

recognition have effectively promoted learners' self-identity. Their self-confidence has significantly been strengthened. In English learning environment in China, self-confidence enhancement is the most critical achievement for learners (Li, Gao & Qian, 2003). Overcoming their weak mentality of being shy or unwilling to speak English in public, they have developed their self-confidence to face English confidently. This tremendous change has, to a large extent, transformed postgraduates' English learning perception and cognition, achieving the ultimate goal of comprehensive qualities.

6. Conclusion

Research result shows that the new teaching model of in-class English oral debate has provided enough space for learners to pursue, discover, explore and voice their minds. The traditional English classroom has been transformed into a debating or discussion room. In the argument, learners are shown to be improved in correctness and fluency in language content. And more importantly, they are exhibited in qualitative change in their logic mentality and English learning conception.

Knowledge learning, independence learning and knowledge researching are three tertiary stages in higher education teaching methodology. Specialty of postgraduates' group determines that their teaching process lies in transitional stage from knowledge learning to independence learning, to knowledge researching. Adapting to special features of this par-

ticular group, postgraduates' English teaching should be reset to involve more discussion or inspiring courses on improving learners' abilities on critical thinking, innovation and argumentation, which will play an active and constructive role in quality-oriented English teaching reform.

7. References

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