

Research on Strategies for Improving the Effectiveness of English Classroom Teaching from the Perspective of Comparison between Chinese and Foreign teachers

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Abstract. Chinese and foreign language teachers are influenced by their background culture and teaching philosophy. The study found that Chinese and foreign teachers have advantages in teaching concepts and strategies. As a result, the teaching process in the English classroom is also different. At present, there are still some challenges in English classroom teaching, such as single teaching methods and low student participation. This paper analyzes the characteristics and differences between Chinese and foreign teachers in English classroom teaching and aims to explore the strategies for the effectiveness of English classroom teaching. This paper puts forward some suggestions that are of great significance for promoting the reform and innovation of English classroom teaching, improving the quality of teaching and students' learning outcomes. The study finds that Chinese and foreign teachers have advantages in teaching philosophy and teaching strategies, and the combination of the advantages of both can provide new ideas and methods for English teaching in China.

1 Introduction

To improve students' oral English expression and English communication skills, most schools in China have hired foreign teachers, and foreign teachers have made indelible contributions to English teaching in China by using their unique cultural and language advantages, at the same time, people have gradually learned about different English teaching modes and methods. In recent years, China's education mode has gradually shifted from traditional teaching to student-centered, and more and more teachers and scholars have begun to pay attention to the teaching mode, style, and effect of different teachers' classrooms. Classroom teaching behavior refers to all behaviors that are caused, maintained, or promoted by the teacher, in other words, it refers to the sum of supportive, service, and instructional activities carried out by the teacher to facilitate the learner's completion of the learning behavior. By analyzing the differences between China and the West and the teaching philosophy and cultural background behind the behaviors of Chinese and foreign teachers in the classroom, this paper aims to investigate the possibility of mutual communication and

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learning between Chinese and foreign teachers to enhance the teaching effectiveness of English classrooms further. From the perspective of teachers' classroom models, this paper compares the differences in the classroom teaching styles of foreign and Chinese teachers in English classrooms.

2 Subjects and classroom characteristics of English language teaching

With the development of English teaching, the continuous updating of the teaching system, and the continuous improvement of teaching methods, remarkable results have been achieved. The subject and classroom characteristics of English teaching are mainly reflected in its vocabulary, grammatical structure, listening, speaking, reading, and writing skills, cultural background knowledge, and practical application, while classroom teaching focuses on emotional teaching, teacher-student communication, situational teaching, use of teaching aids, student-centeredness and so on.

2.1 Characteristics of the discipline

To improve the effectiveness of English classroom teaching, it is necessary to study the subject characteristics of English and integrate it with classroom teaching [1]. The teaching of English has a disciplinary character. The first major feature of English teaching is the large vocabulary, because of the huge amount of English words, students need to accumulate for a long time to be able to express richer and more accurate meanings. Moreover, the grammatical structure of English is diverse, and its grammatical structure is relatively complex, including a variety of tenses, voices, and sentence patterns, which need to be mastered and used by students systematically. At the same time, the subject of English emphasizes the four parts of listening, speaking, reading, and writing. English is a comprehensive subject that requires students to develop their listening, speaking, reading, and writing skills in an all-round way so that they can use them flexibly in practical communication. It is closely related to cultural background, and there is a lot of cultural background knowledge involved in English learning, including the history, culture, and customs of English-speaking countries, understanding this background knowledge helps students to have a better understanding of the connotation of English language and culture. Finally, English, as a subject, has a strong practical application ability. English is a practical subject that requires students to be able to use what they have learned to communicate in real-life situations, such as tourism, business, law, and other fields.

2.2 Classroom teaching features

In the English teaching classroom, teachers always pay attention to emotional teaching. They improve students' learning enthusiasm and initiative by stimulating students' desire and interest in learning. English teaching attaches more importance to the emotional communication between teachers and students, and English teachers create a pleasant classroom atmosphere by establishing a friend-like teacher-student relationship with students so that students can better accept knowledge and information. Focusing on contextual teaching, the English teaching classroom focuses on contextual teaching, helping students better understand and apply English knowledge by simulating real scenarios or creating specific situations in English. Moreover, in the English teaching classroom, a variety of teaching aids will be used, such as visual teaching aids such as objects, pictures, and cards, and electronic teaching aids such as tape recorders and multimedia will be used in the

classroom to assist teaching and improve the teaching effectiveness. The modern English teaching classroom has gradually shifted to a student-centered teaching model, emphasizing students' subjectivity and autonomy, and guiding students' active participation and exploration through the design of various classroom activities and tasks. At the same time, one feature that distinguishes the teaching of other subjects is the emphasis on cross-cultural communication in the English classroom. The English classroom is not only a place for imparting language knowledge but also a platform for cross-cultural communication. By introducing the cultures and customs of different countries, it helps students to develop international perspectives and intercultural communication skills.

3 Comparative analysis of Chinese and foreign classrooms

There are obvious differences between Chinese and foreign teachers in terms of teaching style, interaction, management, assessment, and teaching content [2]. These differences reflect the teaching styles and characteristics of different cultural backgrounds and educational philosophies. Understanding these differences helps people better understand and learn from the strengths and weaknesses of different teaching models, and improve the teaching effectiveness and student learning experience.

3.1 Classroom style and mode of Chinese teachers

Chinese teachers' classrooms are often taught in a traditional lecture-style manner, with the teacher taking the lead and the students tending to be passive recipients of knowledge [3]. In this mode, students have stronger test-taking ability. However, under the current form of English teaching, there are situations where the teaching content, teaching methods, and assessment methods are not in line with the needs of the subject. Chinese teachers emphasize the systematic and standardized nature of knowledge and pay attention to students' memory and test-taking ability. Classroom discipline is strict, and students are expected to follow the teacher's instructions and classroom norms. Chinese teachers usually adopt a more strict management method to ensure the order and effectiveness of the classroom. In the classroom of Chinese teachers, the assessment method is usually test-based, emphasizing students' memory and understanding of knowledge, but teachers' feedback to students may be more general and less focused on individualized instruction. The teaching content is usually based on unified textbooks and syllabuses, focusing on the systematic and normative nature of knowledge. Teaching resources are relatively limited, and students may have relatively little exposure to cutting-edge learning outcomes and outcomes.

3.2 Classroom style and mode of foreign teachers

Classes with foreign teachers are more focused on active learning and participation of students. Teachers often use group discussions, case studies, and project-driven methods to encourage students to think independently, ask questions, and solve problems. The classroom atmosphere is more open and free. Foreign teachers are assessed more diversely, including classroom performance, assignments, projects, exams, etc. Teachers focus on individualized instruction to students, providing timely feedback and suggestions. At the same time, the teaching content of foreign teachers is more flexible and diverse, and teachers can choose their own teaching materials and teaching resources according to the needs of the course. Students are exposed to more academic outcomes and technologies, which helps to broaden their horizons and knowledge [4].

3.3 Comparison of Chinese and foreign teachers' classroom models

Due to the different cultural backgrounds and educational environments of teachers, there are great differences in the teaching styles and models of Chinese and foreign teachers. Chinese teachers are influenced by traditional culture and the education system, focusing on student discipline and obedience. Classroom teaching emphasizes the instillation of knowledge and the cultivation of test-taking ability. It is precisely because of the Chinese-style English teaching model that English teaching is more efficient. This mode can help students complete the learning process of introductory English faster, and for students with a weak foundation in English, this teaching mode is more adaptable. Foreign teachers, on the other hand, emphasize students' individuality and free expression, focus on cultivating students' creativity and critical thinking, and the educational environment is more relaxed and free, encouraging students to explore and discover [5]. It is not difficult to find that in the classrooms of Chinese teachers, students tend to maintain a more conservative and silent attitude, are less willing to take the initiative to ask questions or express personal opinions, there is less classroom interaction, and communication between teachers and students is usually more formal [6]. Under the influence of foreign teachers' styles and models, students are more active in class discussions, dare to express their views and opinions, and interact more frequently in class, teachers encourage students to ask questions and debate, and classroom communication is more flexible and open [7].

4 Improvement measures and suggestions

Based on the comparison of Chinese and foreign English classrooms, to improve the effectiveness of English teaching classrooms, some targeted strategies are proposed. These strategies can help to promote the reform and innovation of English classroom teaching, improve the quality of teaching, and further improve the learning effect of students.

4.1 Integrating the advantages of Chinese and foreign teaching

To realize the complementarity of educational resources, schools can introduce foreign advanced teaching concepts, teaching materials, and teaching methods to promote the innovation and development of education. Through the integration of Chinese and foreign teaching, schools can complement each other's educational resources, cultivate cross-cultural communication skills, promote educational equity and resource sharing, and enhance students' international competitiveness [8]. China's English education should actively incorporate innovative teaching methods from foreign teachers. Foreign teachers often have a more flexible and practical teaching style that emphasizes student-centered learning and communication skills. Drawing on these methods can help Chinese students improve their language proficiency and cultural awareness.

While absorbing foreign teaching measures, it is also necessary to retain the teaching content with Chinese characteristics. Teaching content should be optimized to reflect the Chinese cultural background and students' daily lives. Integrating local elements into the curriculum not only makes learning more relatable but also helps students develop a deeper understanding of their own culture and its place in the global context.

4.2 Improving the intercultural teaching ability of Chinese teachers

First of all, the school can hold regular lectures by Chinese and foreign teachers. Seminars and workshops are held regularly for Chinese and foreign teachers to exchange ideas and experiences. These activities can promote mutual learning and help Chinese teachers improve

their cross-cultural teaching skills, including the ability to understand and integrate foreign teaching methods. At the same time, the school can also provide cross-cultural teaching and training for teachers. Actively provide cross-cultural teaching and training for Chinese language teachers to enhance their cultural sensitivity and understanding. The training can cover topics such as international communication, cultural differences, and teaching strategies in a multicultural environment to enhance teachers' cultural sensitivity and understanding. Such training will help Chinese teachers better adapt to the needs of cross-cultural teaching and provide students with a more comprehensive and in-depth teaching experience.

4.3 Strengthening student participation and interaction

To enhance student engagement, schools and teachers can design more student-led classroom activities, which should be designed to encourage student participation and leadership. Student-led discussions, presentations, and projects can foster a more positive learning environment and help students develop their language skills in a real-world setting [9]. Besides, students should be encouraged to participate in group discussions and role-plays. Group discussions and role-plays are an excellent way to enhance student interaction and language practice. By collaboratively participating in these activities, students can improve their speaking, listening, and critical thinking skills while gaining a deeper understanding of the topic. At the same time, this interaction facilitates communication and collaboration among students, fosters team spirit, and makes them more confident and proactive in their English learning journey. In conclusion, by enhancing student engagement and interaction, English classroom teaching can become more lively, fun, and effective.

4.4 Optimizing teaching assessment and feedback mechanisms

Optimizing the teaching evaluation and feedback mechanism is an indispensable part of improving the quality of teaching. First, schools should aim to introduce more diverse assessment methods to ensure comprehensiveness and accuracy. In addition to the traditional written test, it should also include a variety of assessment forms such as oral expression, listening comprehension, and writing application to comprehensively measure students' comprehensive English application ability [10]. This assessment method is not only closer to real-life scenarios but also better stimulates students' interest and motivation in learning. Second, giving timely feedback to students is the key to optimizing the feedback mechanism. Teachers should provide feedback to students as soon as possible after the assessment to help them understand their learning. This timely feedback not only helps students correct their mistakes promptly but also stimulates their enthusiasm and motivation for learning. When providing feedback, teachers should focus on being constructive and concrete, allowing students to identify their strengths and weaknesses and give specific suggestions for improvement. Also, regular feedback sessions are an effective way to promote students' academic progress. Through regular feedback sessions, teachers can meet with students face-to-face to understand their learning confusion and needs and provide them with more personalized learning suggestions. At the same time, such meetings can also strengthen the communication and interaction between teachers and students, and create a more harmonious and positive learning atmosphere.

In summary, optimizing the teaching evaluation and feedback mechanism is essential to improve the quality of teaching. Schools should actively explore and practice diversified assessment methods to ensure the comprehensiveness and accuracy of assessment. Teachers should give timely feedback to students to help them understand their learning status and stimulate their enthusiasm for learning. At the same time, regular feedback sessions are also

an effective way to promote students' learning progress. Through the implementation of these measures, it can provide students with better teaching services and help them achieve better learning outcomes.

5 Conclusion

In today's accelerating globalization, English is an important tool for international communication, and its teaching quality and effectiveness have attracted extensive attention. From the perspective of comparing Chinese and foreign teachers, this in-depth study of English classroom teaching strategies will not only help students to deeply understand the teaching concepts and methods of the two different cultural backgrounds but also provide valuable inspiration and reference for improving the effectiveness of English classroom teaching.

Through comparative research, it found that Chinese and foreign teachers have their unique advantages and characteristics in English classroom teaching. Chinese teachers pay more attention to the systematic teaching of language knowledge and the cultivation of test-taking ability, while foreign teachers pay more attention to the cultivation of students' language practice ability and cross-cultural communication ability. This difference is not only due to differences in cultural backgrounds but also reflects differences in educational philosophies and teaching methods. However, it is precisely this disparity that provides people with an opportunity to improve the teaching of English in the classroom. By learning from the advanced teaching concepts and methods of foreign teachers, teachers can better stimulate students' interest and enthusiasm in learning, and improve their language practice ability and cross-cultural communication ability. At the same time, schools also need to retain and carry forward the advantages of Chinese teachers in the teaching of language knowledge and the cultivation of test-taking ability, to ensure that students have a solid language foundation and strong language application ability. In the future English classroom teaching, schools should pay more attention to the cooperation and communication between Chinese and foreign teachers. Through joint lesson preparation, classroom observation, teaching seminars, and so on. Teachers can learn from each other, learn from each other's strengths, and jointly improve the quality and effectiveness of English classroom teaching. At the same time, teachers also need to constantly explore and innovate the methods and means of English classroom teaching to adapt to the changing teaching needs and student needs.

In conclusion, from the perspective of comparing Chinese and foreign teachers, an in-depth study of English classroom teaching strategies will not only help people to deeply understand the teaching concepts and methods of the two different cultural backgrounds but also provide valuable inspiration and reference for improving the effectiveness of English classroom teaching. In future teaching practice, teachers should continue to learn and explore, and strive to improve the quality and effect of English classroom teaching, to lay a solid foundation for the all-round development of students.

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