enough, I can do it better.

5. Any suggestions to the curriculum taught in English.

A: There is still a room for improvement for the teachers of GSM.

6. Does the curriculum taught in English help to promote the internationalization of PKU?

A: It helps a lot. If English teaching is doing well in GSM, then the international students of the other schools such as School of International Studies and School of Foreign Languages will come to attend courses. I think this kind of interschool exchange is necessary and very helpful. The internationalization of PKU will attract more international students to study in China, and the students will have understanding of Chinese culture, eliminate misunderstandings, and enhance understanding.

7. If the curriculum taught in English helps to promote the internationalization of PKU, please describe the role of English teaching in internationalizing PKU.

A: English teaching is a crucial step to the internationalization of PKU. I became an undergraduate student of PKU in 2002. At that time, there were no more formal English courses in PKU, so it was not easy to select the qualified international students. Over the past ten years, the English courses of PKU have made a considerable progress, and many courses in GSM have not only depth but also breadth in contents, so the proven ability international students can learn the real knowledge and the knowledge that closely fits with China's economy and culture in PKU. It can

then promote more outstanding international students to choose to come to GSM of PKU since the curriculum here is really great!

(3) Interview with student C

Date of reply email: 2012. 5. 30

Way of interview: Email

Interviewee: Student C

1. Please advise what program of GSM you are taking now? And what grade you are in now?

A: I am the international full-time student of Guanghua MBA (international MBA program), this is the first year of my study in Guanghua.

2. Why do you choose to study in the graduate school of GSM?

A: I wanna stay in Beijing. Also when compared to Tsinghua, Peking University is more free and has higher reputation. So finally I decided to go to Guanghua.

3. What is the main harvest for taking the curriculum taught in English?

A: This international MBA class makes us can communicate with people from different countries, also can help us get much information from foreigners, there is not only because the English teaching system, it's about the international class. Still English teaching system do makes my English skill gradually improve. I can try to think in English thinking as well.

4. What are the main challenges for taking the curriculum taught in English?

A: The most difficult thing is that I can't understand all words and think as fast as in Chinese context. And the writing is also difficult for me that sometimes it's hard to express my thoughts precise in English.

5. Any suggestions to the curriculum taught in English.

A: I think the English teaching system should invite more native speaker who also qualified to teach us. In that way, we can learn more, and get to know more.

6. Does the curriculum taught in English help to promote the internationalization of PKU?

A: Of course, it's important to globalization.

7. If the curriculum taught in English helps to promote the internationalization of

PKU, please describe the role of English teaching in internationalizing PKU.

A: For some people who can't speak Chinese but want to know China, the English teaching system can reduce the language barrier, as we all know Chinese is difficult for foreigner to study.

