

On Chinese Culture and Foreign Teachers' English Teaching

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Abstract: Today, with the rapid development of economy, the internationalization of education is also in the continuous process. Major universities have hired foreign teachers to teach English, aiming to let students experience the pure English classroom, feel the western teaching mode, and strive to restore the educational environment of native English speaking countries. However, different English teaching methods also have more or less influence, which can not be ignored. Only by facing up to the cultural differences and solving the teaching problems, can it be of positive significance to hire foreign teachers. In this way, the school can cultivate talents with excellent communication skills. The author aims to discuss the differences between Chinese and western educational models, hoping to promote foreign teachers' English teaching, so as to provide good suggestions for foreign teachers and students.

Keywords: Chinese culture; Education; Foreign teachers' English Teaching

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1. Differences and Integration between Chinese Educational Culture and Western Educational Culture

(1) Differences between Chinese and western education and culture

Chinese education inherits the historical and cultural accumulation of China for thousands of years and pays attention to basic theories. Chinese style education is a mode of achieving the purpose of education through a lot of practice and paying more time and energy. Therefore, Chinese teachers prefer to use results to measure the effectiveness of learning, making learning purposeful and mandatory. The evaluation of this result theory will make students pay attention to their

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deficiencies and constantly strive for them. At the same time, it also forms a strong competition among students. In China's thousands of years of development, the phenomenon of valuing literature over martial arts often appears. However, in today's student education, physical education is still often ignored. Therefore, the level of Chinese students' cultural courses has amazed the world, but their physical quality is worrying. At the same time, under the influence of Chinese education, the way of thinking of Chinese students is often to make sacrifices to obtain happiness, and there is little fluke psychology of getting something for nothing. Chinese students will also pay more attention to discipline, which enables Chinese teachers to impart knowledge faster and give students more knowledge content in a shorter time. Although it reduces the ways to obtain knowledge independently, they can often obtain more knowledge content than independent exploration in continuous repetition and practice. The centralization and standardization of Chinese education also makes Chinese students have a more collective consciousness and a sense of national honor, have a more sense of identity with their own nation, enhance national self-confidence, and is conducive to the rejuvenation and development of the Chinese nation.

Western education starts from human nature, takes students as the center and pays attention to innovative practice. Western education emphasizes that students should understand themselves and life. Practice and innovation are the top priority in learning and life. Especially in western developed countries, they often have a complete set of social welfare system, so that students do not have to worry about basic food and clothing after entering society in the future, which stimulates students to have a more pure pursuit of things themselves, and their interest has become their best leader. Western education does not seek to change fate with knowledge, so the classroom atmosphere is more relaxed and lively. Teachers rarely suppress the nature of students in teaching management, and there are few restrictions. Most of the students in the classroom will be in a state of excitement and thinking. However, this kind of classroom is often difficult to maintain discipline, so it is more difficult to test students' ability to explore knowledge independently. Students educated in this way often have rich curiosity and rebellious psychology, which makes them dare to challenge authority and have critical thinking, which is conducive to innovative development research in their future life. In this educational environment, Western students pay more attention to individualism. They will gradually find the meaning of their existence, their talents and interests, and their future work is often more in line with their own interests.

(2) Integration of Chinese and western education and culture

From the above, we can find that Chinese education pays more attention to the theory in books, and often ignores students' personal character and interest; Western education develops students' independent thinking ability, and interest

is an important factor to promote their progress. Chinese style education requires students to learn knowledge, be fully prepared for the examination, and strive for an excellent stepping stone for the cruel social competition in the future, which may realize the leap of class; Western education reminds students to pay attention to themselves, develop their quality, pay attention to their individual differences, and improve their quality of life in their future work and life.

Two kinds of education have their merits. We should take the essence and discard the dross. First of all, I think that Chinese education should recognize the individual differences among students, face up to everyone's strengths and weaknesses, and help students develop their strengths and make up for their weaknesses. Western style education should also properly formulate rules for students. Formulating rules is not a constraint on students' nature. Appropriate rules will make students have a sense of collective honor, make fewer unnecessary mistakes and reduce the cost of trial and error in the process of social production in the future. Secondly, Chinese education should also pay more attention to students' current feelings, attach importance to students' independent personality, and let them have a freer and more able environment to express their ideas, which is conducive to the development of students' potential, let them dare to question their authority and obtain more opportunities for innovation in their future work and life. Western style education should properly balance individualism, so that students can think of paying for others, contributing their own strength to the development of the country and have a sense of collective honor.

2. The Influence of Chinese Culture on Foreign Language Teaching

(1) Influence of Chinese culture on foreign teachers

With the continuous advancement of global integration, many domestic colleges and universities choose to hire foreign teachers to teach English. Gradually, we can find that Chinese culture has more or less influenced these foreign teachers, and their education methods are changing intentionally or unintentionally. Some foreign teachers have carried out the "localization" of teaching methods, that is, the combination of small class individualized education abroad and China's filling education. They concretize the students' usual performance assessment methods and express them in the intuitive form of data to encourage students to study and compete. At the same time, encourage students to actively think and discuss in class, and try to make the knowledge they have learned really be thought and chewed by the students themselves rather than cramming. Pay attention to the individual differences among the students and assign tasks according to the situation in the assignment of homework and practice. This kind of teaching improvement is very "do as the Romans do", which not only has the theoretical practice of Chinese

education, but also covers the humanization of western education. However, some foreign teachers believe that this is a compromise in teaching methods, not the optimal solution. They believe that “localization” is not desirable. Students can not feel the real English environment in the localized English classroom. Only the purest western teaching methods can make students realize the most primitive charm of English. It is not to let foreign teachers adapt to the Chinese cultural environment, but for students to adapt to the real English teaching environment, so that they can really learn the language and learn the language well, otherwise the language they learn will always be Chinglish.

(2) Students’ feedback on foreign teachers’ classes

Students have different feelings about foreign teachers’ classroom. Most students believe that the most acceptable teaching method is the “localized” classroom, because the localized classroom makes them easier to accept and more interested in paying attention to the classroom content. Pure English teaching methods often make students feel overwhelmed at the beginning. If they don’t get anything at the end of a class, Chinese students will feel deeply frustrated, and subsequent courses are difficult to stimulate students’ learning motivation again. The localized classroom has both familiar learning modes and new teaching methods for students to understand the pure English system, so that students can quickly accept it and lay a good foundation for subsequent courses. Because the teaching time of foreign teachers is often limited, it is very difficult to adapt to a new environment and change the inherent thinking mode in a limited time, so the localized courses will be recognized by more students. However, some students believe that localized teaching has lost the significance of hiring foreign teachers to teach. For example, the students of foreign language school, in this environment of cultivating foreign language talents, students should experience the real English environment as soon as possible and understand the thinking mode and language habits of foreigners with English as their mother tongue. This is not only the quality that foreign language talents should have, but also the necessary condition when they go abroad, go abroad and show themselves to the world in the future. In addition, the western education model can better stimulate students’ interest and learning potential. Students can find themselves in the classroom and have the courage to try more learning methods, which will often get unexpected results. The spirit of freedom and rebellion in the western educational model is missing in Chinese education. Students may slowly make up for themselves in the western educational atmosphere, find their new meaning of life and develop into a person with a more sound personality. Finally, some students believe that the teaching methods of foreign teachers have no impact on their own learning. There may be two reasons for this impression. On the one hand, the classroom education method of foreign teachers has fully adapted to the learning habits of Chinese students. For students, the classroom of foreign teachers is no different from the usual

classroom. Naturally, it has no impact on daily learning, but the teachers have become foreigners. On the other hand, some pure English classes make students totally unfit. These students will feel that foreign teachers can't learn theoretical knowledge and can only exercise their English listening and speaking ability. Its nature is more inclined to an elective subject, just to see the world. What's more, they just listen to a lively and novel class. The latter can not learn useful English knowledge. In their eyes, foreign teachers' class has become a course for leisure, entertainment and feeling exotic customs, which is contrary to the purpose of inviting foreign professors.

In the context of Chinese culture, the students faced by foreign teachers have been influenced by examination oriented education for decades, so sticking to the original western education method may have negative effects. If students can't acquire knowledge smoothly in class, most students will feel that the subsequent courses are not necessary to think seriously, but can't stimulate students' instinct of seeking knowledge. In my opinion, foreign teachers can carry out appropriate "localization" in the initial course, step by step, so that students can gradually accept the pure English education environment. Finally, a teaching achievement satisfactory to both sides was achieved. The school can also take appropriate measures, such as increasing the teaching hours of foreign teaching courses, adopting the mode of small class teaching, etc.

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