

A Comparison of Chinese and Foreign Teaching Methods in Teaching English as a Second Foreign Language

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Abstract. The English teaching method in China has always been test-oriented. With the development of the times, the popularity and importance of English applications have increased rapidly. Traditional English education in China is no longer sufficient to provide adequate support for language development. Many education professionals have recognized and started to apply Western English teaching methods. However, due to the unbalanced supply and demand of English teaching, most people are not aware of the difference between English as a foreign language (EFL) and English as a second language (ESL). In the actual classroom, the application of western teaching methods is also mostly formalism. On the one hand, it is because of the recoil effect of the exam, and on the other hand, it is because the Western teaching method cannot fit the domestic teaching background. It is not only necessary to adapt the integration of teaching methods but also to change the form and content of the examination.

Keywords: ESL; EFL; test-oriented education.

1. Introduction

College English course teaching plays a critical role in China's process of creating internationalized abilities. The reform of college English course teaching has made significant progress against the backdrop of modern education reform in colleges and universities. However, there are still many issues in English teaching in China's colleges and universities that severely limit the progress of students' English application ability and the development of course teaching. As a result of the new curriculum teaching reform, actively investigating teaching reform methodologies and increasing teaching practice research is critical for improving the efficacy of English instruction in colleges and universities. The demand for high-quality skills is increasing in today's quickly developing modern society, and cultivating new social talents with comprehensive quality and all-around growth is an important goal of teaching and educating people in modern colleges and universities. Improving students' English comprehensive communication ability is critical for cultivating inventive talents with holistic growth in a cross-cultural situation.

It has been 40 years since English subject achievement was included in the total score of the college entrance exams. Theoretical study and practical application of English teaching methods have also progressed through several significant stages, beginning with the classic grammar-translation method and progressing to the listening-speaking method and finally to the communicative method. When it was discovered that these teaching methods were incapable of producing the desired foreign language teaching effect, the cognitive method, task-based teaching method, and other teaching methods arose in China's foreign language education circle. Therefore, when these teaching methods were adopted in China, they did not fully adapt to China's national conditions and educational background because they were established in industrialized countries such as Europe and the United States. With the rapid spread of English as an international mainstream language, China's English instruction is continually changing and innovating in order to obtain the best effect of second language acquisition. When foreign teaching methods are introduced and implemented, there is no time for adapting to Chinese characteristics. As a result, most classes in schools are unable to integrate new teaching approaches with conventional Chinese teaching methods effectively.

The common social attitude in China is that students' foreign life experience benefits future education and employment. As a result, the number of domestic students studying abroad is increasing, as is the need from businesses for international communication ability. Because of the

growing demand for English-based second foreign languages in a variety of fields, the importance and usefulness of social cognition to English have grown. Simultaneously, the benefits and drawbacks of domestic traditional second foreign language courses at all levels of society are becoming increasingly clear as a result of the influence and comparison of the introduction and use of other non-Chinese traditional teaching techniques. People are becoming increasingly conscious of the disparity between supply and demand for English learning in China.

This article aims to assess the benefits, drawbacks, and peculiarities of mainstream Chinese teaching methods from the perspective of students and to compare them to English as a second foreign language teaching methods in Western countries. Investigate actively the strategy for improving college English instruction during the social reform era of information development, effectively raise the standard of English instruction in China's colleges and universities from a practical standpoint, bolster students' English proficiency in real-world situations, strengthen China's ability to engage in international discourse, and elevate China's international standing. It is quite important and has much international clout. It is important to provide direction and references for future updates and applications of teaching methods in China.

2. Traditional English Teaching Method in China

When non-native speakers learn English, English belongs to the Latin language family, and Chinese belongs to the Sino-Tibetan language family. There is a big difference. Due to cultural background and other factors, they will encounter difficulties that cannot be ignored in establishing bilingual connections because their limits of comprehension will be more definite because they will not be able to tap into the common pool of instinctive language recognition available to native speakers [1]. Throughout history, the grammar-translation technique has been the most extensively used ELT strategy in Chinese public schools, characterized by systematic analysis of grammar, rote memorization of vocabulary, and a concentration on reading and writing. Despite being brought into China at various points in the 20th century, alternative teaching methods, including Audio Language Teaching (ALM) and communicative Language Teaching (CLT), did not find widespread favour [2]. China's large population base also means that the competition in various major entrance examinations and entry assessments is very fierce. It is the quickest and most intuitive way to evaluate an individual's ability by grades, and test scores naturally play an important role. The recoil effect of exam-oriented education has made the cramming grammar-translation teaching method a traditional teaching method in China. Although these English learners are able to pass English reading and writing tests, they cannot use English to communicate effectively and authentically. The "deaf and dumb" English speakers who are frequently produced by the Chinese educational system are referred to as speaking "deaf English" or "dumb English" [3].

Chinese has traditionally been split into seven primary dialect groupings, each with its own subspecies, which are not mutually understandable to each other [2]. Mandarin is the official language of China and the language of teaching in Chinese schools. At least 61 minority languages, also known as "non-Chinese," are spoken by non-Han people [4]. The Chinese government has released a significant policy to support the use of Mandarin and minority languages in bilingual education in regions where there are numerous minority languages, to uphold the spoken and written systems of minority languages, and to support the ethnic minorities' Mandarin language acquisition [4]. The complexity of learning English could rise as a result of the country's diverse population of English speakers.

3. The Influence of the Chinese Teaching Method

Classroom involvement, or interaction between students and teachers, is emphasized as an important aspect of the learning process in American education, as is monitoring students' overall academic success [5]. However, because of the Chinese Confucian traditional concepts that shape the

Chinese learner participation model, as well as the teacher-centered and authoritative social subject cognition, there is a widely accepted hierarchy in the Chinese classroom: the teacher is the only holder of knowledge and Providers, and students are attentive recipients. In the process of obtaining knowledge, students do not need to explore, process, or draw conclusions about the material, but teachers supply a comprehensive information package for students to acquire. As a result, English students in China frequently avoid oral communication in the classroom. Nevertheless, because of the interplay between the test and the teaching subject, the default answers between students and teachers are unique or largely stable, leading many non-Chinese teachers to characterize Chinese students as excessively compliant and deficient in critical thinking [5]. Another explanation for classroom quiet is that Chinese students typically lack confidence in their English oral ability and believe that they will be unable to satisfy the high expectations of classroom oral English participation [6]. Horwitz et al. established a theoretical framework for Foreign Language Classroom Anxiety (FLCA); they linked language anxiety with "performance assessment" (also known as "performance anxiety"), including three aspects: communication fear, test anxiety, and fear of negative evaluation [7].

The problems these students face while writing in English as a second language in the context of multiple language families and language habits are attributable to more than just their comparatively inexperienced use of English in terms of word choice and grammatical complexity. Zhang claims that due to linguistic and non-linguistic variables, non-native English-speaking (NNES) students experience cultural limitations and barriers in their writing: (1) Students' ignorance of the genre and Western academic conventions; (2) their uncertainty regarding the author's identity and voice; (3) identity drama conflicts; (4) their understanding and acquisition of rhetorical knowledge and process; (5) their understanding of the impact of the English global paradigm on academic expression, and more [8]. The combination of these practical issues can affect the academic writing process and outcomes of these students.

English teachers in China tend to supply predetermined high-score phrase models, and essay structures in the test-oriented teaching technique, which they may not recognize can have major effects. Students' unconscious use of "model" in EFL composition writing (mostly short essays) results in evident "plagiarism" and severe homogeneity of the essay, for which they have no clear comprehension and no guilt, and this has an indirect impact on their writing for studying abroad. This condition has serious consequences for students and teachers of second languages in Western institutions.

4. Western English as a Second Language Teaching Method

4.1 Difference Between ESL and EFL

Using the mixed studies method, Saito and Ebsworth discovered that, as compared to EFL learners, ESL learners had higher positive opinions towards classroom involvement, learner-centered approach, and physical proximity to teachers [9]. ESL pupils learn English to improve their studies or to find work, but many EFL learners simply want to complete university requirements [10]. The study's findings may be attributed to the radically distinct teaching situations and instructional approaches, as well as the learners' incentives to learn English.

The ESL sessions were more focused on reading and writing, so they paid more attention to grammar issues, whereas the EFL courses were more focused on listening and speaking, so they paid more attention to pronunciation issues [11]. Sato and Storch contend that EFL learners were more confident in delivering remedial criticism than ESL learners [12]. The ESL learners saw the assignments' potential not only for L2 learning but also for content and skill learning. However, the EFL learners may have psychologically and behaviorally segregated content in the activities and viewed them primarily for L2 learning; the EFL learners associated L2 learning and feedback with lexical development.

4.2 EAL Curriculum in Victoria Australia

Although the administrative structure of the state's governs Australia's educational system, the Australian Federal Government generally controls and manages it. Additionally, academic credentials are acknowledged and respected across the nation. Australian qualifications are highly valued by governments around the world. The number of international students in Australia is also increasing, so EAL courses are an important part of ELT. The official language of Australia is English, and the CEFR language level of international students is an intuitive reflection of the language ability of students.

The Victorian Curriculum F-10 is the English language teaching program required by Victoria. Course content focuses on the recognized knowledge and competencies students need for lifelong learning, social growth, and citizenship [13]. The teaching has a continuous and structural design, beyond the limitation of years of education, and provides a personalized learning plan according to the real learning ability of each learner. The EAL program helps students build confidence and effective speaking skills, enhancing their understanding of the nature of the Australian language and culture. Through contextualized language learning, EAL students create interactions with their classmates and the wider world around them.

The interrelated knowledge gained in EAL courses is often transferable to the study of other languages and supports the study of related courses. Teaching content includes key facts and competencies in the field of study, as well as links to key research themes in other courses. These links are used for content-specific classroom settings or course activities to facilitate student learning. The knowledge of the language that students apply in speaking and writing may be gained through listening and reading classroom activities and also helps them understand spoken and written texts.

Language studies for EAL students are based on their IELTS scores or other evidence of language proficiency. A student's language repertoire will vary widely in terms of native language, literacy, social-cognitive development, and the language resources available to them. Under the influence of individual repertoire differences in prior knowledge, school education, and social background, language learners start at different stages.

4.3 Other teaching methods

4.3.1. Dialogue Education

Conversational education is based on student-centered learning and emphasizes the importance of acknowledging each student's distinct cultural and personal experiences as they occur in the classroom [14]. Traditional classrooms in China are exam-oriented and teacher-centered, and social perception holds that teachers have enormous authority. Most classes have little interaction between teachers and students, as well as between students. Students are unable to develop their abilities to express themselves because they lack the opportunity and guts to do so. The trust relationship between professors and students is particularly weak as a result of the absence of interaction, and non-classroom dialogue between students will instinctively avoid intellectual debates. According to Usher and Pajares, support from parents, instructors, and trusted peers can boost kids' confidence in their academic abilities, which is also one of the causes of students' self-efficacy [15]. Through mutual evaluation, group conversations enhance motivation, create intellectual connections among students, and cultivate critical thinking. Because watching students with the same pattern succeed on difficult problems instils confidence in other pupils that they may attain the same success in similar subjects [16]. There may be an imbalanced power connection in dialogues between Chinese students and their native English-speaking acquaintances, in which case Chinese ESL students frequently feel linguistic oppression because they have little knowledge of the issues and language of the exchange. In terms of language, the conversion efficiency is a critical element [17]. Intercultural communication is governed by the social customs of English and English speakers. ESL speakers must decide whether to communicate across cultures with speakers of the mainstream language and native speakers or to avoid the English-speaking community.

The development of students' social environments has a substantial impact on their self-cognition and self-efficacy, and dialogue education can improve interaction and involvement [18]. To guarantee that the educational goals of the classroom are achieved, teachers must constantly pay attention to the dialogue's substance and direction and promote it when appropriate with clear teaching objectives.

4.3.2. Teaching-learning cycle (TLC-s)

The Teaching-learning cycle is a well-planned series of activities that are typically used to characterize genre-based education (TLC). Writing is a skill that can be honed through practice and experience. The detailed reading of the text is the first stage in TLC, in which the teacher sets the context for the pupils through demonstration and modeling of the text's content. The second level is text deconstruction, in which students analyze individual examples to identify the features of the article type as well as the language and content. Fully comprehend texts through multi-layered phrase analysis, utilizing the intellectual, interpersonal, and textual functions of language to comprehend various elements of the universe [19]. The third stage is collaborative creation, in which the teacher supports students in co-creating a piece of the same genre as the deconstructed model essay. Integrate students' ideas and assimilate learning content through scaffolding supervision from the teacher, and engage in the composition process from conception to conclusion. The following level necessitates student collaboration in construction. This level differs slightly from co-construction in that engagement is ensured by student cooperation and reflects students' reading and writing skills growth. During this time, a new scaffolding was developed to identify learning content gaps [20]. The final stage is self-construction. Students build texts of the same genre autonomously based on their gained experience and knowledge, which can be used to test students' understanding of the instructional subject.

Singapore, one of Asia's more Westernized countries, is an excellent illustration of the application of a conventional teaching cycle-guided writing curriculum. The course is made up of many writing strategies, and students can learn to write utilizing a process-based approach. Students participate in brainstorming, peer meetings and feedback, personal drafting, and publishing procedures on a regular basis. This method of teaching expressive language and literacy skills has become an essential component of the course cycle [8].

4.3.3. 4Cs

As a theoretical framework for Content and Language Integrated Learning (CLIL), 4Cs is divided into four separate processes. The first is content, whose major objective is to enable students to gain new knowledge and new abilities and apply them in practice, including topical content and linguistic content [21]. The second step is to learn the language in a communicative manner, using the language that will be used in the study [21]. The core of communication in the CLIL teaching paradigm is context, which is created in an authentic, unrehearsed language setting. Develop the four English abilities (listening, speaking, reading, and writing) through active engagement and reflection on language formation in the context of real-life scenarios. Cognition, the third element, refers to a person's capacity for understanding through problem-solving and introspection [21]. The link between content and cognition demonstrates the dialectical relationship between learning and thinking. Learners strengthen the link between current and new information through interaction and practice with teachers, peers, and teaching resources. The fourth is culture, which cultivates learners' cross-cultural knowledge and diverse views during the language acquisition process.

According to the Partnership for 21st Century Learning (P21), the cultivation of the new 4Cs (communication, collaboration, critical thinking, and creativity) aims to prepare students for the increasingly complex living and working environment of the twenty-first century [22]. Preparation is required. Students employ a variety of communication skills to efficiently process information in a number of circumstances while also questioning the validity and significance of the information. Group cooperation regards learning as a social process in which regular interactions between learners give possibilities for them to learn from one another [23]. However, we must also pay attention to student engagement and guarantee that members of the partnership may accept joint responsibility

for cooperative work [22]. Individuals who use critical thinking become engaged lifelong learners [23]. Students can utilize many types of systematic reasoning thinking to successfully analyze, evaluate, and integrate information, as well as make judgements and conclusions, depending on the situation. Critically reflect on the learning process, combine classic and creative approaches to problem identification, present multi-faceted perspectives, and develop superior solutions [22]. To maximize the development of fresh and valuable ideas, employ a variety of creative strategies. Be open to fresh and alternative perspectives; develop, implement, and successfully communicate new ideas to others [22]. Show inventiveness and innovation in the ideas, grasp their limitations, be able to act on them, and view failure as an opportunity to grow.

4.3.4. Corrective feedback (CF)

Students learn through trial and error. From the standpoint of the cooperative principle's objective, CF is more than just teachers' error-correcting action. To create a balance between knowledge absorption by students and teaching by teachers, effective CF implementation necessitates constant and meaningful communication, particularly timely feedback on procedural knowledge [24]. The purpose of CF is not to prevent mistakes from occurring but to provide pupils with the opportunity to rehabilitate themselves. Students gain the right knowledge by reflecting on their own beliefs and learning freely in reflection through CF. Integrating CF into dialogues with students in Chinese classrooms, where teachers have more authority, can lessen students' psychological stress. Lyster and Saito validated the beneficial impact of CF [25]. Teachers should use CF with caution because there are numerous types of CF, various starting points, and individual variations in the teaching process [24]. Students may be misled when CF happens in the middle of oral learning. Too much CF can harm a student's self-confidence and make it challenging for the teacher to catch all of the faults in the dialogue, which can be problematic for both students and teachers.

5. Application and Influence of Pedagogy

Because of China's enormous population, the number of pupils in Chinese classrooms is often between 40 and 60. As a result, the introduction and application of western teaching methods should be merged and modified in accordance with China's teaching heritage. Dialogue education is also student-centered, whereas traditional Chinese classrooms are teacher-centered, and it will take some time for the classroom climate to alter due to the backward effect of examinations. However, the scaffolding can be configured to allow students to engage in group discussions while still completing the course. These scaffolds often have no set solutions, and the teacher can provide assistance and guidance according to the group's discussion direction.

Strong teacher-led teaching methods are ineffective, while open teaching methods can produce a softer learning atmosphere and encourage students to have more positive emotional reactions [26]. The traditional Chinese teacher's authoritative repression has been lowered since the instructor became a supporting function, and the centre of the classroom has changed away from the main body of the student. The reason for the existence of teacher supervision and guidance is that the content of group talks or the relevance of examination content is relatively low in the early stages of dialogue education. Students' involvement motivation may be insufficient as a result of the learning habits formed by test-oriented education, so appropriate competitive aspects or incentive mechanisms can be incorporated. The traditional Chinese teacher's authoritative repression has been lowered since the instructor became a supporting function, and the centre of the classroom has changed away from the main body of the student. The reason for the existence of teacher supervision and guidance is that the content of group talks or the relevance of examination content is relatively low in the early stages of dialogue education. Students' involvement motivation may be insufficient as a result of the learning habits formed by test-oriented education, so appropriate competitive aspects or incentive mechanisms can be incorporated.

The cognitive development of students' second languages in traditional Chinese schooling frequently lags behind their linguistic aptitude. Based on an underlying communication purpose, CDF

defines seven fundamental categories (classify, define, describe, evaluate, explain, explore, report) that assist in heuristically analyzing language requirements in textbooks, test problems, and classroom discourses [27]. The discussion of random combinations of the seven tags can help and supplement the construction of scaffolding and corrective feedback (CF). In order to describe and explain a topic, students use scaffolding questions. Assessments and reports show how well students comprehend the material covered in class. Teachers can inspire students by using conversational instruction when they are struggling to develop language cognition. This helps to create a tough yet encouraging learning environment. 4Cs is applicable to the development of the four skills of English. In the initial process of dialogue teaching and TLC teaching, scaffolding can be constructed according to 4Cs.

6. Conclusion

The introduction of a new teaching method is certain to have advantages, but it is also necessary to evaluate the current status of Chinese teaching while introducing new teaching methods. The interaction between teachers and students, as well as the teachers' accurate control of the classroom, must be considered. To some extent, it is difficult to implement, and it is vital to study Chinese classrooms from many angles. The first step in changing the Standard English grammar teaching approach is to shift the teaching concept from teacher-centered to student-centered. To improve the variety of instructional activities, incorporate educational resources, audio-visual technologies, or interactive software. According to diverse theories, numerous grammar teaching modes and methods are used to extend the teaching methods based on distinct teaching objectives, materials, objects, teaching periods, and other special conditions. It is necessary to consider the examination recoil effect, strengthen the English teaching assessment system, and balance the test material of the four English skills. Students' interest in classroom activities, involvement, and the development of students' comprehensive language skills should all be prioritized during the teaching process.

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