Contents

L			Exploration of an Leaptrogging Development	
	App	roach	to Language Education in the Internet Era	1
	1.1		ts of the Experiment	1
	1.2			
		1.2.1	Stage 1—Initial Formation of Theoretical Method	
			(National Prestige Schools, Specialized Teaching	
			Materials, Internet Environment)	2
		1.2.2	Stage 2—Gradual Refinement of Theoretical Method	
			(Provincial Prestige Schools, Common Teaching	
			Materials, Internet Environment)	4
		1.2.3	Stage 3—Increasingly Sophisticated Experiment	
			(Ordinary Schools, Common Teaching Materials,	
			Internet Environment)	5
		1.2.4	Stage 4—Multilevel Experiment (Rural Schools,	
			Common Teaching Materials, Non-internet Environment)	7
	1.3	Major	Factors Contributing to the Success of the Experiment	8
		1.3.1	The Internet Provides Rich and High Quality Teaching	
			Materials that Enable Extensive Extended Reading	8
		1.3.2	Isolation and Separation of Character Recognition, Reading	
			and Writing in Traditional Teaching is Altered-The Three	
			are Integrated Dynamically in the Information Technology	
			Environment, Achieving the Important Reform	
			of "Use-centred" Language Teaching	ç
		1.3.3	Breaking Through the Restrictions of Traditional Concepts	
			to Promote Innovation in Education Theory. Attempts	
			to Integrate Training in Language Ability and Thinking	
			Ability (Especially Creativity Thinking) in Junior Primary	
			School Grades	11
	Dofo			10

vii

viii Contents

2	Practices of Innovative Exploration in Language Teaching:					
			ng the "Stage Theory of Children's Cognitive	1		
	Development"					
	2.1		nary of Piaget's "Stage Theory of Children's Cognitive			
			opment"	13		
		2.1.1	Sensori-Motor Level (Piaget 1952; Pi 1977; Li 1999)	14		
		2.1.2		10		
		2.1.3		19		
		2.1.4	The Stage of Formal Operations (Piaget 1941, 1946–1969, 1946–1970, 1948)	2		
	2.2	Contr	ibutions of Piaget to Theories of Children's Cognitive			
			opment	24		
		2.2.1	Insisting on a Dialectical Materialism View on Cognitive Development, Opposing the Idealist and Mechanical View	24		
		2.2.2	Pioneering in the Introduction of Researches in	_		
			Children's Psychogenesis into Epistemology, Giving			
			a Seminal Contribution to the Establishment of "Genetic			
			Epistemology"	25		
		2.2.3	Pioneering in Revealing the Existence of Stratification			
			in Children's Cognitive Development, and Providing			
			Precise Descriptions to the Development of Some Stages	26		
		2.2.4	Creating a Complete and Unique Research Method			
			for Children's Cognitive Development	27		
	2.3	Think	ing Theory Researches: Challenges to Piaget's Criteria			
		for Di	viding "Children's Cognitive Development Stages"	27		
		2.3.1	Piaget's Criteria in Dividing "Children's Cognitive			
			Development Stages"	27		
		2.3.2	Major Principles for Setting the Division Criteria			
			of Children's Cognitive Development Stages	29		
		2.3.3	Comments on Piaget's Division Criteria of "Children's			
			Cognitive Development Stages"	30		
	2.4					
		of "Children's Cognitive Development Stages" 3				
	Refe	erences.		48		
3			y of Children's Thinking Development	49		
	3.1	•				
		Development				
	3.2	·				
	2 -	Development				
	3.3					
			opment for Language Education Reform	56		
		3.3.1	Conclusions Regarding Mother Tongue Learning Deduced			
			Directly from Piaget's Stage Theory of Children's	. ــ		
			Cognitive Development	56		

Contents

		3.3.2	Tongue Zearing Deduced		
			Directly from Piaget's Stage Theory of Children's		
			Cognitive Development are not objective, realistic		
		222	and scientific.		
		3.3.3	The Serious Negative Impact that Piaget's Stage Theory		
			of Children's Cognitive Development has produced		
		224	on Chinese Language Education in Our Country		
		3.3.4	Theoretical Support of the New Theory of Children's		
			Thinking Development for the Leapfrogging Development		
			Approach in Language Education		
		3.3.5	The Scientific Quality and Validity of the Theoretical		
			Support that the New Theory of Children's Thinking		
			Development Provides to Accelerated development		
			in Language Education		
	Refe	erences	•••••		
4	Inn	ovative	Language Education Theory Based on the New Theory		
			n's Thinking Development		
	4.1	The E	ducation Ideology of the Innovative Language Education		
			у		
	4.2		ducation Concepts of the Innovative Language Education		
			y		
	4.3		nstructional Design of the Innovative Language Education		
			y		
			Handling the Four Relations Correctly		
			Conducting the Five Teaching Activities Seriously		
	4.4		eaching Approaches of the Innovative Language Education		
	•••		y		
		4.4.1			
		(, ,, ,	Grades (Dual Principal Teaching Approach)		
		4.4.2	Language Teaching Approach of Middle and Senior		
		7.7.2	Primary School Grades		
	4.5	The To	eaching Methods and Strategies of the Innovative Language		
	7.5		ation Theory		
		4.5.1	Teaching Methods and Strategies of the Teacher-Directed		
		7.5.1	Section		
		4.5.2			
		4.5.2	Section		
	Refe	rences	Section		
	KCK	ichees.			
5	The Study of Psychological Model and Teaching Approaches				
	in P		School Composition		
	5.1	Major	Existing Problems in Composition Teaching		
		5.1.1	Value "Knowledge" Over "Ability"		
		512	Value "External" Over "Internal" Stimulation		

x Contents

		5.1.3	Value "Writing" Over "Speaking"	98
		5.1.4	Value "Rationality" Over "Sentiments"	98
		5.1.5	Value "Content" Over "Situation"	99
	5.2	The P	sychological Model of Primary School Students	
		at Cor	mposition	100
		5.2.1	The Psychological Models of Special Topic Composition	100
		5.2.2	Phase of Material Selection	105
		5.2.3	Phase of Conception in Writing	108
		5.2.4	Phase of Language Expression and Refinement	114
		5.2.5	The Psychological Models of Picture Description	
			Composition (Including Oral and Written Descriptions)	115
	5.3		ration of Composition Teaching Approach for Primary	
			nts	116
		5.3.1	Three-Dimensional Models of Composition Teaching	
			Goals	116
		5.3.2	Three-Dimensional Composition Teaching Approaches	118
		5.3.3	The Six Key Elements in Achieving the Goals	
			of Three-Dimensional Composition Teaching	118
	5.4		valuation Systems of Composition Teaching	130
		5.4.1	Evaluation System of Picture Description Composition	
			Teaching	130
		5.4.2	Explanation of the Evaluation System of Picture	
		~	Description Composition Teaching	130
		5.4.3	Evaluation System of Special Topic Composition Teaching	130
		5.4.4	Explanation of the Evaluation System of Special Topic	100
		A.1	Composition Teaching	136
	5.5	About the Psychological Models and Teaching Approaches		126
	D - C-		mposition of Secondary Students	136
	Refe	erences.		136
6	Cul	tivation	of Creative Thinking in Language Education	139
v	6.1		rux of Current Language Education: Smothering Creative	100
	012		ing	139
		6.1.1	Overemphasizes the Instrumental Aspect of Language	
			Subjects While Neglecting Their Humanistic Aspect	140
		6.1.2	Overemphasizes Standardized Examinations, Smothers	
			Students' Creative Thinking	141
		6.1.3		
			Neglecting Cultivation of Observation Skills	
			and Imagination	142
	6.2	Rectif	ying the Understanding of the Relationship Between	
			age and Thinking	144
		6.2.1	Language Determinism (Chang 1990)	144
		6.2.2	Unity of Language and Thinking (Wang 1988)	145
		6.2.3	Thinking Determinism (Gui 2001)	146

Contents xi

	6.2.4	Scientific Understanding of the Relationship Between	
	6.2.5	Language and Thinking	148
	0.2.3	Scientific Understating of the Relationship Between	
		"Language and Thinking"—The Relationship Between	150
6.2	The C	"Element and System"	152
6.3		ignificance of a Correct Understanding of the Relationship	154
	6.3.1	en Language and Thinking to Language Education	154
	0.5.1	Cultivation of Intuitive Thinking Should No Longer Be Neglected	155
	6.3.2	Cultivation of Language Ability Should No Longer	133
	0.5.2	Be Confused with that of Thinking Ability	155
	6.3.3	Different Types of Teaching Methods and Strategies	155
	0.5/.5/	Should Be Used for Different Types of Thinking	
		Abilities' Cultivation	156
	6.3.4	The Three Basic Forms of Human Thinking Should	
		No Longer Be Viewed as Isolated and Separated	157
6.4	Rectif	ying Our Understanding of Creative Thinking	158
	6.4.1	Five Mistakes the Current Education Circle Have Made	
		in Their Understanding of Creative Thinking	158
	6.4.2	The Six Elements of Creative Thinking	162
6.5	The F	ive Focuses of the Cultivation of Creative Thinking	163
	6.5.1	Focusing on the Cultivation of Divergent Thinking	163
	6.5.2	Focusing on the Cultivation of Intuitive Thinking	166
	6.5.3	Focusing on the Cultivation of Imagery Thinking	169
	6.5.4	Focusing on the Cultivation of Logical Thinking	171
	6.5.5	Focusing on the Cultivation of Dialectical Thinking	172
Refe	erences		174
Append	lices: L	anguage Education Reform Based on the New Theory	
appene		f Children's Thinking Development	177
A :	!' 1. D		
Append		rimary School Language Education Based on the New heory of Children's Thinking Development	177
	1	neory of children's running bevelopment.	• • •
Append	lix 2: E	xtended Reading of the Leapfrogging Development	
	E	xperiment on Primary School Language Education	193
Append	lix 3: C	ultivation of Creative Thinking in the Leapfrogging	
11	Ď	evelopment Experiment on Primary	
		chool Language Education	207
Append	1ix 4: S	amples of Instructional Designs of the Leapfrogging	221
	D	evelopment Experiment in Primary School	221