

# Research of Imitating the Thinking Orbit and Revolutionizing China's English Education<sup>1</sup>

## RECHERCHE DE L'ORBITE DE MODE DE PENSEE SIMULE ET DE LA REVOLUTION DE L'ENSEIGNEMENT DE L'ANGLAIS EN CHINE

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**Abstract:** This essay has done research into some natural rules existing in the human brains ,especially the 0101...rule used as the principle of the computers and existing in the universe .The essay has discussed speech sound and written language and their relationships with the purpose of choosing the correct orbit to imitate thinking.The essay has concluded that by means of imitating the thinking orbit we can bring about a revolution in studying and teaching English.Finally the essay sincerely suggests that the Chinese governments at all levels collect opinions and wisdom from many Chinese of ideals and integrity, follow the trend of the world languages, assimilate the essence of languages and reject the dross, and adopt the methods of imitating thinking to popularize English among the Chinese people by bringing the united efforts of the country into play.

**Key words:** natural rules, imitate, thinking orbit, revolutionizing

**Résumé:** L'essai a recherché quelques regles naturelles existant dans les cerveaux, surtout la 0101...regle existant dans les ordinateurs, les cerveaux humains, et dans l'univers. L'essai s'est concentre sur trios orbites:l' orbite sonore, l'orbite des caracteres ,et l'orbite du mode de pensee dans les cerveau. L'essai a conclu que etudier et enseigner l'anglais a l'aide de l'orbite de simulation, nous pouvons apporter une revolution dans l'enseignement de l'anglais et promouvoir considerablement la popularisation de l'anglais.

**Mots-Clés:** regles naturelles, imiter, orbite pensante, revolutionner

As the last century was coming to a close, the chief of China's Sciences Academy predicated in China Youth On Nov.12,1999 that at the beginning of the next century, the suffering of people's learning English would become past records, because the human beings could imitate the thinking orbit with the help of computers. I remember that I wrote a letter to the prophet upon reading his prediction, telling him that I had been interested in the imitating of thinking, and that I would like to ask him whether his prediction was based on the research of the Chinese scientists or the research of the foreign scientists. I told him: "I believe your prediction is accurate."

### 1. THE STATUS QUO OF CHINA'S ENGLISH EDUCATION

The English teaching in China takes up too much time of middle school students, college students and postgraduate students. For example, middle school students have English classes almost every workday; some major universities divide English classes in a week into listening classes, reading classes and comprehensive English classes. Postgraduate students spend quite much time on the English study. Both middle school students and college students spend even more time out of class than in class. More and more primary schools arrange English classes. In society

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there are numerous English learners. The statistical figures tell us that there are over 3,000 English training schools for amateurs in China.

Unfortunately, the English teaching has produced a poor result. For example, in 2002, in a province well known for its education, about 300,000 people took the examinations for entering colleges. The average points they got from the total of 150 points in the English exam were less than 70, although some of them got the satisfactory points. There is a scene always full of bustle and excitement: nearly every college student enters into College English Test held by the institution under the Education Ministry. The following are the average points that students of China's colleges and universities have got in a CET (college English test): 7.76 points for the listening part (the total points are 20), 20.68 points for the reading part (the total points are 40); 7.21 points for structure and vocabulary (the total points are 15); 5.44 points for cloze (the total points are 10); 5.39 points for writing (the total points are 15); the average total points are 48.98 (the total points of the test are 100). The points mentioned here are the average points all college and university students achieved, but the average points that the major colleges and universities achieved are more than them. In view of these points, the achievements of the country's English teaching are not perfect. Besides, the students in China are very good at taking examinations.

Even more unfortunately, most among those who have studied English for many years, possess very few abilities of using English. The overwhelming majority of the students who have passed Band 4 & Band 6 of CET cannot use English effectively. Very few of them use English as a useful tool in their career. More and more people, inside and outside the English teaching field, have begun to criticize the English teaching. The vice premier in charge of education pointed out this on more than one occasion: the English teaching of our country still cannot meet the needs of our economy and society, can not adapt itself to the needs of our reform, open-the-door policy, and the increasing exchange with foreign countries.

## 2. ON ONE CREATIVE IDEA OF THE ENGLISH EDUCATION

Our English teaching has fallen into a situation which forces us to reform, and this reform should be based on creation. For the purpose of participating in the reform of the English education, and based on so many years' duty-bound-not-to-turn-back research and experiments, I suggest that a method of imitating the brain's thinking orbit should be used in the English teaching to change the methods of compiling textbooks which have been used for decades, hundreds and even thousands of years, and to change the methods of studying and teaching, for the purpose of raising the English level on a large scale

with the help of computers and tapes and video.

The fact that we human beings spend too much time on the study of English, but gain very little, means in itself that traditional textbooks, teaching methods, study ways and so on have shortcomings of one kind or another. The fact suggests that we are behaving against natural rules.

Almost all methods of compiling textbooks and methods of teaching and studying are based on the rules of written languages (characters) and their research, seldom on natural rules. The rules of written languages (characters) and their research theory could hardly tear themselves from human factors, therefore they unavoidably contain subjectivity, inclinations, empiricism and convention. Why not utilize the natural thinking rules in the brain to research into the compiling methods of English textbooks and the methods of English study? I conclude that in the study of languages we human beings can make use of the conflicting rule between thinking and language, and the innate harmonious rules in the brain.

### 2.1 The use of the conflicting rule between thinking and language.

Linguists have agreed that languages are closely bound to thinking. But did the two come into being at the same time? Quite a few people in the language circle agree on this problem and that just as we cannot tell for sure whether the egg exists first or the hen exists first. I have been interested in probing into the relation between language and thinking, because I believe that to know their relation does good to the language study and use.

Although linguists have agreed that languages are closely bound to each other, still we can clearly see that they are quite different, as long as we probe into their orbits. Human beings, busily engaged in their work, won't overlook this: the development of the language, the carrier of human civilization, and the development of the human beings as materials (e.g. the evolution of the brains) are not in the same direction. They are in fact like the trains, moving on their orbits, and in their own directions. Although sometimes the two orbits intend to be closer, sometimes to deviate, after all, they have their own orbits. Since the human beings are the products of the development of highly-advanced materials, the human brains are the machines evolving from materials, and thinking is the function of the brain, then we can admit without hesitation:

1st. Thinking existed far earlier than language, and language came into being and developed much later than thinking;

2nd. Thinking and language came from the different places. The former came from the development of materials, the latter from the development of the human society. Without the human society there will be no languages. On the orbit of the latter, a language is

divided into spoken one and written one, and the spoken one appeared much earlier than the written one. So, people have to ask: do human beings think in spoken language or in written language? Based on the above, we can conclude:

3rd. Since thinking came into being earlier than language, and there must exist a certain function of thinking before the language came into being, then we can say the human beings were thinking in their spoken languages (they did not necessarily utter the sound) after the spoken languages appeared. After the written languages appeared, they were still thinking in their spoken languages, but influenced by their characters. From the fact that thinking is influenced by characters and the fact that thinking and language are not on the same orbit, we can know:

4th. As far as their relative functions are concerned, languages (mainly written forms) and thinking are conflicting from time to time, although people often say language is thinking, and thinking is language. If we shell the language (i.e. don't take the spelling forms into consideration), do research into their pronunciations (the sound which possess the characteristic of materials), then it is clearly seen:

5th. The violation of the innate natural rules is just the reason that thinking and language are conflicting. For example, as far as the sound of English is concerned, the number of the vowels and the number of consonants are basically the same. This is the typical rule in the material world. But the presently used English written system doesn't possess this rule.

The conflicting rule between thinking and language can be put to use. For example, nearly all the English dictionaries in the world have been alphabetically arranged. Obviously people who are writing can not find new words they meet with in the alphabetically-arranged dictionaries, because people are thinking mainly with the help of sound. People, who are listening to English, can't find the words they hear but can't understand, because they are trying to understand the sound, not the spelling word for word. In the 80's of the last century, I had my dictionary published (by Hubei Science & Technology Publishing House), which was phonetically arranged. This first-phonetically-arranged dictionary was highly praised by language experts, used by learners, but unfortunately, it didn't bring about a revolution in teaching and study.

## 2.2 The use of the rules of harmony in the brain.

In spite of the facts that thinking and language did not appear at the same time, and that they are conflicting, they can't tear themselves away from each other as soon as they are bound, just as people put it: spirit is not separated from the body as soon as it enters the brain. Materialist dialectics tells us: on one hand, the whole

nature, the universe, the human society ---any materials and anything, ---, are constantly moving or changing, and on the other hand, they are constantly entering a state of harmony. Similarly, there exist a state of moving or changing, and a state of harmony. If man-made words and human activities of learning language are called "Man", and the rules of the brain's working and harmony are called "Heaven", then the combination of Man and Heaven (Nature) is called Tian-Ren-He-Yi (this phrase came from an ancient Chinese philosopher. The meaning is that Man and the nature he is in is in harmony). I once pointed out in the *Method of compiling and studying English Textbooks* by means of Imitating thinking, which won a gold prize in China's 9<sup>th</sup> Patent Fair: just as the computers, the human brains also follow the 0101 rule, and the rule of harmony, including the 0101 rule in a state of motion, and 0101 rule in a stationary state.

The use of the rule of harmony in the brain has immeasurable values. We have once adopted a set of symbols that can't be compatibly used on the computers, and by means of imitating the brain's thinking orbit to follow the rule of harmony, have reprocessed the selected language materials from many excellent books circulating both inside and outside China, so that some brand-new textbooks of high efficiency can take shape and be studied. The learners of all ages have all achieved excellent results after they finish studying them. For example, it took a pupil only two years' free time to easily finish learning the textbooks whose quality and quantity are equal to those of middle school textbooks and college textbooks. He has obtained the complete abilities of listening, speaking, reading and writing. His skills, in many cases, are superior to college students'. As soon as he entered the junior middle school, he won the special prize in the English competition at the national level. In the middle school, he didn't study the traditional English textbooks, but when he became relatively mature (in the first and second year of the senior middle school), he passed college English Band 4 & Band 6 Tests as if eating a piece of cake. For another example, an adult beginner who hadn't studied senior middle school English and college English studied our textbooks for half a year, and became a graduate student. The surprisingly excellent results obtained from multiple experiments are identical to the results I obtained when I taught pupils in a primary school and students in a middle school, and adult students in literacy class in the 1970s.

The fact that surprisingly good results can be achieved by imitating the brain's thinking orbit to learn language surely owes to the powerful function of the natural rules. Man's power is limited. When human beings cannot solve some problems of learning language, we should ask ourselves: are we being against the rules in the brain, which are essential to the language learning? Why not take advantage of the natural rules to meet our needs?

Since we believe that thinking came into being

earlier than language, and that thinking is the activity evolving or developing from materials, then it is completely right for us to find the natural rules of language learning in the process of thinking. Nature is “God”, and “God” is always right. Both language and studying methods are man made products as the society develops. Man-made things and factors should and must be subject to natural rules

We can examine our faults according to “which-is-first-and-which-is-secondary principle”

For example:

1st. The nerve system of the brain has the feature of following-you: It cannot react automatically to the information you give to it. It receives whatever information you give to it. If you think what is wrong is right, after a long time, what is wrong becomes right. Because the brain possesses this feature, man takes it for granted that his methods of studying and using language are right, and that he never suspects that he has made and is making big mistakes. Man’s obstinacy is the obstacle to the breakthrough of foreign language teaching.

2nd. The brain’s development is earlier than the emergence of language. The brain first possesses the function of listening to the sound, and then possesses the function of uttering the sound. That is, listening and speaking emerged much earlier than the intention of words. Therefore the teaching of listening and spoken language has the priority over the teaching of written language. However, from the beginning to the end our English teaching can’t throw off the yoke of the stereotyped teaching of written language and grammar (even if in words we emphasize on the teaching of listening and speaking in recent years, in fact, consciously or unconsciously, we continue aged-old practices of teaching traditional written language and grammar.

3rd. The brain is made up of tiny cells of protoplasm that is a sensitive board-like substance constituting countless atoms, possessing the sensitive responding and accepting functions. Experiments have shown that if you give something cheerful, leisurely and natural to your brain, it responds promptly and naturally, accepts more and has a good memory; if you give something unnatural and disordered to your brain, it responds slowly and reluctantly, and becomes more obtuse /3b` tju:s/ as time goes on. Suppose we give to the brain the sound that we have been used to hearing, and suppose again we give various man-made strokes of Chinese characters ----many words---to the brain. In what case does the brain respond and memorize willingly, promptly and naturally? The fact that all children in all countries are born of natural gifts of learning native languages, but as time goes on, the results of their learning written languages are getting poorer, shows that the answer is the first case.

One of the important reasons why the results of learning native languages are good is that there is good

timing ----when learners begin to learn native languages, the “responding boards” in their brains have not been disturbed by too many man-made factors. This is just like brand-new tapes whose recording effects are better than the effects of much used tapes. But when we teach English as a foreign language, we always ask our students to turn to Page X to Page Y. Month after month, year after year, we teach them man-made words in written forms which disorderly occupy their brain space until they study eight years, they still can’t distinguish phonemes being orally used. For example, several experiments with college students show that 98% of the students cannot distinguish the phonemes in the language being spoken as clearly as they distinguish the phonemes in their native language. Surely this has something to do with the fact that for so long we pay too much attention to written forms in our teaching. This has violated not only the principle of priority of spoken language, but also the principle that thinking should be done naturally and should not be disturbed. It is out of tune with the precept that if we learn anything, we shouldn’t ignore practicing the basic skills, otherwise we can’t learn any real skills during our whole life.

4th. The brain has stored all experiences in its hundred of millions of cells, but it won’t initiatively extract all the experiences. Therefore the signals (e.g. speech sounds, spelling, and meanings) that we hope to extract should be given deep memory traces in the brain. However, when we teach English to the students whose major is not English, we only cover the materials in a hurry, but don’t require them to do more practicing work strictly by exciting their ears and tongues, so that their memory traces cannot be strengthened and refreshed. Most unfortunately, we neglect the feature: it’s most important to develop a habit of speaking if learners hope to raise the level of spoken English, and learners must think in the language they are learning (not in any other language) when they speak. We are “surrounded” by our native language when we learn English. If we say it’s not our own fault for having no good surroundings, then, why don’t we initiatively create occasions on which we exchange orally? Why don’t we develop a habit of speaking?

5th. The left side of the brain deals with logic thinking, analyzing information and putting it in order. It is put to use often by teachers’ lectures. It seems that the use of the left side has something to do with the relative “silence”, which doesn’t mean the brain is having a rest, but still the brain is involved in active thinking. The right side of the brain deals with senses (what we see, hear, feel and smell). It has the function of creation and imagination. The language learners should make more use of the right side, which, it seems, has something to do with activeness. They should listen more, read more, and do more reading aloud. Sometimes they should be full of passion, and even shout in a crazy way. However, in our language teaching, teachers often spend so much time explaining, and analyzing a lot of grammatical rules that the learners

don't have enough time to listen to and to read. sufficient language materials. Because of this, imagination cannot be aroused, and the potentials of their brains cannot be fully exploited.

6th. A person who is writing an article, often thinks in the language he can speak. That is, thinking mainly has something to do with oral language. However, on one hand, we don't pay enough attention to the cultivation and application of the students' oral language, on the other hand, we require our students to write good compositions. How could this be possible? It is very natural and unavoidable that our students cannot write compositions quickly, and that their compositions are full of mistakes. On the contrary, if the students can express themselves freely in oral language, and if their imagination is rich, then their writing is just a piece of cake, because what they write is what they say orally.

There are too many cases in which natural rules are violated, consciously and unconsciously in the language teaching. Man has realized the harm done by his will which transcends the natural rules in the change of the objective world, e.g. man has made a mess of his environment, but has begun to take measures. However, man has not fully realized yet the potential harm done by too much man-made will over the language teaching and study, and over the change and the development of languages.

The main reason why something goes right or wrong lies in something itself. For a long time the textbooks compiled based on written language rules and research theory, and study methods derived from them, have not touched the earliest part of languages, e.g. what part of languages is bound to thinking? They have not touched the brain, the real perceiver of languages, e.g. the harmony rule in the brain has not been made use of. Accordingly, we are absolutely convinced that all the traditional textbooks in use won't bring about a real revolution in language study and teaching.

Therefore, I advocate that methods of imitating the thinking orbit in the brain should be adopted in order to change the present language study and teaching methods so that fundamentally speaking, we can have a revolution in language education. It seems to be "fantastic", but I believe in the great power of natural rules and in my more-than-20-year probing and experimenting. I firmly believe that people will find a brand-new prospect as soon as the methods of imitating thinking are put to use in the present English education.

### **3. ON CHARACTERISTICS OF STUDY METHODS OF IMITATING THINKING, AND MODES OF TEACHING REFORM**

Compared with the present English teaching methods, the methods of imitating the thinking orbit which is based on the initial use of natural rules, and the derived

methods have the following characteristics:

1st. Easiness. Students can pronounce any words as soon as they see them, can write any words as soon as they hear them. Students can easily read aloud the text and easily memorize the new words. For quite a long period of time, the learning beginners of the presently –used textbooks cannot get the hang of English. From primary schools to college, very few can really master 5000 words. Study and teaching methods based on imitating thinking orbit (in another word, thinking-orbit-imitating language, TOILANG for short) enable students to get the hang and acquire high abilities of self-study within very short time. Based on self-study and on the fact that it is easy to learn TOILANG, middle school students can master more words than college students, and have higher practical levels than college students and graduate students.

2nd. Regularity. As soon as a person is born, he or she begins to understand and speak oral language, some years later, to study written language. Having broken the methods of learning alphabets and spellings from the beginning, and head-on the difficulties (such as listening, speaking and writing which Chinese students often complain about) according to the rules of language learning, the advocate of the teaching of TOILANG emphasizes the teaching of phonetic symbols and language current from the very beginning, clears away the main obstacle to mastering the language, and avoids the traditional out-of-joint between teaching, studying and applying. The students can use English easily while studying, can exchange freely between the teachers and them, just as they learn their native language.

3rd. Interests. The teaching of "TOILANG" makes it possible that language study is a fun. The present traditional English learning is so dull, and the students have to recite so hard that their aliveness, enterprise and imagination become duller and duller. Quite a few of them have become "deaf", and "mute". The living language they are learning is becoming "dead" language. Every learner of "TOILANG" will keep interested in learning. Everyone is a talented learner of the language.

4th. Efficiency. Because the teaching of TOILANG focuses at the beginning on the accurate pronunciation and tone, as long as the students have a good beginning, they will find it more and more efficient to study the language. They can understand the learned words, find the new words they hear in the TOILANG dictionary, express themselves in the words they have learned, and fluently read aloud any new articles full of new words. The present English teaching cannot enable the students at all to raise the abilities of listening, speaking and writing on a large scale. But with the help of TOILANG teaching or studying, the so-so students can raise the abilities of listening and speaking easily. As long as they can speak, writing becomes a piece of cake, and the ability of fast reading can be raised, too.

5th. Practicality. Because memorizing, listening,

and speaking are indispensable in the TOILANG teaching, practicality is obvious, e.g., while learners are studying, they can exchange. They can exchange in the language both at home and in all corners of the world. Because the learners can get over the difficulties in study within one or two months, and have acquired the basic application skills, they can pick the language in the future, even if they stop study half way.

6th. Unobstructedness. In the present world, man has about 4 or 5 thousands of languages. The big family of human beings needs a common language eagerly. For hundreds of years, human beings have put forward 800 plans of a common language, but all ended in failure.

Esperanto is a man-made language, and there does not exist an extensive area where many people speak it as a native language. For this reason, it won't become an international language in a real sense. Although it has been taught for more than a century, the population who speak it has not reached the half of Hubei's population. If we human beings choose a language based on our thinking orbit as a common language, then the days when we use the common language are in sight. The reasons are simple: although the forms (spellings) of thousands of languages existing in the world are quite different, the thinking functions of the users are the same. In the course of thinking, there must exist some generality. If human beings base the common language on the generality on the thinking orbit, and popularize it, then it will quickly become a common language. As soon as TOILANG spreads in the human family, the population who speak it can quickly reach 4 billions. Some people can learn it within several months; and some people can learn it within more than 10 months. Chinese students have studied English for about or more than 10 years, from primary schools to colleges, but what education has cultivated is there are many many "deaf-mutes", or "semi-deaf-mutes" here and there. Most of them (e.g. those who graduated from middle schools and colleges) cannot use English effectively in their working positions. For most English learners, English learning has been and is being a suffering and torture. But learning English with the help of TOILANG for several months, or 20 months at most, is enough and available to all learners. They won't need about 10 years or more than 10 years any longer! The methods of imitating thinking can also be put to use in other countries. Even in USA and UK, the youngsters can raise their abilities of writing by means of thinking-imitating methods before they acquire large numbers of words in written language, for example, they can use TOILANG Dictionary to consult the words they speak but can't write, the words they can think of in the brain, but can't write, and the words they hear but can't write.

The methods of TOILANG enable learners to finish learning the textbooks that are equivalent to all textbooks in primary schools, middle schools, and colleges. Since all junior middle school students can finish the textbooks used by college students and

graduate students, and possess the practical abilities of listening, speaking, reading and writing, senior middle school students and college students don't have to study English in English classes, but can improve English mainly by "learning knowledge in English originals". But during the early period of popularization, the teaching of TOILANG can be divided among three fronts:

The first front: the primary school and middle school front. On this front, the teaching of TOILANG can be arranged within two years or so. TOILANG classes can be arranged in the primary schools where qualified teachers and other qualifications are available (especially the requirements of teachers' phonetic speech and intonation should be met). Some people think foreign language shouldn't be taught at an early age. In fact, the younger the learners are, the better it will be to be taught TOILANG, because they have imitating ability, and good memory. On most occasions, TOILANG has to be taught in middle schools. Emphasis during the early period on this front should be put on speech sounds and intonation. The students should be able to distinguish clearly all kinds of phonetic symbols from English being spoken. They should learn how to express themselves in English. Whenever they meet with basic native language sentences, they should be able to express clearly the meanings in English. After they master 35 thousand words frequently practised through listening, speaking, writing, reading aloud, and "interpreting", they can use English freely. Tests on this front should not be similar to the present standard tests full of multiple choices.

The second front: the college front. On this front, TOILANG can be taught for half a year or a year. The emphasis should be laid on the improvement of speech sound, intonation-imitating, listening and oral English. The students should listen in to English programs over radio and TV, and raise the ability of dictation of recorded tapes, on the basis of raising the ability of distinguishing phonemes from English they hear. Through listening, speaking, writing and reading, they can master over 2000 words of TOILANG. Some scholars at home and abroad say that it is not easy to overcome fossilization phenomenon or Plateau Phenomenon (that is, when one has learned language for a certain period, it is hard to make new progress). A half year's teaching of TOILANG on this front enables this phenomenon to be overcome easily. If the teaching on the first font is conducted successfully, it will be not long before the teaching on this from falls into disuse. Reasonably, students at college level should obtain extensive and intensive knowledge. It is unfortunate and funny for them to spend much time and many efforts on English study in the times of the explosion of knowledge. If the students break through the barriers of listening, speaking, reading and writing in middle schools, then, after they enter colleges, they can read English originals quickly, obtain much knowledge in English, and might pick up the second foreign language

in free time.

The third front: the social front. The teaching on this front can be conducted mainly with the help of TV and radio programs. It costs less money and less manpower. Unfortunately the traditional TV and Radio English teaching is not so effective. But combined with TOILANG methods they can be effective, for example, many students can read aloud English after one excellent teacher's voice at the same time. Teachers in middle schools and colleges can not only encourage students to practise English, but also participate in practice. So many learners, whether students or amateurs, can benefit a lot from TOILANG and various radio and TV English programs and news.

There is room left for TOILANG teaching and study: even if the learners stop learning after several months, the time they have spent is not a waste, but a necessity in the whole study of English. The reason why students who have studied English for many years feel they couldn't make new progress is that they have missed the time spent on this kind of practice. Those who have learned English with TOILANG methods for several months will find that they have already possessed the basic application skills, as soon as they enter the world of English.

#### **4. ON THE CHIEF DIFFICULTIES IN THE ENGLISH EDUCATION REVOLUTION**

Although some famous experts commented on learning English by imitating thinking orbit: "it will make an outstanding contribution to education;" "it will have far-reaching influence;" and "it is of great practical value;" still, based on my over-ten-year's attempts to popularize it through the society, I have to admit unfortunately that English education revolution is easily said than done. The chief ones among many difficulties are the existing traditional concept and the present administration system.

For quite a long time, the methods of compiling textbooks and of the English teaching are based on the research of written English and its research theory, and no one has ever doubted that what human beings are doing are contrary, intentionally or unintentionally, to the thinking function of the brains and their potential natural rules. The concept that a foreign language is difficult to learn and teach is rooted in man's brains. Therefore people won't believe him if someone mentions that the methods of imitating thinking can bring about surprisingly high efficiency of the foreign language study, or suggests that administrators should recommend putting the new methods into use. The teachers in the front line of teaching can realize the important value of the creation, as soon as they are told about the methods of imitating thinking, but they are sorry to admit that adopting the new methods and new

textbooks has to be approved by the higher authorities. Not knowing the value, the higher authorities will casually advise their visitors to turn to some schools for help. China's foreign language teaching has been conducted at three levels: primary school level, middle school level and college level, none of which may encroach upon the precincts of another. It is true of administration, teaching and research. No research has been done into the teaching at three levels as a whole. It is not easy for a new method to be used at each level. On the contrary, some publishers whom the higher authorities entitle to "publish books for education or for foreign language teaching benefit a lot from publishing large numbers of books of no real value year in and year out. Even if some publishers publish some English books containing new idea and creation, they can not go into classrooms, because the higher authorities stipulate that books used by students at a certain level must be written by a certain persons under their leadership, must be published by the publishers entitled by them, and all students at different levels must use nothing but stipulated books. So the publishers and writers who enjoy privileges don't have to do creation work. They are sure to earn millions or billions of money by supplying pieces of junk, plagiarized materials or awkwardly made-up exercises for students. How much the students can benefit is never their concern. For example, college English books are always published by the three publishers, what they do each year is to go to the key persons in schools, offer some favors to them and wait for millions of money. After the officially-entitled books go to the hands of the students, how much they can learn is never the businessmen's concern.

The taboos and restrictions in the field of the English teaching are the expression of groundless monopolies as well as ossified ways of thinking. If the traditional concept has not changed and monopolies are not smashed, the English education revolution is nothing but an armchair strategy. More than 20 years ago, the discussion about the statement that practice is the only standard of testing truth, brought about a spring to all fields in China. In the English education field, we should not only encourage reform and creation, but also stick to the only standard of testing truth by practice.

#### **5. A SINCERE SUGGESTION FROM THE PURE HEART OF A CHINESE MAN**

Languages in this world are changing as the society goes forward, propelled by the development of science and technology, and productive forces. Differences between national cultures tend to get smaller and smaller; different languages have been mixed together, and they tend to absorb others' merits. No doubt English has occupied an important position on our earth. However people spend too much time, too much money and too much vigor learning it. Some experts with lofty

ideals are making their efforts to decrease learners' time, money and vigor. Though many efforts end in failure, still they are continuing their research more indomitably. Creations of new language symbols are now in the ascendant. Language used between man and machines has been used, which will bring about a serial of revolutions. New Englishes have appeared, and more will appear. Believe it or not, an internationally used practical language which can be learned easily will appear sooner or later, in the big family of human beings. On this earth where a common language is needed urgently, the abilities of small & middle countries fall short of their wishes to do something for the formation of the common language. If the Chinese nation, known for its long history, civilization and striving spirit, makes use of the natural rules in the brain and the rules of language to imitate thinking, then we can kill two birds with one stone: we can have a good mastery of English, and we can make contributions to the formation of a common language. If we avoid doing what we can, fritter away time and miss the opportunity, we will have a quality conscience as the descendants of the Chinese nation, and should be disqualified from the earth. I suggest that the governments at all levels collect opinions and wisdom from many Chinese of ideals and integrity, follow the trend of the world languages, assimilate the essence of languages and reject the dross, and adopt the methods of imitating thinking to popularize English among the Chinese people by bringing the united efforts of the country into play. This reform will surely benefit both the Chinese nation and many other nations. China's courage and insight will shock the world and will be of far-reaching significance. I do hope the governments accept my suggestion, and sincerely look forward to nudges and criticism from experts and colleagues.

**Notes:**

This paper is written on the basis of my writings published by Intellectual Property Publishing House in Invention Patent Bulletin, volume 20, and my other papers. For example:

- 1st. Methods of compiling English Textbooks and studying English by Imitating Thinking;
- 2nd. Probing into the Origin of Language;
- 3rd. Probing into Man's Common Language;
- 4th. Probing into the Principle of Tecolang;
- 5th. On the Main Causes of the Inefficiency of the English Teaching;
- 6th. Probing into English Teaching Economics;
- 7th. On the New Concept of Man's Common Language;
- 8th. Probing again into the principle of Tecolang;
- 9th. Talk about the Sequence of Pinyin Teaching, Pinyin Reform, and the Teaching Unity of Pinying and English;
- 10th. Long Probing Encouraged by Just and Truth;
- 11th. On The Formation of Terrains' Common Language;
- 12th. The Principle on which English Dictionary Used for Listening Comprehension is Based;
- 13th. Talk on New Achievements Our University can Make in the English Teaching;
- 14th. Report of Experiments with the Study of Tecolang.
- 15th. Research ing & programming of studying English by means of imitating the thinking orbit

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