



RESEARCH ARTICLE

Vol. 3. Issue.4., 2016 (Oct.-Dec. )



INTERNATIONAL  
STANDARD  
SERIAL  
NUMBER  
INDIA

2395-2628(Print):2349-9451(online)

EXPLORING CHINA ENGLISH AND ORAL ENGLISH INSTRUCTION IN CHINA'S  
SECONDARY SCHOOL: THE WORLD ENGLISHES PERSPECTIVE

LE YAO\*, SONG CHEN

Beijing International Studies University, China

\*Email:13021274957@163.com



ABSTRACT

This present paper focuses on oral English teaching in Chinese secondary school from the perspective of World Englishes Paradigm. The study begins with the analysis of English as an international language and English as a lingua franca. Then the key concept of World Englishes and the World Englishes Paradigm are dwelled upon, with focus upon the elaboration of the features and classification of World Englishes. With reference to the distinction between China English and Chinese English, the importance of China English and the Chinese traditional culture in secondary school oral English class is emphasized. After revealing the revolutionary features of World Englishes Paradigm and the importance of China English, the present study centers upon the correlation between the two concepts and oral English teaching in secondary school, emphasizing the significance of introducing the concept of World Englishes and China English in the class.

**Keywords:** oral English; World Englishes Paradigm; China English; Chinese English; culture

©KY PUBLICATIONS

1. INTRODUCTION

English, as the most important international language, spreads rapidly around the globe and has become a major medium of communication among the peoples from around the world. "As English is increasingly used for global communication in multilingual contexts these days, Native English Speakers (NESs) are in the minority in contrast to the rising number of Non-native English Speakers" (Galloway, 2013:786). The globalization of English leads to such terms as World Englishes, Global Englishes, New Englishes, international lingua franca and other related notions. The popularization of English has also led many linguistic scholars to direct their research interest to the study of the different varieties of English spoken in different countries. The year 1985 saw the appearance of the term World Englishes (or WE for short) as the title of a journal co-edited by Braj Kachru and Larry Smith. Ever since then, more and more scholars began to embrace the concept and study under the World Englishes Paradigm. Braj B. Kachru has done many pioneering work on the World Englishes topic and Edward W. Said, Cecil Nelson, among others, are currently well-known scholars in this field with abundant publishing relating to WE. The World English Paradigm is revolutionary in the linguistic field and has considerable influence on many aspects such as English language teaching, tertiary education curricula,

language planning and many others. In China, English is used widely as a communication tool. For decades, English course has been compulsory in primary school, secondary school and university, which demonstrates the emphasis placed on English language acquisition in China.

When English is used in China as a communication tool, it will definitely be influenced by Chinese language and Chinese culture, hence, the emergence of China English and Chinese English. With China emerging as the world's second largest economy and proactively engaged in international exchanges, the importance of using English to explain China-specific politics, culture, and others is realized. The strategy of "going global" of Chinese culture that is increasingly emphasized in recent years accelerates the mix of English language and Chinese culture. There is an increasing need to tell the China story by means of using English to the world. It is worth noting that instead of being a kind of broken English, China English has its own important role to play in the intercultural setting whereas Chinese English is not accepted by people from English-speaking countries. As Rong (1991) put it, it is by no means inappropriate to call English with Standard English as core and Under the trend of World Englishes, pedagogical proposals on English language teaching have been put forward. Matsuda (2002, 2012) elaborates on the necessity of exposing English learners to the diversity of English. In China, This present paper endeavors to study the oral English teaching in secondary school in China from the perspective of World Englishes Paradigm. The discussion of China English and Chinese English is aimed at explaining the difference between the two concepts and analyzing the importance of China English and Chinese culture in the oral English class in secondary school.

## **2. English as an international language and a lingua franca**

### **2.1 English as an international language (EIL)**

In the 18th century, Britain became the most powerful empire in the world and was dubbed as "the sun never set" at that time. It colonized many places, therefore more and more people began to speak English. The wide spread and use of English has led to the internationalization of English. In the meanwhile, such terms as international English, global English and world English began to emerge. Melvyn (1995) calculated that over 70% of the world's scientists read English, about 85% of the world's mail is written in English and 90% of all information in the world's electronic retrieval system is stored in English. The use of English has penetrated into almost every aspect of our life. From 1960 to 1985, the pre-eminent linguist Quirk classified English into 3 categories, namely, English as native language (ENL), English as a second language (ESL) and English as a foreign language (EFL). Take China as an example. In China, people began to learn English in the middle of the 19th century. Today, English has been a foreign language in Chinese classrooms and not only more and more people are able to speak English, but it is widely used in conducting business, giving lectures, tourism, cooperation with partners from other countries and many others. The status of English as an international language also indicates that English no longer belongs to one nation or region; instead it belongs to all the people who use it. As English is widely used in so many countries either as a native language or as a second or foreign language, different varieties of English have emerged, like Australian English, which had not been accepted as a Standard English until 1976, and Indian English and Nigerian English. However, for many years, speakers of English have had a steadfast conviction that Queen's English is the standard English which is the most rightful, prestigious and beautiful.

### **2. 2 English as a Lingua Franca (ELF)**

When people who speak different languages meet and need to conduct business or contact with each other, they have to find a way of communicating, i.e. a lingua franca. UNESCO defined a lingua franca as 'a language which is used habitually by people whose mother tongues are different in order to facilitate communication between them' (Wardhaugh, 2000: 55). Other terms can be used to refer to the same phenomenon such as trade language, contact language, international language and auxiliary language. A lingua franca can be spoken in a variety of ways. English as a lingua franca is not only spoken differently in different places, but individual speakers differ widely in their ability to use the language.

The globalization of English and English language teaching has led to the emergence of English as a lingua franca (ELF) as a separate research paradigm. With the publication of *Journal of English as a Lingua*

*Franca* ELF has become an established research field and many linguists began to devote themselves to the research of ELF. In terms of understanding the importance of ELF research for English language teaching (ELT), it is worth looking at Seidlhofer's description of ELF as "the most extensive contemporary use of English worldwide" (2001: 133). ELF research has three levels (Cogo & Dewey, 2012): first as a contextual setting; second as the interactional practices that take place in these settings; and finally as a research paradigm. In brief, an ELF context refers to any communicative situation in which speakers from two or more cultural backgrounds use English as a contact language. The research in the field of ELF communication concentrates on the language forms, which is the basis of earlier research in the field, and the pragmatics of ELF interactions. More recent research is primarily interested in understanding the communicative strategies used by speakers involved in the ELF communication. When using English in international and intercultural communication setting, people from different lingua-cultural backgrounds use the language and probe its meaning potential as is required in different contexts and purposes. In doing so, users of ELF communicate without conforming to the forms of Standard English or native speakers' language norms. ELF users are from different lingua-cultural backgrounds, therefore they might well bring into their interactions assumptions based on the norms and communicative behaviour from their own languages.

### **3. World English Paradigm**

There is no doubt that English is becoming more and more popular and is used by an increasing number of people in different regions in the world, therefore it is unlikely to focus our attention solely on what is often called RP (received pronunciation) or GA (general American) in terms of pronunciation nor is it possible to confine the concept of English to the so-called Standard English such as British English or American English. When English is used in different countries and is exposed to different cultures, different varieties of English begin to emerge. The diversity of English has put an end to the idea of the unique role of British English as a standard model, and even a bicentric model of British / American English, though in many countries of the Expanding Circle this idea is still deeply rooted in the minds of education officials as well as laypeople, and the pluricentricity of English is regarded by many of them as a paradigmatic riot (Proshina, 2014).

#### **3.1 The definition of World Englishes**

In the article entitled 'World English: Agony and ecstasy', Kachru explains the importance of the concept of 'Englishes':

The term 'Englishes' is indicative of distinct identities of the language and literature. 'Englishes' symbolizes variation in form and function, use in linguistically and culturally distinct contexts, and a range of variety in literary creativity. And above all, the term stresses the WE-ness among the users of English, as opposed to us vs. them (native and non-native) (Kachru, 1996: 135).

World Englishes is a revolutionary paradigm of pivotal significance for both theory and practice of language teaching, learning, and researching. With its main principles of diversity, pluricentricity, inclusivity, variability, functionality, and equality, this paradigm has drastically changed many traditional concepts of linguistics and language methodology (Proshina, 2014). In its short history, World Englishes has concentrated mainly on structural variations, which is partly a result of the dominant traditions in sociolinguistics.

World Englishes or WE for short is a revolutionary concept in linguistics and has attracted close attention from lots of linguists and WE supporters. The plural form Englishes was mentioned as early as 1981 by Gerry Abbot, the editor-in-chief of the journal *World Language English*. Abbot, in the editorial to the journal, repeated that 'national independence has brought a need for recognition of various African and Asian Englishes as identities in their own right' (Abbot, 1981: 2). It is Braj B. Kachru, the pre-eminent linguist and a student of M.A.K. Halliday, who is regarded as the pioneering figure of the World Englishes Paradigm. Braj B. Kachru, the distinguished expert in the WE paradigm, wrote his PhD dissertation 'An analysis of some features of Indian English: A study in linguistic method' which has been a pioneering work proving the reality and rightful existence of Standard Indian English as a variety defined by him as 'the English of those Indians who speak / write English as L2 and who range above the Central point on the cline of bilingualism' (Kachru, 1961: 287).

The innovative and revolutionary features of the WE paradigm are: diversity of Englishes; pluricentricity of the language; domineering of a dynamic functionality over a static prescriptive approach; change of the goal of ELT and learning; change of the native speaker concept; and the integration of English Language Teaching (ELT) with intercultural communication studies (Proshina, 2014).

### **3.2 The classification of World Englishes**

Kachru put forward the model of three concentric circles of English which has a significant influence in the field of World Englishes research. In this model, the spread of English is realized on the basis of three circles of the language: the inner circle, the outer circle and the expanding circle. The inner circle, which is the traditional one, includes the United Kingdom, the United States, Australia, New Zealand, Ireland, Anglophone Canada, and some of the Caribbean territories. In these countries, English is the mother tongue for almost all the people. By the outer circle is meant the places where English is not their native language but is their office language playing an important role in world communication. India, Nigeria, the Philippines, Bangladesh, Pakistan, Malaysia, Tanzania, Kenya belong to this circle. The expanding circle refers to the countries where people learn and use English as a foreign language or lingua franca. The representatives include Indian English, Singlish English, African English, Japan English, Russia English and China English.

The traditional opinions say that African English, Indian English or even China English are broken Englishes because their pronunciation, grammar, sentence structure and even the pattern of discourse is slightly different from the Standard English in the inner circle. The reasons are self-evident. When English is spoken by people in different countries like Africa, India, Japan and China, it is bound to be exposed to different cultures and the unique things in a certain country. However, in the World Englishes Paradigm, the different types of Englishes spoken in different countries in the expanding circle or the outer circle are regarded as different English varieties. The World Englishes paradigm is inclusive of all varieties and variants of English, of many cultures and ethnicities, of many topics and subjects, of various approaches and perspectives. The WE paradigm considers the native and non-native users of English as equal partners in deliberations on uses of English.

### **3.3 Naive speakers and non-native speakers in the WE Paradigm**

The concept of Englishes shifts the traditional focus from the power struggle between native and non-native speakers to the acceptance of the idea of sharing of power with the implication that natives and non-natives are both English users in their own rights. Whatever power native users from the inner circle wield as authoritative pedagogues of English must yield to the fact of their limited knowledge of the language as it is used in different locations by different peoples in the outer circle or in the expanding circle, who may use other languages in addition to English, to express different cultural experiences. Thus, the concept of native speaker has been completely revised in the World Englishes Paradigm.

Instead of pursuing a perfect native or near-native English in the inner circle as the most successful and standard use of English, World Englishes Paradigm gives the term native speaker a broader scope and combinability. English is owned by the global population and is represented by different varieties with their distinctive features in different countries. Proshina (2014) gives his definition of native speaker from the perspective of World Englishes Paradigm, i.e. 'the term native speaker refers to communicatively efficient and fully competent users of varieties'. This definition once more demonstrates the continual battle of World Englishes Paradigm against the hegemony of inner circle Englishes and the formation of a more positive and constructive view of outer and expanding circle Englishes. Smith (2008) in his article 'Familiar issues from a world Englishes perspective' has a paragraph that can be used to explain the concept of native speaker in the WE Paradigm clearly:

We need now to recognize that this [native speaker] is a much broader category than it was a few years ago. I am still an example of a native speaker of American English and I can be an informant about my particular variety of the language. Randolph Quirk is still a native speaker of British English and can be an informant of that particular variety. In the same way, Yamuna Kachru is a native speaker of Indian English and she can be an informant on her particular variety of the language. Anne Pakir is a native speaker of Singapore

English and Ma. Lourdes Bautista is a native speaker of Filipino English. Each of them can be an informant of their own variety of the language. I am willing to argue that Proshina is a native speaker of Russian English and HuWenzhong is a native speaker of Chinese English ... Whatever the case, this is my understanding of the concept 'native speaker' from the perspective of world Englishes' (Smith, 2008: 70–1).

The idea of native speakers of different English varieties is absolutely revolutionary and is hard for scholars outside this paradigm to accept it willingly. The traditional notion of native speakers no longer validates in the World Englishes Paradigm and the new one is broader and accept English speakers in a certain country other than those in the inner circle as native English speakers of a variety, which may have unique characteristics shared by almost all English speakers in that country.

Kachru in 1997 substantiated his idea of two types of native speakers. He distinguished between genetic and functional nativity. He argues that the traditional concept of native speaker is related to a genetic type, while functional nativity is 'determined by the range and depth of a language in a society: Range refers to the domains of function, and depth refers to the degree of social penetration of the language. These two variables provide good indicators of comparative functions of languages in a society and of acquired identities and types of acculturation represented by a transplanted language' (Kachru, 1998: 92).

### **3.4 Culture in the World Englishes Paradigm**

There is no doubt that different countries have their unique and different cultures. When reflecting on the use of English language, different varieties of English emerge. Take China as an example, China is a socialist country with strong Chinese characteristics. Chinese people are proud of the brilliant Chinese civilization and the traditional culture it possesses. Confucianism and Taoism are Chinese traditional philosophy schools that exert considerable influence of the ideology of the Chinese nation. When English is used in China for different reasons, it is definitely influenced by Chinese culture. Thus, from the perspective of the World Englishes Paradigm, the English spoken by Chinese people is a variety which is influenced by the Chinese culture.

It is also worth noticing that the Chinese variety of English is also a reflection of cultural identity. In the intercultural setting, when Chinese people speak English, they express their culture and identity.

### **4. China English and Chinese English**

The implementation of China's reform and opening up policy in the end of 1970s makes China a country attaching greater importance to the education of English, which has led to the popularization of English in China. English is required to learn by students as a compulsory course since primary school in China. In some prestigious university or even middle school, lectures are given in English. If enterprise employees to get a promotion, they have to pass certain English examination to demonstrate their English proficiency. From these measures in China, it is not difficult to understand how English is greatly valued and widely used in China. After entering in the 21st century, China's economic and social development has been rapidly, which attracts world attention. Now, China has been the world's second largest economy and the largest developing country in the world. Quite recently, China, in its endeavor to realize the Chinese dream of achieving great rejuvenation of the Chinese nation, has unveiled a series policy measures to make Chinese equipment and traditional Chinese culture go global. In this process, it cannot be dodged to use English or even other foreign languages to express "the Chinese things" with its characteristics unique in China. Therefore, two terms emerged: China English and Chinese English. In our daily life, we hear the two terms a lot, however, they are often mixed up by laypeople. As a matter of fact, they are totally different terms.

#### **4.1 The definition of China English**

When it comes to the concept of China English, the Chinese scholar Ge cannot be dodged. It is he who put forward the notion China English in the early 1980s. His discussion of China English attracted broad attention from lots of Chinese linguistic scholars who research the China English from different perspectives. The various literature on China English research demonstrates that giving a precise definition of China English is difficult, and different scholars have different understanding of this notion from different angles. In 1991, Wang Rongpei proposed that "with the standard English as its core, China English a variety that is spoken by

local people in China and possesses Chinese characteristics.” Two years later, Li gave his definition that “China English, with standard English as its core, can be used to express things that is unique in the Chinese cultural and social fields; it is not disturbed by mother tongue and is used for communication through transliteration, translation and semantic regeneration with the unique vocabulary, sentence structure and passages with Chinese characteristics”. Luo, in 1998 simplified the definition as “the English variety with Chinese language characteristics”.

Although different scholars give different definitions of the concept of China English and sometimes the concept may be vague, it is still not difficult to summarize some of the features of China English. The general features include: China English is the language phenomenon in the process of Sino-American cultural exchange. 2 China English, on the basis of Standard English, when issues of China society, culture and so on are expressed, embodies the Chinese characteristics, influenced by Chinese culture. 3. China English can function as communication which can be understood by Native English speakers (Li, 2006: 52).

The political terms that are used in China’s English language media such as the *China Daily* or *Beijing Review* is a good demonstration of how China English is frequently used. Table 1 is a selection of the Political terms with strong Chinese characteristics:

Table 1 Political terms in China’s English-language press

.Chinese	English version
中国特色社会主义	Socialism with Chinese Characteristics
小康社会	Moderately prosperous Society
中国梦	Chinese Dream
中华名族的伟大复兴	Great rejuvenation of the Chinese Nation
一带一路	One Belt and One Road Initiative
文化软实力	Cultural Soft Power
中国制造2025	Made in China 2025
互联网+	Internet Plus

When Chinese political terms are expressed in English, they are filled with complex layers of meaning related to China’s political ideology, its national identity and culture, as well as its place in the world.

Instead of being broken English, China English plays an important role in intercultural communication. First, it facilitates the expression of Chinese culture and political ideology. Second, China English helps promote Chinese culture. Third, it leads to the obtaining of national identity. With the rapid development of China, there is a growing need to introduce China to the foreign countries. China English will continue to play its important role in the international stage and complement the Standard English.

#### 4.2 The definition of Chinese English

Chinese English is from Chinese Pidgin English. In the early and middle 20th century, China English was used mainly by Chinese business men at the trading settings. It is the misuse and deformity of English language. It is worth pointing out that Chinese English (or Chinglish) is entirely different from China English. One of the major features of China English is that it takes standard English as its norm, i.e. it must conform to the grammar rule and the English cultural conventions. As for Chinese English, it is a kind of abnormal English spoken by Chinese people largely because a lack of English proficiency.

In Chinese English, many mistakes often occur such as wrong collocation, improper rhetoric application, syntactic error, ambiguous reference, inappropriate word order and so on and so forth. There are a lot of reasons for this phenomenon. One of the major reasons is that it fails to take Standard English norms as its

basis, therefore Chinese English cannot serve as a communication tool. Here are some examples of Chinese English:

- (1) 咱俩谁跟谁?  
We two who and who?
- (2) 知之为知之, 不知为不知。  
Know is know, noknow is noknow.
- (3) 你不鸟我, 我也不鸟你。  
You don't bird me, I don't bird you.
- (4) 好好学习, 天天向上。  
Good good study, day day up.

These are perfect examples of Chinese English which can hardly be understood by people from English-speaking countries and cannot be used as a communication tool.

Interestingly, although China English and Chinese English are different concept, there are sometimes transformations from Chinese English to China English. "Long time no see" was once Chinese English but as it is used popularly by Chinese people, it is accepted as China English and is widely used these days.

#### **4.3 The role of China English in intercultural communication**

The difference in culture leads to a lexical gap in different languages' vocabulary. There are many types of words that create lexical gap, for example, words related to particular person and events and words related to aspects related to a country's politics, economy, food, etc.

Many English learners and even some English majors find it very hard to introduce Chinese specific culture to foreign people. When expressing the common and simple Chinese dishes, many English learners do not know how to talk about them with foreigners in English. China, with its history over 5000years, has its own culture and specific concepts that have no equivalent expressions in English. Therefore, China English is very important and helpful when it comes to introducing and promoting Chinese culture to the world. China English can remind people of Chinese culture and arouse attention from around the world. We need a carrier to introduce Chinese culture to the world, and China English is a good carrier. In the intercultural communication, China English has an important role to play.

#### **5. Oral English teaching in secondary school**

In spite of the great enthusiasm of English learning in China, students' English proficiency is still not satisfactory. Among the four basic language skills: reading, listening, writing and speaking, speaking has always been a headache for Chinese students. After learning English systematically in school for 10 to 12 years or even more, most middle school students find themselves unable to express their thoughts and feelings fluently and clearly in English. What is worse, many are not confident or brave enough to even open their mouth for fear of losing face. This is a very awkward situation. Although many English teachers have already discovered the problem, it is still not dealt with properly because of a lot of difficulty facing teachers. First, the insufficient teaching hours in middle school forces English teachers to attach more importance to grammar and vocabulary study in an attempt to prepare their students well for their various English examinations. Second, some English teachers' oral English in middle schools are not good and most of them have a lot of pronunciation problems, of course they cannot produce good students with fluent oral English. Third, Chinese students lack a desirable spoken language environment, and they have few opportunities to keep practicing English in certain situations. Forth, students are not confident about their language ability and are not brave to open their mouth, which hinder their oral English development. The list can go on and on, but it is better to stop here since a selection of the list is enough to demonstrate the complex reasons why oral English has always been a weak point for Chinese learners.

### **5.1 The concept of World Englishes in oral English class**

Oral English teachers in China should pay due attention to the concept of World Englishes in the oral English class. Basically, for all the students and all the English teachers, the native-like English (British accent or American accent) is the goal of their English learning and teaching. On the one hand, the World Englishes Paradigm advocates that in the intercultural communication, as the international language, English should meet the requirement of intelligibility, i.e. the speaker should make himself or herself understood using English. On the other hand, due to the diversity of culture, different varieties should obtain and maintain their respective identity. Oral English teachers should teach the correct pronunciations and the standard English expressions and sentence structures on the one hand and attach equal importance to the convey and introduction of World Englishes and the concept of China English on the other. Oral English teachers should teach more on how to express Chinese culture and politics and major current affairs in English and encourage students to use more China English to talk about the Chinese culture and express their attitudes and understanding. In short, the concept of China variety of English is of equal importance to the standard English in China's secondary school. The concept of World Englishes cannot be neglected in the oral English class.

### **5.2 The importance of Chinese culture in oral English class**

World Englishes Paradigm reflects that there are multiple and varied models of English across cultures and that English is not limited to the countries where it has traditionally been regarded as a mother tongue. World Englishes includes not only British, American, and Australian Englishes, but also newer varieties of English that have emerged in countries that were once colonies such as China, Russia and Japan, etc. In the oral English class, teachers are supposed to transform the concept of common criteria of Standard English deciding whether your English is good or not into the concept of the multi-criteria of judging students' English level. When I taught oral English in training school, some of my students in the class would question whether English teachers from English-speaking countries teach better than English teachers from China. This is a quite common question in oral English teaching and it is always a controversial issue. Native English teachers definitely speak standard English and their pronunciation is excellent while Chinese English teachers may have accent and their pronunciation may not "standard". However, English teachers should let students realize the concept of world Englishes and the Chinese variety of English. Wang (1994) stated that the purpose of learning English is not only to master the language knowledge of Standard English but also to get to know the English varieties under any occasions. It should be noted that the aforementioned question is actually meaningless since it is certain that English teachers from China and English speaking countries have their own merits though a lots of Chinese exports on oral English doubt whether foreign teachers really know how to teach Chinese students. What really matters is that instead of encouraging or even pushing their students to pursue near-native or native-like English, Chinese oral English teachers should concentrate more efforts on imparting some of the traditional Chinese culture and how to express it in English.

When I was teaching oral English in training school, the crazy zest of English learning in China continues to grow and this leads some scholars to question whether it can cause the decline of Chinese cultural identity. As a matter of fact, this decline has occurred. Instead of spending more time learning traditional Chinese culture, most English learners appears to take more interest in British or American cultures. Therefore, when it comes to introducing Chinese culture to their friends or teachers from Briton or America, Chinese students don't know how to express Chinese culture in English. However, in the intercultural communication settings, there are always occasions when Chinese students need to make people from English-speaking countries understand Chinese culture in English.

This is by no means an idle suggestion. In my oral English classroom, there are always questions about how to express, for example, "元宵"、"七夕节" and many others expressions that are uniquely Chinese. A lot of times, my explanation will cause heat discussions on the expressions. This exchange between teachers and students demonstrates that English teachers cannot afford to ignore the importance of teaching students how to express particular Chinese things.



### 5.3 China English and oral English teaching

It should be noted that language and culture are closely interrelated and we can never teach English without even touching on the cultures of English speaking countries. In English classes, English teachers always do a good job of introducing western cultures so that students can learn English well. Very few English teachers will introduce Chinese culture in English classes since they think that is the duty of Chinese or history teachers. However, language is a communication tool, and the foreign language learners are bound to encounter intercultural communication settings. Because it is intercultural setting, students also need to introduce Chinese culture to foreigners. Given this fact, a particular emphasis should be placed on the education of China English and Chinese culture in the oral English classes in Chinese secondary school. For instance, expressions like Confucianism (儒家思想), Taoism (道家思想), xiu cai (秀才), maotai (茅台), Four Books (四书), and in politics "One Belt and One Road" initiative (一带一路), one country with two systems (一国两制) are descriptions of culture or politics uniquely in China. It must be admitted that any language and not include all cultures and civilizations. Thus, in China, China English that describes Chinese culture, current affairs, politics and many other aspects is quite necessary for Chinese English learners. In oral English class, English teachers need to teach these China English as well. Equipped with a good knowledge of Chinese culture and China English, students will do better in the intercultural setting and be able to express and talk about Chinese culture, politics and many others clearly, and a successful intercultural communication is achieved.

### 6. Conclusion

This paper is a study of the World Englishes and the concept of World Englishes and oral English teaching in secondary school. From the above analysis, it can be stated that with English becoming increasingly popular in China and in response of China's strategy of making Chinese culture go global, the introduction of World Englishes in the oral English class in secondary school is quite necessary. English is an international language or lingua franca, and it will obtain different varieties in different countries. In China, the variety is China English, which is entirely different from Chinese English. In the oral English class, teachers should teach the so-called standard English and the correct pronunciation on the one hand, and the introduce the concept of World Englishes and the importance of China English to improve students' oral English. This kind of oral English can not only produce students with excellent oral English, but they are able to express the Chinese culture and politics and many others to the foreigners.

### References

- Alvaro, J. J. (2013). Political discourse in China's English Language Press. *World Englishes*, 32 (2): 147-164.
- Galloway, N. (2013). Global Englishes and English Language Teaching (ELT)-Bridging the Gap Between Theory and Practice in Japanese Context. *System*, 41: 786-803.
- Ge, C. G.(1998).On Chinese-English Translation issue. *Foreign Language Education*, 4: 6-14.
- Kachru, Braj B. (1961). *An analysis of some features of Indian English: A study in linguistic method*. PhD thesis, University of Edinburgh.
- Kachru, Braj B. (1983). Models for non-native Englishes. In Larry E. Smith (ed.), *Readings in English as an international language*, 69–86. Oxford: Pergamon Press.
- Kachru, Braj B. (1991). Liberation linguistics and the Quirk concern. *English Today*, 7(1): 3–13.
- Kachru, Braj B.(1992). *Teaching World English The other tongue*. Urbana: University of Illinois Press.
- Liang, D. China English and Chinese English in Cross Cultural Communication. *Guangxi Jiaoyu Xueyuan Xuebao*, 102(4): 134-136.
- Li, W. Z. (1993). China English and Chinglish. *Foreign Language Teaching and Research*, 4: 150.
- Li, S. H.(2006). *China English in Perspective of English Globalization and Localization*. Ningxia: People's Publishing House.
- Proshina, Z. G. (2014). Language revolution behind the cultural curtain. *World Englishes*, 33: 1-8.
- Wardhaugh, R. (2000). *An Introduction to Sociolinguistics*. Beijing: Foreign Language Teaching and Research Press.
- Zhang, Y. (2004). A Study of Standard English, China English and Chinese English. *Journal of Jimei University*.5(1): 72-77.
-