

Exploring Effective English Teaching Method: Comparing the Different Learning Styles between Chinese & Americans

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Abstract. By comparing the main methods of English teaching in China, the guidance and assessment models of English teaching in the two countries, and the enlightenment and improvement strategies brought by the American English classroom education model, this study analyzes the shortcomings of Chinese English teaching and the American English classroom education model. The inspiration and improvement strategies from the past, explored the practical significance of using English in the pragmatic environment. Through the academic and cultural systems and differences between the two countries, the theoretical framework provides information for research design and the interpretation of results. This review results show that China's exam-oriented education system affects students' learning achievements and the results of the high subjective value obtained by students to a certain extent. In addition, the practical meaning of English in the post-college entrance examination language environment has also brought different roles. This paper discusses the specific content of American English classrooms proposing strategies that need to be improved and referenced in Chinese English teaching.

Keywords: China's exam-oriented education system; English culture concepts; Enlightenment and improvement strategies; Practical significance.

1. Introduction

English is an international official language. It is not only a bridge of international exchanges and cooperation. But also, a language carrier for cross-cultural academic research. The English level of non-native English speakers, especially the oral expression and communication ability, plays a pivotal role in current world powers. Non-English-user countries attach great importance to English education in basic language education, which has become an important trend of development. However, there are various kinds of teaching methods in terms of English due to the very different inter-national education systems and the acceptance ability of learners. Because of the uneven level of inter regional development and the influence of cultural traditions, many controversies in English teaching are particularly prominent in China. Among them, one is to help Chinese students understand and use English better according to the needs and abilities of Chinese students and with excellent teaching methods in the United States. Therefore, this paper analyzes the drawbacks of English teaching in China and the enlightenment and improvement strategies brought by the American English classroom education model by introducing the main methods of China's English teaching process, comparing and assessing the guidance and assessment models of the two countries in English teaching and the practical significance of using English in the pragmatic environment.

2. Chinese English

2.1 The Current Situation of Chinese English Learning

2.1.1 The importance of English learning for Chinese

The rapid development of modern science and technology and the natural evolution of the times have brought about cooperation, exchanges and friction among countries. With the development of China's modern history, close contact with other countries around the world has become one of the important reasons for promoting the popularization of English education. In April 1986, China promulgated the Compulsory Education Law of the People's Republic of China. This is the first time

that China has fixed free compulsory education in the form of law, which has also made English education compulsory in junior high school. This measure not only represents the maturity of China's basic education development, but also lays a better language foundation for reform and opening up. Although China has seized the opportunity and developed rapidly in the world changes in recent decades, based on the lessons and experience of history, the Chinese people deeply realize that the improvement of international status still requires continuous foreign cooperation and in-depth exchanges. At the same time, more and more language learners regard English as the first choice of a second language, so as to form a huge advantage in language expression ability and the international competitive market.

2.1.2 The current situation of Chinese students' learning in English classes

All of the language tests focus solely on assessing reading and writing. Cheng states that “Chinese people learn English in accordance with the basic development of China's education system[1]” First, teaching orientation. Primary and secondary schools or universities with nine-year compulsory education take helping students lay a solid language foundation as the main teaching goal: pass the course examination and grade examination, and obtain foreign language credits stipulated by the degree. Through proficiency examinations, students are guided to gradually improve their English proficiency, eventually reaching or approaching the level of their native language.

The second issue is teaching content. The content and teaching design of each section of Chinese English teaching are closed, that is, it is designed according to the five basic English skills corresponding to the Ability Level Scale: language requirements such as listening, speaking, reading, writing and translation, and to formulate evaluation standards and assess the English proficiency of postgraduate students.

2.1.3 English learning and restrictions under China's exam-oriented education system

The biggest feature of China's exam-oriented education system is curriculum and grade examination. In the level test at different stages of students, the examination scores and rankings will be the most obvious test results, which is common and indispensable in China. However, as a language, the learning level of English is not only reflected in the basic writing and reading level, but also in the development of all aspects. Therefore, resulting in the learning method of traditional reading and writing methods, which makes English learning subject to this examination-oriented education system. Although this is a good way to eliminate and select talents based on China's huge population, the persistent pursuit of high-score learning under this system violates the essence of education. Thus, like Wei said: “the education system may not aim at students' quality, but at developing their ability to perform well on exams.[2]”

Wrong learning concepts and methods formed by Chinese students under "examination-oriented education" restrictions on exam-oriented education make students pay more attention to scores, resulting in their inability to master real English skills in English learning, and students' learning goals depend to a large extent on the content of the exam. This situation is more serious after the college entrance examination, which can be divided into English-related majors and non-English students. For example, non-English majors tend to regard English as a tool to enter a better university, and once they cross the threshold of the college entrance examination and enter college, they think that there is no need to learn English, and once they think that their current English level can meet their basic communication needs, they may send "Fossilization", it refers to a language phenomenon in which many fixed language errors are repeated. Language learners have experienced a "high plateau" period. They slowly acquire the language. Their language development stopped before they passed this period, and their learning curve rose again. Given the fact that most wrongly pronounced sound elements which seem to be fossilized can be de-fossilized, permanent fossilization exists only when learners find no significance to redress it or can't keep doing remorseless practice[3].

Regarding English majors, they want to learn English well-but they lack the method and atmosphere to learn. For example, there is no planning and lack of systematize: it will only start with memorizing words and reading, and there is no comprehensive improvement plan. This is also

reflected in the school's English education system, which does not balance students' English proficiency well in freshman ship. Instead, CET-4 and CET-6 were initially set up, which did not cultivate students' interest and necessity in learning English but made students hate English, which led to confusion among students in increasingly difficult learning tasks. The last stubborn symptom is "patchy English", which means that once they encounter difficulties in learning English, they can only start from the most basic part. In terms of spoken English, they still have problems related to accuracy. They will focus on how to carefully consider clearly expressing their ideas. Even if there are indeed many good expressions in their minds, sometimes they may abuse some phrases because they still use Chinese way of thinking. Accuracy and impromptu speech are their biggest obstacles. Therefore, even if they are students majoring in English, they do not study Practical English in the field of English, but only learn textbook English.

3. American English

3.1 American English Learning Methods

3.1.1 Americans' perception of English learning

First of all, there has been a great change in the concept of English culture in the United States. The name of the native language course in the United States is "English Language Arts". They regard English as a language art rather than a simple course to teach students.

Then it attaches great importance to English education, which is very different from China's exam-oriented education system. Public education in the United States is not just a curriculum examination, but a basic and comprehensive requirement. American students have at least one hour of English learning courses a day from kindergarten to high school, and English compulsory courses in freshman and sophomore year.

In terms of specific teaching content, the United States is more committed to the all-round development of students in English culture. A native speaker acquires his language because he is constantly learning by thinking, listening and speaking the language he is learning, which means he is constantly learning the language[4]. This is also reflected in English teaching at different stages.

3.1.2 English guidance for American students--phased learning method

This methodology is applied, by exercising the following principles: 1) Language learning is a process of habit formation. 2) Teachers should teach the language, they should not teach about language[5]. Primary school teaching in the United States focuses on students' basic skills: reading and writing. Reading begins with the teaching of phonics in the lower grades, and then learning natural spelling. The basic principle is to teach students some basic American spelling and pronunciation rules so that students can understand an English word. Or, when you think of a word, you can spell it according to the rules so that students can basically pronounce the rules and learn many words. This method is very natural and more memorable, and students can think more deeply about the spelling of words. Then professors will train students to understand the meaning of sentences or articles, with the specific goal of teaching students to understand the structure and context of sentences and master and apply them proficiently. After that, the professor will teach students to start reading short articles or stories. This step is to cultivate students' self-thinking, understand the emotions and critical thinking of the articles.

The main teaching content in middle school includes writing, literary appreciation and oral ability. Writing training is very important, which requires students to understand the most basic structure and composition of the article. In terms of literary appreciation, students are mainly required to have a deep understanding of writers in a historical era. Students are required to read through the author's representative works and understand the emotions, background and meaning of the article. This aspect well cultivates students' cultural literacy and interest and emotions in English learning. Students can also learn more deeply about the wording, sentence structure and rhetorical expression of the article.

3.1.3 Oral training for American students

“Among the four skills of language proficiency, speaking is particularly important, because it affects S international students' ability to engage academically and socially.[6]” Therefore, the United States attaches great importance to the oral teaching of students. First of all, it is the training of self-expression. The content is to read the article many times, recite it skillfully and then interpretative oral expression, which allows students to accurately express the author's feelings and the atmosphere of the article through reading aloud. These methods are very well cultivated. I have emotional awareness and understanding and expression ability. The ability to debate and speak in oral expression is also very important. Teachers will train students to listen to other people's speeches, summarize other people's views, and finally express their opinions in a group environment. American classrooms often carry out speeches, discussions and other activities. Students show each other's research results and share ideas. Many students can talk long and have a methodical answer, which trains students' ability to think and dare to express themselves.

3.1.4 Outputs of education in the United States

From the above analysis of English teaching in the United States, teaching in the United States is very representative, and it plays an excellent and representative role in the all-round development of English ability. Their education system is very mature and systematic. Students can receive complete and all-round help in this educational environment. The step-by-step process of English learning includes basic stages of word analysis, word memory, writing structure analysis after word spelling reading, reading article emotion, self-ideology criticism, interest cultivation, oral expression and other training. It emphasizes students as the main body, makes students' thinking organized, and greatly improves learning. Efficiency. English teaching in the United States has enabled students to build interest and produce effective results through effective standardized institutional management and system implementation.

The practical significance of using English in a pragmatic environment between China and the United States. In regards to similarity, Nunan states: “I looked in particular at the perception Of semantic and discourse relationships in written texts, and found a high level of agreement between first and second language readers.[7]” There is no huge gap in English teaching in the United States and China, but there is a significant difference in students' English proficiency, partly because of the environmental atmosphere, but because of different applications in real life. But for Chinese students, English is indispensable in life, so it is still necessary to improve the way of learning.

4. Enlightenment and improvement strategies brought by the American English classroom education model

The most difficult reason for Chinese English to improve is that it is difficult to improve students' interest in learning. On the one hand, when Chinese students study English, they often use their own culture as the background to understand the meaning and use of English, so cultural factors often hinder their language ability to use English and students' language expression ability. Therefore, teachers think that English is difficult to teach, and spend a lot of energy in the classroom, but the teaching effect is unsatisfactory. On the other hand, students report difficulties. Although they keep practicing, their English ability is still not obvious. Therefore, students are afraid of English and resist learning English. Based on the above, China's education mechanism should compare the cultural differences between China and the United States in English teaching, change the teaching method, create an English atmosphere and environment, and make students like learning English.

If learners know the purpose of teaching, they will not feel tired learning English, according to Hutchinson[8]. First of all, we should re-understand English and return to the essence of English. To gain knowledge, students need a theoretical system, methodology and systematic practice. The two have completely different learning purposes, so the methods required are completely different.

Therefore, grasp the essence of English: English is "language" rather than "knowledge", it corrects ideas, and students need to understand the origin of English culture before learning.

Second, the words. It is difficult for Chinese students to learn English because English is strange and vocabulary is difficult to remember. Therefore, teachers can learn from the coding teaching methods of American primary schools. At the beginning of students' first exposure to English, from the most basic part, students can better understand and reason the logic and thinking of English words through natural spelling, help students memorize words and overcome the first difficulty, so as to improve the difficulty and carry out them.

Third, about grammar. This is another major difficulty in English learning. Teachers should help students form an eight tense system of English, so that students can form eight memory blocks connected to each other in their minds. Let students establish a logical connection between what they are learning and various parts of the materials they have learned and are learning, form systems and generalize laws, which can also better help Chinese students sort out the structure, find the right positioning, correctly apply grammar correctly and enrich articles.

Fourth, about reading skills. Teachers can learn from the requirements of American literary appreciation courses for students to intensively read and extensively. Intensive reading is, that is, reading the textbook, and the grammar content of intensive lectures with progress, that is, the grammar content that is slightly explained in advance will be continuously deepened and expanded according to the normal teaching progress, focusing on application. General reading is to expand the knowledge content, that is, extracurricular reading materials, reflecting the grammar teaching content that is briefly explained in advance. Whether it is intensive reading or general reading, students should emphasize synchronous reading, that is, reading with the vocabulary, grammar and sentence patterns you have learned. During the same period, the vocabulary of reading is gradually expanded and transitional, so that students can gradually read and speed up. At the same time, this can effectively improve students' reading ability, broaden students' international vision, promote their mental development, and improve their cross-cultural communication ability through a variety of cultural themes and literary works.

The fifth is writing. Regarding the difference between spoken and written language, it is important to note what Finegan said: "although it is often said that writing is written speech, or that writing is visual language as distinct from audible language, written and spoken language are often serving different purposes and language characteristics vary slightly.[9]" Writing skills include fluent sentences, standard grammar, integrity, details and appropriateness. Further improvements here include analyzing the importance of grammatical forms to cognitive ability. Writing will directly affect the expression of thoughts and emotions. The whole writing process can be divided into the conception stage, transformation stage and implementation stage. In the long-term learning process, students' writing training can start from the following aspects: sentences, paragraphs and texts. Therefore, I will learn to write step by step, from easy to difficult, from simple to complex. Moreover, teachers can encourage students to extract meaningful themes from life or literary history and write in English. At the same time, they can also encourage students to express their emotions and thoughts with what they have learned. Writing runs through every stage of human development, not only in the student days, but also every interaction between students and writers, which not only enriches their life experience, but also promotes the formation and improvement of their thinking and creativity.

Finally, consequently, having been immersed in an English language-teaching context that does not value oral communication, students do not recognize the value of oral English Proficiency[10]. Therefore, Chinese people are not good at English, do not have an environment to exercise oral English, and do not understand some formal structures in spoken English, such as formal vocabulary, subordinate clauses, austerly clauses and passive forms. Therefore, if you want to practice better, you need to create an English environment and atmosphere. Teachers should teach all English in the classroom and pay attention to the teaching of attributive clauses, predicative clauses, subject clauses and isotopic clauses in the teaching of grammar, and encourage students to speak English boldly and require students to read articles fluently. Students need to be cognizant of the limitations of test

preparation centers and invest more generously in language educational services that emphasize authentic language learning that values speaking alongside listening, reading, and writing [11].

5. Conclusion

In general, they need an alternative approach to teaching and learning to ensure that they are actively involved in the learning process and create satisfaction in the learning environment. The misleading concept of the nature of English in China's exam-oriented education and how to learn and teach English has caused many students to lose interest in English and the correct and comprehensive learning style. English teaching is unsatisfactory due to the mistaken belief that English is tough to learn, and whether English should be non-grammatical or strict grammatical, whether to learn it has a specific strategy or the same process as learning the mother tongue. But in fact, English is not really harder than Chinese or others. When learners understand the essence of English, they will not feel that teaching is heavy and difficult. No language is inseparable from the basic skills of "listening, reading, writing and speaking", so the learning method should cooperate between China and abroad. The application of English should also be based on the needs of students, rather than simply paying too much attention to scores and examination skills, which will lead to unnatural language and hinder learners from improving their English proficiency. Therefore, naturally learning English step by step is beneficial to Chinese students.

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