

# Graded English Series (GES)—A Possible Way Out for the Reform of the English Teaching in China

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**Abstract**—To explore an effective way to change the awkward present situation of the examination-handling education in the English teaching in China, the vocabulary was defined as the only criterion to judge the level of a person's English learning and the only quantified index to be tested, an exclusive programme was compiled to formulate a graded vocabulary list by use of the world's authoritative corpora and various word lists, a vocabulary testing and analyzing system for English passages was developed, 3,000 English passages of 60-600 words were chosen, tested and analyzed one by one by means of the newly-developed graded vocabulary list, then, the passages were automatically classified into different grades with the vocabulary coverage rate (VCR) of >95% as the criterion, each was put in order and included into the corresponding grade, and then the passages in the same grade were properly arranged to form "Graded English Series" ("GES"), which satisfied the two conditions of the vocabulary coverage scope and rate, realizing the principle of 'proceeding in an orderly way and step by step' in the real meaning and giving a possibility of achieving the effect of 'half efforts but double gains' in teaching, and thus served as a cure for the stubborn and persistent ailment of the examination-handling teaching and an effective way to exercise the quality education in English teaching.

**Index Terms**—quality education, quantified index, a graded vocabulary list, Graded English Series (GES), the vocabulary coverage scope, the vocabulary coverage rate (VCR)

## I. INTRODUCTION

1. The minister of the Education Ministry of China, Yuan Guiren, pointed out in his speech at the meeting on the national education affairs in 2013, "We are still far from the ideal educational aims in the concept, courses, methods, administration and guarantee in education." Some focal and difficult problems in education have not been satisfactorily solved yet.

2. On 8<sup>th</sup>, Oct. 2013, an official from the Education Ministry of China stated that only 5% of all the English learners in China could freely communicate with others in English without any barriers.

3. An article on the second page of Guangming Daily of 17<sup>th</sup>, Oct. 2013, entitled "Language teaching should be returned to its natural position", said, "The focal point of the college entrance examination and the educational reform should be the reforms of the teaching courses, teaching methods and examination"

4. On 20<sup>th</sup>, Oct., China Central Broadcasting Station and China Central Television telecast news about the reform of the college entrance examination, declaring that the reform of the college entrance examination in 2014 would start from "English examination", that the value of the English examination score of former 150 would be reduced to 100 in Jiangsu Province, that the test on listening would be cancelled in Shandong Province and that every examinee could take the English entrance examination twice in a year and could select the examination of a higher score to avoid any possibility of deciding the whole life due to failure in one examination, etc.

5. On 24<sup>th</sup>, Oct., the news programme of China Central Television gave a report that the media in Britain and USA showed support for the reduction of "The English heat", and the strengthening of the teaching of Chinese as the mother tongue, which showed the Chinese had self-confidence.

6. There are still a lot more remarks on the college entrance examination on the Internet.

All these authoritative official statements about the present situation of the English teaching in China are by no means random remarks, which imply that both the contents and methods of the present English teaching in China have shown low efficiency. The tentative measures adopted for the reform of the college entrance examination seem to be regarded of significance, which, in fact, cannot be considered as measures of fundamental importance. A comprehensive reform of the English teaching in China should be studied and an effective way out should be searched for.

## II. PURPOSE

The fact that the English teaching in China has achieved a great deal, especially, since the time of carrying out the policy of “reform and opening” is beyond doubt, which is met with high praise and universal acceptance in the world.

At the present, over a hundred million Chinese are learning English and the textbooks they are using are various and countless. How many English researchers and teachers have investigated how many of such a large number of English learners have learned true English up to the point where they are able to use it without many difficulties? How much time have those who have achieved the capability to communicate without any barriers spent on learning?

It is known that Chinese pupils begin English learning from the 3<sup>rd</sup> grade of the primary school and continue till the graduation from the senior middle school (college English study is not discussed for the time being), and during this period of time, 1,500 – 1,700 class hours are spent. How to evaluate the efficiency and effects of their English learning? Up to now, no reports in this regard have been found. Yet, it is strongly suggested that the vocabulary be the only single index to test and quantify how well English is being learned, simply because words have their own forms and can be counted, and they are specific, existing objectively with little possibility of subjective judgment. The fact that words may have, as it is, got a few or a number of parts of speech and meanings, which has made the issue extremely complicated, can be neglected for the present discussion. If on the basis of the unification of the form and meaning of each word and a little statistics is done, a simple figure is seen clearly: 2.2-2.0 words (3366 (the Education Ministry of China, 2003) /1,500—1,700) is obtained in one class hour. How many words can a student learn on the average in one class hour? Unfortunately, no reports of the sort have been found so far. According to our experimental records, an average student can learn 7-11 words, no matter what memory methods are used, and what is meant by learning an English word is to be able to read, write and, especially, use it in a certain context, not any isolated individual word in any word list. Therefore, the efficiency and effects of the present English teaching in China and the cost of its achieving the result can be discussed and its defects involved should be found out and possible solutions should be searched for.

It is often heard in China that the examination-handling education has made machines for examination of students, and the people are crying out for lessening the burdens for the students, rejecting the examination-handling education and exercising the quality education. What is, however, the quality education like? What is involved in it, as far as its courses and methods are concerned? These things do not seem to be clear, and almost no reports on this subject have been seen. Nevertheless, one thing is certain, and it is that the examination-handling education must be rejected and the quality education must be exercised. Where is the way out for it? Here is a possible way.

### III. METHODS

1. The core of the English teaching for the quality education is the course system, and learning active words constitutes the most part of it, because the vocabulary is the only single index and criterion to test and evaluate how well English is being learned.

2. Special-purpose programmes are composed by a computer and the vocabulary is classified into grades by the programmes.

By full use of the achievements of English lexicology by all the predecessors of English teaching and linguistics research and the analytical synthesis of some of the authoritative corpuses and word lists from abroad and at home (the Education Ministry of China, 2003; “English Syllabus for Master’s Degree”, 1995; “English Syllabus for Postgraduate Entrance Examination”, 1995; “The English College Corpus”, 1995; John Sinclair, 1989; L.A. Hill, 1985; “Longman Dictionary of Contemporary English”, 1995; “Longman First English Dictionary”, 1980; Michael West, 1974); ROLAND HINDMARSH, 1980; “Syllabus for College English”, 1987), a new graded word list is created, which is basically synchronized with the word lists of the English teaching syllabuses for students of all levels published by the Education Ministry of China, but remains more stable with little subjective casualness for a long period of time.

The new graded word list is created as follows on the principle of compatibility:

\_6 d\_ 1,567 (accumulative total 9,755) **number of words for skilful use of English**

\_5 m\_ 1,143 (accumulative total 8,188)

\_4 g 6\_ 1,726 (accumulative total 7,045)

\_3 g 4\_ 1,018 (accumulative total 5,319)

\_2 smss (2)\_ 1,462 (accumulative total 4,301) **necessary number of words for communication**

\_1 smss (1)\_ 2,839 **essential number of basic words for further English learning**

#### Notes:

1) 1 smss (1) --- senior middle school student (1)    2) 2 smss (2) -- senior middle school student (2)

3) 3 g 4 -- Grade 4, College English    4) 4 g 6 -- Grade 6, College English

5) 5 m -- master    6) 6d -- doctor

3. 3,000 English passages of 60 – 600 words were entered into a computer, which were compared with the newly-created word list passage by passage by using a specially-composed programme. More than 50,000 data were obtained and analyzed. Then the passages were treated and automatically classified into different grades on the basis of the VCR of >95%, and the passages in each grade were arranged according to the English grammatical structures from simpler to more difficult, to the VCRs from high to low, to the number of the appearing new individual words from a few to more and to the number of the total words of a passage from smaller to larger with some consideration given to the cultural background and disciplines, thus forming “Graded English Series” (GES).

A sample of the results from the test: (See Fig. 1)

(1)file (2)tw (3)w (4)1smss(1) (5)2smss (2) (6)3 g 4 (7)4 g 6 (8)5m (9)6d (10)7t (11)8GR  
 INTRI16 150 80 78 2 0 0 0 0 0 0  
 (12)9out  
 0  
 97.50\*\* 100

The meanings of the titles:

- (1)file – the name of the passage being tested -- INTRI16
- (2)tw – the total number of the words contained in the passage -- 150
- (3)w – the number of the appearing individual words in the passage -- 80
- (4)1smss (1) - the number of the appearing individual words in the passage which are involved in 1smss (1) (2,839)-- 78 and the VCR -- 97.50%\*\*, showing that the passage serves as one text for 1smss (1)
- (5)2smss (2) - the number of the appearing individual words in the passage which are involved in 2smss (2) (1,462) (now part of the work which should be fulfilled for 3 g 4)-- 2 and the VCR -- 100% (accumulative total)

IV. RESULTS AND ANALYSIS

“GES” resulting from the present study satisfied the two conditions of the coverage scope and the coverage rate of the vocabulary of all grades, thus realizing the principle of ‘proceeding in an orderly way and step by step’. Due to the full use of the strong points of the English teaching methods of all kinds so as to bring into full play the subjective initiative of the learners, the effects of ‘half efforts but double gains’ were achieved.

1. The coverage scope and the VCR

In the process of carrying out the teaching syllabus, the coverage scope and the VCR are two crucial items, which were restricted each other. If the first condition could not be satisfied, the material selected could not meet the demands of the syllabus, while if the second condition was not satisfied, low efficiency of learning and no good gains would appear, with the result that the material selected could not be considered ideal.

The present textbook systems usually consisted of individual lessons or units, which were too few to contain all the words required in the teaching syllabus. (This is also one of the conclusions our study has come to.) Because of not enough teaching materials, low VCRs would result, which made learners feel it too difficult to learn English, so that no successful English teaching of good quality would be attained.

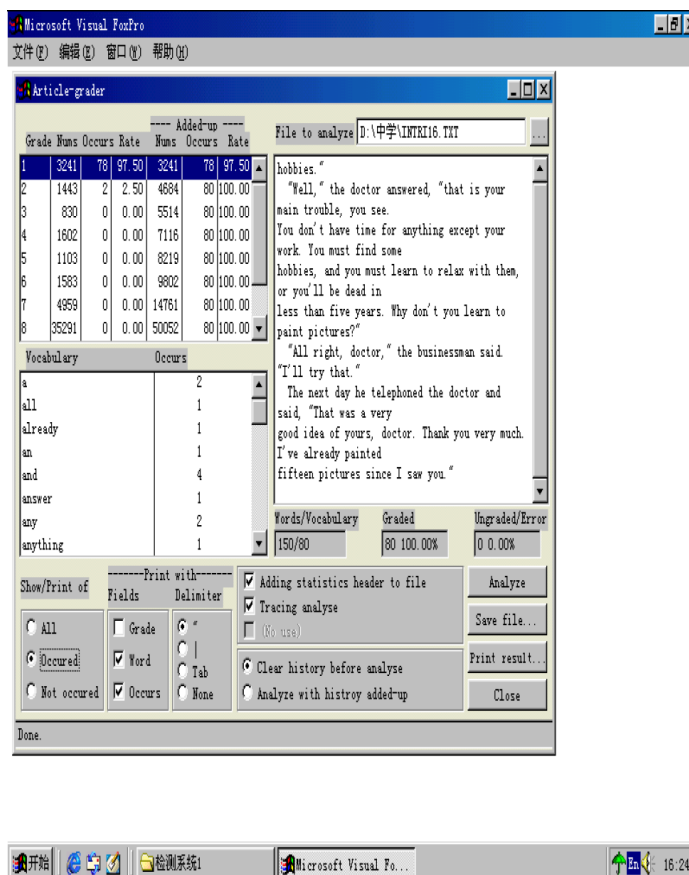


Fig. 1 A sample of the results from the test

“GES” included quite a large number of passages of as many as 48 disciplines, and all the passages were chosen on

the basis of the VCR of >95% and contained all the words required in the teaching syllabus, which acted as an objective guarantee for the fulfillment of all the tasks stipulated in the teaching syllabus and which was by no means possible for any of the present English teaching systems.

“GES” highly appreciated the achievements of the predecessors of the English teaching and tried its best to make full use of the resources which had been proved to be effective.

“New Concept English” Book 2 and Book 3 (L.G.Alexander,1997) were rare resources of high quality for English teaching, which were believed to be the common treasure of culture of mankind. One of the reasons why NCE had been used so widely and for so long a time was that they contained most of the essential words of the English language. Not any other well-designed textbooks such as “Essential English”(C.E. Eckersley,1960),“English for Today”(National Council of Teachers of English,1975),“Follow Me”(BBC,1982),“English 900” (1978),“An American Family’s Album”(Will Weaver,2010) and various textbooks published in China, could be spread as widely as NCE. Why, however, had NCE not become the official English textbook for English learners in China? In fact, many English teachers tried to use NCE in their classrooms, but finally, it was proved that NCE could not satisfy the demands of the Chinese English learners. The fundamental reason for this was that there were still not enough passages to have a higher recurrent rate of the basic words. So there was still some room for NCE to improve.

A vocabulary testing and analyzing system was developed, by means of which 3,000 passages of 60 – 600 words were chosen from our own English-Chinese corpus, tested one by one, compared with the newly-created graded vocabulary and automatically classified into their corresponding grades on the basis of the VCR of >95%. Then the passages were properly arranged in order in each grade to form “GES”, which met the above two conditions.

The experimental results have shown:

1) About the coverage scope

500 passages were selected for Grade 1 (smss (1) – 2839), 2,463 words of which appeared and 376 words of which were not covered, including absence, acceptable, access, accusation, acid, additional, etc. initiated by “a” for example. 318 in the 376 words appeared in 273 of the passages for Grade 2 (smss (2)), and the remaining 58 words, such as acid, Arabic, basin, breeze, whip, worldwide, etc. were absent, all of which were included in the following passages. Since these passages were not suitable to be included in Grade 1, there were two possible ways to be dealt with:

①neglected for the time being ②deliberately included in extra exercises

2) About the VCR

Take the first 857 passages tested for example.

①Of the 857 passages, 480 were classified into Grade 1 and provided 1,816 new individual words with an average of 3.78 for each passage. The results obtained from the test were analyzed and composed into a curve, which was identical to the imitation combination curve and accorded with the law of the index curve. (See Fig. 2)

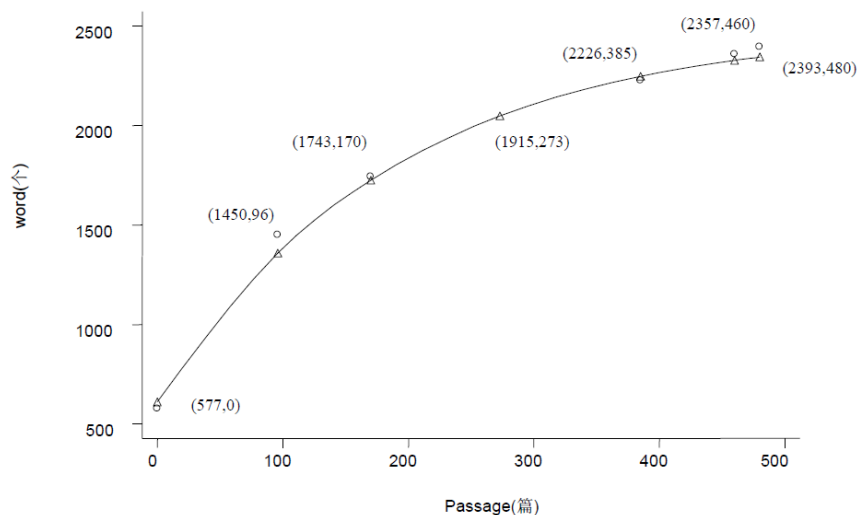


Fig. 2 Schematic curve for the results in the first experimental stage experiment 第一阶段检测结果示意

Formation of the imitation combination curve:  $\hat{Y} = 2495.007 - 1883.102 * 0.9947531^x$ ; through hypothesis test, be of statistical significance ( $F=157.72, P=0.0002, R^2 = 0.9875, R_{adj}^2 = 0.9809$ ).

**Notes:** The starting point of the zero in the curve means that in the present project, there are 60 lessons for essential English including 577 words, on the basis of which:

① in the first group of 96 passages, there appear 873 added new individual words (accumulative total 1,450), with an average of 9.09 words per passage;

② in the second group of 74 passages (accumulative total 170), there appear 293 added new individual words (accumulative total 1,743), with an average of 3.95 words per passage;

③ in the third group of 103 passages (accumulative total 273), there appear 172 added new individual words (accumulative total 1,915), with an average of 1.66 words per passage; altogether 6 groups in the test.

The curve indicated that, at first, there appeared larger numbers of added individual words (12 at most), but as the number of passages increased, the total number of the added individual words increased gradually with a slower rise till a nearly stable one, and, on the other hand, a gradual decrease of the new individual words was seen, which implied that only if the material was selected properly, as in the present experimental study, with the VCR of >95% as the criterion for selection, the more the passages with more words, the fewer the new individual words in the unit time and the absolute number of the new individual words decreased with the result of a higher recurrent rate.

With an artificial interference, the 480 passages were arranged according to the English grammatical structures from easier to more difficult, to the VCRs from high to low, to the number of the appearing individual new words from a few to more (4 for Passage 1; 6 for Passage 2; 9 for Passage 3; 5 for Passage 4; 7 for Passage 5; 6-7; 7-7; 8-6; 9-5; 10-7) and to the number of the total words of a passage from smaller to larger with some consideration given to the cultural background and disciplines, thus rendering a guarantee that any learner learned the words of the corresponding grade in a certain grade and a true realization of the principle of “proceeding in an orderly way and step by step, with the best use of the limited time and the greatest gains of learning.

The results of the present study have shown that the practice of reading, listening, speaking and writing on a large scale by using such material as this is certain to delete the barriers of too many and too difficult words in a short time which have perplexed the English learners for a long time and thus greatly enhance the efficiency and effects of the learning.

②Of the 480 passages, 250 were classified into Grade 2 smss (2) (4,301). The number of individual words in each passage and its corresponding number of passages are as follows:

number of words in each passage	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
number of passages	17	33	42	48	32	22	17	17	8	6	3	1	2	1	1

From the above table, it could be clearly seen that there were 242 passages each of which contained fewer than 10 new individual words of Grade 2 smss (2), accounting for 96.8% of all the passages and that there were 194 passages each of which contained fewer than 6 new individual words of Grade 2 smss (2), accounting for 77.6% of all the passages, with an average of 4-5 words for each passage. This fact indicated that the learning in the first grade should serve as a solid foundation for the learning in the following grade. Unsound foundation in the former grade would exert negative influence on the effects for learning in the following grade. On the other hand, a solid foundation in the former grade would indicate smoother and easier learning, higher efficiency and better effects in the following grade.

③Of the 480 passages, 76 were classified into 3g4 (5,319). The number of individual words in each passage and its corresponding number of passages are as follows:

number of words in each passage	1	2	3	4	5	6	7	8	9	10	11
number of passages	17	21	18	8	8	1	1	1	1	0	0

There were only an average of 3 new individual words of 3g4 for each passage, which has further proved the above conclusion.

**2. These 500 passages are classified on the basis of the VCR of >95%.**

① All the passages were arranged with an artificial interference from growing out of nothing, from a few to more, from simpler to more complicated, and from easier to a bit more difficult, in accordance with the principle of ‘proceeding in an orderly way and step by step’.

The number of new words to be learned increased from growing out of nothing, from a few to more and from slow to quick;

The number of the new individual words appeared from more to fewer with a high recurrent rate so as to make reading from difficult to much easier.

In “The Graded English Series for Junior Middle Students 400 Passages”(GES for JMS 400) as one of the results of the present study, there were 197,259 words altogether with 2,013 individual words, among which 1,644 recurred more than 5 times naturally, accounting for 81.67% and only 90 words appeared once, accounting for 4.5%.

② The learning in the higher grades was made easier;

③ All the passages were arranged from easier to a bit more difficult for the grammatical structures and the same or similar structures were put together relatively intensively, with a high recurrent rate and certainly better effects. Most of the English grammatical rules and sentence patterns were repeated in the passages for reading, listening and speaking. Take the infinitive for example. In the first 150 of the 500 passages for Grade 1 (smss(1)), there appeared 16 sentences which contained the infinitive, say, ‘it is important to do’:

129(order number of the passage) **It is very important to put** a fire out before you go away.

131 ..., so **it is often difficult to tell** whether they are boys or girls.

132 A lot of people were looking for typists at that time, so **it was not difficult to find** interesting work.

133 When you are travelling abroad, **it is important to follow** the customs of the country that you are

visiting.... . . . .

From the above results tested, it was not difficult to see why “GES” possessed such strong points as being of higher efficiency, being of better effects, and being used with fewer hours, greater interest, smaller burdens of learning and lower cost.

**3. In the present project, various teaching methods were applied** by bringing into full play their strong points according to specific circumstances so as to achieve as good results as possible.

The predecessors of the English teaching have created a great many teaching methods, such as the functional and communicative method, teaching with a certain circumstance as background, the direct method, the sentence pattern method, the listening and speaking method, the grammar and translation method, suggestopedia, etc., which should be the common treasure for culture of mankind and most of which were quite effective in a way.

It was widely believed in the field of the English teaching in China that not any of the above teaching methods alone could satisfy the demands of learning English for the Chinese learners.

“GES” tried its best to absorb their good points but not adhere to a certain method only, and choose a certain one according to the specific circumstances of the contents to be learned, bring into full play the strong points of various teaching methods and motivate the subjective initiative of the learners, so as to achieve the effects of half efforts but double gains.

For example, when the subject of time, day, week, month, season and year was learned, the method of questions and answers was used:

**How many seasons are there in a year?** There're four seasons in a year.

**What are they?** They're spring, summer, autumn and winter.

**Which season do you like best?** I like autumn best.

**Why do you like autumn best?** I like autumn best, because it's not very hot, neither very cold. It's cool. The weather is often pleasant.

A dictation exercise was added and evident effects were attained.

#### V. A THEORETICAL AND PRACTICAL THINKING ON THE RELATIONSHIP BETWEEN WORD LEARNING AND READING

Culture study starts from word learning. The creator of the theory of similarity and the authority of the thinking science, Prof. Chang Guangjian, believes that to develop the language ability of a student is the most important of all and reading serves as the main measures to attain the goal. The purpose of learning words for a student is for reading and writing, first of all for reading, and only through reading and writing can the results of word learning be strengthened.

According to the research achievements on the memory mechanism by modern nerve physiologists and psychologists, especially German psychologist Hermann Ebbinghaus, it has been found out that perpetual memory of certain facts is achieved by their continuous repetition or repetition at certain intervals.

What the human brain has memorized may be gradually fadingly forgotten, which is related to time.

How well one can memorize a certain subject is not only associated with the strength of the stimulus, but directly with the times of repetition as well.

Repetition is the mother of memory. Repeat, repeat, and repeat again!

Repetition is needed when new knowledge is being learned.

Repetition is needed, too, for the consolidation of the knowledge learned. To review itself is repetition.

A memory curve is drawn on the basis of the relationship among the times of repetition, time intervals and the speed of fading forgetting (See Fig. 3), which accounts for the two facts: first, the more the times of repetition of the knowledge, the more slowly it will be fadingly forgotten; second, the knowledge is forgotten rapidly at the beginning, and then slowly. Therefore, the first reviewing work should be done in time and should be strengthened within 12 hours. The intervals of review must be short at first and then a little longer. (Hermann Ebbinghaus, 1980)

A thorough understanding of the subject should be gained through mastery of all the relevant materials as soon as possible. Time and labour will be saved through appropriate arrangement of reviewing work.

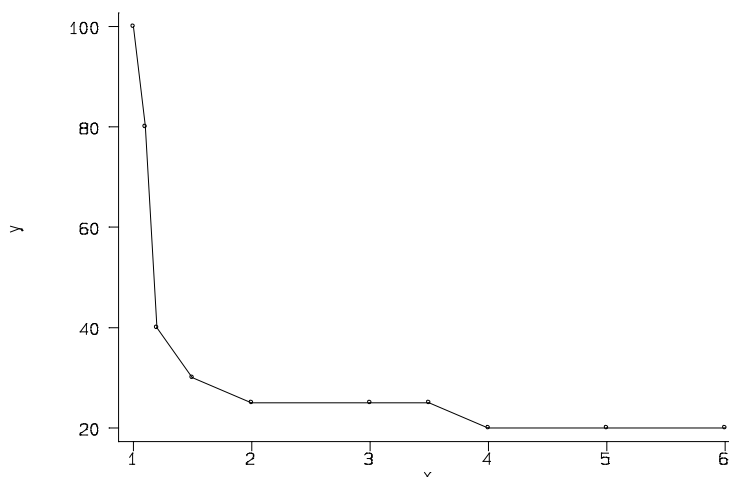


Fig. 3 Memory Curve  
 x – number of days  
 y – percentage of memory for material at different time intervals

Principal Chang Renli of Jingan College for Teacher’s Further Study in Shanghai promoted an idea of “the best period for development” and created a successful sample of correctly treating the relationship between word learning and reading according to the memory laws while children learned Chinese as their mother tongue. (Zhang Renli, 6<sup>th</sup>, July, 2004)

“GES” was intended for the learners with the English learning as the learning of the second language, which was similar in some ways to and different in some other ways from the language learning as the mother tongue. Their fundamental similarity was that both were language learning, which had got almost the same objective laws. The difference between them was that the children who began to learn their mother tongue had already got its listening and speaking ability, but were not able to read and write, while the English learners with English as the second language were not able to listen, speak, write and read at the beginning and had to start from zero. “GES” put enough emphasis on the cultivation of all these four capabilities, neither with negligence for any of them nor with the same attention to all of them at the same time, i.e., a little more attention was paid to one or another of them at different periods of learning and different learning materials were dealt with in different ways.

In “GES”, there were 60 lessons, which contained 577 basic words, intended for the learners to study phonetics and some of the essential grammatical rules. The primary practice of reading, listening, speaking and writing well prepared for the later all-round practice of reading, listening, speaking and writing with passages in large numbers.

3,000 passages in “GES” were screened and classified. In each grade, the passages were divided into collections for reading, recitation, dictation, cloze, etc, respectively, which embodies a proper treatment of passages of different themes, styles and disciplines. These passages were put in order by making full use of the memory laws so that basic words and essential grammatical rules recurred naturally necessary and enough times through the process of learning for the purpose of the formation of perpetual memory.

The results of the present study accord with the memory laws and the order of cognition of man. “GES” will exert an imperceptible influence of the material and dialectical world outlook on the learners who use it.

VI. PART OF THE ACTUAL EXPERIMENTAL RECORDS

For years, experiments and tests in many respects and on different levels have been conducted as far as the social effects of “GSE” are concerned.

1. Classes for beginners

1) Four classes for beginners, March, 2002 – July, 2004, with 15 pupils for each and one and a half hour after class every week. Practice proved that different levels of pupils could finish the 60 lessons of English essentials within 60 -100 hours and that after the 60 lessons, it was possible to start the practice of reading, listening, speaking and writing with passages on a large scale. And most of the pupils managed to learn more through 100 – 150 hours of further study than what junior middle school students should learn.

class	starting date	Grade in which pupils were when starting	Dead line	Total hours used	Progress table		
					For 60 lessons	For NCE	For GES for JMSS 400
1	02. 3	5	04. 7	25months-150	97	53 lessons, B2	150; 3/h
2	02. 9	6	04. 7	17months-102	41	64 lessons, B2	250; 4/h
3	02. 9	4	04. 6	20months-120	94	29 lessons, B2	100; 3/h
4	03. 7	5	04. 7	14 months -84	63	21 lessons, B2	60; 3/h

2) The experimental results of 2004 -2012:

①The pupils who had just finished Grade 5; from July, 2003 till July, 2006; starting from zero; spending 210 hours in three years; finishing study of 60 lessons, "NCE" Book 2 (96 L),"NCE" Book 3 (42 L covered),"The Graded English Series for Junior Middle School Students 400 Passages"("GES for JMSS 400"), and "A Grammatical Collection of Choice Specimens from GES for JMSS 400"; tested by the national college entrance English examination papers of 1980-2006; as far as all the parts for grammar and vocabulary tests were concerned, over 90% of the correct rate was attained, which showed that 210 hours of study by using "GES" could help students reach the level in English required at the time of the graduation from the senior middle school. (By the way, "GES for JMSS 400" covered all the grammatical items tested in the national college entrance English examination papers of 1980-2006.)

②Starting from 2006, pupils of Grade 3 were enrolled. The experimental results have showed that only 1/3 of these pupils could arrive at the goal of the project as planned, and the other 2/3 of the pupils spent 100 -120 hours on the 60 lessons, while 3/4 of the pupils of Grade 4 were able to carry out the plan of the project and attain the goal. The experimental results of ten years have shown that it was not true that the younger and the earlier for a child to learn English as a second language, the better; it was the best time for a pupil to begin learning English as a second language in Grade 4; pupils of normal intelligence can raise their English learning efficiency by 3-4 times by using "GES"; average pupils can double their learning efficiency, too.

2) In 2003, Class A of the two graduate classes of Grade One used "The Graded English Series for College Students Band 4 600 Passages", while Class B conducted the normal teaching. In 2004, both classes entered for the national College English Test Band 4. For Class A, 28/30 (93.3%) passed the test with the highest result of 86, and for Class B, 20/30(66.7%) passed the test with the highest result of 73, which showed that the present material of "GES" had its own outstanding strong points and could result in much higher efficiency and much better effects in students' English study.

3) Experiments in postgraduate English teaching

104 of the 105 postgraduates of Class 2002 in Medical College, Nantong University passed the unified English examination for a master's degree in Jiangsu Province with the highest mark of 90 (one student) in June, 2003. The student who failed to pass the examination in 2003 succeeded in 2004 with a mark of 72. 137 of the 140 postgraduates of Class 2003 succeeded in the examination on 13<sup>th</sup>, June, 2004. All the students used "GES" Grade 4 (CE Grade 6) and Grade 5 (for master). The effects of "GES" in English learning and teaching were evident.

## VII. CONCLUSIONS

"GES" possesses four excellent characteristics:

1. Rejecting the barrier of too many and too difficult words at a time in learning so as to greatly raise its efficiency;
- 2.The grammatical structures and other items of essential English are naturally recurrent, steadily deepened, strengthened and solidified, so as for the effects to be raised greatly;
3. Quite a number of easy passages for reading make students gradually form the good habit of reading in the context
4. Different levels of students can arrange their timetables for themselves according to their own needs and capabilities by choosing a method most suitable for them to bring into full play their subjective initiative and motivate their own potentialities.

In summary, "GES" has made the best use of various kinds of resources of English materials, made a scientific arrangement and carried out the principle of 'proceeding in an orderly way and step by step'. The core here is that fewer hours are used to fulfill the present goal of teaching and higher learning efficiency and better effects are achieved. "GES" has been proved to be a good English teaching system and an effective way for quality education, lessening of students' learning burdens and a cure for the stubborn and persistent ailment of examination-handling education.

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