

An Investigation of the Impacts of the New English Curriculum Reform On Teaching In High Schools of Anqing (Anqing: A City Of China)

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Abstract

This research reports impacts of the new English curriculum reform towards teaching in high schools of China. There are 24 English teachers as participants to take part in this research. 8 of them have accepted the interview and all of them have finished the questionnaire. English teachers could evaluate and discuss the new English curriculum reform according to their own viewpoints and working experience. In addition, the new English curriculum is not only limited by the exam-oriented education, but also pays more attention to the creativity of high school students. It encourages high school teachers to cultivate more talents adapted for the Chinese society and higher education development. The teaching processes are influenced and changed by the new English curriculum reform. It breaks down the traditional teaching model and guides students to participate more in classroom activities. Under the pressure of the University Entrance Exam System in China, the new English curriculum reform could also be improved in the future.

Keywords: the new English curriculum reform; teaching process; the University Entrance Exam; High schools

Introduction

In recent years, with the social development, the curriculum in high schools of China is reforming (Bello-Lacovo, 2009). It aims to build a healthy educational system (Yu, 2010).

In China, the new curriculum reform in high schools has been improving since 2009 (Law, 2014). In the knowledge economy era, knowledge is updating continuously. The creativity and critical thinking of students is becoming more important. Thus, teachers are responsible for helping students to develop their abilities of solving problems independently. However, the old curriculum is difficult to adapt for the social requirement nowadays (Yu, 2010).

During the new curriculum reform process, the educational aims have seen some changes (Law, 2014). The high school education could not only help the high school student access to universities, but also cultivate more talents for society. The teaching methods in high schools of China are taking an example from the new teaching ideas of some western countries.

This dissertation includes four parts. The first part is the literature review. Firstly, it mainly discusses the situation of the traditional teaching approaches before the new curriculum reform in high schools of China. In a background of the exam-oriented education, it has a relationship between the University Entrance Exam System and the new curriculum reform. For instance, teaching ideas as well as the curriculum teaching targets are changing and improving with the new curriculum reform. Under the pressure of the University Entrance Exam, teachers could pay more attention to improving the scores of students. Secondly, it shows the policy of the new curriculum reform. It is necessary to discuss and evaluate it by analyzing its advantages and disadvantages. In the traditional teaching classroom, teachers spent most of their time improving their students' exam skills.

Thirdly, it shows the policies of the new curriculum reform. It also demonstrates disadvantages and the advantages of the new English curriculum reform. The traditional classroom model is transformed to the modern teaching classroom. It will compare of the different viewpoints from participants about their different teaching experience before and after the new curriculum reform.

Fourthly, this research pays particular attention to the new English curriculum reform in Anqing. The literature review shows the influences of the English curriculum reform. During the new curriculum reform, it could evaluate the policy of the new English

curriculum reform. In addition, the teaching ideas could also be changed and improved after the new English curriculum reform.

The second part of this dissertation is methodology. In this part, it will discuss and analyze the research method. For instance, it will show the methods of collecting and analyzing the data.

It will show the ontology and paradigm of this research. This refers to the definition of the case study. It will also demonstrate the relationship between the definition of the case study and the research contents.

It demonstrates the sampling of this research. The two case schools will be shown in this research. Then, I will choose 24 English teachers as participants to take part in it. On the one hand, it includes the reasons for choosing these participants. On other hand, it refers to the methods of selecting the participants.

It will show the ethical consciousness of this research. The study refers to people. Therefore, I will get the informed consent from the participants. Additionally, participants who accept the interview and do the questionnaire need to be anonymous. It shows the interview and the questionnaire contents. Meanwhile, it will also demonstrate the relationship between the interview questions and the research questions.

After finishing the data collection, it demonstrates the method of analyzing the data. During the research process, it will use tables to conclude and analyze the data from the questionnaire. With regard to data from the interview, I will also record the interview content. After finishing the interview, I will transcribe the interview and conclude the main points from it.

In the third part of this dissertation, it will conclude the data for analyzing and discuss the data for comparing the different data from the participants in depth. It will use a new table to summarise the data from the questionnaires and use the transcription of the interview contents. In this part of the dissertation, it will analyze the qualitative and quantitative data. Then, it will also give the discussion of each research question, and then a general discussion about the whole research.

In a background of the University Entrance Exam, the thesis of the research will demonstrate the state of Chinese education. In the dissertation, it will pay close attention to analyzing the impacts of the new English curriculum reform on highs schools in Anqing, China.

The research questions are below:

1. In Anqing, what is the difference between the old and new English curriculum in high schools?
2. In Anqing, what is the impact of the new English curriculum reform on teaching in high schools?
3. In Anqing, what is the relationship between the English curriculum reform of high schools and the University Entrance Examination?

Literature Review:

It is teachers' responsibility to provide various learning opportunities to students and evoke their eager wish for new knowledge (Yu, 2010). In China, the learning attitude of high school students is transferring from "traditional teaching" to "modern teaching". The modern teaching means teachers could use the new teaching ideas and teaching approach. It not only aims to improve students' exam scores, but focus on their practical abilities and interest in learning (Yu, 2010). This transformation could allow high school students to develop better learning attitudes and make them optimistic about life and it could arouse students' interest in learning. For Chinese high school students, the modern teaching method could stimulate students' interest in learning (Guo, 2013). The definition of the modern teaching method is that it aims to provide a positive learning atmosphere and environment to teachers and students (Guo, 2013). In the happy learning environment, teachers would teach students with positive attitudes. For instance, teachers could teach students by songs, videos, and classroom activities. Enjoyable teaching could make students hold positive attitudes towards their learning. Students could learn the material by different methods. It could not only arouse their interest in learning, but also encourage them to think critically. The new English curriculum aims to cultivate students' communication skills and practical ability. Since the new curriculum reform, high school students are beginning to play a key role in the process of English teaching and learning.

In China, the high school curriculum has been undergoing reform since 2004 (Law, 2014). This reform refers to different subjects such as Chinese, English, Math, Liberal arts and Science (Zhong, 2006). In high schools of China, an aim of the curriculum reform is to change the exam-oriented education to quality education (Bello-Lacovo, 2009). A definition of "quality education" is a new educational model which develops abilities that are required for students in their future life. For instance, the quality education focuses on students' moral quality, training, physical health and mental health (Bello-Lacovo, 2009). Quality education corresponds to the exam-oriented education but they are not opposite to each other (Zhong, 2006). In China, the new curriculum reform is to encourage teachers to use new teaching approaches and ideas as part of their teaching process. It could motivate students to eliminate the negative

mentality so as to promote development of students' cultural quality due to some advantages of the new teaching ideas from the new curriculum reform.

In high schools of China, the new curriculum reform has had the most profound effect on the English curriculum. For instance, the new English curriculum reform breaks the traditional teaching ideas. Most high school students used to acquire knowledge passively and mechanically. The traditional teaching model is teacher-centered. Students had no opportunities to take part in classroom interaction and teachers just focused on their scores. It caused students to lack awareness of thinking creatively and learning independently. Thus, students found it difficult to use knowledge flexibly in their real life after learning it (Yin & Li, 2011). In the new English curriculum teaching and learning, it not only requires high school students to grasp the knowledge from textbooks, but also encourages students to express themselves in English. The new English curriculum encourages students to learn the material from textbooks, but also encourages students to use this knowledge in practice (He & Yan, 2012).

One way to change the traditional teaching model is to use new teaching ideas during the teaching process. It encourages students to learn English by elicitation method and changes the traditional teaching methods, such as the "spoon-feeding education" and the "closed education". It is not beneficial for broadening the horizons of students and stimulating their positive attitudes to learning. For instance, students would learn English led by their teachers in the classroom and students lacked opportunities to take part in the extra-curricular activities in closed education (Wan, 2013). However, Yu and Wang (2009) claimed that it is difficult to put the new ideas from the new English curriculum into teaching practice. To help students achieve high scores in the University Entrance Exam, teachers spent most of the time teaching exam skills to students and making students learn by rote. One of the main reasons for this is that high schools of China have a background of exam-oriented education. Teachers prefer to pay excessive attention to students' scores in exams rather than their attitudes towards learning and life (Yu, 2010). Therefore, there are various viewpoints on the English curriculum reform in high schools of China. With a background of the University Entrance Exam System, this research focuses on the impacts of the new English curriculum reform on teaching in high schools of China.

This chapter is formed of three main parts. Firstly, it will demonstrate the traditional teaching method of high schools in China. It shows the teaching method and the teaching aim before the new curriculum reform. Secondly, it discusses some changes of the new teaching approaches, which subjects are included, and the reasons for discussing the new curriculum reform. Thirdly, it shows the practicability of the new English curriculum reform and the teaching method of high schools in China. The thesis of this chapter is to discuss and evaluate the new curriculum in a background of the exam-oriented education.

The traditional teaching methods

The traditional teaching model is teacher-centered and it aims to improve the exam scores of students (Law, 2014). For instance, students are required by their English teachers to accept dictation and recite texts. If some students fail to pass their test, they will be punished by their teachers. This is a traditional teaching method and aims to help students to get high scores in exams. Because traditional teaching contents are based around the University Entrance Examination, teachers prefer to spend a lot of time teaching students theoretical material from textbooks during the traditional teaching process. For instance, teachers would pay attention to the teaching of vocabulary and grammar, but ignore speaking abilities of students. In the English class, some teachers with rich teaching experience could predict examination questions for students. The English exam content in the University Entrance Exam includes grammar knowledge and vocabulary (Zhong, 2006).

Before the new curriculum reform, the measurement of the teaching quality was evaluated by exam scores of students (Zhang, 1995). The traditional teaching is not concerned with fostering students' interest in learning and cultivating their abilities of thinking creatively. For example, students are asked to do a lot of homework after class. Some students are good at exams. They can get high scores in the University Entrance Exam. However, they are required by their teachers to get higher scores. It leads to high pressure and makes it difficult to arouse their confidence and enthusiasm for their learning. Against this educational background in China, the traditional teaching model plays a key role in the high school education.

Against a background of the exam-oriented education in China, the traditional teaching approaches could help students to improve their exam scores (Ross & Wang, 2010). Teachers spent most of their time improving students' exam skills in a limited time and making their students repeat exam exercises (He & Yan, 2012).

In China, the University Entrance Exam is a significant exam for high school students. Most high school students take the university Entrance Exam, because it is the only way for them to gain a high quality life in the future.

The University Entrance System

The University Entrance Exam is an important exam in China. It is held on the 7th and the 8th of June each year. There are four subjects of the University Entrance Exam for Chinese students: "3+X" (Louise, Gareth & Chuan, 2007). "3" represents the subjects of English, Chinese and Math (Louise, Gareth & Chuan, 2007). "X" are liberal arts and science. High school students can choose either liberal arts or science (Louise, Gareth & Chuan, 2007). The admission is based on the total points of these four subjects and different universities have their own admission criteria (Hedi, 2010).

Different universities have different admission scores for the University Entrance Exam, and this could lead high school teachers to make an effort to help students to improve their exam scores. An example of the English exam in the University Entrance Exam has four parts. They are listening, grammar, reading comprehension and writing. The scores for reading comprehension comprise 60 percent of the total points. Thus, English teachers could pay more attention to training students in reading ability but ignore their speaking ability. In addition, students could repeat a year and take part in the University Entrance Exam the next year if they fail the exam (Ross & Wang, 2010).

Some limitations of the University Entrance Exam

It is obvious that there are some disadvantages of the University Entrance Examination System (Ross & Wang, 2010). The top students would lose the opportunities of

accessing universities if they failed the University Entrance Examination, so it is unfair that just one paper determines the qualification of students to go to universities (Ross & Wang, 2010).

In China, the university diploma could influence the job opportunities and the future careers of students. Thus, most high school students participate in the University Entrance Examination to access higher education and gain the higher education diploma. However, Ross and Wang (2010) claimed that taking the University Entrance Exam is not the only way to enter higher education. For instance, Chinese students could get the higher education diploma through the continuing education school. The Chinese government emphasizes the equal value of the diploma from the continuing education school and the full-time university (Ross & Wang, 2010). The continuing education is a type of education for people who want to use their spare time to study for the diploma. However, most Chinese employers still prefer to recruit graduate students from full-time universities (Louise, Gareth & Chuan, 2007). Taking part in the University Entrance Exam is the only way to enter full-time universities. If some students fail the University Entrance Exam, it is difficult for them to find jobs.

Additionally, each class for high school students in China is 45 minutes. To help students to get high scores in the University Entrance Exam, most parents would spend money for their children to attend tutorial classes at the weekend. So, students in rich families could have more tutorials after class for preparing for high scores in the University Entrance Exam. However, some students from poor families lack opportunities to take the tutorials for improving their exam scores. This shows that the economic difference of families could influence the exam scores of students.

In China, the pressure of the University Entrance Examination System is harmful to the physical and mental health of high school students; there are different reports that exam pressure could lead high school students to commit suicide and ruin their happy families (Zhang, 1995).

In the exam-oriented education system, high school teachers pay close attention to improving students' exam scores. The high school governors also focus on the enrollment rate of the University Entrance Exam in their schools. The enrollment rate of the University Entrance Examination means the number of students who have qualified to access universities. Thus, high school teachers have to spend most of the time improving exam skills of high school students rather than stimulating their interest in learning and thinking creatively.

The limitations of English exam in the University Entrance Exam System:

English is one subject in the University Entrance Exam. There are some disadvantages of the English exam because of the University Entrance Examination System. The English University Entrance Exam neglects to cultivate students' interest in learning. For instance, most Chinese students learn English from primary school to high school, but they still lack the confidence to communicate with each other in English.

Because of the learning and teaching pressure of the University Entrance System in China, teachers focus on improving students' scores in the University Entrance Exam rather than putting the new teaching ideas into the teaching practice (Guo, 2013). Before the new English curriculum reform, the traditional teaching approaches played leading roles during the English teaching process. For instance, English teachers just taught students the material for exams, such as grammar, translation skills and vocabulary (Yu & Wang, 2009). They neglected to arouse the students' interest in learning and exploiting their learning potential (Wan, 2013). Students had good psychological approaches to exams and they were good at exams. However, they grasped less knowledge compared to others.

In the old English curriculum, the exam contents for high school student lacked diversity. High school students are required by their teachers to practice for preparing exams. For example, the English University Entrance Exam includes grammar knowledge, the test of reading skills, and writing. The type of questions is not varied because they are one-choice questions. The high school teachers would devote plenty of their time to improving exam scores of students. They believed that students could get high scores based on exercise-filled teaching method (Zhang, 1995).

Before the new English curriculum reform, teaching contents were removed from the real life of students (He & Yuan, 2012). The University Entrance Exam System aims to select students who are qualified to access universities. For example, instead of normal vocabulary in the University Entrance Exam, the English exam has become more difficult in recent years (Zhong, 2006). Uncommon vocabulary has started to appear in the University Entrance Exam and the content is unrealistic for students' real life (Zhang, 1995). Thus, some students lack the ability to use English in practice, although they get high scores in the University Entrance Exam.

The policy of the new curriculum reform

The new curriculum reform is not simply to change to a new textbook (Law, 2014). It will involve a wide range of teaching and learning approaches. For instance, the new curriculum reform refers to the new teaching ideas, the mental health and the cultural health of students.

The old curriculum reform paid attention to theories in textbooks, and exam scores and skills (Yu & Wang, 2009). For instance, the old English curriculum just required students to memorize vocabulary, and improve exam skills and grammar knowledge. However, the new English curriculum encourages students to use the knowledge in practice. For example, teachers could also inspire students to read the English articles and English movies, because it could stimulate their awareness of learning independently. After the new curriculum reform, it is significant to balance different subjects to cultivate the inter-disciplinary talents (Shang & Zhang, 2010). For instance, the new English curriculum encourages students to use English in practice rather than make students do more exam exercises. Furthermore, the new curriculum refers to different subjects such as the arts, physical training and integrative practical activities (Yuan, 2015).

The new curriculum reform removes some difficult points to relieve their learning pressure (Li & Ni, 2011). Some challenging content is difficult for the general students. However, some top-grade students are good at studying the difficult material and this kind of teaching model could motivate them to learn more. However, it is not adapted for most students in high schools of China. Under pressure of the University Entrance Exam, students and teachers tend to put stress on learning and teaching respectively. The new curriculum reform has cut out some difficult content in order to relieve the learning and teaching pressure.

The new curriculum reform focuses on stimulating students' interest in learning. It requires teachers to help students build their confidence (Law, 2014). For instance, some students still cannot get high scores in exams, although they work hard. Therefore, it would break their confidence. It is teachers' responsibility to help students to enjoy their learning and strengthen their self-confidence during the teaching process.

Since the new curriculum reform, different provinces in China have the rights to create new curricula that are appropriate for their own teaching and learning situation (Bello-Lacovo, 2009). The teaching contents and methods become more flexible and teach students in accordance with their aptitude.

The new curriculum teaching not only keeps a watchful eye on the University Entrance Exam, but also aims to encourage students to think creatively and to stimulate their interest in learning. To relieve the learning and teaching pressure, some difficult content of the old curriculum was removed. However, the degree of difficulty of the University Entrance Exam is similar to before the new curriculum reform. Thus, some high school teachers still use the old curriculum and teaching methods (Yu, 2010). In a background of the University Entrance System in China, it is difficult to put new ideas into practice. Because the old curriculum contents are more helpful for the students to get high scores in the University Entrance Exam, some teachers still use the old curriculum in their teaching process after the new curriculum reform.

The New curriculum development

The new curriculum teaching aims to expand students' horizons and arouse their interest in learning (Bello-Lacovo, 2009). Furthermore, the new curriculum also pays close attention to students' physical and psychological health. For instance, the new curriculum respects students' self-development, and requires high schools to provide more classroom interaction for students (Zhong, 2006).

The New English curriculum

In China, the English curriculum in high schools was reformed in 2009. Because the information and content were renewed with the social development, the new English curriculum teaching required high school teachers to improve their teaching and academic skills (Yin & Li, 2011). The English teaching class emphasizes respecting students' personalities and creativity (Yu, 2010). For instance, the new English curriculum aims to enhance students' academic skills and cultural quality. It could open students' eyes and arouse their learning initiative.

Since the new English curriculum reform, the new teaching ideas have been breaking the traditional class model (Shang & Zhang, 2010). It encourages students to interact with each other in English and stimulate their interest in learning (Ross & Wang, 2010). For instance, there are more interactive activities during the learning and teaching process. During the English teaching process, teachers could encourage students to read some English stories and movies freely. Then, students could change their viewpoints and describe different experiences in English each other. Teachers would not teach all of the class, they could select a topic for students and inspire them to discuss and evaluate it with each other. In exam-oriented education, the knowledge of the University Entrance Exam is mainly through mechanical memorizing and it is an important task for teachers to help students to get high scores in the University Entrance Exam. High School English teaching content is based around the University

Entrance Exam (Wan, 2013). However, the new English curriculum encourages teachers to use the new teaching ideas in their teaching process, such as cultivating students to gain knowledge through different ways and improve their ability to solve problems by themselves rather than rely on teachers (Guo, 2013).

Because of the new curriculum reform, teachers need to renew and update their knowledge. For example, it is difficult for teachers to use the new teaching ideas in practice because of a lack of teaching experience. Thus, teacher training is necessary for teachers after the new English curriculum reform.

The aim of the New English curriculum reform:

In China, the high school English teachers have responsibility to help students to make progress in different aspects (Ross & Wang, 2010). Students can not only get high scores in the University Entrance Exam, but also have abilities of cooperation, learning independently and thinking creatively. The new curriculum aims to build on the basic curriculum system with the development of society in the 21st century (Louise, Gareth & Chuan, 2007). For example, the teaching and learning content in the new textbooks is close to the real life of students since the new curriculum reform.

The reasons and significance of reforming the new curriculum

In recent years, information and knowledge have been renewed with the social development. The new curriculum also needs to be reformed and innovated (Guo, 2013). It must respect the new ideas of students and promote awareness of thinking creatively (Yu, 2010).

There is an increasing number of people willing to participate in the University Entrance Exam and access higher education. (Zhong, 2006). Higher education is different from the education in high schools. For instance, the universities focus on cultivation of creative ability and creativity exploitation for students. Teaching in high schools lays a foundation for higher education. The new curriculum not only aims to provide more opportunities to students to improve their cultural quality and academic knowledge, but also to arouse their interest in learning and foster their psychological health (Li & Ni, 2011).

The new curriculum reform transforms the traditional teaching ideas into new teaching ideas. It demonstrates that it is necessary to reform and develop the new English curriculum, because the new teaching ideas from the English curriculum reform are beneficial for students' future learning and working. It overcomes the disadvantages of the traditional teaching methods and encourages students to use the knowledge in their

real life. For instance, the English curriculum teaching focuses on enhancing students' communication skills and interest in learning.

In high schools of China, the English curriculum was influenced most during the new curriculum reform (Yu, 2010). In this research, it analyzes and discusses the English curriculum reform.

Teachers can respect high school students with different characteristics and schools also provide different platforms for students to enjoy various activities, such as the international exchange, the English contest and the English summer camp (Yu, 2010). Yu and Wang (2009) claimed that the old curriculum reform focused on improving the exam skills. However, the new English curriculum attempts to build new teaching and learning models for high school teachers and students. It could not only be beneficial for improving students' language skills, but also to develop the cultural consciousness advancement during the learning process. Additionally, the new textbooks are more colorful (Ross & Wang, 2010). For example, the textbooks with color printing include various pictures that relate to the teaching contents. In high schools of China, teaching content comes from textbooks (Ross & Wang, 2010). The colorful and varied textbook contents could stimulate students' interest in learning and make students focus on the learning contents and the teaching process would become relaxed.

The method of teaching the New English curriculum

The English teaching methods and ideas are improving with the new English curriculum reform. Interest is the best teacher, because it could stimulate students' thirst for learning information positively (Ross & Wang, 2010). For example, it is difficult for students to remember English vocabulary although they have repeated it several times. The failed learning experience leads students to desperation and decreases their enthusiasm for learning. However, some students are good at reciting the vocabulary and they could get the learning initiative. Therefore, teachers should respect the different students.

Teachers could also use different teaching tools in their teaching process, such as PowerPoint, the projector, action, etc. Students could learn how to think creatively and independently through the new teaching and learning ideas (Wan, 2013). Additionally, the successful experience could arouse students' interest in learning. It could make them become more confident with positive attitudes towards life.

Imitation is a basic part of English learning (Yu & Wang, 2009). The New English Curriculum pays attention to improving speaking skills. For example, teachers suggest that students record their pronunciation, then compare with the standard pronunciation. This English exercise could help students to improve their speaking efficiently.

An English-speaking atmosphere could influence students' English learning habits and language sense (Yu, 2010). For example, teachers could provide more English learning platforms and opportunities to their students. Students could enjoy the speaking exercises and design various English-speaking activities by themselves. It shows that an English-speaking environment makes students learn English through lively activities and breaks the traditional English teachings approaches.

In China, the new teaching method plays a key role in the New English curriculum reform. The learning interest of students is significant because it could encourage students to spend more time on learning English if they are interested in it. If students are not interested in learning, it is hard for them persevere to learn English. Thus, teachers could use some new teaching methods to arouse the students' interest in learning. For example, English language movies, PPT, varied classroom interaction and activities could also be used by English teachers during the teaching process. The learning atmosphere could also influence students' learning attitudes and interest in learning.

The old curriculum refers to the traditional teaching ideas and methods. It aims to improve the exam scores of students in the University Entrance Exam rather than cultivate their ability of thinking creatively. It is undoubted that the traditional teaching ideas could improve the exam skills but lack the cultivation of creative ability for students. The traditional teaching ideas are related to a background of the exam-oriented education and the University Entrance Exam system. In China, the University Entrance Exam is a significant exam for high school students. The vast majority of students cannot avoid participating in the University Entrance Exam because they believe that taking the University Entrance Exam is the only way to access universities. With the fierce competition of job-hunting in China, accepting higher education could give more opportunities for students to get ideal jobs in the future. Thus, it brings pressure to students and teachers.

With the new curriculum reform of high schools in China, the new teaching ideas tend to break the traditional teaching models in a background of the exam-oriented education and they relieve the pressure of the University Entrance Exam. In the teaching practice, the new teaching ideas face some challenges. Based on the old curriculum, the contents of the new curriculum have some changes. This chapter uses the English curriculum as an example to analyze and discuss influences of teaching and learning from the new curriculum reform. For instance, the new English curriculum reform has made progress compared with the old English curriculum reform. It tends to encourage students to learn independently and stimulates their interest in learning. It also aims to break the

traditional teaching approaches from the old curriculum reform, which just focused on the exam scores but neglected to improve students' cultural quality and ability of learning independently.

This study pays attention to the impacts of the new English curriculum reform towards teachers in Anqing (Anqing is a city of China). With the social and international exchange development, the traditional teaching model will be changed but also face some challenges. For instance, although the new English curriculum has made some progress compared to the old English curriculum, teachers have not given up the old teaching ideas. This is because, under pressure of the University Entrance Exam, some teachers continue to use the traditional teaching methods to help students to achieve high scores in the University Entrance Exam.

The English curriculum reform brings teaching pressure. This is because it is difficult for teachers to balance the new teaching ideas with the University Entrance Exam System in China. Additionally, there are some advantages for teaching from the new curriculum reform and it allows teachers to pay attention to stimulate their students' interest in learning and awareness of learning independently and thinking creatively.

Methodology

This chapter mainly shows the methodology for this research and it is divided into five parts. Firstly, it shows the ontology and the paradigm for the study. Secondly, different authors have defined the "case study" and it will evaluate these different definitions in this research. For instance, the case study has both advantages and disadvantages in collecting data. Thirdly, it will demonstrate the methods of selecting participants for this research. It will also refer to the positive and negative considerations of choosing these participants for researching this study. Fourthly, the ethical issues will form a significant part in this chapter, because this research refers to people. Fifthly, it will estimate the error rate of this research. This is because the case study cannot represent an extensive group's viewpoints accurately. The thesis of this chapter is to demonstrate and evaluate the methodology of this research in different aspects.

The Ontology and the paradigm of this research

The ontology is subjectivism and the paradigm for this research is interpretivism. Subjectivism comes from the personal psychological activities from people's experience and it is changing (Bulut, 2007). A definition of interpretivism is that the interpretivist requires us to interpret different perspectives (Bulut, 2007). The interpretivism is come from the idealism and it showed that the human experience and tendencies (Onatu, 2013). In this research, it used questionnaires and interviews to

collect the data. The participants accepted the interview and the questionnaire. The contents of the questionnaire and the interview were subjective questions. Participants could answer the questions freely.

The definitions of the “case study”

A definition of the case study is a kind of research method that can collect detailed data for analyzing various issues in depth (Bulut, 2007). It could refer to policies, individuals, institutions, etc, (Bulut, 2007). In my research, I will choose the mixed method to collect the data. It can collect quantitative and qualitative data. The participants are required to finish the questionnaire online and 8 participants will have an interview over the telephone or Skype.

The mixed methods provide opportunities to gather the both qualitative data and quantitative data. A definition of the mixed method is a method of research that collects the data using the qualitative and quantitative method (Gao, 2014). The mixed methods in my research are questionnaires and interviews. The questionnaire is mainly to collect the quantitative data and the interview could gather the qualitative data. In this research, the interview includes four open questions for collecting the qualitative data. The participants have the chance to express their own opinions freely. The case study method has some merits. It is convenient to deeply analyse the data of the research questions. Furthermore, the case study could use both the primary data and secondary data. The method of collecting qualitative data and quantitative data in this research are questionnaires and interviews. The interview can obtain detailed viewpoints on the research questions from interviewees. Additionally, the case study is beneficial to the small-scale research. In this research, 24 high school English teachers as participants from two case schools is a small group, and the case study could collect specific data from them. It is beneficial to analyze the data in depth.

Some disadvantages of the case study also exist. The numbers of participants in case studies are localized so the finding result just reflects on viewpoints from the minority. Thus, it may be difficult to show the general viewpoints towards the research questions and it could lead to the finding results being biased. For instance, there are different high schools in Anqing. Obviously, 24 English teachers from two case schools in Anqing cannot represent the universal viewpoints of English teachers' in Anqing.

The case study is selected in this research and there are some reasons for choosing it. The case study can use different ways to collect data, and to analyze them for understanding the issues that relate to the research questions and to evaluate the issues of the research questions in depth. My research questions focus on the influences of the new English curriculum on teaching compared to the old English curriculum reform before. The research question's contents also refer to various teaching ideas from the new English curriculum reform in China. The interview and the questionnaire in this study aim to encourage participants to express their different viewpoints, because it is valuable for analyzing this research to collect detailed data and analyze these data in depth. Furthermore, some authors have used the case study to research the similar topics. For example, Guo (2013) used the case study to analyze the influences of the curriculum reform on high school teachers in China, and Guo (2013) discussed the impacts of the math curriculum reform towards teachers' in Turkey through the case study.

The samplings

I will select 12 English teachers as the participants. There are 21 English teachers from Anqing No.1 high school and 12 English teachers from Anqing Foreign language high school in Anqing.

This research focuses on the new English curriculum reform in Anqing. Anqing is a southwest city in China and it has two thousand years of history. The high schools in Anqing could be an example of the background of the University Entrance Exam system in China. In a background of the exam-oriented education and the University Entrance System in China, there are different high schools. Anqing No.1 high school and Anqing foreign language high school are the two case schools. Anqing No.1 high school is a public school in Anhui province of China and it was founded in 1959. It is a famous high school in China and the rank is sixth nationwide. Anqing foreign language school is a private school and it was founded in 2004. There are 103 classes and over 5000 teachers and students together in this school. The English curriculum reform spread to these two different types of schools in China and they have similar teaching ideas but different levels of school facilities before and after the new curriculum reform.

Because the content of the research questions is about the new English curriculum reform in 2009, the 24 participants need at least 10 years of teaching. The teaching experience of these participants is before and after the new English curriculum reform, so they are able to compare the different teaching ideas between the old and new English curriculum. Meanwhile, these participants are female and male English teachers. Different genders could influence data collection and finding results.

There are some advantages of selecting these 24 participants in this research. The participants in the research are not selected randomly. For instance, these 24 participants have working experience of more than 10 teaching years. The reason is because the new English curriculum reform was in 2009 and these 24 participants could contrast the differentia of old and new English curriculum reform.

The genders of participants are mixed because different genders could influence the finding result. Of these 24 participants, 12 of them are from each school.

In China, the ordinary high schools are generally divided into the private school and the public school. All of the ordinary high schools in China are involved in the new English curriculum reform. Anqing No.1 high school is a public school and Anqing foreign language high school is a private school. These two case schools could help the finding result become more accurate. However, some weaknesses of selecting these 24 participants in this research also existed.

It will lead the finding result become biased. This is because there are 21 different high schools involved in the new English curriculum reform in Anqing and there are hundreds of high school English teachers in Anqing. It is obvious that these 24 English teachers cannot represent all high school English teachers in Anqing.

There are 9 closed questions and two subjective questions in the questionnaires in this research. The participants may not be willing to answer subjective questions, because the participants need to spend more time to answer it. Thus, it may lead to a negative collection rate for subjective questions in the questionnaire.

Ethical consideration

There are 24 teachers as the participants in my study and they are from the two case high schools (12 participants from each school). Because this research refers to people, the ethical issue is important in this research.

It was necessary to contact Anqing No.1 high school and Anqing foreign language school. I sent emails to the administration departments and the 24 participants of the two case high schools to ensure if they were willing to participate in this research. The administration departments of the two case high schools provided the informed consent for selecting the participants in their schools. The participants in this research also had the right to refuse to answer questions during the study process.

It was also the participants' right to offer comments on this research and it was my responsibility to solve the participants' problems during the research process. In addition, participants also had the right to interrupt the process of their interview and questionnaire.

During the process of the research, it was necessary to protect the personal information. For example, the telephone numbers of participants, administrators and the name of participants needed to be protected in this research.

Guo (2013) claims that it is significant to protect the teachers' private information during the process of data collection and some of the sensitive information should also be focused on. For example, some private information in laptops should be protected by a password, the names of teachers and administrators should also be anonymous.

Belinda (2009) also showed that it is significant to keep honesty for participants in this research. For example, if participants are confused about the research during the study process, the researcher should solve their problems and confusion honestly.

The data collection

The study process and the time management are significant parts in this research. For instance, time planning was demonstrated for starting and ending this research. The email addresses of these participants were found on the schools' official websites. Emails were sent to the administrators of these two case schools to get inform consent about selecting participants from their schools. If the participants agreed to take part in this study, the questionnaires and interview questions of this research were emailed to them.

The process of sending questionnaires and the research introduction by email for each participant will also be shown below.

The case study is used in this research. The high school teachers will be subjective, so the results could be limited. The different participants could influence the accuracy of this research. Thus, it is necessary to make the participants typical. These 24 participants are from a private high school and a public high school. The genders and the ages of the participants are also mixed. In this case study, the 24 classroom English teachers are from two cases schools. They were required to finish the questionnaire online and, of them, 8 participants accepted the interview over the telephone or Skype.

The interview and questionnaire contents

An interview is talking with one or more people, where the interviewers ask questions to find out their viewpoints on some topics (Dai & You, 2006). A definition of the questionnaire is a research approach that provides a series of questions to collect different responses.

One of the reasons for interviewing 8 participants over the telephone or Skype is because the telephone interview is flexible and it breaks the place limitation. For instance, participants can have the interview over the telephone and online conveniently.

The relationship between the interview questions and the three research questions

1. What changes are there to the new English curriculum as compared to the old English curriculum? This interview question relates to the first research question.

It aims to compare the different types of English curriculum in high school.

It shows the different contents between the new English curriculum and the old English curriculum.

2. Do you use the new teaching ideas from the new English curriculum in your teaching process? If yes, how do you put the new teaching ideas into practice?
3. In your opinion, if the new English curriculum reform is successful, why is that?

The second and the third questions of the interview reflect the second research question. It is about the influences of the new English curriculum reform. This research also focuses on the impacts of the new English curriculum reform towards high school teachers in Anqing. These three interview questions relate to the teachers' experience and could analyze their perceptives of the new English curriculum in the teaching process.

4. What are the influences of the University Entrance System on the new English curriculum reform?

The last question of this interview relates to the third research question. It demonstrates the relationship between the University Entrance Exam and the New English Curriculum. The interview question emphasizes the educational background in high schools of China and aims to estimate the practicability of the new English teaching curriculum in China.

The questionnaire contents

The questionnaire includes two open questions and nine closed questions. Four questions are about the basic information of participants, such as their teaching years, genders, etc. The other questions are about the teaching ideas and the judgment of the new English curriculum reform. The questionnaire will be provided as the appendix at the end of the dissertation.

The advantages of the interview and the questionnaire

There are some limitations of the telephone interview. The telephone interview is unable to show the expressions and the body language of participants. It lacks the direct observation for participants compared to interviewing them face-to-face. Additionally, the telephone interview and the online interview have the potential safety of network and telecommunication. It could protect the network safety and privacy during the online interview. For instance, the interview process may be disturbed by a break in the network signal.

There are also some disadvantages of the questionnaire. The questionnaire contents are restricted. If the questionnaire requires a long time to complete, the participants may not be willing to answer questions responsibly.

After completing the data collection, it was analyzed. A table was created to analyze the data of the questionnaire. In this research, there are two open questions in the questionnaires. It compared the same and different viewpoints from the participants. The interview process will be recorded for transcribing, then, I will conclude the main points of interview.

The planning and design of the questionnaire and the interview

The questionnaire mainly collects the quantitative data. During the questionnaire process, there are different numbers of participants holding different viewpoints on questions of the questionnaire. For the interview, it collected various points from different people based on their working experience. It aimed to answer and discuss the research question. During the interview process, it referred to some details of the new English curriculum reform and teaching experience. The participant could choose different options to express their viewpoints on each question. In addition, the interview and questionnaire questions also related with each other for answering the different research questions.

The data analysis

After finishing the data collection, I analyzed and discussed the data from questionnaire and interviews, which will be presented in the next chapter. For data from the questionnaire, the numbers of people with different viewpoints were summed up through the forms. For data from the interview, the interview contents were transcribed first. I will conclude the main points from it. In addition, I will relate the different viewpoints of the interview contents with the data in the forms.

I will put the different viewpoints and forms to answer and discuss the three research questions. According to the first research question and the second research question, I will show the data from the questionnaire by forms. Then, the results of the interview can be used to support the forms. Furthermore, there is also a relationship between the research questions and these results. In the third research question, it not only pays attention to the data about the University Entrance Exam from the interview and the questionnaire, but also relates them with each other to analyze and discuss.

The methodology is an important part in my dissertation. The case study is used in this research and the method of selecting the participants is significant. Because the case study is a method of this study and the English teachers are from the two case high schools, the case study could collect detailed data. The method of selecting the participants could influence the accuracy of the finding result.

Because the subjects in this study are English teachers, it is necessary to focus on the ethical issues. The research process extracts confidential information from the participants and pays attention to protecting their private information. Additionally, it is also necessary to protect the rights of the participants and their emotions during this research process.

In this research, it will use the mixed method to collect the data. The content of the interview and the questionnaires in this research is qualitative data and quantitative data. The different types of data could help to analyze and discuss the research questions in depth.

In the end of this chapter, it will estimate the accuracy of this research. The finding results relate to the discussion and evaluation of the research questions and the topic.

Estimating the accuracy could assume the error rate and attempt to increase the accuracy of finding results and insight of this research.

Result and discussion

After finishing the data collection, through analyzing the data from the interview and questionnaires, I will discuss the influences of the new English curriculum reform on the teaching in high schools of China. Also, the analysis and discussion will relate the research questions and the literature review.

Three research questions:

1. In Anqing, what is the difference between the old and the new English curriculum in high schools?
2. In Anqing, what is the impact of the new English curriculum reform on teaching in high schools?
3. In Anqing, what is the relationship between the English curriculum reform of high schools and the University Entrance Examination?

This chapter will be divided into three sections. Each section will give an answer to one of the research questions. In the first section, it will show the changes of the new English curriculum. In the second section, I will discuss and evaluate the impacts of the new English curriculum on teaching. It includes the pressure of the learning and teaching, the attitudes towards the new teaching and the benefits of the new English curriculum reform. Additionally, the last section will answer the third research question. It will discuss and analyze the relationship between the new English curriculum reform and the University Entrance Exam.

Research Question 1: The changes of the new English curriculum reform

No changes	0
Little change	6
Some change	14
A lot of changes	4

Table 4.1 (Teachers’ perception of the degrees of change brought by the New English curriculum reform)

Then, some teaching advantages from the new English curriculum reform will be discussed. In the third section, it will demonstrate the relationship between the University Entrance Exam and the new English curriculum reform. The tables show the data from the questionnaire answers. I will summarise these data from the questionnaire and the interview then connect the literature review to have a discussion about it.

Among the feedback of 24 English teachers, all of them think the English curriculum has seen changes since the new English curriculum reform. In table 4.1, most of the participants pointed out that the new English curriculum has some changes compared to the old English curriculum. Just four English teachers expressed that the high school English curriculum has a lot of changes.

Eight English teachers who accepted the interview expressed that there are some changes from the English curriculum reform. Six of eight English teachers not only pointed out that the new English textbooks are in color print, but also added that there are some in-text illustrations for high school students. In-text illustrations could develop vivid teaching and a colorful learning experience for high school students. There are three English teachers who showed that the curriculum contents have some changes after the new English curriculum reform. For example, the interviewees also demonstrated that some grammatical details, vocabulary, and texts were deleted by the reform. Also, the new English curriculum reform added some independent learning modules for students. The independent learning modules require English teachers to encourage and lead their students to think and learn initiatively in the learning process. In addition, the new English curriculum focuses on improving the speaking skills of students. There are some changes of the new curriculum reform according to the interviewees. I will sum up these points into four points below:

- 1) **The design of textbooks**
- 2) **The grammar teaching**
- 3) **The speaking teaching**
- 4) **The classroom activities**
- 5) **The homework**

Then, I will relate some quotes of the interviewees to analyze and discuss the changes of the new English curriculum. Each point not only deals with the degree of changes for the new English curriculum reform, but also gives some details about the change contents.

1) The design of textbooks

“The color of old English textbooks is black and white. It includes a lot of exam contents for our students.” (Teacher 3) Compared with the old English curriculum design, five English teachers pointed out that the new English curriculum includes color printing and some pictures have been inserted for stimulating students’ interest in learning. The Chinese students have to face the University Entrance exam. Most of the teachers supposed that it could lead to learning pressure for students. This kind of change could make students pay close attention to learning content initiatively. Before the new English curriculum reform, some students with good self-control had patience to listen to a talk from teachers. “Comparison of the old and the new English curriculum, there are some changes in the new English curriculum. Students are easily distracted by vivid and colorful pictures. Some of them just stare at the picture of textbooks so that it could ignore what I have said in my class.” (Teacher 8) However, the attention of some students could be distracted by in-text illustration. For example, some students may produce passive resistance to learning when the old English curriculum is dry and dull. Most students just enjoyed the in-text illustration but they did not acquire knowledge from it. The new English curriculum has been approved by some teachers because of flexibility and color. However, teachers need to control the classroom discipline to prevent the students’ attention from being diverted (Yu, 2010).

Meanwhile, some high school English teachers disagree with this change.

2) The grammar teaching

“After the new English curriculum reform, it cut out some grammar knowledge teaching. I supposed that it was not good for learning. Otherwise, it is difficult for students to improve exam scores. What’s more, it is not bad for them to learn more knowledge.” (Teacher 6) Because of a lack of language practice environment, English language sense of some Chinese high school students is weak (Law, 2014). Therefore, they need to improve the writing level through learning grammar (Law, 2014). Yu (2010) also demonstrates that grammar learning differs from student to student. For example, if some students are good at grammar, they could grasp more knowledge in the classroom. However, some students have poor English and they have no ability to digest the grammar lessons, thus, they need to learn the content after class through the help of others. Four English teachers pointed out that grammar teaching requirements changed after the new English curriculum reform. Three participants also showed that the structure of teaching changed. For example, the change includes teaching and learning contents becoming simpler than before. It aims to reduce the teaching and learning pressure for students. Before the new English curriculum reform, the difficulty level of learning contents was not easy for general high school students. The complex learning tasks could make students lose their learning enthusiasm.

Some top students would not be satisfied with the limited learning contents when the new English curriculum becomes simpler. They could spend the after time class learning some new material. The new curriculum focuses on the general high school students rather than just paying attention to the top students.

“I have to supplement the grammar knowledge for my students during the teaching process. Although some grammar knowledge has been deleted in the new English curriculum reform, I still require my students to grasp it. One reason why I still teach the grammar knowledge on the old English curriculum is the University Entrance Exam still contains the grammar knowledge of old English curriculum. If I ignore the grammar knowledge teaching, it is irresponsible for their future learning.” (Teacher 7) There are some advantages and disadvantages of the changes in the new English curriculum reform. Although it could relieve the psychological burden for students, it is still necessary to think about and discuss how the reform relates to the teaching practice. Learning grammar is a part of learning English. Therefore, the high school students cannot neglect to study grammar, or they would struggle to improve writing

and reading. To prevent students from lacking the confidence to speak and write English, teachers could avoid correcting the grammar mistakes of students excessively.

3) The speaking teaching

“English speaking is a teaching pressure. I have to manage the speaking teaching time and contents efficiently for my students.” Six English teachers pointed out that the old English curriculum did not include speaking for students. However, the new English curriculum requires high school students to practice and improve speaking skills. It shows that English speaking is significant for high school students during their English learning process (Zhong, 2006). Schools and teachers could provide more opportunities for their students to exercise English speaking. Meanwhile, students could use the Internet to practice their speaking. For instance, they could build an English-speaking forum online. Each classmate could record and upload their speaking to share with each other on it. Five interviewees showed that some teaching ideas changed during the new English curriculum reform. Because of the large class size and exam-oriented education, students have no chance to speak in class. Thus, Chinese high school students are weak in speaking.

The new English curriculum focuses on improving the speaking of students. For instance, grade two high school students have to accept a speaking test after the new English curriculum reform. For the speaking test, English teachers need to create more speaking opportunities for students. “I suppose that English curriculum reform aims to stimulate students’ interest in learning and provide various opportunities to practice speaking for students.” Since the new English curriculum reform, the English speaking plays a vital role in teaching process. There is a similar viewpoint from Zhong (2006), who believe that high school students in China lack English speaking practice; they just focus on English exams. Most Chinese students are good at English listening and reading but poor in speaking. The English teaching should not only be controlled by the University Entrance Exam.

4) The classroom activities

The time of teaching is 45 minutes and some students find it hard to collect their thoughts fully in class. Five English teachers expressed that there is an increased number of classroom activities since the new English curriculum reform. For example,

teachers can guide students to solve problems independently and to discuss with each other. Then, they would share their own thoughts in front of their classmates, and teachers just play a leading role in the learning and teaching process. “I would like to encourage my students to solve problems by cooperation activities. They would have more chances to share different ideas with each other.” (Teacher 3) The classroom activities demand teachers with rich teaching experience. Yu and Wang (2009) claim that the classroom interactions are significant for students, because Chinese students lack a sense of participation and most of them are unwilling to think independently. Therefore, it is important for some students take positive steps with classroom activities for improving their learning. It could cultivate their abilities of solving problems by cooperation and discussion with each other, rather relying on teachers. “To be honest, the classroom activities are limited. It makes some students unable to concentrate on learning during the activities, so I have to control the classroom discipline.” (Teacher 2) Teachers have to control the classroom discipline and the discussion time reasonably for preventing their students from chatting for too long. Therefore, the classroom interaction is a challenge for teachers.

5) The homework form

Five English teachers showed that students could reflect their state of learning in homework. “After the new curriculum reform, I could not force my students to do a lot of homework.” (Teacher 8) Teachers could also adjust and improve teaching according to the reflection of students. Additionally, the homework form became different after the new English curriculum reform. It aims to relieve students’ pressure through a different form of homework. They could use more spare time to relax and pursue their interests. Most teachers just focused on students’ scores before the new English curriculum reform. It aimed to help academic students with lessons and promote first-class students to further improve their scores. In summary, teaching was based around exam contents. Therefore, teachers forced their students to revise for lessons by doing plenty of homework and practice examination papers. It ignored the life attitudes, time management, and the mental and physical health of students. Students were more like exam machines in the eyes of teachers. After the new English curriculum reform, it started to attach importance to cultivating students’ interest in learning and providing more opportunities to express themselves.

After the new English curriculum reform, six participants showed that the homework forms became various. “In my class, different students have different homework. I think it will be more suitable for them” (Teacher 1). Before the new English curriculum

reform, students had to finish a lot of homework, such as copying vocabulary. Since the new English curriculum reform, it aims to ease the homework burden for students. They can learn freely, such as finding learning resources online and in libraries. Teachers can ask their students to acquire some new knowledge independently. Then, they can share and exchange different perceptions with classmates. Law (2014) believes that the new English curriculum reform aims to reduce the learning burden for students. Wang (2012) also shows that the different homework form could stimulate students' creativity and cooperation ability. Some changes of the homework form can promote students to explore some problems by themselves and break the passive learning situation. Students can enjoy the learning process and learn methods of solving problems independently. They would feel confident about the new learning model and also hold positive attitudes towards learning.

This is the answer to research question one, which relies on the interview and the questionnaire. The questionnaire collects the quantitative data for the change degree of the new English curriculum reform. The interview result produces the qualitative data of some details of the changes. It demonstrates that there are four points of the changes during the new English curriculum reform from the interview. In addition, most participants expressed that there are some changes during the new English curriculum reform.

Research Question 2: The impacts of the new English curriculum reform toward high school teaching in Anqing

In this section below, I will answer the second research question. Through the data collection and discussion, the influences of new English curriculum reform could be divided into eleven points below:

- 1). The pressure of the unbalanced educational resources between the different schools**
- 2) The pressure of the University Entrance Exam**
- 3) The pressure of controlling the classroom discipline**
- 4) Broadening the horizons of students**
- 5) Focusing on the mental health of students**

- 6) **The rights of own teaching design**
- 7) **The different attitudes towards the new English curriculum reform**
- 8) **The new teaching process**
- 9) **Stimulating students’ interest in learning**
- 10) **Reducing the pressure of students**
- 11) **The speaking improvement of students**

This chapter shows some data of the new English curriculum reform that could influence the teaching process. Each form below shows the results of the questionnaires. It provides discussion about the impact of the second research question. The first point to the third point show the learning and teaching pressure due to different reasons.

The data from the questionnaire and interview below will be analyzed and discussed. The quantitative data of the questionnaire will be analyzed through the form. In addition, the results of the interview will also be taken to discuss and support the results from the questionnaire.

The pressure from the New English curriculum reform	n
Less pressure	5
No changes in pressure	2
Some pressure	12
A lot of pressure	5

(Table 4.2 the pressure degree of the new English curriculum reform)

From the data of this form, it shows that most teachers agree that there is some pressure from the new English curriculum reform. There are both advantages and disadvantages

of the new English curriculum reform. For instance, it brings new teaching ideas and makes the English classroom atmosphere become more lively and colorful. On other hand, teachers with no new curriculum teaching experience are in a background of new English curriculum reform. Teachers would become tired when spending a lot of time preparing lessons after class.

According to the questionnaire about the teaching and learning pressure, it shows the results are similar to the interview. From the first points to the third points below, it demonstrate the pressure due to different reasons. The different pressure from the new English curriculum reform will be analyzed and discussed.

1) Unbalanced educational resources between the different schools

“Some public schools have a shortage of educational funding and most students cannot enjoy the modern learning environment” (Teacher 4) Wang (2010) demonstrates that the educational funding could influence the teaching activities.

Some teachers cannot use the new teaching methods with poor educational facilities. He and Yan (2012) also believe that strong educational funding is significant for the school teaching. It can provide students with a favorable learning environment after the new English curriculum reform. However, most teachers lack the new curriculum teaching experience after the new English curriculum reform. Additionally, there are a lot of high school students in China, but the educational resources are limited.

The different schools possess different levels of educational resources. For example, some private schools enjoy advanced learning and teaching facilities. Meanwhile, they enjoy the small size class and use laptops in the classroom. They can discuss and share various viewpoints online. However, each class has 60 to 70 students in some public schools and they have no multimedia kits for teachers. “The student in small size class could enjoy the laptop to study in the classroom. But the big size class is difficult to control and most schools have no abilities to support their students to enjoy it”. (Teacher 5) Therefore, it is difficult for some schools to practice the new teaching ideas and methods after the new English curriculum reform.

2) The pressure of the University Entrance Exam

“From my experience, some old English curriculum contents still appeared to the

University Entrance Exam. But to my surprise, the new English curriculum deletes them. So I have to spend a lot of time supplementing the old knowledge of the old curriculum.” (Teacher 2) There is a similar viewpoint from Hedi (2010), that the University Entrance Exam made the new curriculum unsuccessful in some schools. The teacher only focuses on improving scores. They have less time to develop the new teaching methods. As teachers, it is difficult for them to change the limitation of the educational background. “I think the new English curriculum could produce the teaching pressure due to the University Entrance Exam.” (Teacher 5) Wang (2010) also believes that the University Entrance Exam determines if the new English curriculum could be implemented in the teaching practice. Most teachers pointed out that teaching pressure comes from the new English curriculum reform. Six interviewees expressed that teachers need to balance the new English curriculum and the University Entrance Exam. One the one hand, English teachers face the challenge of implementing the new teaching method in practice. On the other hand, they have a sense of responsibility for helping students in the University Entrance Exam. Most high school students face the University Entrance Exam. “There are several students planning to study in America and they could avoid the University Entrance Exam.

Therefore, the English learning for them becomes more flexibility.” (Teacher 7)

However, the English curriculum reform has no integration with the University Entrance Exam. For instance, the new English curriculum pays attention to speaking, but the University Entrance Exam does not include an English-speaking test. It would produce teaching pressure when teachers try to balance the teaching of practical skills and exam content.

Chinese high school students also have heavy learning pressure. They have to stay in school from 7:00am until 7:00pm. After school, they still have to do a lot of exam exercises. Most of them have no energy to take part in after-class activities. In a word, the exams strip students’ after-class time. Therefore, the University Entrance Exam could be reformed and changed to help to put new teaching ideas and methods into practice.

3) The classroom discipline control

“The classroom discipline is important for classroom activities.” (Teacher 6) There are around 70 students in each class in the public schools. It is a challenge for teachers to control the classroom discipline. Three English teachers showed that it is difficult to control the classroom discipline due to the classroom interaction after the new English curriculum reform. However, three English teachers from the private school showed

that the classroom discipline is not hard to control and students are more positive towards classroom participation. “I think the discipline control brings pressure to me. Before the new English curriculum, students just listened to teachers. After the new curriculum reform, they just talk with each other and cannot stop. 60 students are difficult to control for me.” (Teacher 8) Some teachers have to spend a lot of time controlling the discipline, which decreases the teaching efficiency. There is a similar viewpoint from Yu and Wang (2009), who show that high school classes are mainly large. To develop classroom interaction is a challenge for teachers. Shang and Zhang (2010) show that English teachers lack the chance to interact with students due to the large number of students. The method and experience of controlling the classroom discipline is important for some high school teachers. Otherwise, it could not improve students’ learning, regardless of classroom interaction and new teaching ideas.

Do you agree with the new teaching ideas?	n
Strongly disagree	4
Disagree	5
Agree	15
Strongly agree	0

(Table 4.3 the degree of agreement with the new teaching ideas)

The new teaching ideas of the new English curriculum reform produce the teaching method and teaching targets. Teaching ideas are related to the teaching practice. It influences the learning attitude of students. According to the data from the questionnaire, no participants strongly agree with the new teaching ideas. 15 of 24 English teachers agree with the new teaching ideas. The new teaching ideas could make students more creative and independent.

If English teachers agree with the new teaching ideas from the new curriculum reform, it shows that the new teaching method could bring benefits for students and teachers. According to the results of the new English reform, most participants agree with the new teaching ideas and they also show some advantages of the new English curriculum reform. The fourth point to the sixth point demonstrate and give an example about reasons of agreement with the new teaching ideas.

4) Broadening the horizons of students

“I would like to tell some English news and stories in class and encourage my students to read some English books after class.” (Teacher 7) Six participants show that the new teaching ideas aim to broaden students’ horizons. The new English curriculum teaching guides students to understand the different culture. “In my school, it aims to develop some activities of cultural exchange for students. It is a part of new English curriculum reform.” (Teacher 6) Li and Ni (2011) show that the new English curriculum could open students’ eyes and promote them to think independently. Yuan (2015) also demonstrates that the new English curriculum reform makes students acquire knowledge in different aspects such as speaking, listening and creativity. English learning cannot be confined by the exams. It needs to break the traditional teaching model and bring new ideas for students. For instance, classroom discussion could encourage them to share with each other in the learning process and cultivate their abilities of solving problems independently. Additionally, the new English curriculum reform expands the teaching range. The teaching range is no longer limited to the classroom teaching, but also involves their friends, classmates, the Internet, and so on.

5) Focus on the mental health of students

“In my school, we provide psychology counseling for students.” (Teacher 8) Four participants showed that the new teaching ideas not only focus on improving exam scores, but also pay attention to the mental health of students. The similar viewpoint of Yu (2010) shows that the new English curriculum not only changes the degree of difficulty for students and teachers, but also aims to improve the mental health of students. Yu and Wang (2009) demonstrate that the new English curriculum focuses on personality cultivation and character respect. If Chinese high school students do not have enough time to relax, they will suffer from the overload of pressure, which could lead to extreme behaviors.

Most high school students just study and rely on teachers through mechanical memory.

It leaves them with few words and unwilling to express their own viewpoints. However, the exams are just a part of the experience for Chinese high school students; education also needs to focus on students' mental health. "During my teaching process, I will pay more attention to students' mental health. For example, I will encourage them to express themselves and give more chance for them to do speaking exercises." (Teacher 2) The mental health could interfere with the students' behavior and the interpersonal relationships. Because the high school teachers and students are full of enthusiasm about exams, the new English curriculum hopes to break the state of exam-oriented education in China.

6)The rights of own teaching design

"After the new English curriculum reform, I would have rights to design my own teaching process." (Teacher 7) Seven participants pointed out that the new teaching ideas have become more flexible. Teachers have rights to design the teaching process. Li and Ni (2011) show that the new English curriculum gives more opportunities for teachers to decide their teaching method and process. Yuan (2015) also demonstrates that the old curriculum is not suitable for teachers when all of the teaching steps up to the old curriculum. Teachers can choose their own teaching method and it gives them positive attitudes towards their work. "I am very happy that I can manage the teaching process by myself. I can adjust my teaching according to my students." (Teacher 6) Different teachers may have different teaching features. Different students also have different characteristics and learning abilities. The new curriculum reform makes the teaching more practicable. For example, some teachers could inspire their students to share different viewpoints and thinking. Some students with confidence are willing to express themselves face-to-face. Students with poor self-confidence can also interact with teachers and classmates through writing. After the new English curriculum reform, teachers have the leading rights in classes. They can adjust teaching methods according to different students or different classrooms. For instance, teachers could investigate what students find difficult before the class, and then emphasize the content that students select. It could improve the teaching efficiency and guide students to participate in the class.

7) The attitudes towards the new English curriculum reform

Attitude towards New English curriculum reform	n
Very positive	2
Positive	10
Negative	11

Very negative	1
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Table 4.4 (Teachers’ attitudes towards the New English curriculum reform)

During the data collection from the questionnaire, ten participants showed positive attitudes towards the new English curriculum reform. Only 1 of 24 participants showed a very negative attitude towards the new English curriculum reform. Eleven participants showed negative attitudes towards the new English curriculum reform. It means that the new English curriculum has advantages and disadvantages.

Three participants hold positive attitudes towards the new English curriculum. The new English curriculum becomes more flexible. It does not force students to exercise exam skills all the time, but aims to stimulate students’ interest in learning. Yu (2010) shows that the new curriculum reform brings new teaching ideas to relieve the pressure for students. Yi and Li (2011) also demonstrate that the new curriculum focuses on the future careers of students. It encourages students to gain knowledge in different ways. “The old English curriculum focuses on exams. The exam exercise is around University Entrance Exam. It aims to help students to get high scores in exams.” (Teacher 5) Four participants expressed that the new English curriculum is not adapted to the educational background of China. Shang and Zhang (2010) also show that the new curriculum will be difficult to develop in the future if the exam-oriented nature is not reformed and changed. In the exam-oriented education of China, teachers used different ways to improve students’ exam skills for preparing for the University Entrance Exam. For instance, teachers required students to practice examination papers repeatedly to help them to access Universities. The employers attach importance to students’ diplomas due to the fierce competition of employment. High school students have to improve their exam skills to access prestigious universities. Teachers also help the poor academic students with their lessons through the question bank. The new teaching ideas and methods are difficult to put into practice.

“There are both advantages and the disadvantages of the new English curriculum reform. Teachers have responsibility for putting the new English curriculum into practice and arousing students’ creativity.” Attitudes towards the new English curriculum reform are not completely positive. Some Chinese high school students lack the ability to learn independently and think creatively, so the new learning method is necessary to high school students. It could influence their attitudes towards the learning process. Although they access the Universities, it is hard for them to adapt to the higher

education. Therefore, the new curriculum reform focuses on students' psychological development. However, the new English curriculum is proceeding in a background of the University Entrance Exam. Most students could take part in the University Entrance Exam, it is important for them to adjust their mentality and manage their time reasonably. The new curriculum reform relates to the University Entrance Exam. For example, teachers could use the new teaching methods in the teaching process for the University Entrance Exam. Under the exam pressure, students need enough time to sleep and relax to keep their psychological health. An appropriate amount of pressure could promote them to improve their learning efficiency. Therefore, the future of the new English curriculum reform will be positive if teachers put the new teaching methods into practice.

What benefits come from the new English curriculum reform?	n
New teaching ideas	10
Changing the old ideas	16
Improving teaching methods	15
Classroom interaction	16

Table 4.5 (The benefits of the New English curriculum reform)

The new curriculum reform brings some advantages to the teaching and learning. Yet, it is difficult for teachers to balance the University Entrance Exam and the new curriculum reform. Four options on the questionnaire have been approved by the most of the participants.

The form shows the new English curriculum reform brings some advantages to the teaching process. The result of questionnaires and the viewpoints of questionnaires are similar to each other. The eighth point to the eleventh point support the result of

questionnaire. Based on the questionnaire, it shows some details of benefits of the new English curriculum reform.

8) The new teaching process

” My teaching process relates to the new teaching model and the traditional teaching method. For example, I will require my students to grasp the exam knowledge initiatively” (Teacher 8) Four teachers showed that the new English curriculum reform breaks the traditional teaching model. For example, teachers could inspire students to participate in classroom interaction and revise their lessons. Wang (2013) demonstrates that the new curriculum reform leads teachers to expand their teaching method. Guo (2013) also holds similar viewpoints, and shows that the teaching methods have become different compared to the old curriculum teaching.

”I think a good teacher needs to consider the educational background. They could use the new method to teach the exam knowledge. For example, students could discuss the exam skills and contents with each other rather rely their teachers.” (Teacher 7)

Under the pressure of the University Entrance Exam, the teaching method also needs to be developed and improved. Universities and Chinese society need more creative personnel. On the one hand, Chinese high school students could improve their basic knowledge from the textbooks. On other hand, the new teaching method from the curriculum reform could cultivate students’ independent and creative minds. Additionally, high school students could express their own viewpoints and share them with their classmates. It could inspire them to listen attentively to the views of other classmates and express their own points confidently. Therefore, the new teaching ideas are beneficial for the future life and working careers of Chinese high school students. If some students study by the spoon-feeding teaching, it will not be easy for them to adapt to the new future learning and working. Therefore, different teaching methods from the new curriculum reform could develop the teaching and learning in different aspects.

“I would use body language to teach my students some vocabulary such as sweet and sour.” (Teacher 2) The new curriculum teaching requires teachers to provide students with a lively classroom atmosphere. For example, using body language in the teaching process could influence the learning attitudes of students. Additionally, a friendly atmosphere and cordial teaching could reduce students’ resistance to learning.

"I think I would like to encourage my students in class. For example, I will tell them don't worry about it or try again if they have some mistakes." (Teacher 6)

In summary, the English teaching aims to cultivate students' interest in learning and guide them to solve problems themselves. The English classes could also create more opportunities for students to express their own thinking and form a healthy learning habit.

9) Stimulating students' interest in learning

Five English teachers showed that the new teaching ideas could stimulate students' enthusiasm for learning. Guo (2013) shows that students would like to get knowledge initiatively if they are interested in learning. The learning enthusiasm could inspire students with a hunger for knowledge. It arouses in students a sense of learning initiative. Li and Ni (2011) show that the new curriculum could arouse teaching with great passion so it could attract students' attention. It could also stir students' desire to participate in classroom interaction and engage with teaching contents, so it could improve the learning quality.

"After the new English curriculum reform, I would teach my students through the multimedia like the PowerPoint and the projector." (Teacher 3) The multimedia teaching could incite the thinking of students, compared to the old teaching method. During the multimedia teaching, the English class breaks the dull learning environment and it could make students become more positive towards learning. It could also enrich the learning experience and bring all positive factors into the learning process of students.

"When I teach my students a lesson about Christmas, I will guide them to sing <Jingle Bells>. I think, it would stimulate their interest in the lesson and I would also tell them about the customs of Christmas." (Teacher 1) Yu (2010) demonstrates that classroom games could stimulate students' interest in learning. Teachers not only need to organize the different classroom activities for students, but also need to guide students to gain knowledge during the playing process. Through the educational games, students have the chance to make active efforts to take part in them. It could arouse their desire for expressing and cooperating, but also learning the knowledge through lively activities.

"During the teaching process, I will design some games for students. These games are about teaching and learning contents." (Teacher 8) This kind of game could help

students to improve the pronunciation of vocabulary, but also promote students to think and learn independently.

10) Reducing the pressure of students

“I think I am responsible for helping students to relieve their learning pressure such as providing students with classroom activities and guaranteeing their sufficient sleeping.” (Teacher 3) Reducing the learning pressure could guarantee the mental health of students. Most Chinese high school students face fierce competition in exams, the learning pressure may lead them to have difficulty interacting with others and expressing their viewpoints. It could adjust their attitudes towards learning and help them to liberate their thinking. For instance, they have more time to make friends and relax. It could also allow them to concentrate better on learning when striking a balance between work and rest. “After the new English curriculum reform, it relieved students’ learning pressure compared to before.” (Teacher 8) To reduce the learning pressure, teachers can pay close attention to students’ thinking after the new English curriculum reform. For example, they can encourage their students to take part in the classroom activities and hold positive attitudes towards exams. Yu and Wang (2009) believe that the new teaching ideas could reduce the learning burden of students.

Although the new curriculum reform cannot change the educational background in

China, it requires teachers to consider the mental health of students.

11) The Speaking improvement

“I required my students to share the learning experience in English before their classmates.” (Teacher 5) Wang (2013) shows that the new English curriculum reform could help students to improve their speaking skills. Speaking is a part of English learning. “During the speaking learning for my students, they become more confident compared to before. They also make progress in English speaking.” (Teacher 3) The traditional teaching just focuses on reading and listening practice for students, because the exam contents do not include speaking. The new English curriculum reform aims to change the limitation of the University Entrance Exam. Students are required to practice and develop their speaking skills. Additionally, English is a language of communicating; it should not only focus on exams.

In the next section, I will relate to the third research question. It will discuss the University Entrance Examination and the new English curriculum reform.

Research Question 3: The relationship between the new English curriculum reform and the University Entrance Exam

It will answer the third research question in this section. It will analyze and discuss the relationship between the new English curriculum reform and the University Entrance Exam through the results of questionnaire and interview.

“To some degree, I think the University Entrance Exam controlled the new curriculum teaching for teachers.” (Teacher 5) In the exam-oriented education, exam contents determined the teaching activities. Yu (2010) shows that the teachers and students’ attitudes to the University Entrance Exam could influence the new curriculum practice. Six participants demonstrated that high school teachers face a challenge of dealing with the relationship between the exam and the new curriculum teaching. Three English teachers pointed out that the University Entrance Exam is one of the biggest challenges for them during the new English curriculum reform. “It is difficult for me to practice the new teaching ideas due to restrictions of the University Entrance Exam.” (Teacher 2)

Some ideas from the new curriculum reform and the University Entrance Exam conflict with each other. Four teachers show that the University Entrance Exam is not in complete opposition with the new English curriculum reform. Zhong (2006) hold a similar viewpoint. Guo (2013) shows that the teacher focuses on teaching and learning due to the selection system of the University Entrance Exam. Most English teachers could decide their teaching contents depending on the exam content. It makes the range of learning contents become narrow. The new curriculum teaching emphasizes students’ interest in learning. The University Entrance Exam could influence the new curriculum teaching. The teacher just focuses on exam scores of students rather than new teaching ideas. Therefore, the University Entrance Exam also needs to be improved and reformed with the new curriculum reform.

General discussion:

Through analyzing and discussing the data and three research questions, I will evaluate the topic of this dissertation below. Then, I will make a general discussion about this issue.

The three research questions are united with each other. Before discussing influences of the new English curriculum on teaching, it is necessary to analyze the changes of the new English curriculum reform in high schools of China. Then, we can focus on these changes to analyze the impact of the new English curriculum reform. It could help to evaluate the teaching after the change of the new English curriculum. There are positive and negative impacts of the new English curriculum reform to teaching. It could refer to the second research question when discussing and evaluating the English curriculum change. The preceding text suggests that the new English curriculum reform has changed the teaching ideas and the teaching methods (Guo, 2013). It aims to make high school students take part in the classroom activities and reduce their pressure. Because English teachers have poor teaching experience regarding classroom interaction before the new English curriculum reform, this kind of change brings more pressure and challenges for English teachers. I can not only judge the new English curriculum by change of appearance, but it could also lead to negative and positive influences on teaching and learning. It shows that there are negative influences of the new English curriculum reform due to the limitations of the University Entrance Exam (Wang, 2013).

This could relate to the third research question. The new English curriculum reform also brings a negative effect to teaching. The negative factors do not come from the new English curriculum, but come from the University Entrance Exam. In exam-oriented education in China, teachers have no ability to change and reform the University Entrance Exam. In addition, some teachers and students cannot accept the teaching ideas that do not aim to improve exam scores. Therefore, some new changes and innovations are difficult to put into practice. It is not easy to put the new curriculum teaching ideas into teaching practice and it requires teachers with rich teaching experience (He & Yan, 2012). Since the new teaching ideas are difficult to put into practice, some teachers and students could hold negative attitudes towards some new curriculum changes. On the other hand, some teachers still hold a positive perception of the new English curriculum reform under the University Entrance Exam. Therefore, it is necessary to discuss the relationship between the University Entrance Examination and the new English curriculum reform. Wang (2012) also demonstrates a similar viewpoint that it is significant to put the new English curriculum teaching into practice under the University Entrance Exam system in China.

The University Entrance Exam System relates to the new English curriculum teaching (Yu, 2010). This issue could be discussed from different aspects. The University Entrance Exam obstructs the new curriculum teaching. It is difficult for teachers to put the new teaching ideas into practice. However, teachers could participate in teachers' training after the new curriculum reform. They could improve their teaching skills and relate the new English curriculum to the University Entrance Exam. For example, teachers could use the new teaching method to teach students the exam content. Meanwhile, they could also pay more attention to students' mental health and lead them to view the exam objectively and positively. For example, they could avoid exaggerating the importance of the exam results and keep a healthy and relaxed learning environment for students.

It is similar to the viewpoint of Yuan (2015), who demonstrates that high school students still have chances to think independently under the University Entrance Exam. Teachers could also cultivate students' creativity. When teachers teach students the exam content, they can guide them to think and study by themselves. It encourages them to discuss in a small group in the English class rather than requiring them to learn by rote without thinking. On the other hand, the University Entrance Exam reform is also necessary due to some current restrictions. For instance, Universities have the rights to admit students and set the questions of the examinations. The reform could give students more chances to take part in the University Entrance Exam each year. Students could gain positive attitudes to focus on learning rather than exam scores. Therefore, the new English curriculum could be adapted for the University Entrance exam.

Conclusion:

In this dissertation, it has investigated the new English curriculum reform impacts on high school teaching in Anqing. In the first part, it shows the structure of the dissertation. In addition, it also demonstrates the main point and the theory behind the dissertation. At the end of the first parts, it shows three research questions of the dissertation. The second part is the literature review. It mainly shows some literature about the new English curriculum reform and the University Entrance Exam. It provides some points from other authors and compares the result of this research with the

literature review. In addition, the literature in the second part also relates to the topic for discussing and analyzing the new English curriculum reform and the University Entrance Exam in China. In the third part, it shows the methodology of the dissertation. It uses the case study in the research. 24 participants took part in the research and 8 English teachers accepted the interview. The questionnaire was used to collect the quantitative data. The qualitative data was collected by interviews in this research. The main points are concluded by transcribing the interview contents. After finishing the data collection from the questionnaire, I used the table to sum up the data from the questionnaire. In the fourth part, I have given the analysis and discussion of these data.

According to the three-research questions, the discussion and analysis part of this dissertation is divided into three sections. The first section demonstrates the changes of the teaching process after the new English curriculum reform. It mainly discusses the design of the new English curriculum. For example, there is a different print color for the new English curriculum and the old English curriculum. The grammar teaching is changed after the new English curriculum reform. Furthermore, English teachers hold different viewpoints about speaking teaching due to the new English curriculum reform. Additionally, it shows the classroom activities after the new English curriculum reform. It also shows the various forms of homework that appeared after the new curriculum reform. The second section shows the teaching pressure before and after the new English curriculum reform. It emphasizes the unbalanced educational resources in different areas. Under the exam-oriented education, most of the pressure is from the University Entrance Exam. Because more classroom interactions are developed in the teaching process after the new curriculum reform, controlling the classroom discipline could also produce pressure for English teachers in their work. In the third section, it discusses the new teaching ideas. After the new English curriculum reform, it aims to broaden the horizons of high school students and improve their mental health. The advantages and disadvantages of the curriculum are also discussed by the participants. For instance, teachers have their own rights to design their teaching process and manage the time of teaching. The fourth section shows the different teaching attitudes towards the new English curriculum reform. In the fifth part it shows the significance of the new curriculum teaching. For example, the new English curriculum could stimulate students' interest in learning. It relieves the learning pressure due to some changes and improvements to the English curriculum. In addition, the new English curriculum reform aims to improve the speaking skills of students. In the last part, it shows the discussion and analysis of the three research questions.

In this dissertation, it aims to research the influences of the new English curriculum reform on the teaching process. With the social development, the new English

curriculum has also been reformed in recent years. Because the new curriculum reform faces the current state of the Chinese society, the knowledge and information have been updated in recent years. If students want to be successful in the fierce competition of society, they have to absorb the new learning ideas to improve their practical abilities and awareness of cooperating. The new curriculum reform could cultivate students' awareness and ability of creativity, thinking and discussion" or "creative thinking and discussion. High school teachers have responsibility for students to promote their cultural quality and develop their basic knowledge. Meanwhile, they could also encourage their students to develop their personality and help them to form healthy learning habits and attitudes.

On other hand, the educational function changed with the new English curriculum reform. Before the new curriculum reform, the educational function aimed to improve the scores of students and exam skills. Since the new curriculum reform, the educational function tends to guide students to plan their careers. Additionally, the new curriculum reform draws lessons from teaching ideas of some western countries. It could promote the social development in the future through cultivation of more talents for society.

In the dissertation, it discusses the impacts of new teaching ideas according to three research questions. The key words for the dissertation are "new curriculum reform" and "teaching". The new curriculum reform is a period of exploring and improving. It brings some advantages for the teaching process. Yet, some places still need to be improved. In the research, one restriction is the teaching and learning pressure of the University Entrance Exam. Most Chinese high school students cannot avoid taking the University Entrance Exam. However, the importance of the University Entrance Exam makes it difficult for teachers to put the new teaching ideas into practice. The ideas of quality education are not in opposition to the exam-oriented education. The quality education focuses on improving the practical abilities of students. For example, it pays more attention to providing more interaction activities for students and improving their awareness of cooperating and learning independently. The exam-oriented education only pays attention to improving students' exam skills and scores. The dissertation has analyzed and discussed the new English curriculum reform and teaching process. Under the University Entrance Exam System, the new English curriculum reform cannot break away from the University Entrance Exam. However, the English teaching cannot depend on the University Entrance Exam. On other hand, the new curriculum could improve students' creativity and independent learning. Therefore, the aim of improving exam scores of students could enhance their basic knowledge. The University Entrance Exam also needs to make progress and revolution in the future. With the development of the Chinese education, most of

Chinese high school students are good at exams. However, they lack abilities of critical thinking and creativity. The new curriculum reform could help students to improve their practical abilities and make progress of the teaching process in high schools of China.

In this research, there are some restrictions. There are just two case schools in this research. However, the number of high schools in Anqing is more than ten. In addition, the city of Anqing includes poor areas and rich areas. According to different areas in Anqing, the new English curriculum reform could also influence the teaching. Therefore, the viewpoints of 24 English teachers as participants from two case schools cannot represent viewpoints of all English teachers in Anqing.

In high schools of China, the age of teachers is about 24 years old to 60 years old. However, participants in this research tend to be young. Teachers of different ages may hold different viewpoints on this issue. Therefore, these participants may not represent the main points from all ages of English teachers in high schools of Anqing.

Some of the interviews took place over the telephone. Compared to the face-to-face interview, the telephone interview lacks body language and facial expressions. The new English curriculum needs a long period of time to develop. In this research, the discussion and analysis are limited by a background of the University Entrance Exam System.

There are also some recommendations of this research. For instance, this research relates to the exam-oriented education in China. It not only focuses on impacts of the new curriculum reform towards teaching, but also pays great attention to the University Entrance Exam. Additionally, it could also discuss and analyze the new English curriculum reform and the University Entrance Exam through critical thinking.

According to the viewpoints of participants, it also gives some advice and perceptions towards the University Entrance Exam in the future. Additionally, this research uses the mixed method. It collected the quantitative data through the questionnaire. Then, it analyzed and discussed the qualitative data through the interview. Different data tools related to the quantitative data and the qualitative data to discuss this issue. Furthermore, it used the case study in this research. It focused on the viewpoints of different participants. The participants in this research are the classroom teachers with

working experience before and after the new English curriculum reform. Therefore, the discussion and analysis are based on the viewpoints of participants and the educational background in China.

In the future of this research, I think the subject of new curriculum reform should not only include English teaching. Further research could collect data from high school students and not be restricted to viewpoints of teachers. Therefore, it could encourage more teachers and students to take part in the future research. In addition, it could also compare the teaching in different areas. For instance, the future research could refer the state of new curriculum teaching in rural areas and urban areas in Anqing. Meanwhile, this research mainly discussed and analyzed the influence of new English curriculum reform on teaching. However, the research could expand to the lives of teachers in the future research. For instance, the new English curriculum reform could bring family pressure and influence the physical health of teachers. It could also discuss the rights of teachers under the new curriculum reform in the future research.

Appendix:

The questionnaire questions

1. What is your gender?
 - A. Male
 - B. Female

2. Which age range do you belong to?
 - A. 22-35

- B. 36-45
 - C. 46-55
 - D. Above 56
3. How long have you been teaching?
- A. 0-10 years
 - B. 11-20 years
 - C. 21-30 years
 - D. Above 30 years
4. What is your level of educational achievement?
- A. Undergraduate
 - B. Professional training
 - C. Above undergraduate (eg: master, PhD)
5. How great have the changes been your teaching approach as a result of the new English curriculum?
- A. No change
 - B. Little change
 - C. Some change
 - D. A lot of changes

6. The amount of your working pressure after the new English curriculum reform?
 - A. Less pressure
 - B. No change in pressure
 - C. Some additional pressure
 - D. A lot of additional pressure

7. Do you agree with the new teaching ideas of the New English curriculum reform?
 - A. Strongly disagree
 - B. Disagree
 - C. Agree
 - D. Strongly agree

8. What is your attitude towards the new English curriculum reform in the future?
 - A. Very positive
 - B. Positive
 - C. Negative
 - D. Very negative

9. What benefits from the New English curriculum reform have you perceived?
 - A. Gaining new teaching ideas

- B. Changing the old attitudes of teaching
- C. Improving the teaching methods
- D. Bringing about the classroom interaction
- E. Others _____

10. What are students' attitudes towards the new English curriculum reform during their learning process?

11. What advice do you have for the English new curriculum reform in the future?

The interview questions

- 5. What are the main changes of the new English curriculum compared to the old English curriculum?
- 6. Do you use the new teaching ideas from the new English curriculum in your teaching process? If not, why not? If yes, how do you put the new teaching ideas into practice?

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