# Article information:

Globalization, culture and ELT materials: a focus on China | Multilingual Education | Full Text  
<https://multilingual-education.springeropen.com/articles/10.1186/2191-5059-3-6>

# Article summary:

1. Globalization has had a significant impact on the foreign language education industry in China, with English being extensively taught in schools as a major subject for ‘foreign language’ education.

2. Chinese learners of English adopt a pragmatic approach to Chinese and foreign cultures based on negotiated multiculturalism, co-existence, mutual reinforcement and paradoxical unity.

3. The ongoing globalization and multicultural awareness, alongside the paradigm shift to teaching English as an International Language (EIL) in the Chinese context have engendered desirability for incorporating multicultural and multimodal ELT materials in China.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

The article "Globalization, culture and ELT materials: a focus on China" by Zhichang Xu provides an insightful analysis of the impact of globalization and culture on English language teaching (ELT) in China. The author argues that globalization has had a significant impact on the foreign language education industry in China, with Chinese learners of English viewing it positively as opportunities for geographical and social upward mobility. The paper also highlights how Chinese learners adopt a pragmatic approach to Chinese and foreign cultures based on negotiated multiculturalism.

The article presents a comprehensive review of current conceptualizations of globalization, culture, and English as an International Language (EIL), particularly how these notions are perceived in China. However, the author's perspective is somewhat biased towards the positive aspects of globalization and its impact on ELT in China. While acknowledging that people from different cultures conceptualize globalization differently, the article does not explore any potential negative consequences or risks associated with globalization.

The analytical framework proposed by the author is based on current EIL principles and criteria for ELT materials. The analysis of Chinese secondary school English textbooks shows that cross-cultural perspectives are represented in current secondary school English texts, multiculturalism has been incorporated into the texts, and explicit efforts have been made to cater to the needs of Chinese secondary students for learning English in the Chinese context. However, there is no discussion about any potential biases or limitations in this analytical framework.

One limitation of this article is that it does not provide any evidence or data to support some of its claims. For example, while stating that Chinese learners adopt a pragmatic approach to Chinese and foreign cultures based on negotiated multiculturalism, there is no empirical evidence presented to support this claim.

Another limitation is that the article does not explore any counterarguments or alternative perspectives regarding globalization and culture in ELT materials. This lack of exploration may limit readers' understanding of other viewpoints related to this topic.

Overall, "Globalization, culture and ELT materials: a focus on China" provides valuable insights into how globalization and culture impact ELT materials in China. However, it would benefit from more balanced reporting that explores both positive and negative aspects related to this topic. Additionally, providing more empirical evidence would strengthen some of its claims.

# Topics for further research:

* Negative consequences of globalization on ELT in China
* Risks associated with globalization in foreign language education
* Criticisms of EIL principles and criteria for ELT materials
* Biases and limitations in cross-cultural perspectives in ELT materials
* Alternative perspectives on globalization and culture in ELT materials
* Empirical evidence on Chinese learners' approach to multiculturalism in ELT materials

# Report location:

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