

## A Study of English Teaching Method Based on Local Perspective

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**Abstract:** With the development of economic globalization, international trade is more and more frequent, and English plays an increasingly important role in international economic and cultural exchanges. In this case, China's social and economic development and construction put forward higher requirements for English talents, while the demand for English talents is also growing rapidly. In view of this situation, to do a good job in English teaching, improve the quality of English teaching, and cultivate more excellent English talents has become the focus of social economy and education development and construction. This paper makes an in-depth study and analysis of English teaching methods based on the local perspective, and puts forward scientific and reasonable suggestions in combination with the current situation of English Teaching in China, so as to improve the quality of English Teaching in China, cultivate more excellent English talents and play a positive role.

### 1. Introduction

English is one of the most widely used languages in the world, and the wide spread of English in the world must cause localization problems. In all parts of the world, the formation of English with local language characteristics, that is, new English changes. In China, after a long period of development and communication, English has also formed the characteristics of localization. In the long-term blending and collision process of English and Chinese, Chinese English with localization characteristics has been formed. The core of Chinese English is still standard English. On the basis of standard English, it has absorbed a lot of Chinese culture and social characteristics, which makes standard English bring Chinese color. With the rapid development of China's economy, its influence in the world is more and more profound. Chinese English has also attracted the attention of many scholars, and has been studied in depth. In this case, English teaching method based on local vision has aroused heated discussion in the field of education. How to do a good job of English teaching based on local perspective has become one of the key factors to be considered in the current English education and training of English talents in China.

### 2. The Current Situation of English Teaching in China

In recent years, China has made great efforts to promote education reform, and has put forward many new teaching methods and theories in English teaching, which has made some achievements in practice. But with the continuous development of social economy, people's understanding of education is more and more profound. Especially in recent years, with the rapid improvement of China's economic level and the increasingly frequent international trade, the demand for English talents is growing. In this case, more and more people are learning English (as shown in Table 1), which makes people put forward higher requirements for the current English teaching quality.

Table 1 Number of online children's English education users in 2013-2018

Time (year)	2013	2014	2015	2016	2017	2018
Number of people (10000)	126.9	170.1	230.4	320.8	436.5	601.5

Growth rate (%)	-	34.0	35.4	39.2	36.1	37.8
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At the same time, the quality of English teaching is becoming more and more unsatisfactory. There are many reasons for the low quality of English teaching, including the influence of exam oriented education, unreasonable curriculum arrangement, rigid teaching methods and so on. Among them, it also includes the problem of English localization, that is, the problem of Chinese English. There are three main problems in Chinese English teaching

### 2.1. Over Emphasis on Standard English

People often learn their mother tongue first, then other languages. In the process of learning mother tongue, people's way of thinking will also be affected by the mother tongue language system and characteristics, forming a fixed way of thinking in language, that is, Chinese way of thinking. This way of thinking is deeply rooted and hard to get rid of. In this case, when people are learning English, they will inevitably use the Chinese way of thinking to show English, which is also the root cause of the phenomenon of localization of English, and finally Chinese English came into being.

It can be said that the emergence of Chinese English is an inevitable phenomenon with certain objectivity. However, in the current English education in China, teachers generally require students to use English thinking instead of Chinese. Since standard English is used as the teaching template in teaching, English with Chinese thinking characteristics, that is, Chinese English, is regarded as a kind of mistake, and Chinese English is regarded as non-standard and low-level. Therefore, in the process of learning English, teachers are trying to instill this idea into students and intend to eliminate students' Chinese English. For example, in the existing English teaching methods in China, students are usually exposed to standard English and learn in accordance with standard English, such as reading original English books, movies, browsing English websites, etc. (see Table 2), but it does not point out that native English, that is to say, Chinese English is an objective problem.

Table 2 Adult English learning style

learning style	Recite words	Watch English plays, movies, videos	Reading English books	Reading aloud	Browse English website	Daily conversation with others in English	Writing articles and diaries in English
Percentage (%)	71.7	62.1	50.2	37.1	27.7	25.5	22.8

In the Chinese English teaching mode, people tend to choose native speakers to teach English, and think that this method can let students learn correct, standard and pure English subjects from teachers. Although this mode can help students understand English language and culture more deeply and understand English connotation, its disadvantages are also very obvious, that is, it has caused a serious blow to students' learning confidence, which often leads to frustration and loss of learning confidence in the process of learning [1].

In China's English teaching, it is unrealistic to ask students to follow the standard mode to learn English, and it is also unrealistic to correctly recognize the difference between the learning standard of English as a foreign language and the learning standard of English as a second language, which eventually leads to the wrong understanding of localized English and the low quality of English teaching.

### 2.2. Aphasia of Chinese Culture

In our English teaching, we only pay attention to the output of English culture and ignore the two-way flow of culture. At the same time, we do not know the influence of local culture on

English correctly. So many students are using English to communicate with others. They don't know how to express things with Chinese characteristics in English. This phenomenon is called "Chinese Cultural Aphasia".

Aphasia of Chinese culture has seriously hindered the effectiveness of Chinese people in international communication, and the neglect of local culture has seriously weakened the ability of Chinese students to express local culture. In the process of communication, it is not able to accurately export culture, which has a serious impact on international communication and is not conducive to the understanding and emotional enhancement of both sides.

At present, in China's English teaching, the required course is not managed or an elective course. The teaching materials only focus on the introduction and explanation of western culture, but rarely on Chinese culture. In the process of teaching, there is no special teaching and training for using English to express Chinese culture.

### **2.3. Rigid Teaching Methods**

English Teaching in China has always been dominated by grammar translation method. The teaching focus of this method is to require students to master grammar and stress that students must pay attention to the accuracy of English when using English. This leads to a large amount of time and spirit practice and memory of grammar in teaching, but no systematic training of students' ability of listening, speaking and using English. In this case, students' ability to use English is often weak, resulting in the phenomenon of "dumb English". In recent years, with the continuous promotion of education reform in China, new teaching methods, such as task-based language teaching, have been advocated, but the practice has not achieved the expected results.

Because of the different teaching environment and purpose, no matter what kind of teaching method, in the process of practical application, we must combine the specific teaching conditions, including the national environment and so on, based on the actual innovation of teaching methods suitable for the current teaching environment, in order to achieve good teaching results. At present, these new teaching methods obviously do not consider the actual teaching environment of our country, and do not make reasonable adjustments for the specific teaching environment of China, which leads to these so-called new teaching methods only have the meaning of understanding and guidance for English Teaching in China, and their practical meaning is relatively limited.

## **3. English Teaching Method Based on Local Perspective**

At present, most of our English teaching methods and theories are introduced from western teaching methods and theories, which are not suitable for China's actual teaching environment and national conditions. Among them, the main performance is that English teaching content can not accurately reflect the Chinese cultural connotation and values. In order to do a good job in English teaching, strengthen the cultural output role of English talents in international communication, and improve the effectiveness of international communication, it is necessary to carry out English teaching based on the local perspective, use the localized English teaching methods, and effectively improve the efficiency and quality of English Teaching [2].

### **3.1. Positive Change of Attitude Towards Chinese English**

The localization of English is an objective law, and Chinese English is an objective phenomenon, which will not be transferred by subjective will. Therefore, in order to do a good job in English teaching, we must first have a correct thinking of the existence of Chinese English, face Chinese English with an objective and positive attitude, change the extreme teaching attitude that overemphasizes standard English, and understand that the existence of Chinese English is not the pollution of standard English, but the localization of English in China. Chinese English is the most important part of world English Part of it.



Figure 1 Learning English

In the process of learning English, students will inevitably be affected by their own language environment, social background, cultural thinking and other factors, so when speaking English, it is inevitable to have Chinese characteristics. Therefore, teachers should treat Chinese English problems rationally, so as to effectively enhance students' confidence in learning English well. In teaching, the primary teaching goal should be to achieve effective communication and accurate expression of Chinese culture, so that students can truly use English flexibly and achieve barrier free communication (see Figure 1), so as to significantly improve the efficiency and quality of English teaching.

### 3.2. Localization of Western Teaching Theory

The localization development of English is an objective law. In teaching, the realization of the localization development of teaching theory is also an objective requirement of the development of education. Therefore, in the process of English teaching, teachers must actively explore teaching methods and theories suitable for Chinese characteristics, rather than blindly superstitious western teaching methods and theories. In China, English is taught as a foreign language, not as a second language. There are significant differences between the two, and there are different requirements in the teaching process. Teachers must correctly distinguish the differences between the two, so as to build a scientific English teaching method, realize the localization of teaching theory, and effectively improve the level of English Teaching [3].

## 4. Conclusion

With the wide spread of English all over the world, its localization is an inevitable trend. English teachers must correctly deal with the relationship between standard English and native English, face up to and respect the development of native English, combine with the actual situation of our country, explore native English teaching methods suitable for our environment, so as to improve the quality of English teaching at the same time, but also to promote Chinese culture to the world.

## Subject

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