Conference Abstract

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Reflective Practice – The key to innovation in international education

Improving Chinese EFL Learners' Speaking and Writing through Reflective
Scenario-Based Learning

Yan Shaolan, Instructional Centre for Foreign Languages of Guangxi Normal
University, China
yanshaolan@163.com

The learning of English as a Foreign Language (EFL) in China has gained popularity and importance since the country opened her door to the outside world. Students keep learning English from their primary schools to universities. However, English remains a difficult task even for most tertiary students, especially in speaking and writing. Dumb-English is the well-known description for students' poor spoken English in China. Even worse problem lies in writing, in which students fail to write coherently even after over ten years' learning.

This paper intends to explore an effective way to improve students' speaking and writing ability through reflective Scenario-Based Learning. Reflective Practice is a way of working and developing, which entails the mental exercises of reflection by looking systematically at one's own work practice (Rolfe, Freshwater and Jasper, 2001). Scenario-Based Learning is a structured process for exploring complex issues that impact the lives of specific individual or groups of individuals. It confronts students with a meaningful context based real life circumstances which requires them to participate in an imagined sequence of events. Compared with the receptive skills of listening and reading, speaking and writing are both productive skills in English learning. By using Scenario-Based Learning, the author tries to combine speaking and writing in a reflective way so that both skills can be improved simultaneously. In this paper, two case studies demonstrate the reflective way of Scenario-Based Leaning in speaking and writing practice.